



Accountability Update

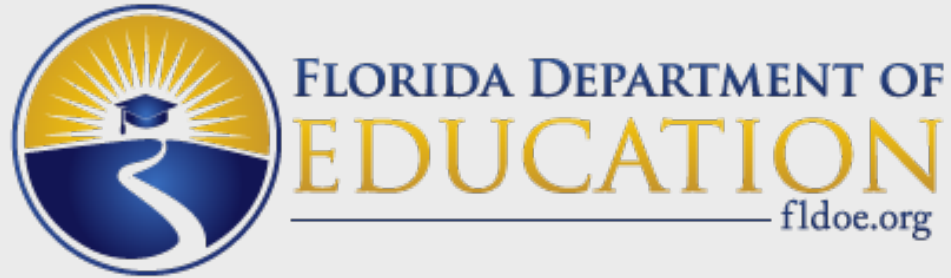


FLORIDA DEPARTMENT OF
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Overview

- Assessment Updates
- School Grades
- District Grades
 - District Report Card
- School Improvement Ratings
- ESSA



2016–2017 Assessment Updates

FSA and NGSSS Assessments

The following Spring 2017 FSA and NGSSS assessments are computer-based, except as noted:

- Grades 4–10 FSA ELA Reading
 - Grade 3 ELA will continue to be administered on paper
- Grades 3–8 FSA Mathematics
 - Grades 3 and 4 Mathematics will be administered on computer for the first time, as required in statute.
- Grades 8–10 FSA ELA Writing; FSA ELA Retake
 - Grades 4-7 FSA ELA Writing will remain on paper.

FSA and NGSSS Assessments

The following Spring 2017 FSA and NGSSS assessments are computer-based (cont.):

- FSA EOC Assessments (Algebra 1, Geometry, Algebra 2)
- NGSSS EOC Assessments (Algebra 1 Retake, Biology 1, Civics, U.S. History)
- FCAT 2.0 Reading Retake

Statewide Science Assessment

- Grades 5 and 8 Science will continue to be administered on paper for Spring 2017
- The assessment window for Grades 5 and 8 Science has been changed to May 1-5, 2017

FSAA & ACCESS for ELLs 2.0

- The Florida Standards Alternate Assessment (FSAA) and ACCESS for ELLs 2.0 will be administered in 2016–17 using the same modes that were used during 2015–16.
- Student Pre-ID, tracking, and test administration training for both assessments are being revised and streamlined for the 2016–17 school year.



School Grades

School Grades Model

- Refocuses the school grading formula on student success measures
 - Achievement
 - Learning gains
 - Graduation
 - Earning College Credit and/or Industry Certifications
- Maintains a focus on students who need the most support
- ELLs included in Achievement after 2 years

New School Grades Model – *Reminder of Key Differences from 2013-14 Model*

- Eliminates provisions that over-complicate the formula
 - **No bonus factors or additional weighting** that may raise a school grade
 - No bonus points for students passing retakes
 - No additional weights for certain types of learning gains or for additional accelerated exams/courses taken and passed
 - No “safety net” keeping a school from dropping more than one letter grade
 - **No additional requirements or automatic adjustments** that may lower a school grade
 - Schools will **no longer** drop a letter grade if less than 50% of their students in the bottom quartile make learning gains
 - Schools will **no longer** drop a letter grade if less than 25% of their students were reading on grade level
 - Schools will **no longer** drop a letter grade if less than 65% of their at-risk students graduate (at-risk graduation rate completely eliminated from the new model)

School Grades Revisions

- Schools will only be graded on the components for which they have enough data
 - Schools that don't have enough data for one or more components will still receive a grade
 - Schools that don't have enough data for a component will no longer receive the district average for the component

Percent Tested

- Must test 95% of full year enrolled students
- Calculated for each assessment and then aggregated.
- Schools that do not test 95% of students will receive preliminary grades of “I”
- Superintendents can appeal the “I” by demonstrating that the data accurately represents the school’s progress or requesting that late reporting assessment results be included.
- Commissioner will review data of all I schools regardless of whether an appeal is submitted to determine if the performance data is representative of the school’s progress.
- If the Commissioner determines the data is representative, she will release grades for these schools at the end of the appeals period.

Subject Areas Included for Achievement

- The Percentage of Full-Year-Enrolled Students who scored at Level 3 or above in :
 - English Language Arts
 - Florida Standards Assessment in English Language Arts - Grade 3 to 10 and FSAA
 - Mathematics*
 - Florida Standards Assessment in Mathematics - Grades 3 to 8 and FSAA
 - Algebra 1, and FSAA EOC
 - Geometry
 - Algebra 2
 - FSAA EOCs
 - Science*
 - Statewide Standardized Assessment in Science - Grades 5 and 8 and FSAA
 - Biology 1
 - Social Studies*
 - Civics
 - U.S. History

