



# Accountability Update



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# School Grades

# School Grades Model

## (A maximum of 11 components)

| English Language Arts                               | Mathematics   | Science                     | Social Studies              | Graduation Rate   | Acceleration Success  |
|---|---|-----------------------------|-----------------------------|---|---|
| Achievement<br>(0% to 100%)                         | Achievement<br>(0% to 100%)                         | Achievement<br>(0% to 100%) | Achievement<br>(0% to 100%) | Overall,<br>4-year<br>Graduation<br>Rate<br>(0% to<br>100%) | High School<br>(AP, IB, AICE, dual<br>enrollment or<br>industry<br>certification)<br>(0% to 100%) |
| Learning Gains<br>(0% to 100%)                      | Learning Gains<br>(0% to 100%)                      |                             |                             |   | Middle School<br>(EOCs or industry<br>certifications)<br>(0% to 100%)                             |
| Learning Gains<br>of the<br>Low 25%<br>(0% to 100%) | Learning Gains<br>of the<br>Low 25%<br>(0% to 100%) |                             |                             |   |   |

## Percent Tested

- Must test 95% of students
- Calculated for each assessment and then aggregated.
- Schools that do not test 95% of students will receive grades of “I”
- Superintendents can appeal the “I” by demonstrating that the data accurately represents the school’s progress or requesting that late reporting assessment results be included.
- Commissioner will review data to determine if the performance data is representative of the school’s progress.
- If the Commissioner determines the data is representative, she will release grades for these schools at the end of the appeals period.

## Learning Gains in School Grades

- SB 1642 established a new framework for **learning gains** calculation requiring 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.)

| Pre-SB 1642 Method (Used 2002 to 2014)  | Post-SB 1642 Method (Used since 2016)  |
|---|--|
| 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   | For students who remain in Level 1 or Level 2, demonstrate a learning gain by increasing their score to a higher subcategory within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1) |

## ELLs in Learning Gains

- English Language Learners are included in learning gains in their second year
- If the student took the ELA assessment in their first year learning gains are calculated using the ELA assessments in the current and prior years
- If the student did not take the ELA assessment in their first year the student's English language proficiency assessment score is linked to the ELA scale and used as the prior year score to calculate learning gains

## Learning Gains of the Lowest 25%

- Calculated for both English Language Arts and Mathematics
- Applies the same learning gains methodology to the lowest performing 25% of students
- Determining the lowest performing 25% of students
  - Uses the performance of students in the prior year calculated at each grade level to identify the lowest performing 25% of students (EOCs not by grade level)
  - Low 25% is no longer limited to students in Achievement Levels 1 and 2

## Middle School Acceleration

- The percentage of eligible students who passed one or more high school level statewide, standardized end-of-course (EOC) assessments or attained industry certifications identified in the industry certification funding list
- Calculated for all schools that include grades 6, 7, and 8 or grades 7 and 8
- Eligible students include full-year-enrolled students, who are current year grade 8 students who scored at or above Achievement Level 3 on the Mathematics statewide assessments (FSA & EOC) in the prior year, or are full-year-enrolled students in grades 6, 7, or 8 that took high school level EOC assessments or industry certifications (industry certification data is the most recent available and lags by one year)
- Students must be enrolled in the course to be included
- A student is included in the calculation no more than once



## Graduation Rate

- The most recent 4 year cohort graduation rate measured according to 34 § CFR 200.19
- Calculated for all schools that include grades 9 to 12, grades 10 to 12, and grades 11 and 12
- Also calculated for combination schools that include these grade levels

## College and Career Acceleration

- Cohort-based calculation using the graduates from the graduation rate calculation as the denominator
- The percentage of graduates who, while in high school
  - Were eligible to earn college credit through AP, IB, or AICE examinations
  - Earned a C or better in dual enrollment or
  - Earned a CAPE industry certification

## School Grades Scale

| Grade | Scale                         |
|-------|-------------------------------|
| A     | 62% of total points or higher |
| B     | 54% to 61% of total points    |
| C     | 41% to 53% of total points    |
| D     | 32% to 40% of total points    |
| F     | 31% of total points or less   |

- The State Board of Education sets the scale and must, per state law, 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

## Calculating the School Grade

- The school's grade 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 is compared to the scale set by the State Board of Education to determine a school's grade

# School Grades Model

## Other Topics

- Per state law, if two or more schools operate at the same facility (**collocated schools**), and at least one of the collocated schools does not earn a school grade or a rating because of insufficient data, the performance data across all the schools at the same location are combined to calculate a school grade (s. 1008.34(3)(a)3, F.S.)
- This provision results in more schools being included in school accountability



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# District Grades

## District Grades

- Districts receive grades based on all of the components in the school grades model
- Students who were not full-year enrolled in a school but were full-year enrolled in the district will be included in the district grade in addition to students included in schools' grades.

