



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# FOIL Accountability Update

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# Overview

- Assessment Results Key Findings
- School Grades
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  - Opt-In Results
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  - Adjustment to the 2020-21 Calculation
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- Looking Ahead
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  - DJJ Accountability

## 2021 State Assessment Results Key Findings

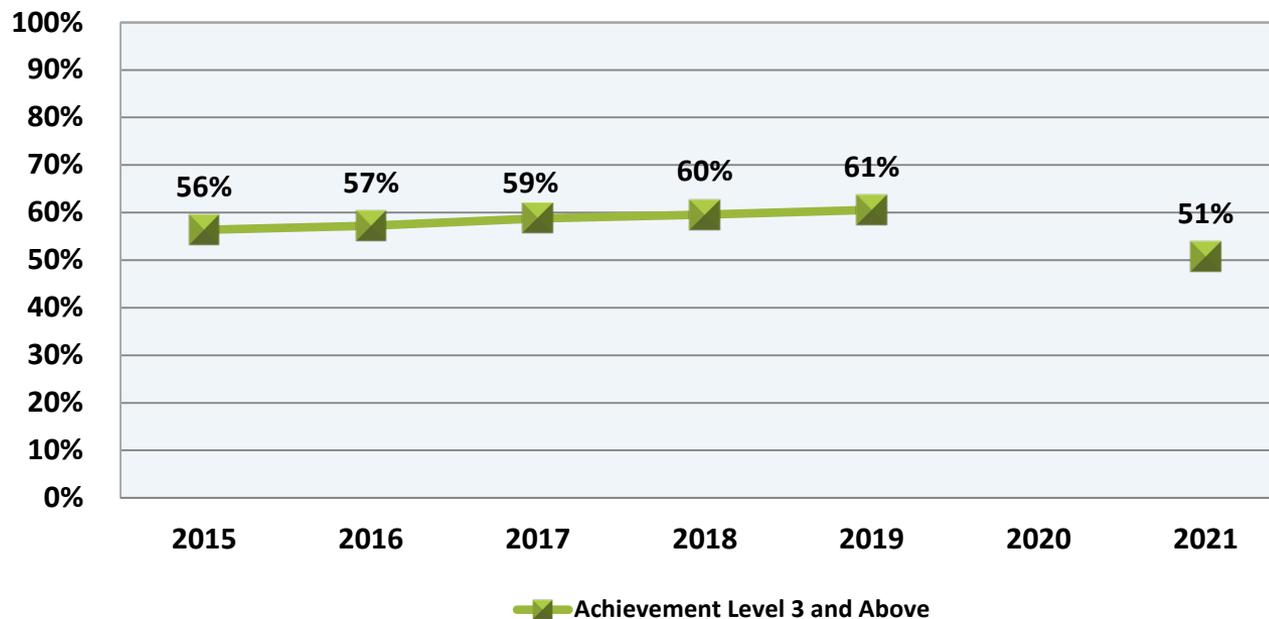
- **Nearly 94%** of Florida's students successfully participated in the Spring statewide assessments.
- **Districts with higher rates of in-person instruction performed better** than districts with higher rates of innovative instruction, on average.
- Overall performance decreased across all four core subjects and student subgroups, especially in mathematics, compared to 2019.
  - Student Subgroups:
    - African American
    - Hispanic
    - White
    - Students with Disabilities
    - English Language Learners
    - Economically Disadvantaged

# Mathematics Grades 3-8 (FSA & EOCS): Average Change of Students Instructed In-Person

- On all Mathematics assessments in grades 3 through 8, districts with higher rates of in-person instruction, **on average**, had lower rates of declines in performance between 2019 and 2021.

% Instructed In-Person	Average Change	Number of Districts
75% or Fewer Instructed In-Person	-12%	19
76%-89% Instructed In-Person	-8%	26
90% or More Instructed In-Person	-6%	26

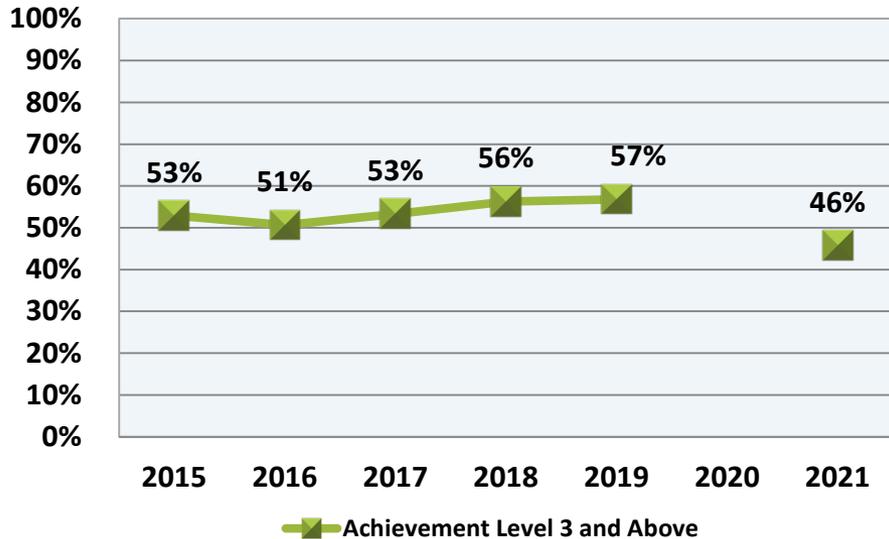
# Mathematics Grades 3-8 (FSA & EOCS): Overall Performance



