Accountability Update
Presenter:
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FDOE Bureau of Accountability Reporting
evalnrpt@fldoe.org
Overview

• School Grades
• District Grades
  • District Report Card
• School Improvement Ratings
School Grades
School Grades Model

• Refocuses the school grading formula on student success measures.
  • Achievement
  • Learning gains
  • Graduation
  • Earning College Credit and/or Industry Certifications

• Maintains a focus on students who need the most support.

• ELLs included in Achievement after 2 years.
New School Grades Model –
Reminder of Key Differences from 2013-14 Model

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

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

• Must test 95% of Survey 3 students.

• Numerators and denominators are calculated for each subject area and then aggregated.
  • ELA, Mathematics, Science, and Social Studies

• 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 represent the school’s progress or requesting that late reporting assessment results be included.

• Commissioner will review data of all “I” schools regardless of whether an appeal is submitted to determine if the performance data is representative of the school’s progress.

• If the Commissioner determines the data is representative, she will release grades for these schools at the end of the appeals period.
Subject Areas Included for Achievement

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

*For EOCs a student must be enrolled in the associated course to be counted in achievement.
School Grades Model

• Establishes a new framework for learning gains calculation requiring that learning growth toward Achievement Levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year (s. 1008.34(3)(b), F.S.).

• Under the old methodology, a learning gain could be demonstrated one of three ways:
  • Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2, Level 2 to Level 4, etc.),
  • Maintain a Level 3, Level 4, or Level 5 from one year to the next; or
  • For students who remain in Level 1 or Level 2 from one year to the next, demonstrate a year’s worth of growth in a year’s worth of time.

• The new statutory framework requires the revision of the two ways highlighted in bold above.
# Comparison of the Ways to Demonstrate a Learning Gain for School Grades

<table>
<thead>
<tr>
<th>Old Method</th>
<th>New Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.).</td>
<td>Same</td>
</tr>
<tr>
<td>Maintain a Level 3, Level 4, or Level 5 from one year to the next.</td>
<td>Same, <strong>except</strong> for Level 3 and Level 4, in addition to maintaining the level, the student’s scale score must have improved from one year to the next.*</td>
</tr>
<tr>
<td>For students who remain in Level 1 or Level 2, demonstrate a specified scale score gain.</td>
<td>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).</td>
</tr>
</tbody>
</table>

*The way to demonstrate a learning gain for students who maintain a Level 3 or Level 4 was changed from the original draft rule language based on feedback received from FADSS and others during the rule development process.*
A year's worth of growth in a year's worth of time, as previously defined under the old methodology, never guaranteed that a student would ever reach grade level performance, even though a learning gain was made each year.

The line above represents a student who scored in the middle of Level 1 as a third grader in reading, and made the minimum required learning gain each year thereafter. As you can see, the student never even reaches Level 2, let alone grade level performance (Level 3).
Law now requires that when calculating **Learning Gains**, the State Board of Education **require that learning growth toward** achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year (Section 1008.34(3)(b), F.S.).

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

• **Regular Progression** – In 2015 a grade 6 student scored in Level 2 (319) on the FSA Mathematics and in 2016 scored in Level 3 (331) on the grade 7 FSA Mathematics.

• **Retained Student** – In 2015 a grade 7 student scored in Level 2 (325) on the FSA English Language Arts. This student is retained in grade 7 and took the grade 7 FSA English Language Arts in 2016 and scored in Level 3 (334).

• **Accelerated Student** – In 2015 a grade 4 student scored in Level 4 (339) on the FSA English Language Arts and in 2016 skipped a grade and scored in Level 5 (356) on the grade 6 FSA English Language Arts.
Examples - Students who Maintain a Level 3, Level 4, or Level 5 From One Year to the Next

- **Regular Progression** – In 2015 a grade 4 student scored in Level 3 (323) on the FSA Mathematics and in 2016 scores in Level 3 (324) on the grade 5 FSA Mathematics.

- **Retained student** – In 2015 a grade 7 student scored in Level 3 (333) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scores in Level 3 (334).

- **Accelerated Student** – In 2015 a grade 4 student scored in Level 4 (338) on the FSA English Language Arts and in 2016 skipped a grade level and scored a Level 4 (340) on the grade 6 FSA English Language Arts.

- **EOC example** – In 2015 a student scored in Level 3 (500) on the Algebra 1 EOC and in 2016 scored in Level 3 (501) on the Geometry EOC.

- **FSA to EOC example** – In 2015 a grade 8 student scored in Level 3 (348) on the FSA Mathematics and in 2016 scored Level 3 (500) on the Algebra 1 EOC.

- **EOC to FSA Example** – In 2015 a grade 7 student scored in Level 3 (504) on the Algebra 1 EOC and in 2016 scored in Level 3 (348) on the grade 8 FSA Mathematics.
Examples - Students Scoring in Levels 1 or 2 and Remaining in the Same Achievement Level

- **Regular progression** – In 2015 a grade 3 student scored in Low Level 1 (250) on the FSA English Language Arts and in 2016 scored in Middle Level 1 (267) on the grade 4 FSA English Language Arts assessment.