# District Grades Model

## (A maximum of 11 components)

| English Language Arts                               | Mathematics   | Science                     | Social Studies              | Graduation Rate   | Acceleration Success  |
|---|---|-----------------------------|-----------------------------|---|---|
| Achievement<br>(0% to 100%)                         | Achievement<br>(0% to 100%)                         | Achievement<br>(0% to 100%) | Achievement<br>(0% to 100%) | Overall,<br>4-year<br>Graduation<br>Rate<br>(0% to<br>100%) | High School<br>(AP, IB, AICE, dual<br>enrollment or<br>industry<br>certification)<br>(0% to 100%) |
| Learning Gains<br>(0% to 100%)                      | Learning Gains<br>(0% to 100%)                      |                             |                             |   | Middle School<br>(EOCs or industry<br>certifications)<br>(0% to 100%)                             |
| Learning Gains<br>of the<br>Low 25%<br>(0% to 100%) | Learning Gains<br>of the<br>Low 25%<br>(0% to 100%) |                             |                             |   |   |



## District Report Cards

- State law also requires the department to develop a district report card that includes the district grade and additional data points
- District and school grades are currently available on the department's EdStats portal (<https://edstats.fldoe.org>)
- The remaining report card elements will be available in the near future at that same portal

# 2015-16 DISTRICT REPORT CARD – Palm Beach

District Grade

**B**

Percent of Points

**58%**

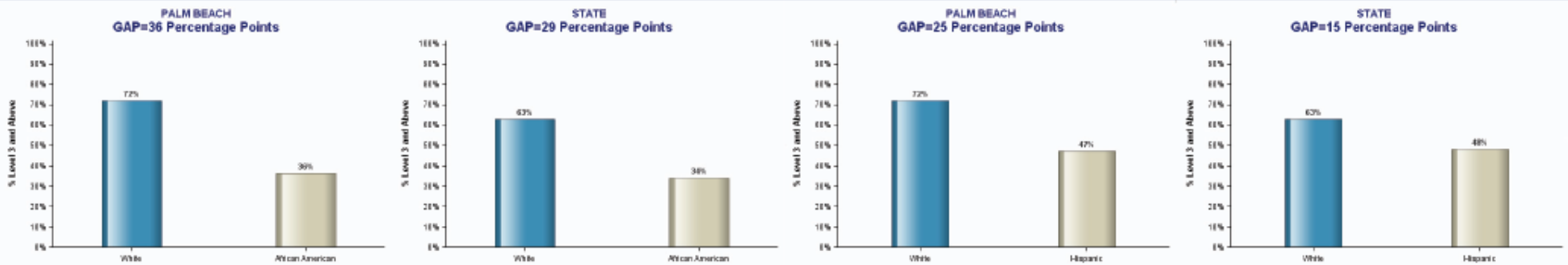
Rank: 14 out of 67

## Closing the Achievement Gap

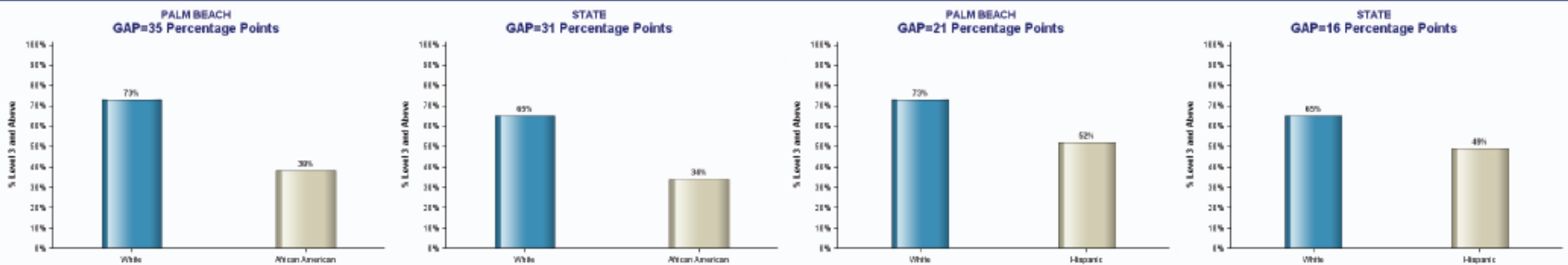
### White and African American Students

### White and Hispanic Students

### English Language Arts



### Mathematics





|  |  |                   |                               |
|--|--|-------------------|-------------------------------|
| Learning Gains of the Highest Performing Students (Top 25%)  | English Language Arts  | <b>64%</b>        | Rank: 3 out of 67             |
|  | Mathematics  | <b>67%</b>        | Rank: 7 out of 67             |
| Improving Student Attendance   | Percent of Students Absent 21 Days or More   | <b>6.4%</b>       | State: 10%                    |
| Grade Level Promotion of Students Scoring Level 1 and Level 2 on Statewide, Standardized Assessments   | Percent of Level 1 Students Promoted (FSA ELA)   | Third Grade       | <b>53%</b> State: 57%         |
|  |  | All Grades (3-10) | <b>99%</b> State: 95%         |
|  | Percent of Level 2 Students Promoted (FSA ELA)   | Third Grade       | <b>100%</b> State: 99%        |
|  |  | All Grades (3-10) | <b>100%</b> State: 99%        |
| Preparing Students for the Transition from Elementary to Middle School, Middle to High School, and High School to Postsecondary Institutions and Careers | Percent Scoring Level 3 and Above on ELA   | Grade 5           | <b>56%</b> Rank: 15 out of 67 |
|  |  | Grade 8           | <b>61%</b> Rank: 17 out of 67 |
|  | Percent Scoring Level 3 and Above on Mathematics                                       | Grade 5           | <b>62%</b> Rank: 12 out of 67 |
|  |  | Grade 8           | <b>73%</b> Rank: 10 out of 67 |
|  | Percent of High School Graduates Earning College Credit and/or Industry Certifications |                   | <b>61%</b> Rank: 11 out of 67 |



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# School Improvement Ratings

## 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 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
  - FCAT
