



# Accountability Update

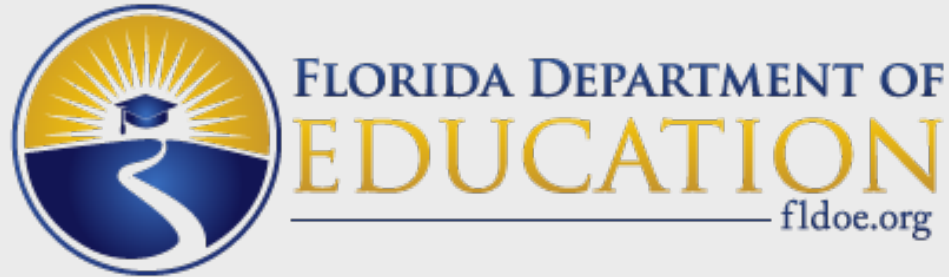
District Assessment and Accountability Coordinators Annual Meeting  
August 28, 2014  
Orlando, Florida



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

# Today's Topics

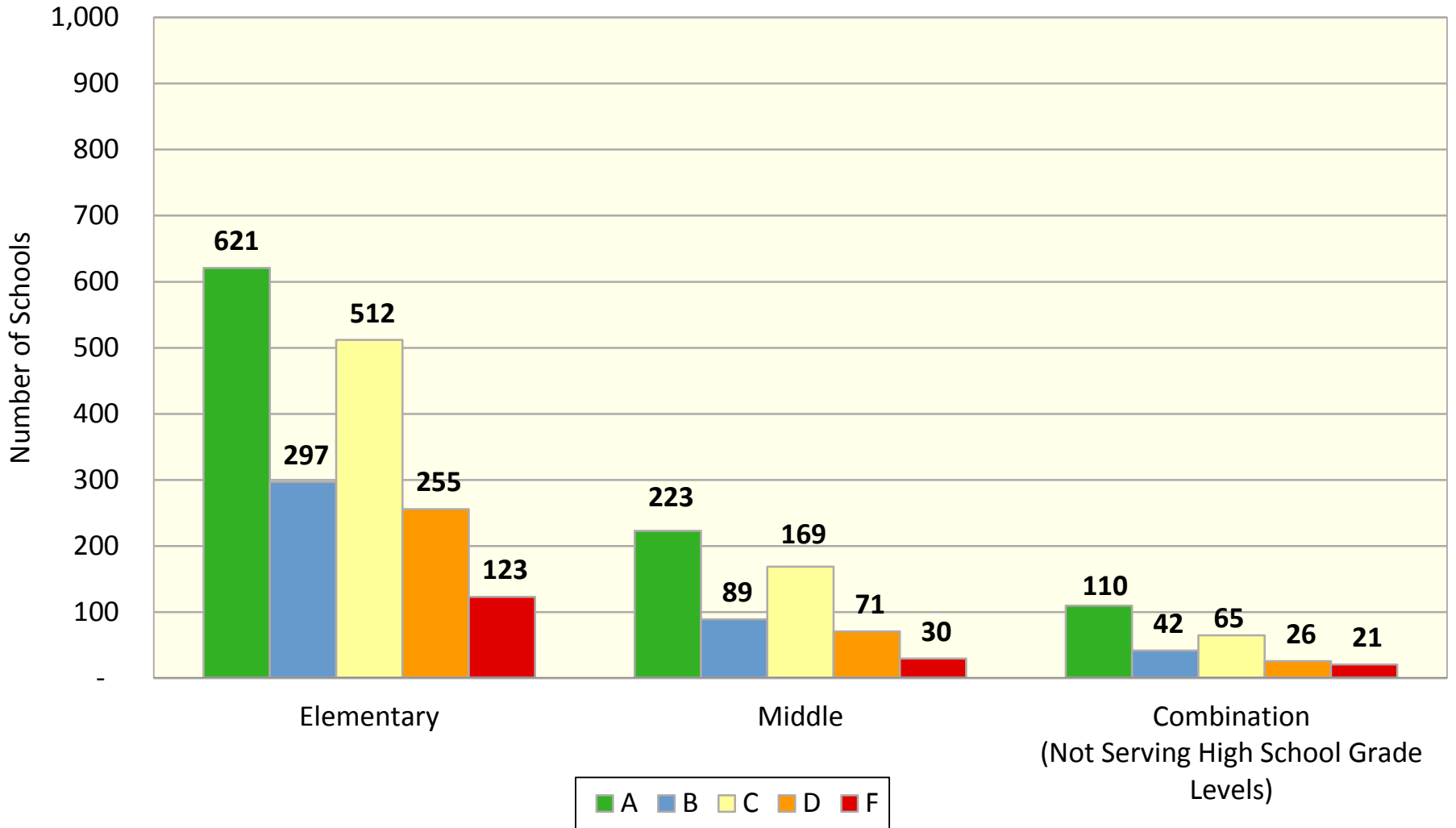
- Part 1:
  - Overview of 2013-14 Preliminary Grades
  - High School Grades (2014)
  - Data Reporting for High School Grades
- Part 2:
  - Data reporting for 2014-15
  - Timely Issues from Summer Appeals
- Part 3:
  - Accountability Changes for 2014-15
    - School Grades
    - School Improvement Ratings
    - District Grades/Report Card
    - Timelines
  - Key Legislation and Rules (list)



