



# Bureau of Accountability Reporting Updates

Assessment and Accountability Meeting

August 2019



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# Presenter

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# Today's Topics

- VAM Review and Results
- VAM Data Visualization Tool Walkthrough
- DJJ Accountability Ratings
- Accountability Match Process
- Graduation Rate Process
- School Accountability
- Federal Percent of Points Index
- New Web Applications Admin Portal
- Graduation Rate Cohort Corrections
- College and Career Acceleration Application
- Accountability Timeline



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# VAM Review and Results

## What VAM looks like to a Psychometrician:

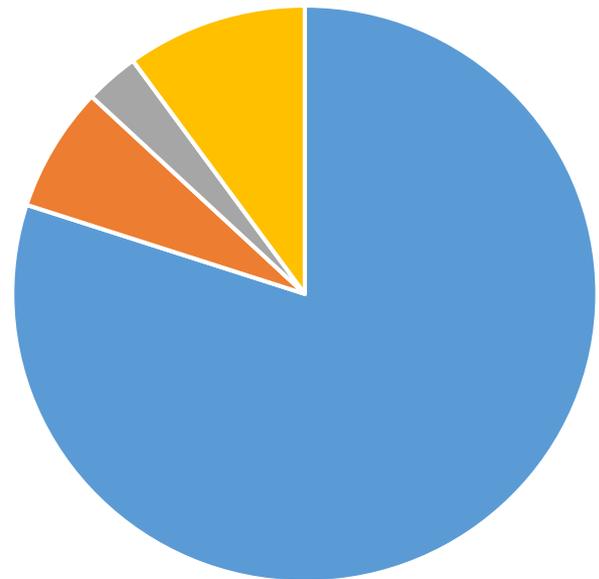
- $y_{ti} = \mathbf{X}_i \boldsymbol{\beta} + \sum_{r=1}^2 y_{t-r,i} \boldsymbol{\gamma}_{t-r} + \sum_{q=1}^Q \mathbf{Z}_{qi} \boldsymbol{\theta}_q + e_i$ 
  - $y_{ti}$  is the observed score at time  $t$  for student  $i$
  - $\mathbf{X}_i$  is the matrix for the student and school level demographic variables for student  $i$
  - $\boldsymbol{\beta}$  is a vector of coefficients capturing the effect of any covariates included in the model except prior test score
  - $y_{t-r,i}$  is the prior test score at time  $t-r$  ( $r \in \{1,2\}$ )
  - $\boldsymbol{\gamma}$  is the coefficient vector capturing the effects of up to two prior test scores
  - $\mathbf{Z}_{qi}$  is a design matrix with one column for each unit in  $q$  ( $q \in \{1,2, \dots, Q\}$ ) and one row for each student record in the data file
  - $e_i$  is the error in predicting the value of  $y_{ti}$ , given the value of  $\mathbf{X}_i \boldsymbol{\beta} + \sum_{r=1}^2 y_{t-r,i} \boldsymbol{\gamma}_{t-r} + \sum_{q=1}^Q \mathbf{Z}_{qi} \boldsymbol{\theta}_q$

# How the Rest of Us Might Think of VAM

- Given that there are so many factors at play in how students learn and how they perform on standardized assessments, how do you isolate a specific teacher's *contribution* to a particular student's performance?

Factors that Contribute to Student Performance

- Student's Past Performance and Characteristics
- Teacher
- School
- Other/Unknown



## VAM Review

- Performance of students is required by law to be included in educator evaluations (s. 1012.34, FS)
  - VAM is optional
- Any questions about the educator evaluations should be directed to
  - Lindsay Douglas, Program Specialist  
[Lindsay.Douglas@fldoe.org](mailto:Lindsay.Douglas@fldoe.org)
  - Josey McDaniel, Educator Retention Program Director  
[Josey.McDaniel@fldoe.org](mailto:Josey.McDaniel@fldoe.org)

## VAM Review

- 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
- High Impact Teacher designation

## VAM Review

- 6A-1.099811, Differentiated Accountability State System of School Improvement
  - Current rule is under development
  - VAM is looked at regarding teacher placement at schools which are implementing a turnaround option plan
- New \$15.8 million program for highly effective and effective teachers as D and F Title I Schools
- Any questions about the rule should be directed to the Bureau of School Improvement [BSI@fldoe.org](mailto:BSI@fldoe.org)

## VAM Models

Currently, VAM models are generated annually for the following subjects and grades:

- English language arts (4th, 5th, 6th, 7th, 8th, 9th, 10th)
- Mathematics (4th, 5th, 6th, 7th, 8th)
- Algebra 1 (8th & 9th)

# Covariates

## ELA/Mathematics

1. Up to 2 prior test scores
2. Number of subject relevant courses
3. Disabilities
4. English language learner status
5. Gifted status
6. Attendance
7. Mobility
8. Difference from modal age of peers in the same grade
9. Class size
10. Similarity of prior test scores among students in the class

## Covariates (Continued)

Algebra I covariates – same as ELA and Mathematics except 3 more are added:

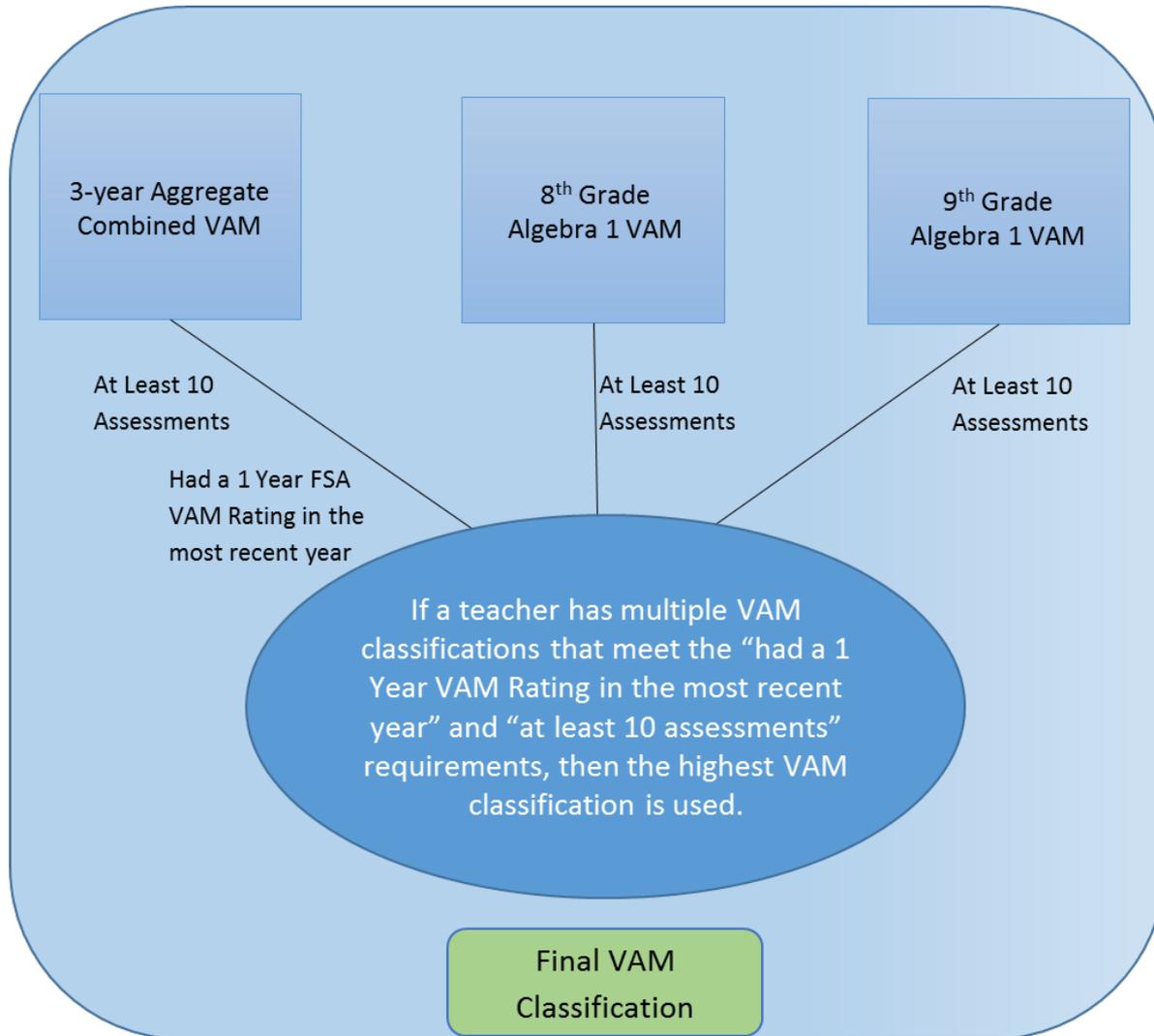
11. Average prior test score in the class
12. Percentage of students in the class who are gifted
13. Percentage of students at modal grade in the class