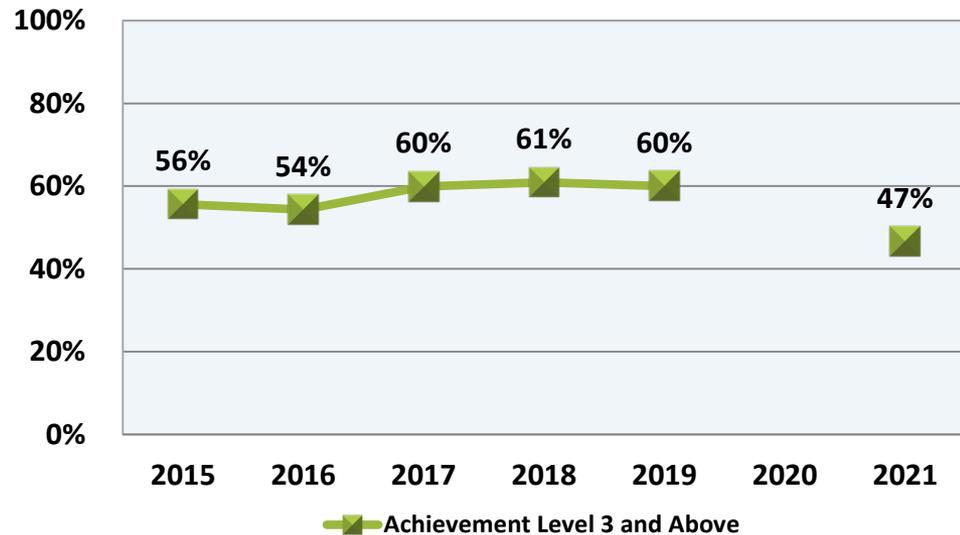
Measure	Change from 2019
% Achievement Level 3 and Above	-10%

# Mathematics: Overall Performance

## Geometry EOC



## Algebra 1 EOC



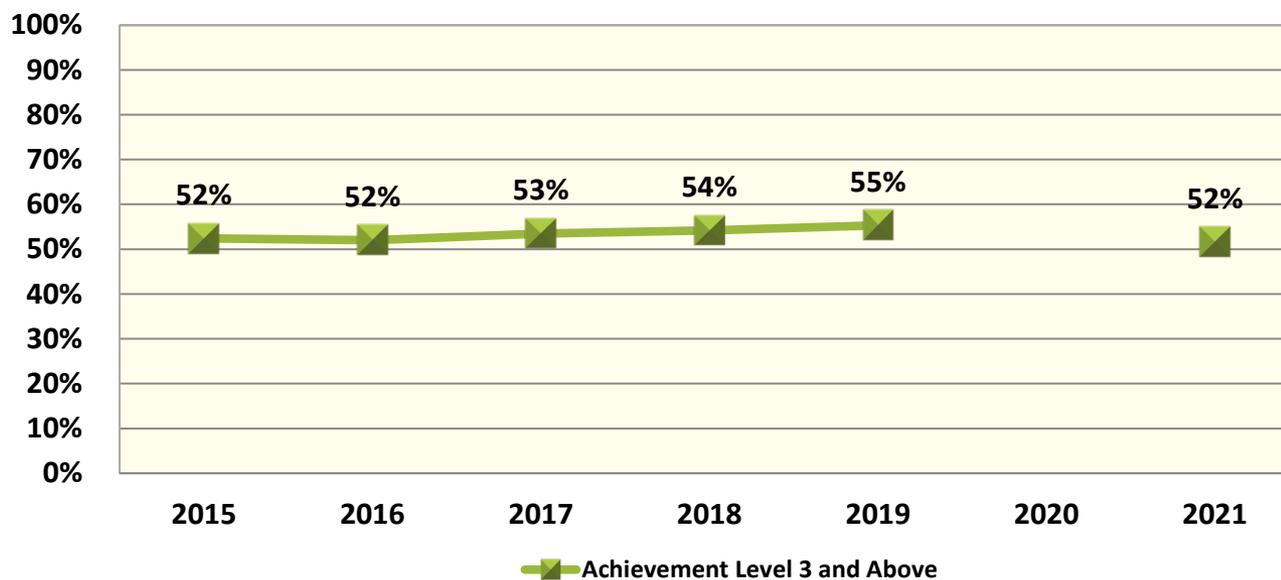
Measure	Change from 2019
% Achievement Level 3/+	-11%

