



Accountability Update

Florida Organization of Instructional Leaders (FOIL)
November 13, 2014



FLORIDA DEPARTMENT OF
EDUCATION
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Today's Topics

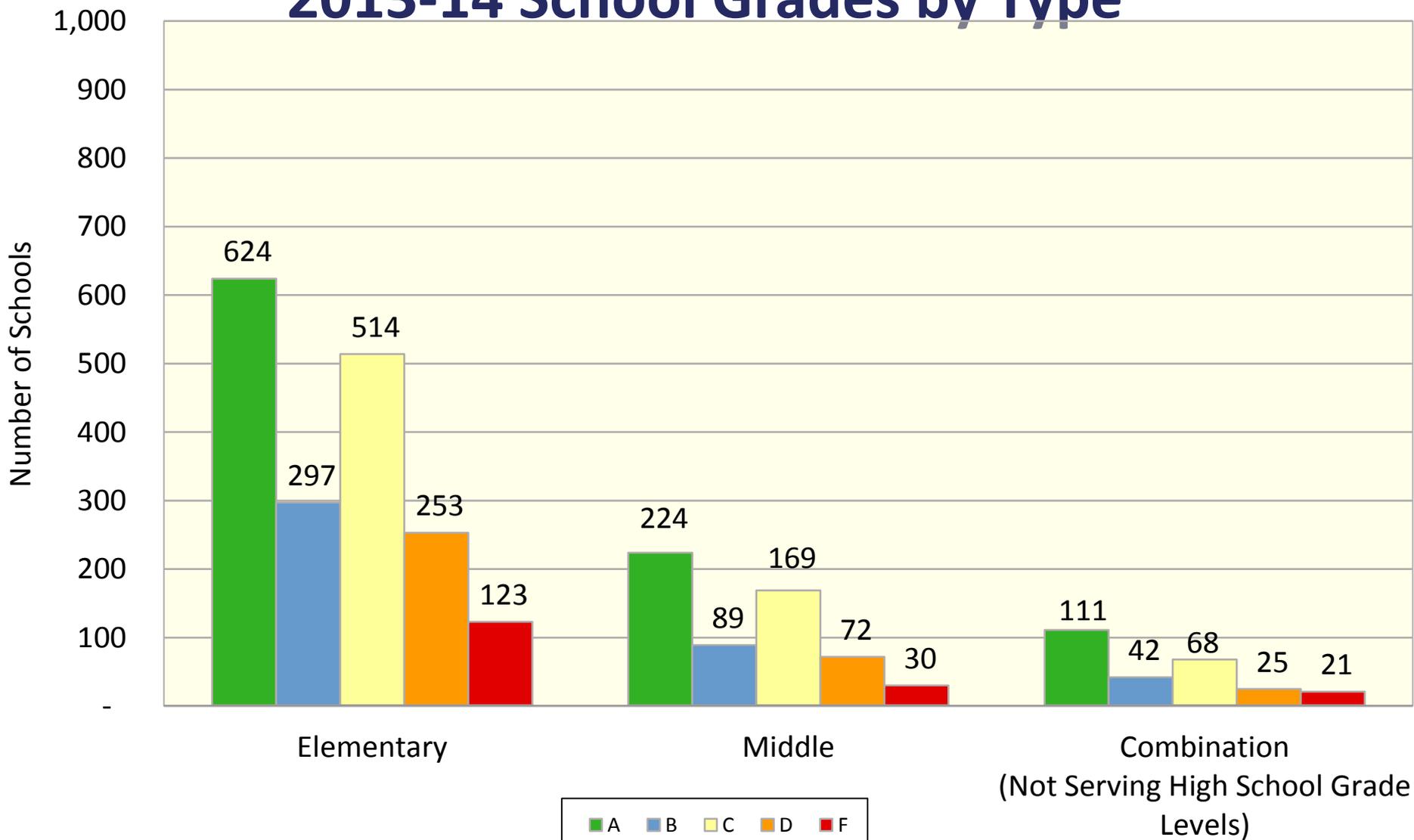
- Part 1:
 - Overview of 2013-14 Grades
 - High School Grades (2013-14)
- Part 2:
 - Accountability Changes for 2014-15
 - School Grades
 - School Improvement Ratings
 - District Grades/Report Card
 - Timelines
 - Key Legislation and Rules (list)



Part 1 – 2013-14 School Grades

- Overview of 2013-14 Grades
- High School Grades (2014)