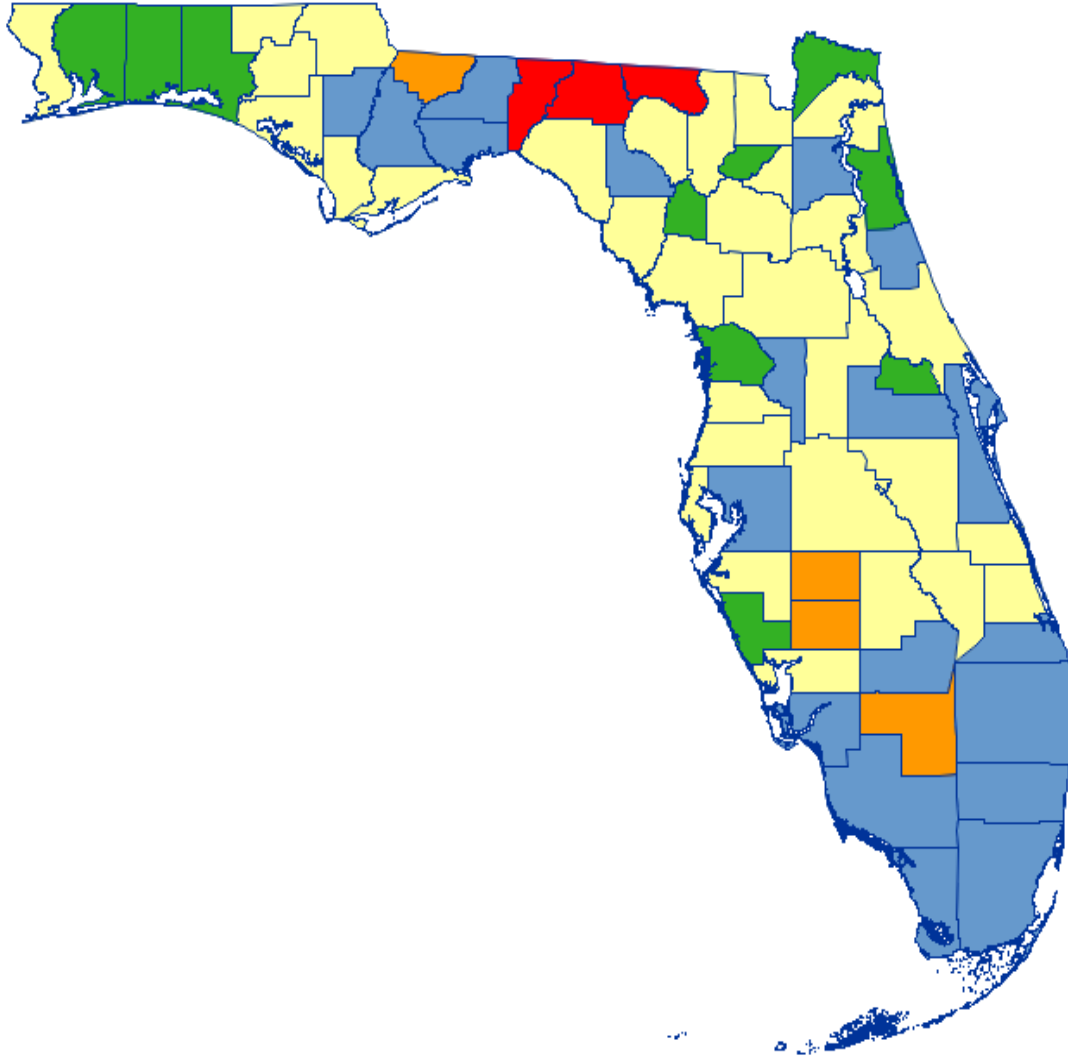
# Part 1 – 2013-14 School Grades

- Overview of 2013-14 Preliminary Grades
- High School Grades (2014)
- Data Reporting for High School Grades