Measure	Change from 2019
% Achievement Level 3/+	-13%

# Mathematics Grades 3-8 (FSA & EOCS): Subgroup Performance

Subgroup	% Level 3 and Above		% Point Change
	2019	2021	
African American	43%	30%	-13%
Hispanic	58%	46%	-12%
White	72%	65%	-7%
Students with Disabilities	31%	24%	-7%
English Language Learners	34%	23%	-11%
Economically Disadvantaged	51%	39%	-12%

# ELA Grades 3-10: Overall Performance



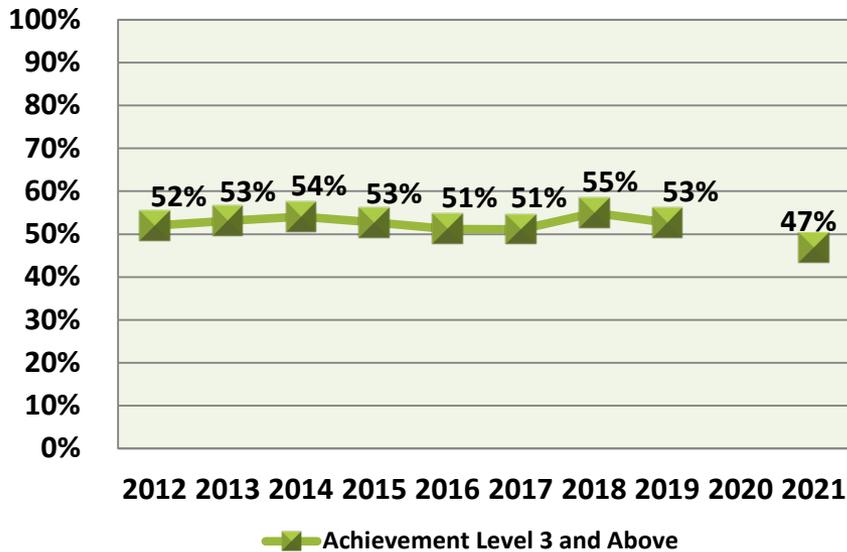
Measure	Change from 2019
% Achievement Level 3 and Above	-3%

# ELA Grades 3-10: Subgroup Performance

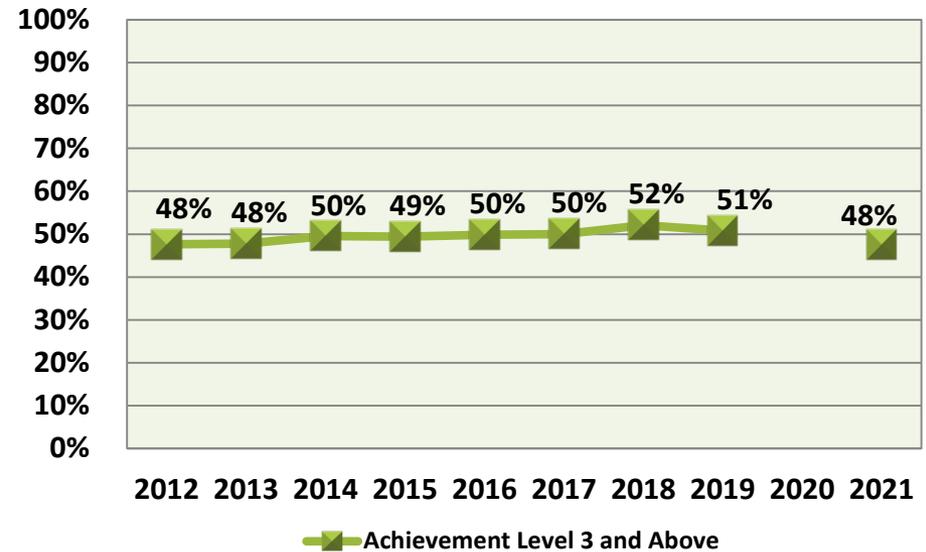
Subgroup	% Level 3 and Above		
	2019	2021	% Point Change
African American	38%	34%	-4%
Hispanic	52%	48%	-4%
White	67%	63%	-4%
Students with Disabilities	22%	20%	-2%
English Language Learners	17%	15%	-2%
Economically Disadvantaged	45%	41%	-4%

# Science: Overall Performance

## Grade 5



## Grade 8



Measure	Change from 2019
% Achievement Level 3/+	-6%

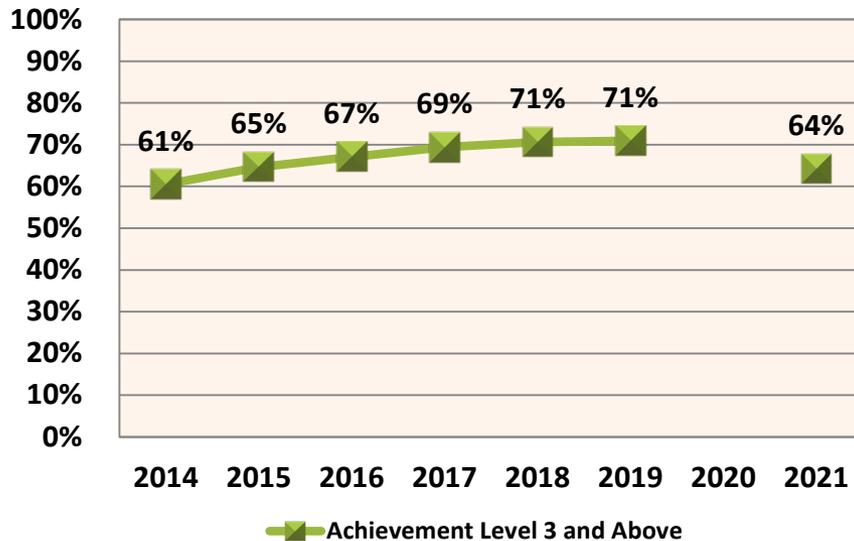
Measure	Change from 2019
% Achievement Level 3/+	-3%

