



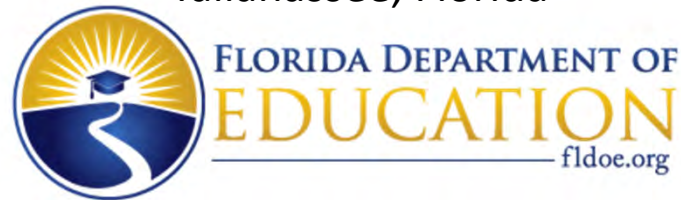
# Accountability Update

School Grades Technical Assistance Meeting

April 8 and 9, 2015

Orlando, Florida

Tallahassee, Florida



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

# Today's Topics

- Part 1:
  - Accountability Changes for 2014-15
    - School Grades
    - School Improvement Ratings
    - District Grades/Report Card
  - Key Legislation and Rules
- Part 2:
  - Graduation Rate Process for 2014-15
  - Accountability Match Files 2015-16
- Part 3:
  - Web Applications
    - School Types
    - Student Data Updates
    - Prior Year Data
    - Assessment Corrections



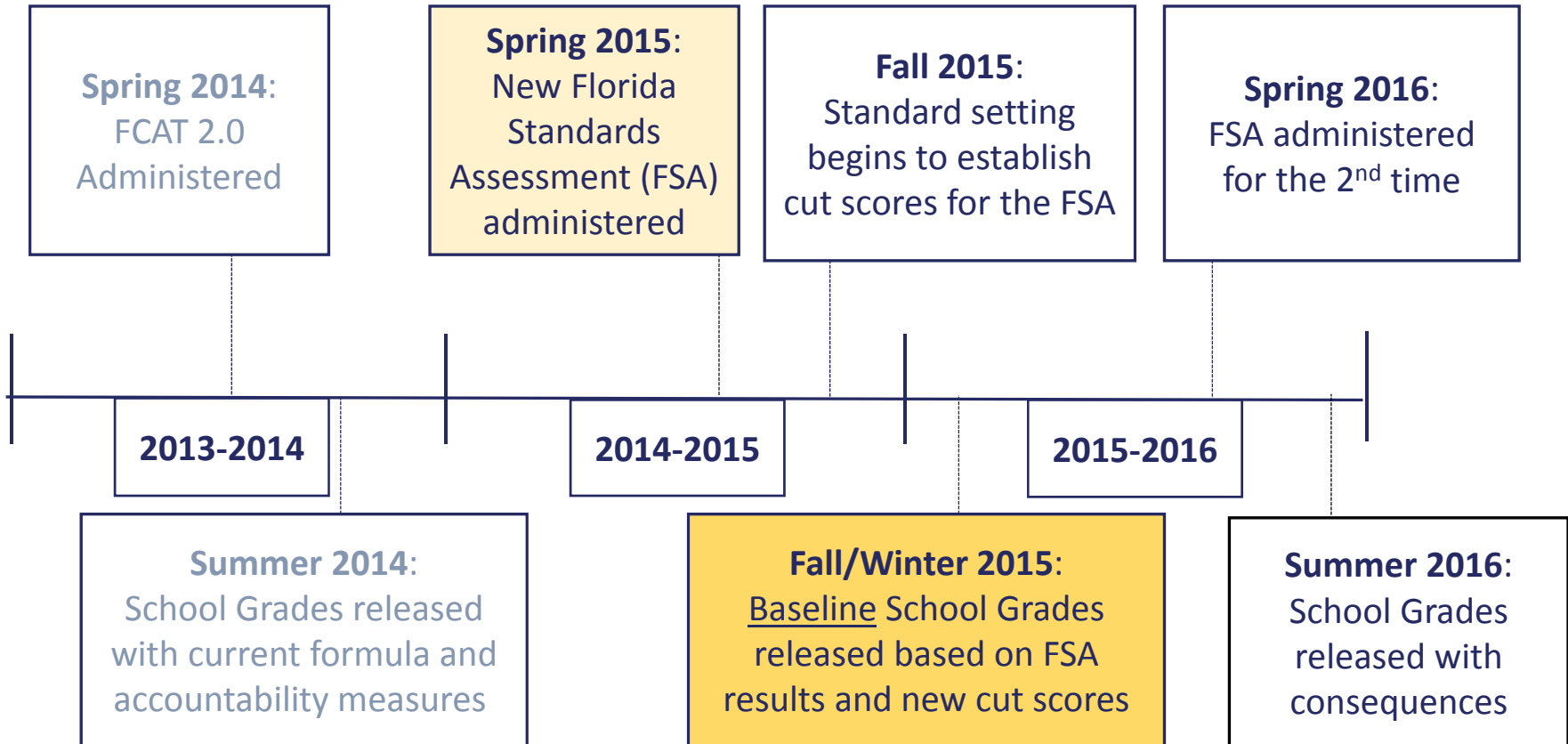
# Part 1 - Accountability Changes Senate Bill 1642

## Part 1

### Accountability Changes for 2014-15

- School Grades
- School Improvement Ratings
- District Grades/Report Card
- Transition Year
- 2015 Legislative Session

# Assessment and Accountability Transition



## Senate Bill 1642–Education Accountability Revisions

- 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
- 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%)				

