

**STATE BOARD OF EDUCATION**  
**Action Item**  
September 23, 2016

**SUBJECT:** Approval of Amendment to Rule 6A-1.099822, School Improvement Rating for Alternative Schools

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**PROPOSED BOARD ACTION**

For Approval

**AUTHORITY FOR STATE BOARD ACTION**

Sections 1001.02, 1008.34, 1008.341(6), 1008.3415, Florida Statutes.

**EXECUTIVE SUMMARY**

School Improvement Ratings are annually produced by the Bureau of Accountability Reporting in lieu of School Grades for ESE Centers and Alternative Schools that elect them or that do not indicate a preference.

The proposed rule changes:

- The assessments and methodology used to calculate learning gains.
  - Requires that the method used to calculate learning gains for school improvement ratings is the new learning gains methodology used for school grades with retake scores added in when needed to calculate a learning gain.
- The method for calculating ratings aligns with the newly implemented school grades rule, Rule 6A-1.09981, F.A.C., where
  - Grades are based on the components for which the school has sufficient data to compute the component;
  - Data for the prior 3 years are aggregated where there is not sufficient data within the year to compute a rating for a school; and
  - The learning gains calculations are more rigorous.
- The cut scores used to determine a school's rating, which will now be based on the percentage of points earned among the components for which the school had sufficient data to compute the component.

Alternative schools and ESE centers that receive school improvement ratings will be affected by the amended rule, since the methodology for how those ratings are calculated will change.

**Impact Based on 2015-16 Data**

	<b>Number</b>	<b>Percent</b>
<b>Commendable (50% +)</b>	7	6%
<b>Maintaining (49% to 26%)</b>	54	48%
<b>Unsatisfactory (25% or less)</b>	51	46%
<b>Total</b>	112	

### Examples of Calculating the School Improvement Rating

ELA Learning Gains	Math Learning Gains	Total Points Earned	Number of Components X 100	Percent of Total Points	Rating
56%	45%	101	200	51%	Commendable
38%	22%	60	200	30%	Maintaining
20%	24%	48	200	24%	Unsatisfactory

The rule is being revised because s. 1008.341, F.S., was amended by Senate Bill 1642 in 2014 requiring changes to both the school grades and school improvement rating rules.

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**Supporting Documentation Included:** Proposed Rule 6A-1.099822, F.A.C. and July 28, 2016, Rule 6A-1.099822, F.A.C., Workshop Presentation

**Facilitator/Presenter:** Juan Copa, Deputy Commissioner, Division of Accountability, Research and Measurement

Substantial rewording of Rule 6A-1.099822 follows. See Florida Administrative Code for present text.

6A-1.099822 School Improvement Rating for Alternative Schools.

(1) Purpose. The purpose of this rule is to provide the definitions and policies for school improvement ratings as required in Sections 1008.34 and 1008.341, F.S.

(2) Definitions. For the purposes of this rule, the following definitions shall apply:

(a) "Alternative schools." For purposes of school accountability improvement ratings, an alternative school is any school that provides dropout prevention and academic intervention services pursuant to Section 1003.53, F.S.

(b) "Exceptional Student Education (ESE) Center School" means exceptional student education center schools as defined in Rule 6A-1.099828, F.A.C.

(c) "Learning gains" means learning gains calculated based on the provisions of Rule 6A-1.09981, F.A.C., except retake assessments for the statewide standardized end-of-course and grade 10 English Language Arts assessments shall be included in the calculation when first-time statewide standardized assessments are not available for a student. For grades 9 through 12, "first-time" designates an assessment that is administered to a student for the first time during enrollment in high school (grades 9 through 12).

(3) School Improvement Rating Framework.

(a) Prior to the calculation of school improvement ratings for alternative schools, as described in this rule, the Department of Education will annually identify alternative schools based on the information submitted by school districts.

1. Districts will be given two (2) weeks to submit recommended additions and deletions to the Department through the Master School Identification information change process described in Rule 6A-1.0016, F.A.C.

(b) Schools identified as alternative schools and ESE Center schools have the option of earning a school grade, pursuant to Section 1008.34, F.S., or a school improvement rating, as outlined in subsection (4) of this rule. Each alternative school identified as described in paragraph (3)(a) of this rule and ESE Center school identified pursuant to Rule 6A-1.099828, F.A.C., shall indicate whether it chooses to receive a school grade or a school improvement rating. Schools that do not indicate a choice will receive a school improvement rating.

