



Accountability Update



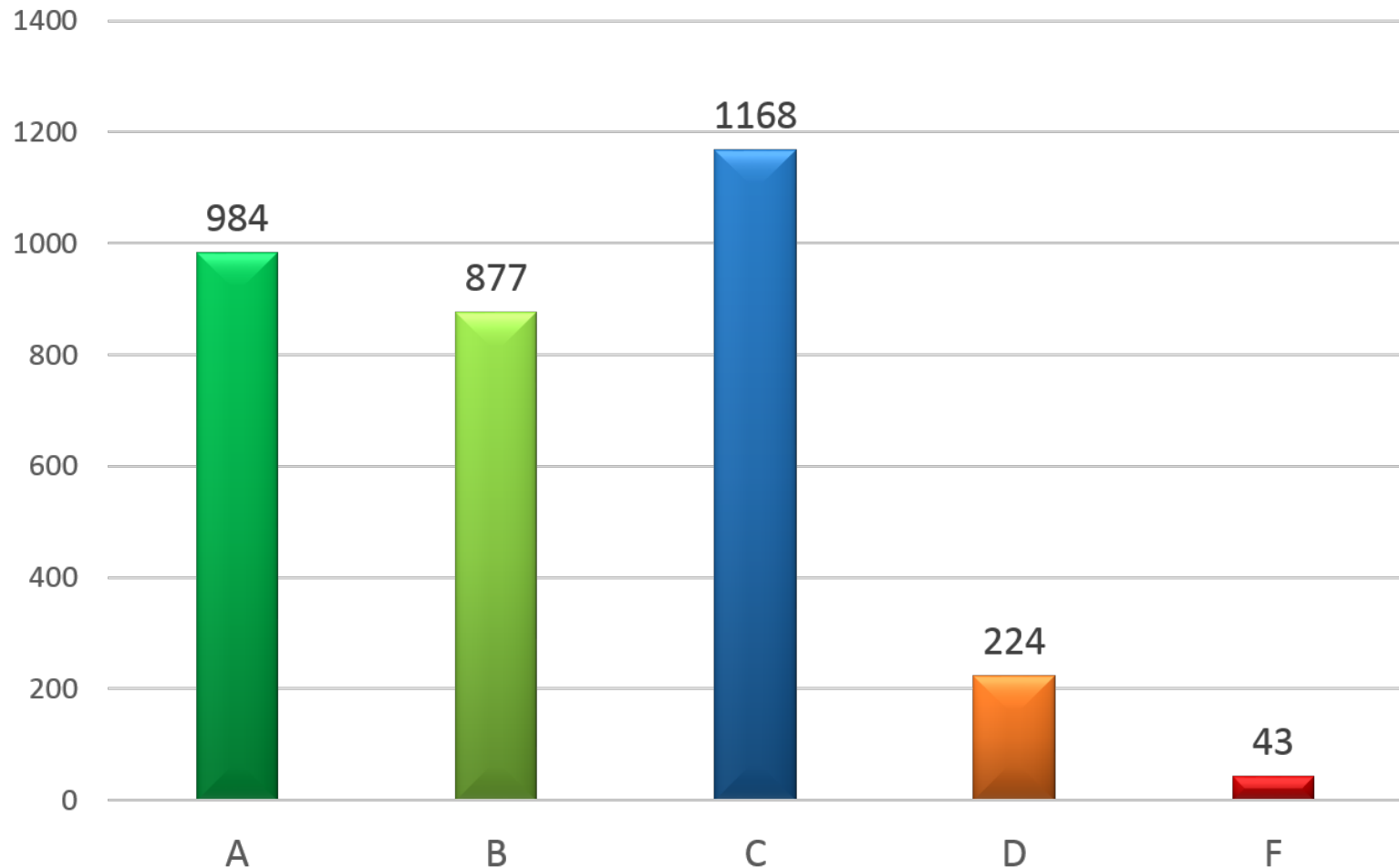