# 2013-14 Preliminary School Grades by Type



# Preliminary 2013-14 District Grades



grade    ■ A    ■ B    ■ C    ■ D    ■ F

# 2013-14 School Grades Basic Model

50%

Reading	Math	Writing	Science
<b>Performance</b>			
(100 points)	(100 points)	(100 points)	(100 points)
<b>Learning Gains All Students</b>			
(100 points)	(100 points)		
<b>Low 25% Learning Gains</b>			
(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
<b>Performance</b>				Participation ( <b>100 points</b> )	Overall (200 points) 100 – Four Yr 100 – Five Yr	Reading (100 points)	EOC Performance ( <b>100 points</b> )
FCAT 2.0, FAA (100 points)	EOCs (Alg., Geom.), FAA (100 points)	FCAT 2.0, FAA (100 points)	EOC (Biology), FAA (100 points)				
<b>Learning Gains All Students</b>							
FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)						
<b>Low 25% Learning Gains</b>				Performance ( <b>100 points</b> )	At-Risk (100 points) 50 – Four-Yr 50 – Five Yr	Math (100 points)	EOC Performance ( <b>100 points</b> )
FCAT 2.0 (100 points)	EOC (100 points)						
(300 points)	(300 points)	(100 points)	(100 points)	( <b>200 points</b> )	(300 points)	(200 points)	( <b>100 points</b> )

**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
<b>A</b>	70%	1,120 points or more
<b>B</b>	65%	1,040 to 1,119 points
<b>C</b>	55%	880 to 1,039 points
<b>D</b>	50%	800 to 879 points
<b>F</b>	<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**)

<b>CPT</b>	
Math	72
Reading	83
<b>SAT</b>	
Verbal	440
Math	440
<b>ACT</b>	
Reading	<b>19</b> (was 18)
Math	19
<b>P.E.R.T.</b>	
Reading	<b>106</b> (was 104)
Math	<b>114</b> (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 (**ALL reported on Survey 5; no other sources**)
- Denominator = 11<sup>th</sup> and 12<sup>th</sup> graders plus qualifying 9<sup>th</sup> and 10<sup>th</sup> 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

# Data Sources for 2013-14

## High School Grades

### Accelerated Curriculum (Participation and Performance):

- **AP data:** Reported on Survey 5 (Student Assessment record format)
- **IB data:** Reported on Survey 5 (Student Assessment record format)
- **AICE data:** Reported on Survey 5 (Student Assessment record format)
- **Dual enrollment data:** Reported on Survey 5 (Student Course Transcript Information record format). Includes college credit-earning courses taught at private postsecondary Florida colleges
- **Industry certification data:** Reported on Survey 5 (Career and Technical Education Student Course Schedule record format)
- Links to the record format descriptions are accessible online at the following URLs:

[http://www.fldoe.org/eias/dataweb/student\\_1314.asp#REPORTING\\_FORMATS](http://www.fldoe.org/eias/dataweb/student_1314.asp#REPORTING_FORMATS) (2014)

[http://www.fldoe.org/eias/dataweb/student\\_1415.asp#REPORTING\\_FORMATS](http://www.fldoe.org/eias/dataweb/student_1415.asp#REPORTING_FORMATS) (2015)

- **Survey 5 deadline for HS grades – October 10, 2014**

# 2013-14 Graduation Rate Summary Information

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

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

# Data Sources for 2013-14 High School Grades Graduation Rate

Graduation Rate (and At-Risk Graduation Rate):

- Source data is derived from data reporting formats and elements on the DOE student database
- Review and Corrections process is administered annually
- Reminder - August 29 = last date of Survey 5 data submissions before corrections are limited to the cohort file
- Instructions to follow (will be same as in prior year)

Beginning in September, corrections will be limited to cohort data files provided by the DOE specifically for that purpose

**Submission deadline for file corrections = October 10, 2014.**

This is a non-appealable issue.