(c) Each alternative school or ESE Center school that does not choose to receive a school grade shall be assigned a school improvement rating of Commendable, Maintaining, or Unsatisfactory annually based on the provisions of this rule.

(d) To ensure that student data accurately represent school performance, schools shall assess at least eighty (80) percent of their eligible students to qualify for a school improvement rating. If an alternative school tests less than ninety (90) percent of its students, the school may not earn a rating higher than Maintaining.

(e) Eligible students for determining the percent tested. The percent-tested calculation shall be based on the count of students who were enrolled during the third period full-time equivalent (FTE) student membership survey as specified in Rule 6A-1.0451, F.A.C., and who were also enrolled at the time of statewide standardized testing.

(f) An alternative school shall receive a rating based solely on the components for which it has sufficient data to perform the calculation. Sufficient data exists when at least ten (10) students are eligible for inclusion in the calculation of the component. If a school does not have sufficient data to calculate a measure, that measure shall not be calculated for the school. If an alternative school does not have sufficient data to receive a rating for three (3) consecutive years, then in the third year the alternative school will receive a rating based on the most recent three (3) years of data.

#### (4) School Improvement Rating System.

(a) The school improvement rating system shall include the following components for all alternative schools and ESE Center schools selecting to receive a school improvement rating.

1. Learning gains in English Language Arts. The percentage of students enrolled in the second or third period full-time equivalent (FTE) student membership survey as specified in Rule 6A-1.0451, F.A.C., and were tested, who demonstrate learning gains in English Language Arts as defined in paragraph 6A-1.09981(2)(b), F.A.C.

2. Learning gains in Mathematics. The percentage of students enrolled in the second or third period full-time equivalent (FTE) student membership survey as specified in Rule 6A-1.0451, F.A.C., and were tested, who demonstrate learning gains in Mathematics (on the statewide standardized Mathematics assessment for grades 3 through 8, Algebra 1, Geometry, and Algebra 2), as defined in paragraph 6A-1.09981(2)(b), F.A.C.

#### (b) Procedures for calculating school improvement ratings.

1. The overall school improvement rating of Commendable, Maintaining, or Unsatisfactory as designated in Section 1008.341(2), F.S., shall be calculated based on the percentage of possible points earned by each school for the components applicable to the individual school. In the calculation of the school's improvement rating, 100 points are available for each component with sufficient data, with one (1) point earned for each percentage of students meeting the criteria for the component. The points earned for each component shall be expressed as whole numbers

by rounding the percentages. Percentages with a value of 0.5 or greater will be rounded up to the nearest whole number, and percentages with a value of less than 0.5 will be rounded down to the nearest whole number. The school's improvement rating is determined by summing the earned points for each component and dividing this sum by the total number of available points for all components with sufficient data. The percentage resulting from this calculation shall be expressed as a whole number using the rounding convention described in this subparagraph.

2. School improvement ratings shall be assigned to schools based on the percentage of total applicable points earned as follows:

- a. Fifty (50) percent of total applicable points or higher equals a rating of Commendable;
- b. Twenty-six (26) to forty-nine (49) percent of total applicable points equals a rating of Maintaining; and
- c. Twenty-five (25) percent of total applicable points or less equals a rating of Unsatisfactory.

(5) Notwithstanding paragraph (3)(c) of this rule, the provisions of subsections 6A-1.09981(6) and (7) F.A.C. shall apply to school improvement ratings except that the provisions of subparagraphs (6)(a)1. and (7)(f)2., regarding the percent of students tested at the school, is applicable when the percent of students tested at the school is less than eighty (80) percent of the school's eligible student population.

*Rulemaking Authority 1001.02, 1008.34, 1008.341 FS. Law Implemented 1008.34, 1008.341 1008.345 FS. History—  
New 4-14-08, Amended 6-22-09, 4-8-12, 11-13-12, 11-19-13.*



# School Improvement Ratings Rule 6A-1.099822, F.A.C.

Rule Development Workshop  
July 28, 2016



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

# Overview

- School Improvement Rating
  - Rule development
  - Rating categories
  - Components and percent tested
  - Learning gains calculation
  - Rating calculation
  - Data accuracy and appeals process

## School Improvement Ratings – Rule Development

- Public workshops held in October 2015 on rule language and public comments received
- Now learning gains can be calculated
- Public comments are again solicited on the draft rule including cut points for the ratings
- Commissioner will review the public comments submitted
- Commissioner will make a recommendation to the State Board of Education on the percent of points needed to achieve each rating category
- Public comments will continue to be received
- State Board of Education will likely take action on this rule in September
- Once a rule is adopted, School Improvement Ratings for 2015-16 will be released



## School Improvement Rating

- Alternative schools and exceptional student education (ESE) Center schools choose whether to receive a school grade or a school improvement rating.
- If the school chooses to receive a rating, its students' performance information is used in both the school's rating and the students' home-zoned school's grade.
- The department provides the district a list of schools from which to verify the schools that are eligible to choose a rating.