## Learning Gains for School Grades

- SB 1642 - “In calculating Learning Gains ..., the State Board of Education shall 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.”
- Current method for calculating learning gains does not meet this criteria
- New language requires all students, except those in level 5, to demonstrate learning growth

## Students in the Acceleration Success Measure (i.e., the denominator)

- Middle Grades
  - SB 1642 - The percentage of eligible students passing high school level statewide, standardized end-of-course assessments or attaining industry certifications identified in the industry certification funding list.
- High School
  - SB 1642 - The percentage of students who were eligible to earn college and career credit through AP, IB, AICE, dual enrollment courses, or who at any time during high school earned national industry certifications

## Senate Bill 1642–School Improvement Ratings Revisions

- The school improvement rating shall 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
- Thresholds will be established in State Board rule
- Ratings based on learning gains of the students in ELA and mathematics at the alternative school in attendance, not a comparison to their gains when they were served in their home school
- Uses the same learning gains definition as school grades



# Senate Bill 1642–Education Accountability

## District Grade

- District grade is calculated using all school grades components
- District report card includes
  - Closing the gap between high and low performing subgroups
  - Learning gains of high performing and low performing students
  - Improvements in attendance
  - Promotion of students scoring at levels 1 and 2
  - Preparation of students for transition to middle school, high school, and postsecondary and careers

## District Report Card Metrics

- District grade
- 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 Metrics (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 2014-15 student performance level expectations (“cut scores”) will be set in the fall following the first administration of the new assessment
- A new **baseline calculation** of school grades will occur in Fall/Winter 2015, which 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 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

## 2015 Legislative Session - Status

- Assessment and Accountability bills
  - HB 7069 by the House Education Committee
  - SB 616 by Senator Legg – Laid on the Table
- Senate amended some of its language into HB 7069
- Senate voted to approve the amended HB 7069
- House concurred
- Governor signed the bill 4/14/15

## 2015 Legislative Session – HB 7069

### As it applies to School Grades

- Eliminates the grade 11 English language arts assessment
- Requires an independent verification of the psychometric validity of the statewide assessments
  - Independent entity doing the validation chosen by June 1 by a panel appointed by House, Senate, Governor's office
  - Verification completed by September 1
- Requires that the validity verification occur before school grades are published and before assessments may be used for evaluation purposes



## 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, F.S. – Accountability for ESE Centers
- S. 1002.45(8), F.S. – Virtual Instruction Provider (VIP) Accountability
- S. 1008.36, F.S. – Florida School Recognition Program
- Rule 6A-1.09981, F.A.C. – School Grades
- Rule 6A-1.099822, F.A.C. – School Improvement Ratings
- Rule 6A-1.099828, F.A.C. – ESE Centers (Accountability Requirements)
- Rule 6A-1.099811, F.A.C. – 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](mailto:evalnrpt@fldoe.org)



## Part 2 - Graduation Rate Process

## Part 2

### Graduation Rate Process for 2014-15

- Old process
- New process
- Discussion

## 2013-2014 Process (old process)

- A 3-year file was available in April 2014
  - DPS##.GQ.G63494.Y13145.P3YR
  - DPS##.GQ.G63494.Y13145.DUPS
- Survey 5 was pulled for Cohort purposes August 29, 2014
  - Formats pulled
    - Student Demographic
    - Student Course Schedule
    - Student End-of-Year Status
- Initial Cohort file was created in September 2014

## 2013-2014 Process (old process cont.)

- Mainframe Cohort Corrections process occurred September-October 2014
  - Files available on NWRDC
    - DPS##.GQ.F63494.Y13145.P4
    - DPS##.GQ.F63494.Y13145.DUPS

This file is to assist with locating those students who are coded as dropouts or non-graduates in your cohort but may be enrolled in another district in the state. The DUPs file is a listing of all students in the 2013-14 cohort who have been enrolled in more than one school district during the four-year window. Being in the file does not automatically indicate a student has been coded incorrectly, it merely means that he/she has been enrolled in more than one district during the past four years.

## **2014-2015 Process (New Process – work in progress)**

- Survey 5 will be pulled for Cohort purposes late August
  - Formats pulled
    - Student Demographic
    - Student Course Schedule
    - Student End-of-Year Status
- Initial Cohort file will be created in September 2015



## 2014-2015 Process (New Process – work in progress)

### Definite Changes:

- Once the initial cohort file is created, corrections must be made via a new automatically updating web application.
  - Corrections to the Cohort file will no longer be made using NWRDC.
  - Only valid entries will be allowed.
  - Only certain fields will be available to be changed.
  - Duplicates by district, school, and student id will not be allowed.
  - Processing is automatic so there is no need to wait for an edit report.

## 2014-2015 Process (New Process – work in progress)

- Definite Changes cont.
  - No 5-year Graduation Rate.
  - Results will be available on ARM's BI (Business Intelligence) tool.
    - <https://edstats.fldoe.org/SASPortal/public>
  - Reports can be pulled by the user from the BI tool.

## 2013-2014 Process (old process)

What did you like about the old process?

- Were there files that were specifically helpful?
- Were there any files that you never used?
- What reports are still necessary?



## Part 3 - Web Applications