



Assessment and Accountability



FLORIDA DEPARTMENT OF
EDUCATION
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Assessment and Accountability have Played an Important Role in Florida Education Policy for a Long Time

- 1970's Florida began administering statewide assessments
- 1992 - Florida Writing Assessment Program began
- 1995 - Identification of **critically low performing schools** began
- 1998 - FCAT administered in Reading (Gr 4, 8,10) and Math (Gr 5, 8, 10)
- 1999 - A-F **School Grades** were first issued in 1999, (no learning gains)
- 2001 - FCAT Reading and Mathematics were expanded to grades 3-10 in 2001
- 2002 - School Grades expanded - learning gains and learning gains of the lowest 25% in reading
- Class of 2003 - Passing the Grade 10 FCAT Reading and Mathematics required for graduation
- 2003 - FCAT Science administered for the first time
- 2007 - School Grades expanded to include Science and the learning gains of the Low 25% in math
- 2010 - School Grades for high schools expanded - acceleration, graduation rate, college readiness
- 2011 - Transition to FCAT 2.0, assessments and Florida End-of-Course Assessments began
- 2012 - School Grades incorporated performance from FCAT 2.0 and EOCs for the first time
- 2015, Florida transitioned to the Florida Standards Assessment (FSA)



Florida Standards Assessment: Establishing Achievement Level Cut Scores

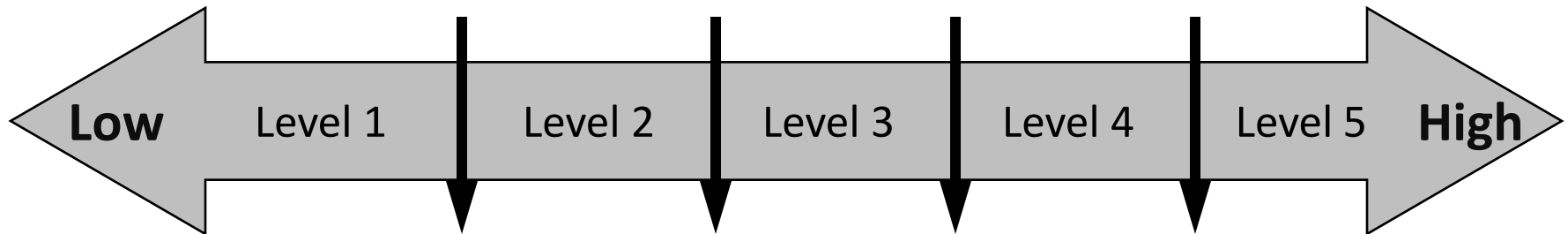
Setting Cut Scores

- It is necessary to set cut scores when any of the following occur:
 - A new test is given
 - Content standards change
 - Test blueprint changes
 - Achievement Level Descriptions change
- FSA: new assessments for adopted content standards
- Setting cut scores is the process whereby we “draw the lines” that separate the test scores into various Achievement Levels.

Achievement Levels

- Florida law requires that achievement levels on all statewide, standardized EOC assessments and ELA, mathematics and science assessments range from 1 through 5 (s. 1008.22(3)(e)1., F.S.)
- Requires the setting of four Achievement Level cuts

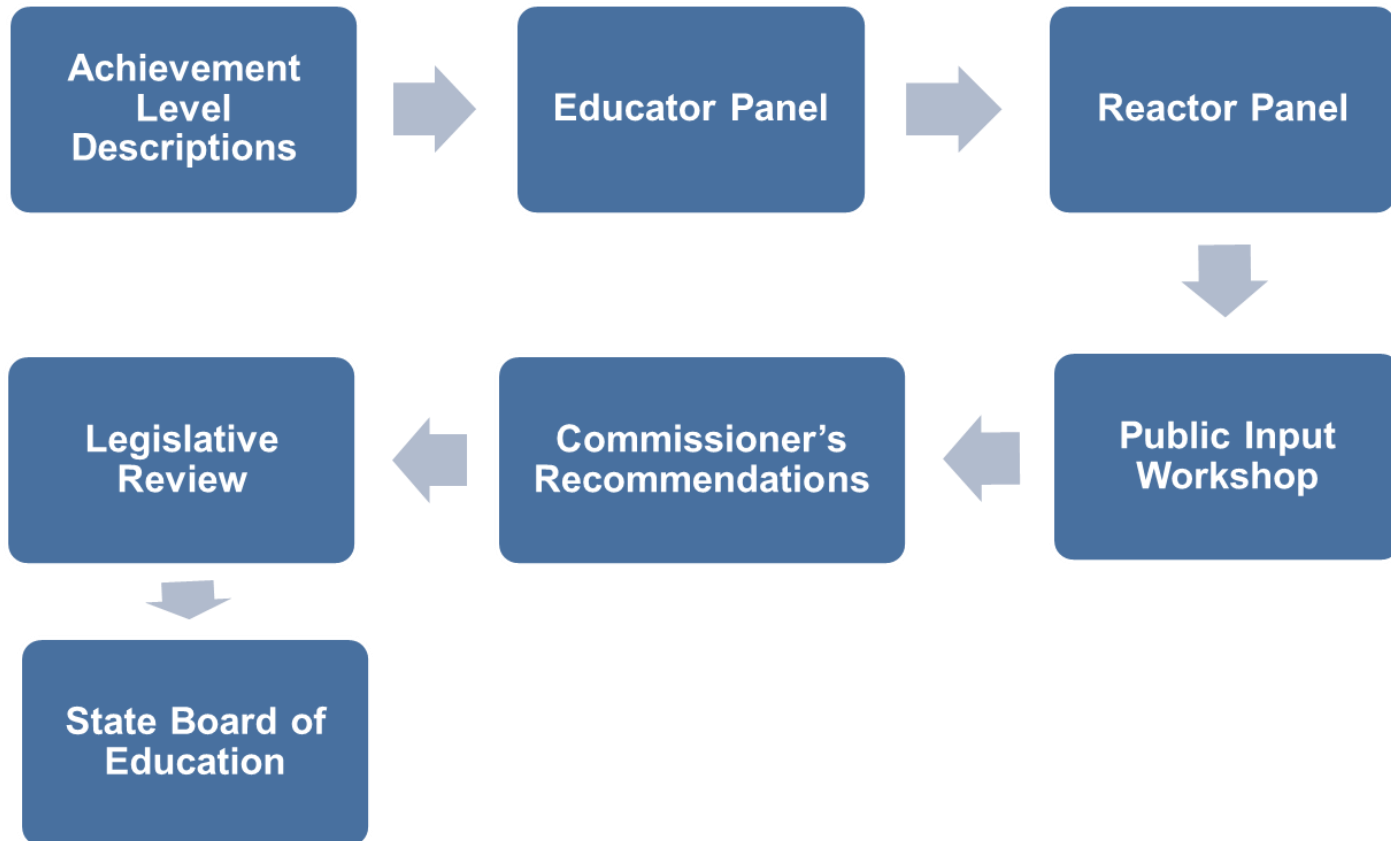
Five Achievement Levels, Four Cut Points



Achievement Levels

- Florida law defines Level 3 as indicating “**satisfactory** performance” (s. 1008.22(3)(e)1., F.S.)
- Florida law also states that “a student **passes** an assessment if the student achieves a level 3, level 4, or level 5” (s. 1008.34(1)(a), F.S.)
- Level 3 is also defined as “**passing**” in State Board Rule (6A-1.09422, F.A.C.)

Setting Cut Scores: A Multi-Stage Process



Important Dates

- Achievement Level Description (ALD) Panel:
April 28–May 1, 2015
 - Tallahassee
- Educator Panel: August 31–September 4, 2015
 - Orlando
- Reactor Panel: September 10–11, 2015
 - Orlando
- Public Workshops: September 15-17, 2015
 - Ft. Lauderdale, Orlando, Tallahassee
 - Webinar

Achievement Level Description (ALDs) Panel

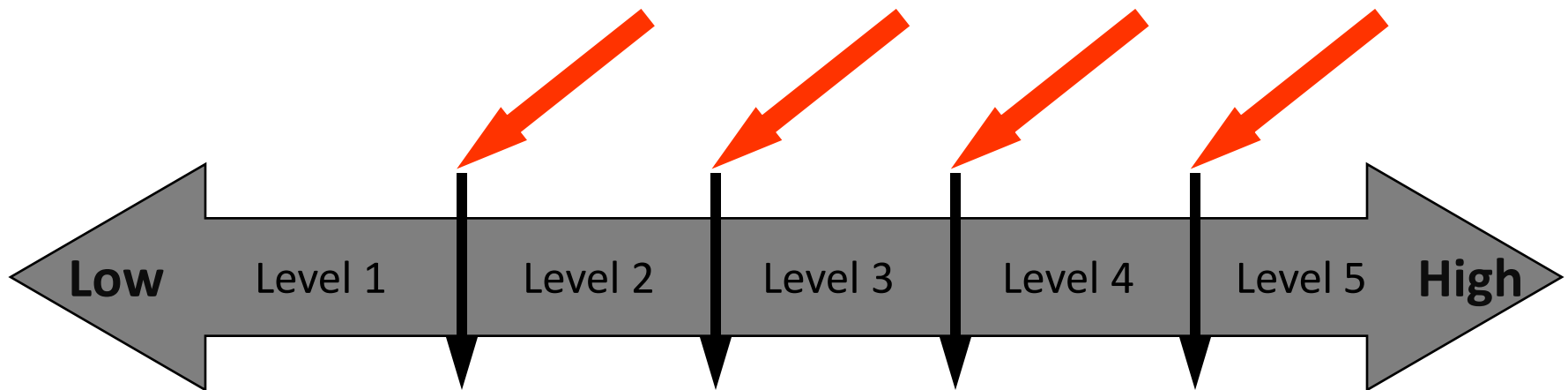
- Four-day workshop with 42 panelists from around the state
- Specify what students in each achievement level are expected to know and be able to do
- ALDs are the link between content and achievement level standards
- Panelists use the ALDs to develop a mental representation of students at each achievement level

