

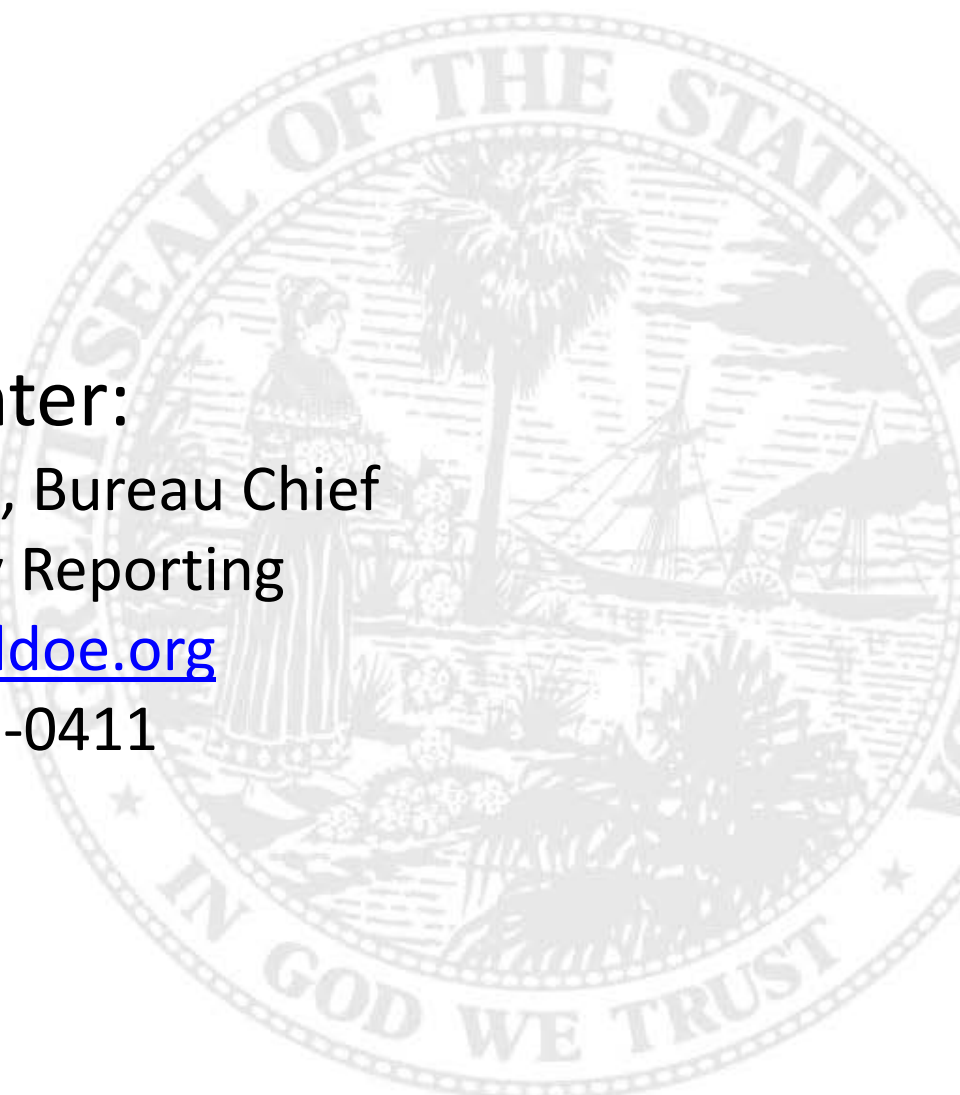
School Grades and Accountability Update

District Assessment and Accountability Coordinators
Annual Meeting, 2013
Orlando, Florida

August 29, 2013

Bureau of Accountability Reporting
Division of Accountability, Research, and Measurement

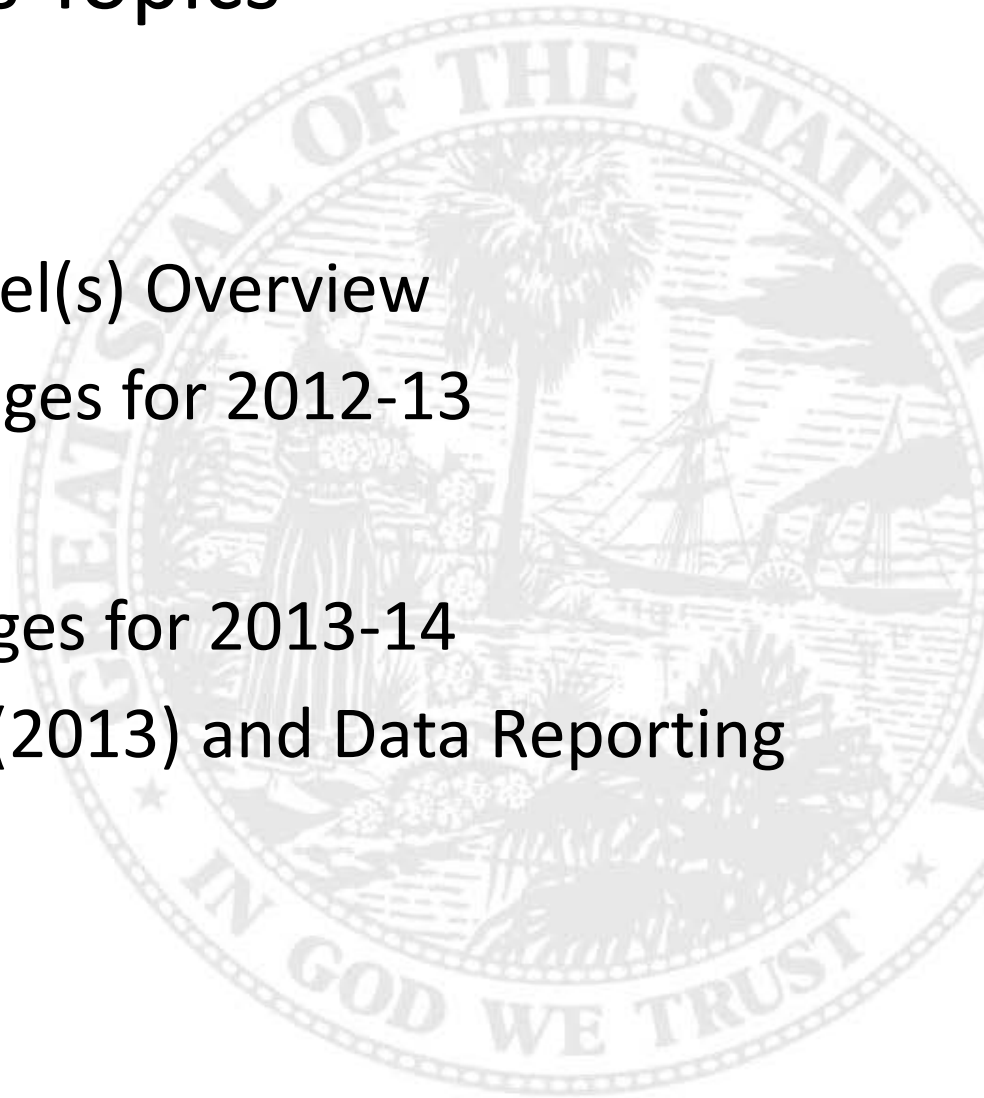
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The seal of the State of Florida is a circular emblem. It features a central figure of a woman in a long dress, standing on a path. To her right is a palm tree. In the background, there are sailing ships on the water. The outer ring of the seal contains the text "SEAL OF THE STATE OF FLORIDA" at the top and "IN GOD WE TRUST" at the bottom, separated by two stars.

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Today's Topics

- Part 1:
 - School Grading Model(s) Overview
 - Accountability Changes for 2012-13
- Part 2:
 - Accountability Changes for 2013-14
 - High School Grades (2013) and Data Reporting Items
 - System Transition



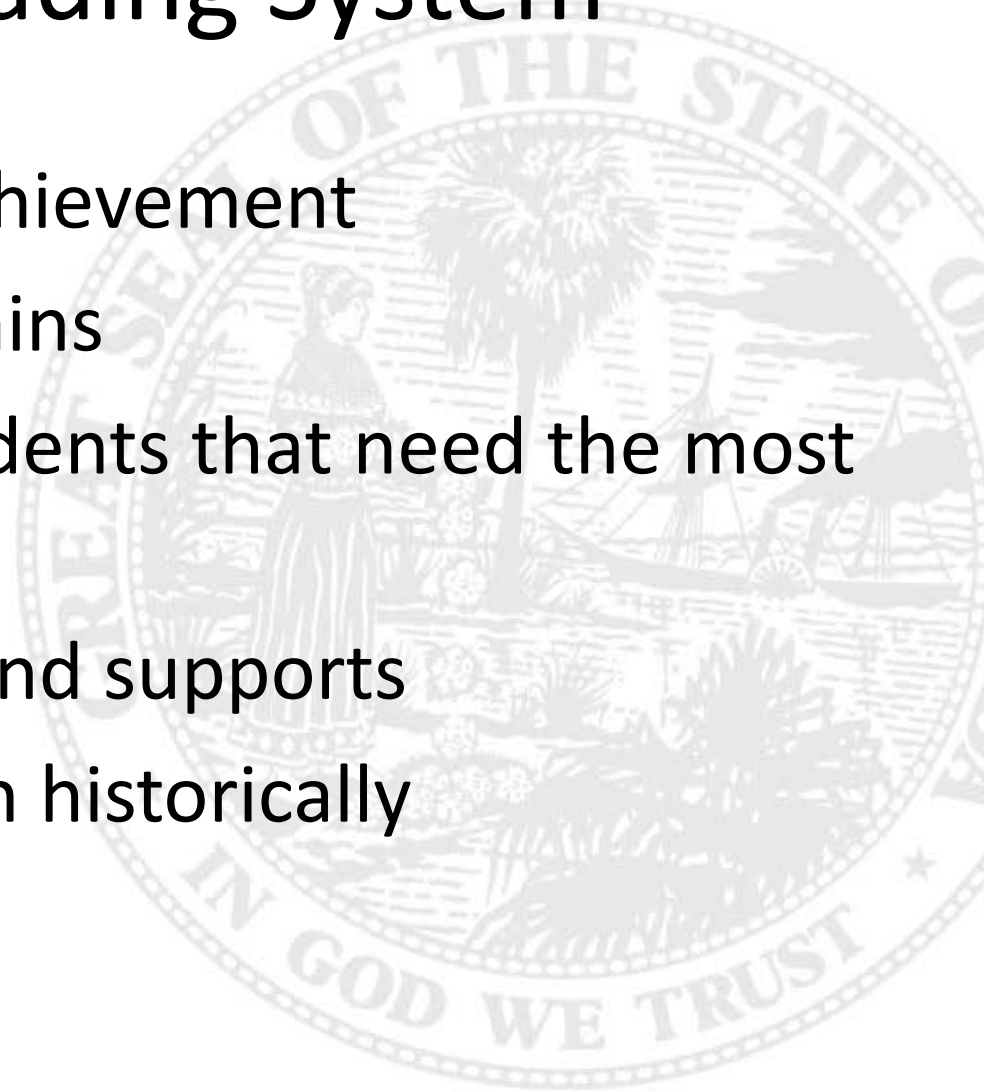
Part 1

- School Grading Model(s) Overview
 - Basic Model: Assessment-Based Measures
 - Elementary
 - Middle
 - High/Combination



Florida's Grading System

- Focus on student achievement
- Focus on learning gains
- Focus efforts on students that need the most support to succeed
- System of rewards and supports
- Model for the nation historically



School Grades Basic Model - Assessment-Based Measures Included in School Grades for All School Types

	Reading	Math	Writing	Science
	Performance			
	50%			
	(100 points)	(100 points)	(100 points)	(100 points)
	Learning Gains All Students			
	(100 points)	(100 points)		
	Low 25% Learning Gains			
	(100 points)	(100 points)		
	(300 points)	(300 points)	(100 points)	(100 points)

50%

Basic Elements of School Grades

(State-Assessment-Based Measures: 800 Points)

- **Performance**

- Reading, Mathematics, Science and Writing:
 - Percentage of students scoring satisfactory or higher

- **Learning Gains**

- Reading and Mathematics:

Percentage of students

- Increasing an achievement level
- Maintaining a satisfactory achievement level
- Remaining at achievement levels below satisfactory but increased performance enough to exceed expected growth

Plus extra weighting for students who move up to level 4 or 5 on FCAT 2.0 or EOCs, and for previous year's low performers who make greater-than-expected gains

- Note: Students who decrease a level are not counted as making gains.