## School Improvement Ratings

- The school improvement rating shall identify an alternative school or ESE center 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

## Percent Tested

- Schools must assess 80% of students to receive a rating.
- Schools that assess less than 90% of students are not eligible to receive a rating of Commendable.

## Rating Components

- Learning Gains in English Language Arts (100 points)
- Learning Gains in Mathematics (100 points)
- Learning gains are calculated using the method described in the school grades rule.
- Eligible students include students enrolled in membership survey 2 or 3 and tested.
- Retake assessments are included when first-time assessments are not available for a student.

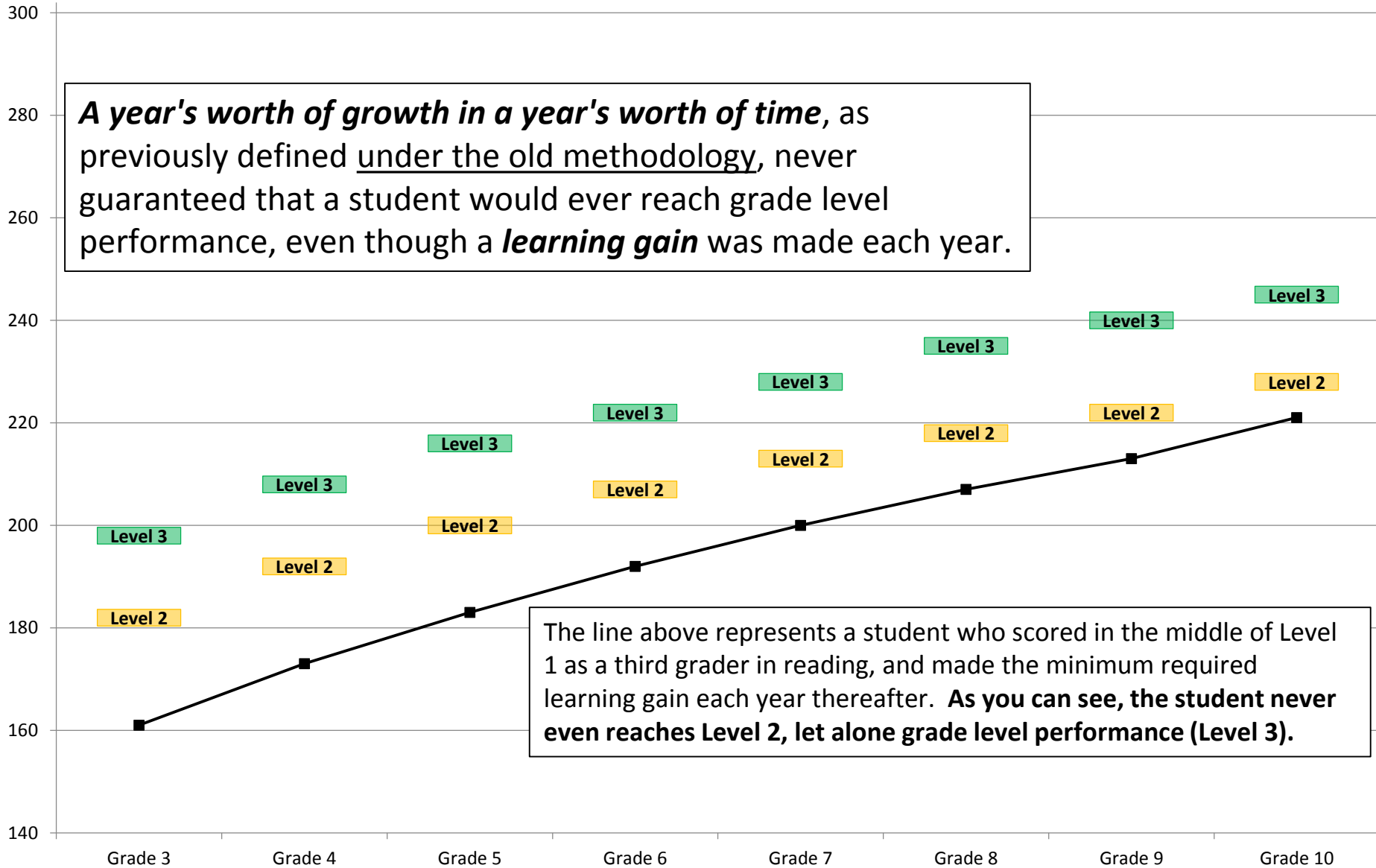
