



Bureau of Accountability Reporting

Technical Assistance Meeting

April 11, 2018

April 13, 2018



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Policy Updates

Legislative Update

- No major changes to accountability systems
- HB 7055
 - Lowest 300 elementary schools methodology to use a 3 year average
 - Reading passages and writing prompts for ELA assessments shall incorporate grade-level social studies content
 - Assessment items published in format that facilitates sharing
- HB 495 - codifies current practice regarding EOCs for students taking AP, IB, AICE courses
- HB 1279 - fiscal transparency tool using VAM for student performance

ESSA Update

- Extension granted for the State Plan
- Available following resubmission

Accountability Rules Update

State Board adopted the following amended rules at its January meeting:

- 6A-1.09981 - School and District Grades – Incorporate FSAA learning gains.
- 6A-1.099822 - School Improvement Ratings – Inclusion of concordant scores in ELA & Mathematics learning gains per HB 7069.
- 6A-1.099828 - ESE Center Schools – Revised definition of “Emergent” to reflect new alternate assessment scale.

VAM Update

- Optional use in teacher evaluations
- Data Visualization Tool procurement
- Statutory references to Approved Growth Model
 - Section 1004.04(4)(a)3.c., F.S. - Continued approval for teacher preparation programs.
 - Section 1012.56(7)(c), F.S. - One-year extension of a temporary certificate based on Effective or Highly Effective VAM rating.
 - Section 1012.731(3)(a)2., F.S. – Beginning in 2020-21, allows a classroom teacher to qualify for the highest award tier (Best and Brightest) without an **overall** evaluation of Highly Effective if the teacher has a **VAM score** that is classified as Highly Effective.
- High Impact Teacher designation

DJJ Accountability System

(A maximum of 11 measures)

- The rating is based on the percentage of total points earned, and **programs are graded based only on the measures for which they have sufficient data**
- Measures are classified on a 3 point scale before being combined
- Cut-scores used to determine classification are specific to each program type/measure combination

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes	Process Measures
FSA ELA (0% to 100%)	Increased Attendance (0% to 100%)	Core Courses Taught by Certified Teachers (0% to 100%)	Postsecondary Enrollment (0% to 100%)	Common Assessment Data Quality (0% to 100%)
FSA MATH (0% to 100%)	Industry Certifications (0% to 100%)		Employment (0% to 100%)	
WIN Reading (0% to 100%)	Graduation (0% to 100%)			
WIN MATH (0% to 100%)				
		Simulation 1	Simulation 2	Simulation 3

DJJ Accountability Update - Timeline

- Winter 2017/Spring 2018
 - DOE completes simulation 2 and 3 of the DJJ ratings, based on a cohorts of students served during 2014-15 and 2015-16 and the follow-up years of 2015-16 and 2016-17, adding FSA ELA, FSA Mathematics, Industry Certifications, and Employment measures to the calculation.
- Spring/Summer 2018
 - DOE gathers requirements and begins development of processes for programs to make limited data updates corrections similar to those allowed for school grades and school improvement ratings.
- Fall 2018/Winter 2019
 - DOE completes informational baseline Year One DJJ ratings, based on a cohort of students served during 2016-17 and the follow-up year of 2017-18, including the 8 existing measures for which complete data are available, and a partial year of data (November 2016-June-2017) of data for the 3 measures based on the Common Assessment.
 - Rule development process resumes with public workshops held to seek input on Rules 6A-1.099812, and 6A-1.099813.
 - Recommendations submitted to the State Board of Education for approval.
- Spring 2019
 - DOE publishes informational baseline 1st year DJJ ratings using approved cut scores.
- Spring 2020
 - DOE releases 2nd year of DJJ ratings, and Bureau of School Improvement begins working with unsatisfactory schools to improve performance under provisions of SBE Rule 6A-1.099813, FAC.



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School Accountability

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School Accountability

- School Grade Model
- Florida Standards Alternate Assessment (FSAA)
Results:
 - Achievement
 - Learning Gains
- School Improvement Rating Model
- Graduation Rate
- Appeals
- FLEID and PII Reminder



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School Grade Model

School Grades Model

11 Possible Components

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Middle School (EOCs or industry certifications) (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%)					

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 is compared to the scale set by the State Board of Education to determine a school's grade

School Grades Scale

- The State Board of Education sets the scale and must, per state law, 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.