- **Learning Gains of Lowest 25%**

- Reading and Mathematics:

Percentage of students in lowest 25% who meet learning gains criteria (with extra weighting for students moving to the highest levels or making greater-than-expected gains)

Elementary Schools 2012-13

Reading	Math	Writing	Science
Performance			
FCAT 2.0, FAA (100 points)	FCAT 2.0, FAA (100 points)	FCAT, FAA (100 points)	FCAT 2.0, FAA (100 points)
Learning Gains All Students			
FCAT 2.0, FAA (100 points)	FCAT 2.0, FAA (100 points)		
Low 25% Learning Gains			
FCAT 2.0 (100 points)	FCAT 2.0 (100 points)		
(300 points)	(300 points)	(100 points)	(100 points)
<p>Additional Requirements:</p> <ul style="list-style-type: none"> • Learning gains requirement for the Low 25% reinstated. • Test at Least 90% of students, 95% to earn an "A." • Reading Performance requirement: $\geq 25\%$ satisfactory on FCAT 2.0 Reading; grade lowered one letter grade if not met. 			

Middle Schools 2012-13

Reading	Math	Writing	Science	<u>Acceleration</u>
Performance				Middle School Students' Participation in and Performance on High School Level EOC assessments and Industry Certifications (100 points)
FCAT 2.0, FAA (100 points)	FCAT 2.0, EOCs, FAA (100 points)	FCAT, FAA (100 points)	FCAT 2.0, FAA (100 points)	
Learning Gains All Students				
FCAT 2.0, FAA (100 points)	FCAT 2.0, EOCs, FAA (100 points)			
Low 25% Learning Gains				
FCAT 2.0 (100 points)	FCAT 2.0 (100 points)			
(300 points)	(300 points)	(100 points)	(100 points)	<u>(100 points)</u>
Additional Requirements: <ul style="list-style-type: none"> • Learning gains requirement for the Low 25% reinstated. • Test at Least 90% of students, 95% to earn an "A." • Reading Performance requirement: $\geq 25\%$ satisfactory on FCAT 2.0 Reading; grade lowered one letter grade if not met. 				

High Schools 2012-13*

Assessment Components – 50%				“Other” Components – 50%		
Reading	Math (Algebra, Geometry)	Writing	Biology (Science)	Acceleration	Grad Rate	College Readiness
Performance				Participation (150 points)	Overall (200 points) 100 – Four Yr Rate 100 – Five Yr Rate	Reading (100 points)
FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)	FCAT, FAA (100 points)	EOC, FAA (100 points)			
Learning Gains All Students				Performance (150 points)	At-Risk (100 points) 50 – Four-Yr Rate 50 – Five Yr Rate	Math (100 points)
FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)					
Low 25% Learning Gains						
FCAT 2.0 (100 points)	EOC (100 points)					
(300 points)	(300 points)	(100 points)	(100 points)	(300points)	(300 points)	(200 points)
Additional Requirements:						
<ul style="list-style-type: none"> • Learning gains requirement for the Low 25% reinstated. • Test at Least 90% of students, 95% to earn an “A.” • Meet the at-risk graduation rate target to earn an “A” - 65% or improvement targets. • Beginning in 2012-13 : Performance threshold in Reading (25%) - Grade lowered one letter grade if not met. 						

- K-12 and 6-12 combination schools are graded on a 1700-point model, which adds middle-school acceleration to the HS model.

“Other” Elements of High School Grades

- **Acceleration**
 - Participation:
 - Percentage of students in AP, IB, and AICE exams, Industry Certifications, and Dual Enrollment courses (Denominator = 11th and 12th graders plus qualifying 9th and 10th graders)
 - Performance:
 - Percentage of participants eligible to earn college credit
- **Graduation Rate**
 - Four-Year Graduation Rate (Federal Rate)
 - Percentage of students graduating within 4 years w/standard diploma
 - Five-Year Graduation Rate
 - Percentage of students graduating within 5 years w/standard diploma
 - At-risk graduation rate
 - Percentage of at-risk students graduating using both rates above
- **College Readiness**
 - Reading
 - Percentage of on-time graduates scoring college ready (ACT, SAT, PERT, CPT)
 - Mathematics
 - Percentage of on-time graduates scoring college ready (ACT, SAT, PERT, CPT)

School Grading Scale

A = 65.6% of points

B = 61.9 % of points

C = 54.4.% of points

D = 49.4 % of points

F = less than 49.4 % of points

Same percentages apply to grading scales for all school types:

Elementary Schools = 800 possible points

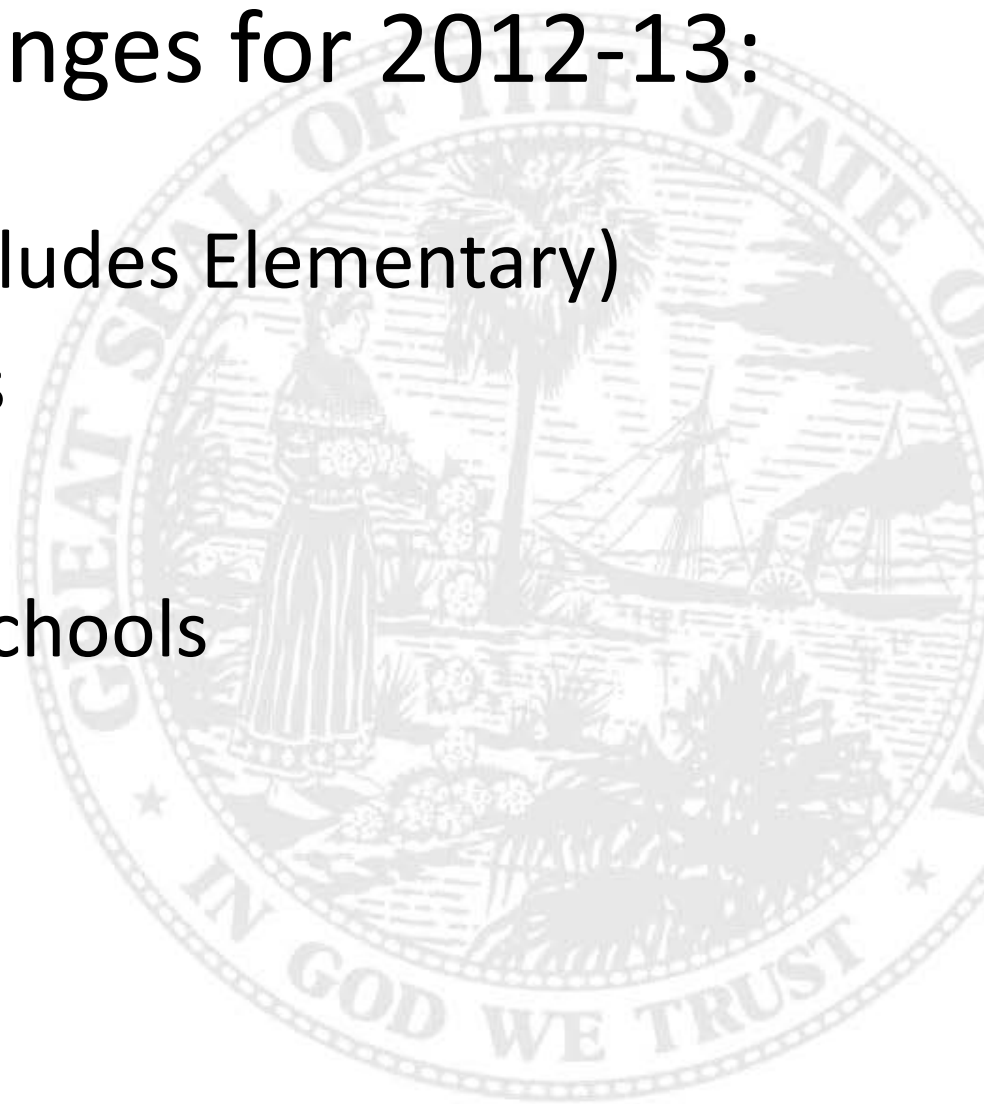
Middle Schools = 900 possible points

High Schools = 1600 possible points

Combination Schools (K-12, 6-12) = 1700 possible points

School Grade Changes for 2012-13:

- All Schools (includes Elementary)
- Middle Schools
- High Schools
- Combination Schools



Changes for All Schools for 2012-13

(including Elementary Schools)

- FCAT Writing Standard is set at 3.5. (in rule)
- Reading performance threshold begins. (in rule)
Requirement = 25% scoring satisfactory or higher on FCAT 2.0 Reading
- New achievement level standards for FCAT 2.0 Science. (in rule)
- Provision for One-Letter-Grade Drop Limit is extended to 2012-13. (emergency rule, July 2013)
- Learning gains requirement for the Low 25% is reinstated. (in rule)
Target = 50 pts. for gains of Low25, or annual improvement in points for gains
- Scores credited back for *performance* and gains to home schools from alternative schools electing a rating (in rule)
- ESE centers electing a rating; limiting of emergent FAA scores credited back (SB 1108)

Changes for Middle Schools

Changes for 2012-13 in Rule:

- Middle-school acceleration flexibility expires (calculating the grade with and without MS acceleration participation, and applying the higher result) .
- Geometry is added to math performance, gains, and middle-school acceleration.
- Biology is added to science performance and middle school acceleration.
- Industry Certifications are added to middle school acceleration.
- Prior-year Algebra 1 scores are included in determining the Low 25% for math. Algebra 1-to-Algebra 1 gains are calculated as applicable.
- Additional learning gains combinations can apply:
 - FCAT 2.0 Math (prior year) to Geometry (current year)
 - Algebra 1 (prior year) to FCAT 2.0 Math (current year)
 - Geometry (prior year) to FCAT 2.0 Math (current year)
 - Algebra 1 (prior year) to Geometry (current year)
 - Geometry (prior year) to Geometry (current year)

Changes for Middle Schools

Identifying Students in the Math Low 25% group:

- Algebra 1 scores from the prior-year are ranked (across all grades at the school), and the lowest 25% are identified.
- FCAT 2.0 Math scores from prior-year are ranked by grade level and the lowest 25% are aggregated (same as in previous years' calculations).
- Students from the two groups are combined to form the school's Low 25% in math.

Algebra 1-to-Algebra 1* Gains calculation:

- First-time scores are used, as in other gains calculations.
 - “First-time” = first administration during the school year in middle school. For high school, it is the first administration of the test during the student’s high school career.
 - Gains are made when the student’s achievement level increases.
 - Geometry-to-Geometry gains will be calculated the same way.

* Can apply across grades in middle school (e.g., grade 7 to grade 8) or from grade 8 in middle school to grade 9 in high school.

Middle School Acceleration participation (participation in and performance on high-school level EOCs and IC programs)

Industry Certification Data Source for Middle School Acceleration:

- Industry Certification data for the 2012-13 calculation is IC data reported on Survey 5* for 2011-12. These are matched to the 2011-12 year's full-year-enrolled middle-school students.

*** Reported on Career and Technical Education Student Course Schedule records (Industry Certification Outcome data element).**

Changes for High Schools

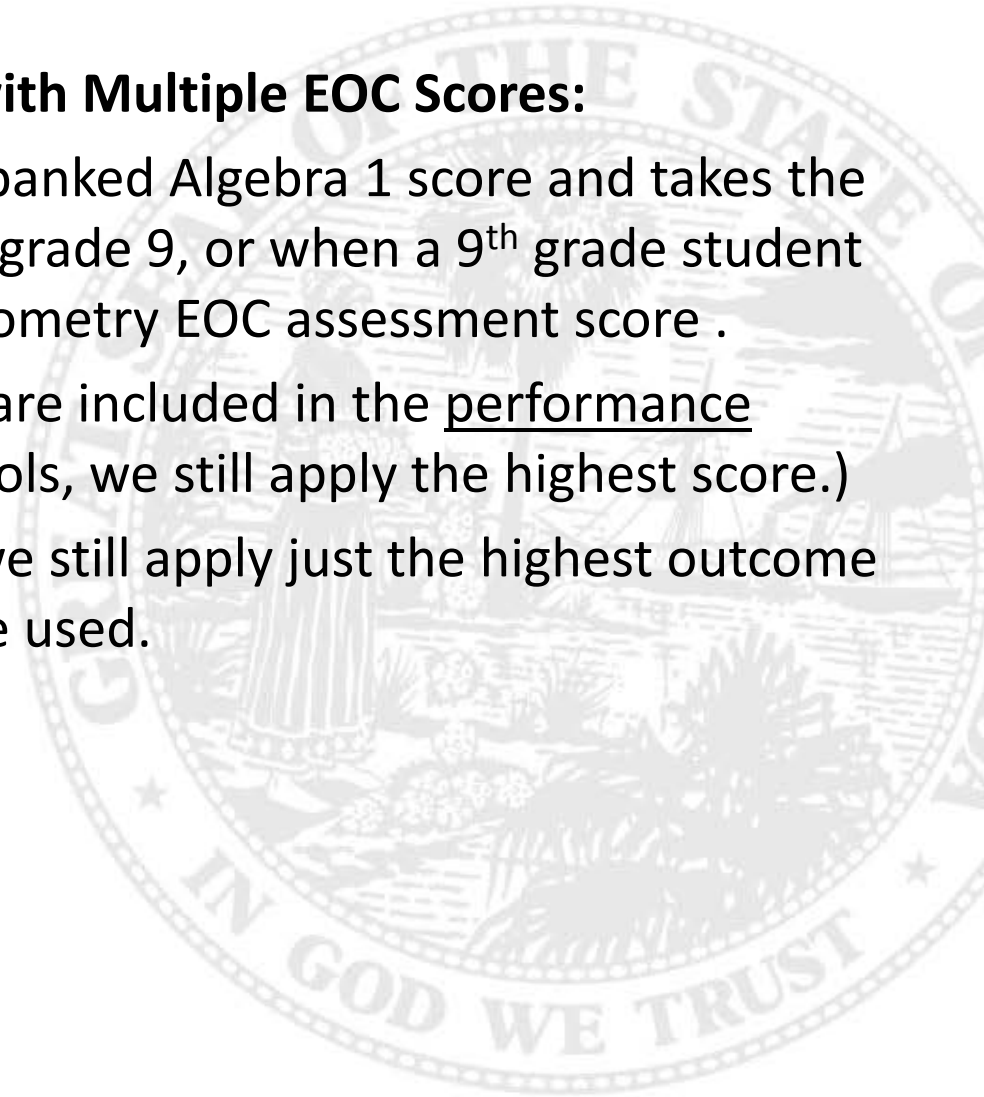
Changes Scheduled for 2012-13 in Rule:

- Algebra 1 in the Low 25% for math.
 - Algebra 1-to-Algebra 1 gains
- Geometry is added to math performance and gains.
- Biology is added to science performance.
- Banked passing scores now include Geometry and Biology, in addition to Algebra 1.
- Minimum cell-size for math reset at 20 with the addition of Geometry EOC scores (reset from 10 in the prior year).
- The five-year graduation rate was revised to redefine “graduates” – standard diplomas only.
- Additional learning gains combinations apply (involving EOC scores).