Educator Panel

- Over 300 K-12 and postsecondary educator panelists from across Florida – reflecting the regional and demographic diversity of the state
- Seventeen groups setting cut scores concurrently
 - Recommending cut scores based primarily on content, identifying the point where they individually judged that students scoring at and above that level can be accurately described by the ALD for that level
- Four rounds of judgments
 - Educators were given multiple chances to evaluate potential cut scores and make changes based on content, discussion, and impact and benchmark data
 - Impact data (introduced after 2 rounds of judgments) and benchmark data (introduced after 3 rounds of judgments) were used as context to inform panelists' recommendations, but not determine their recommendations

Setting the Achievement Level Cut Points

- When considering the cut point for each achievement level, the focus is appropriately on those students who *just* reach the level
- Since the cut score defines the border of each achievement level, when considering recommended cut scores, the focus is on students who meet the minimum for each achievement level description
- It is not performance typical of the achievement level as a whole, but the students who just reach the level do, in fact, meet the standard



Reactor Panel

- Two-day meeting composed of
 - community/education organization leaders
 - state university leaders
 - business leaders
 - school board members
 - superintendents
- Review educator panel recommended cut scores and impact data
- Two rounds of judgment
- 16 panelists

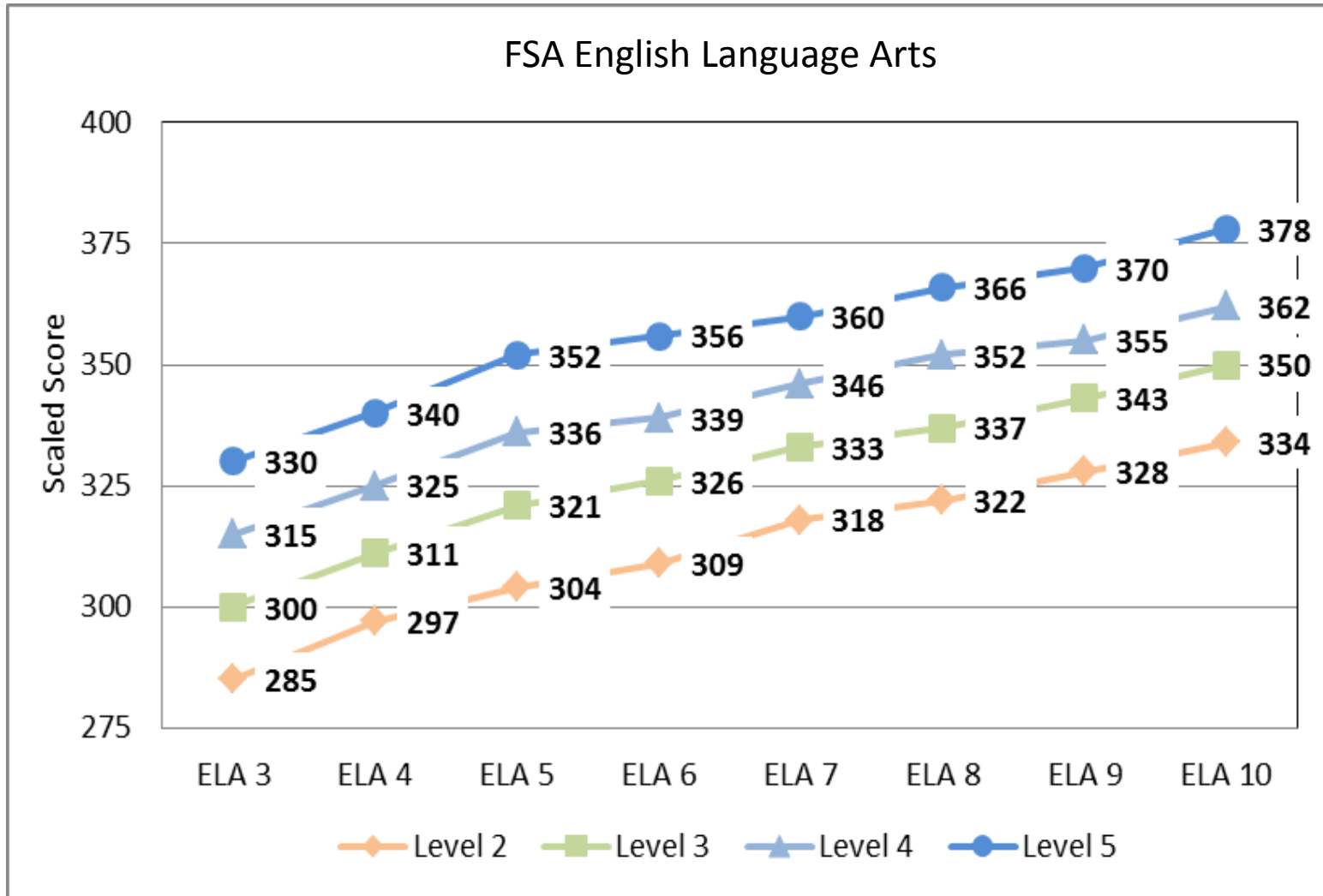
Reactor Panel – Impact Data Review

- When reviewing impact data, the reactor panel considered the following questions:
 - Given the description of what students should know and be able to do at each Achievement Level, are the recommendations from the Educator Panel consistent with your expectations of student achievement?
 - Given the results that you see from other Florida assessments, are the impact data based on the Educator Panel's recommendations reasonable?

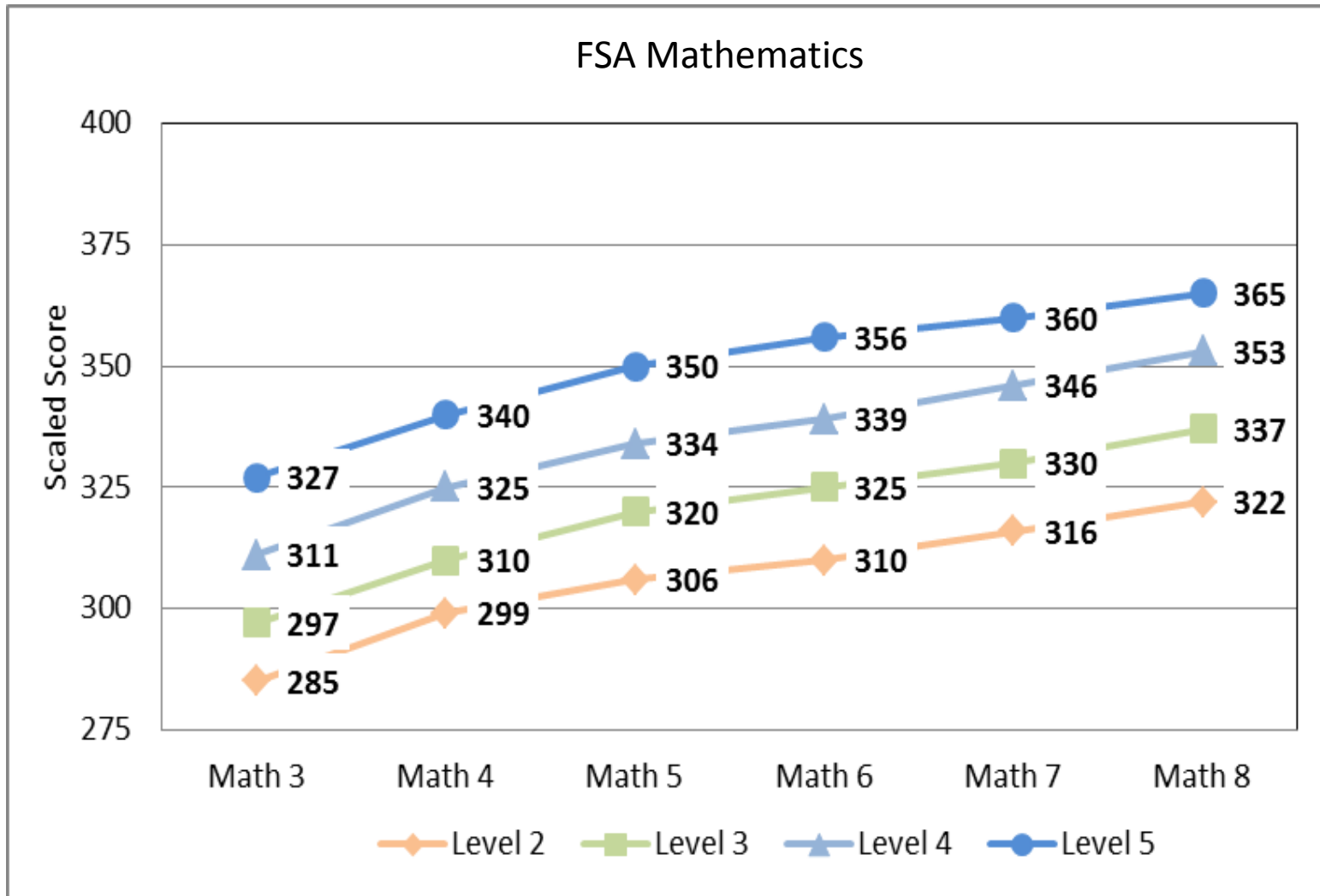
Public Feedback and Recommendations

- Three public workshops were held to solicit public input on the cut scores recommended by the educator and reactor panels
 - Ft. Lauderdale – 9/15; Orlando – 9/16; Tallahassee – 9/17
- The Tallahassee workshop was also provided as a webinar so that stakeholders from across the state could watch and listen
- All feedback considered in the recommendations
- These recommendations are provided to the Legislature, as required by law, and the State Board of Education for action, scheduled for January

