Accountability Update

FOIL
November 3, 2020
Adjustments to the 2020-2021 Accountability Calculations
Calculation of Learning Gains (All Students and the Low 25%)

Current

• Learning gains are calculated based on the improvement from the prior year to the current year
• For example, a learning gain is measured based on improvement from the 2018 Grade 3 FSA ELA to the 2019 Grade 4 FSA ELA

Adjustment for 2020-2021

• To accommodate the missing year of assessment results (2020), learning gains would be calculated based on the improvement from the “prior-prior” year to the current year
• For example, a learning gain would be based on improvement from the 2019 Grade 3 FSA ELA to the 2021 Grade 5 FSA ELA
"Prior-Prior" Year to Current Year Learning Gains Considerations

• Requires statutory change to s. 1008.34, F.S., which defines learning gains as “annual,” measuring gains from “one school year to the next” as well as a change to s. 1008.341, F.S., and Rule 6A-1.09981, F.A.C.

• Preserves learning gains components in the school grades calculation providing for comparability and continuity – allowing for a meaningful comparison in school performance from 2019 to 2021

• With this adjustment, learning gains at the elementary school level would be based solely on the gains from 3rd grade (2019) to 5th grade (2021)
Calculation of Middle School Acceleration

Current

• Middle school acceleration is calculated based on the percentage of students who scored a Level 3 or higher in Grade 7 mathematics who pass a high school level EOC in Grade 8

• Students who earn industry certifications are also included (lagged measure), as well as all students who take high school level EOCs in middle school

Adjustment for 2020-2021

• To accommodate the missing year of assessment results (2020), middle school acceleration would be calculated based on the percentage of students who scored a Level 3 or higher in Grade 6 mathematics (2019) who pass a high school level EOC in Grade 8 (2021)

• Industry certifications and all EOCs in middle school remain included
Middle School Acceleration Calculation Considerations

• Requires a change to Rule 6A-1.09981, F.A.C.

• 90% of students who score a Level 3 or higher in Grade 6 mathematics score a Level 3 or higher in Grade 7 mathematics
  • This indicates that using results from Grade 6 instead of Grade 7 serves as an accurate proxy to identify students for this calculation

• Preserves middle school acceleration component in the school grades calculation providing for comparability and continuity – allowing for a meaningful comparison in school performance from 2019 to 2021
2020-2021 Accountability Considerations

• In addition to School Grades, these adjustments would apply to the 2021 calculation of district grades, school improvement ratings for alternative schools, and the federal percent of points index.

• These would be one-year adjustments.

• Since these adjustments require statutory and/or State Board rule changes, they are not final, until the Legislature and State Board act.
Impact Data of Adjustments

2019 Actual Results

- 35% “A”
- 27% “B”
- 32% “C”
- 5% “D”
- <1% “F”

2019 Simulated Results (if adjustments described in this presentation are applied)

- 36% “A”
- 24% “B”
- 31% “C”
- 7% “D”
- 1% “F”

- Applying these one-year adjustments to preserve the learning gains and middle school acceleration components results in a similar distribution of results.
- If the learning gains and middle acceleration components were excluded from the calculation, the distribution of results would vary greatly, with the change more likely being a reflection of a significant change in the calculation rather than an actual change in school performance.
- The above results are a simulation and not a projection of actual results.

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Adjustments to the 2020-2021 Value-added Model (VAM) Calculations
Model Adjustments

• Mirroring adjustments to accountability calculations, VAM models will be adjusted to use the most recent available assessment data.

• These will be one-year adjustments.

• Single year and aggregate scores will be produced.

• 3 year aggregate scores will still contain up to 3 years of data when available (2017-18, 2018-19, and 2020-21).
Model Use

• District use of results in local evaluation systems remains optional.

• Assurances required under SBE Rule 6A-1.099811 will remain in effect.

• Statewide Teacher Lookup Report in the secure section of the VAM Data Visualization Tool went live last week, to assist school and district administrators with recruitment and compliance with assurances in turnaround schools.
Statewide Teacher Lookup Report

Reports

District/Sch...

Teacher Reports

District/School Teacher Search
Teacher List by School
State Teacher Summary
Statewide VAM Search

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Statewide Teacher Lookup Report

Statewide VAM Search

Search

Last Name
Starts with...