Changes for High Schools

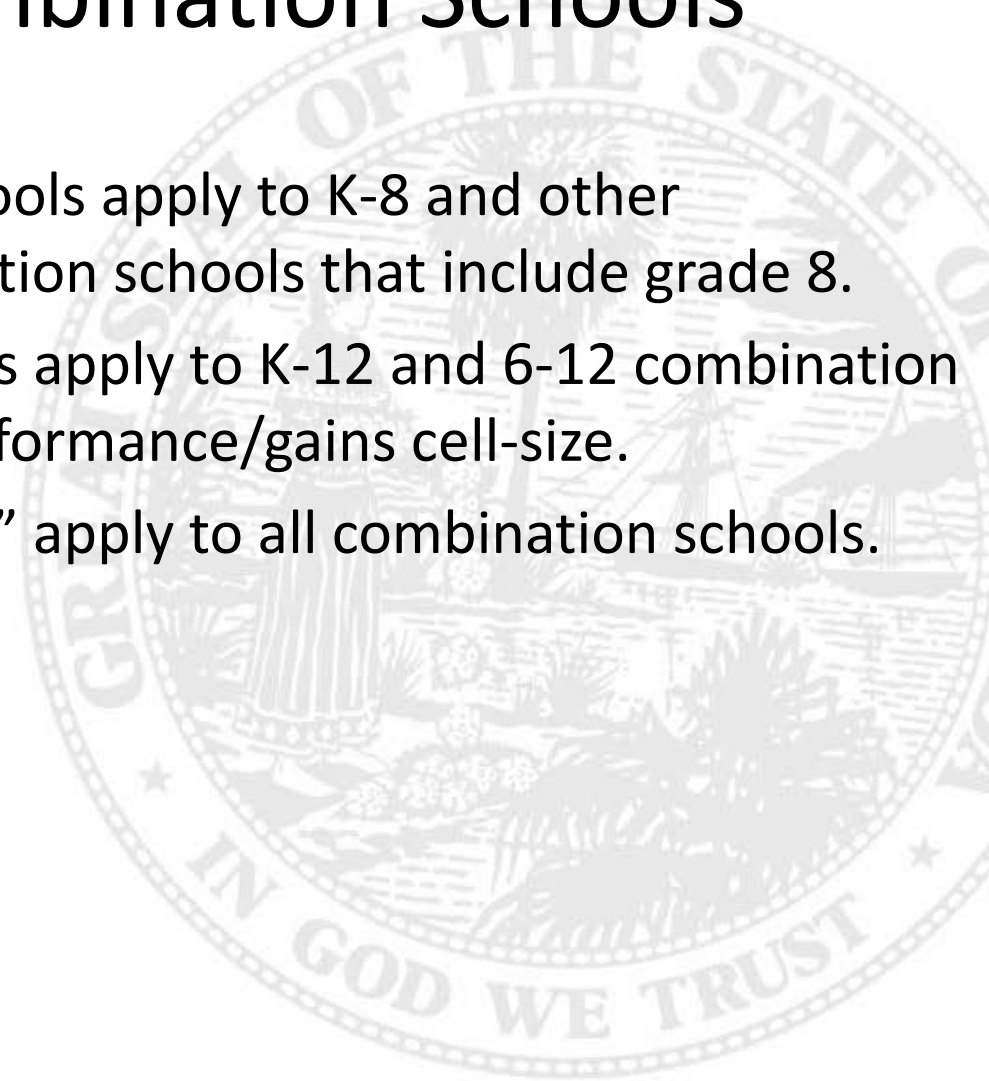
Math Performance Calculation with Multiple EOC Scores:

- Occurs when a student has a banked Algebra 1 score and takes the Geometry EOC assessment in grade 9, or when a 9th grade student has both an Algebra 1 and Geometry EOC assessment score .
- For high schools, both scores are included in the performance calculation. (For middle schools, we still apply the highest score.)
- For learning gains, however, we still apply just the highest outcome if multiple assessments can be used.



Changes for Combination Schools

- Rule changes for middle schools apply to K-8 and other elementary/middle combination schools that include grade 8.
- Rule changes for high schools apply to K-12 and 6-12 combination schools, except for math performance/gains cell-size.
- Rule changes for “all schools” apply to all combination schools.



ESE Centers – Crediting Back Scores

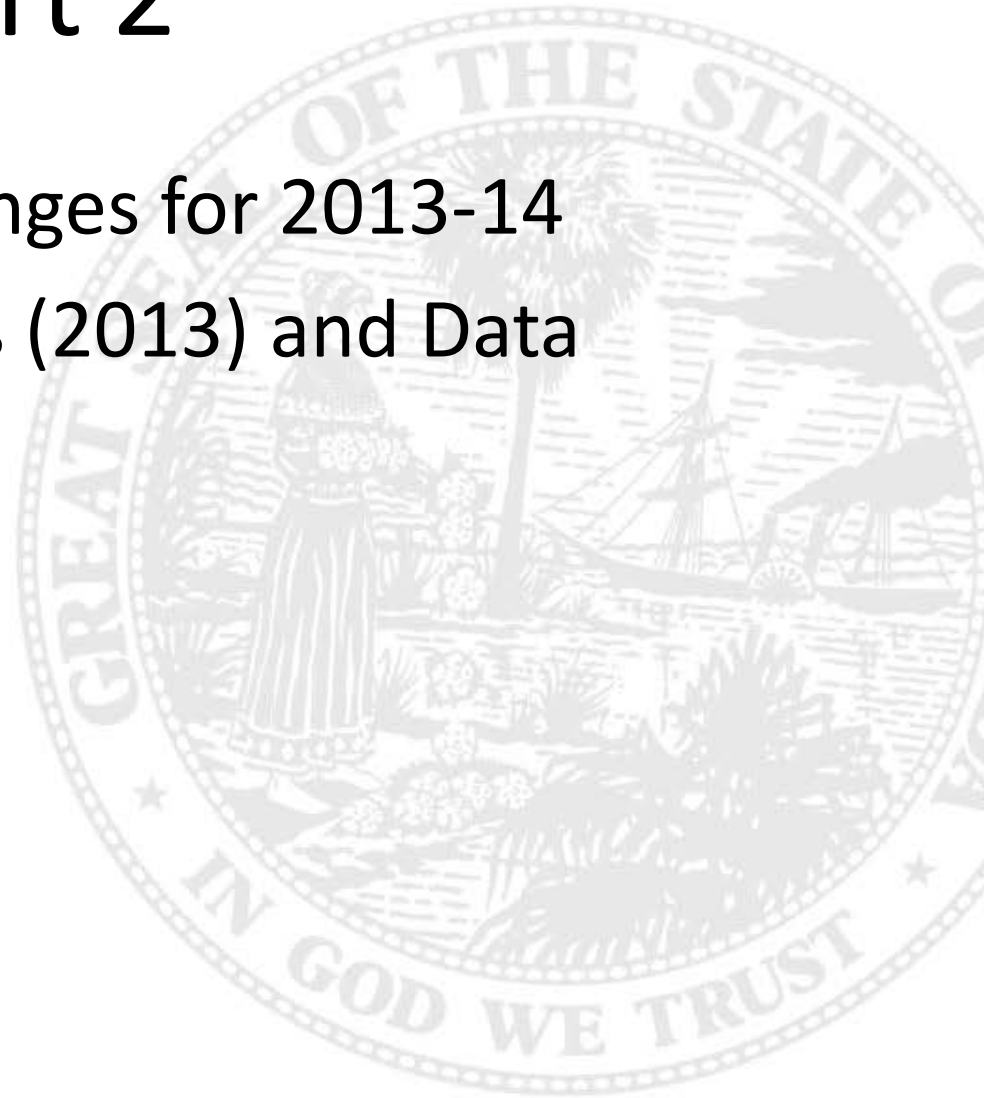
- ESE centers can elect to receive a regular grade or a school improvement rating.
- If an ESE center elects to receive a rating instead of a grade . . .
 - ESE students' scores are credited back to home schools for inclusion in the home schools' grade calculations.
 - Scores at levels 1-3 on the FAA are not credited back if the students have always been enrolled in an ESE center while they were enrolled in the district.
- Scores that are credited back are included in performance and learning gains measures.
- A home school is defined as the school the student would be attending if not enrolled in the ESE center.

Q & A



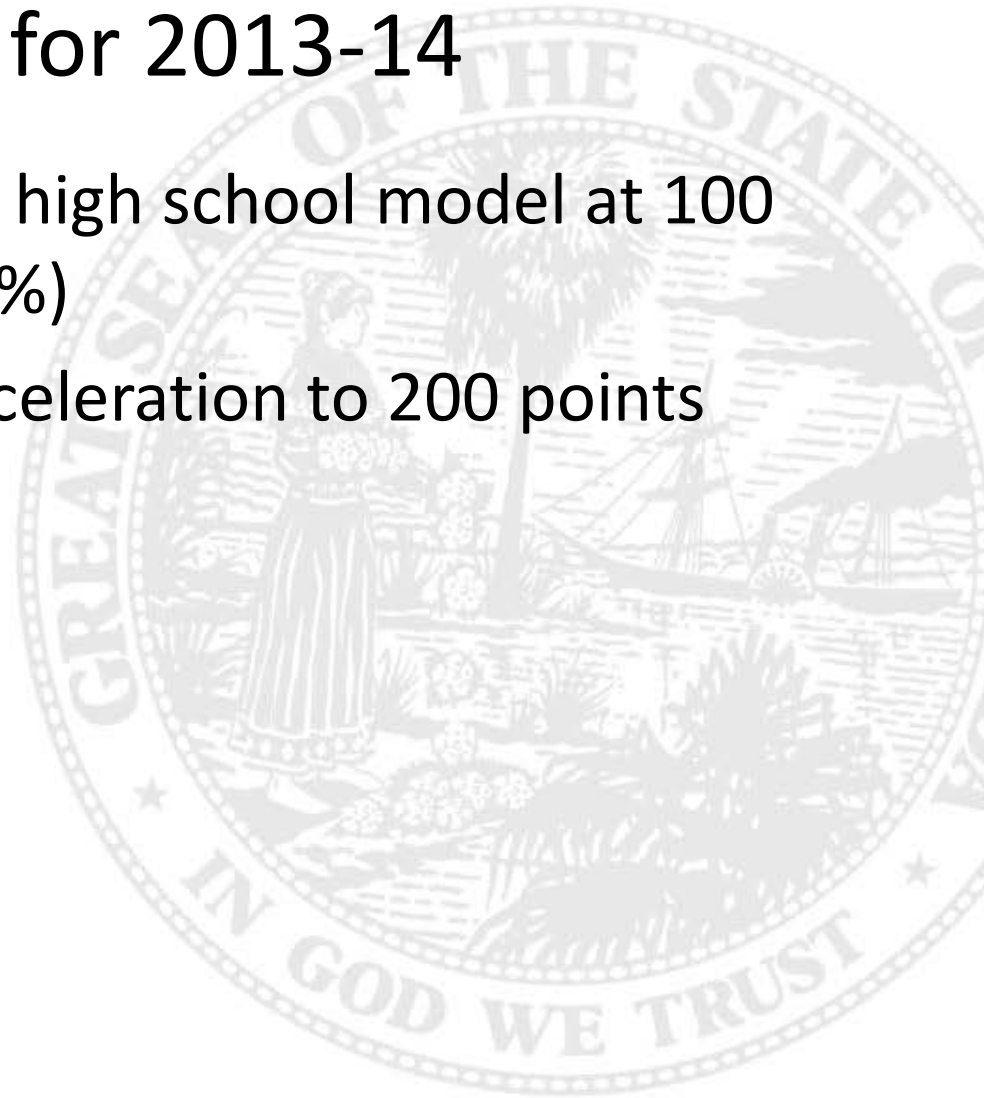
Part 2

- Accountability Changes for 2013-14
- High School Grades (2013) and Data Reporting Items
- System Transition



Changes Already in Rule (6A-1.09981) Scheduled for 2013-14

- Include US History in the high school model at 100 points (in the “other” 50%)
- Reduce the points for acceleration to 200 points



Proposed Rule Revisions for 2013-14

- School Grades (Rule 6A-1.09981)
- School Improvement Ratings (Rule 6A-1.099822)
- ESE Centers Rule (6A-1.099828, new rule)



School Grades (6A-1.09981):

- Changes in statute (s. 1008.34, F.S.) from Senate Bill 1720
 - Grading co-located schools
 - Cell-size re-set at 10
- Revise percent-tested calculation to comply with the federal Elementary and Secondary Education Act (ESEA)
 - For school grades, the calculation will no longer be limited to students who are full-year enrolled; will be based on students enrolled at the time of testing.
- Proposed extension of the one-letter-grade-drop limit (safety net provision) for school grades

Changes Required in State Legislation (SB 1720)

Cell Size (s. 1008.34, F.S.)