# Learning Gains Method

- Beginning in 2015-16 new framework for learning gains calculation requires 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 (s. 1008.34(3)(b), F.S.).
- Under the old methodology, a learning gain could be demonstrated one of three ways:
  - Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2, Level 2 to Level 4, etc.),
  - **Maintain a Level 3, Level 4, or Level 5 from one year to the next; or**
  - **For students who remain in Level 1 or Level 2 from one year to the next, demonstrate a year's worth of growth in a year's worth of time.**
- The new statutory framework requires the revision of the two ways highlighted **in bold** above.

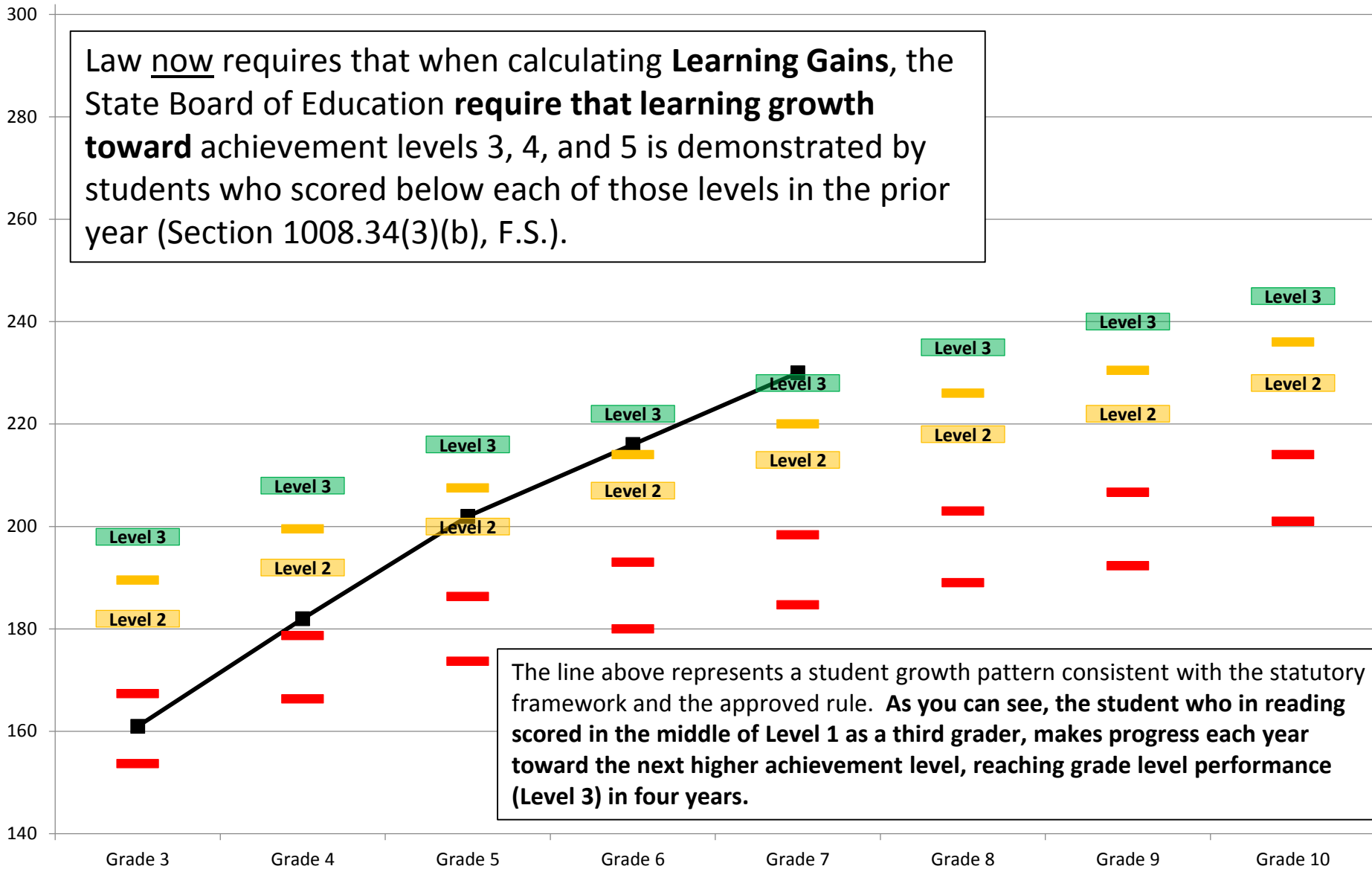
## Comparison of the Ways to Demonstrate a Learning Gain for School Grades