Grade	Scale
A	62% of total points or higher
B	54% to 61% of total points
C	41% to 53% of total points
D	32% to 40% of total points
F	31% of total points or less

School Grades Percent Tested

- Must test 95% of students.
- Calculated for each subject and then aggregated.
- Schools that do not test 95% of students will be assigned an “I”.
- Superintendents can appeal the “I” by demonstrating that the data accurately represents the school’s progress or requesting that late-reported assessment results be included.
- Commissioner will review the school’s data to determine if the student performance data are representative of the school’s progress.
- If the Commissioner determines the data are representative, she will release grades for these schools at the end of the appeals process.



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Inclusion of FSAA Results

FSAA Achievement

- In January 2018, the State Board of Education approved the inclusion of FSAA results in school grades beginning with the 2017-18 school year.
 - Achievement - Level 3 or higher

FSAA Learning Gains

- Learning Gains Criteria
 - 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).
 - 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).
 - Split Level 3 into two sections, and require the student to maintain the same section or improve from section to section within the Level. (e.g., move from the bottom half of Level 3 to the top half of Level 3).
 - Maintain a Level 4.

FSAA

English Language Arts

Assessment	Level 1				Level 2			Level 3			Level 4
	Level 1	Low	Middle	High	Level 2	Low	High	Level 3	Low	High	
Grade 3	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	599-608	609-617	618-660
Grade 4	540-581	540-553	554-567	568-581	582-596	582-589	590-596	597-617	597-607	608-617	618-660
Grade 5	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	599-608	609-617	618-660
Grade 6	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	599-608	609-617	618-660
Grade 7	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	599-608	609-617	618-660
Grade 8	540-581	540-553	554-567	568-581	582-597	582-589	590-597	598-613	598-605	606-613	614-660
Grade 9	540-581	540-553	554-567	568-581	582-597	582-589	590-597	598-619	598-608	609-619	620-660
Grade 10	540-583	540-554	555-569	570-583	584-597	584-590	591-597	598-616	598-607	608-616	617-660

FSAA

Mathematics and EOCs

Assessment	Level 1				Level 2			Level 3			Level 4
	Level 1	Low	Middle	High	Level 2	Low	High	Level 3	Low	High	
Grade 3	540-585	540-555	556-570	571-585	586-599	586-592	593-599	600-616	600-608	609-616	617-660
Grade 4	540-586	540-555	556-571	572-586	587-598	587-592	593-598	599-617	599-608	609-617	618-660
Grade 5	540-585	540-555	556-570	571-585	586-599	586-592	593-599	600-616	600-608	609-616	617-660
Grade 6	540-585	540-555	556-570	571-585	586-599	586-592	593-599	600-616	600-608	609-616	617-660
Grade 7	540-586	540-555	556-571	572-586	587-599	587-593	594-599	600-616	600-608	609-616	617-660
Grade 8	540-585	540-555	556-570	571-585	586-597	586-591	592-597	598-614	598-606	607-614	615-660
Access Algebra 1 EOC	725-773	725-741	742-757	758-773	774-796	774-785	786-796	797-822	797-809	810-822	823-875
Access Geometry EOC	725-776	725-742	743-759	760-776	777-798	777-787	788-798	799-826	799-812	813-826	827-875

Low 25% - Inclusion of Alternate Assessments

- Prior rule specified the assessments to be included
 - FCAT 2.0, and EOCs – did not include the FAA
- 2014 Statutory change to 1008.34 required that all statewide assessments be included in the low 25% calculation.
 - 1008.22(3) provides that statewide assessments include
 - Comprehensive assessments in ELA, Math and Science
 - End-of-Course assessments
 - Florida Alternate Assessments
- Simulations have shown very little impact from the inclusion of alternate assessments



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School Improvement Ratings Model

School Improvement Rating Model

- Alternative schools and Exceptional Student Education (ESE) center schools can choose whether to receive a school grade or a school improvement rating.
- If the school chooses to receive a rating, student performance results are used in both the school's rating and the students' home-zoned school's grade.
 - Students scoring at the Emergent level (levels 1 and 2) who have always been in an ESE center in the district are not tied back to the home-zoned school's grade
 - Students attending a Charter School are not tied back to the home-zoned school's grade
 - Dropout Retrieval and Alternative to Expulsion are excluded from school improvement ratings and school grades
- The department provides the district a list of schools to verify schools eligible to choose a rating.