- Re-set at 10

Co-located Schools (s. 1008.34, F.S.)

- Co-located schools have separate MSID numbers but operate at the same physical site. If one or more schools at the same site would not qualify for a grade or a school improvement rating, then student performance data for all of the schools will be aggregated and all of the schools will receive the same school grade.

Co-located Schools

- In applying the school-grading provision for co-located schools, the Department of Education will consider only those co-located schools with students enrolled at tested grade levels.
- When a co-located school does not qualify for a grade because the school has too few students to qualify for a rating or a grade, a single grade will be calculated for all co-located schools at the same site, as required in s. 1008.34(3)(a)3.
- The combined grade will include assessment data for all co-located schools at the same site.
- The Department will work with districts in identifying co-located schools this fall.

School Grade Change Required by ESEA

Percent Tested (Participation Rate)

- Previously applied only to full-year-enrolled students in the school grades calculation.
- ESEA requires that the percent-tested figure apply to all students enrolled at the school who would be eligible for testing, not just to students who were full-year-enrolled.
 - To comply with ESEA, we would apply the same calculation for percent-tested that Florida used to apply in AYP reporting.

Change Proposed for Transitioning to Common-Core Standards

Extension of One-Letter-Grade-Drop Limit (Safety Net Provision) through 2014-15

- Under the provision, a school's assigned grade may be no lower than one letter grade below the grade that the school was assigned in the previous year.
- An emergency rule measure adopted in July 2013 extended the provision to 2012-13.
- If no revision is made to the current rule language, the provision will expire and will not apply for 2013-14 and 2014-15.

Rule 6A-1.099822

School Improvement Ratings

- Alternative schools choose whether to receive a school grade or a school improvement rating.
- ESE center schools also choose whether to receive a school grade or a school improvement rating (provisions addressed in a separate rule: 6A-1.099828).

School Improvement Ratings

- School improvement ratings are based on a comparison of Reading and Mathematics learning gains.
- The learning gains of students in the school are compared to the learning gains of those same students in the prior year.
- A school must have at least 10 students in reading and at least 10 students in math with scores required for this comparison for the school to receive a rating.

School Improvement Ratings

- Improving
 - 5 points or more increase in percent making learning gains in both reading and mathematics
- Maintaining
 - Less than 5 points increase or decrease in percent making learning gains in reading and mathematics
- Declining
 - 5 points or more decrease in points earned for percent making learning gains in reading and mathematics

The final rating is no higher than the lowest-rated subject. E.g., if reading is “improving” but math is “declining,” the final rating is “declining.”

Use of Assessment Results in a Home School's Grade

- If an alternative school elects to receive a school improvement rating, the achievement scores and learning gains of the students attending the alternative school shall be included in the home school's grade (s. 1008.34 (3)(c)3. F.S.).
- The home school is the school to which the student would be assigned if he/she were not enrolled in the alternative school.

Reporting Home School Data

- On the Student Database submissions (Demographic Records, Survey 3):
 - School Number, Zoned School
 - District Number, Zoned School
- Districts are required to report this information.
- The home school is the school to which the student would be assigned if he/she were not enrolled in the alternative school.

Changes Required under Senate Bill 1720

Percent Tested (s. 1008.341, F.S.)

- Revised to 80% for school improvement ratings.
- Schools that test less than 90% are not eligible for “improving” rating.

High School Retakes

- High school retakes scores (for graduation tests) will now be included in learning gains calculations for school improvement ratings.
 - This measure is intended to increase the number of schools that will qualify for a rating.

ESE Centers: Accountability

- Rule 6A-1.099828, F.A.C., is a new rule created to implement s.1008.3415, Florida Statutes.
 - Definition of ESE center school for accountability purposes
 - Identification of ESE center schools
 - ESE center schools choose whether to receive a school grade or a school improvement rating.
 - School improvement ratings for ESE center schools are calculated the same as for alternative schools under Rule 6A-1.09981.
 - Crediting back scores to home schools: Scores for students at ESE centers that choose a rating are credited back to home schools, except for scores at emergent levels on the FAA for students who have never been enrolled in a school other than an ESE center during their time in the district.

Rule-Based Definition of ESE center

- ESE center schools are schools designed specifically to meet the needs of students with disabilities.
- An ESE center school is a separate public school in which all students in grades K-12 in attendance are identified as students with disabilities (they have a reported exceptionality other than Gifted).
- For separate day schools to qualify as ESE centers, all students in grades K-12 are also reported on the “Exceptional Student, IDEA Educational Environments” data element of the state’s student database as attending a separate school (Code D).

Identification of ESE Center Schools

- Preliminary list of ESE Center schools developed by the department based on student data submitted by the district.
- School districts will have the opportunity to provide input annually on the schools identified.
- The DOE will move up the process for identifying ESE centers and alternative schools for 2013-14 to this fall (2013).

Use of Assessment Results in a Home School Grade

- Scores credited back to home school if ESE center chooses a rating instead of a grade.
- Exception: No crediting back for scores at level 1-3 on the FAA if student has always been enrolled in an ESE center while in the district.
- The home school is the school to which the student would be assigned if he/she were not enrolled in the ESE center school.

Reporting Home School Data

- On the Student Database (Demographic Records, Survey 3):
 - School Number, Zoned School
 - District Number, Zoned School
- Districts are required to report this information.
- The home school is the school to which the student would be assigned if he/she were not enrolled in the ESE center school.

Accountability Data Processes: Key Functions

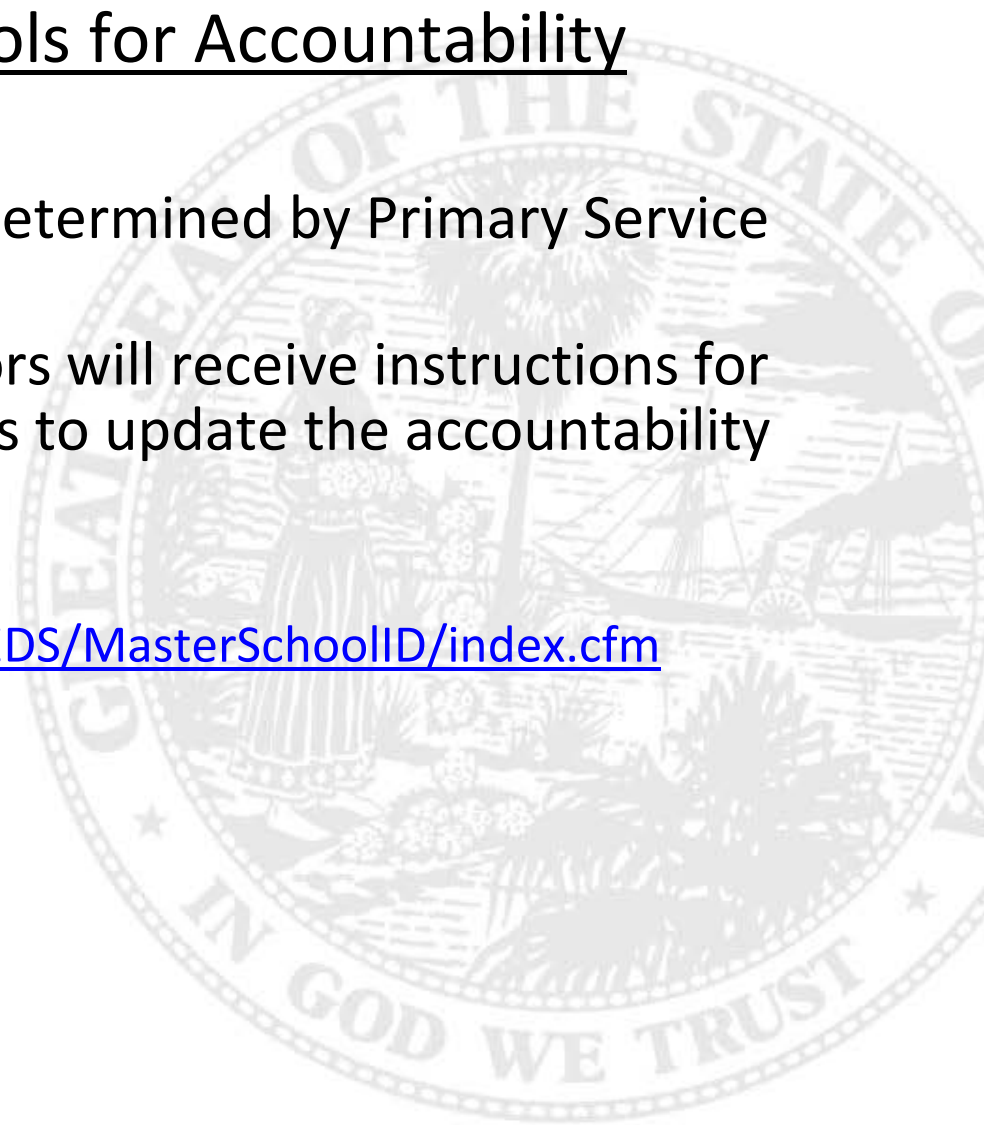
- Identifying Alternative Schools for Alternative School Ratings
- Identifying ESE centers
- Identifying School Types for Accountability Reporting
 - Affects grade measures and points (weighting).
- Matching Records: DOE Matching of Survey 2 (October survey) and Survey 3 (February survey) Records to Establish Full-Year Membership
- Matching Records: DOE Matching of Assessment Records to Membership Records (Assessment-to-Student Matching for Current Year and for Prior-Year Data)
- Web-based Applications (resources for districts) -- Maximizing Accuracy of Matching Processes and Accounting for Changes in Student Status after Survey 3 and Prior to Testing
- High school grades data collection and processing

Identifying Alternative Schools for Accountability Reporting: Coming in Fall 2013

- Alternative education status determined by Primary Service Type on Master School ID file.
- In October, district coordinators will receive instructions for reviewing the status of schools to update the accountability list of alternative schools.

MSID file online:

<http://doeweb-prd.doe.state.fl.us/EDS/MasterSchoolID/index.cfm>



Identifying Alternative Schools

- Annual review period of several weeks provided to districts.
- Identification of alternative schools determined by districts (via submissions to MSID file, primary service type).
- Once alternative schools are identified, the alternative school administration (not the district) has legal authority to choose whether to receive a regular grade or a school improvement rating.
- Data element for home schools reported on demographic records:
 - District Number, Zoned School
 - School Number, Zoned School

Must be reported for students in alternative schools, hospital/homebound centers, and ESE centers (Survey 3).

ESE Centers – Annual File

Coming in Fall 2013

- ESE centers = Separate schools serving 100% students with disabilities in grades K-12
- List prepared by the DOE using reported records on the “Exceptional Student, IDEA Educational Environments” data element of the state’s student database for students attending a separate day school (Code D).
- Other schools that are not day schools can be added if the K-12 population is 100% (e.g., FSDB).
- The list will be shared with districts and will allow for district input before being finalized.
- We’re processing the list in the fall so that when the time comes for Survey 3 reporting in February (including reporting of home schools for students enrolled in ESE centers), all ESE centers will be identified.

Accountability Data Processes

Accountability School Types File

- A school types file is prepared annually for review/updating (access via Web application; notification sent to accountability coordinators).
- Preliminary file set to previous year's final assigned school types.
- Web Site provided for districts to review assigned types.
- New schools assigned initial type based on reported grade levels served (from MSID file).
- File finalized after several weeks allotted for district review and feedback.
- School types are needed for analysis of school grades data and can affect weighting of points for certain schools.