2013-14 School Grades by Type



2013-14 School Grades Basic Model

50%

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

50%



High Schools 2013-14*

Changes in **Red**

Assessment Components – 50%				“Other” Components – 50%			
Reading	Math	Writing	Science	Acceleration (AP, IB, AICE, Dual Enrollment, Industry Cert.)	Grad Rate	College Readiness (ACT, SAT, CPT, PERT)	US History added
Performance				Participation (100 points)	Overall (200 points) 100 – Four Yr 100 – Five Yr	Reading (100 points)	EOC Performance (100 points)
FCAT 2.0, FAA (100 points)	EOCs (Alg., Geom.), FAA (100 points)	FCAT 2.0, FAA (100 points)	EOC (Biology), FAA (100 points)				
Learning Gains All Students							
FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)						
Low 25% Learning Gains				Performance (100 points)	At-Risk (100 points) 50 – Four-Yr 50 – Five Yr	Math (100 points)	
FCAT 2.0 (100 points)	EOC (100 points)						
(300 points)	(300 points)	(100 points)	(100 points)				
(300 points)	(300 points)	(100 points)	(100 points)	(200 points)	(300 points)	(200 points)	(100 points)

Additional Requirements:

- Learning gains requirement for the Low 25% in reading and math
- Test at Least 90% of students, 95% to earn an “A”
- Meet the at-risk graduation rate target to earn an “A” - 65% or improvement targets
- Reading performance requirement (≥ 25% satisfactory or higher on FCAT 2.0 Reading)

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

School Grading Scale

Reminder - Revised for High Schools 2013-14

(Regular High Schools Only – Does not Include Combination Schools)

Grade	Percentage of Points	Number of Points Needed
A	70%	1,120 points or more
B	65%	1,040 to 1,119 points
C	55%	880 to 1,039 points
D	50%	800 to 879 points
F	<50%	Fewer than 800 points

High Schools = 1600 possible points

High schools on the 800 point scale are also be subject to this provision

Postsecondary Readiness Cut Scores Updated in Rule 6A-10.0315, FAC

Effective for students taking the assessments on or after 10/22/13
(Revised Cut Scores are **in Red**)

CPT	
Math	72
Reading	83
SAT	
Verbal	440
Math	440
ACT	
Reading	19 (was 18)
Math	19
P.E.R.T.	
Reading	106 (was 104)
Math	114 (was 113)

High School Grade Updates for 2013-14

- Include U.S. History in the high school model at 100 points (in the “other” 50%) - **Rule 6A-1.09981**
- Reduce the points for HS acceleration to 200 points - **Rule**
- Increase the grade scale for high schools (type 03), since more than 75% of high schools in 2013 were an A or B - **Rule**
- Update cut scores for postsecondary readiness – **Rule (6A-10.0315)**
- “Safety Net” provision continues for 2013-14

2013-2014 High School Grades: Acceleration

Participation

- AP, IB, AICE; Industry Certifications; and Dual Enrollment
- Denominator = 11th and 12th graders plus qualifying 9th and 10th graders
- Students are weighted extra if they have more than 1 instance of participation (extra weighting of 0.1 for each additional dual enrollment course or accelerated exam taken)
- Maximum 100 points in 2014

Performance

- Weighted count of successful completions in accelerated coursework divided by the unweighted count of accelerated coursework participants
- Students receive additional weighting in the numerator if they have more than 1 successful completion (an additional 0.1 weighting for each additional successful completion). May earn weighting for industry certifications based on the minimum number of equivalent credit hours established by statewide articulation agreements
- Maximum 100 points in 2014

2013-14 Graduation Rate Summary Information

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

- At Risk Graduation Rate cohort = 8th graders who scored below level 3 on grade 8 FCAT Reading and Math

2013-14 Postsecondary Readiness Component

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

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

US History 2013-14

- Percentage of students who score at Level 3 or higher
- Maximum 100 points in 2014
- Denominator = full-year-enrolled, did not withdraw before the start of testing, and have a valid score on the U. S. History EOC
- Numerator = students included in the denominator that scored a level 3 or higher on the U. S. History EOC
- Data Source: Student assessment records matched to enrollment records