- **Retained student** – In 2015 a grade 7 student scored in Middle Level 1 (285) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scored in High Level 1 (301).

- **EOC example** – In 2015 a student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (493) on the Geometry EOC.

- **FSA to EOC example** – In 2015 a grade 8 student scored in Low Level 2 (329) on the FSA Mathematics and in 2016 scored in High Level 2 (492) on the Algebra 1 EOC.

- **EOC to FSA Example** – In 2015 a grade 7 student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (335) on the grade 8 FSA Mathematics.
# English Language Arts

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
<th>Level 2</th>
<th>Low</th>
<th>High</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>276-327</td>
<td>276-293</td>
<td>294-310</td>
<td>311-327</td>
<td>328-342</td>
<td>328-335</td>
<td>336-342</td>
<td>343-354</td>
<td>355-369</td>
<td>370-407</td>
</tr>
</tbody>
</table>
# Mathematics

## FSA End-of-Course Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra 1</strong></td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>425-496</td>
<td>425-448</td>
<td>449-472</td>
<td>473-496</td>
<td>497-510</td>
</tr>
</tbody>
</table>
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).
  - Lowest 25% is no longer limited to students in Achievement Levels 1 and 2.
Middle School Acceleration

• The percentage of eligible students who passed one or more high school level statewide, standardized end-of-course (EOC) assessments or attained industry certifications identified in the industry certification funding list.

• Calculated for all schools that include grades 6, 7, and 8 or grades 7 and 8.

• Eligible students include full-year-enrolled students, who are current year grade 8 students who scored at or above Achievement Level 3 on the Mathematics statewide assessments in the prior year, or are full-year-enrolled students in grades 6, 7, or 8 that took high school level EOC assessments or industry certifications. (Industry certification data is the most recent available and lags by one year.)

• Students must be enrolled in the 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 measured according to 34 § CFR 200.19.

• Calculated for all schools that include grades 9 to 12, grades 10 to 12, and grades 11 and 12.

• Also calculated for combination schools that include these grade levels.
College and Career Acceleration

- Cohort-based calculation using the graduates from the graduation rate calculation as the denominator
- The percentage of graduates who, while in high school
  - were eligible to earn college credit through AP, IB, or AICE examinations;
  - earned a C or better in dual enrollment; or
  - earned a CAPE industry certification.
Elementary School Grades Model
(A maximum of 7 components)

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

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
<td></td>
</tr>
<tr>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td></td>
</tr>
</tbody>
</table>
## Middle School Grades Model

*(A maximum of 9 components)*

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

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies (Civics EOC)</th>
<th>Acceleration Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Percentage of students who pass H.S. EOCs and industry certifications (0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
High School Grades Model  
(A maximum of 10 components)

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

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics (EOCs)</th>
<th>Science (Biology EOC)</th>
<th>Social Studies (U.S. History EOC)</th>
<th>Graduation Rate</th>
<th>Acceleration Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Overall, 4-year Graduation Rate (0% to 100%)</td>
<td>Percent of graduates who are eligible to earn college credit through passing AP, IB, or AICE exams; passing dual enrollment courses; or earning an industry certification (0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Combination School Model
(A maximum of 11 components)

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

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Graduation Rate</th>
<th>Acceleration Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Overall, 4-year Graduation Rate (0% to 100%)</td>
<td>High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td></td>
<td></td>
<td></td>
<td>Middle School (EOCs or industry certifications) (0% to 100%)</td>
</tr>
</tbody>
</table>
New School Grade Scale

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

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

Elementary School

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Grad Rate</th>
<th>Acceleration Success</th>
<th>Total Points Earned</th>
<th>Number of Components X 100</th>
<th>Percent of Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>64%</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
<td>178</td>
<td>300</td>
<td>59%</td>
<td>B</td>
</tr>
</tbody>
</table>

Middle School

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Grad Rate</th>
<th>Acceleration Success</th>
<th>Total Points Earned</th>
<th>Number of Components X 100</th>
<th>Percent of Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>58%</td>
<td>65%</td>
<td>62%</td>
<td>47%</td>
<td></td>
<td>61%</td>
<td>293</td>
<td>500</td>
<td>59%</td>
<td>B</td>
</tr>
</tbody>
</table>

High School

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Grad Rate</th>
<th>Acceleration Success</th>
<th>Total Points Earned</th>
<th>Number of Components X 100</th>
<th>Percent of Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>67%</td>
<td>61%</td>
<td>46%</td>
<td>72%</td>
<td>54%</td>
<td>356</td>
<td>600</td>
<td>59%</td>
<td>B</td>
</tr>
</tbody>
</table>
District Grades
District Grades

• Districts receive grades based on all of the components in the school grades model.