Florida DOE Student Database Records Reporting

Essential to the calculation and reporting of school accountability outcomes.

Critical Functions:

- Allows for matching of membership (Student Demographic Information) records (Survey 2 and 3) to establish full-year enrollment.
- Allows for matching of membership records to assessment records (which determines which schools are credited with which assessments).
- Determines race/ethnicity (for AMO reporting).
- Determines lunch status (for AMO reporting).
- Determines English language learner status and length of time in school in the U.S. (for AMO reporting and school grades).
- Determines disability status (for AMO reporting).
- Identifies students enrolled with Virtual Instruction Providers (for statewide virtual provider grades).
- Provides other key data applicable to high school grades (Survey 5 & graduation rate cohort data).

Student Database Reporting

Surveys 2 & 3:

- Matching of membership (Student Demographic Information) records (Survey 2 and 3) to establish full-year enrollment. Initial process in the annual accountability production cycle.
- Districts notified of matching files resources (provided by DOE) and procedures to confirm enrollments one month in advance of closing of Survey 3 for accountability processes. Notice sent in early February.
- Survey 3 closing date for accountability purposes in 2013 = March 15 (for 2014 = March 14).
- Difference between Survey 3 deadline for accountability purposes and final deadline for submitting Survey 3 amendments.
- Key record formats:
 - Student Demographic Information
 - English Language Learner Information
 - Student Course Schedule
 - Exceptional Student
 - Federal/State Indicator Status

Student Database Reporting

Student Demographic Information:

URL: http://www.fldoe.org/eias/dataweb/database_1314/1314sdi.asp

- Critical for the matching of membership records (Survey 2 and 3) to establish full-year enrollment.

Key Data Elements:

- School of Enrollment (School Number, Current Enrollment) --The school to which assessment scores of students are credited.
- Lunch Status
- Race
- Ethnicity
- English Language Learners, PK-12
- Student ID # (Student Number Identifier, Florida)
- Alias Student ID# (Student Number Identifier – Alias, Florida)
- Student Name
- Birth Date
- Grade Level
- District Number, Zoned School
- School Number, Zoned School (home school)

Student Database Reporting

Exceptional Student :

URL: http://www.fldoe.org/eias/dataweb/database_1314/1314exst.asp

Key elements –

- Primary Exceptionality (Exceptionality, Primary)
- Other Exceptionality (Exceptionality, Other)
- Exceptional Student, IDEA Educational Environments
- Survey 3 reporting



Student Database Reporting

English Language Learners Information:

URL: http://www.fldoe.org/eias/dataweb/database_1314/1314lep.asp

- English Language Learners: Date Entered United States School
- Establishes the date on which a student entered school in the U.S. Length of time from the initial date of testing (FCAT Writing) affects eligibility for inclusion in school grades proficiency components.

Federal/State Indicator Status:

URL: http://www.fldoe.org/eias/dataweb/database_1314/1314fsis.asp

- Dropout Prevention/Juvenile Justice Programs
Provides a code indicating whether the student is in a dropout retrieval program (code R) or is in an alternative to expulsion program (code E). For students reported with either of these codes who are enrolled in an alternative school, their test scores are not included in an alternative school's rating.

Student Database Reporting

Student Course Schedule:

URL: http://www.fldoe.org/eias/dataweb/database_1314/1314scs.asp

Virtual Instruction Provider

- http://www.fldoe.org/eias/dataweb/database_1314/184325.pdf
- The providers themselves do not have the ability to report data to the Department of Education's student database; the providers must depend on districts to accurately report enrollment for the providers.
- Provider Codes must be reported correctly in Surveys 2 and 3 to ensure provider accountability.
- Key for compilation of EOC course records (Surveys 3, 2, 4, and 1)
 - Participation rates (percent tested)
 - Middle school acceleration

Reporting Enrollments for Virtual Instruction Providers

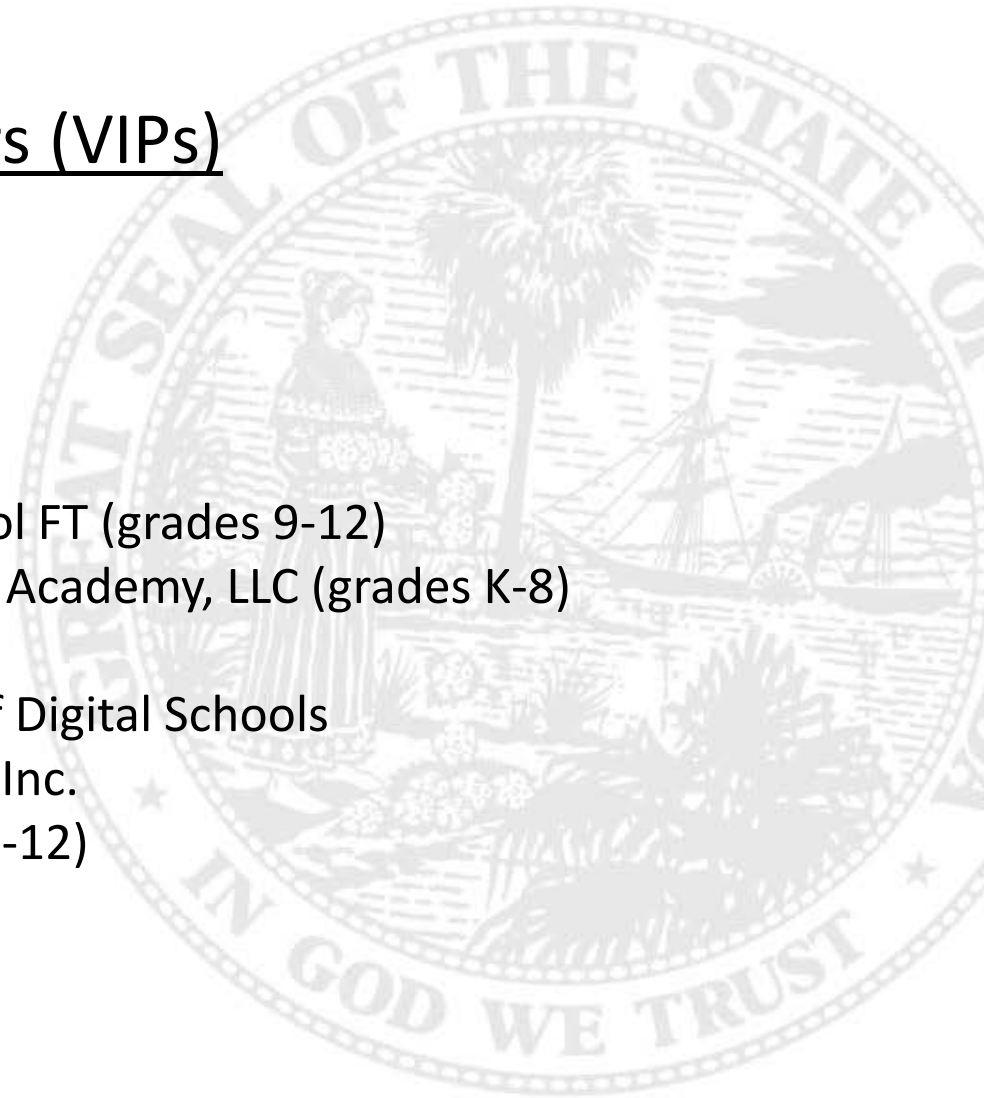
Virtual Instruction Providers (VIPs)

- VIPs are assigned the 4-digit school number 7001.
- Provider codes are assigned to approved providers.
- Provider Code Table in Appendix CC of student database manual:
http://www.fldoe.org/eias/dataweb/database_1314/appendcc.pdf
- For students with a school number reported as 7001, the provider code(s) should be reported accurately on the applicable Student Course records.

Virtual Instruction Providers (VIPs)

Current provider codes:

Code	Provider (2013-14)
071	Florida Virtual School FT (grades 9-12)
301	Florida Connections Academy, LLC (grades K-8)
302	K12 Florida, LLC
307	National Network of Digital Schools
308	Somerset Academy, Inc.
309	Edgenuity (grades 6-12)



DOE Report for Request to Assist Districts and Providers in Reviewing Enrollments for VIPs

EIAS Report F71198 :

Full-Time Virtual Students

- Available for Surveys 2 and 3
- To verify student data for school 7001
- Run by the district - generated by provider
- Report lists student name, ID, grade level, VIP provider code and name.
- Please share with provider early in process for both surveys so the data can be verified by the providers.

Data Processes

Things to Keep in Mind

- District accountability coordinators receive notice of each process through e-mail notices and memoranda from [EVALNRPT@fldoe.org](mailto: EVALNRPT@fldoe.org) (Evaluation and Reporting) and [EVALNRPT_WebApps@fldoe.org](mailto: EVALNRPT_WebApps@fldoe.org).
- District MIS contacts are copied on e-mails for processes that involve submission of records to the DOE database.
- Survey 3 lockdown date for accountability coincides with end of state processing. (March 15 for 2013; March 14 for 2014)
- The Web Applications processes (with which district accountability coordinators should be familiar) provide for updates/corrections that are separate from regular database reporting.
- Two technical assistance workshops were held in March this year (2013) to assist districts in the use of the Web applications.

Accountability Data Processes:

Web Applications (for District Accountability Coordinators)

Secure Web Applications:

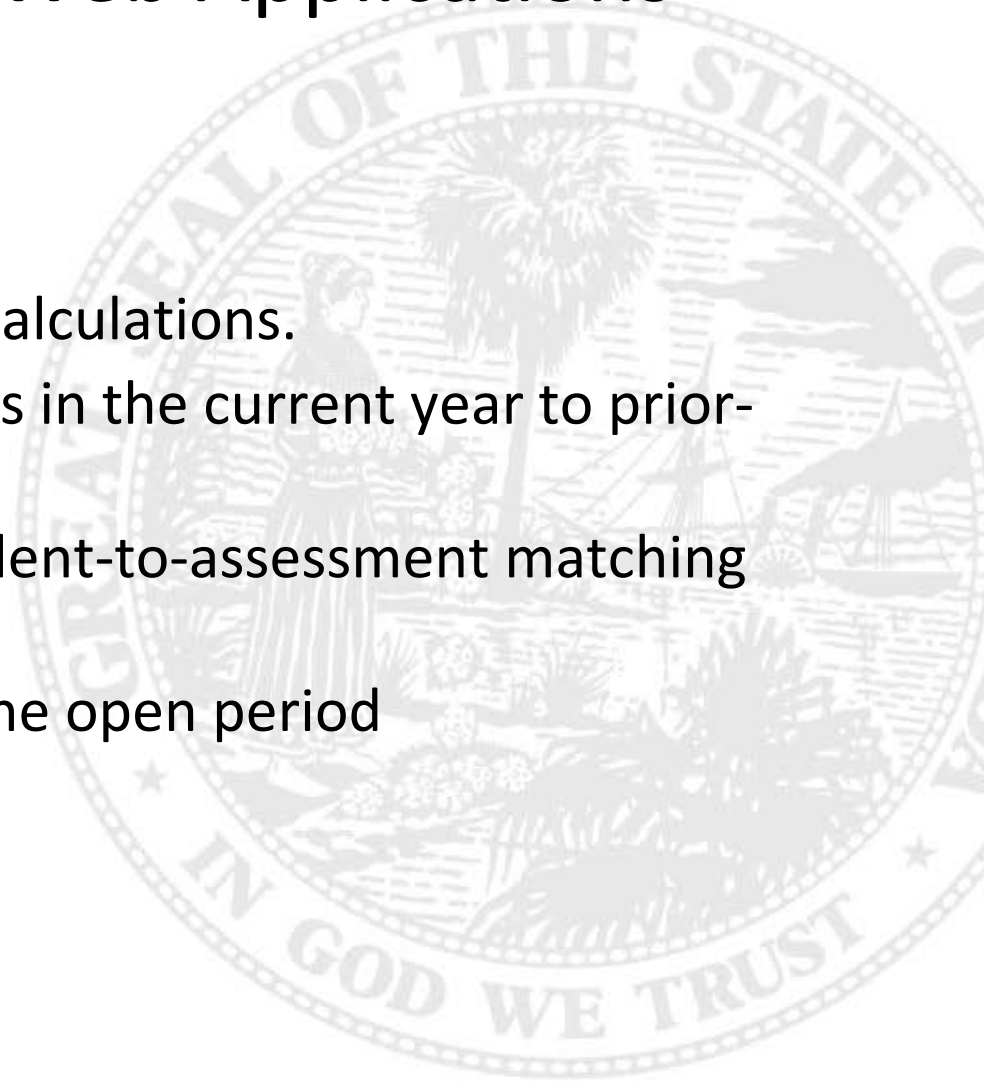
- FCAT High School Retakes Data (for high school bonus points)
- Prior-Year Data
- Student Data Updates
- Assessment Data Corrections

These applications provide for district review of accountability data and the opportunity to submit corrections or updates to maximize data quality.