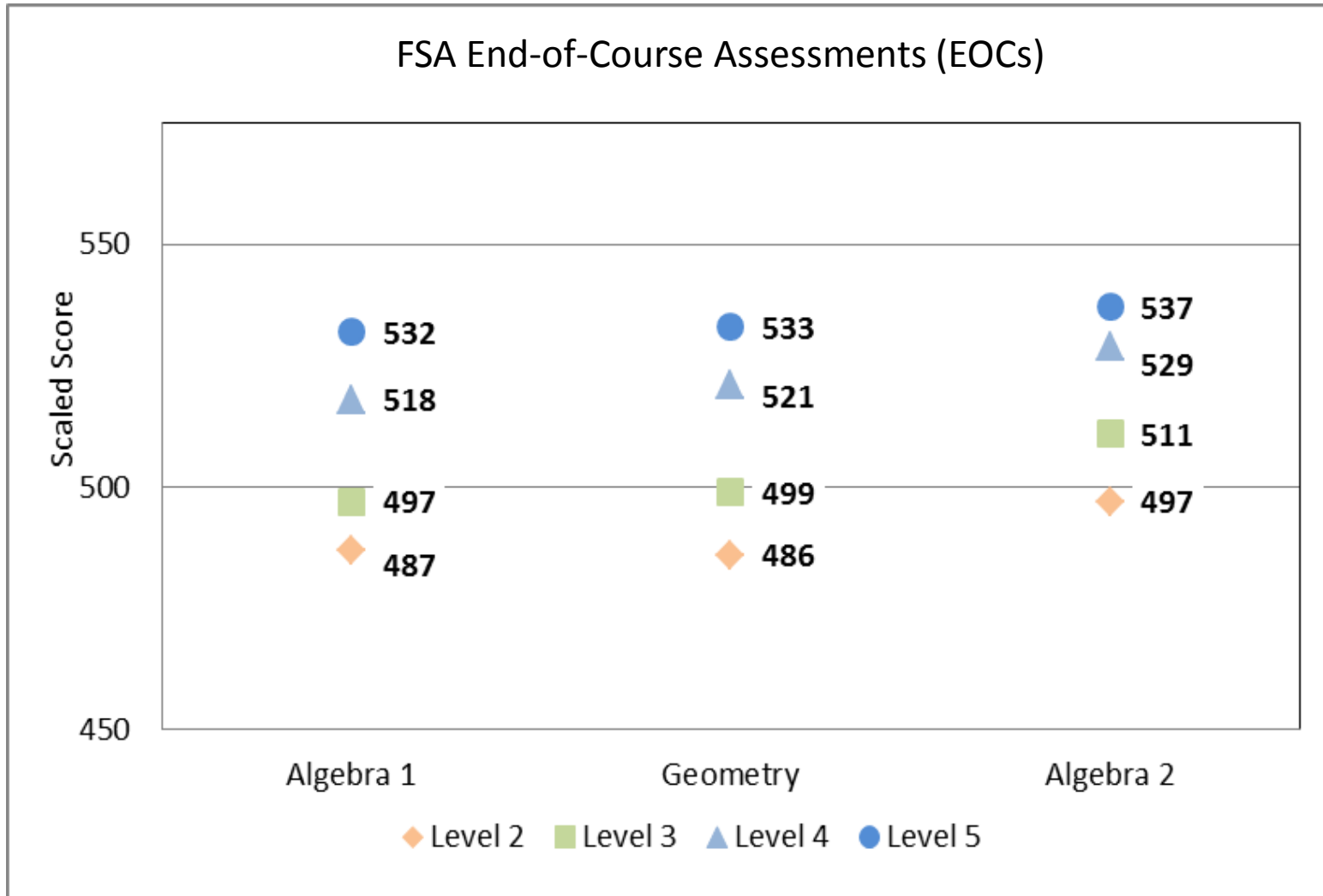
Commissioner's Recommended Cut Scores



Commissioner's Recommended Cut Scores



Commissioner's Recommended Cut Scores



Summary of the Proposed Cut Scores – Educator Panel, Reactor Panel, and Commissioner's Recommendations

Impact Data: Percentage of Students at or above **Level 3 (Passing)** on
FSA English Language Arts, Spring 2015 Performance

| | Educator Panel | Reactor Panel | Commissioner's Recommendation |
|----------|----------------|---------------|-------------------------------|
| Grade 3 | 55% | 53% | 53% |
| Grade 4 | 54% | 56% | 54% |
| Grade 5 | 49% | 56% | 52% |
| Grade 6 | 49% | 52% | 51% |
| Grade 7 | 51% | 51% | 51% |
| Grade 8 | 59% | 55% | 55% |
| Grade 9 | 55% | 55% | 53% |
| Grade 10 | 51% | 51% | 51% |

Summary of the Proposed Cut Scores – Educator Panel, Reactor Panel, and Commissioner's Recommendations

Impact Data: Percentage of Students at or above **Level 3 (Passing)** on
FSA Mathematics and EOCs, Spring 2015 Performance

| | Educator Panel | Reactor Panel | Commissioner's Recommendation |
|-----------|----------------|---------------|-------------------------------|
| Grade 3 | 60% | 60% | 58% |
| Grade 4 | 59% | 61% | 59% |
| Grade 5 | 57% | 59% | 55% |
| Grade 6 | 49% | 50% | 50% |
| Grade 7 | 54% | 52% | 52% |
| Grade 8 | 49% | 45% | 45% |
| Algebra 1 | 51% | 60% | 56% |
| Geometry | 50% | 56% | 53% |
| Algebra 2 | 31% | 39% | 36% |

| | Reading/ELA Comparison Level 3 (Passing) and Above | | Mathematics Comparison Level 3 (Passing) and Above | |
|-----------|---|---|--|---|
| | Commissioner's Recommendation, FSA Spring 2015 | FCAT 2.0 Performance, Spring 2014 | Commissioner's Recommendation, FSA/EOC Spring 2015 | FCAT 2.0/EOC Performance, Spring 2014 |
| Grade 3 | 53% | 57% | 58% | 58% |
| Grade 4 | 54% | 61% | 59% | 63% |
| Grade 5 | 52% | 61% | 55% | 56% |
| Grade 6 | 51% | 60% | 50% | 53% |
| Grade 7 | 51% | 57% | 52% | 56% |
| Grade 8 | 55% | 57% | 45% | 47% |
| Grade 9 | 53% | 53% | | |
| Grade 10 | 51% | 55% | | |
| Algebra 1 | | | 56% | 66% |
| Geometry | | | 53% | 64% |
| Algebra 2 | | | 36% | |

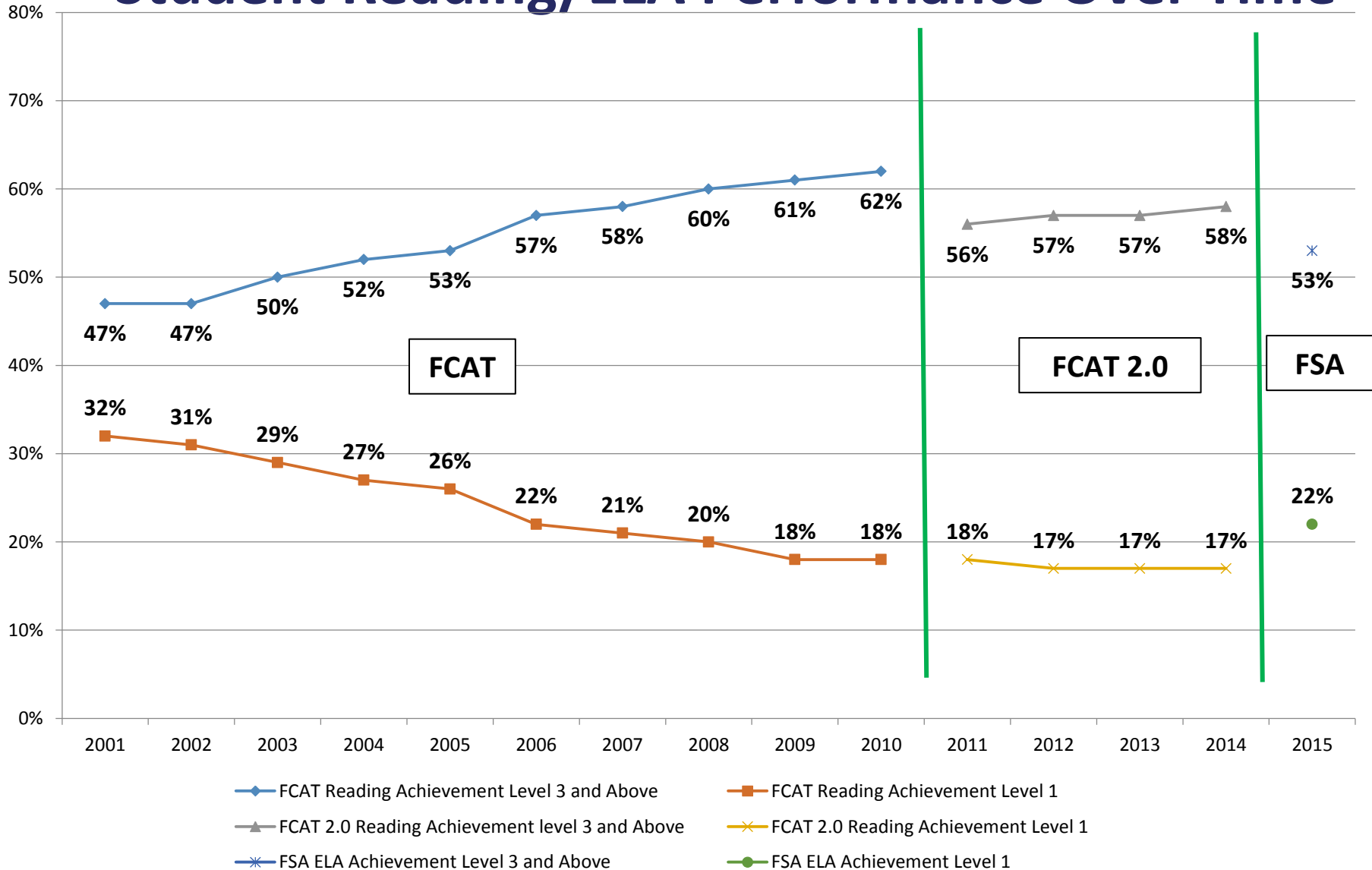
Summary of Commissioner's Recommended Cut Scores Comparison to External Data

| | Commissioner's Recommendation, FSA Spring 2015 | NAEP, 2015 | Commissioner's Recommendation, FSA Spring 2015 |
|---------------------|--|-------------------------|---|
| | Level 3 (Satisfactory) and Above | Proficient and Above | Level 4 (Above Satisfactory) and Above |
| Grade 4 Reading | 54% | 39% | 27% |
| Grade 4 Mathematics | 59% | 42% | 31% |
| Grade 8 Reading | 55% | 30% | 29% |
| Grade 8 Mathematics | 45% | 26% | 18% |