First Name
Starts with...

Certificate ID
Starts with...

Current School of Employment

VAM Rating School:

BSI VAM Rating

Highly Effective
Effective
Needs Improvement
Unsatisfactory

Results

1 to 100 of 69,308

Teacher Name / SSN4
Certificate ID
Current School of Employment
VAM Rating School
BSI VAM Rating
BSI VAM Year

Highly Effective
There is significant evidence that the teacher’s impact on student learning has been greater than expected after controlling for factors that impact student growth.

Effective
There is evidence that the teacher’s impact on student learning meets expectations after controlling for factors that impact student growth.

Needs Improvement
There is moderate evidence that the teacher’s impact on student learning has been less than expected after controlling for factors that impact student growth.

Unsatisfactory
There is significant evidence that the teacher’s impact on student learning has been less than expected after controlling for factors that impact student growth.

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Statewide Teacher Lookup Report

## Statewide VAM Search

### Pinned Teachers

<table>
<thead>
<tr>
<th>Teacher Name / SSN</th>
<th>Certificate ID</th>
<th>Current School of Employment</th>
<th>VAM Rating School</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST NAME, FIRST NAME (0000)</td>
<td>0000000000</td>
<td>0001 - SAMPLE SCHOOL, 00 - SAMPLE DISTRICT</td>
<td>0001 - SAMPLE SCHOOL, 00 - SAMPLE DISTRICT</td>
</tr>
</tbody>
</table>

### BSI VAM Ratings

- **Highly Effective**: There is significant evidence that the teacher’s impact on student learning has been greater than expected after controlling for factors that impact student growth.
- **Effective**: There is evidence that the teacher’s impact on student learning meets expectations after controlling for factors that impact student growth.
- **Needs Improvement**: There is moderate evidence that the teacher’s impact on student learning has been less than expected after controlling for factors that impact student growth.
- **Unsatisfactory**: There is significant evidence that the teacher’s impact on student learning has been less than expected after controlling for factors that impact student growth.
State, District and School ESSA Report Card Update
Rebranding and Updates

• We are in the process of rebranding EduData to Know Your Schools.

• Existing urls will remain active and redirect.

• We will be updating the report cards with available data for 2019-20 before the end of the year.

• New look and feel will allow parents and other users a longitudinal look at many data elements.
Find Schools Using Maps and Filters

Search for Schools within a District

Search for Schools by Distance

School Grade Filter:

A B C D F

School Type Filter:

Elementary Middle High Combination

Distance from Selection (2 Miles)

Map Filters

School Classification:
- K-12 General Education Schools
- ESE Centers
- Alternative Education Centers

Charter/Traditional:
- Traditional Public Schools
- Public Charter Schools

Magnet Status:
- Magnet Schools/Programs

Title I Status:
- Title I Schools
- Non-Title I Schools

Number of Students (0 - 6000):

Percent Economically Disadvantaged (0 - 100):

Compare Schools

BARBARA HAWKINS ELEMENTARY
SCHOOL
Miami-Dade School District
1211 E NW 37th Ave, Miami Gardens, FL 33055-2547
Traditional Public, Elementary School | 293 students

BRENTWOOD ELEMENTARY SCHOOL
Miami-Dade School District
3101 NW 191st St, Miami Gardens, FL 33058-3080
Traditional Public, Elementary School | 332 students

BUNCH PARK ELEMENTARY SCHOOL
Miami-Dade School District
1501 NW 188th Dr, Miami Gardens, FL 33054-8014
Traditional Public, Elementary School | 304 students

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Compare Schools

**BRENTWOOD ELEMENTARY SCHOOL**
Miami-Dade School District
Traditional Public, Elementary School

- **Student Count:** 552
- **Teacher Count:** 35
- **School Grade:** B
- **Total School Grade Percent of Points:** 59%

**School Grade Components**
- ELA Achievement: 46%
- ELA Learning Gains: 56%
- ELA Low 25% Gains: 51%
- Math Achievement: 70%
- Math Learning Gains: 74%
- Math Low 25% Gains: 52%
- Social Studies Achievement: 51%
- Science Achievement: 51%
- Middle School Acceleration: -
- College & Career Acceleration: -
- Graduation Rate: -