## 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

# Data Sources for 2013-14

## High School Grades

### Postsecondary Readiness:

- SAT data: supplied by the College Board. See also [www.collegeboard.com](http://www.collegeboard.com)
- ACT data: supplied by ACT Education. See also [www.act.org](http://www.act.org)
- CPT data: collected from Florida colleges and stored in DOE data repository
- PERT data: supplied by scoring and reporting contractor (McCann Associates) and stored in DOE data repository
- A separate **corrections/review period** will be set in **October/November 2014** for ACT, SAT, CPT/PERT data to focus on maximizing records matching



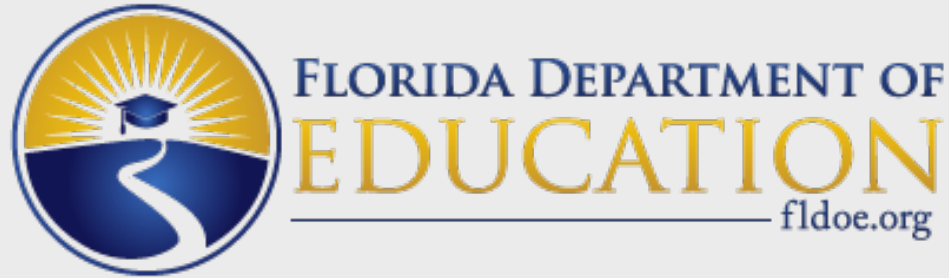
# US History 2013-14

- 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**

# Sneak Peak – New High School Grades Data Corrections Application



## Part 2 – Preparing for 2014 -15 School Grades

- Data processes for 2014-15
- Areas for Improvement

# 2014-15 Accountability Data Processes: Key Functions

- Identifying Schools and School Types for Accountability Reporting
- Student Database Reporting
- Web-based Applications (resources for districts) -- Maximizing Accuracy of Matching Processes and Accounting for Changes in Student Status after Survey 3 and Prior to Testing

# Identifying Alternative Schools for Accountability Reporting

Alternative education status is determined by the Primary Service Type on the Master School ID file

- Annually, district coordinators receive instructions for reviewing the status of schools to update the accountability list of alternative schools

MSID file online:

<http://doeweb-prd.doe.state.fl.us/EDS/MasterSchoolID/index.cfm>

- Changes to the MSID file can be made through EIAS ([www.fldoe.org/eias](http://www.fldoe.org/eias))
- Once alternative schools are identified, the alternative school administration has legal authority to choose whether to receive a regular grade or a school improvement rating

# Identifying ESE Center Schools for Accountability Reporting

- ESE centers = Separate schools serving 100% students with disabilities in grades K-12
- A preliminary list is prepared by the DOE using school level enrollment data matched to SWD membership data
- The list will be shared with districts and will allow for district input before being finalized
- Once ESE Center schools are identified, the ESE Center school administration has legal authority to choose whether to receive a regular grade or a school improvement rating

# Use of Assessment Results in a Home School's Grade

- If an alternative school or ESE center chooses a school improvement rating, achievement scores and learning gains of students at the alternative school (or ESE center) are included in the home school's grade
  - (Not applicable to charter schools that are alternative schools or ESE centers)
- FAA scores at levels 1-3 are not credited back from ESE centers to home schools if the students have always been enrolled in an ESE center while in the district
- “Home school” is the school to which the student would be assigned if he/she were not enrolled in the alternative school



# Reporting Home School Data for Students at Alternative Schools and ESE Centers

- School districts are required to report this information on annual student database submissions (Survey 3 – February FTE reporting period)
    - “School Number, Zoned School”
    - “District Number, Zoned School”
  - Applies to students enrolled in alternative schools, ESE centers, and hospital/homebound programs\*
- \* For hospital/homebound programs, this requirement applies only when the HH program has a separate MSID number from the student’s reported home school

# Accountability School Types File

- A school types file is prepared annually for review/updating (access via Web application; notification sent to accountability coordinators)
- Preliminary file set to previous year's final assigned school types as long as the grade configuration does not change
- Web Site provided for districts to review assigned types
- The accountability school type does not have to be the same as the MSID type
- New schools assigned initial type based on Survey 3 student enrollment grade levels
- File finalized after several weeks allotted for district review and feedback
- School types are needed for analysis of school grades data