  - Concordant and Comparative Scores



## Calculation of the Rating

- Schools will be rated on only those components for which they have sufficient data
- The rating is based on the percentage of possible points earned by each school
  - Commendable – 50% of points or higher
  - Maintaining – 26% to 49% of points
  - Unsatisfactory – 25% of points or less

## Three Year School Improvement Ratings

- “If an alternative school does not meet the requirements for the issuance of a school improvement rating in the current year, and has failed to receive a school improvement rating for the prior 2 consecutive years, the school shall receive a rating for the current year based upon a compilation of all student learning gains for all grade levels, for those 3 years.” (s. 1008.341 (2) F.S.)
- 2017-18 would be the first year this would take effect



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# Every Student Succeeds Act

## Superintendent Workgroup

- Review decision areas and options
- Workgroup members seek input from fellow superintendents on these decision areas and share recommendations

## Timeline Considerations

- First meeting April 21 to familiarize superintendents with decision points
- Second meeting in May/June to review recommendations
- Third meeting in July during 30-day public comment window to review recommendations on draft of State Plan

## Timeline Considerations

- State Plan due by Monday, September 18
- Submit to Governor no later than Friday, August 18 (30 days)
- Post draft for public comment no later than Wednesday, July 19 (30 days) – likely earlier to allow for revision before submitting to EOG

## ESSA Requirement

- Only 8<sup>th</sup> grade students exempted from taking grade-level State Mathematics assessment if taking a Mathematics End-of-Course (EOC) assessment. This only applies if the student will also take a higher-level Mathematics assessment in high school.

A.2. (p. 6)

## Current Practice

- Any student taking high school-level EOCs in middle school (Algebra 1, Geometry, Algebra 2, Biology, and U.S. History) is exempt from the grade-level test.

## ESSA Requirement

- Locally selected nationally recognized high school assessments – **optional**.

**Not in template**

## Current Practice

- n/a (**unless Florida law changes**)



## ESSA Requirement

- 95% of all students/each subgroup must be assessed; denominator for achievement component must be number of students assessed or 95%, whichever is greater.
- Students who are not assessed are counted as scoring less than level 3 until the 95% threshold is reached.

A.4.vii. (p.13)

## Current Practice

- 95% of all students must be assessed; no subgroup requirement.
- Schools that assess less than 95% of eligible students receive an “I” – Incomplete.
- During appeals, superintendents can appeal to receive a grade if they can demonstrate that the grade is representative of the students’ progress.
- If the superintendent does not appeal, the commissioner will determine if the grade is representative of the students’ progress. If it is, the grade will be released.

## ESSA Requirement

- For English Language Learners (ELL) in states <12 months, State to choose:
  - Exempt ELLs from taking the FSA-ELA in the first year and use their scores in achievement in year 2, or
  - Require all ELLs to take the FSA-ELA in the first year and include them in learning gains in year 2 and achievement in year 3.
  - Exception that allows for the determination of an option for an individual student based on a state model.

