



Accountability Update



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Staff Updates

Legislative Update

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

Florida Students Lead the Nation in Reading and Math on NAEP

- Florida – Only State to Improve Significantly in Grade 4 Math, and Grade 8 Reading and Math

	2015	2017
Grade 4 Reading	227	228
Grade 4 Math	243	246 
Grade 8 Reading	263	267 
Grade 8 Math	275	279 

Note: Green shading denotes significant increase

African American Students

- African American Grade 4 Math and Grade 8 Reading and Math average NAEP scores increased from 2015 to 2017

	2015	2017	
Grade 4 Reading	213	212	
Grade 4 Math	228	233	
Grade 8 Reading	251	254	
Grade 8 Math	258	262	

Note: Green shading denotes significant increase

Hispanic Students Average Scores Increased

- Hispanic Grade 4 Reading and Math and Grade 8 Reading and Math average NAEP scores increased from 2015 to 2017

	2015	2017
Grade 4 Reading	224	225 
Grade 4 Math	240	242 
Grade 8 Reading	260	262 
Grade 8 Math	272	273 

Students Eligible for School Lunch

- Students eligible for school lunch Grade 4 and Grade 8 Math average NAEP scores increased from 2015 to 2017

	2015	2017	
Grade 4 Reading	220	219	
Grade 4 Math	235	239	
Grade 8 Reading	257	257	
Grade 8 Math	266	269	

Note: Green shading denotes significant increase

Students with Disabilities Average NAEP Scores Increased

- Students with disabilities Grade 4 Math and Reading, and Grade 8 Reading and Math average scores increased from 2015 to 2017

	2015	2017
Grade 4 Reading	205	206 
Grade 4 Math	228	230 
Grade 8 Reading	239	244 
Grade 8 Math	249	257 

Note: Green shading denotes significant increase

English Language Learners

- English Language Learners' Grade 4 Math, Grade 8 Reading and Math average scores increased from 2015 to 2017

	2015	2017
Grade 4 Reading	201	192 
Grade 4 Math	220	223 
Grade 8 Reading	226	228 
Grade 8 Math	240	247 

Note: Shaded boxes indicate a significant change

ESSA Update

- In December we received feedback on the ESSA state plan from USED
- Changes to address USEDs feedback
- No changes to Florida's state accountability systems
- Preserve the focus on increased student achievement
- Proposed the addition of some federal calculations to satisfy ESSA requirements and one waiver request
- Resubmitted the state plan on 4/20/18

ESSA Update

Changes in the state plan included:

- Federal percent of points index
 - School grades components and English language proficiency progress
 - English language proficiency progress – the percent of ELLs who make progress on ACCESS
 - ELLs who increase their composite proficiency level or
 - Remain at a composite score of 4, 5, or 6
 - 32 – 40%, TS&I tiered support
 - 31% or lower, CS&I tiered support
 - Calculated for all schools including ESE, Alternative and DJJ

ESSA Update

Changes in the state plan included:

- Identify A, B, and C schools with any subgroup whose performance is at or below 31% on school grades components
 - Subgroups include:
 - Economically disadvantaged students
 - Major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races)
 - Children with disabilities
 - English language learners
 - 31% or lower, TS&I
 - If not improved above 31% in 6 years, CS&I

ESSA Update

- These additional federal criteria – subgroup performance, graduation rate at 67% or below
 - **Do not** change the School Grade calculation
 - **Do not** require schools to enter school turnaround under the state’s DA system
- The federal percent of points index is only used to identify schools for additional tiered support
 - It is **not** used to determine a school’s grade
 - It is **not** used to identify schools for the state DA system

ESSA Update

- Comprehensive Support and Improvement (CS&I)

Current grade “D”, prior grade “D” or “F” OR	DA support
Current grade “F” OR	DA support
Graduation rate 67% or lower OR	Tiered Support (BSI)
Not “D” or “F” but Federal percent of points index 31% or lower	Tiered Support (SALA)

- Targeted Support and Improvement (TS&I)

Current grade “D” no prior year grade “D” or “F” OR	DA support
Federal percent of points index 32% to 40% OR	Tiered Support (SALA)
Subgroup performance on school grade components at or below 31%	Tiered Support (DPS)