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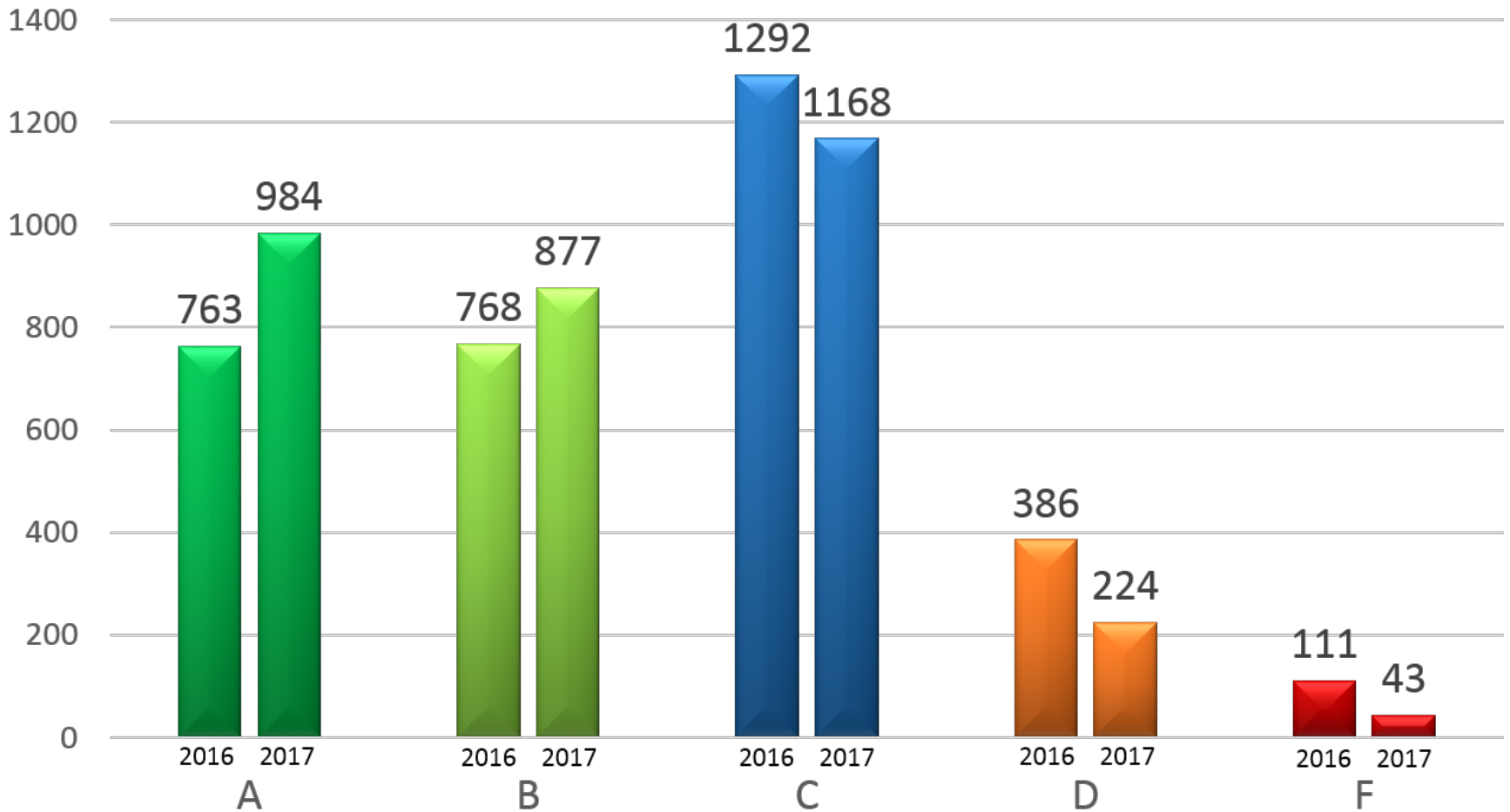
Overview