***For EOCs a student must be enrolled in the course to be counted in achievement.**

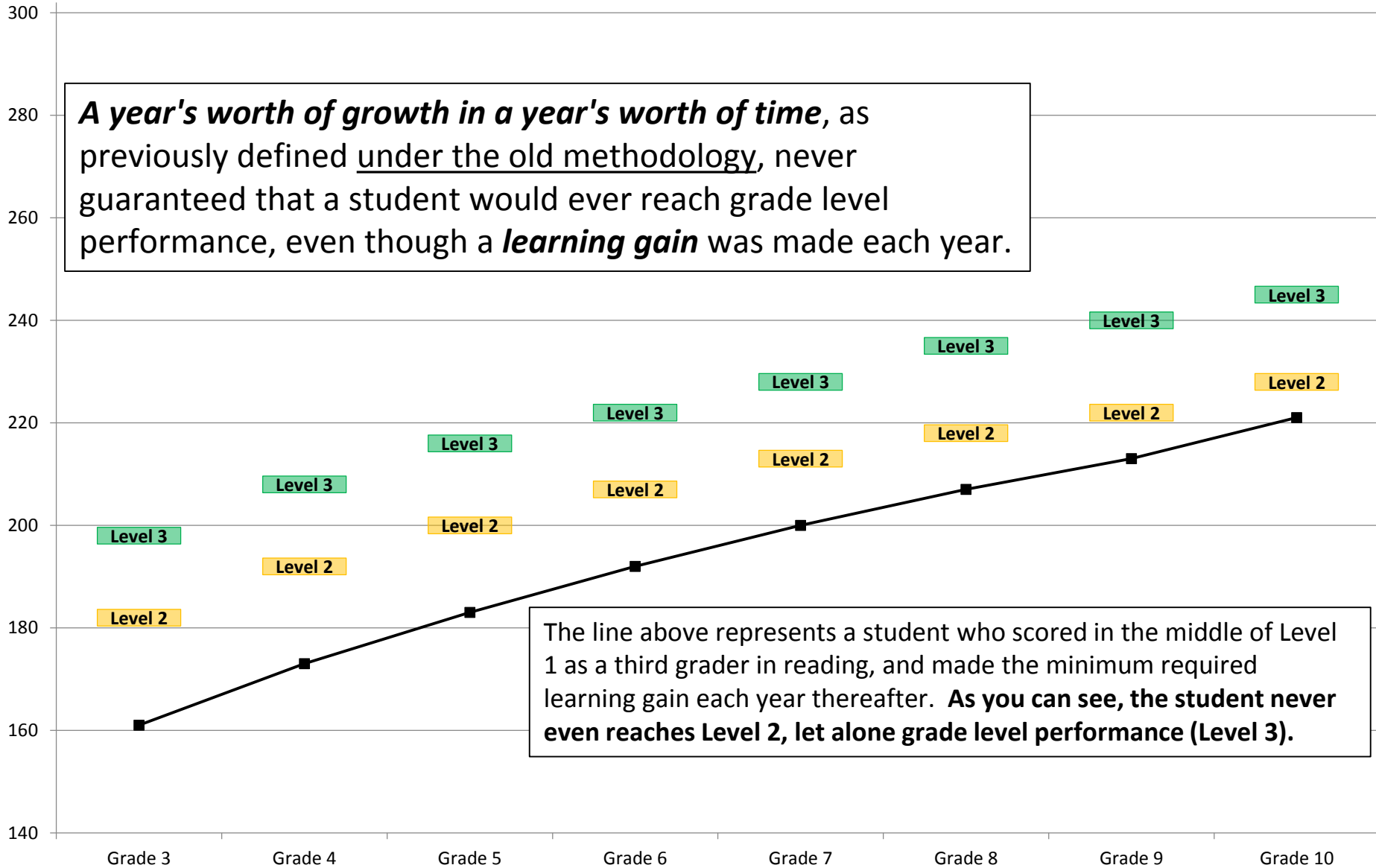
School Grades Model

- Establishes a new framework for learning gains calculation requiring that learning growth toward achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year (s. 1008.34(3)(b), F.S.)
- Under the old methodology, a learning gain could be demonstrated one of three ways:
 - Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.);
 - **Maintain a Level 3, Level 4, or Level 5 from one year to the next; or**
 - **For students who remain in Level 1 or Level 2 from one year to the next, demonstrate a year's worth of growth in a year's worth of time**
- The new statutory framework requires the revision of the two ways highlighted **in bold** above

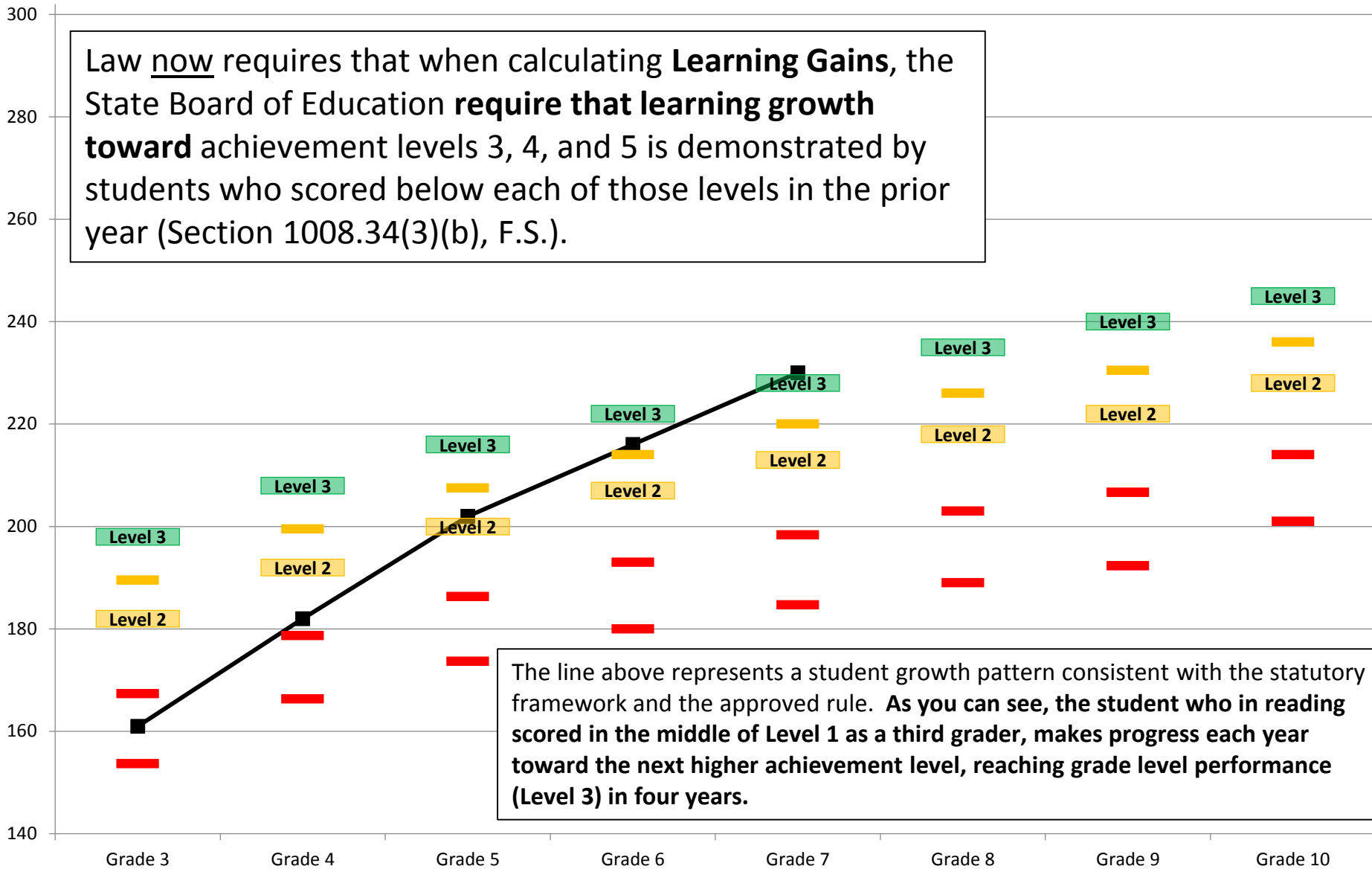
Comparison of the Ways to Demonstrate a Learning Gain for School Grades

Old Method	New Method
Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.)	Same
Maintain a Level 3, Level 4, or Level 5 from one year to the next	Same, except for Level 3 and Level 4, in addition to maintaining the level, the student's scale score must have improved from one year to the next*
For students who remain in Level 1 or Level 2, demonstrate a specified scale score gain	Split Levels 1 and 2 into multiple sections (Level 1 into thirds and Level 2 in half) and require the student to improve from section to section within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1)

*The way to demonstrate a learning gain for students who maintain a Level 3 or Level 4 was changed from the original draft rule language based on feedback received from FADSS and others during the rule development process



Law now requires that when calculating **Learning Gains**, the State Board of Education **require that learning growth toward** achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year (Section 1008.34(3)(b), F.S.).