2013-14 Requirement for “A” High Schools

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



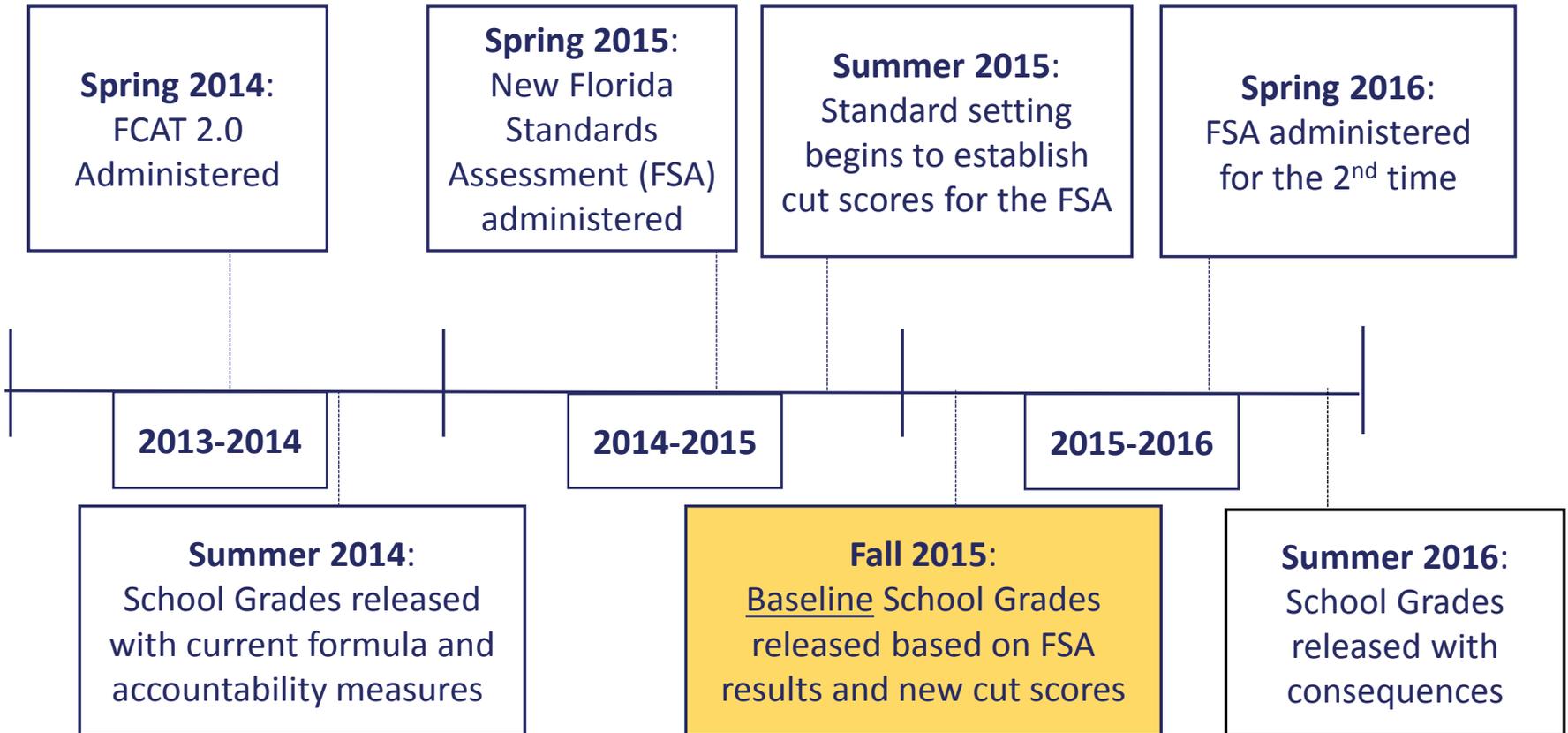
Part 2 - Accountability Changes Senate Bill 1642

Part 2

Accountability Changes for 2014-15

- School Grades
- School Improvement Ratings
- District Grades/Report Card
- Timeframes for rule development
- Specific issues for input by LPAC and AAAC

Assessment and Accountability Transition



Revised Education Accountability

- Governor's Education Accountability Summit and Executive Order
 - Provide stability and clarity with the transition to a new assessment
 - Pursue Florida's course of action regarding English Language Learners (ELL) in the ESEA waiver
 - Ensure the accountability system is fair and transparent and promotes improvement in student outcomes
- Senate Bill 1642 provides the framework for the updated school accountability system consistent with those objectives

Senate Bill 1642–Education Accountability Revisions

- Re-focuses 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
- Establishes a learning gains calculation that (1) requires students scoring below grade level to grow toward grade level performance, and (2) requires students already at grade level to progress beyond grade level performance

Senate Bill 1642–Education Accountability 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

Senate Bill 1642–Education Accountability Revisions

- Eliminates provisions that over-complicate the formula and muddle the meaning of a school grade
 - No bonus factors or additional weighting that may raise a school grade
 - No additional requirements or no automatic adjustments that may lower a school grade
- Ensures that the level of performance associated with an A-F school grade is transparently evident
 - Report all school grade components as percentages, each worth a maximum of 100 points
 - Report A-F grades based on a percentage of points earned (e.g., 70%, 80%), rather than a point total