## Value-Added Results and Scores

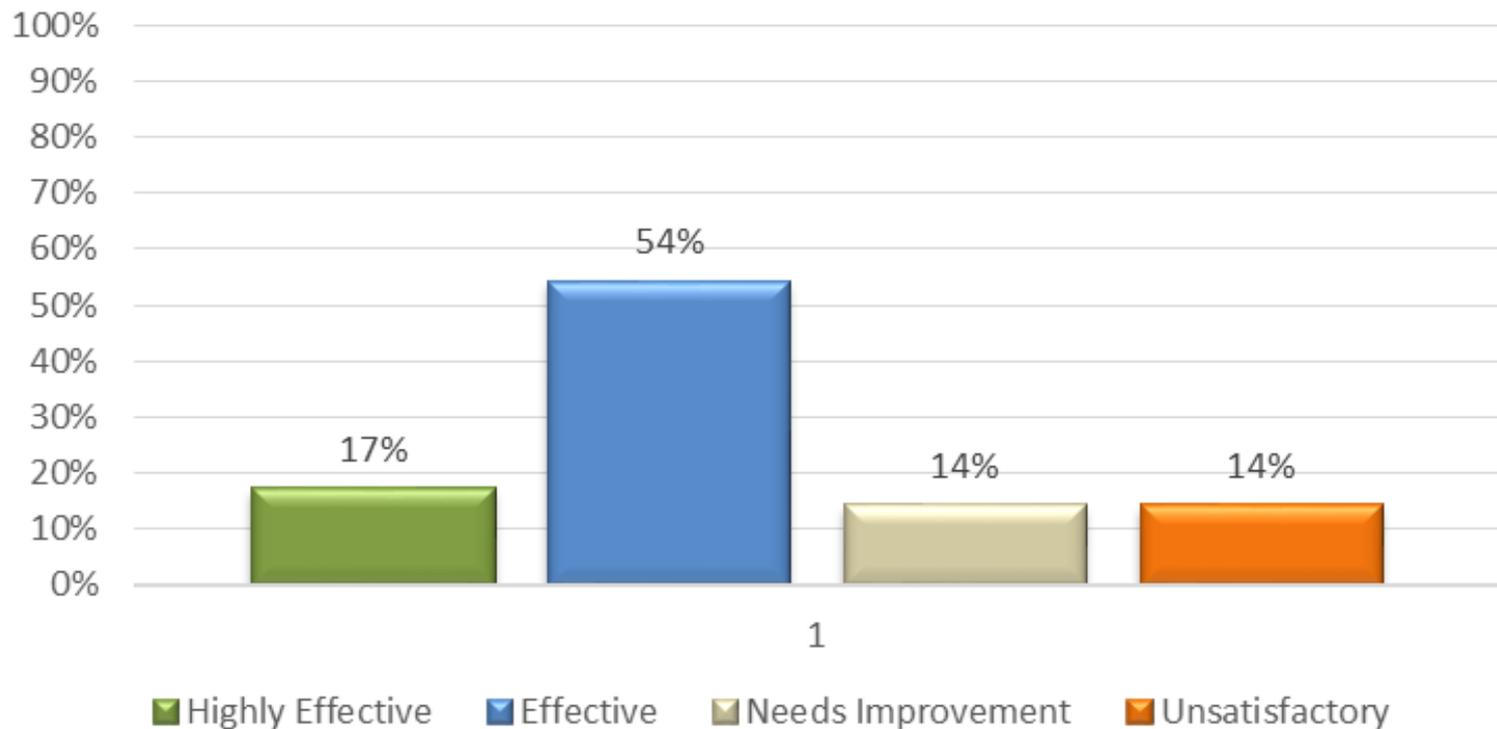
The formula produces a value-added score for a teacher, which reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model.

- A score of “0” indicates that, on average, students performed no better or worse than expected based on the factors in the model
- A positive score indicates that students, on average, performed better than expected
- A negative score indicates that students, on average, performed worse than expected

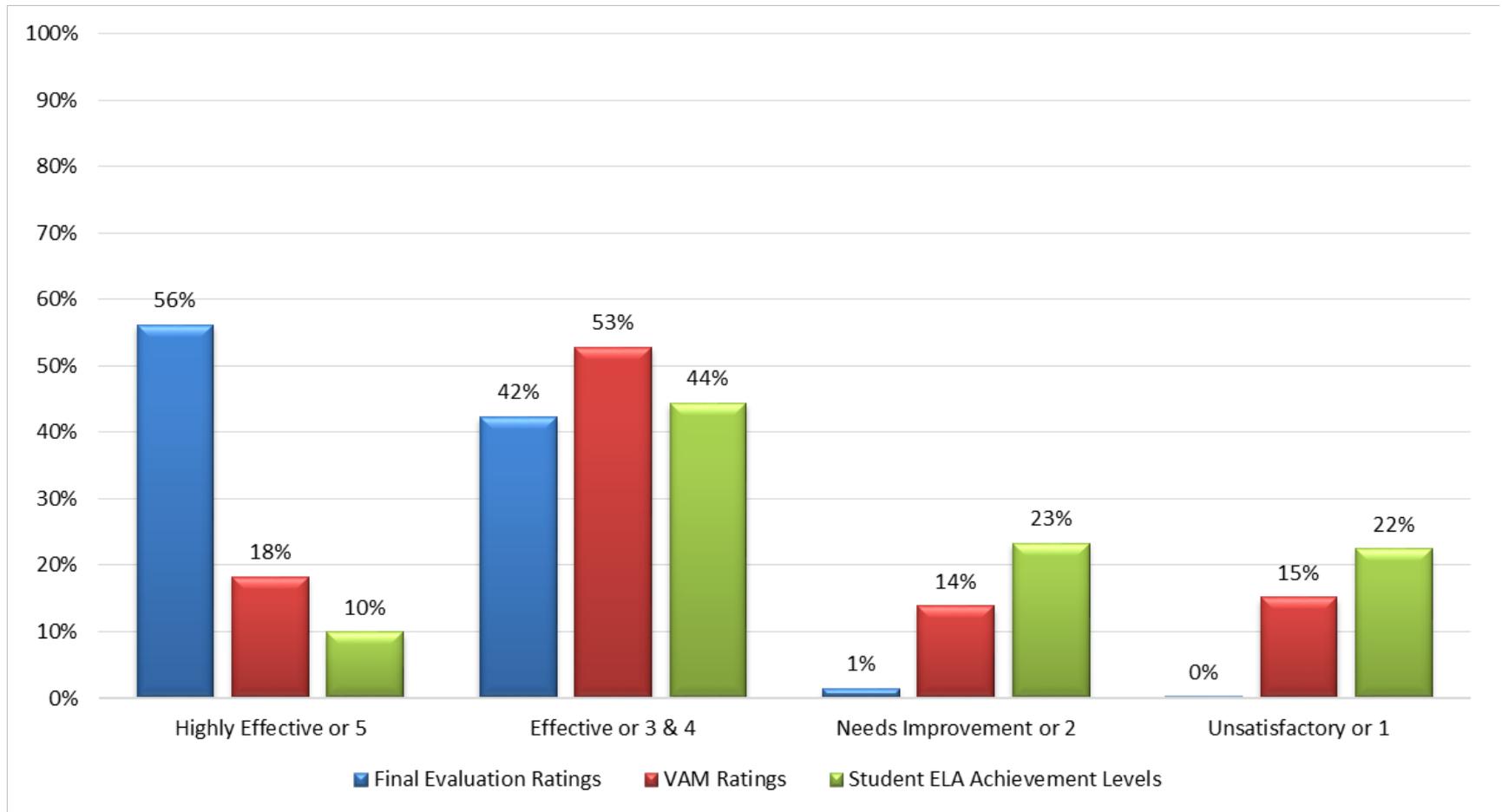
# Final VAM Classification



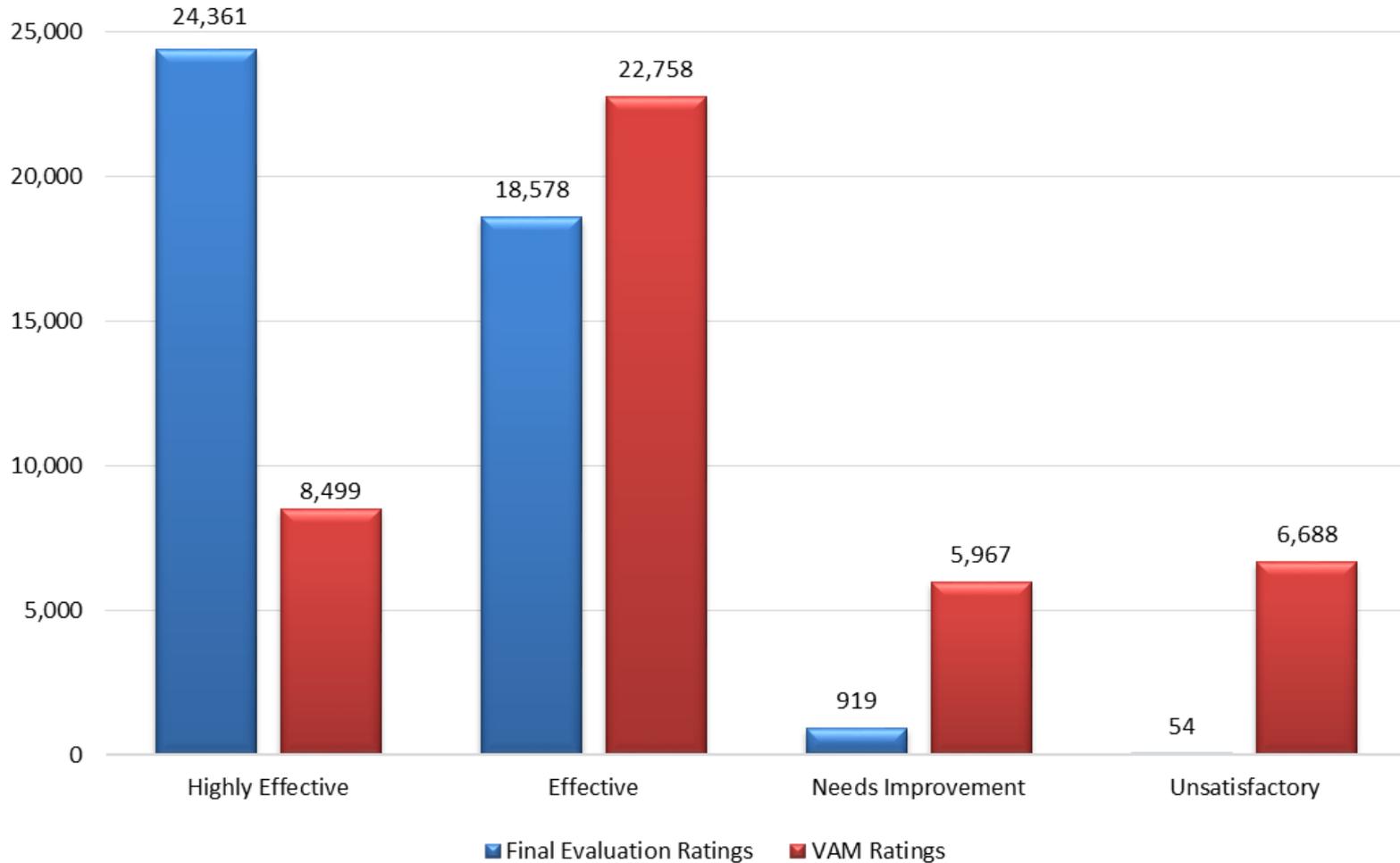
## 2018-2019 Final VAM Classification



## 2017-18 Teacher Ratings Compared to Student Achievement



## 2017-18 District Final Evaluation Rating Compared to VAM Score Classification



# VAM Results

- Impact analysis
  - VAM vs. Mean Prior Test Score
  - VAM vs. % SWD
  - VAM vs. % ELLs
  - VAM vs. % ED
  - VAM vs. % Gifted
  - VAM vs. % non-white
- 2018-19 Analysis same as historical results
  - No impact/relationship between VAM score and roster composition