ESSA Update

- Schools such as K-2 schools would receive a grade based on the school to which a majority of their students matriculate
 - As is currently done for school recognition purposes
- Schools testing less than 95% of their students will have to review their testing practices and submit a plan for change to achieve 95% tested

ESSA Update

- Submitted a waiver request based on feedback to expand the 8th grade mathematics assessment exemption
- Requested expansion to:
 - 6th and 7th graders taking the Algebra 1 or Geometry EOCs
 - 8th graders taking the Biology EOC
- If granted these students would not have to double test on both the EOC and the grade-level assessment consistent with Florida law

ESSA Update

- State, District and School Report Cards
 - Developing a new interactive report card that will provide the federally required components for the state, district and school level report cards.
 - It will include the information that is now accessed through SPARS in a more accessible format for parents and the general public
 - Includes the following:
 - School grade and School grade components
 - Components disaggregated by subgroup
 - State, District, School level
 - English Language Proficiency Progress
 - State, District, School level
 - Federal Percent of Points Index by school
 - Whether the school was identified for CS&I or TS&I
 - Per pupil expenditures

Accountability Rules Update

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

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



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School Accountability

School Accountability

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



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School Grade Model

School Grades Model

11 Possible Components

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Middle School (EOCs or industry certifications) (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)					
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)					

Calculating the School Grade

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

School Grades Scale

- The State Board of Education sets the scale and must, per state law, periodically review the scale to determine whether the expectations should be raised to encourage increased student achievement.
- If the Board adjusts the grading scale upward, it must inform the public and the school districts of the reasons for the adjustment and the anticipated impact on school grades.

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

School Grades Percent Tested

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

School Grades Inclusion of FSAA

- In January 2018, the State Board of Education approved the inclusion of FSAA results in school grades beginning with the 2017-18 school year.
 - Achievement - Level 3 or higher
 - Learning Gains
 - Learning Gains of the lowest performing 25%

FSAA Learning Gains

- Learning Gains Criteria
 - Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2, Level 2 to Level 4).
 - Split Levels 1 and 2 into multiple sections (Level 1 into thirds and Level 2 in half), and require the student to improve from section to section within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1).
 - Split Level 3 into two sections, and require the student to maintain the same section or improve from section to section within the Level. (e.g., move from the bottom half of Level 3 to the top half of Level 3).
 - Maintain a Level 4.



FSAA

English Language Arts

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



FSAA

Mathematics and EOCs

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

Low 25% - Inclusion of Alternate Assessments

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

Graduation Rate

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

Graduation Rate - Reminder

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



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School Improvement Ratings Model

School Improvement Rating Model

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

School Improvement Rating Model

2 Possible Components

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

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

School Improvement Rating Percent Tested

- Schools must assess 80% of students to receive a rating.
- Schools that assess less than 90% of students are not eligible to receive a rating of Commendable.

School Improvement Rating Scale

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

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

Three Year School Improvement Ratings

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

VAM Update

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

DJJ Accountability System

(A maximum of 11 measures)

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

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

DJJ Accountability Update - Timeline

- Winter 2017/Spring 2018
 - Simulation 2 and 3 based on students served during 2014-15 and 2015-16 and follow-up in 2015-16 and 2016-17
- Spring/Summer 2018
 - Gather requirements and develop processes to make data updates/corrections similar to school grades and school improvement ratings.
- Fall 2018/Winter 2019
 - Informational baseline Year 1 DJJ ratings, students served during 2016-17 and follow-up in 2017-18
 - Includes 8 measures for which complete data are available, and partial year data (November 2016-June-2017) for 3 measures based on the Common Assessment
 - Rule development process resumes, public workshops held on Rules 6A-1.099812, and 6A-1.099813
 - Recommendations submitted to the State Board of Education
- Spring 2019
 - DOE publishes informational baseline 1st year DJJ ratings using approved cut scores.
- Spring 2020
 - Year 2 DJJ ratings, and Bureau of School Improvement begins working with unsatisfactory schools to improve performance www.FLDOE.org

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