# Florida DOE Student Database Records Reporting

Essential for calculating and reporting school accountability outcomes

## **Critical Functions:**

- Allows for matching of membership (Student Demographic Information) records (Survey 2 and 3) to establish full-year enrollment
- Allows for matching of membership records to assessment records (which determines which schools are credited with which assessments)
- Determines race/ethnicity (for AMO reporting)
- Determines lunch status (for AMO reporting)
- Determines English language learner status and length of time in school in the U.S. (for AMO reporting and school grades)
- Determines disability status (for AMO reporting)
- Identifies students enrolled with Virtual Instruction Providers (for statewide virtual provider grades)
- Provides other key data applicable to high school grades (Survey 5 & graduation rate cohort data)

# Student Database Reporting

## Surveys 2 & 3:

- Matching of membership (Student Demographic Information) records (Survey 2 and 3) to establish full-year enrollment. Initial process in the annual accountability production cycle.
- Districts notified of matching files resources (provided by DOE) and procedures to confirm enrollments one month in advance of closing of Survey 3 for accountability processes. Notice sent in early February.
- Survey 3 closing date for accountability purposes in 2015 = March 13
- Difference between Survey 3 deadline for accountability purposes and final deadline for submitting Survey 3 amendments
- Key record formats:
  - Student Demographic Information
  - Exceptional Student
  - English Language Learner Information
  - Federal/State Indicator Status
  - Student Course Schedule

# Student Database Reporting

## Student Demographic Information:

URL: [http://www.fldoe.org/eias/dataweb/database\\_1415/1415sdi.asp](http://www.fldoe.org/eias/dataweb/database_1415/1415sdi.asp)

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

## Key Data Elements:

- **School of Enrollment** (School Number, Current Enrollment) --The school to which assessment scores of students are credited
- Lunch Status
- Race
- Ethnicity
- English Language Learners, PK-12
- Student ID # (Student Number Identifier, Florida)
- Alias Student ID# (Student Number Identifier – Alias, Florida)
- Student Name
- Birth Date
- Grade Level
- District Number, Zoned School
- School Number, Zoned School (home school)
- English Language Learners: Date Entered United States School (NEW to Demographic Format)
  - Establishes the date on which a student entered school in the U.S. Length of time from the initial date of testing (FCAT 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 all calculations**

# Student Database Reporting

## Exceptional Student :

URL: [http://www.fldoe.org/eias/dataweb/database\\_1415/1415exst.asp](http://www.fldoe.org/eias/dataweb/database_1415/1415exst.asp)

Key elements –

- Primary Exceptionality (Exceptionality, Primary)
- Other Exceptionality (Exceptionality, Other)
- Exceptional Student, IDEA Educational Environments
  - Used to help determine ESE Center Schools.
- Survey 3 reporting

## English Language Learner Information:

URL: [http://www.fldoe.org/eias/dataweb/database\\_1415/1415lep.asp](http://www.fldoe.org/eias/dataweb/database_1415/1415lep.asp)

- English Language Learners: ESOL Entry Date

## Federal/State Indicator Status:

URL: [http://www.fldoe.org/eias/dataweb/database\\_1415/1415fsis.asp](http://www.fldoe.org/eias/dataweb/database_1415/1415fsis.asp)

- 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, their test scores are not included in School improvement rating.

# Student Database Reporting

## Student Course Schedule:

URL: [http://www.fldoe.org/eias/dataweb/database\\_1415/1415scs.asp](http://www.fldoe.org/eias/dataweb/database_1415/1415scs.asp)

- Key for compilation of EOC course records (Surveys 3, 2, 4, and 1)
  - Participation rates (percent tested)
  - 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)
- **Virtual Instruction Provider (data element)**  
[http://www.fldoe.org/eias/dataweb/database\\_1415/184325.pdf](http://www.fldoe.org/eias/dataweb/database_1415/184325.pdf)
  - 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 the providers
  - 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 in Appendix CC of student database manual:  
[http://www.fldoe.org/eias/dataweb/database\\_1415/appendcc.pdf](http://www.fldoe.org/eias/dataweb/database_1415/appendcc.pdf)
- For students with a school number reported as 7001, the provider code(s) should be reported accurately on the applicable Student Course records



## Virtual Instruction Providers (VIPs)

Current provider codes:

<b>Code</b>	<b>Provider (2014-15)</b>
071	Florida Virtual School FT (grades 9-12)
301	Florida Connections Academy, LLC (grades K-8)
302	K12 Florida, LLC (grades K-12)
308	Somerset Academy, Inc. (grades 6-12)
309	Edgenuity (grades 6-12)
310	Edmentum (grades 6-12)
311	Mater Virtual Academy (grades 6-12)