# Science Grades 5 & 8 (EOCs): Subgroup Performance

Subgroup	% Level 3 and Above		
	2019	2021	% Point Change
<b>Grade 5 Science</b>			
African-American	33%	26%	-7%
Hispanic	48%	41%	-7%
White	67%	62%	-5%
Students with Disabilities	24%	21%	-3%
English Language Learners	15%	13%	-2%
Economically Disadvantaged	43%	36%	-7%
<b>Grade 8 Science</b>			
African-American	31%	28%	-3%
Hispanic	46%	43%	-3%
White	64%	61%	-3%
Students with Disabilities	18%	17%	-1%
English Language Learners	10%	9%	-1%
Economically Disadvantaged	39%	36%	-3%

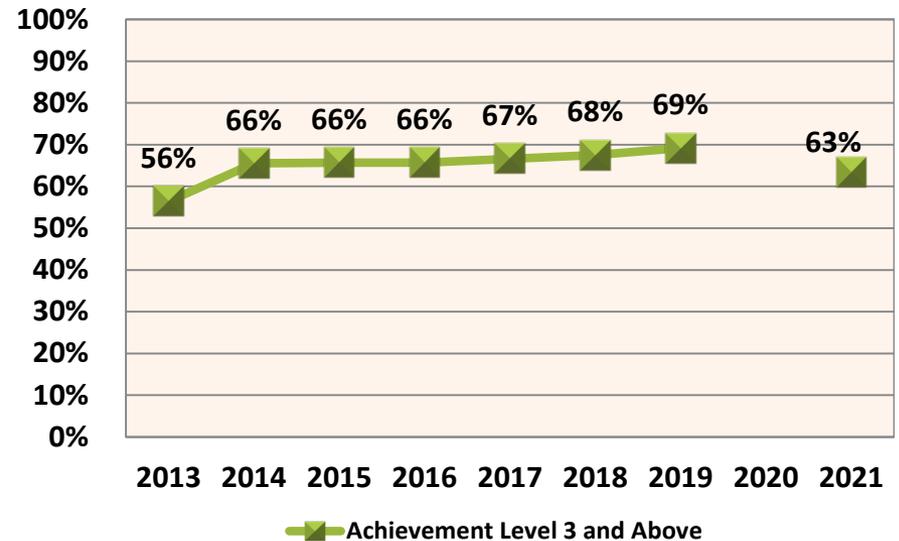
# Social Studies: Overall Performance

## Civics EOC



Measure	Change from 2019
% Achievement Level 3/ +	-7%

## U.S. History EOC



Measure	Change from 2019
% Achievement Level 3/ +	-6%

# Social Studies: Subgroup Performance

Subgroup	% Level 3 and Above		
	2019	2021	% Point Change
<b>Civics EOC</b>			
African-American	58%	48%	-10%
Hispanic	67%	60%	-7%
White	80%	76%	-4%
Students with Disabilities	41%	34%	-7%
English Language Learners	33%	27%	-6%
Economically Disadvantaged	63%	54%	-9%
<b>U.S. History EOC</b>			
African-American	53%	46%	-7%
Hispanic	66%	58%	-8%
White	80%	76%	-4%
Students with Disabilities	41%	35%	-6%
English Language Learners	24%	20%	-4%
Economically Disadvantaged	60%	53%	-7%



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# School Grades

# Adjustments to the 2020-2021 Accountability Calculations

- Per FDOE Order No. 2021-EO-02, for the 2020-2021 school year, the calculation of learning gains for school grades and school improvement ratings means **the degree of student learning growth occurring from the 2018-2019 school year to the 2020-2021 school year** as required by state board rule, and for the calculation of the required **middle school acceleration component in school grades “prior year”** means the **2018-2019 school year**.