- **Classes Taught by Inexperienced Teachers:** 2.0%
- **Ineffective Teachers:** 0%

**BUNCHE PARK ELEMENTARY SCHOOL**
Miami-Dade School District
Traditional Public, Elementary School

- **Student Count:** 384
- **Teacher Count:** 33
- **School Grade:** C
- **Total School Grade Percent of Points:** 53%

**School Grade Components**
- ELA Achievement: 49%
- ELA Learning Gains: 57%
- ELA Low 25% Gains: 53%
- Math Achievement: 57%
- Math Learning Gains: 53%
- Math Low 25% Gains: 37%
- Social Studies Achievement: -
- Science Achievement: 45%
- Middle School Acceleration: -
- College & Career Acceleration: -
- Graduation Rate: -

- **Classes Taught by Inexperienced Teachers:** 29%
- **Ineffective Teachers:** 0%

**BARBARA HAWKINS ELEM. SCHOOL**
Miami-Dade School District
Traditional Public, Elementary School

- **Student Count:** 285
- **Teacher Count:** 17
- **School Grade:** B
- **Total School Grade Percent of Points:** 57%

**School Grade Components**
- ELA Achievement: 61%
- ELA Learning Gains: 61%
- ELA Low 25% Gains: 50%
- Math Achievement: 64%
- Math Learning Gains: 57%
- Math Low 25% Gains: 42%
- Social Studies Achievement: -
- Science Achievement: 67%
- Middle School Acceleration: -
- College & Career Acceleration: -
- Graduation Rate: -

- **Classes Taught by Inexperienced Teachers:** 0%
- **Ineffective Teachers:** 1.1%
Subgroup Performance

Selected Subgroup: Economically Disadvantaged

Subgroup Grade: C

Subgroup Percent of Points: 46%

English Language Arts
- Achievement: 47%
- Learning Gains: 44%

Mathematics
- Achievement: 47%
- Learning Gains: 56%

Science
- Achievement: 50%
### Subgroup Summary

<table>
<thead>
<tr>
<th>District Grade by Race/Ethnicity</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>A</td>
<td>76%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>D</td>
<td>36%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>C</td>
<td>49%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>C</td>
<td>43%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>C</td>
<td>51%</td>
</tr>
</tbody>
</table>

### District Grade by Subgroup

| Economically Disadvantaged                | C   | 46% |
| English Language Learners                 | D   | 39% |
| Foster                                   | F   | 22% |
| Homeless                                 | C   | 43% |
| Migrant                                  | C   | 43% |
| Military Family Student                   | N/A | N/A |
| Students with Disabilities                | D   | 32% |

### District Grade by Gender

| Female                                   | C   | 52% |
| Male                                     | C   | 46% |

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### School Identified for Support

**Overall Federal Index**

*Overall Federal Index, 47%*

Low Overall Federal Index = 40% or Less

A school is identified for Comprehensive Support & Improvement (CSI) if it earns a D or F school grade, has an overall Federal Index of 40 percent or less, or has a graduation rate of 67 percent or lower.

A school that is not identified for CSI, but has an underperforming subgroup (any subgroup with a Federal Index at or below 55 percent), is identified for Targeted Support & Improvement (TS&I).

The Florida Department of Education will provide support to school districts to reduce the achievement gap by increasing student achievement in CSI and TS&I schools.

**D or F School: ☐**  **Low Overall Federal Index: ☐**  **Low Graduation Rate: ☐**

Underperforming Subgroup(s):

<table>
<thead>
<tr>
<th>Subgroup Federal Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
</tr>
<tr>
<td>Black/African American</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
</tr>
<tr>
<td>Multiracial</td>
</tr>
<tr>
<td>English Language Learners</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
</tr>
</tbody>
</table>

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Additional Sections

- Population and Enrollment
- Assessments - Academic Achievement, Growth, and Participation
- Assessments - English Language Learners
- Acceleration Success
- Discipline and Attendance
- Graduation and Beyond
- Educator Qualifications and Equity
- Long-Term Goals and Interim Progress
- Accelerated Course Enrollment
- Preschool Enrollment
- Per-Pupil Expenditures
- National Data

Blue Headers open and provide related charts and tables.
Tabs Further Group Related Information

Assessments - Achievement (Achievement Levels 1-5)

Florida School and District Grades consist of four achievement components: English Language Arts, Mathematics, Science, and Social Studies. These components include students who took a statewide, standardized assessment. The charts and tables below display student assessment results by Hispanic students.