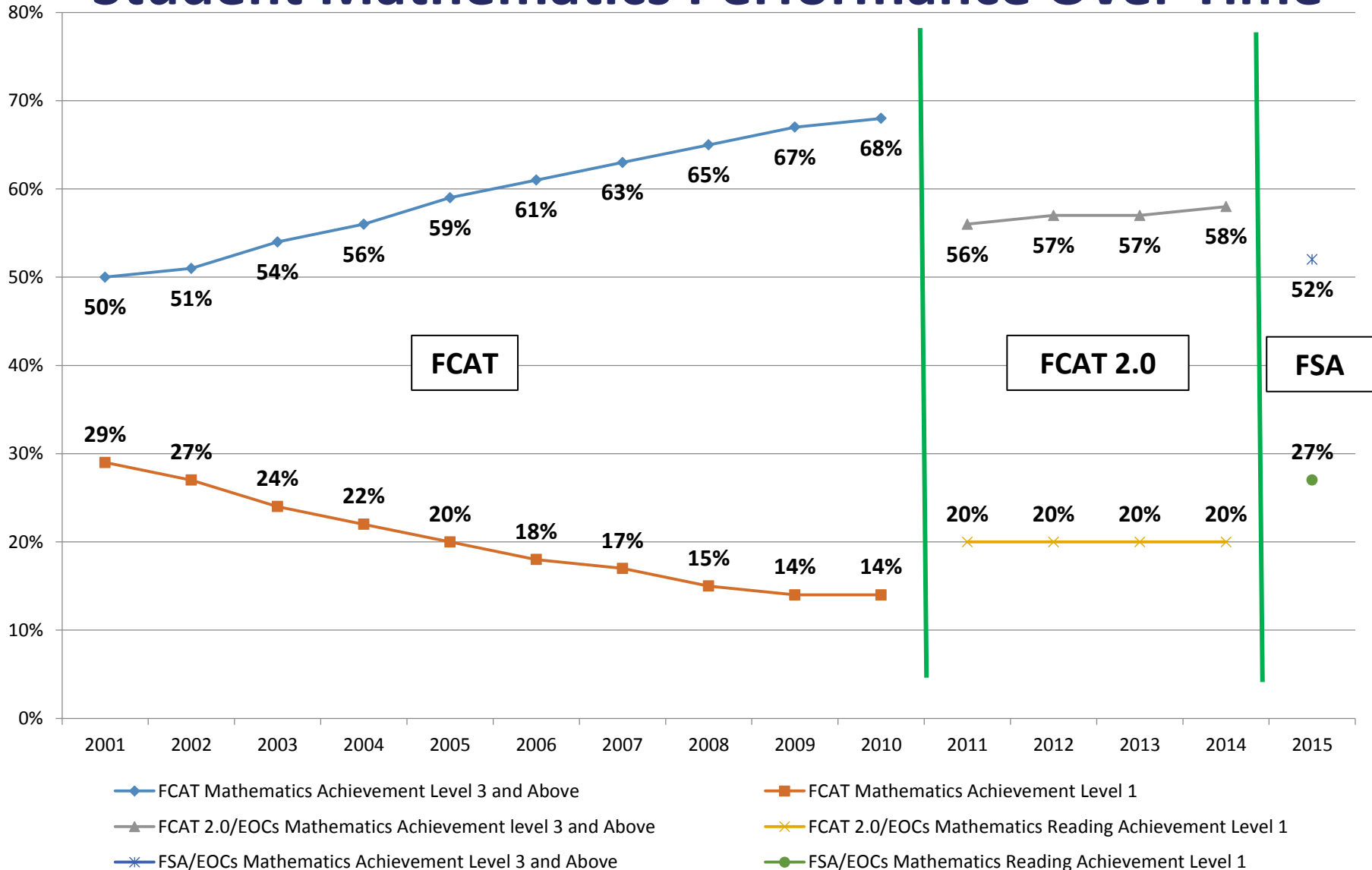
Next Steps

- The 90-day statutorily-required legislative review of the proposed cut scores concludes on December 28, 2015
- Draft rule including the new FSA Achievement Level cut scores will be presented to the State Board of Education for action in January

Student Reading/ELA Performance Over Time



Student Mathematics Performance Over Time



Computer-Based Testing

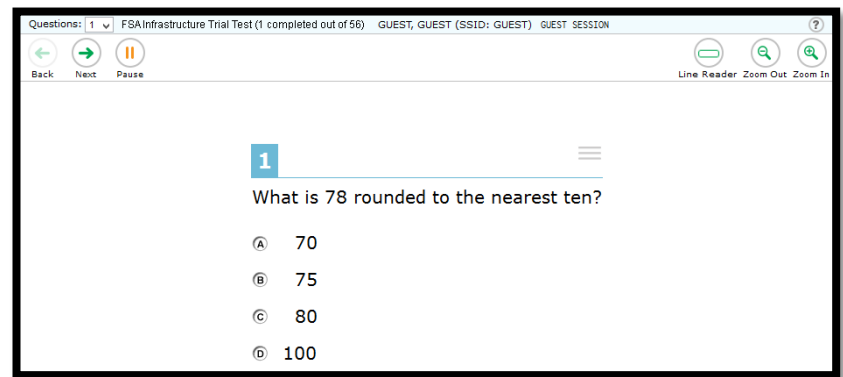
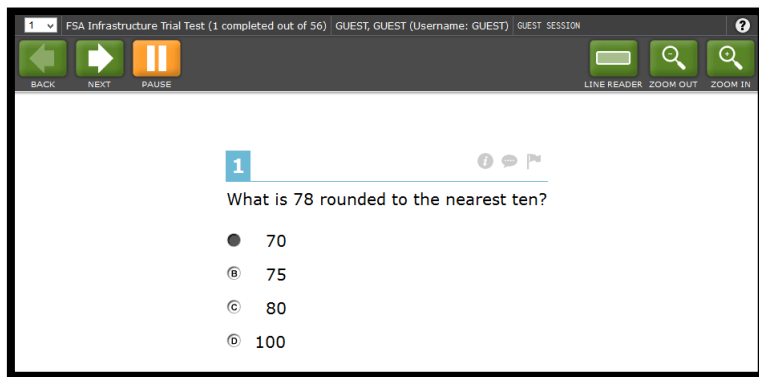
The following Spring 2016 assessments are computer-based:

- Grades 8–10/Retake FSA ELA Writing
- Grades 4–10 FSA ELA Reading
 - **Grade 4 Reading on computer for the first time**
- Grades 5–8 FSA Mathematics
- 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

Computer-Based Testing

New Student Interface shell for 2015–16

- Universally accessible
 - De-emphasize navigation components by using lighter colors
- Item tools menu
 - All tools now consolidated in a single location under a menu button in the top right corner of the item.



Computer-Based Testing

Item Response Recovery

- For FSA ELA Writing, students may restore previously-saved versions of their writing responses (during the same sitting)
- Responses save every two minutes
- Tool is also available on open response items for ELA Reading and Mathematics assessments

Computer-Based Testing

FSA Session Transitions

- Beginning with the Winter FSA EOCs, the process for moving from Session 1 to Session 2 includes the following changes:
 - **Students no longer have the option to click “Next” on the Session Review screen.**
 - Students will select “End Session” (to pause their tests) and test administrators will take no further action (other than to stop the session).

Computer-Based Testing

Listening Items

- Grades 4–10 ELA Reading
- Listening items may appear in either or both sessions of the ELA Reading tests
- Schools must provide headphones/earbuds, or students may use their own
 - Headphones/earbuds should be plugged in and system settings checked (e.g., volume not muted) PRIOR to launching the secure browser
- American Sign Language (ASL) Videos will be available for eligible students taking CBT or PBT accommodated ELA Reading tests
- PBT accommodated students will have access to listening items (audio) on a computer through a secure site

Computer-Based Testing

- FDOE's IT team is involved in overseeing all technology-related processes and changes for AIR and Pearson.
- All system changes and improvements proposed by the contractor must be reviewed and approved by FDOE IT staff.
- FDOE will closely monitor testing to ensure that all systems work as expected, and to troubleshoot any issues that arise.

Additional Fall/Winter Updates

- *FSA ELA Test Item Specifications*—Slight revisions made to format and other minor details
- *ELA Test Design Summary and Blueprint*—Remove Grade 11; update Writing administration time to 120 minutes; update Technology-Enhanced Item Descriptions for 2015–16; update language regarding the weighting of the ELA writing component; provide additional language regarding cognitive complexity

FSA ELA Writing Scoring Samplers

- Planned release is prior to winter break
- Grade 4—Opinion; Grade 5—Informative; Grade 6—Informative; Grade 7—Argumentation; Grade 8—Informative; Grade 9—Argumentation; Grade 10—Informative
- Examples of student responses that represent various score-point combinations
- Not intended to provide a full spectrum of examples
- Do not necessarily represent highest or lowest examples of score points
- Passage sets are permissioned pieces and will be available via a hyperlink. (Printing is available via the URL.)