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# VAM Data Visualization Tool Walkthrough

Contract Signature:  
May 20

Kick-Off Meeting:  
May 22-23

Design of Tool:  
May 23 – July 1

Feedback Gathering:  
July 1 – August 29

Release:  
Soon!

# Demonstration

Teacher Perspective

District Perspective



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# DJJ Accountability System

# Presenter

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# Rating Framework

- Three ratings
  - a) Commendable
  - b) Acceptable
  - c) Unsatisfactory
- Similar to school improvement rating system

# Performance Rating System

- Each component is calculated as a percentage and then classified on a 3 point scale, similar to school improvement rating scale:  
3=Commendable 2=Acceptable 1=Unsatisfactory
- Cut points used to determine each component classification are specific to the program type
- Components with sufficient data are averaged for the final score

Program Type	3-Commendable	2-Acceptable	1-Unsatisfactory
Prevention	3.0 to 2.5	2.4 to 1.6	1.5 to 1.0
Intervention	3.0 to 2.5	2.4 to 1.6	1.5 to 1.0
Nonsecure Residential	3.0 to 2.5	2.4 to 1.6	1.5 to 1.0
Secure Residential	3.0 to 2.5	2.4 to 1.6	1.5 to 1.0

## Rating System

- Up to 11 components included
- Only components for which a program has sufficient data are included
- All are based on a percentage calculation
- For all components (except qualified teacher, as that is based on a different denominator), only students that have been enrolled in a program for at least 40 days are included. These students are referred to as “eligible students.” (s. 1003.52(5), F.S.)

# DJJ Accountability System

## (A maximum of 11 components)

- 5 different measurement areas, measured as a percentage
- The rating scale score is then calculated based on the percentage of total points earned
- Programs are rated based only on the components for which they have sufficient data

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes	Process Measures
FSA English and Language Arts (0% to 100%)	Increased Attendance (0% to 100%)	Core Courses Taught by qualified Teachers (0% to 100%)	Postsecondary Enrollment (0% to 100%)	Common Assessment Data Quality (0% to 100%)
FSA Mathematics (0% to 100%)	Industry Certifications (0% to 100%)		Employment (0% to 100%)	
Common Assessment Reading (0% to 100%)	Graduation (0% to 100%)			
Common Assessment Math (0% to 100%)				
	2016-17 Simulation	2017-18 Simulation - 2018-19 Informational Baseline Ratings		2019-20 Ratings

# 1 - Attendance Component

The percentage of eligible students whose non-DJJ attendance the year following their DJJ enrollment is greater than it was the year prior to DJJ enrollment or who maintained 95% attendance or above.

- Based on the served cohort.
- Denominator: The number of eligible students with an enrollment record in a non-DJJ school the year before and the year after the year of eligibility.
- Numerator: The number of students who were in the denominator who either:
  - Increased their percentage of days present in non-DJJ schools from the year prior to the subsequent year.
  - Had an attendance percentage of 95% or more in the year after the year of eligibility in a non-DJJ School, regardless of non-DJJ attendance in the year prior to the year of eligibility.

## 2 - Graduation Component

The percentage of eligible 12<sup>th</sup> grade students who graduated or earned a GED in the year of eligibility or subsequent year. Graduates in the year of eligibility enrolled in grades below 12<sup>th</sup> grade are also included.

- Based on the served cohort.
- Denominator: The number of eligible students in 12<sup>th</sup> grade as well as the eligible students who were not in 12<sup>th</sup> grade, but graduated in the year of eligibility.
- Numerator: The number of students in the denominator who received a standard diploma or earned a GED, or state approved equivalent in the year of eligibility or subsequent year.

## 3 – CAPE Certification Component (Career and Professional Education)

The percentage of eligible students who earn a CAPE Industry Certification (High School) in the year of eligibility or subsequent year.

- Only applies to secure residential programs.
- Based on the served cohort.
- Denominator: The number of eligible students who were served by a DJJ program with a contracted minimum length of stay of 9 months or longer.
- Numerator: Students in the denominator who earned a CAPE certification during the year of eligibility or the subsequent year.

## 4 – Qualified Teachers Component

The percentage of core courses taught by teachers qualified for the subject area.

- Based only on the courses identified as “core course classes” by the Course Code Directory.
- Denominator: The number of core course classes taught at each DJJ School.
- Numerator: The number of core course classes in the denominator that are taught by qualified teachers.

## 5- Postsecondary Component

The percentage of students who graduated in the year of eligibility who enrolled in a postsecondary institution in the state of Florida during the year of eligibility or subsequent year. Non-graduates enrolled in postsecondary institutions in the year of eligibility are also included.

- Based on the released cohort.
- Denominator: The number of eligible students who were both released from the DJJ program and graduated with a diploma or GED in the year of eligibility as well as the released non-graduates who enrolled in postsecondary in the year of eligibility.
- Numerator: The number of students in the denominator who enrolled in a postsecondary institution in the state of Florida during the year of eligibility or subsequent year as well as the released non-graduates who enrolled in postsecondary in the year of eligibility.

## 6 - Employment Component

The percentage of students who gained employment within one year following release from the DJJ program. Those that were enrolled in PK-12 or postsecondary education or who were under the age of 16 at the time of release were excluded unless they were also employed.

- Based on the released cohort.
- Denominator: The number of eligible students who were released from the program.
- Numerator: The number of eligible students in the denominator who gained employment within a year after the release date.

# FSA Learning Gains-

## 7. English Language Arts (ELA)

## 8. Mathematics

The percentage of eligible students who demonstrate learning gains on ELA and Math assessments as measured by s. 1008.22 F.S.

- Based on the served cohort.
- Denominator: The number of served eligible students who have a standard assessment during the year of eligibility AFTER they have been in the program for 40 calendar days as well as a prior year standard assessment.
- Numerator: The number of students in the denominator who demonstrate learning gains on ELA or Math assessments as measured by s. 1008.22 F.S.

# Common Assessment Learning Gains Components-

## 9. Reading

## 10. Mathematics

The percentage of students who demonstrate learning gains on the DJJ Common Assessment.

- The new assessment went live and was first available in the 2016-17 school year; cut scores are being determined for this component for the 2019-20 release in spring.
- Denominator: The number of eligible students that have both a pre and post test for the respective subject.
- Numerator: The number of students in the denominator whose score on the post assessment is higher than on the pre assessment, or those who maintain a 100%.

# 11 - Data Integrity Component

The percentage of eligible students who have pre and post test data on the common assessment

- Based on the released cohort.
- Only includes students who were in the program for at least 40 days.

## 2018-2019 Informational Baseline Results

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	0% (0)	86% (19)	14% (3)
Intervention	8% (1)	75% (9)	17% (2)
Nonsecure Residential	8% (3)	69% (25)	22% (8)
Secure Residential	9% (1)	82% (9)	9% (1)
All Programs	6% (5)	77% (62)	17% (14)

# Timeline

- **Spring 2019**
  - DOE published informational baseline 1st year DJJ ratings using approved cut scores. These ratings were on students that attended a DJJ program for at least 40 days during 2016-17, and included the 8 existing measures for which complete data was available.
- **Spring 2020**
  - DOE releases 2nd year of DJJ ratings, and the Bureau of School Improvement begins working with unsatisfactory schools to improve performance under provisions of S.B.E. Rule 6A-1.099813, F.A.C.



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# School Accountability

# Presenter

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# Today's Topics

- Graduation Rate Process for 2018-2019
- Accountability Match Process for 2019-2020
- School Grades
- School Improvement Ratings



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# Graduation Rate Process

# Graduation Rate Process for 2018-2019

- Review the methodology
- Explain the review process

# Federal Uniform Graduation Rate

- All students must be accounted for.
- Only standard diplomas count.
- Does not remove transfers to adult education programs (remain in denominator).
- Assigns DJJ students back to their most recent non-DJJ high school.