Old Method	New Method
Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.).	Same
Maintain a Level 3, Level 4, or Level 5 from one year to the next.	Same, <b>except</b> for Level 3 and Level 4, in addition to maintaining the level, the student's scale score must have improved from one year to the next.*
For students who remain in Level 1 or Level 2, demonstrate a specified scale score gain.	Split Levels 1 and 2 into multiple sections (Level 1 into thirds and Level 2 in half) and require the student to improve from section to section within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1).

\*The way to demonstrate a learning gain for students who maintain a Level 3 or Level 4 was changed from the original draft rule language based on feedback received from FADSS and others during the rule development process.



Law now requires that when calculating **Learning Gains**, the State Board of Education **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 (Section 1008.34(3)(b), F.S.).



The line above represents a student growth pattern consistent with the statutory framework and the approved rule. **As you can see, the student who in reading scored in the middle of Level 1 as a third grader, makes progress each year toward the next higher achievement level, reaching grade level performance (Level 3) in four years.**



## Examples - Students Who Improve One or More Achievement Levels

- **Regular Progression** – In 2015 a grade 6 student scored in Level 2 (319) on the FSA Mathematics and in 2016 scored in Level 3 (331) on the grade 7 FSA Mathematics.
- **Retained Student** – In 2015 a grade 7 student scored in Level 2 (325) on the FSA English Language Arts. This student is retained in grade 7 and took the grade 7 FSA English Language Arts in 2016 and scored in Level 3 (334).

## Examples - Students who Maintain a Level 3, Level 4, or Level 5 From One Year to the Next

- **Regular Progression** – In 2015 a grade 4 student scored in Level 3 (323) on the FSA Mathematics and in 2016 scores in Level 3 (324) on the grade 5 FSA Mathematics.
- **Retained student** – In 2015 a grade 7 student scored in Level 3 (333) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scores in Level 3 (334).
- **EOC example** – In 2015 a student scored in Level 3 (500) on the Algebra 1 EOC and in 2016 scored in Level 3 (501) on the Geometry EOC.
- **FSA to EOC example** – In 2015 a grade 8 student scored in Level 3 (348) on the FSA Mathematics and in 2016 scored Level 3 (500) on the Algebra 1 EOC.
- **EOC to FSA Example** – In 2015 a grade 7 student scored in Level 3 (504) on the Algebra 1 EOC and in 2016 scored in Level 3 (348) on the grade 8 FSA Mathematics.

## Examples - Students Scoring in Levels 1 or 2 and Remaining in the Same Achievement Level

- **Regular progression** – In 2015 a grade 3 student scored in Low Level 1 (250) on the FSA English Language Arts and in 2016 scored in Middle Level 1 (267) on the grade 4 FSA English Language Arts assessment.
- **Retained student** – In 2015 a grade 7 student scored in Middle Level 1 (285) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scored in High Level 1 (301).
- **EOC example** – In 2015 a student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (493) on the Geometry EOC.
- **FSA to EOC example** – In 2015 a grade 8 student scored in Low Level 2 (329) on the FSA Mathematics and in 2016 scored in High Level 2 (492) on the Algebra 1 EOC.
- **EOC to FSA Example** – In 2015 a grade 7 student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (335) on the grade 8 FSA Mathematics.