New FSA CBT Practice Tests

- FSA practice tests available for each grade; will replace the Training Tests
- All will be available prior to winter break
- Online FSA Reading practice tests divided into two sessions to allow Test Administrators practice with logging students in and out of sessions
 - **SESSION LENGTH AND CONTENT ARE NOT REPRESENTATIVE OF THE OPERATIONAL ASSESSMENTS!**
- CBT students required to participate in a practice test prior to testing
- Practice tests available on the FSA Portal

More FSA ELA Writing Practice Tests

- Grade 4—Informative
- Grade 5—Opinion
- Grade 6—Informative
- Grade 7—Argumentation
- Grade 8—Informative
- Grade 9—Argumentation
- Grade 10—Informative

Accommodations

- For students with IEP or 504 plan that specifies this accommodation, Text-to-Speech (TTS) functionality will be available for all computer-based FSA ELA Reading and Writing components.
 - Passages/text sets are not read to students.
 - Items and options are read to students.
 - Prompt wording is read to students.
- American Sign Language (ASL) videos provided for listening items on the CBT and PBT ELA Reading tests (SPRING 2016)
- Students with PBT accommodations have access to the **listening items** via a secure interface.

FSA ELA Writing Condition Codes

- Totally blank – no valid ELA score because student did not attempt to take the Writing portion of the ELA assessment
- If “0” reported = attempt to respond, but response earned condition code resulting in zero points out of 10 points possible
 - Entire response written in a language other than English = 0
 - Totally illegible, incomprehensible, insufficient, or copied from the sources with no original writing = 0
 - Totally off topic = conventions domain is still scored, resulting in 0, 1, or 2 points

FSA Writing Reminders to Students

- Read prompt first!
- Read the passage set carefully, taking notes
- Think about the purpose, audience, and task.
- **Reread** the prompt.
- Plan the response.
- Draft a response, read your draft, then revise and edit as needed.

Handheld Calculators

- FDOE provided an approved list of calculator models for the 2015–16 FSA assessments
 - The list can be found in the following document on the FSA Portal: *Calculator and Reference Sheet Policies for Florida Standards Assessments (FSA) Mathematics Assessments* (shown on next slide as well)
- FDOE will review/approve additional models for the list once annually; however, districts may provide calculators if mathematics specialists in the district determine that they meet the published specifications (provided on later slides)
- Handheld calculators are **OPTIONAL**

Updated Calculator Policy

The following handheld scientific calculators are FDOE-approved calculators for the 2015–16 school year.

- Texas Instruments TI-30Xa
- Casio fx-260 solar
- Casio fx-82 solar
- Sharp EL-510R
- Sharp EL-510RN

Updated Calculator Policy

- Schools may use calculators that are not on the approved list if district mathematics specialists determine they meet the required specifications.
- Students are not allowed to share calculators. Not every test item in the calculator section will require the use of a calculator.
- See the calculator and reference sheet policy on the portal.

Handheld Calculators

- Calculators are allowed for certain grades and subjects, and for only certain FSA sessions:
 - Grades 7 and 8 Mathematics – **SESSIONS 2 and 3 ONLY**
 - FSA EOCs – **SESSION 2 ONLY**
 - NGSSS EOCs (Algebra 1 Retake, Biology 1) – 4-function handheld
- Tests for students who have access to a calculator during non-calculator sessions OR who have access to a calculator with prohibited functionalities must be invalidated

Handheld Calculators

Note: A handheld four-function calculator may be provided for computer-based tests but is not recommended and may not be sufficient for all assessment items.

Students will need access to the following calculator functions:

- π
- x^2
- Square root ($\sqrt{\quad}$)
- x^3 or x^y for Grade 8 and EOCs
- e^x for Algebra 1 and Algebra 2
- Trigonometric functions for Geometry and Algebra 2
- log and/or ln for Algebra 2

Handheld Calculators – Prohibited Functionality

Students **may not** use a handheld calculator that has ANY of the following prohibited functionalities:

- CAS (an ability to solve algebraically) or a solver of any kind
- regression capabilities
- a table
- unit conversion other than conversions between degrees and radians (e.g., feet to inches)
- ability to simplify radicals
- graphing capability
- matrices
- a display of more than one line
- text-editing functionality (edit, copy, cut, and paste)
- the ability to perform operations with complex numbers
- the ability to perform prime factorization
- the ability to find gcd or lcm
- wireless or Bluetooth capability or Internet accessibility
- QWERTY keyboard or keypad
- need for an electrical outlet
- calculator peripherals

FSA Calculator Summary

| Assessment | Calculator Permitted |
|--|---|
| Grades 3 and 4 Mathematics | PBT- None |
| Grades 5 and 6 Mathematics | CBT - None |
| Grades 7 and 8 Algebra 1 Algebra 2 Geometry | Computer based scientific calculator or hand-held scientific calculator |

PBT: Paper Based Test

CBT: Computer Based Test

Practice Using the Online Calculator


The online scientific calculator for grades 7 and 8, and FSA EOCs can be found at:


<http://fsassessments.org/resources/>


Accessing Resources in the FSA Portal


Home Students & Families Test Administration Technology Resources About the FSAs Email Alerts: Register | Settings

Florida
Standards Assessments

 Students & Families

 Test Administration

 Technology Resources

 About the FSAs


Welcome to the FSA Portal


This portal is your source for information about the Florida Standards Assessments.


Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of


For information about FCAT 2.0 or NGSSS EOC Assessments, please visit <http://www.fldoe.org/student-assessment>.


For more information about Florida standards, course descriptions, and standard resources, please visit www.cpalms.org.

 Administer the FSA

 Secure Browser

 FSA Resources

 Training Tests

 Online Reporting System (ORS)

↑ Sign up

Click here for...

Updated later this fall

Accessing Resources in the FSA Portal

FSA Resources



This page provides links to manuals, user guides, schedules, and other important documents related to the Florida Standards Assessments. Use the search feature at the top right to quickly and easily find any resource on the site. Enter keywords related to the document you are trying to locate; e.g., schedule, user guide.

ELA/Mathematics


EOC

Training

User Guides & Manuals

ELA/Mathematics

- ▶ [Mathematics](#)
- ▶ [ELA Reading](#)
- ▶ [ELA Writing](#)



Resources include: Equation editor item tutorial; FSA Mathematics policies and materials; FSA scientific calculator

FOIL Questions

- Change to packing of student results?
 - Change made for Spring 2016
- Provide score reports as printable documents?
 - Reports are available to print online. We will be providing one paper copy of student reports.
- Can all statewide assessments move to assessment?
 - Have moved ACCESS for ELLs, and FSAA to assessment
- Geometry and Algebra 2 passing indicator?
 - In the process of developing a linked passing indicator for Geometry.
- New score reports for Spring FSA with achievement levels?
 - The Department is not providing a second round of student score reports.

FOIL Questions

- Concordant scores, are previous concordant scores grandfathered?
 - Yes, until new concordant or comparative scores are set. New concordant/comparative scores only impact students taking the test after the new concordant/ comparative scores are adopted.
- Will writing be reported separately?
 - Writing will be reported as a raw sub score out of 10. We will not report the three individual writing domain sub scores (Conventions; Purpose, Focus, and Organization; Evidence and Elaboration).
- Will results be reported by domain or cluster? Will instructional use be provided?
 - Results will be reported by sub score. Sub scores can be compared at the school or district level but should not be compared across years.

Questions About Assessment Topics?

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Algebra 1 Performance Based Funding

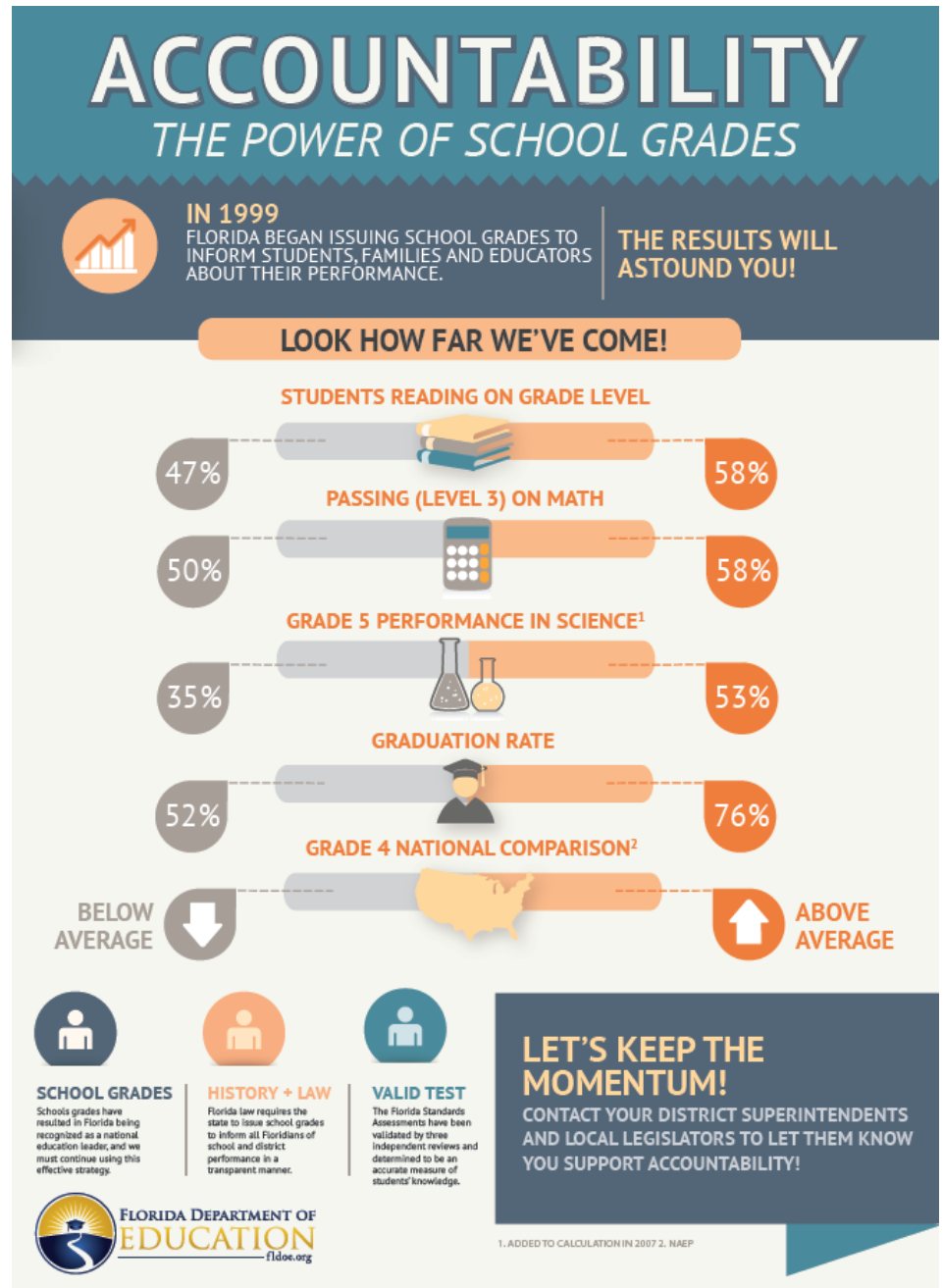
- s. 1011.61(1)(c)1., b., VII., F.S.
- Beginning in 2016-17, for courses requiring passage of a statewide EOC assessment for graduation, the FTE calculation will be assessment based.
- The reported FTE shall be adjusted if the student does not pass the end-of-course assessment.
- No adjustment shall be made for a student who subsequently enrolls in a segmented remedial course delivered online.