# Adjustments to the 2020-2021 Accountability Calculations

- The criteria that defines a “learning gain” in accountability calculations remained the same, but measured the growth from 2018-19 to 2020-21.
- More information on these adjustments can be found on the FDOE emergency response webpage (<http://www.fldoe.org/em-response/index.shtml>) in the Accountability Update webinar presentation from May 20, 2020:
  - <http://www.fldoe.org/core/fileparse.php/19861/urlt/K12AccountabilityWebinar.pdf>

# 2021 School and District Accountability Results

- School Grades

**A total of 632 school grades** (21% of all eligible schools) were released based on opt-in requests.

- 324 earned “A” grades
- 125 earned “B” grades
- 183 earned “C” grades

**54 deficient and failing schools improved** to a “C” or higher.

- 3 schools improved to an “A”
- 4 schools improved to a “B”
- 47 schools improved to a “C”

- School District Grades

**11 school districts opted in for their district grades.**

- 7 earned “A” grades (Collier, Gilchrist, Lafayette, Nassau, St. Johns, Sarasota and Walton)
- 4 earned “B” grades (Charlotte, Lake, St. Lucie and Suwannee)

## **Schools Retained Pre-COVID Designations, Unless They “Opted-in”**

- Schools of Excellence
- High-Performing Charter
- Lowest 300 Performing Elementary Schools
- Persistently Low-Performing
- Turnaround



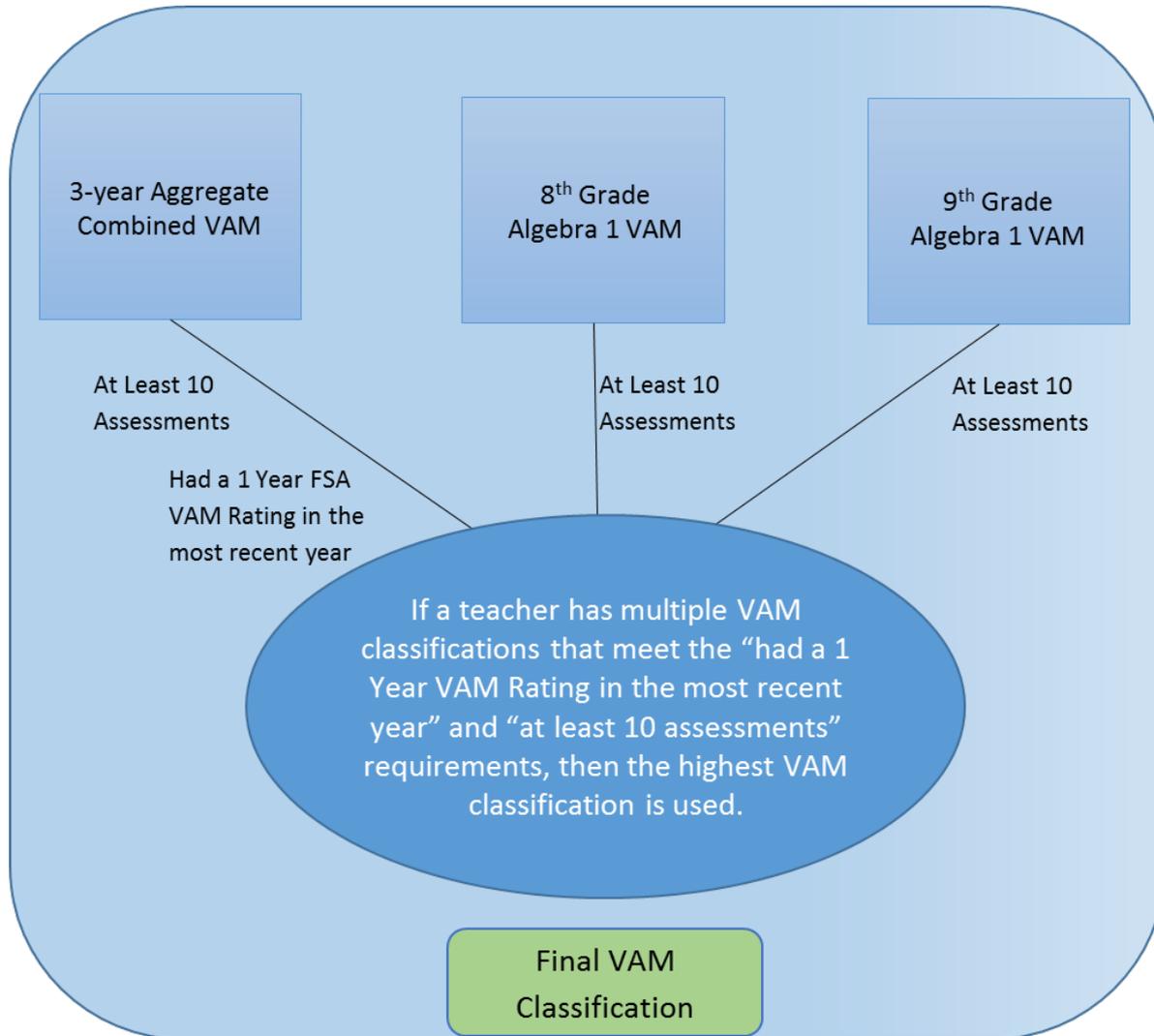
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**VAM**