The line above represents a student growth pattern consistent with the statutory framework and the approved rule. **As you can see, the student who in reading scored in the middle of Level 1 as a third grader, makes progress each year toward the next higher achievement level, reaching grade level performance (Level 3) in four years.**

Examples - Students who Improve One or More Achievement Levels

- **Regular Progression** - In 2015 a grade 6 student scored in Level 2 (319) on the FSA Mathematics and in 2016 scored in Level 3 (331) on the grade 7 FSA Mathematics.
- **Retained Student** - In 2015 a grade 7 student scored in Level 2 (325) on the FSA English Language Arts. This student is retained in grade 7 and took the grade 7 FSA English Language Arts in 2016 and scored in Level 3 (334).
- **Accelerated Student** – In 2015 a grade 4 student scored in Level 4 (339) on the FSA English Language Arts and in 2016 skipped a grade and scored in Level 5 (356) on the grade 6 FSA English Language Arts.

Examples - Students who Maintain a Level 3, Level 4, or Level 5 From One Year to the Next

- **Regular Progression** - In 2015 a grade 4 student scored in Level 3 (323) on the FSA Mathematics and in 2016 scores in Level 3 (324) on the grade 5 FSA Mathematics.
- **Retained student** - In 2015 a grade 7 student scored in Level 3 (333) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scores in Level 3 (334).
- **Accelerated Student** – In 2015 a grade 4 student scored in Level 4 (338) on the FSA English Language Arts and in 2016 skipped a grade level and scored a Level 4 (340) on the grade 6 FSA English Language Arts.
- **EOC example** - In 2015 a student scored in Level 3 (500) on the Algebra 1 EOC and in 2016 scored in Level 3 (501) on the Geometry EOC.
- **FSA to EOC example** - In 2015 a grade 8 student scored in Level 3 (348) on the FSA Mathematics and in 2016 scored Level 3 (500) on the Algebra 1 EOC.
- **EOC to FSA Example** – In 2015 a grade 7 student scored in Level 3 (504) on the Algebra 1 EOC and in 2016 scored in Level 3 (348) on the grade 8 FSA Mathematics.

Examples - Students Scoring in Levels 1 or 2 and Remaining in the Same Achievement Level

- **Regular progression** - In 2015 a grade 3 student scored in Low Level 1 (250) on the FSA English Language Arts and in 2016 scored in Middle Level 1 (267) on the grade 4 FSA English Language Arts assessment.
- **Retained student** - In 2015 a grade 7 student scored in Middle Level 1 (285) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scored in High Level 1 (301).
- **EOC example** – In 2015 a student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (493) on the Geometry EOC.
- **FSA to EOC example** – In 2015 a grade 8 student scored in Low Level 2 (329) on the FSA Mathematics and in 2016 scored in High Level 2 (492) on the Algebra 1 EOC.
- **EOC to FSA Example** – In 2015 a grade 7 student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (335) on the grade 8 FSA Mathematics.

English Language Arts

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 3	240-284	240-254	255-269	270-284	285-299	285-292	293-299	300-314	315-329	330-360
Grade 4	251-296	251-266	267-281	282-296	297-310	297-303	304-310	311-324	325-339	340-372
Grade 5	257-303	257-272	273-288	289-303	304-320	304-312	313-320	321-335	336-351	352-385
Grade 6	259-308	259-275	276-292	293-308	309-325	309-317	318-325	326-338	339-355	356-391
Grade 7	267-317	267-283	284-300	301-317	318-332	318-325	326-332	333-345	346-359	360-397
Grade 8	274-321	274-289	290-305	306-321	322-336	322-329	330-336	337-351	352-365	366-403
Grade 9	276-327	276-293	294-310	311-327	328-342	328-335	336-342	343-354	355-369	370-407
Grade 10	284-333	284-300	301-317	318-333	334-349	334-341	342-349	350-361	362-377	378-412

Mathematics

	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 3	240-284	240-254	255-269	270-284	285-296	285-290	291-296	297-310	311-326	327-360
Grade 4	251-298	251-266	267-282	283-298	299-309	299-304	305-309	310-324	325-339	340-376
Grade 5	256-305	256-272	273-289	290-305	306-319	306-312	313-319	320-333	334-349	350-388
Grade 6	260-309	260-276	277-293	294-309	310-324	310-317	318-324	325-338	339-355	356-390
Grade 7	269-315	269-284	285-300	301-315	316-329	316-322	323-329	330-345	346-359	360-391
Grade 8	273-321	273-289	290-305	306-321	322-336	322-329	330-336	337-352	353-364	365-393

End-of-Course Assessments

	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Algebra 1	425-486	425-445	446-466	467-486	487-496	487-491	492-496	497-517	518-531	532-575
Geometry	425-485	425-445	446-465	466-485	486-498	486-492	493-498	499-520	521-532	533-575
Algebra 2	425-496	425-448	449-472	473-496	497-510	497-503	504-510	511-528	529-536	537-575

Learning Gains of the Lowest 25%

- Calculated for both English Language Arts and Mathematics
- Applies the same learning gains methodology to the lowest performing 25% of students
- Determining the lowest performing 25% of students
 - Uses the performance of students in the prior year calculated at each grade level to identify the lowest performing 25% of students (EOCs not by grade level)
 - Low 25% is no longer limited to students in Achievement Levels 1 and 2

Middle School Acceleration

- The percentage of eligible students who passed one or more high school level statewide, standardized end-of-course (EOC) assessments or attained industry certifications identified in the industry certification funding list
- Calculated for all schools that include grades 6, 7, and 8 or grades 7 and 8
- Eligible students include full-year-enrolled students, who are current year grade 8 students who scored at or above Achievement Level 3 on the Mathematics statewide assessments in the prior year, or are full-year-enrolled students in grades 6, 7, or 8 that took high school level EOC assessments or industry certifications (industry certification data is the most recent available and lags by one year)
- Students must be enrolled in the course to be included
- A student is included in the calculation no more than once

Graduation Rate

- The most recent 4 year cohort graduation rate measured according to 34 § CFR 200.19
- Calculated for all schools that include grades 9 to 12, grades 10 to 12, and grades 11 and 12
- Also calculated for combination schools that include these grade levels