• Students who were not full-year enrolled in a school but were full-year enrolled in the district will be included in the district grade in addition to students included in schools’ grades.
District School Grades Model
(A maximum of 11 components)

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

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Graduation Rate</th>
<th>Acceleration Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Achievement</td>
<td>Achievement</td>
<td>Achievement</td>
<td>Overall, 4-year Graduation Rate</td>
<td>High School (AP, IB, AICE, dual enrollment or industry certification)</td>
</tr>
<tr>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains</td>
<td>Learning Gains</td>
<td>Learning Gains</td>
<td>Learning Gains</td>
<td>Middle School (EOCs or industry certifications)</td>
<td></td>
</tr>
<tr>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
</tr>
</tbody>
</table>
District Report Card

• The district grade is included on the district report card.

• Information required by s. 1008.345(5), F.S.
  • Percentage of students with learning growth in ELA and mathematics by school and grade level.
  • Percentage of students in the highest and lowest quartiles making growth in ELA and mathematics by school and grade level.
  • **Intervention and support strategies** used by districts whose students in the highest and lowest quartiles exceed the statewide average learning growth for students in those quartiles.
  • **Intervention and support strategies** used by school boards whose DJJ programs demonstrate learning growth in English language arts and mathematics exceeding the statewide average learning growth.
District Report Card (continued)

• Progress in closing the achievement gap in both ELA and mathematics between higher-performing and lower-performing subgroups.
• Progress in demonstrating learning gains of its highest performing students.
• Success in improving student attendance.
• Grade-level promotion of students scoring in Levels 1 and 2 on the ELA and mathematics assessments.
• Performance in preparing students for transition from elementary to middle, middle to high, and high to postsecondary institutions and careers.
Welcome to Florida's District and School Report Cards

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

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

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

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

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### District Grades

<table>
<thead>
<tr>
<th>Year</th>
<th>District Name</th>
<th>District Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>01-ALACHUA</td>
<td>C</td>
</tr>
<tr>
<td>2013-14</td>
<td>02-BAKER</td>
<td>C</td>
</tr>
<tr>
<td>2013-14</td>
<td>03-BAY</td>
<td>C</td>
</tr>
<tr>
<td>2013-14</td>
<td>04-BRADFORD</td>
<td>C</td>
</tr>
<tr>
<td>2013-14</td>
<td>05-CALHOUN</td>
<td>B</td>
</tr>
</tbody>
</table>

#### English Language Arts Performance

![Bar Chart for ELA Performance]

#### Math Performance

![Bar Chart for Math Performance]
LEON COUNTY SCHOOL DISTRICT
DISTRICT GRADE REPORT, 2014-15

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

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

Student Achievement

<table>
<thead>
<tr>
<th>Subject</th>
<th>State</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>Math</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td>Science</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>67%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Acceleration

<table>
<thead>
<tr>
<th>Acceleration Type</th>
<th>State</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>Middle School</td>
<td>62%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Graduation Rate

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>State</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76%</td>
<td>84%</td>
</tr>
</tbody>
</table>
High SCHOOLS in LEON

School Grade: A
School Name: LAWTON CHILES HIGH SCHOOL
Address: 7200 LAWTON CHILES LN, TALLAHASSEE, 32312
School Grades Report

Map Symbol:
A B C D F

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

Student Achievement

<table>
<thead>
<tr>
<th>Subject</th>
<th>State</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>Math</td>
<td>76%</td>
<td>86%</td>
</tr>
<tr>
<td>Science</td>
<td>52%</td>
<td>91%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>54%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Acceleration

<table>
<thead>
<tr>
<th>Subject</th>
<th>State</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>58%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Graduation Rate

<table>
<thead>
<tr>
<th>Subject</th>
<th>State</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>76%</td>
<td>96%</td>
</tr>
</tbody>
</table>
School Improvement Ratings
Rule 6A-1.099822, F.A.C.
School Improvement Ratings – Rule Development

• Public workshops held in October 2015 on rule language and public comments received.

• Once learning gains can be calculated this summer the Commissioner will make a recommendation to the State Board of Education on the percent of points needed to achieve each rating category.

• Public comments will be solicited on the commissioner’s recommendation.

• State Board will likely take action on this rule in late summer/early fall.

• Once a rule is adopted, School Improvement Ratings for 2015-16 will be released.
School Improvement Rating

• Alternative schools and exceptional student education (ESE) Center schools choose whether to receive a school grade or a school improvement rating.

• If the school chooses to receive a rating, its students’ performance information is used in both the school’s rating and the students’ home-zoned school’s grade.

• The department provides the district a list of schools from which to verify the schools that are eligible to choose a rating.
School Improvement Ratings

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

• Schools must assess 80% of students to receive a rating.

• Schools that assess less than 90% of students are not eligible to receive a rating of Commendable.
Rating Components

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

• The rating of Commendable, Maintaining, or Unsatisfactory is based on the percentage of possible points earned by each school.

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

• The State Board of Education will establish the percentage of points needed for each rating.
Data Accuracy

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

• Districts will have 30 days after the preliminary calculation of school improvement ratings to appeal a school’s rating.

• If a school district determines that a different rating should be assigned to a school because of the omission of data, a data miscalculation, or other special circumstances, the school’s rating may be appealed.
Questions and Answers

Questions concerning Graduation Rate and Accountability Match Process can be directed to the Bureau of Accountability Reporting at evalnrpt@fldoe.org or (850) 245-0411