- 2017 School Grade Results
- School Grades
- School Improvement Rating
- District Grades
- ESSA Timeline

2017 School Grades Results



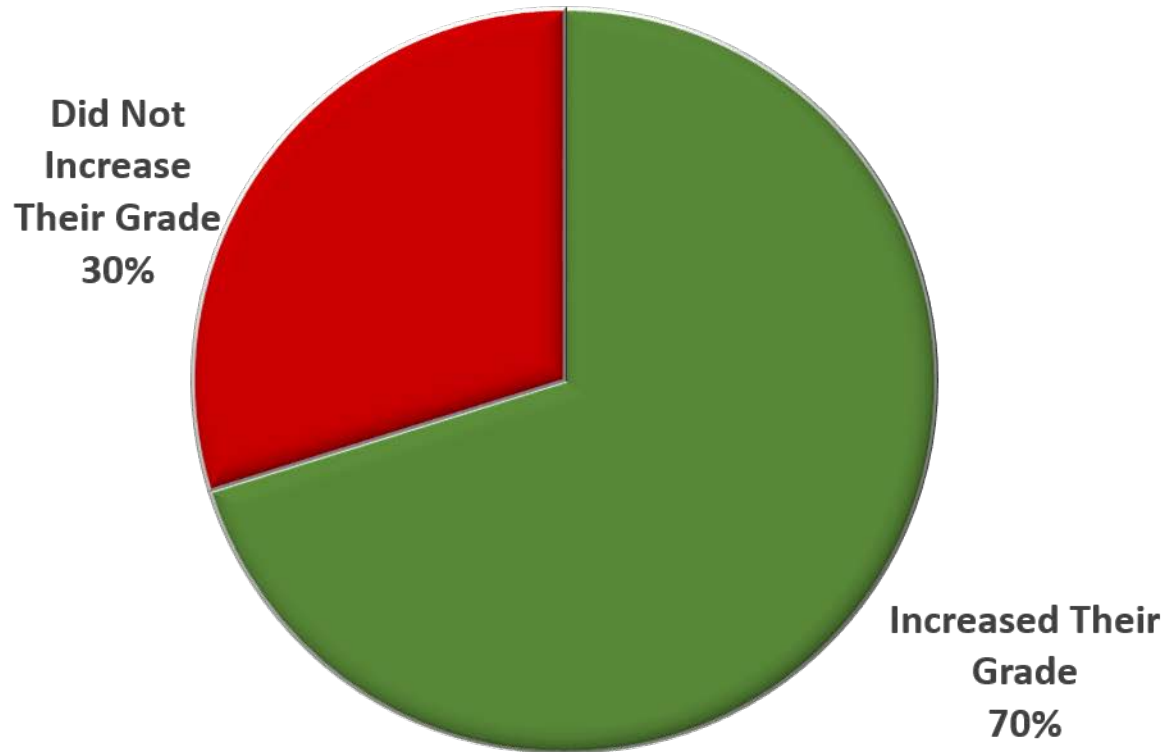
2016 and 2017 School Grades Results



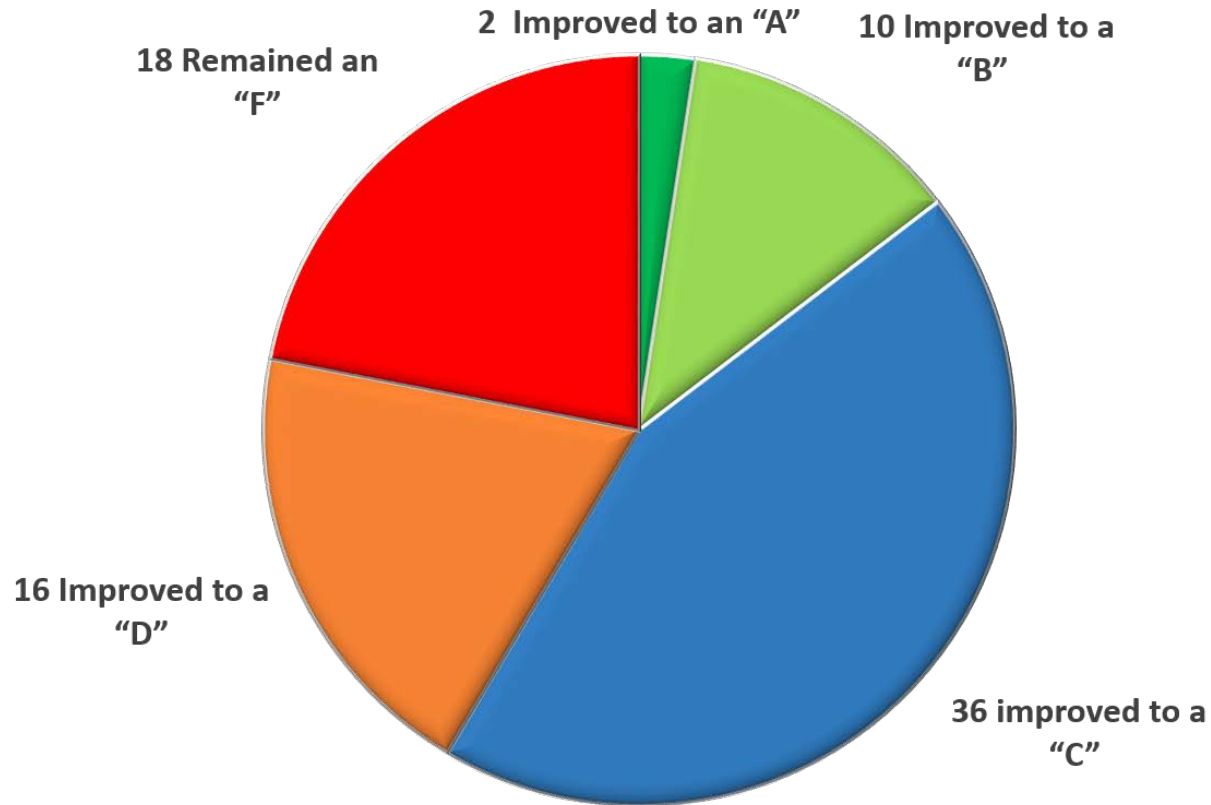
Statewide Highlights

- The percentage of schools earning an “A” or “B” increased to 56 percent (1,861 schools), up from 46 percent (1,531 schools) in 2015-16.
- Elementary schools saw the largest percentage point increase in “A” schools