College and Career Acceleration

- Cohort-based calculation using the graduates from the graduation rate calculation as the denominator
- The percentage of graduates who, while in high school
 - Were eligible to earn college credit through AP, IB, or AICE examinations
 - Earned a C or better in dual enrollment or
 - Earned a CAPE industry certification

Elementary School Grades Model

(A maximum of 7 components)

- The school grade is based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)

English/ Language Arts	Mathematics	Science
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)	
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)	

Middle School Grades Model

(A maximum of 9 components)

- The school grade based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)

English/ Language Arts	Mathematics	Science	Social Studies (Civics EOC)	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0%to 100%)	Achievement (0% to 100%)	Percentage of students who pass H.S. EOCs and industry certifications (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)			
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)			

High School Grades Model

(A maximum of 10 components)

- The school grade is based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)

English/ Language Arts	Mathematics (EOCs)	Science (Biology EOC)	Social Studies (US History EOC)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	Percent of graduates who are eligible to earn college credit through passing AP, IB, or AICE exams; passing dual enrollment courses; or earning an industry certification (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				

Combination School Model

(A maximum of 11 components)

- The grade is based on the percentage of total points earned, and **combination schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)
- Provisions that may raise or lower a school's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

English/ Language Arts	Mathematics (EOCs)	Science (Biology 1 EOC)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				Middle School (EOCs or industry certifications) (0% to 100%)

New School Grade Scale

- A = 62 percent of total applicable points or higher
- B = 54 to 61 percent of total applicable points
- C = 41 to 53 percent of total applicable points
- D = 32 to 40 percent of total applicable points
- F = 31 percent of total applicable points or less

Calculating the School Grade

- The school's grade is determined by
 - Summing the points earned for each component (each component is worth 100 points) and dividing by the sum of total points available for all components with sufficient data
 - The percentage resulting is the percentage of points the school earned from all applicable components
 - This percentage would be compared to the scale set by the State Board of Education to determine a school's grade

Examples for Calculating the School Grade

Elementary School

ELA	Math	Science	Social Studies	Grad Rate	Acceleration Success	Total Points Earned	Number of Components X 100	Percent of Total Points	Grade
56%	64%	58%				178	300	59%	B

Middle School

ELA	Math	Science	Social Studies	Grad Rate	Acceleration Success	Total Points Earned	Number of Components X 100	Percent of Total Points	Grade
58%	65%	62%	47%		61%	293	500	59%	B

High School

ELA	Math	Science	Social Studies	Grad Rate	Acceleration Success	Total Points Earned	Number of Components X 100	Percent of Total Points	Grade
56%	67%	61%	46%	72%	54%	356	600	59%	B



District Grades

District Grades

- Districts receive grades based on all of the components in the school grades model
- Students who were not full-year enrolled in a school but were full-year enrolled in the district will be included in the district grade in addition to students included in schools' grades.

District School Grades Model

(A maximum of 11 components)

- The district grade is based on the percentage of total points earned, and **districts are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)
- Provisions that may raise or lower a district's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

English/ Language Arts	Mathematics (EOCs)	Science (Biology 1 EOC)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				Middle School (EOCs or industry certifications) (0% to 100%)

District Report Card

- The district grade is included on the district report card.
- Information required by s.1008.345(5) F.S.
 - Percentage of students with learning growth in ELA and mathematics - by school and grade level
 - Percentage of students in the highest and lowest quartiles making growth in ELA and mathematics - by school and grade level
 - **Intervention and support strategies** used by districts whose students in the highest and lowest quartiles exceed the statewide average learning growth for students in those quartiles
 - **Intervention and support strategies** used by school boards whose DJJ programs demonstrate learning growth in English language arts and mathematics exceeding the statewide average learning growth

District Report Card (continued)

- Progress in closing the achievement gap in both ELA and Math between higher-performing and lower-performing subgroups
- Progress in demonstrating learning gains of its highest performing students
- Success in improving student attendance
- Grade-level promotion of students scoring levels 1 and 2 on the ELA and mathematics assessments
- Performance in preparing students for transition from elementary to middle, middle to high, and high to postsecondary institutions and careers

Welcome to Florida's District and School Report Cards

In 2014, the Florida Legislature passed Senate Bill 1642 that simplified the School Grade calculation effective with the 2014-15 School Grades. District Grades are calculated using all of the components of this simplified School Grade calculation. This bill also provided additional reporting requirements for School and District Report Cards.



System Requirements:

- 1) This website is best viewed using Internet Explorer. You may need to add this website to your "[trusted sites](#)" to successfully download files.
- 2) The browser's Back button is not supported. Please use the navigation links provided within the interactive reports.
- 3) Your session will time out after five minutes of inactivity.

District Report Card

- › [District Grades map](#)
- › [District Grades](#)
- › [Compare Districts/District Grades \(Downloadable tables\)](#)
- › [District Annual Measurable Objectives](#)
- › [Learning gains in ELA and mathematics](#)
- › [Highest and lowest quartiles making growth in ELA and mathematics](#)
- › [Progress in closing the achievement gap between high and low performing subgroups](#)
- › [Learning gains of highest performing students](#)
- › [Improvements in student attendance](#)
- › [Promotion of students scoring at levels 1 and 2](#)
- › [Preparation of students for transition to middle school, high school and postsecondary and careers](#)

School Report Card

- › [Search schools using map, school district, zip code or city](#)
- › [School Grades](#)
- › [Compare Schools/School Grades \(Downloadable tables\)](#)
- › [School Annual Measurable Objectives](#)
- › [Performance in ELA, mathematics, science and social studies](#)
- › [School improvement](#)
- › [Performance as evaluation by ESEA](#)
- › [Return on investment](#)



District Grades

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View

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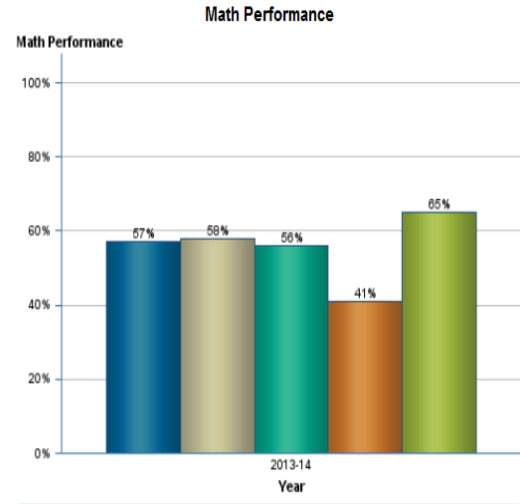
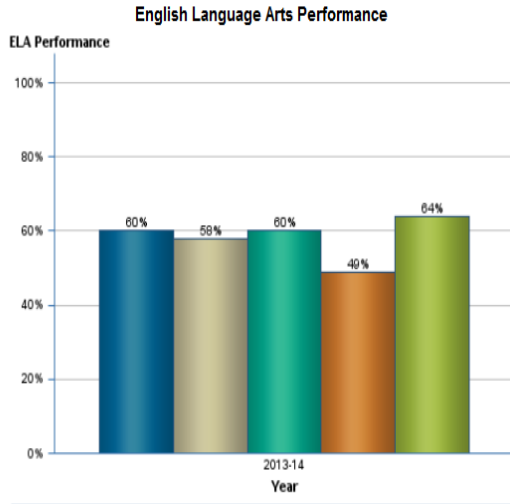
Compare Up To 5 Districts

User Tips:

- 1) To select new districts, select Data > Refresh Data
- 2) To export data: > right click on the graph/table > select export graph/table data > select the file type > click ok.