# Federal Uniform Graduation Rate

- Key for the 1819 Graduation Rate
  - Year0 – 1415
  - Year1 – 1516
  - Year2 – 1617
  - Year3 – 1718
  - Year4 – 1819

# Formats Used for the Cohort Build

- Final Survey Data
  - Format: Student Demographic Information
    - Survey 2/Year1
    - Survey 5/Year1-Year3
  - Format: Student Course Transcript Information
    - Survey 2/Year1
  - Format: End of Year Status
    - Survey 5/Year0-Year3
  - Format: Prior School Status/Student Attendance
    - Survey 5/Year1-Year3
  - Format: Exceptional Student
    - Survey 2/Year1
    - Survey 5/Year1-Year3
  - Format: Federal/State Indicator Status
    - Survey 2/Year1
    - Survey 5/Year1-Year3

# Formats Used for the Cohort Build

- Final Survey Data
  - Format: Student Demographic Information
    - Survey 5/Year4
  - Format: End of Year Status
    - Survey 5/Year4
  - Format: Prior School Status/Student Attendance
    - Survey 5/Year4
  - Format: Exceptional Student
    - Survey 5/Year4
  - Format: Federal/State Indicator Status
    - Survey 5/Year4

# Building the Unadjusted Cohort

- Include all first-time 9<sup>th</sup> graders in fall 2015 membership in your district (Year1).
  - From Survey 2 Demographic and Course
- Add incoming transfers on the same schedule to graduate found in Survey 5 Demographic and End of Year Status.
  - New 9<sup>th</sup> graders in Year1
  - New 10<sup>th</sup> graders in Year2
  - New 11<sup>th</sup> graders in Year3
  - New 12<sup>th</sup> graders in Year4

## 2019-2020 Process

- A 3-year file was made available in May 2019.
  - DIST## Prelim 3 Year GradRate File 1819 (ShareFile)
- Survey 5 will be pulled for the initial cohort purposes when Survey 5 closes.
  - **October 31, 2019**
- Initial 4-year cohort file will be created immediately following the initial pull.
- Graduation Rate Cohort Corrections web application will begin once the cohort file has been created.

# 2018-2019 Review Process

## Graduation Rate Review Process

- The numerator and denominator will be available on the web application and will update throughout the process.
- The web application for the Graduation Rate Cohort Corrections process will serve as the review process.

# Reports Available on ShareFile

- Available during Survey 5 State Processing
  - Similar to Survey 2 and 3 processing, files will be provided during the Survey 5 processing window for districts to review data that will be used in the Graduation Rate and College and Career Acceleration components.
  - Important for districts to review the data and submit any updates before the Survey 5 window closes.



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# Accountability Match Process

# Accountability Match Process for 2019-2020

- 2019-2020 Dates
- Basic Information: Student Database Reporting

## 2019-2020 Dates

- Survey 2:
  - Survey Week: October 7-11, 2019
  - Due Date: October 18, 2019
  - State Processing: October 14-November 1, 2019
  - Final Update/Amendment Date: December 15, 2019
- Survey 3:
  - Survey Week: February 3-7, 2020
  - Due Date: February 14, 2019
  - State Processing: February 10-28, 2020
  - Final Update/Amendment Date: April 15, 2020

## 2019-2020 Reminders

- Survey 2 for accountability purposes will be final in December 2019.
- Districts will not be able to make corrections to Survey 2 during the accountability match process, which happens during the Survey 3 state processing window.
- Bureau of Accountability Reporting will be providing files during Survey 2 state processing.
  - Deleted Records for Survey 2
  - Survey 2 for Accountability Purposes
- Separate manuals will be provided for the Survey 2 accountability process and the Survey 3 accountability process.
- Final Survey 3 data will be used.
- Applications using Survey 3 data will not open before April 15, 2020.

# Florida DOE Student Database Records Reporting for Accountability Match Process

- Essential for calculating and reporting school and district accountability outcomes.

## **Critical Functions:**

- Allows for matching of membership records (Survey 2 and 3) to establish full-year enrollment.
- Allows for matching of membership records to assessment records.
- Determines race/ethnicity classification.
- Determines lunch status.
- Determines English language learner status and length of time in school in the U.S.
- Determines the status of students with disabilities.
- Identifies students enrolled with Virtual Instruction Providers.

# Student Database Reporting

## Surveys 2 & 3:

- Key record formats:
  - Student Demographic Information
  - Exceptional Student
  - English Language Learner Information
  - Federal/State Indicator Status
  - Prior School Status/Student Attendance
  - Student Course Schedule

# Student Database Reporting

## Student Demographic Information:

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

## Student Demographic - Key Data Elements:

- **School of Enrollment** (School Number, Current Enrollment): The school to which assessment scores of students are credited.
- Lunch Status
- Race/Ethnicity

# Student Database Reporting

## Student Demographic - Key Data Elements (continued):

- English Language Learners, PK-12
- Student Number Identifier, Florida
- Student Number Identifier – Alias, Florida
- Florida Education Identifier (FLEID)
- Student Name
- Birth Date
- Grade Level

# Student Database Reporting

## Student Demographic - Key Data Elements (continued):

- Additional School Year Student
- District Number, Zoned School
  - Reported on Survey 2 and Survey 3
- School Number, Zoned School (home-zoned school)
  - Reported on Survey 2 and Survey 3
- 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 (FSA Writing) affects eligibility for inclusion in school grades proficiency components.
  - **If this date is not reported then the student will be eligible to be included in the calculation of the achievement and learning gains components.**

# Student Database Reporting

## **Exceptional Student - Key data elements:**

- Primary Exceptionality (Exceptionality, Primary)
- Other Exceptionality (Exceptionality, Other)
- Exceptional Student, IDEA Educational Environments
  - Used to help determine ESE Center Schools.

## **English Language Learner Information:**

- English Language Learners: Entry Date

# Student Database Reporting

- **Prior School Status/Student Attendance:**
  - Withdrawal Date
  - Withdrawal Code
  - Entry Code
  - Entry Date
- **Federal/State Indicator Status:**
  - 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 or ESE center school, their test scores are not included in school improvement ratings, school grades, or district grades.

# Student Database Reporting

## Student Course Schedule:

- A student must have at least one course reported at the school of enrollment in order to be included in the accountability process.
  - Two exceptions are
    - Dual Enrollment (Dual Enrollment Indicator Code of A, B, C, or E),  
or
    - Hospital Homebound (Exceptionality of M).
- Key for compilation of EOC course records (Surveys 4, 1, 2, and 3):
  - Percent Tested
  - EOC inclusion in all components
  - Middle School Acceleration
- Accountability Reporting does not receive the student's records unless a course record and a demographic record are submitted.
- Also identifies Virtual Instruction Providers (VIPs).

# Student Database Reporting

## Student Course Schedule:

- **Virtual Instruction Provider (data element)**
  - 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 them.
  - Provider codes must be reported correctly in Surveys 2 and 3 to ensure provider accountability.

# Reporting Enrollments for Virtual Instruction Providers (VIPs)

- Full-time VIP students are assigned the 4-digit school number 7001.
- Provider codes are assigned to approved providers.
- Provider Code Table is available in Appendix CC of student database manual.
- For students with a school number reported as 7001, the provider code(s) should be reported accurately on the applicable Student Course records.

## Reports Available on ShareFile for 2019-2020

- Available during Survey 2 State Processing:
  - Survey 2 for Accountability
  - Survey 2 Deleted Records
  
- Available during Survey 3 State Processing:
  - Survey 3 for Accountability
  - Unmatched Survey 3 Records
  - Unmatched Survey 2 Records
  - Survey 3 Deleted Records
  - Matched Records

## Students Tied Back Across Districts

- Districts will receive a file during the Survey 3 processing window that identifies the students being tied back from another district.
- If the home-zoned district and school need to be updated, you must contact the district of enrollment.

# Virtual Instruction Providers Reports

- State Virtual Providers will be provided their own reports.
  - State VIPs will still be responsible for communicating to the districts which changes need to be made.
  - Districts will still be responsible for making changes requested by the VIP.

## ShareFile Policies

- ShareFile is for data transfer only, not data storage.
- Bureau of Accountability Reporting will be implementing the new procedures:
  - During an open process files will remain on ShareFile until the process has closed.
    - Survey 2 and Survey 3 Accountability Match processes
    - Appeals (pre-appeals INDV file)
  - One time posting of files will remain on ShareFile for no more than two weeks.
    - 3 year prelim graduation rate
    - Post appeals INDV file
    - Please pull files down within this window
  - We will be happy to repost files upon request but the files will only be available until the close of business the day of the request.



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# School Grades

# School Grades Model

- Focuses the school grading formula on student success measures:
  - Achievement
  - Learning gains
  - Graduation
  - Earning College Credit and/or Industry Certifications
- ELLs included in Achievement after 2 years.

## School Grades

- Schools are only graded on the components for which they have sufficient data.
  - Schools that have enough data for one or more components will receive a grade.

# Percent Tested

- Must test 95% of Survey 3 students.
- Calculated for each subject and then aggregated.
- Schools that do not test 95% of students will receive preliminary grades of “I.”
  - Superintendents can appeal the “I” by demonstrating that the data accurately represents the school’s progress or requesting that late reporting assessment results be included.
  - Commissioner will review data to determine if the performance data is representative of the school’s progress.
  - If the Commissioner determines the data is representative, he will release grades for these schools at the end of the appeals period.

# Subject Areas Included for Achievement

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

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

# FSA Learning Gains Criteria

## English Language Arts and Mathematics

- 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 or Level 4 and the student's scale score must have improved from one year to the next.
- For students who remain in Level 1 or Level 2, 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).
- Maintain a Level 5 from one year to the next.

# FSAA Learning Gains Criteria

## English Language Arts and Mathematics

- 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.).
- For students who remain in Level 1 or Level 2, 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).
- For students who remain in Level 3, split Level 3 into two sections and require the student to remain in 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 from one year to the next.

## Learning Gains Reminder

- A gain cannot be made from a prior year FSAA to current year FSA, or a prior year FSA to current year FSAA.
- 1819 was the first year that WIDA was not used for learning gains.
- Starting this year, a WIDA test cannot be used for participation.