 - 30 percent (546 schools) of elementary schools earned an “A” in 2016-17, up from 21 percent (386 schools) in 2015-16.
- 1,608 schools maintained an “A” grade (669 schools) or increased their grade (940 schools) in 2016-17
- “F” schools decreased by more than half (61 percent), dropping from 111 schools in 2015-16 to 43 schools in 2016-17.

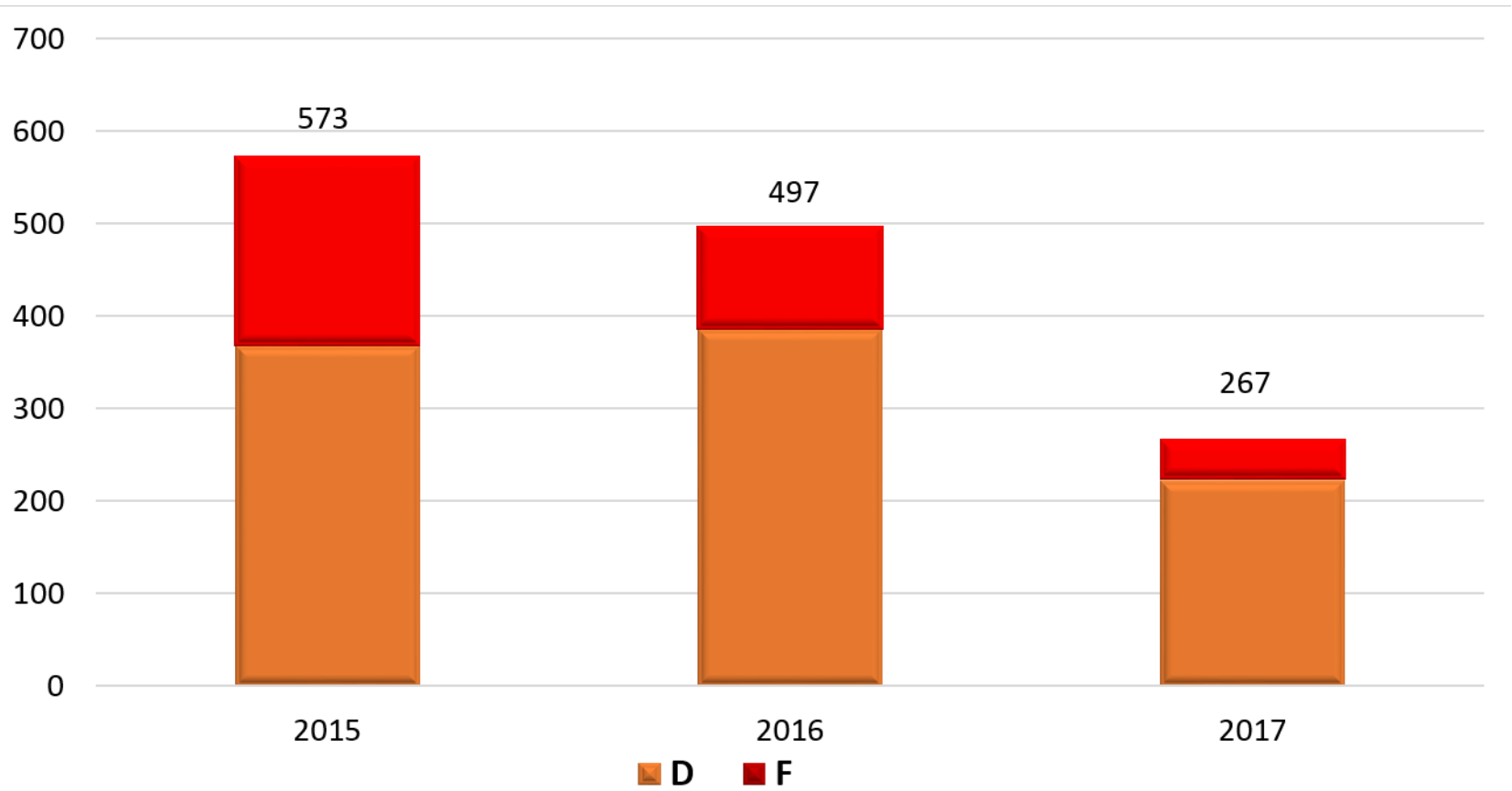
70% of Schools Graded “D” or “F” in 2016 Improved Their Grade in 2017