District Grades

Year	District Name	District Grade
2013-14	01-ALACHUA	C
2013-14	02-BAKER	C
2013-14	03-BAY	C
2013-14	04-BRADFORD	C
2013-14	07-CALHOUN	B



Placeholder Data

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Back to Selection

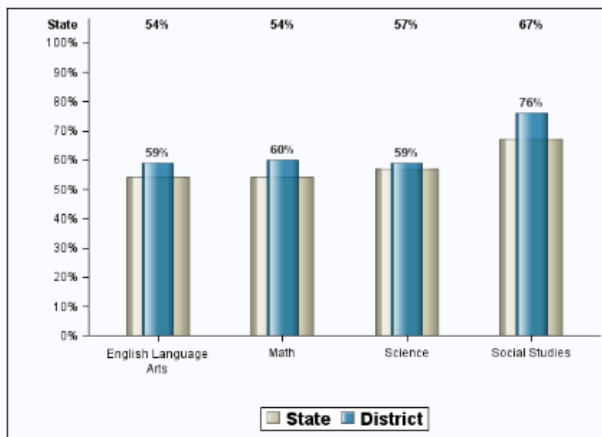
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LEON COUNTY SCHOOL DISTRICT
DISTRICT GRADE REPORT, 2014-15

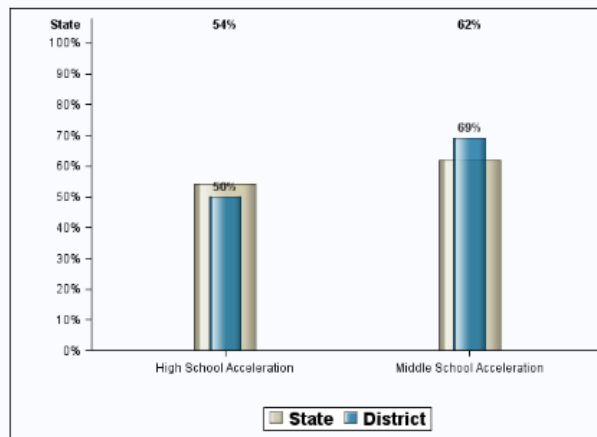
District Superintendent:
Jackie Pons
(850) 487-7147
Email: ponsj@leonschools.net

District Grade: A (65% of Total Possible Points)