# English Language Arts

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
<b>Grade 3</b>	240-284	240-254	255-269	270-284	285-299	285-292	293-299	300-314	315-329	330-360
<b>Grade 4</b>	251-296	251-266	267-281	282-296	297-310	297-303	304-310	311-324	325-339	340-372
<b>Grade 5</b>	257-303	257-272	273-288	289-303	304-320	304-312	313-320	321-335	336-351	352-385
<b>Grade 6</b>	259-308	259-275	276-292	293-308	309-325	309-317	318-325	326-338	339-355	356-391
<b>Grade 7</b>	267-317	267-283	284-300	301-317	318-332	318-325	326-332	333-345	346-359	360-397
<b>Grade 8</b>	274-321	274-289	290-305	306-321	322-336	322-329	330-336	337-351	352-365	366-403
<b>Grade 9</b>	276-327	276-293	294-310	311-327	328-342	328-335	336-342	343-354	355-369	370-407
<b>Grade 10</b>	284-333	284-300	301-317	318-333	334-349	334-341	342-349	350-361	362-377	378-412

# Mathematics

Assessments	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
<b>Grade 3</b>	240-284	240-254	255-269	270-284	285-296	285-290	291-296	297-310	311-326	327-360
<b>Grade 4</b>	251-298	251-266	267-282	283-298	299-309	299-304	305-309	310-324	325-339	340-376
<b>Grade 5</b>	256-305	256-272	273-289	290-305	306-319	306-312	313-319	320-333	334-349	350-388
<b>Grade 6</b>	260-309	260-276	277-293	294-309	310-324	310-317	318-324	325-338	339-355	356-390
<b>Grade 7</b>	269-315	269-284	285-300	301-315	316-329	316-322	323-329	330-345	346-359	360-391
<b>Grade 8</b>	273-321	273-289	290-305	306-321	322-336	322-329	330-336	337-352	353-364	365-393

## FSA End-of-Course Assessments

Assessments	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
<b>Algebra 1</b>	425-486	425-445	446-466	467-486	487-496	487-491	492-496	497-517	518-531	532-575
<b>Geometry</b>	425-485	425-445	446-465	466-485	486-498	486-492	493-498	499-520	521-532	533-575
<b>Algebra 2</b>	425-496	425-448	449-472	473-496	497-510	497-503	504-510	511-528	529-536	537-575

## Sufficient Data

- Schools will be rated only for those components for which they have sufficient data
- Sufficient data means at least 10 students are eligible for inclusion in the component
- If an alternative school does not have sufficient data to receive a rating for three (3) consecutive years, then in the third year the alternative school will receive a rating based on the most recent three (3) years of data.

# Calculating the School Improvement Rating

- The school's rating is determined by
  - Summing the points earned for each component (each component is worth 100 points) and dividing by the sum of total points available for all components with sufficient data
  - The percentage resulting is the percentage of points the school earned from all applicable components
  - This percentage will be compared to the scale to be set by the State Board of Education to determine a school's improvement rating
  - The rating of Commendable, Maintaining, or Unsatisfactory is based on the percentage of possible points earned by each school.

## Draft School Improvement Rating Scale

- Commendable = 50 percent of total applicable points or higher
- Maintaining = 49 to 26 percent of total applicable points
- Unsatisfactory = 25 percent of total applicable points or less



## Historical School Improvement Ratings

	2010-11		2011-12		2012-13		2013-14	
<b>Improving</b>	6	10%	26	28%	23	22%	47	29%
<b>Maintaining</b>	11	19%	7	8%	24	23%	41	26%
<b>Declining</b>	42	71%	60	65%	57	55%	72	45%
<b>Total</b>	59		93		104		160	

## Impact Based on 2015-16 Data

	Number	Percent
<b>Commendable (50% +)</b>	7	6%
<b>Maintaining (49% to 26%)</b>	54	48%
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## Examples for Calculating the School Improvement Rating

ELA Learning Gains	Math Learning Gains	Total Points Earned	Number of Components X 100	Percent of Total Points	Rating
56%	45%	101	200	51%	Commendable
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20%	24%	48	200	24%	Unsatisfactory

## Data Accuracy

- District accountability contacts will continue to be responsible for verifying data to be used in school improvement ratings:
  - Verifying school accountability type.
  - Verifying student enrollment data and other data needed for calculating the components and determining a student's eligibility for inclusion.
  - Verifying that test results are accurately matched to survey 3 membership records.
  - Reporting student eligibility changes.

## Appeals Process

- Districts will have 30 days after the preliminary calculation of school improvement ratings to appeal a school's rating.
- If a school district determines that a different rating should be assigned to a school because of the omission of data, a data miscalculation, or other special circumstances, the school's rating may be appealed.

## Questions and Answers

Questions can be directed to the Bureau of  
Accountability Reporting at [evalnrpt@fldoe.org](mailto:evalnrpt@fldoe.org) or  
(850) 245-0411



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