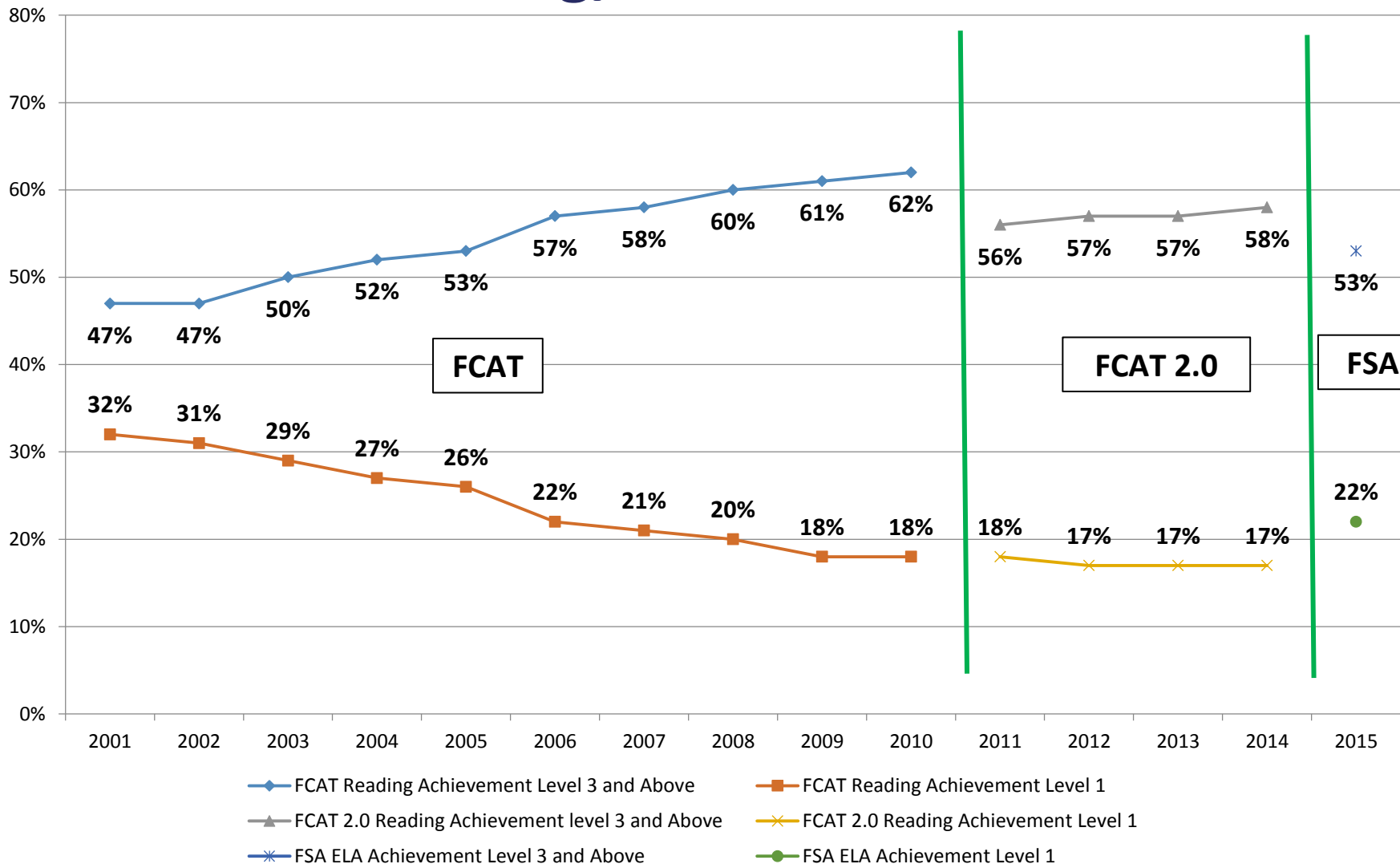
Revised School Accountability System

- Florida's improvement in student performance relies on two necessary ingredients:

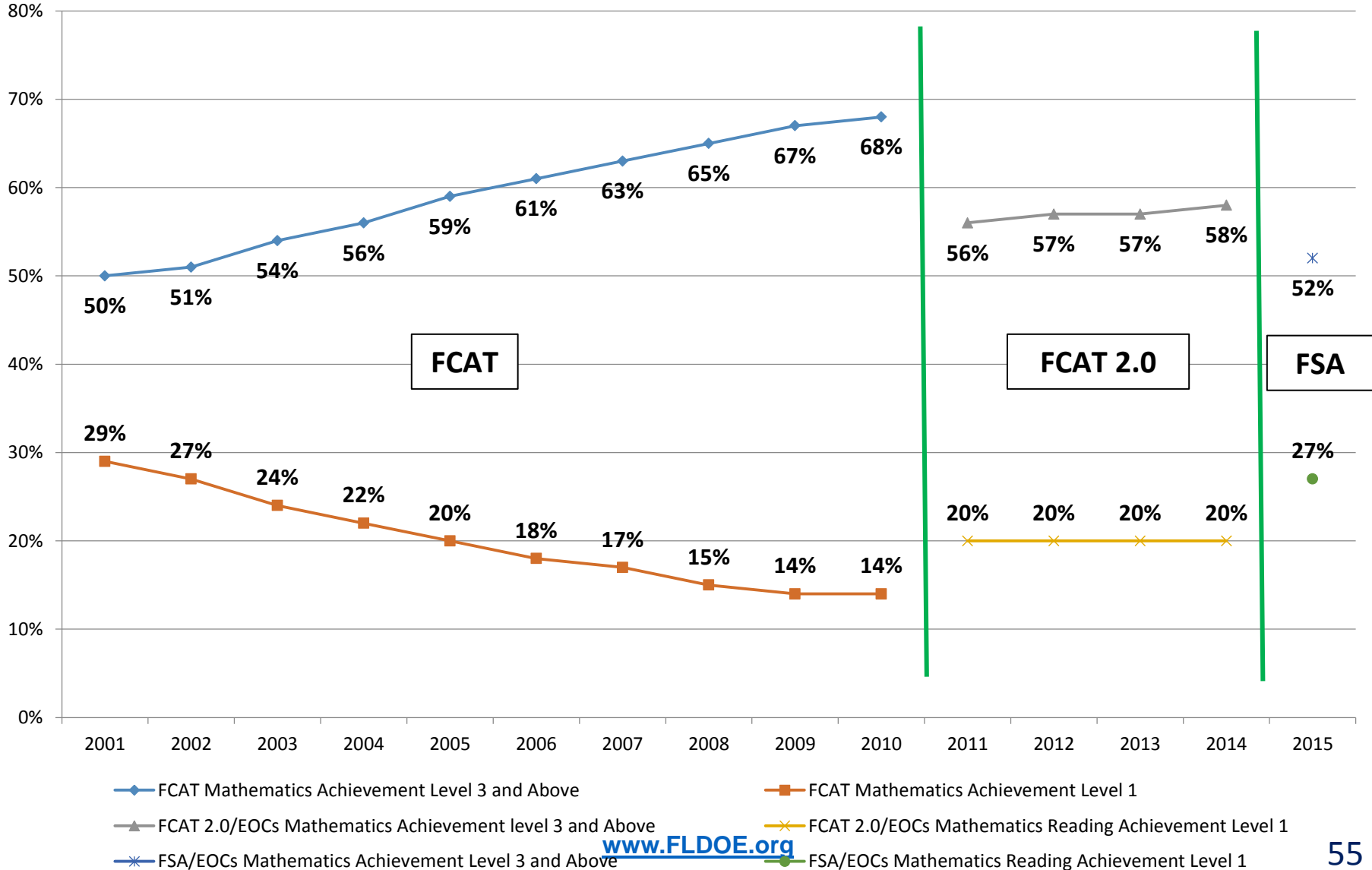
- Setting rigorous, yet appropriate cut points** for “on grade level” performance, and, just as important,
 - A clear accountability system** that incentivizes behaviors among the adults in the system to improve student outcomes



Student Reading/ELA Performance Over Time



Student Mathematics Performance Over Time



Rules Covered

- School and District Grades – Rule 6A-1.09981, F.A.C.
- School Improvement Ratings – Rule 6A-1.099822, F.A.C.