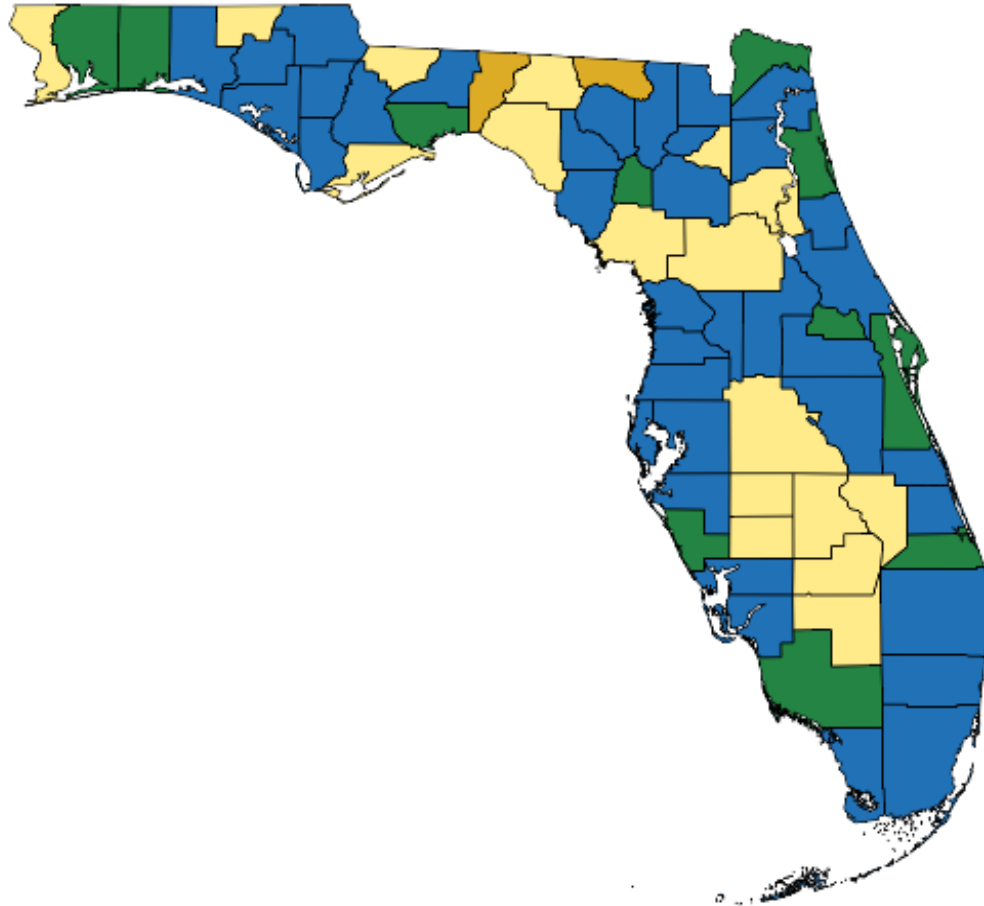
78% of F Schools Improved Their Grade



Florida's Focus on Low Performing Schools is Paying Off



District Grades for 2017



Grade A Grade B Grade C Grade D



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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 (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				Middle School (EOCs or industry certifications) (0% to 100%)
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (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