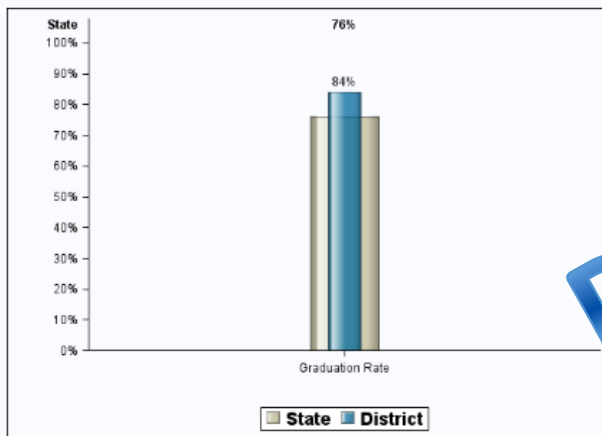
Student Achievement



Acceleration

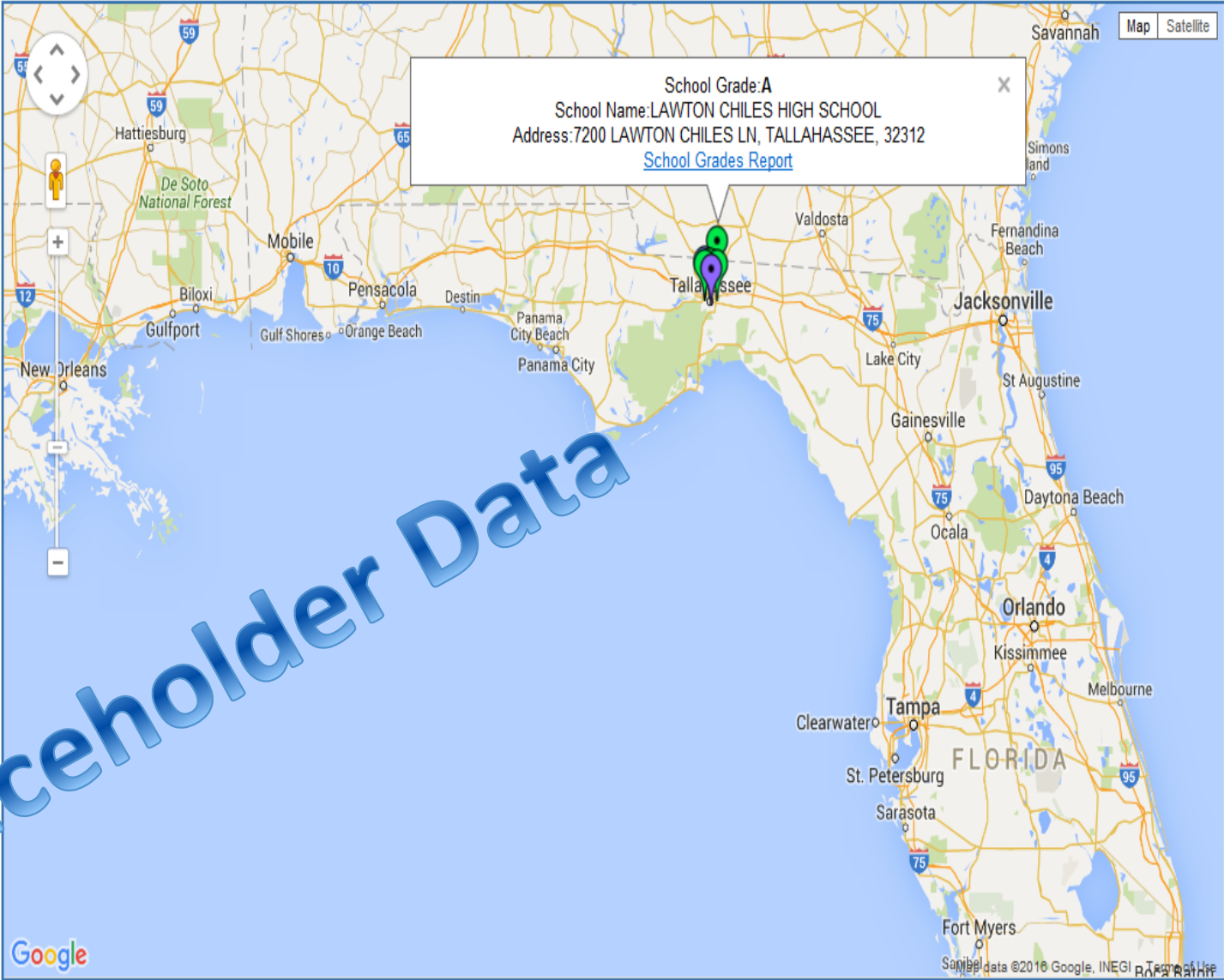


Graduation Rate



Placeholder Data

High SCHOOLS in LEON



Placeholder Data

Map Symbol:     

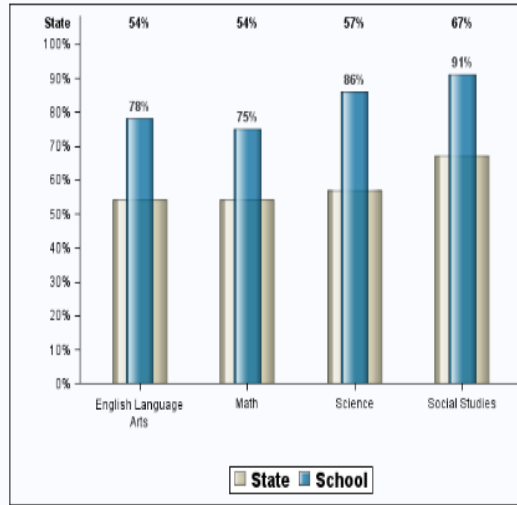
School Grades: A B C D F

LAWTON CHILES HIGH SCHOOL - 1141

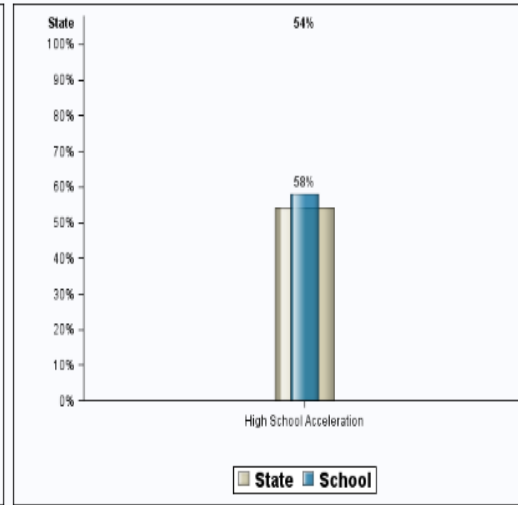
LEON COUNTY SCHOOL DISTRICT
SCHOOL GRADE REPORT, 2014-15

School Grade: A (80% of Total Possible Points)

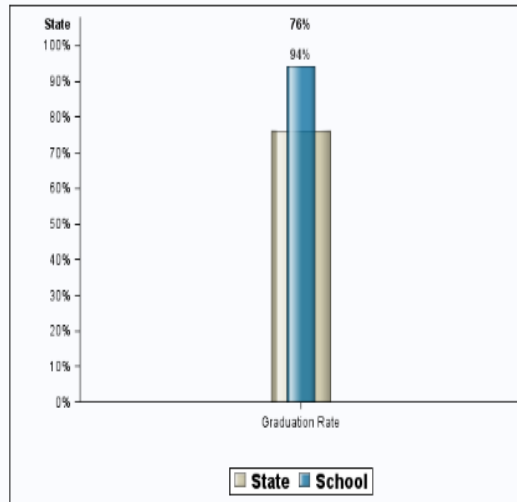
Student Achievement



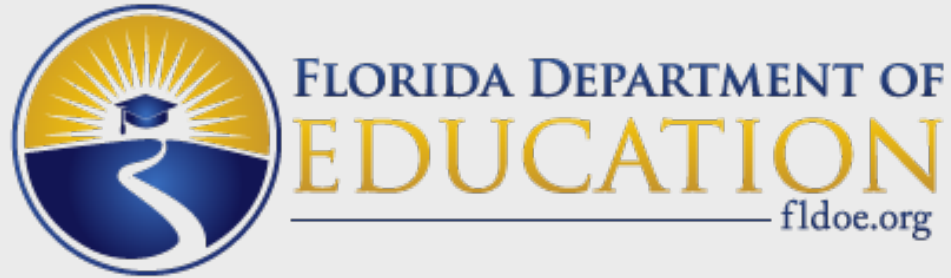
Acceleration



Graduation Rate



Placeholder Data



School Improvement Ratings

Rule 6A-1.099822, F.A.C.

School Improvement Ratings – Rule Development

- Public workshops held in October on rule language and public comments received
- Once learning gains can be calculated this summer the Commissioner will make a recommendation to the State Board of Education on the percent of points needed to achieve each rating category
- Public comments will be solicited on the commissioner's recommendation
- State Board will likely take action on this rule in late summer/early fall
- Once a rule is adopted School Improvement Ratings for 2015-16 will be released

School Improvement Rating

- Alternative schools and Exceptional Student Education (ESE) Center schools choose whether to receive a school grade or a school improvement rating
- If the school chooses to receive a rating, its students' performance information is used in both the school's rating and the students' home-zoned school's grade
- The department provides the district a list of schools from which to verify the schools that are eligible to choose a rating

School Improvement Ratings

- The school improvement rating shall identify an alternative school as having one of the following ratings:
 - **Commendable:** a significant percentage of the students attending the school are making learning gains
 - **Maintaining:** a sufficient percentage of the students attending the school are making learning gains
 - **Unsatisfactory:** an insufficient percentage of the students attending the school are making learning gains

Percent Tested

- Schools must assess 80% of students to receive a rating
- Schools that assess less than 90% of students are not eligible to receive a rating of Commendable

Rating Components

- Learning Gains in English Language Arts (100 points)
- Learning Gains in Mathematics (100 points)
 - Learning gains are calculated using the method described in the school grades rule
 - Eligible students include students enrolled in membership survey 2 or 3 and tested
 - Retake assessments are included when first-time assessments are not available for a student