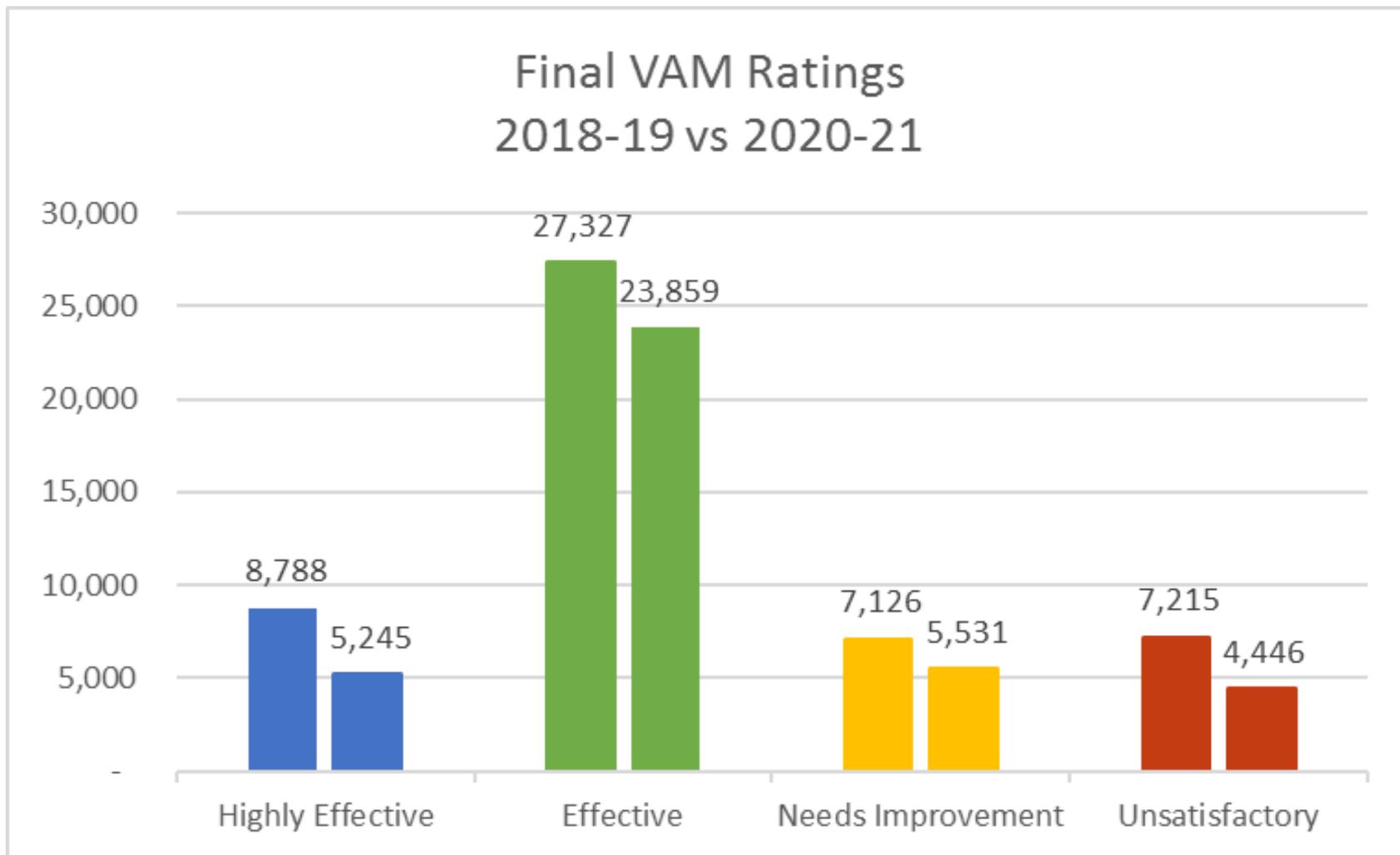
# VAM

- Since amended in 2017, state law (s. 1012.34(7)(b), F.S.) made VAM scores purely optional for use in teacher evaluations.
- Per state law (s. 1012.34(3)(a)1., F.S.), the “performance of students” component of an educator’s evaluation is to be comprised of “data and indicators of student performance, as determined by each school district.”
- Per FDOE Order No. 2021-EO-02, 3-year aggregate VAM scores were provided to districts, including the three most recent years for which data are available, and in order to provide **maximum flexibility**, additional VAM scores based on 1 or 2 years of data were also provided.
- VAM scores have been uploaded and are available in the VAM data visualization tool via your SSO account.