Data Processes/Web Applications

Prior Year Data:

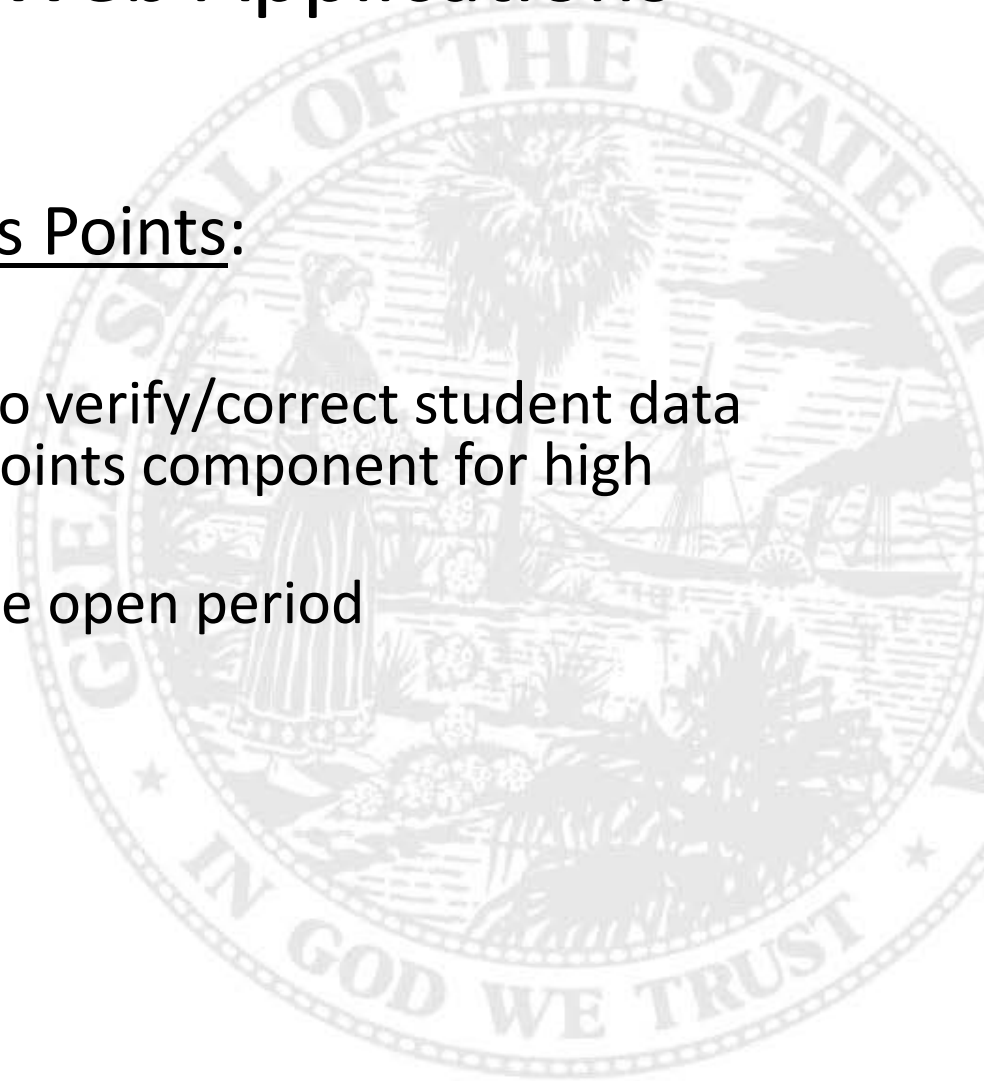
- Needed for learning gains calculations.
- Based on matching students in the current year to prior-year assessment data.
- Provides for additional student-to-assessment matching through corrected records.
- Nightly processing during the open period



Data Processes/Web Applications

Retakes Data for HS Bonus Points:

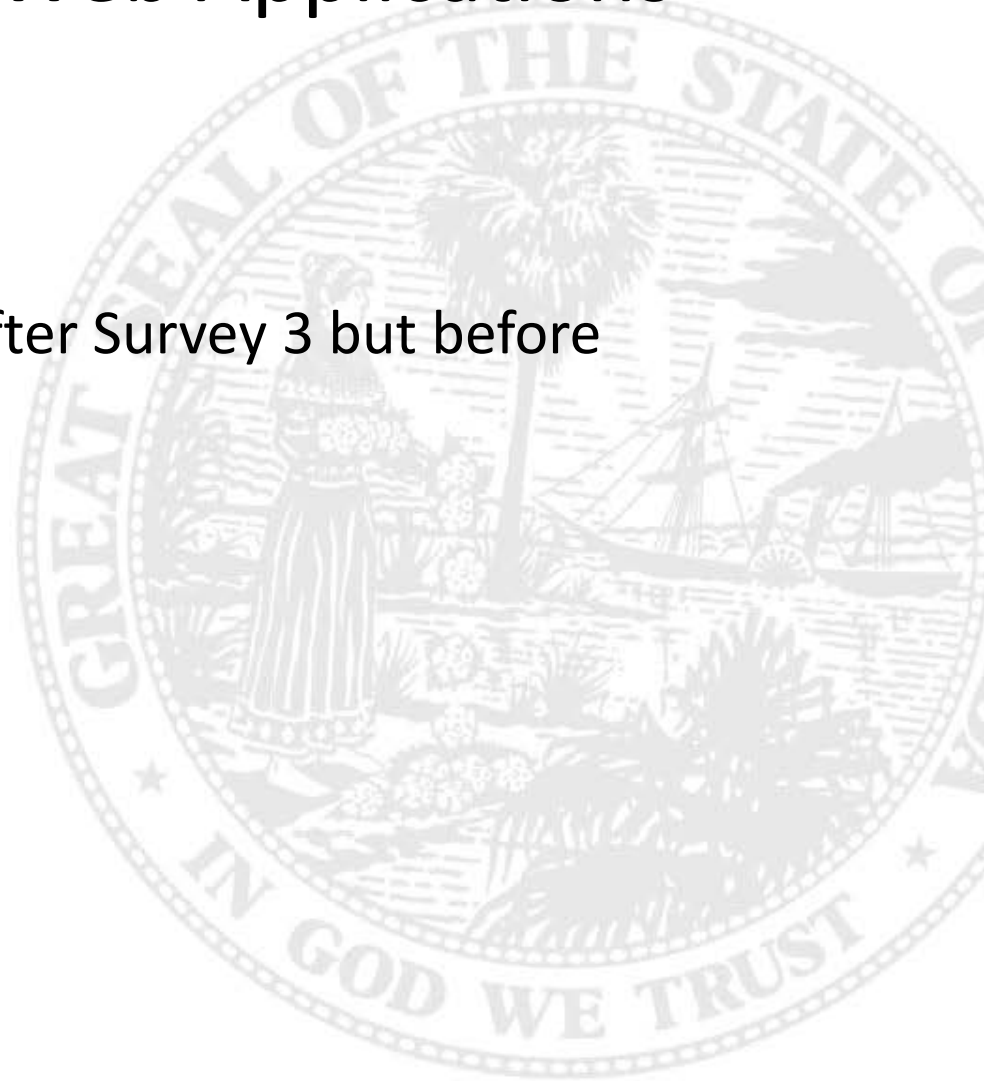
- Provides districts with tool to verify/correct student data used in the Retakes Bonus Points component for high schools in school grading.
- Nightly processing during the open period



Data Processes/Web Applications

Student Data Updates:

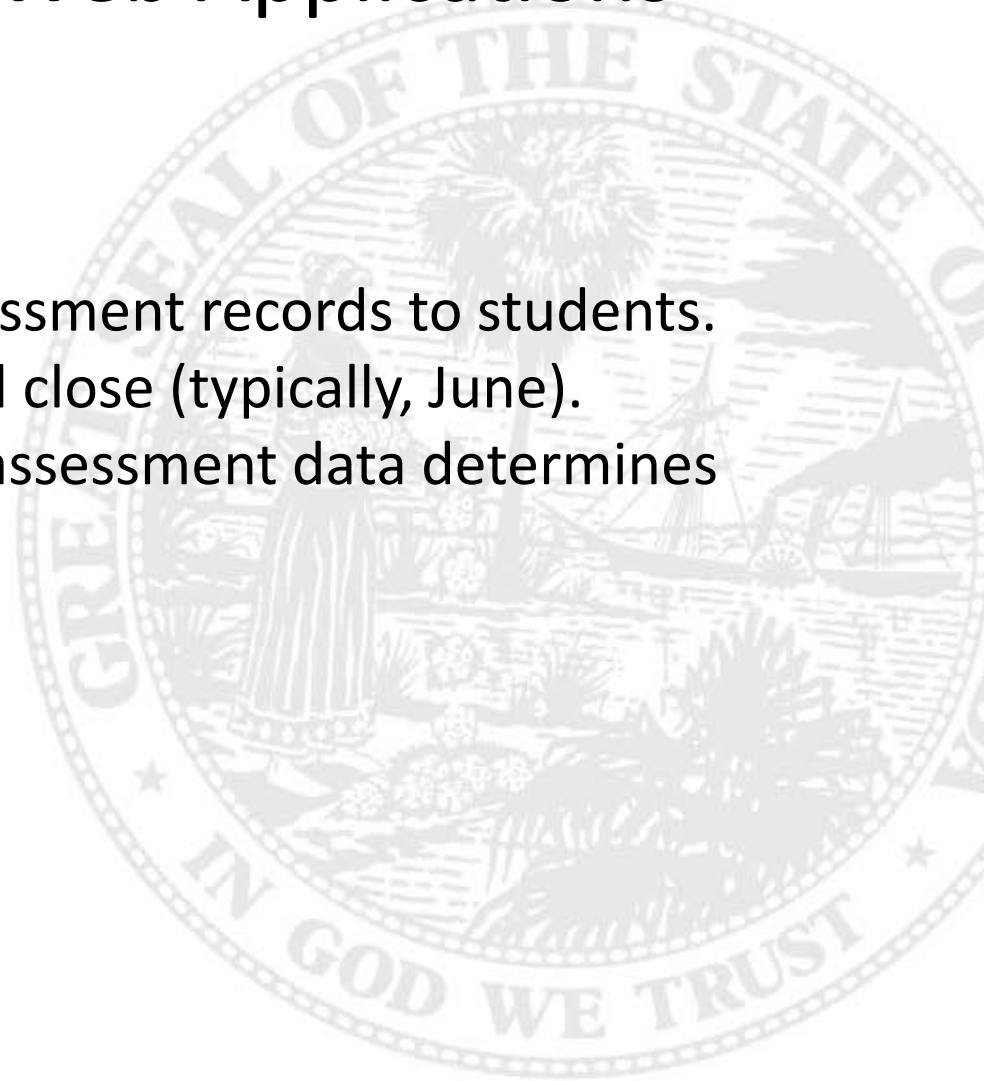
- Changes in student status after Survey 3 but before testing
 - Grade level
 - ESE status
 - ELL status
 - Withdrawals
 - Other
- Nightly processing



Data Processes/Web Applications

Assessment Corrections:

- Maximizes matching of assessment records to students.
- Last application to open and close (typically, June).
- Availability of current-year assessment data determines open period.
- Nightly processing



The seal of the State of Florida is a large, circular emblem in the background. It features a central figure of a woman standing next to a palm tree, with a ship and a landscape in the background. The text "SEAL OF THE STATE OF FLORIDA" is written around the top inner edge, and "IN GOD WE TRUST" is written around the bottom inner edge.

High School Grades

Data Processing

Accountability Data Processes: Key Functions for High School Grading

For High Schools, in Addition to Functions for All Schools:

- DOE Student Database Reporting: Survey 5 (end-of-year) DOE student database reporting for accelerated participation and performance measures – dual enrollment, AICE, Industry Certifications, as well as AP and IB data.
Submission deadline = October 11, 2013, for inclusion in high school grades.
- External Data: Data collection/reporting for records provided by external vendors or other sources outside the DOE's PK-12 data reporting system: AP, IB, ACT, SAT, CPT/PERT. (Data corrections/review period focuses on matching results to membership records.)
- Graduation Rate Data Reporting/Review (administered by EIAS)
Submission deadline for file corrections = October 11, 2013. For more information, contact EIAS (www.fldoe.org/eias)

Graduation Rate Summary Information

Graduation Rate Method	Students Not Included in the Calculation (Adjustments to Cohort)	Graduates	Non-Graduates
Federal Four-Year Rate (100 points)	Students reported as having transferred to: <ul style="list-style-type: none"> • Other schools (public or private) and • Home-education programs; and Deceased students 	<ul style="list-style-type: none"> • Standard Diploma recipients 	<ul style="list-style-type: none"> • Dropouts • Certificate of Completion recipients • GED recipients • Continuing enrollees who are not on-time graduates • <u>Special Diplomas</u> • <u>Transfers to Adult education programs or Dept. of Juvenile Justice facilities who are not standard diploma recipients.</u>
Five-Year Rate (100 points)	Same as for prior year 's federal four-year rate	<ul style="list-style-type: none"> • Standard diploma recipients 	<ul style="list-style-type: none"> • Same as above, except 5th year standard diploma recipients are added as graduates

Graduation Rate for At-Risk Students

Denominator = a subset of the adjusted cohort for the graduation rate. Includes all students from the adjusted cohort who scored at level 2 or lower on the grade 8 FCAT in both math and reading.