- 2014 legislature established a new framework for **learning gains** 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.)

Method for 2002 to 2014	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, except 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)

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 200.34
- 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
- Beginning in 2016-17 grad rate, students who withdraw to a private school that the district has a contract with will remain in the graduation cohort for their last public school

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

Florida Standards Alternate Assessment

- Results will be included in the 2017-18 school grades
- Now in the rule making process
 - Set the passing score to use in the achievement measures for US History and Civics
 - Amend the levels to be to be included as passing in the achievement calculations
 - Determine the learning gains methodology
 - Workshop this week
 - Additional feedback can be submitted at the website below <https://app1.fldoe.org/rules/default.aspx>.
 - You can also email feedback to ARM@fldoe.org.
 - Likely to the State Board in early 2018

Proposed FSAA Learning Gains Calculation

- Students counted as making a learning gain
 - Students who **increase an achievement level** in the same subject area.
 - Students who scored at **Achievement Level 4** in the prior year and maintain the same achievement level in the current year.
 - For students who scored an **Achievement Level 1 or 2** in the prior year and scored in the same achievement level in the current year:
 - Split Level 1 into 3 subcategories and Level 2 into 2 subcategories.
 - Students must increase at least one subcategory to demonstrate a learning gain.

Proposed FSAA Learning Gains Calculation

- Students counted as making a learning gain (cont.)
 - For students who scored in an **Achievement Level 3** in the prior year and scored in the same achievement level in the current year:
 - Split Level 3 into 2 subcategories.
 - Students must maintain the same subcategory or move from a low-Level 3 to a high-Level 3 to demonstrate a learning gain.

FSAA ELA

Scale Score and Subcategories

Assessment	Level 1			Level 2			Level 3			Level 4	
	Level 1	Low	Middle	High	Level 2	Low	High	Level 3	Low		High
Grade 3	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	599-608	609-617	618-660
Grade 4	540-581	540-553	554-567	568-581	582-596	582-589	590-596	597-617	597-607	608-617	618-660
Grade 5	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	599-608	609-617	618-660
Grade 6	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	599-608	609-617	618-660
Grade 7	540-582	540-554	555-568	569-582	583-598	583-590	591-598	599-617	599-608	609-617	618-660
Grade 8	540-581	540-553	554-567	568-581	582-597	582-589	590-597	598-613	598-605	606-613	614-660
Grade 9	540-581	540-553	554-567	568-581	582-597	582-589	590-597	598-619	598-608	609-619	620-660
Grade 10	540-583	540-554	555-569	570-583	584-597	584-590	591-597	598-616	598-607	608-616	617-660

FSAE Mathematics

Scale Score and Subcategories

Assessment	Level 1			Level 2			Level 3			Level 4	
	Level 1	Low	Middle	High	Level 2	Low	High	Level 3	Low		High
Grade 3	540-585	540-555	556-570	571-585	586-599	586-592	593-599	600-616	600-608	609-616	617-660
Grade 4	540-586	540-555	556-571	572-586	587-598	587-592	593-598	599-617	599-608	609-617	618-660
Grade 5	540-585	540-555	556-570	571-585	586-599	586-592	593-599	600-616	600-608	609-616	617-660
Grade 6	540-585	540-555	556-570	571-585	586-599	586-592	593-599	600-616	600-608	609-616	617-660
Grade 7	540-586	540-555	556-571	572-586	587-599	587-593	594-599	600-616	600-608	609-616	617-660
Grade 8	540-585	540-555	556-570	571-585	586-597	586-591	592-597	598-614	598-606	607-614	615-660
Access Algebra 1 EOC	725-773	725-741	742-757	758-773	774-796	774-785	786-796	797-822	797-809	810-822	823-875
Access Geometry EOC	725-776	725-742	743-759	760-776	777-798	777-787	788-798	799-826	799-812	813-826	827-875

Algebra 2

- In accordance with HB 7069 from the 2017 Legislative Session the changes to the school grades rule will also remove Algebra 2 from the calculation of school grades.