Rulemaking Process

- The rules are in draft form, and revisions will be made before they go before the State Board of Education
- The department held workshops designed to answer questions and receive feedback regarding changes that should be made to the draft rule
- Additional feedback can be submitted at this website <https://app1.fldoe.org/rules/default.aspx>
- You can access a feedback form at <http://www.fldoe.org/accountability/accountability-reporting/accountability-rules.shtml>
- You can also email feedback to ARM@fldoe.org
- Feedback will be compiled and provided to the Commissioner and the State Board of Education

Rulemaking Process

- After the draft rule has been revised based on feedback, a Notice of Proposed Rulemaking will be posted through the Florida Administrative Weekly with the revised rule language
- Comments will continue to be received and summarized for the State Board
- The State Board will take action on the rules

School Accountability

- Rule workshops taking place October 27-October 29
 - Broward (October 27)
 - Orlando (October 28)
 - Tallahassee/webinar (October 29)
- Draft rule on the new school grades and school improvement rating calculations will be presented to the State Board of Education for action in January

Revised Education Accountability

- Governor's Education Accountability Summit in 2013 and Executive Order
 - Provide stability and clarity with the transition to a new assessment
 - Pursue Florida's course of action regarding English Language Learners (ELL) in the ESEA waiver
 - Ensure the accountability system is fair and transparent and **promotes improvement in student outcomes**

Revised Education Accountability

- **Senate Bill 1642, from the 2014 Legislative Session,** provided the framework for the updated school accountability system consistent with the objectives from the Governor's Summit and Executive Order
- Unanimously passed by the Senate and passed by a wide margin in the House, SB 1642 was signed into law by the Governor on May 12, 2014
- The bill simplified and re-focused the school grading system on student outcomes and provided for a **baseline** calculation, without consequences, in 2014-2015 from which schools could improve from in future years

New School Grades Model

- **Re-focuses** 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
- Establishes a learning gains calculation that (1) requires students scoring below grade level to grow toward grade-level performance, and (2) requires students already at grade level to progress beyond grade-level performance

New School Grades Model

- Eliminates provisions that over-complicate the formula
 - No bonus factors or additional weighting that may raise a school grade
 - No additional requirements or no automatic adjustments that may lower a school grade
- Ensures that the level of performance associated with an A-F school grade is transparently evident
 - Report all school grade components as percentages, each worth a maximum of 100 points
 - Report A-F grades based on a percentage of points earned (e.g., 70%, 80%), rather than a point total

English Language Learners (ELLs)

- ELLs included in Achievement after 2 years
- 1st year ELLs included in learning gains
 - If the student does not take the English Language Arts (ELA) assessment in their first year, an FSA linked score will be determined from the English language proficiency assessment to be used in learning gains

New School Grades Model

- Requires the State Board to reset the grading scale avoiding the compression of the current scale
 - There must be at least five percentage points separating the percentage thresholds needed to earn each of the school grades
- The State Board must periodically review the scale to determine whether the expectations should be raised to encourage increased student achievement
 - If the Board adjusts the grading scale upward, it must inform the public and the school districts of the reasons for the adjustment and the anticipated impact on school grades

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School Grading Components

- **Achievement – Statewide**
 - English Language Arts (100 points)
 - Mathematics (100 points)
 - Science (100 points)
 - Social Studies (100 points)
- **Learning Gains**
 - English Language Arts (100 points)
 - Mathematics (100 points)
- **Learning Gains of the Lowest 25%**
 - English language Arts (100 points)
 - Mathematics (100 points)
- **Middle School Acceleration** (100 points)
- **Graduation Rate** (100 points)
- **College and Career Acceleration** (100 points)

Assessments

- Comprehensive statewide standardized assessments
- Statewide standardized end-of-course assessments
- Florida Alternate Assessment
- Schools must assess 95% of students

School Grading Components

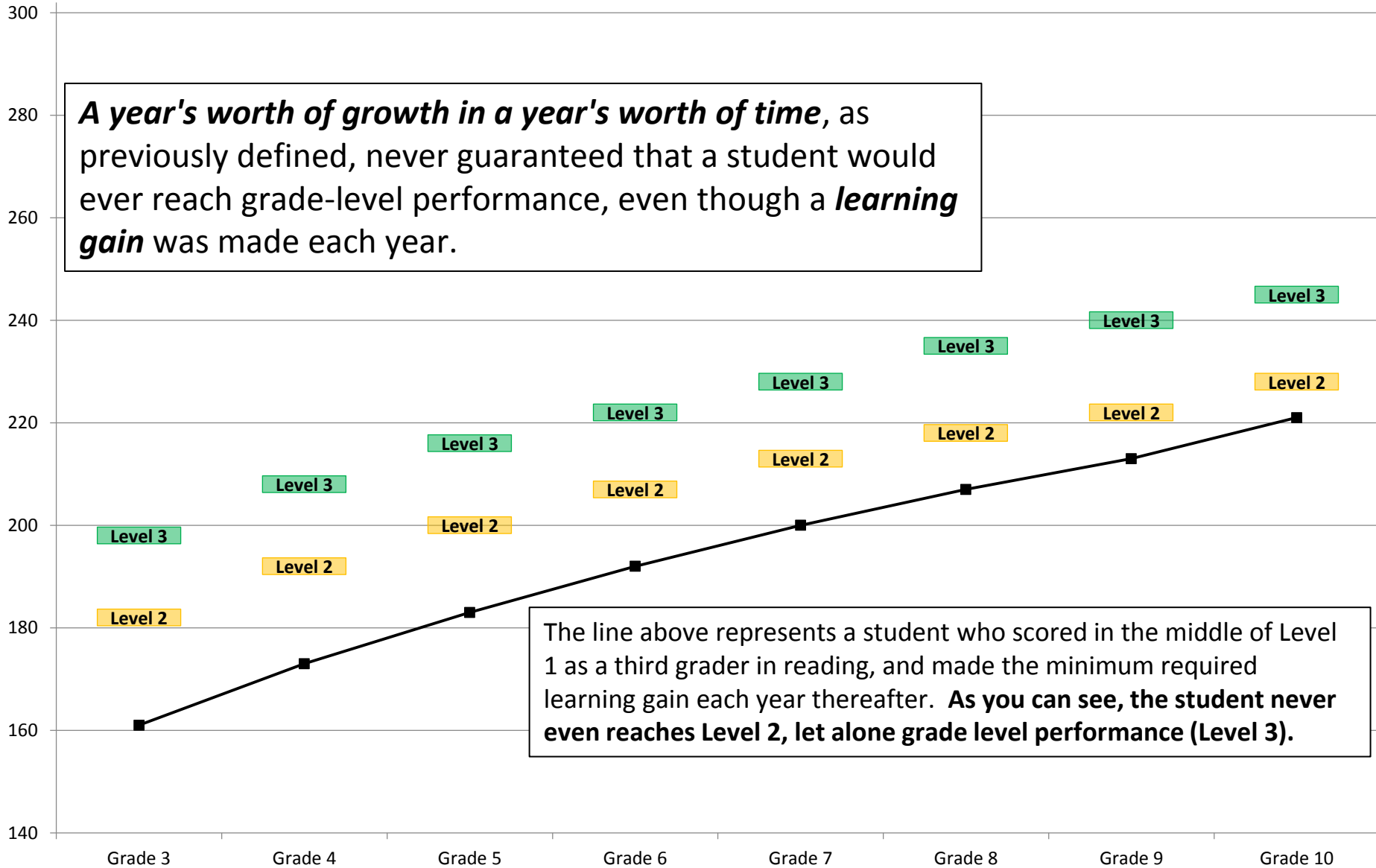
- Schools will only be graded on the components for which they have enough data
 - Sufficient data exists when at least 10 students are eligible for inclusion in the component
 - Schools that don't have enough data for one or more components will still receive a grade
 - Schools that don't have enough data for a component will no longer receive the district average for the component

Subject Areas Included for Achievement

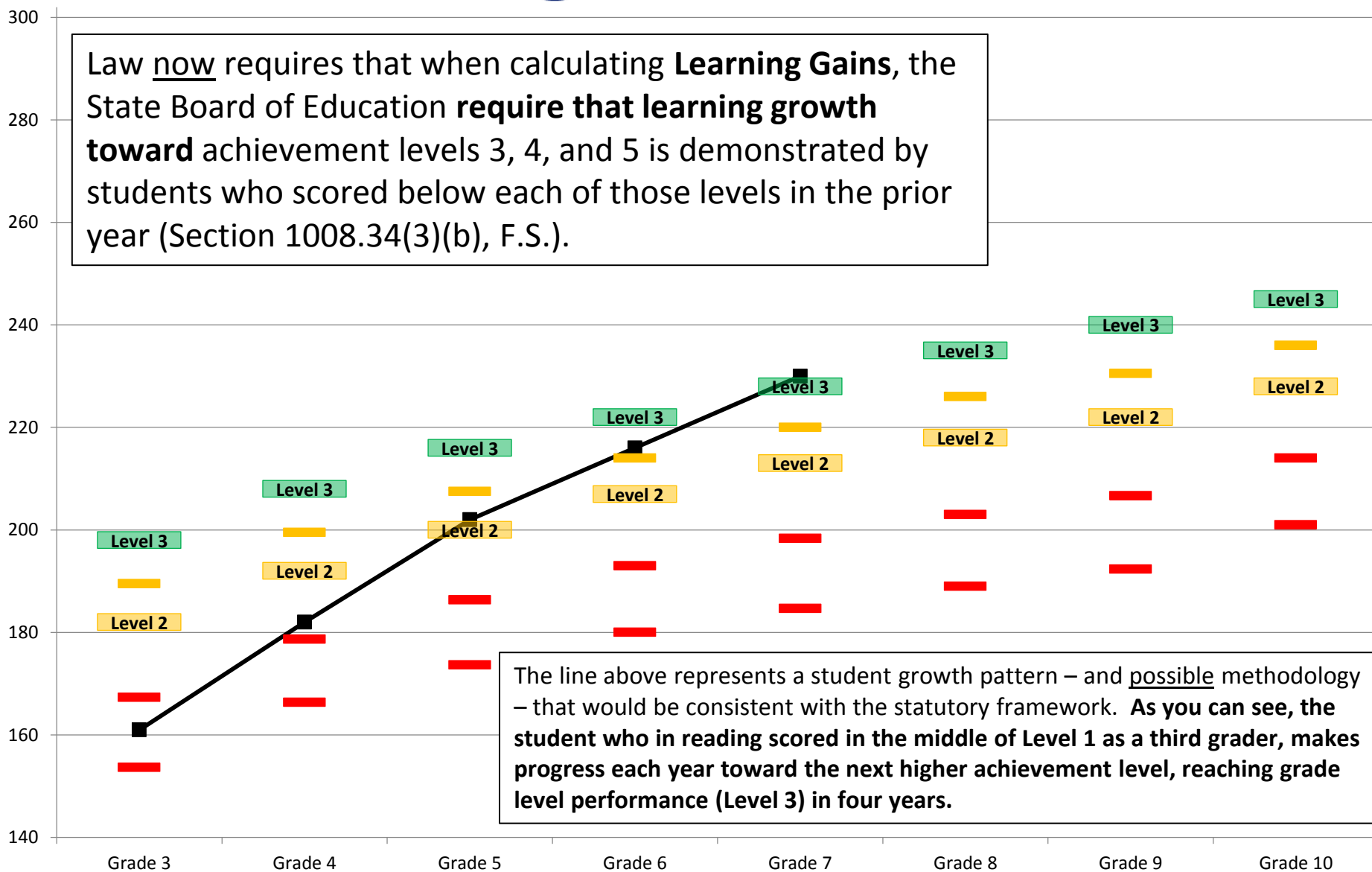
- The Percentage of Full-Year-Enrolled Students who scored at Level 3 or above in :
 - English Language Arts
 - Florida Standards Assessment in English Language Arts - Grade 3 to 10
 - Mathematics
 - Florida Standards Assessment in Mathematics - Grades 3 to 8
 - Algebra 1
 - Geometry
 - Algebra 2
 -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