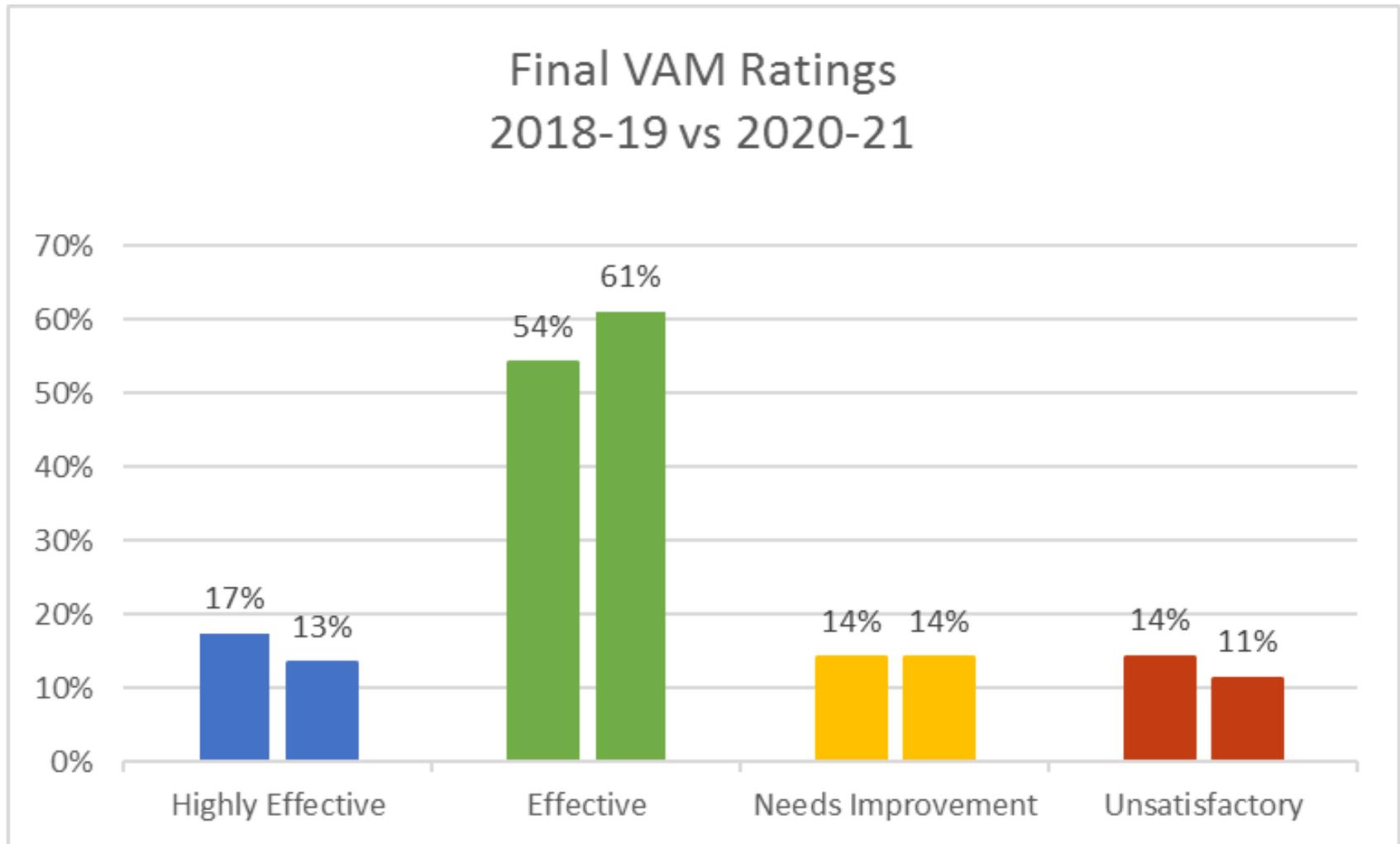
# Final VAM Classification



# VAM Results



# VAM Results





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# Looking Ahead

## Graduation Rate

- Per FDOE Order No. 2021-EO-02, for the 2020-21 school year districts could again waive, on a case-by-case basis, the Algebra 1 and/or 10<sup>th</sup> Grade ELA assessment requirements for students who were otherwise expected to graduate in Spring 2021 and whose high school record established a comparable level of achievement.
- For those students, the same reporting code used for similar waivers during the previous year (**WCO** for K-12 students and **W60** for adult high school students) could be used again in Survey 5 (2020-21).
- The Graduation Rate application will open mid-November.

## Clock Hour Dual Enrollment

- Pursuant to SB 434 from the 2020 legislative session:
  - Beginning with the 2021-22 calculation of school grades, in addition to the other acceleration mechanisms already identified in state law, schools will be able to earn credit for **graduates who complete 300 or more clock hours through State Board approved career dual enrollment courses.**
- The State Board amended the school and district accountability rule (**Rule 6A-1.09981, F.A.C.**) to incorporate this addition in June, and adopted **Rule 6A-6.0575, F.A.C.**, from the Division of Career and Adult Education, that identifies the list of clock hour dual enrollment courses that are eligible for inclusion.

## ASVAB

- Pursuant to SB 662 from the 2020 legislative session, beginning with the 2022-23 calculation of school grades, in addition to the other acceleration mechanisms already identified in state law, schools will be able to earn credit for graduates who:
  1. Earn an Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery (ASVAB), which is a score of 65 or higher; ***and***
  2. Earn at least 2 credits in Junior Reserve Officers' Training Corps (JROTC) courses from the same branch of the United States Armed Forces.
- The State Board amended **Rule 6A-1.09981, F.A.C.**, in June to incorporate this option.