Calculation of the Rating

- The rating of Commendable, Maintaining, or Unsatisfactory is based on the percentage of possible points earned by each school
- Schools will be rated on only those components for which they have sufficient data
- The State Board of Education will establish the percentage of points needed for each rating

Data Accuracy

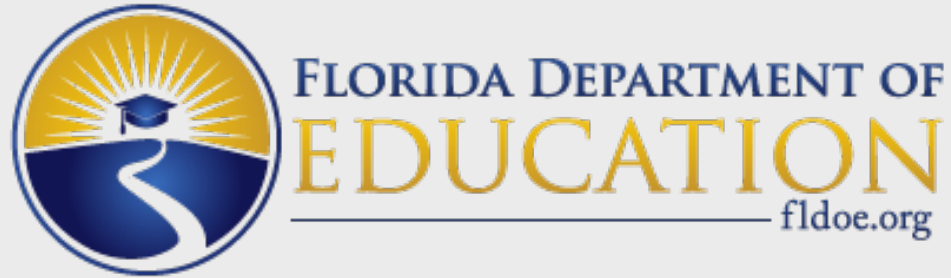
- District accountability contact will continue to be responsible for verifying data to be used in school improvement ratings
 - Verifying school accountability type
 - Verifying student enrollment data and other data needed for calculating the components and determining a student's eligibility for inclusion
 - Verifying that test results are accurately matched to survey 3 membership records
 - Reporting student eligibility changes

Appeals Process

- Districts will have 30 days after the preliminary calculation of school improvement ratings to appeal a school's rating
- If a school district determines that a different rating should be assigned to a school because of the omission of data or a data miscalculation or other special circumstances, the school's rating may be appealed

Future Accountability Topics

- Graduation rate cohort corrections
 - Hope to have the application for the cohort process open in the fall
 - Will discuss this topic in more detail at FAMIS and the Assessment and Accountability meeting in August
- Accountability match process
 - Accountability Reporting has taken over the responsibility of providing files to the districts
 - Based on requests we will make some changes for the 2016-17 process (such as including the withdrawal date)
 - Will discuss in detail at FAMIS and the Assessment and Accountability meeting in August

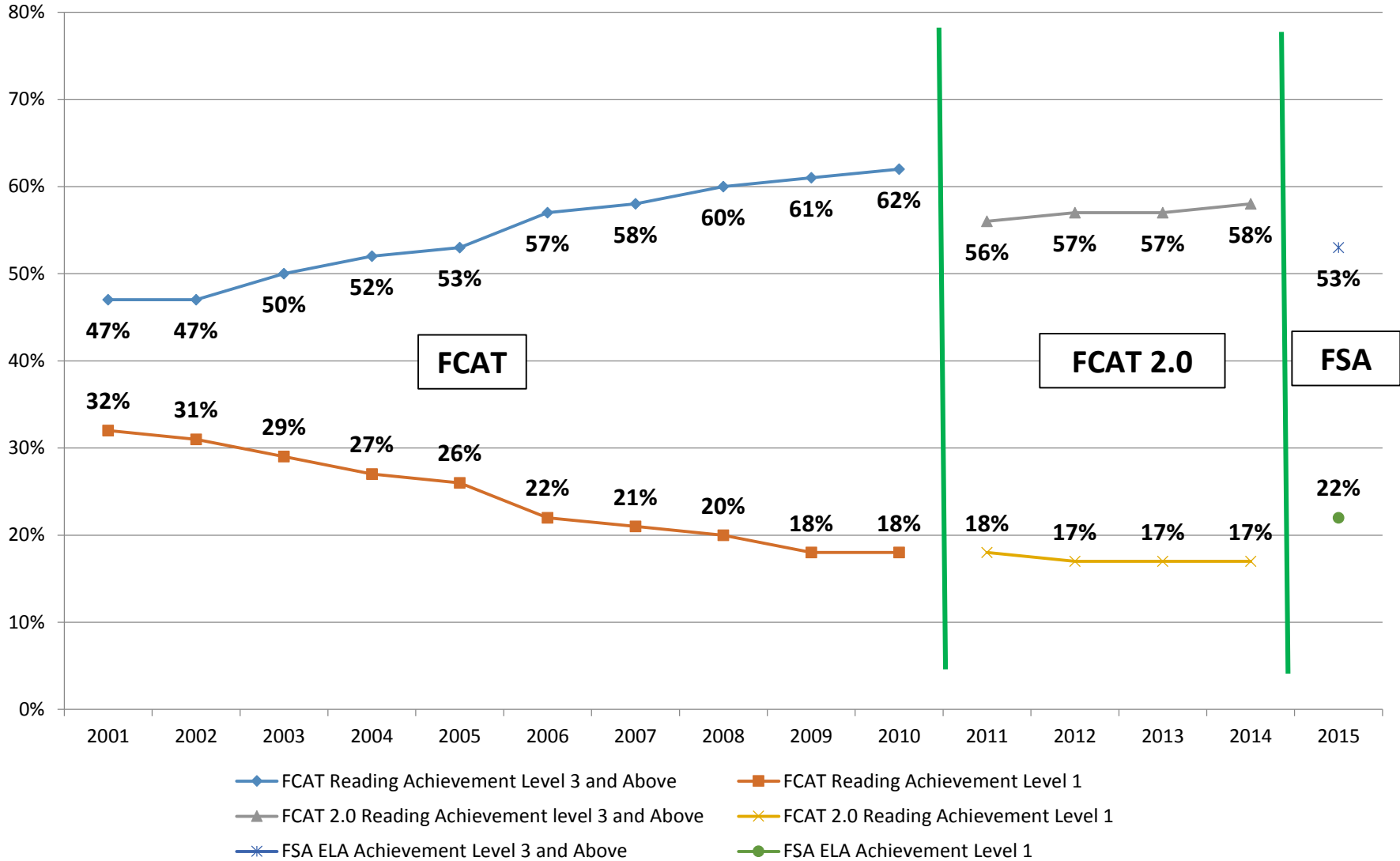


ESSA Accountability Provisions

Long History of Accountability in Florida

- Long history of school accountability in Florida
- In 1999 the A – F school grading system began
- AYP accountability began based on the NCLB Act of 2001
- In 2008 Florida received the differentiated accountability waiver
- ESEA Flexibility waiver granted 2012
- 2014-15 Florida’s school grading system simplified
- ESEA flexibility waiver ends August 2016
- After that continue with current accountability provisions until ESSA Accountability begins
- ESSA is effective in 2017-18

Student Reading/ELA Performance Over Time



ESSA Provides Flexibility

- The degree of flexibility will be different in each state
- The degree of flexibility is not completely outlined yet - awaiting rules and regulations
- With additional flexibility comes additional responsibility