For the Purposes of School Grades, How Does a Student Demonstrate a Learning Gain?

- In the old model, by 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 (SB 1642, 2014 Legislative Session) requires the revision of the two ways highlighted in **bold** above
- **Note: Learning Gains will not be incorporated in School Grades until 2015-16 when two years of FSA data are available**



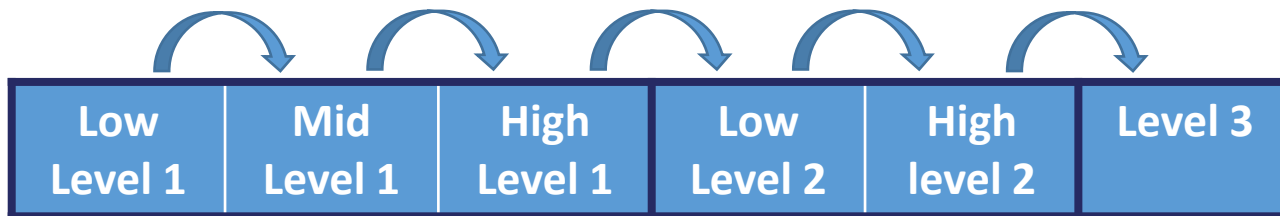
Law now requires that when calculating **Learning Gains**, the State Board of Education **require that learning growth toward** achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year (Section 1008.34(3)(b), F.S.).



The line above represents a student growth pattern – and possible methodology – that would be consistent with the statutory framework. **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.**

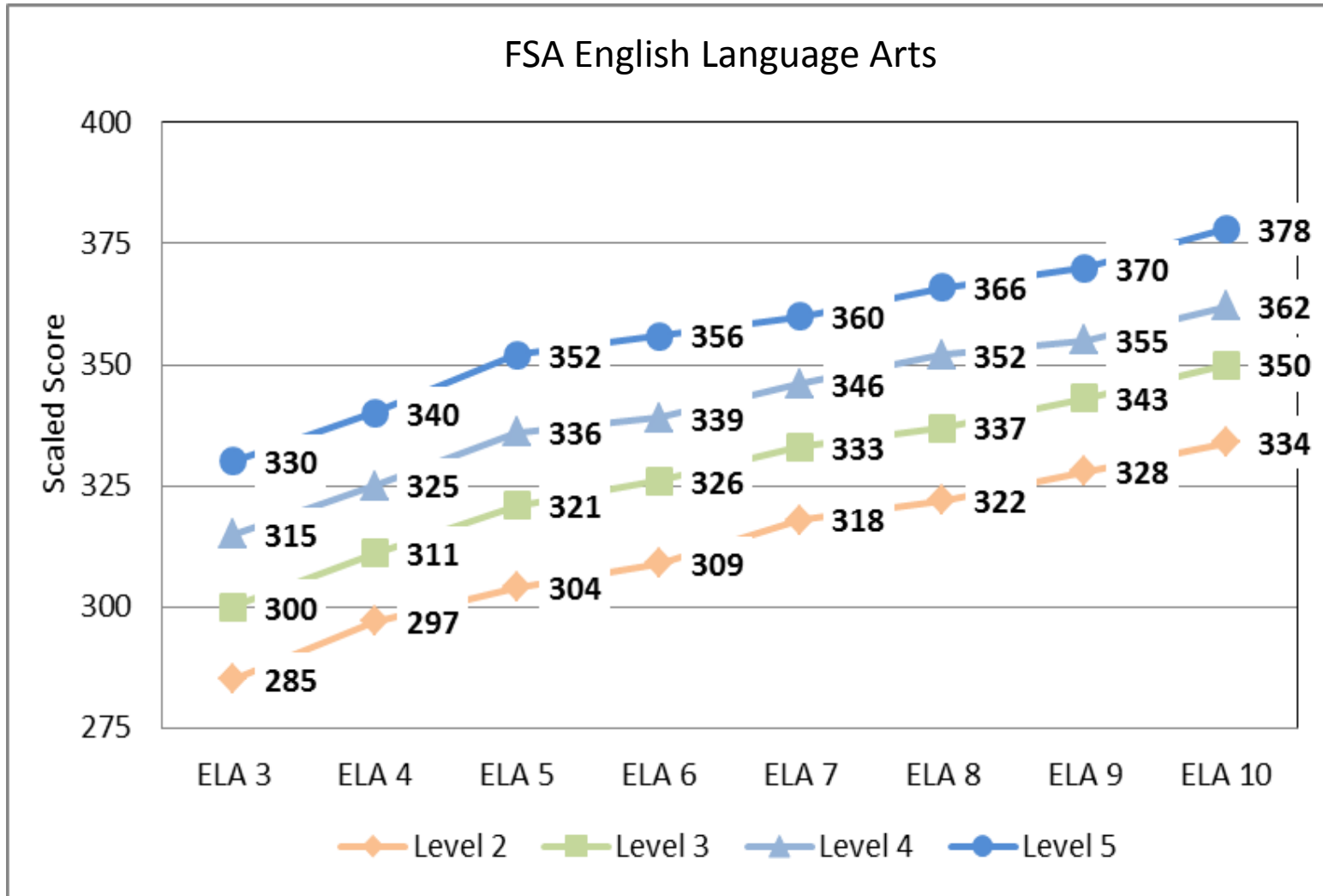
Potential Learning Gains Method for the New School Grades Model

- For students scoring less than Level 3
 - Split Level 1 in 3 sections and Level 2 in 2 sections.
 - A student that starts as a low Level 1 and makes a Learning Gain each year would reach Level 3 in 5 years.



- For students whose score remains at Level 3 or Level 4 from one year to the next
 - Require that the student improve his/her position within the level in order to demonstrate a learning gain, in order to show progress toward the next level

Commissioner's Recommended Cut Scores



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

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 or English language arts 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
- 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
 - Earned a CAPE industry certification

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

New School Grades Model

- Requires the State Board to reset the grading scale, avoiding the compression of the current scale
 - There must be at least five percentage points separating the percentage thresholds needed to earn each of the school grades
- The State Board must periodically review the scale to determine whether the expectations should be raised to encourage increased student achievement
 - If the State Board adjusts the grading scale upward, it must inform the public and the school districts of the reasons for the adjustment and the anticipated impact on school grades

State Board of Education Will Need to Reset the School Grading Scale

| | Percentage of the Points Needed for a School Grade Old Scale (2014 and Prior) |
|---|---|
| A | 66% |
| B | 62% - 65% |
| C | 54% - 61% |
| D | 49% - 53% |
| F | Below 49% |

- The old scale is no longer compliant with law, since the law now requires less compression in the scale
- In determining the new scale, consideration will be given to the following, for example:
 - What percentage of students should be passing state assessments at an “A” school? At an average (“C”) school?
 - What percentage of students should be graduating at an “A” high school? At an average (“C”) school?
 - And when Learning Gains data become available in 2015-16, what percentage of students should be making gains at an “A” school? At an average (“C”) school?

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)
- 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 | 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)
- 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 | 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)
- 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
- Additional graduation rates (At-Risk and 5-year), college readiness measures (based on SAT, ACT, and PERT), and a stand-alone acceleration participation measure are eliminated from the model

| English/ Language Arts | Mathematics (EOCs) | Science (Biology 1 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 students eligible to earn college credit through AP, IB, AICE, dual enrollment 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%) | | | | |

New School Grades Model

Transition Year

- Section 1008.34(7), Florida Statutes, states,
 - “To assist in the transition to 2014-2015 school grades..., calculated based on new statewide, standardized assessments..., **the 2014-2015 school grades...** shall serve as an **informational baseline** for schools to work toward improved performance in future years.” (emphasis added)

New School Grades Model

Transition Year

- No interruption in support to underperforming schools through our Differentiated Accountability teams
- A school is not required to select and implement a turnaround option in the 2015-2016 school year based on the 2014-2015 grade
- A school or approved provider that receives the same or lower grade is not subject to sanctions or penalties that would otherwise result from the 2014-2015 grade
- A district or charter school system designated as high-performing may not lose the designation based on the 2014-2015 grades
- The Florida School Recognition Program shall continue to be implemented as otherwise provided in the General Appropriations Act

District Grades

- Districts will 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 10 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%) |

FOIL Questions

- If other standardized tests were allowed how would this affect learning gains?
- What is the percent of points needed to receive each of the A-F school grades?
- How will learning gains be calculated for students who tested above grade level?



School Improvement Ratings

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

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



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