Senate Bill 1642–Education Accountability Revisions

- Requires the State Board to reset the grading scale avoiding the compression of the current scale
 - There must be at least five percentage points separating the percentage thresholds needed to earn each of the school grades
- The State Board must 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

Elementary School Grades Model

- The school grade is based on the percentage of total points earned
- Each component is worth up to 100 percentage points.
- 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

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

- The school grade based on the percentage of total points earned
- Each component is worth up to 100 percentage points
- 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

English/ Language Arts	Mathematics	Science	Social Studies (Civics EOC)	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0%to 100%)	Achievement (0% to 100%)	Percentage of students who pass H.S. EOCs and industry certifications (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

- The school grade is based on the percentage of total points earned
- Each component is worth up to 100 percentage points
- 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
- Additional graduation rates (At-Risk and 5-year), college readiness measures (based on SAT, ACT, and PERT), and a stand-alone acceleration participation measure are eliminated from the model

English/ Language Arts	Mathematics (EOCs)	Science (Biology EOC)	Social Studies (US History EOC)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	Percent of students eligible to earn college credit through AP, IB, AICE, dual enrollment or earning an 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%)				

SB 1642 - School Improvement Ratings Revisions

- The school improvement rating will identify an alternative 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.
- The percentage of points necessary to receive each rating will be set in State Board of Education rule Fall 2015.

SB 1642 - School Improvement Ratings Revisions

- Ratings will be calculated based on the components for which the school has sufficient data
- Components of the calculation
 - Learning gains in English language arts (100 points)
 - Learning gains in mathematics (100 points)
- Learning gains will be calculated using the same methodology as school grades with the addition of retake assessments
- Beginning in 2016-17 if a school does not meet the requirements to receive a rating in the current school year and has not received a rating in the prior 2 school years the school shall receive a rating based on a compilation of learning gains for those three years

SB 1642 - District Accountability

District grade is calculated using all school grades components

- Achievement
 - English language arts
 - Mathematics
 - Science
 - Social studies
- Learning gains
 - English language arts
 - Mathematics
- Learning gains of the lowest 25% of students
 - English language arts
 - Mathematics
- Graduation Rate
- Acceleration

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 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 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

Senate Bill 1642–Education Accountability

Transition Year

- For the 2013-14 school year, there are no changes to the school grading system, except those already directed by pre-existing statute or State Board rule
- After Florida students take the new assessments for the first time in 2014-15, student performance level expectations (“cut scores”) will be set in the summer immediately following the first administration of the new assessment
- A new **baseline calculation** of school grades will occur in Fall 2015, which accurately reflects student performance on the Florida Standards and FSA
- This baseline, informational approach in the first year provides everyone – parents, schools, districts, the general public – a clear understanding of a student’s and a school’s **starting point** on the new, more rigorous Florida Standards and FSA
- It is this baseline performance that must be apparent and upon which schools must build to **improve the outcomes for all Florida students**