ESSA Preserves Assessments (pg. 25)- the Spine of Accountability

- State must administer assessments in mathematics, reading or language arts and science
 - Mathematics and Reading or Language arts Assessments
 - In each of grades 3 through 8
 - At least once in grades 9 through 12
 - Science – Not less than once during
 - Grades 3 through 5
 - Grades 6 through 9, and
 - Grades 10 through 12
- The same academic assessments must be used to measure the achievement of all public elementary and secondary school students in the state
- The assessments must be aligned with the challenging academic standards

Assessments (Continued)

- The assessments shall provide for
 - The participation of all students
 - The appropriate accommodations for children with disabilities, including students with the most significant cognitive disabilities
 - The inclusion of English learners who shall be assessed in a valid and reliable manner and provided appropriate accommodations
 - including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know
- Each state plan shall demonstrate that LEAs in the state will provide for an annual assessment of English proficiency of all English learners

Assessment Exception for Advanced Mathematics (pg. 27)

- States may exempt an 8th grade student from the grade level mathematics assessment
 - If the student takes the end-of-course assessment the state typically administers, and
 - If in high school the student takes the end-of-course assessment that is more advanced than the assessment taken in middle school

Alternate Assessment 1 Percent Cap (pg. 27)

- The state must ensure that for each subject area the total number of students assessed using the alternate assessment does not exceed 1 percent of the total number of all students in the state who are assessed in that subject area
- This is different than the previous requirement and more districts may find themselves above 1 percent

Locally Selected Assessment (pg. 30)

- Districts may administer a locally-selected assessment in lieu of the state-designed academic assessment **IF** the LEA selects a nationally-recognized high school academic assessment that has been approved for use by the state
- To allow for the approval of such assessments for local selection, an SEA shall establish technical criteria to determine if any such assessment meets the requirements of ESSA

Locally Selected Assessment (pg. 31)

- If an SEA chooses to make a nationally recognized high school assessment available for local selection the SEA shall:
 - Conduct a review of the assessment to see if it meets or exceeds the technical criteria established
 - Submit evidence that the assessment meets the requirements of ESSA
 - The assessment is aligned to the state’s academic content standards and addresses the depth and breadth of the standards and be equivalent in its content coverage, difficulty, and quality to the state-designed assessments
 - The assessment provides comparable, valid, and reliable data on academic achievement as compared to the State designed assessments for all students and for each subgroup of students with results expressed in terms consistent with the state’s academic achievement standards among all local educational agencies within the state
 - The assessments meets the requirements for the required statewide assessments under ESSA
 - The assessments provide unbiased, rational, and consistent differentiation between schools in the state to meet the requirements of the statewide accountability system
 - Approve the assessment for selection and use by LEAs

State Accountability Systems Under ESSA (pg. 36)

- Accountability systems are state determined but must meet certain criteria and include certain indicators
- The state must establish long term goals and measure progress toward meeting those goals
- The goals must be set for all students and separately for each subgroup

Timeline - Unresolved Question

- What year will a revised school grades system based on ESSA requirements be implemented?
 - ESSA indicates that accountability provisions will be implemented in 2017-18
 - However, it is not clear whether:
 - School grades changes would be implemented for the 2016-17 grades and DA schools identified for the 2017-18 year
Or
 - School grades changes would be implemented for the 2017-18 grades and DA schools identified for the 2018-19 year

State Accountability Systems – Specific Indicators (pg. 37)

For All Schools

- Achievement on the annual required assessments
 - ELA, Math, Science
- A measure of student growth (state’s discretion - gains)
- Progress in ELLs achieving English language proficiency
- Another indicator of school quality or student success

For High Schools

- Graduation rate

Annual Meaningful Differentiation (pg. 38)

- The accountability system must meaningfully differentiate among schools on the required indicators for all students **and for each subgroup**
- Much less weight must be attributed to the indicators of school quality or success than the other measures in aggregate
- The system must differentiate between schools in which any subgroup is consistently underperforming

Identification of Schools (pg. 39)

- Beginning in 2017-18 and at least every 3 years thereafter
 - Identify the lowest 5% of all Title 1 schools
 - Identify all high schools failing to graduate 1/3 or more of students
 - Schools who qualify for comprehensive support and improvement who have not met the state exit criteria

Annual Measurement of Achievement (pg. 39)

- Annually measure the achievement of not less than 95 percent of all students
- And measure the achievement of 95 percent of all students in each subgroup

English Language Learners (pg. 33)

- States have two choices for including first year ELLs in their accountability systems
 - First year ELLs are not tested in their first year and states may exclude first year ELA and Math assessments from the accountability system the first year. Achievement must be reported in the second year.
 - All first year ELLs are tested in their first year in ELA and Math and are excluded from accountability in the first year. The first year scores are included in learning gains in year 2 and ELLs are included in achievement in year 3.

Florida Law and ESSA

- Some provisions in Florida law go beyond ESSA but do not conflict – they may not change
- Some provisions in Florida law may conflict with ESSA
- Some provisions in ESSA may not be addressed in Florida law
- We continue to analyze which parts of ESSA are already met through state law, any areas where ESSA conflicts with state law, what Florida's options for flexibility are, and what decisions will need to be made (with our stakeholders' input)

Waivers

- Not clear yet the extent to which ESSA provisions can be waived
- There may be several areas where Florida may choose to seek waivers

Stakeholder Input

- We are setting up an online portal for public comments on what should be in Florida's state plan based on what ESSA says.
- This is expected to go live in June.
- We look forward to receiving your comments.

Florida's State Plan

- Awaiting final regulatory guidance from USED before updating the state plan.
- The negotiated rulemaking meetings finished in April, and draft regulations are expected in the summer, with final regulations expected at the end of the year. These will cover the topics of assessment and supplement, not supplant.
- We are learning together and caution districts in moving too fast on items that will need to be finalized at the federal level before we know the parameters of ESSA flexibility and can pursue decisions at the state level, with stakeholder input.
- Florida will post it's state plan for a separate round of public comment prior to submission to USED.

ESSA Proposed Timeline For Stakeholder Input

- Spring 2016 – Analysis of ESSA to determine what changes are needed for Florida
- June 2016 – Online public comment system opens on what should be in Florida’s state plan based on what ESSA says
- August 2016 – SBE adopts legislative platform, will include any statutory changes needed to comply with ESSA
- TBD – Florida’s ESSA state plan posted for public comment for at least 30 days, prior to due date to USED
- Spring 2017 – Legislative session to make changes to comply with ESSA, if necessary
- Summer/Fall 2017 – SBE rulemaking process if necessary based on legislative changes
- 2017-18 School Year – ESSA in full effect

Questions?

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