General Information and Data Notes

Assessment Chart Creation

Instructions: Use the "Subject" and "Subgroup" selectors to create a stacked bar chart. The chart can be exported by clicking on the export button. Data are suppressed when the total number of students within a group is less than 10.

Year  Select Measure:  Select Subject:
   2018-19  All Achievement Levels  Mathematics
Student Population at a Glance

Race/Ethnicity

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic
- Multiracial
- Native Hawaiian/Other Pacific Islander
- White

Gender

- Male
- Female

Economically Disadvantaged: 62.7%

English Language Learners: 10.2%

Students with Disabilities: 14.1%

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Compare Schools to District and State

English Language Progress

<table>
<thead>
<tr>
<th>School Year</th>
<th>Percent of Students Achieving Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your School: 48.1%</td>
</tr>
<tr>
<td></td>
<td>Your District: 63.5%</td>
</tr>
<tr>
<td></td>
<td>Statewide: 59.4%</td>
</tr>
</tbody>
</table>
Tables Provide Details for Charts

### Statewide

#### 2016-17 High School Graduate Postsecondary Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>124,996</td>
<td>106,892</td>
<td>18,003</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>57,997</td>
<td>50,193</td>
<td>7,800</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>2,140</td>
<td>1,886</td>
<td>257</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>8,217</td>
<td>7,143</td>
<td>1,069</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>432</td>
<td>356</td>
<td>77</td>
</tr>
<tr>
<td>Asian</td>
<td>4,503</td>
<td>3,889</td>
<td>629</td>
</tr>
<tr>
<td>Black/African American</td>
<td>24,859</td>
<td>19,792</td>
<td>5,195</td>
</tr>
<tr>
<td>Hispanic</td>
<td>37,821</td>
<td>33,976</td>
<td>3,860</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3,483</td>
<td>2,901</td>
<td>592</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>127</td>
<td>103</td>
<td>25</td>
</tr>
<tr>
<td>White</td>
<td>53,761</td>
<td>45,875</td>
<td>8,105</td>
</tr>
<tr>
<td>Female</td>
<td>69,021</td>
<td>59,179</td>
<td>10,199</td>
</tr>
<tr>
<td>Male</td>
<td>55,975</td>
<td>47,713</td>
<td>8,474</td>
</tr>
</tbody>
</table>

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Graduation Rate vs. Postsecondary Continuation Rate

Postsecondary continuation rates provide information about students who enroll in postsecondary education within the first academic year. This includes both 1) students who enroll in postsecondary education within the year of their postsecondary enrollment, or 2) private postsecondary or out-of-state higher education.

Any Postsecondary Enrollment

Graduation Year: 2016-17

Percent of Students: 69.9%
Soon To Be Released
Longitudinal View of Grades and Key Performance Indicators

District Grade (Click Grade for Component Breakdown)

- 2019-2020*: N/A
- 2018-19: A
- 2017-18: B

District Grade Percent of Points

- 2017-18: 60%
- 2018-19: 62%
- 2019-20*: 62%

A = 62% or greater  B = 54% to 61%  C = 41% to 53%
D = 32% to 40%  F = 31% or less

Graduation Rate

- 2016-17: 82.7%
- 2017-18: 88%
- 2018-19: 88.5%

Third Grade ELA

- 2017-18: 57%
- 2018-19: 58%
- 2019-20*: 57%
Juvenile Justice Education Program
Accountability
DJJ Education Accountability Rule Updates

• In 2018, the SBE created Rule 6A-1.099812, F.A.C., outlining the DJJ accountability rating system framework and initially adopting eight components and a classification cut score methodology for determining the ratings.

• At the September 2020 SBE meeting, the DJJ accountability rating system was finalized. DJJ education programs will receive a rating of “Commendable,” “Acceptable,” or “Unsatisfactory” based on results for up to 12 rating components.