# DOE Report to Assist Districts and Providers in Reviewing Enrollments for VIPs

## EIAS Report F71198 :

### Full-Time Virtual Students

- Available for Surveys 2 and 3
- To verify student data for school 7001
- Prepared by DOE, requested by the district who must then share with the providers
- Report lists student name, ID, grade level, VIP provider code and name
- Please share with provider early in process for both surveys so the data can be verified by the providers

# Data Processes

## Things to Keep in Mind

- District accountability coordinators receive notice of each process through e-mail notices and memoranda from [EVALNRPT@fldoe.org](mailto: EVALNRPT@fldoe.org) (Evaluation and Reporting) and [EVALNRPT\\_WebApps@fldoe.org](mailto: EVALNRPT_WebApps@fldoe.org)
- District MIS contacts are copied on e-mails for processes that involve submission of records to the DOE database
- Survey 3 lockdown date for accountability coincides with end of state processing (**March 13, 2015**)
- The Web Applications processes (with which district accountability coordinators should be familiar) provide for updates/corrections that are separate from regular database reporting
- Two technical assistance workshops were held this year (2014) to assist districts in the use of the Web applications

# Accountability Data Processes: Web Applications

(for District Accountability Coordinators)

## Secure Web Applications:

- Prior-Year Data
- Student Data Updates
- Assessment Data Corrections
- High School Grades

These applications provide for district review of accountability data and the opportunity to submit corrections or updates to maximize data quality

# Data Processes/Web Applications

## Prior Year Data:

- Needed for learning gains calculations
- Needed for determining EOC first time test takers/retakers
- Based on matching students in the current year to prior-year assessment data
- Provides for additional student-to-assessment matching through corrected records
- Working on updating the application to process data automatically

# Data Processes/Web Applications

## Student Data Updates:

- Changes in student status after Survey 3 but before testing
  - Grade level
  - ESE status
  - ELL status
  - Withdrawals
  - Other
- Working on updating the application to process data automatically

# Data Processes/Web Applications

## Assessment Corrections:

- Maximizes matching of assessment records to students
- Last application to open and close
- Availability of current-year assessment data determines open period
- Working on updating the application to process data automatically

# Data Processes/Web Applications

## High School Grades:

- Survey 5/Acceleration - Maximizes matching of AP, IB, IC, AICE, and Dual Enrollment reported on Survey 5 to INDV students
- Graduation Rate Cohort Corrections – NEW in 2014-15!

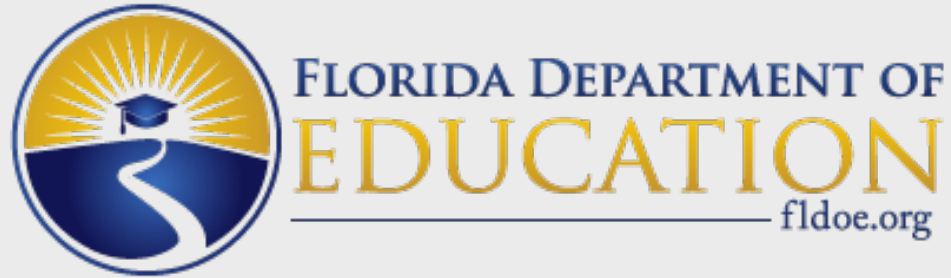


# Areas for Improvement in Data Reporting

- Reporting Date Entered US School
- Reporting Zoned school (school/district number, zoned school)
- Reporting withdrawals after survey 3 closes for accountability in the Student Data Updates application
- Reporting if a student has not finished 80% of the course content prior to taking an EOC

# Areas for Improvement: Reporting Virtual Instruction Providers (VIPs)

- Enrollment data for Virtual Instruction Providers (VIPs)
  - VIPs do not have direct access to the DOE student database therefore Districts must work with VIPs to get enrollment information for VIP students
    - If the districts do not report the VIP information correctly then the VIP's grade will not accurately reflect their student's progress
    - If a VIP receives two D's or F's in a consecutive four year period then district contacts must be terminated
  - The DOE produces a database-generated report that district MIS offices should request to show point-in-time enrollments for VIPs (Report F71198)
    - Available for Surveys 2 and 3
    - To verify student data for school 7001
    - Report lists student name, ID, grade level, VIP provider code and name
  - Results of this report should be shared with VIPs **before** the close of Survey 3 for accountability purposes, so that any needed adjustments can be reported by that deadline
  - DOE will be working with Districts and VIPs closely this year to help ensure that data for students attending VIPs is reported accurately