- The at-risk graduation rate will consist of the same two rate measures as for the overall graduation rate (50 points each).

If a school does not have at least 10 students in the at-risk subgroup, the school's overall graduation rate will be substituted for this measure.

Graduation Rate Data Review and Corrections Process

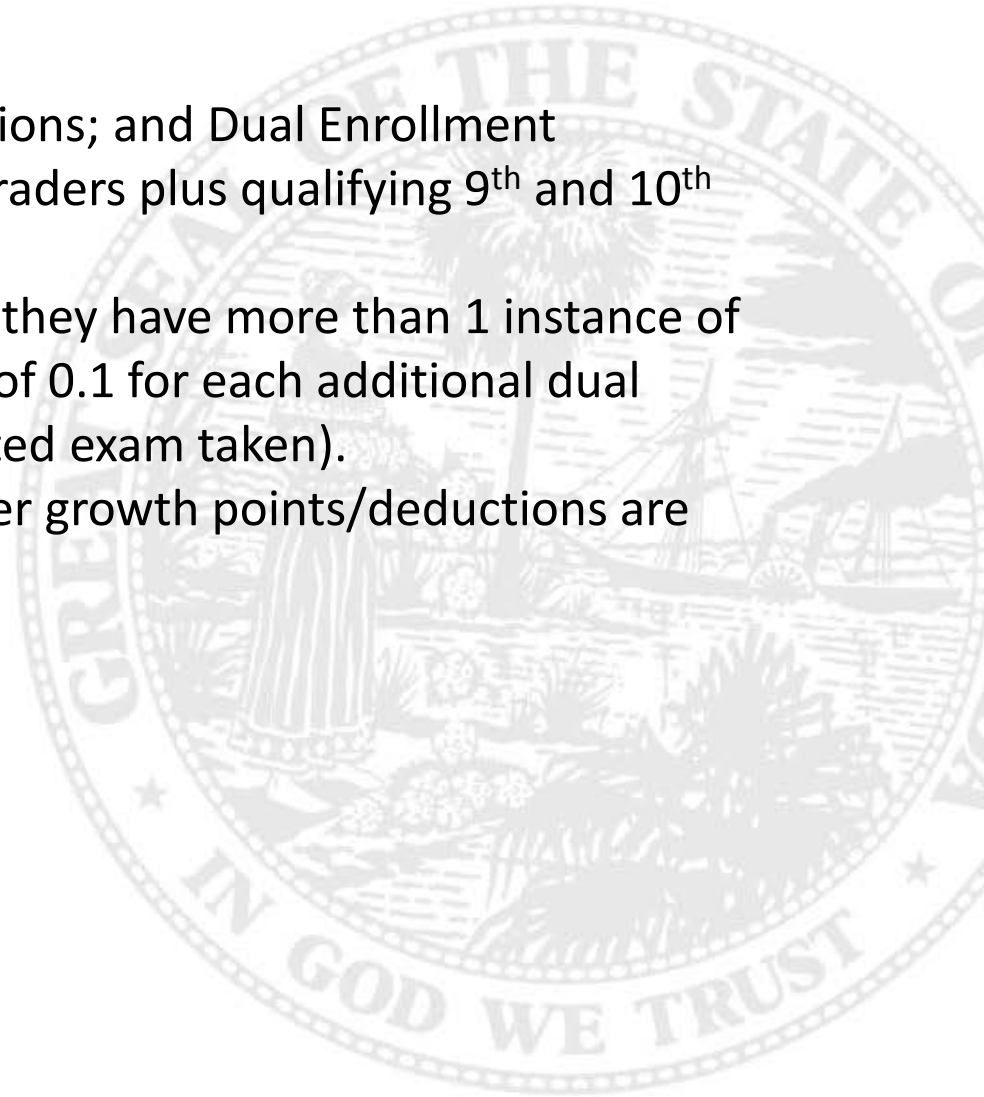
- Administered annually
- Education Information and Accountability Services (EIAS)
- August 30 = last date of Survey 5 data submissions before corrections limited to cohort file

Beginning in September, corrections will be limited to cohort data files provided by EIAS specifically for that purpose. The last date on which corrections can be submitted is **October 11, 2013**. This is a non-appealable issue.

For more information, contact Education Information and Accountability Services at (850) 245-0400 or askeias@fldoe.org.

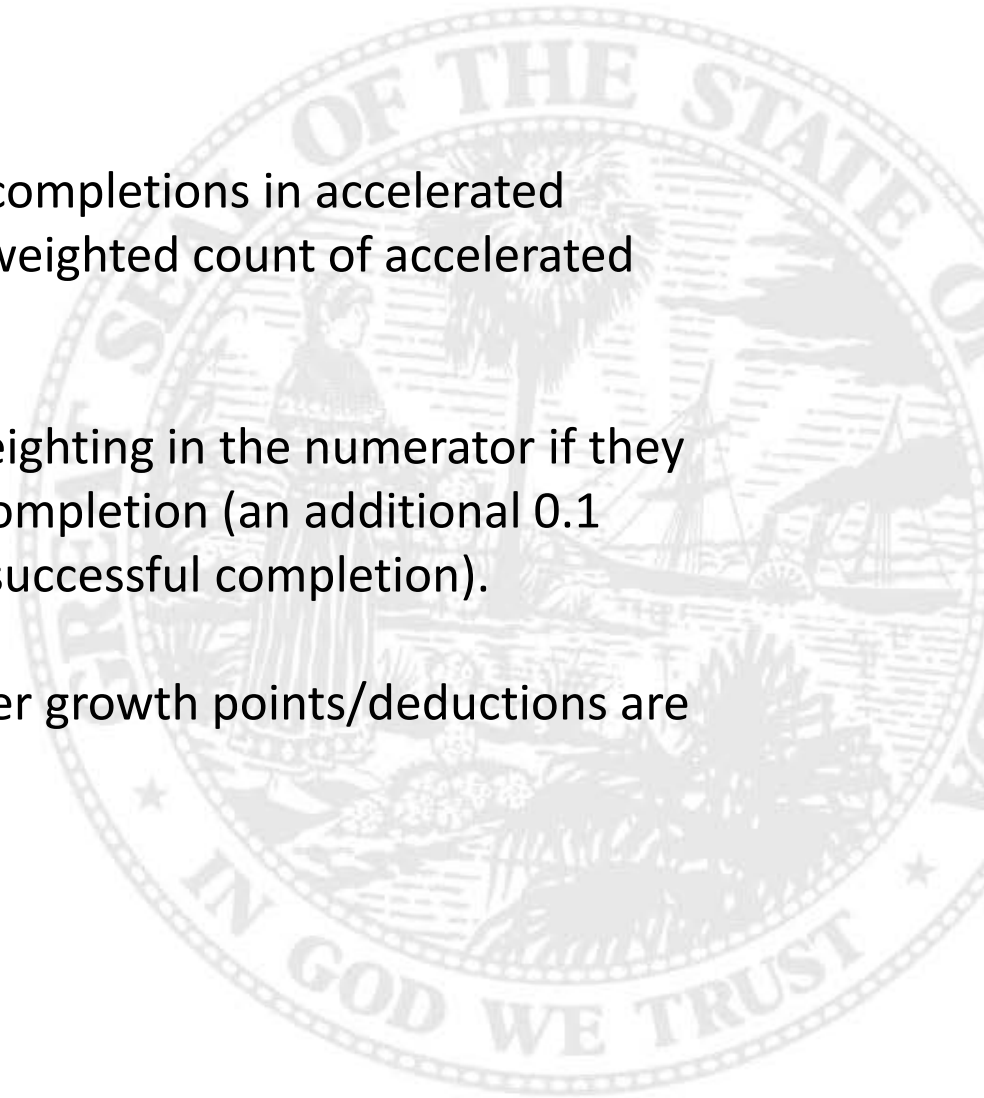
HS Grades: Accelerated Participation

- AP, IB, AICE; Industry Certifications; and Dual Enrollment
- Denominator = 11th and 12th graders plus qualifying 9th and 10th graders
- Students are weighted extra if they have more than 1 instance of participation (extra weighting of 0.1 for each additional dual enrollment course or accelerated exam taken).
- Weighted at a factor of 1.5 after growth points/deductions are applied. (150 points max.)



HS Grades: Accelerated Performance

- Weighted count of successful completions in accelerated coursework divided by the unweighted count of accelerated coursework participants
- Students receive additional weighting in the numerator if they have more than 1 successful completion (an additional 0.1 weighting for each additional successful completion).
- Weighted at a factor of 1.5 after growth points/deductions are applied. (150 points max.)



Survey 5 Data Used in Accelerated Participation and Performance Components

- AICE, AP, and IB data: reported by Florida school districts on the Student Assessment record format, Survey 5.
- Dual enrollment data reported by Florida school districts on the Student Course Transcript Information record format, Survey 5.
- Industry certification data (Industry Certification Outcomes): reported by Florida school districts on the Career and Technical Education Student Course Schedule record format, Survey 5.
- Deadline for submission of amended Survey 5 records for inclusion in the 2012-13 high school grades = **October 11, 2013.**

Survey 5 Data Used in Accelerated Participation and Performance Components

- Dual Enrollment Courses – Additional Information
- College credit earning
- Also include college credit-earning courses taught at private postsecondary Florida colleges.
 - Student Course Transcript – “School Number, Where Credit Earned” ... values beginning with “P”
 - Any number beginning with a “P” will indicate a record for a student who has taken a dual enrollment course at a private college. (We will work with these colleges to confirm whether non-credit-earning courses were offered.)

Survey 5 Data Used in Accelerated Participation and Performance Components

- Weightings for Successful Completions in Performance Component
- AP, IB, AICE successful completions may earn additional weighting for higher exam scores. Credits for AP, IB, and AICE courses that are included in this component are addressed in the Articulation Coordinating Committee's Credit by Exam Equivalencies list at <http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf>.
- Minimum credit hours of 3 = 1 successful completion
- Minimum credit hours of 6 = 2 successful completions
- Minimum credit hours of 9 = 3 successful completions
- And so on . . .

Survey 5 Data Used in Accelerated Participation and Performance Components

- Weightings for IC Programs in Performance
- May earn additional weighting depending on the minimum number of equivalent credit hours established by statewide articulation agreements.
- The statewide articulation agreements for Industry Certification programs are available online at http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp
- The 2012-13 CAPE Industry Certification Funding List is available here: <http://www.fldoe.org/workforce/fcpea/>

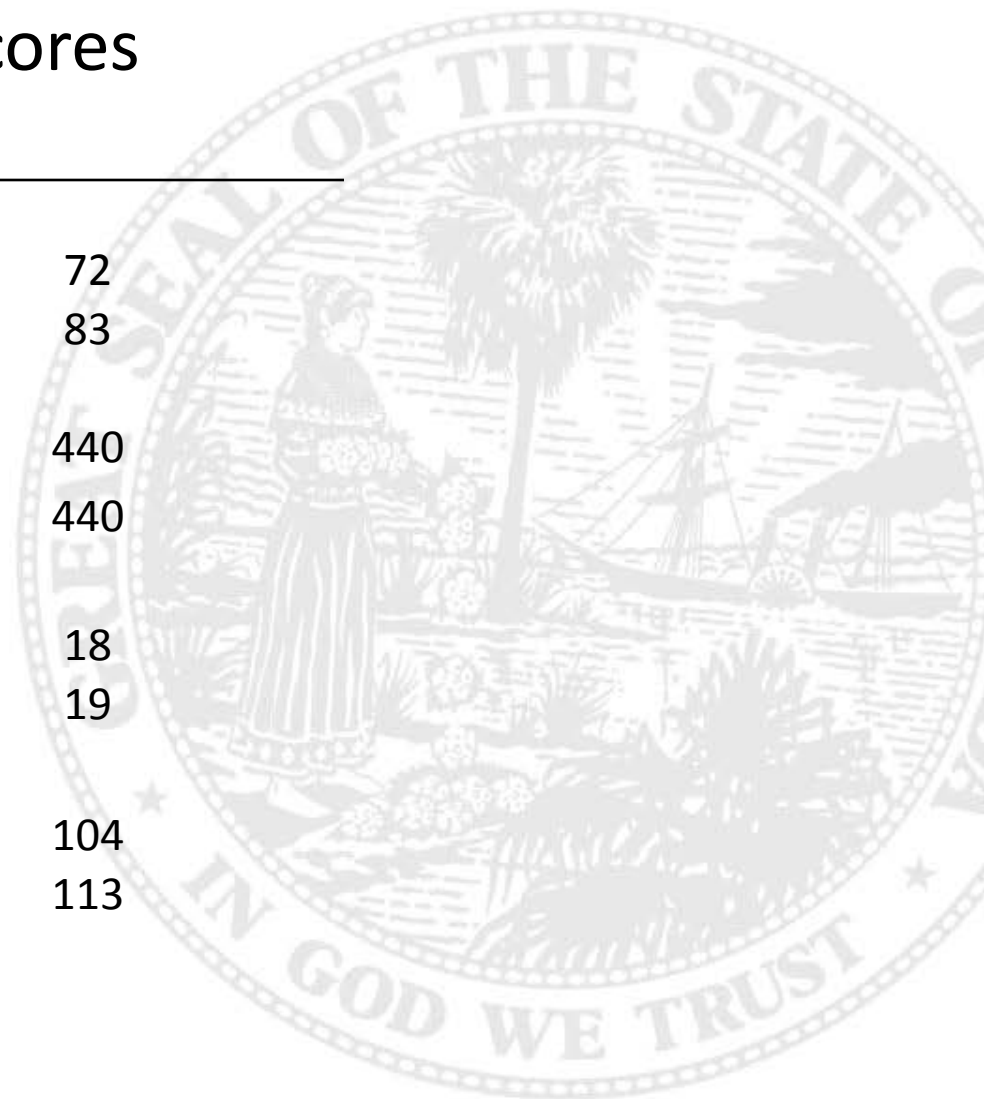
Postsecondary Readiness Components

Numerator	Denominator
Number of on-time graduates scoring “ready” on SAT, ACT, and/or CPT any time during their high school careers	All on-time graduates

- Calculated separately for reading and math, the count of on-time graduates scoring “ready” or higher on ACT, SAT, or Common Placement Test (CPT) examinations divided by the total count of on-time graduates.
- Cut scores for readiness are provided in rule 6A-10.0315, FAC.