School Improvement Rating Model

2 Possible Components

- Schools will be rated on only those components for which they have sufficient data.

English Language Arts	Mathematics
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)

School Improvement Rating 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.

School Improvement Rating Scale

- The rating is based on the percentage of possible points earned by each school.

Rating	Scale
Commendable	50% of points or higher
Maintaining	26% to 49% of points
Unsatisfactory	25% of points or less

Three Year School Improvement Ratings

- “If an alternative school does not meet the requirements for the issuance of a school improvement rating in the current year, and has failed to receive a school improvement rating for the prior 2 consecutive years, the school shall receive a rating for the current year based upon a compilation of all student learning gains for all grade levels, for those 3 years.” (s. 1008.341 (2), F.S.)
- 2017-18 will be the first year this will take effect.



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Graduation Rate

Graduation Rate

- **New Code - WPR**
 - Any 11th or 12th grade student who transferred from Puerto Rico during the 2017-2018 school year and enrolled in Puerto Rico Diploma Option
 - These students will be removed from the adjusted cohort.

Graduation Rate - Reminder

- Withdrawn to Private Contracted School (WPC)
 - Report on 2017-18 Survey 5
 - Continue to update in Graduation Rate Cohort Corrections web application
 - For students who left the school prior to 2017-18
 - Count as a nongraduate if they did not return to the district school and receive a standard diploma



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Appeals

Guidelines for Appeals

Rule 6A-1.09981, F.A.C.

(7)(e) Districts shall be afforded an opportunity to contest or appeal a preliminary school grade within thirty (30) days of the release of the preliminary school grade.

Guidelines for Appeals

Rule 6A-1.09981, F.A.C.

(7)(f) A successful grade appeal requires that the district clearly demonstrate the following:

1. Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different grade would be assigned to a school; or

- Examples of what to submit:
 - Late Reporting
 - Districtwide internal system malfunction
 - A middle school student who has a passing high school industry certification

Guidelines for Appeals

Rule 6A-1.09981, F.A.C.

(7)(f) A successful grade appeal requires that the district clearly demonstrate the following:

1. Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different grade would be assigned to a school; or

- **Examples of what NOT to submit:**

- Any change that would **not** result in a different (increased) grade.
- A request for DOE to do something that is contrary to the statute or rule.
- Student did not perform as expected, exclude their scores.
- Student took the writing at School A but reading at school B, exclude their scores.
- Include EOC test scores for students who were not reported as enrolled in the course.
- Student withdrew in late April, exclude the test they took in March.
- Include College and Career Acceleration tests that are not on the approved list.

Guidelines for Appeals

Rule 6A-1.09981, F.A.C.

(7)(f)2. Where the percent of students tested is less than ninety-five (95) percent at a school and the school did not receive a grade, that the student data accurately represents the progress of the school.

- Provide information to show how the percent tested should increase
- If the students that were not tested were counted as not satisfactory, the grade would remain the same.
- If the students that were not tested were counted as satisfactory, the grade would remain the same.

Guidelines for Appeals Rule 6A-1.09981, F.A.C.

*(7)(g) An appeal shall **not** be granted under the following circumstances:*

- 1. It was not timely received;*
- 2. It was not submitted by the district superintendent;*
- 3. It would not result in a different grade, if granted;*
- 4. It relies upon data that the district had the opportunity to correct but failed to do so, under the process described in paragraph (7)(c) of this rule or the data reporting processes as defined in Rule 6A-1.0014, F.A.C., Comprehensive Management Information Systems.*

Tools for Submitting Appeals

- Appeals Check List
 - Details the rule and specific requirements.
- Calculation Guide Sheet
 - Provides a clear and easy way to demonstrate that the appeal, if granted would change the school's grade.



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FLEID – How is it currently being used for Accountability

FLEID – How it is currently being used for Accountability in 2017-18

- Survey 2/3 Match Process
 - Full Year in the Schools
 - District of enrollment and School of Enrollment
 - Student ID, Alias ID, or FLEID
- Assessment Match Process
 - FLEID will be used in the Assessment Matching application

PII Reminder

- Sending student IDs, even local IDs, and such through email.
 - We have ShareFile for the exchange of files.
 - Even if it seems like not that much PII is being sent in the email, it's a better practice to not send anything through email.

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