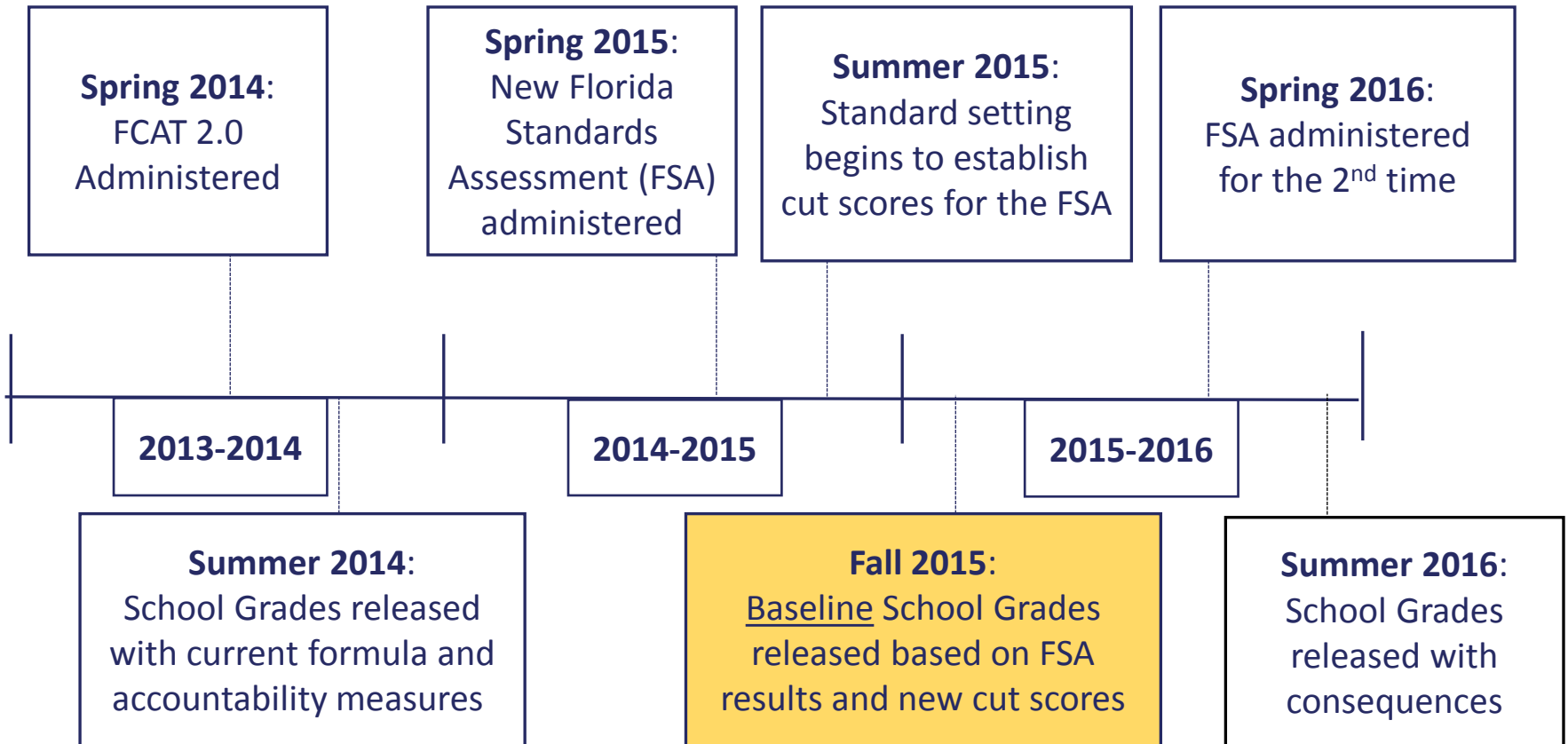
# Part 3 - Accountability Changes Senate Bill 1642