A.4.i.d. (p. 8)

## Current Practice

- A hybrid model where districts determine whether the student is ready to be assessed on the ELA assessment in their first year or whether they should take only the ELP assessment (WIDA).
- ELLs must be included in learning gains in their second year.
- If a student takes the ELA assessment in year 1, that assessment is used in learning gains in year 2. If the student does not take ELA in year 1, a linked WIDA score will be used to determine learning gains for the student.

## ESSA Requirement

- Annual Meaningful Differentiation  
**A.4.v. (p. 11)** – State to establish for all schools:
- Based on Indicator performance of all students/each subgroup:
  - Academic Achievement (ELA & Mathematics)
  - Academic Progress
  - Graduation Rate
  - Progress in achieving English Language Proficiency
  - School Quality or Student Success

**A.4.iv. (p. 10-11)**

## Current Practice

- Accountability system meaningfully differentiates among schools and includes all of the required indicators except English Language Proficiency.
- Does not use each individual subgroup.
- Current measures of acceleration in middle and high school and learning gains of the low 25% qualify as examples of measures of school quality or student success.

## ESSA Requirement

- Inclusion of exited ELL performance in accountability subgroups for up to 4 years.  
**A.4.i.c. (p. 7-8)**

## Current Practice

- Include exited ELLs for 2 years in federal reporting.

## ESSA Requirement

- Comprehensive Support & Improvement (CS & I): State identifies schools in need of CS & I and establishes exit criteria; LEAs develop CS & I plan
  - Not less than the lowest-performing 5% of Title 1 schools,
  - High schools failing to graduate 1/3 or more, and
  - Targeted schools that didn't exit in the time required.
- Targeted Support & Improvement (TS & I): State identifies schools with one or more consistently underperforming subgroups.

A.4.vi. and viii. (p. 11-13)

## Current Practice

- ESEA Flexibility Waiver allowed us to use the school grade of “F” and graduation rate to determine Priority schools which is analogous to CS & I. “F” schools might not comprise 5% of Title 1 schools.
- ESEA Flexibility Waiver demonstrated that schools graded “D” had lower-performing subgroups and we were allowed to use “D” schools to meet the consistently underperforming subgroups requirement.

## Nine State Plan Sections

- A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- B. Title I, Part C: Education of Migratory Children
- C. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- D. Title II, Part A: Supporting Effective Instruction
- E. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

## Nine State Plan Sections

- F. Title IV, Part A: Student Support and Academic Enrichment Grants
- G. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers
- H. Title V, Part B, Subpart 2: Rural and Low-Income School Program
- I. Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program



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# DJJ Accountability System



# Proposed DJJ Accountability Model

## (A maximum of 11 components)

- The rating is based on the percentage of total points earned, and **programs are graded based only on the components for which they have sufficient data** (Full-Year WIN Common Assessment learning Gains can be included beginning in 2017-2018)
- Measures are classified on a 3 point scale before being combined
- Cut-scores used to determine classification are specific to each program type/measure combination

| Learning Gains              | K-12 Outcomes                             | Educator Quality   | Post-K-12 Outcomes                          | Process Measures                                  |
|-----------------------------|---|--|---|---|
| FSA ELA<br>(0% to 100%)     | Increased Attendance<br>(0% to 100%)      | Core Courses Taught by<br>Certified Teachers<br>(0% to 100%) | Postsecondary<br>Enrollment<br>(0% to 100%) | Common Assessment<br>Data Quality<br>(0% to 100%) |
| FSA Math<br>(0% to 100%)    | Industry Certifications<br>(0% to 100%)   |  | Employment<br>(0% to 100%)                  |   |
| WIN Reading<br>(0% to 100%) | 5 Year Graduation<br>Rate<br>(0% to 100%) |  |   |   |
| WIN Math<br>(0% to 100%)    |   |  |   |   |
|                             |   |  |   |   |
|                             |   | Simulation 1 (2014-15)                                       | Simulation 2 & 3 (2015-<br>16 & 2016-17)    | Year One (2017-18)                                |

# Proposed Procedures for Calculating Scores and Ratings

- Three ratings include Commendable, Acceptable and Unsatisfactory
- Components will be rated on a 3-point scale
- Rating will be the simple (unweighted) average of the components with sufficient data
- If a DJJ education program doesn't have sufficient data to generate a rating for three years in a row, the prior three years of data will be aggregated to produce a rating

## **State Board of Education Will Need to Establish the DJJ Ed. Prog. Grading Scale**

- Measures are classified before computing final rating to standardize scale among measures to promote fairness
- Classification scale for each measures is based on actual relative performance among program type
- Classification scale is set for each measure by program type independently

## Questions and Answers

- Questions concerning the DJJ Accountability System 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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