# FSA English Language Arts Learning Gains Table

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

# FSA Mathematics – Grade Level and EOCS Learning Gains Table

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

## End-of-Course Assessments

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
<b>Algebra 1</b>	425-486	425-445	446-466	467-486	487-496	487-491	492-496	497-517	518-531	532-575
<b>Geometry</b>	425-485	425-445	446-465	466-485	486-498	486-492	493-498	499-520	521-532	533-575

# FSAA English Language Arts Learning Gains Table

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

# FSAA Mathematics – Grade Level and EOCs Learning Gains Table

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

## Learning Gains of the Lowest 25%

- Calculated for both English Language Arts and Mathematics.
- Applies the same learning gains methodology to the lowest performing 25% of students.
- Determining the lowest performing 25% of students.
  - Uses the performance of students in the prior year calculated at each grade level to identify the lowest performing 25% of students (EOCs not by grade level).
  - Low 25% is not limited to students in Achievement Levels 1 and 2.

## Middle School Acceleration

- Prior-year, full-year-enrolled grade 6, 7 or 8 student who took a test for an eligible high school industry certification.
  - Industry certification data is the most recent available and lags by one year.
- A current-year, full-year-enrolled grade 8 student who scored a Level 3 or above on the grade 7 mathematics statewide assessment or the mathematics EOC assessment taken in the prior year.
- A current-year, full-year-enrolled grade 6, 7, or 8 student who is enrolled in a high school EOC course and has a valid score for the corresponding EOC assessment.

## Middle School Acceleration

- School must have students enrolled in grades 7 and 8.
- Students must be enrolled in the EOC course to be included.
- A student is included in the calculation no more than once.

# Graduation Rate

- The most recent 4 year cohort graduation rate
  - Graduation rate data is the most recent available and lags by one year.
- Calculated for all schools with prior year enrollments in grades 11 and 12.
- Also calculated for combination schools that include these grade levels.

# College and Career Acceleration

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

# Elementary School Grades Model

(A maximum of 7 components)

- 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.

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)

- 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.

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Middle School (EOC 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%)			

# High School Grades Model

(A maximum of 10 components)

- 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.

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	College and Career Acceleration
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%)				

# Combination School Grades Model

(A maximum of 11 components)

- 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.

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 (EOC or industry certification) (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%)					

## School Grade Scale

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

# Calculating the School Grade

- The school's grade is determined by:
  - Summing the points earned for each component (each component is worth 100 points) and dividing by the number of 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.

## Example for Calculating the School Grade

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration
Achievement <b>41%</b>	Achievement <b>40%</b>	Achievement <b>36%</b>	Achievement <b>53%</b>	Middle School (EOC or industry certification) <b>64%</b>	Overall, 4-year Graduation Rate <b>74%</b>	High School (AP, IB, AICE, dual enrollment or industry certification) <b>38%</b>
Learning Gains <b>60%</b>	Learning Gains <b>55%</b>					
Learning Gains of the Low 25% <b>53%</b>	Learning Gains of the Low 25% <b>53%</b>					

Total Points Earned	Total Components	Percent of Total Possible Points	Grade
567	11	52%	C

## District Grades

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

# District School Grades Model

(A maximum of 11 components)

- The district grade is based on the percentage of total points earned, and schools are graded based only on the components for which they have sufficient data.

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 (EOC or industry certification) (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%)					



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# School Improvement Ratings

# School Improvement Ratings

- 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.

## Students Tied Back Across Districts

- During the Survey 3 processing window districts will receive a file that identifies the students being tied back from another district.
- If the home-zoned district and school need to be updated you must contact the district of enrollment.

## 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 Components

- 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.

## Calculating the School Improvement 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.

# School Improvement Rating Scale

- **Commendable** = 50 percent of total applicable points or higher
- **Maintaining** = 49 to 26 percent of total applicable points
- **Unsatisfactory** = 25 percent of total applicable points or lower

## School Improvement Rating: 3-Year Aggregate

- If a school does not have enough data for at least one component in the current year, the data for that school will be aggregated using the current year and the two most recent years.
- A school will get a rating if there is enough data for at least one component after aggregation.
- The same scale applies.

## ELA Learning Gains: Concordant Scores

- Students with a prior year achievement level of 1 or 2, and do not make a gain in the current year on a state standardized test, their ELA concordant score, pursuant to Rule 6A-1.09422, F.A.C., in the current year will be considered.
- Students who earn the applicable ELA concordant score or higher will count as making a learning gain in the ELA learning gains component.
- Students will be added to tested and gain numerators and denominators.

## Mathematics Learning Gains: Concordant Scores

- Students with a prior-year achievement level of 1 or 2, and do not make a gain in the current year on a state standardized test, will have their mathematics concordant score in the current year be considered, pursuant to Rule 6A-1.09422, F.A.C.
- Students who earn the applicable mathematics concordant score or higher will count as making a learning gain in the mathematics learning gains component.
- Students will be added to tested and gain numerators and denominators.



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# Additional Information

# Appeals Process

- Districts have 30 days after the preliminary calculation of school grades and school improvement ratings to appeal.
- If a school district determines that a different grade or rating should be assigned to a school the school's grade or rating may be appealed.

# Questions and Answers

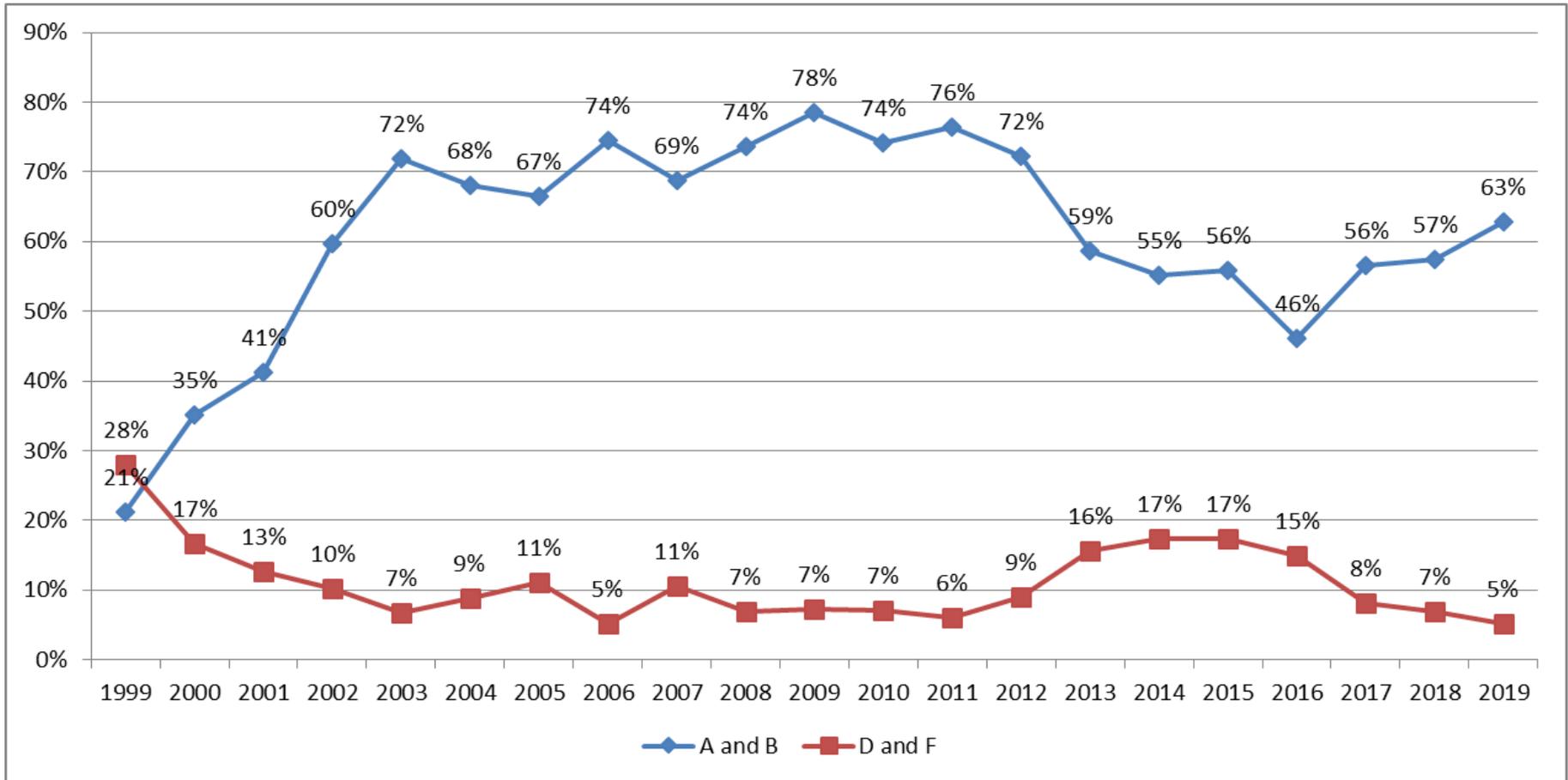
Questions concerning School Accountability can be directed to the Bureau of Accountability Reporting at [accountability@fldoe.org](mailto:accountability@fldoe.org) or 850-245-0411.