## Part 3

### 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

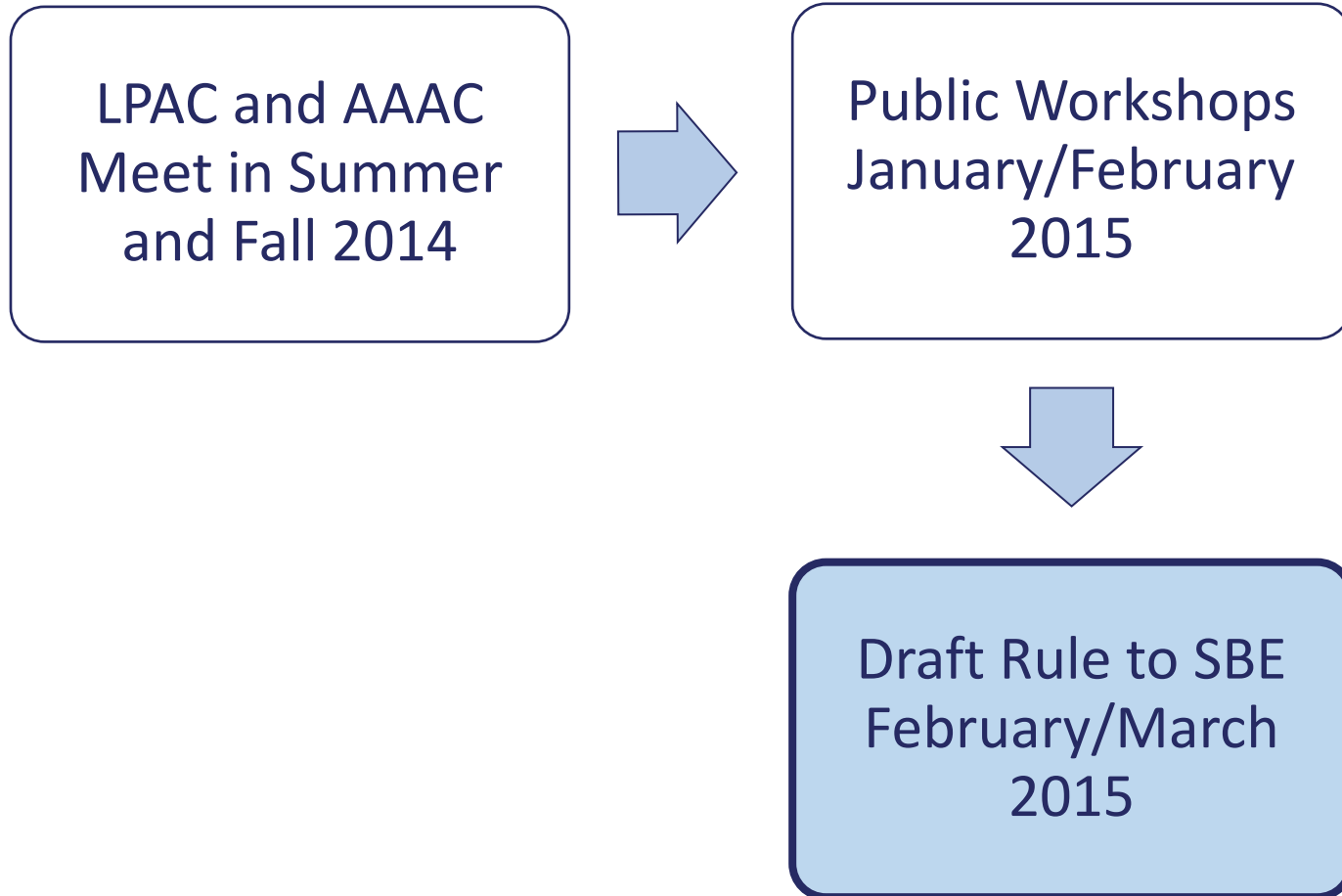
- For the 2013-14 school year, there are no changes to the school grading system, except those already directed by pre-existing statute or State Board rule
- After Florida students take the new assessments for the first time in 2014-15, student performance level expectations (“cut scores”) will be set 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 – **truth in advertising**
- 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

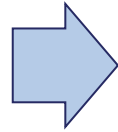
- No interruption in current support to underperforming schools through our Differentiated Accountability teams
- A school may not be required to select and implement a turnaround option in the 2015-16 school year based on the 2014-15 grade or school improvement rating
- A virtual school or approved 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

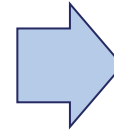


## Second Rule Development School Grades Scale

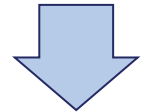
Assessment  
Standards Setting  
Meetings Summer  
2015



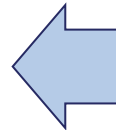
LPAC and AAAC  
Meet  
August/September  
2015



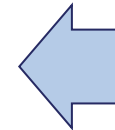
School Grades  
Reactor Panel  
Meets September  
2015



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](mailto:evalnrpt@fldoe.org)