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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 (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				Middle School (EOCs or industry certifications) (0% to 100%)
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (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>)

2015-16 DISTRICT REPORT CARD – Palm Beach

District Grade

B

Percent of Points

58%

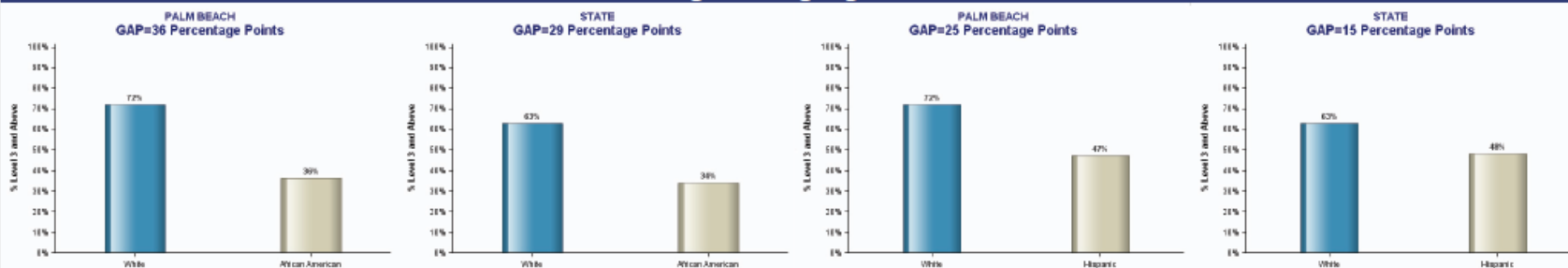
Rank: 14 out of 67

Closing the Achievement Gap

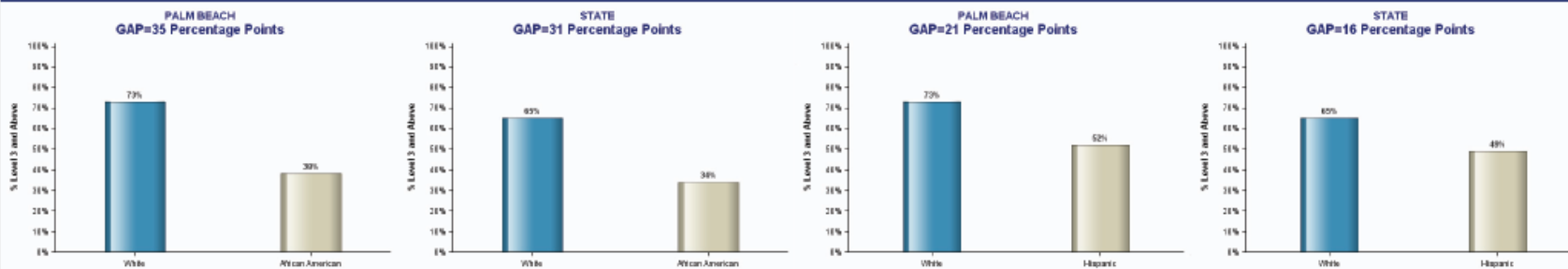
White and African American Students

White and Hispanic Students

English Language Arts



Mathematics





Learning Gains of the Highest Performing Students (Top 25%)	English Language Arts	64%	Rank: 3 out of 67
	Mathematics	67%	Rank: 7 out of 67
Improving Student Attendance	Percent of Students Absent 21 Days or More	6.4%	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	53% State: 57%
		All Grades (3-10)	99% State: 95%
	Percent of Level 2 Students Promoted (FSA ELA)	Third Grade	100% State: 99%
		All Grades (3-10)	100% 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	56% Rank: 15 out of 67
		Grade 8	61% Rank: 17 out of 67
	Percent Scoring Level 3 and Above on Mathematics	Grade 5	62% Rank: 12 out of 67
		Grade 8	73% Rank: 10 out of 67
	Percent of High School Graduates Earning College Credit and/or Industry Certifications		61% 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