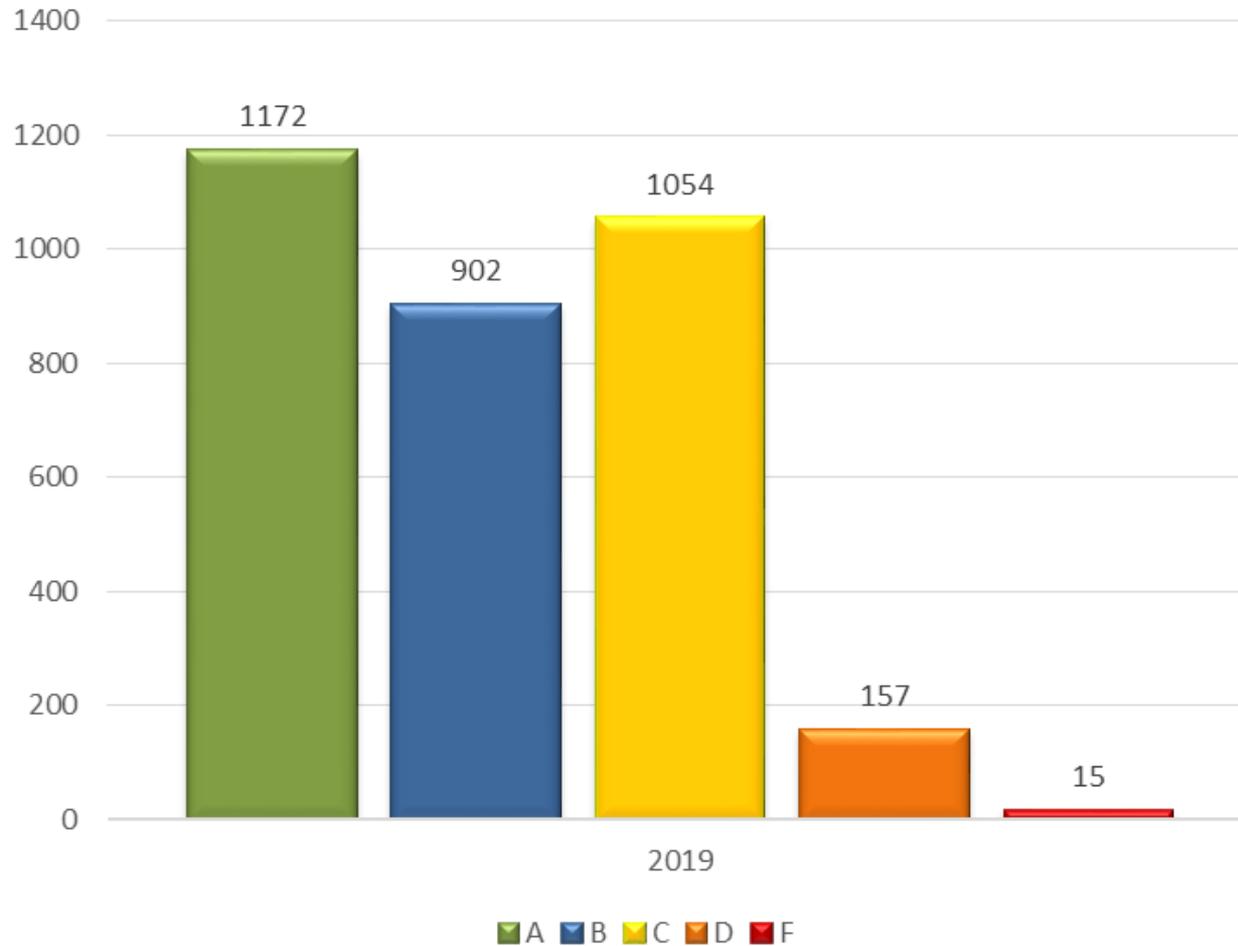
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# School Accountability Results