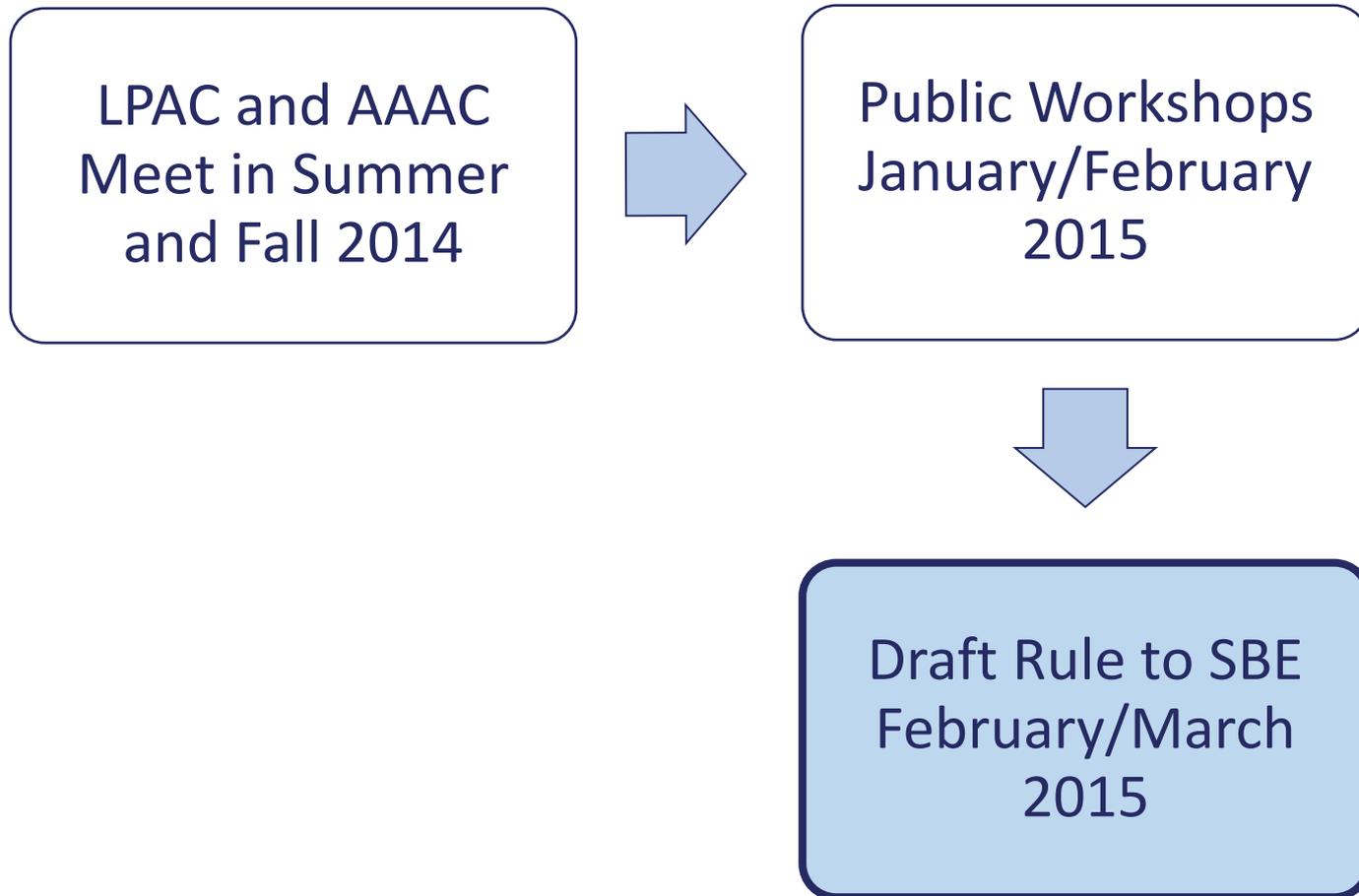
Senate Bill 1642–Education Accountability

Transition Year

No Consequences from the Baseline 2014-15 School Grades

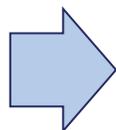
- No interruption in current support to underperforming schools through our Differentiated Accountability teams
- A school may not be required to select and implement a turnaround option in the 2015-16 school year based on the 2014-15 grade or school improvement rating
- A virtual school or approved provider that receives the same or lower grade or rating is not subject to sanctions or penalties that would otherwise result
- A district or charter school system designated as high-performing may not lose the designation based on the 2014-15 grades
- For purposes of determining grade 3 retention and high school graduation, student performance on the 2014-15 assessments shall be linked to 2013-14 student performance expectations

School Grades Framework Rule Development

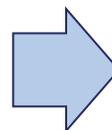


Second Rule Development School Grades Scale

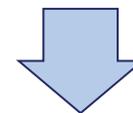
Assessment
Standards Setting
Meetings Summer
2015



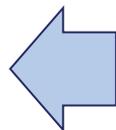
LPAC and AAAC
Meet
August/September
2015



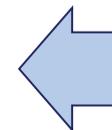
School Grades
Reactor Panel
Meets September
2015



School Grades
Calculated
November/
December 2015



School Grading Rule
to the SBE
October/November
2015



Public Workshops
September/October
2015

Specific Issues for Input

- Identifying the students in the revised acceleration success measure of School Grades (i.e., the denominator)
- Learning Gains for School Grades
- Learning Gains in the baseline year of 2014-15
- The use of lagged data for the high school measures in School Grades to ensure a summer release of all grades
- The expanded district report card

Some Key Statutes and Rules

- S. 1008.34, F.S. – School Grades, District Grades
- S. 1008.341, F.S. – School Improvement Ratings
- S. 1008.3415 – Accountability for ESE Centers
- S. 1002.45(8) – Virtual Instruction Provider (VIP) Accountability
- S. 1008.36 – Florida School Recognition Program
- Rule 6A-1.09981 – School Grades
- Rule 6A-1.099822 – School Improvement Ratings
- Rule 6A-1.099828 – ESE Centers (Accountability Requirements)
- Rule 6A-1.099811 – Differentiated Accountability (DA)

Contact Information and Resources

Questions about Florida school grading or other accountability processes?

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

Contact the Bureau of Accountability Reporting at

(850) 245-0411 or

evalnrpt@fldoe.org