Postsecondary Readiness Components Cut Scores

CPT	
Math	72
Reading	83
SAT	
Verbal	440
Math	440
ACT	
Reading	18
Math	19
P.E.R.T.	
Reading	104
Math	113



Summary, High School Grades (Non-State-Assessment Components)

GRADUATION	ACCELERATION	College READINESS	GROWTH/DECLINE
Overall Rate 200 100 for 4-Year Federal 100 for 5-Year Modified	Participation 150	Reading 100	For each component schools may earn up to 10 additional points for GROWTH (20 points for a factor worth 200 points)
At-Risk Rate 100 50 for 4-Year Federal 50 for 5-Year Modified	Performance 150	Mathematics 100	For each component schools may lose 5 additional points for DECLINE (10 points for a factor worth 200 points)
Total Graduation Points 300	Total Acceleration Points 300	Total Readiness Points 200	Total Non-Assessment Points Possible 800

- All component values are capped at their maximum values. That is, if a school earns points in excess of the total for a particular component – through the growth adjustment or the escalating weights in the acceleration components – the school will receive the maximum points for that component.

Additional Requirement for “A” High Schools

- In order for a high school that earns enough points for an “A” to be awarded an “A”, the school’s at-risk graduation rate must meet a certain threshold to ensure “adequate progress.”
- **Threshold:**
 - **65% (based on 4-year federal rate component); or**
 - **1 percentage point improvement over the prior year if percentage is within 10 points of the target**
 - **5 percentage point improvement over the prior year if percentage is more than 10 points lower than the target**

Data Reporting for High School Grading, Key Points:

- Deadline for submission of amended/new Survey 5 records for use in the 2013 HS grades is **October 11, 2013**. Non-appealable.
- Deadline for submission of corrected files for the cohort graduation rate for use in the 2013 HS grades is **October 11, 2013**. Non-appealable.
- A separate corrections/review period will be set in October/November 2013 for AP, IB, ACT, SAT, CPT/PERT data to focus on maximizing records matching.

Data Sources for High School Grades

Accelerated Curriculum (Participation and Performance):

- AP data: Reported also on Survey 5 (Student Assessment record format).
- IB data: Reported also on Survey 5 (Student Assessment record format).
- AICE data: reported by Florida school districts on the Student Assessment record format, Survey 5.
- Dual enrollment data: reported by Florida school districts on the Student Course Transcript Information record format, Survey 5.
- Industry certification data: reported by Florida school districts on the Vocational Student Course Schedule record format, Survey 5.
- Links to the record format descriptions are accessible online at the following URLs:
http://www.fldoe.org/eias/dataweb/student_1213.asp#REPORTING_FORMATS (2013)
http://www.fldoe.org/eias/dataweb/student_1314.asp#REPORTING_FORMATS (2014)
- Survey 5 deadline for HS grades – October 11, 2013

Data Sources for High School Grades

Postsecondary Readiness:

- SAT data: supplied by the College Board, compiled by EDW. See also www.collegeboard.com.
- ACT data: supplied by ACT Education, compiled by EDW. See also www.act.org.
- CPT data: collected from Florida colleges and supplemented by Bright Futures transcript data.
- PERT data: supplied by scoring and reporting contractor (McCann Associates).

Data Sources for High School Grades

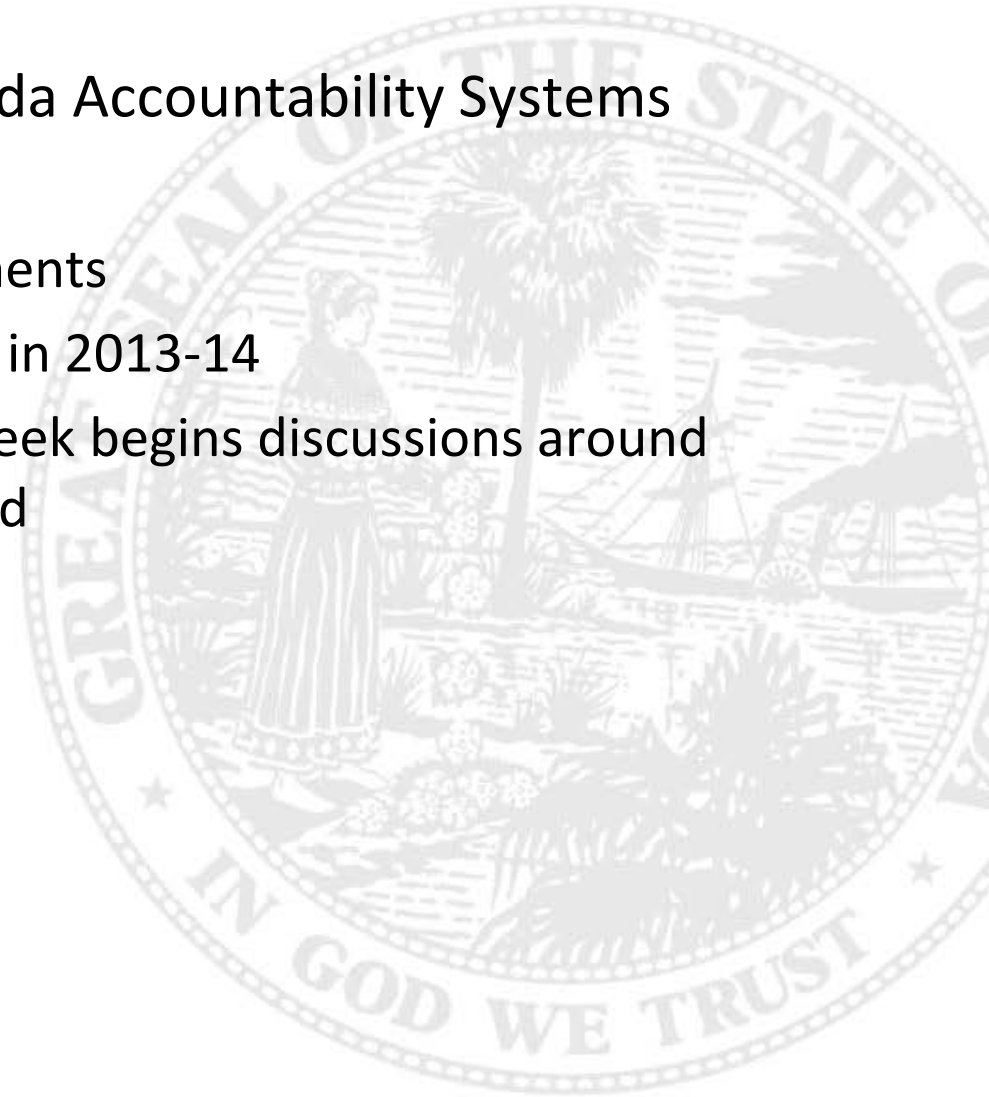
Graduation Rate (and At-Risk Graduation Rate):

- Processes managed by Education Information and Accountability Services, including provisions for cohort data review (Cyndi Holleman).
- Source data is all derived from data reporting formats and elements on the DOE student database.
- EIAS contact information: askeias@fldoe.org
(850) 245-0400
www.fldoe.org/eias

System Transition

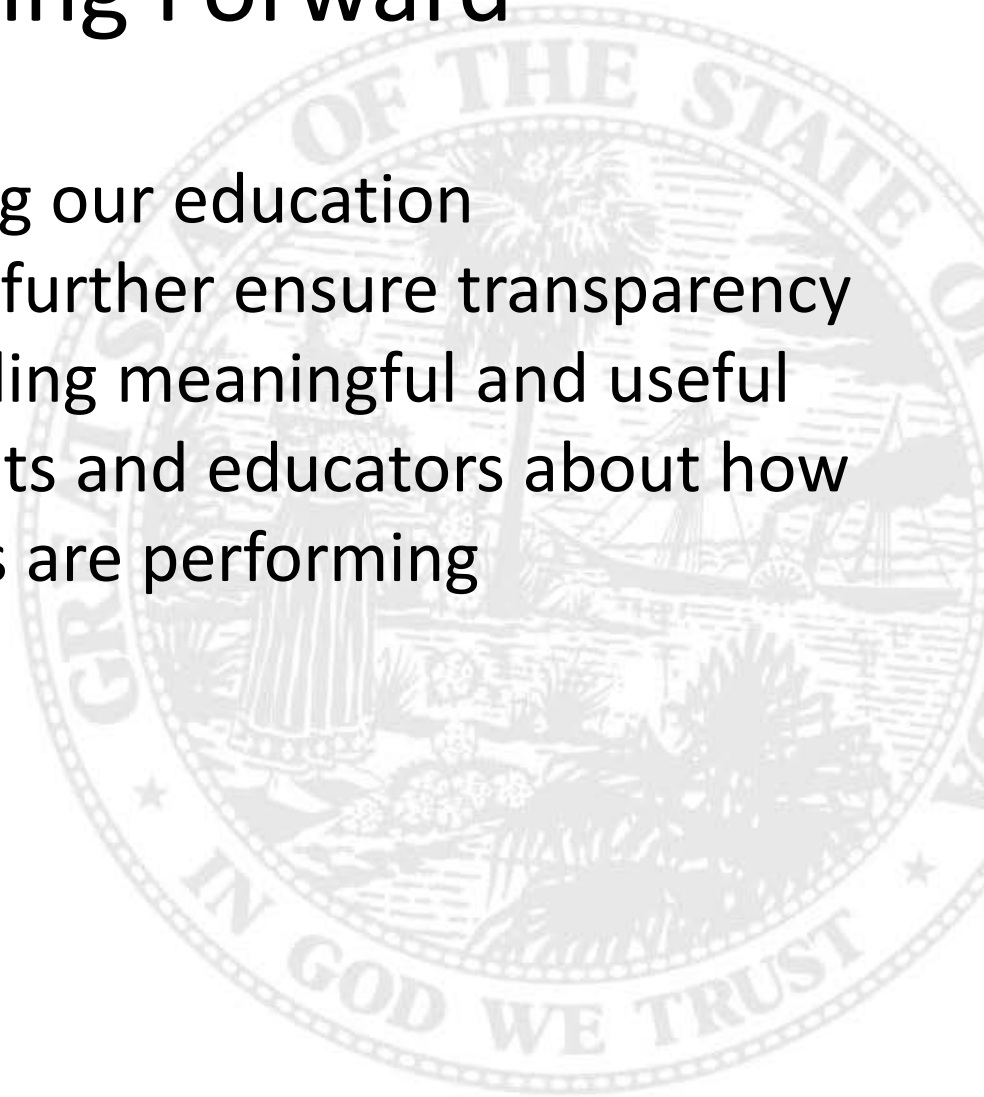
Factors Affecting Future Florida Accountability Systems

- Common Core Transition
 - Adoption of new assessments
- Few changes (comparatively) in 2013-14
- Accountability summit this week begins discussions around accountability moving forward



Focus Moving Forward

- **School Grades.** Improving our education accountability system to further ensure transparency and fairness while providing meaningful and useful information to our parents and educators about how our students and schools are performing



Contact Information and Resources

Questions about Florida school grading or other accountability processes?

See information resources and guides at <http://schoolgrades.fldoe.org/> (be sure to scroll down).

Contact the Bureau of Accountability Reporting at

(850) 245-0411 or

evalnrpt@fldoe.org