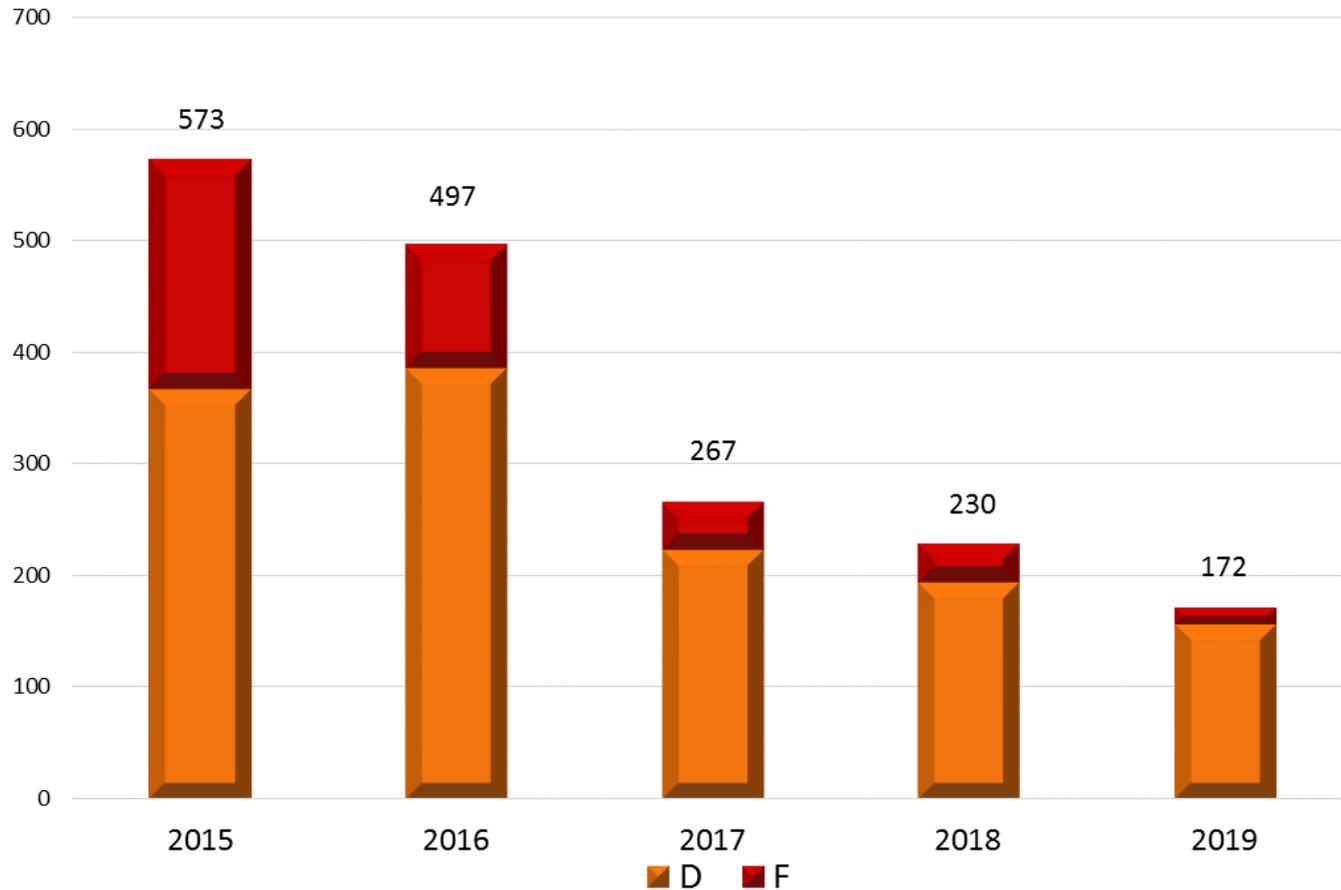
# 20 Year Look at A&B vs D&F Grades



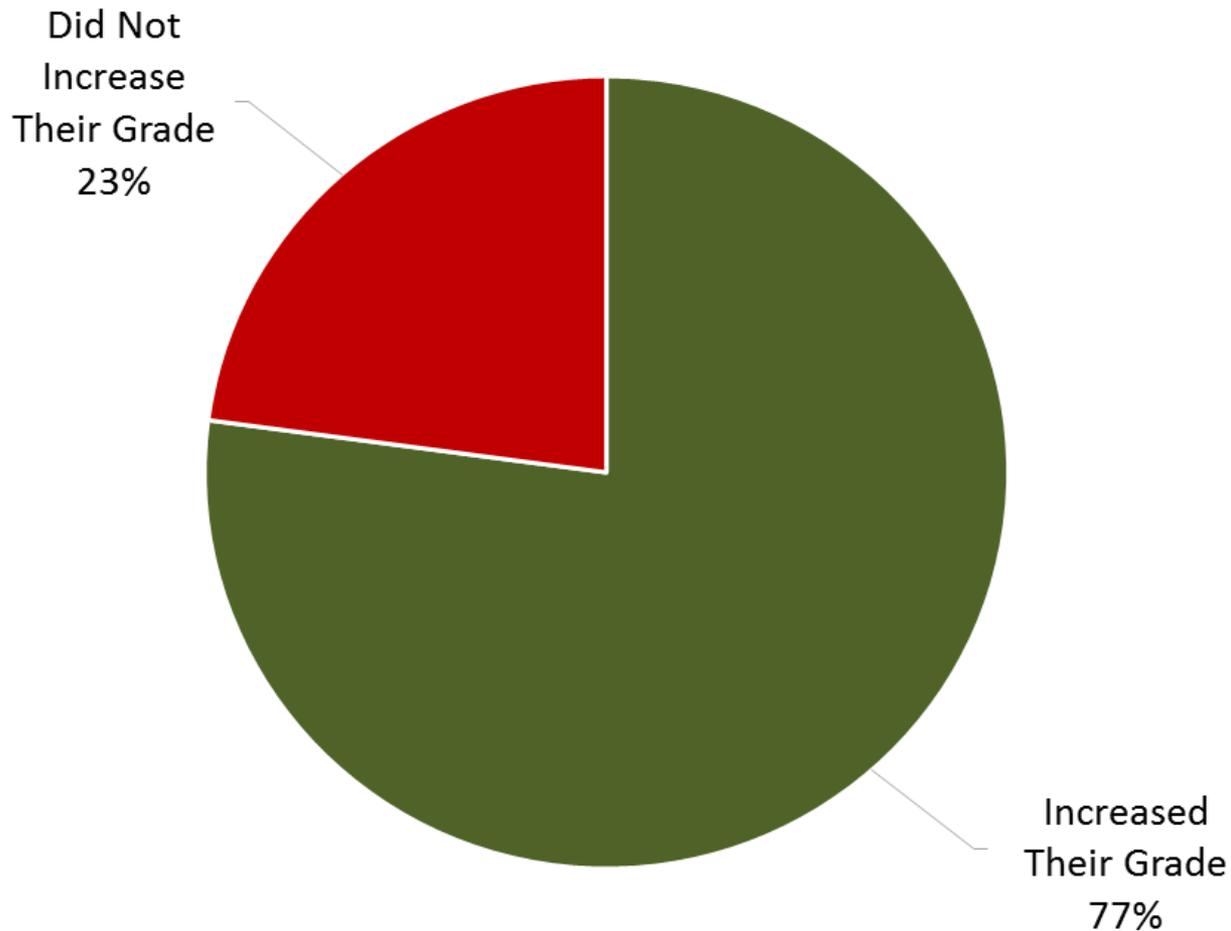
# 2019 School Grades



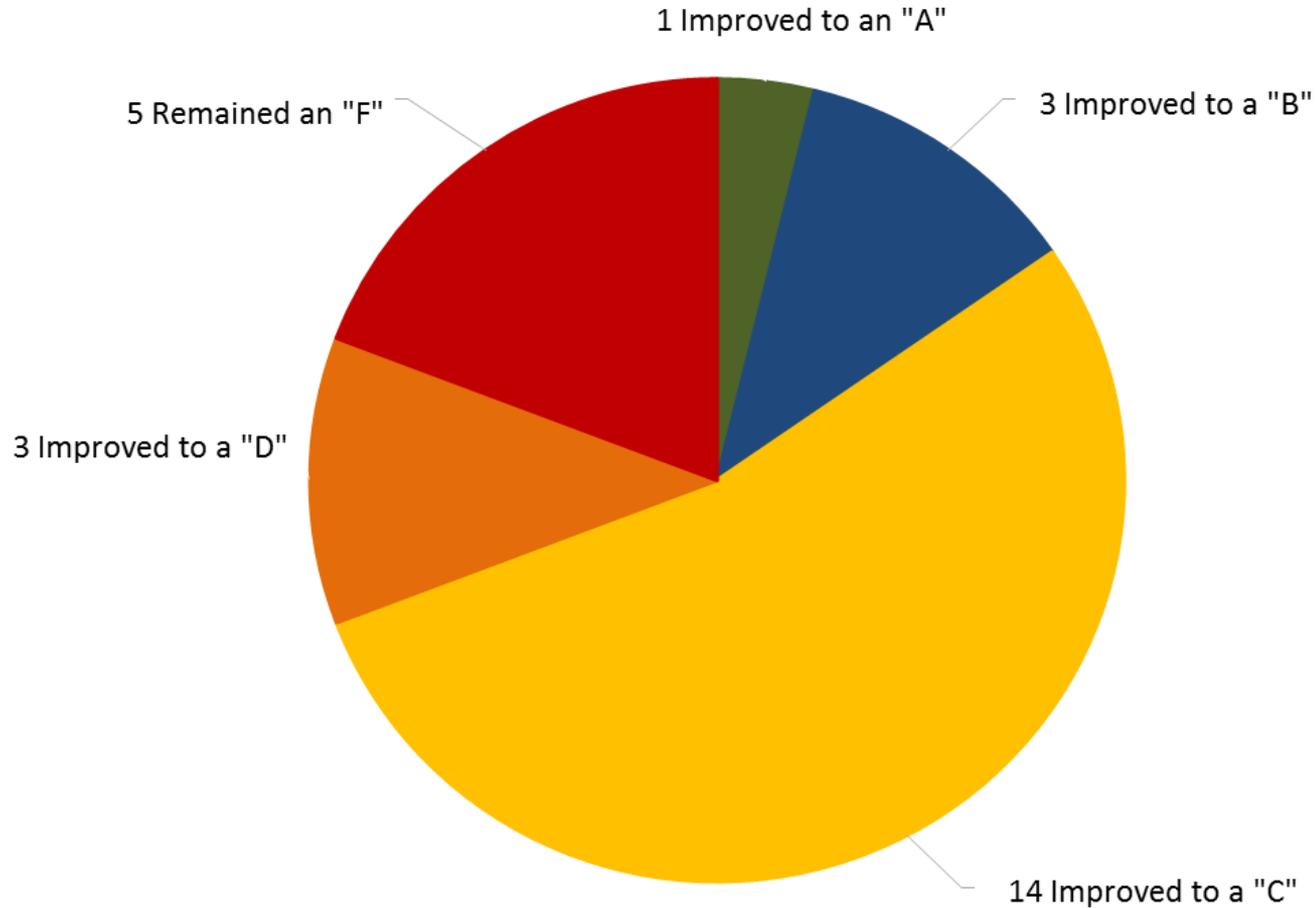
# Florida's Focus on Low-Performing Schools is Paying Off



# 77% of Schools Graded “D” or “F” in 2018 Improved Their Grade in 2019



# 81% of Schools Graded "F" in 2018 Improved Their Grade in 2019





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# Every Student Succeeds Act - ESSA

Federal Percent of Points Index

# Topics

- Background and Overview
- Calculations
- Subgroup Definitions

## ESSA Background

- Bipartisan federal law signed in December 2015.
- Amended the Elementary and Secondary Education Act of 1965, replacing No Child Left Behind provisions.
- Each state had to submit a state plan detailing how it would comply with the new law.
- With a strong, proven accountability system, Florida was already ahead of most of the nation as it relates to the requirements of ESSA.

# Florida's ESSA State Plan

- Drafted with public input, including workgroup of superintendents.
- Approved September 26, 2018.
- Preserves the focus on increased student achievement.
- No changes to Florida's state accountability systems.
  - School Grades
  - Differentiated Accountability/School Turnaround
- Adds a federal calculation to satisfy ESSA requirements.
  - New Federal Percent of Points Index (“Federal Index”)

# New ESSA Accountability Provisions

- Additional focus on reporting of student subgroup performance.
- Adjustment for schools that test less than 95%.
- Inclusion of English Language Learner (ELL) proficiency progress as a separate accountability indicator, as required by US Department of Education.

# 95% Requirement

- Schools that test less than 95% will have achievement component modified to include non-tested students in denominator to get up to 95% tested, counted as not proficient.
- Schools that test at least 95% will see no change in this component between school grade and federal index .

# ELP Progress Component Calculation

- The ELP Progress component is worth 100.
- **Denominator** – Students who are in kindergarten through 12<sup>th</sup> grade and are full-year-enrolled in the school, with a valid current-year score and a valid prior-year score, and who have a valid combination of assessments.
  - Alternate ACCESS to Alternate ACCESS
  - ACCESS for ELLs (2.0 and Kindergarten) to ACCESS for ELLs (2.0 and Kindergarten)
- **Numerator** – Students in the denominator that meet one of the following:
  - Increase one or more composite proficiency levels to the next highest whole number
  - Maintain a composite level of 4 or higher without decreasing a composite level
  - Alternate ACCESS - move up one composite scoring category or remain at Proficiency Level P1 (“Entering”) or above without decreasing a scoring category

# Federal Index

ESSA Indicator	Florida Component
<b>Academic Achievement – including Student Growth</b>	English Language Arts (ELA) Achievement
	Mathematics Achievement
	Learning Gains ELA
	Learning Gains Mathematics
	Learning Gains Lowest 25% ELA
	Learning Gains Lowest 25% Mathematics
<b>Graduation Rate</b>	4-Year Graduation Rate
<b>School Quality or Student Success</b>	Science
	Social Studies
	Middle School – Acceleration
	High School – College and Career Acceleration
<b>Progress in Achieving English Language Proficiency (ELP)</b>	ELP Progress (new indicator for federal purposes)

# Federal Index Calculation

- Same student eligibility criteria as School Grades.
  - This includes Alternative, ESE Centers, DJJ schools, and K-2 and K-3 feeder schools
- Schools can get a Federal Index based on as little as one component.
- School-level Federal Index
  - Determines if a school is in comprehensive support and improvement (CS&I)
- Subgroup-level Federal Index
  - Subgroups Included
    - White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Students with Disabilities, Economically Disadvantaged, and English Language Learners.
  - Determines if a school is in targeted support and improvement (TS&I).

# Federal Index

## Possibility of 12 Components

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration	English Language Proficiency Progress
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Middle School (EOC or industry certification) (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)	Progress of English Language Learners in Achieving English Language Proficiency (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%)						

## Examples for Calculating the Federal Index

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration	ELP Progress
Achievement <b>41%</b>	Achievement <b>40%</b>	Achievement <b>36%</b>	Achievement <b>53%</b>	Middle School (EOC or industry certification) <b>64%</b>	Overall, 4-year Graduation Rate <b>74%</b>	High School (AP, IB, AICE, dual enrollment or industry certification) <b>38%</b>	Progress of English Language Learners in Achieving English Language Proficiency <b>60%</b>
Learning Gains <b>60%</b>	Learning Gains <b>55%</b>						
Learning Gains of the Low 25% <b>53%</b>	Learning Gains of the Low 25% <b>53%</b>						

	Points Earned	Components	Percent of Points	Overall
School Grades	567	11	52%	C
Federal Index	627	12	52%	

# Race Subgroups

## Student Demographic Information (Survey 3)

- Ethnicity
- Race: American Indian or Alaska Native
- Race: Asian
- Race: Black or African American
- Race: Native Hawaiian or Other Pacific Islander
- Race: White

## Definition

- Hispanic – all students with a Y reported for Ethnicity
- Multiracial – non Hispanic students with a Y reported for more than one race
- Students who are not Hispanic or Multiracial are grouped with their individual race.