## ASVAB Reporting

- Beginning with Survey 5 2021-22, districts will be able to report the Armed Forces Qualification Test (AFQT) on the Student Assessment Format.
  - Already listed on Appendix L
    - Test Code: ASV
    - Test Name: ASVAB: Armed Services Vocational Aptitude Battery
    - Content Code: QZ
    - Test Subject Content: Armed Forces Qualification Test

## ASVAB Data Collection

- The United States Military Entrance Processing Command (USMEPCOM) provides student scores to the school.
- In order to be included in the College and Career Acceleration Component of school grades, schools will need to report the AFQT results to the district and the district will need to report the results to FDOE.
- Remember, a student can only be included in the acceleration component once, so schools may already be receiving credit for some of these students.

# ASVAB Summary Results

- This is an example of an ASVAB Summary Results report that the school will receive. The score highlighted in yellow is the AFQT score that needs to be reported to FDOE.

ASVAB Results		Percentile Scores		10th Grade Standard Score Bands				10th Grade Standard Score			
		10th Grade Males	10th Grade Females	20	30	40	50	60	70	80	
<b>Student</b> 10th Gr Male  Test Date: Oct 18, 2019 Old Dominion H.S. Hometown DC											
<h1>ASVAB SUMMARY RESULTS</h1>											
<b>Career Exploration Scores</b>											
Verbal Skills	97	95	96						X		65
Math Skills	17	22	19			X					42
Science and Technical Skills	48	81	64				X				53
<b>ASVAB Tests</b>											
General Science	81	91	86					X			61
Arithmetic Reasoning	30	43	37				X				47
Word Knowledge	98	95	96						X		66
Paragraph Comprehension	92	91	91					X			62
Mathematics Knowledge	12	14	13			X					37
Electronics Information	10	13	11			X					38
Auto and Shop Information	21	53	37				X				45
Mechanical Comprehension	76	95	85					X			59
<b>Military Entrance Score (AFQT)</b>											<b>57</b>

EXPLANATION OF YOUR  
ASVAB PERCENTILE SCORES

EXPLANATION OF YOUR  
ASVAB STANDARD SCORES

assessed by the Auto and Shop Information test.  
Taking a course or obtaining a part-time job in  
this area would increase your knowledge and

### USE OF INFORMATION

Personal identity information (name, social security number, street address, and telephone number) and test scores will not be released to any agency outside of the Department of Defense (DoD), the Armed Forces, the Coast Guard, and your school. Your school or local school system can determine any further release of information. The DoD will use your scores for recruiting and research purposes for up to two years. After that the information will be used by the DoD for research purposes only.

### MILITARY ENTRANCE SCORES

The Military Entrance Score (also called AFQT, which stands for the Armed Forces Qualification Test) is the score used to determine your qualifications for entry into any branch of the United States Armed Forces or the Coast Guard. The Military Entrance Score predicts in a general way how well you might do in training and on the job in military occupations. Your score reflects your standing compared to American men and women 18 to 23 years of age.

Senate Bill 434 – Designation of School Grades		Senate Bill 662 – Education and the Military	
<b>JULY 1, 2020</b>	The bill went into effect.	<b>JULY 1, 2020</b>	The bill went into effect.
<b>APRIL 20, 2021</b>	Held public rule development workshops for new career clock-hour dual enrollment course list rule and the school grades rule (Rule 6A-1.09981, F.A.C.).	<b>APRIL 20, 2021</b>	Rule development and adoption of test and JROTC requirements in the school grades rule (Rule 6A-1.09981, F.A.C.).
<b>JUNE 10, 2021</b>	Career clock-hour dual enrollment courses adopted in new SBE Rule 6A-6.0575, F.A.C.  Change to school grading calculation adopted in SBE Rule 6A-1.09981, F.A.C.	<b>JUNE 10, 2021</b>	Change to school grading calculation adopted in SBE Rule 6A-1.09981, F.A.C.
<b>SUMMER 2022</b>	Initial implementation of career clock-hour dual enrollment courses identified for inclusion in the 2022 school grades calculation (based on 2020-21 graduates).	<b>SUMMER 2023</b>	Changes to the school grading calculation will take effect, and the ASVAB/JROTC criteria will be included in the 2023 school grades (based on 2021-22 graduates).
<b>SUMMER 2025</b>	Full impact of career clock-hour dual enrollment courses with 4 years of approved course lists included in the school grades calculations.		

## DJJ Accountability System

- **Rules 6A-1.099812 and 6A-1.099813, F.A.C.**, have now been fully adopted.
- The first year of post-baseline performance results were recently released.
- It is important to note that the statewide, standardized assessments taken by the group of students these calculations are based on were taken during or prior to the 2018-19 school year.
- Overall, performance is up from the baseline calculation from last year.

## Resources

To view the Florida report cards:

<http://www.KnowYourSchoolsFL.org>.

For more information on the school grades, districts grades, and school improvement ratings models:

<http://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

For more information on the Every Student Succeeds Act (ESSA):

<http://www.fldoe.org/academics/essa.shtml>.

For more information on Florida's Value-Added Models (VAM):

<http://www.fldoe.org/teaching/performance-evaluation/>.

For any additional questions regarding school, district, and teacher accountability, please contact the Bureau of Accountability Reporting at

[Accountability@fldoe.org](mailto:Accountability@fldoe.org) or 850-245-0411.

# Questions?

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