# Students with Disabilities Subgroup

## Exceptional Student (Survey 3)

- Exceptionality, Primary
- Exceptionality, Other

## Definition

- Any student with a status other than L- gifted
  - Students whose only classification are a combination of L – gifted, U - Established Conditions, D - occupational therapy, and/or E - physical therapy are not included in the subgroup

# Economically Disadvantaged Subgroup

## Student Demographic Information (Survey 3)

- Lunch Status

## Definition

- Lunch Status of C, R, 3, D, E, F, and 4

# English Language Learners Subgroup

## Student Demographic Information (Survey 3)

- English Language Learners, PK-12

## Definition

- LY and LF
- LZ and have been LZ for 2 years or less.
  - New Code is LA
  - For 2018-19, districts identified all LZ student that fit this criteria and adjust their code to LA on Student Data Updates
  - For the 2018-19 Graduation Rate Cohort, Districts will have to identify students on the cohort corrections as well

## CS&I and TS&I Criteria

- If a school meets any of the following criteria they will be identified for Comprehensive support (CS&I).
  - School Grade of D or F
  - Graduation Rate of 67 or below
  - Federal Index 40 or below
- If a school is not identified as CS&I and they meeting any of the following criteria they are identified for Targeted support (TS&I).
  - At least one subgroup with a Federal Index of 40 or below.

## Summary of the 2018-19 ESSA Data

- A total of 475 schools are identified for Comprehensive support (CS&I).
  - This includes Florida’s “D” and “F” schools (123 schools).
  - The rigor of Florida’s current School Grades system is evidenced by the reality that 49 “D” schools identified here would be unidentified if we solely relied on the Federal Index.
  - Over half of the 475 schools (293) are ungraded schools, providing an opportunity to engage stakeholders for these alternative, ESE, and DJJ schools.
    - All 35 of the DJJ schools that received a federal index have been identified as CS&I.

## Summary of the 2018-19 ESSA Data

- A total of 1,772 higher-performing schools are identified for Targeted Support & Improvement (TS&I) to address pockets of performance problems with specific student subgroups.
  - This stresses the need to be innovative in even our high-performing schools to address the outcomes of all students, particularly students with special needs.
  - Over half (58%) of the schools identified for TS&I have only one subgroup identified, and the vast majority (96%) have three or fewer subgroups identified.

# List of Schools Identified Under ESSA for Additional Support

- The list is posted at <http://www.fldoe.org/academics/essa>.
- The list contains the school's Federal Index, overall ESSA status (comprehensive (CS&I) or targeted (TS&I) support and improvement), and the subgroups identified for support.

# State, District, and School Report Cards

- A interactive report card provides the federally required components for the state, district, and school report cards.
- Includes the following:
  - School grade and school grade components, and Federal Index
    - Components disaggregated by subgroup
    - State-, District-, School-level
  - English Language Proficiency Progress
    - State-, District-, School-level
  - Whether or not the school was identified for support
- February there was a soft release of Beta site with an opportunity to provide feedback for improvements before an official launch earlier this month.

<https://edudata.fldoe.org/>

## Additional Resources

- Florida's ESSA plan

<http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf>

- Presentations on the Accountability and School Improvement Components of Florida's ESSA Plan

<http://www.fldoe.org/core/fileparse.php/14196/urlt/ESSA-Summ-AA-SIP.pdf>

<http://www.fldoe.org/core/fileparse.php/7506/urlt/BreakoutSession-3-1118.pdf>



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**RESET ONLY CHECKED**

District	District Name	Application Name	Editing Complete	Check
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Record Count: 1

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Reset District **Reset School**

Application:	School Types ▾
District	MARTIN(43)
School	▾
<a href="#">SEARCH</a> <a href="#">RESET</a>	



## Reset Editing Complete

Reset District

Reset School

Application:	School Types ▾
District	MARTIN(43)
School	▾
<input type="button" value="SEARCH"/> <input type="button" value="RESET"/>	

RESET ALL SCHOOL IN DISTRICT

RESET ONLY CHECKED

District	District Name	School Code	School Name	Application Name	Editing Complete	Check
43	MARTIN	0021	STUART MIDDLE SCHOOL (0021)	School Types	true	<input type="checkbox"/>
43	MARTIN	0081	MURRAY MIDDLE SCHOOL (0081)	School Types	true	<input type="checkbox"/>
43	MARTIN	0101	PORT SALERNO ELEMENTARY SCHOOL (0101)	School Types	true	<input type="checkbox"/>
43	MARTIN	0331	BESSEY CREEK ELEMENTARY SCHOOL (0331)	School Types	true	<input type="checkbox"/>
43	MARTIN	0351	JENSEN BEACH HIGH SCHOOL (0351)	School Types	true	<input type="checkbox"/>

Record Count: 5



FLORIDA DEPARTMENT OF  
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# Bureau of Accountability Reporting Timeline

# Bureau of Accountability Reporting Timelines

- All timelines are subject to change.

Month	Activity
Early September	<ul style="list-style-type: none"> <li>• Updates to Primary Accountability and Primary DJJ Contacts are due from the Superintendent</li> <li>• Updates to additional accountability contacts are due from Primary Accountability Contact</li> <li>• School Grades and VAM ShareFile access is updated for all districts</li> </ul>
October	<ul style="list-style-type: none"> <li>• Beginning of state accountability match process for Survey 2</li> <li>• Staff evaluations due via Survey 5 submission</li> <li>• Final Survey 5 data pulled for staff evaluations</li> <li>• Final Survey 5 data pulled for preliminary unadjusted graduation rate cohort</li> </ul>
November	<ul style="list-style-type: none"> <li>• Final date for districts to submit requested changes for alternative school status for accountability purposes</li> <li>• Graduation Rate Cohort Corrections web application opens</li> <li>• Fall Survey 2 Roster Verification Tool opens</li> </ul>
December	<ul style="list-style-type: none"> <li>• Graduation Rate Cohort Corrections web application closes</li> <li>• State accountability match process closes for Survey 2</li> <li>• Final Survey 2 is pulled for accountability purposes</li> </ul>

Month	Activity
<b>January 2020</b>	<ul style="list-style-type: none"> <li>• 2018-19 Graduation Rate is released (mid December/early January)</li> <li>• Memorandum sent regarding the identification of ESE Centers</li> <li>• College and Career Acceleration web application opens</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Final date for districts to confirm ESE center schools for accountability purposes</li> <li>• Beginning of state accountability match process for Survey 3</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Spring Survey 3 Roster Verification Tool opens</li> </ul>

Month	Activity
April	<ul style="list-style-type: none"> <li>● State accountability match process closes for Survey 3</li> <li>● Final Survey 3 is pulled for accountability purposes</li> <li>● School Types web application opens; includes school grades/school improvement rating selection forms for alternative and ESE center schools</li> <li>● Student Data Updates web applications opens</li> <li>● Prior Year Assessment Matching web application opens</li> <li>● Assessment Matching web application opens (Summer, Fall, and Winter assessments)</li> <li>● Preliminary 3-year graduation cohort is posted to ShareFile</li> <li>● VAM/RVT Survey 2/3 match request list files from prior year posted to ShareFile for districts to update</li> <li>● Changes to Survey 2/3 match request list file for VAM calculation purposes are due</li> </ul>

Month	Activity
May	<ul style="list-style-type: none"> <li>• School Types web application closes</li> <li>• Student Data Updates web application closes</li> <li>• Prior Year Assessment Matching web application closes</li> <li>• Fall Survey 2 and Spring Survey 3 Roster Verification Tool closes</li> <li>• Districts electing to use Survey 2 and 3 data instead of RVT for VAM purposes must have those data files finalized</li> </ul>
June	<ul style="list-style-type: none"> <li>• Spring assessments loaded into Assessment Matching web application(late June/early July)</li> <li>• Bureau posts files to VAM ShareFile folders with Survey 2/3 requests applied for district review</li> <li>• Districts verify that Survey 2/3 requests were applied correctly</li> <li>• The district accountability contact in <u>every</u> district replies to the Bureau that final Survey 2/3 files for VAM were compiled accurately</li> </ul>

Month	Activity
July	<ul style="list-style-type: none"> <li>• Assessment Matching web application closes</li> <li>• School Grades, School Improvement Ratings, and District Grades are released</li> <li>• INDV files are provided to districts</li> <li>• School Accountability appeals process opens</li> <li>• VAM calculations for FSA ELA, FSA Mathematics, and Algebra 1 are processed</li> </ul>
August	<ul style="list-style-type: none"> <li>• School Accountability appeals process closes 30 days after the release of the INDV files</li> <li>• Bureau posts VAM results for teachers to school districts via ShareFile website</li> </ul>
September	<ul style="list-style-type: none"> <li>• School Accountability appeals decisions issued</li> </ul>

# Resources

- The Florida statute that provides the framework for the school grades calculation is at the following link: [Section 1008.34, F.S.](#)
- The rule adopted by the State Board of Education at its January 17, 2018, meeting describes more specifically the school grades calculation and can be found at the following link: [Rule 6A-1.09981, F.A.C.](#)
- The department's website contains additional information about the school grades, including the results of the calculation for each school and district. This information will be available on the department's interactive [EduData Portal](#) and [PK-20 Education Information Portal](#). Additional information describing the calculation and historical information are available at <http://fldoe.org/accountability/accountability-reporting/school-grades/>.
- For more information on Florida's Approved ESSA State Plan (approved Sept. 26, 2018), please visit <http://www.fldoe.org/academics/essa.stml>.

## Resources

- To learn more about Florida's VAM models, you can read through the FAQ on our website:  
<http://www.fldoe.org/teaching/performance-evaluation/>
- To learn more about confidence intervals and how VAM scores are placed into the four classifications of: Highly Effective, Effective, Needs improvement, and Unsatisfactory, you can read rule 6A-5.0411 found at:  
<https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.0411>.
- You'll also see several references incorporated by rule, one of which is the Ref-05725 Florida VAM Methodology (<https://www.flrules.org/gateway/reference.asp?No=Ref-05724>). That document provides all of the rules and methods used for calculating the VAM scores.

## Contact information

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[www.FLDOE.org](http://www.FLDOE.org)