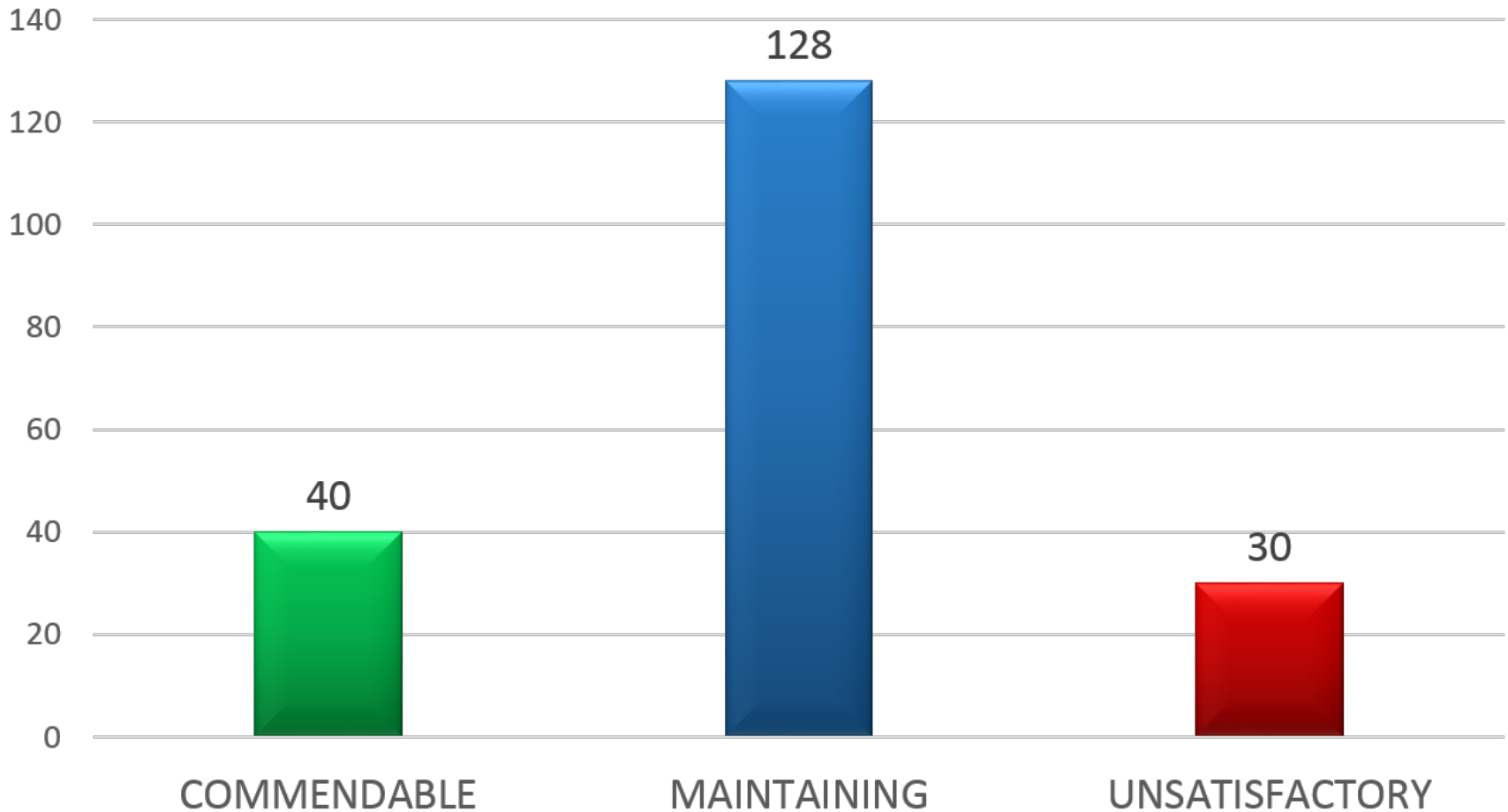
ESE Centers

- Students who have always been enrolled in an ESE center while in the district will not have their scores credited back to their home school if they scored at the emergent level.
- Under rule development because the definition of Emergent needed to change to be consistent with the new achievement levels for the alternate assessment.
- Draft rule defines “emergent” as students who score at Achievement Level 1 or 2.

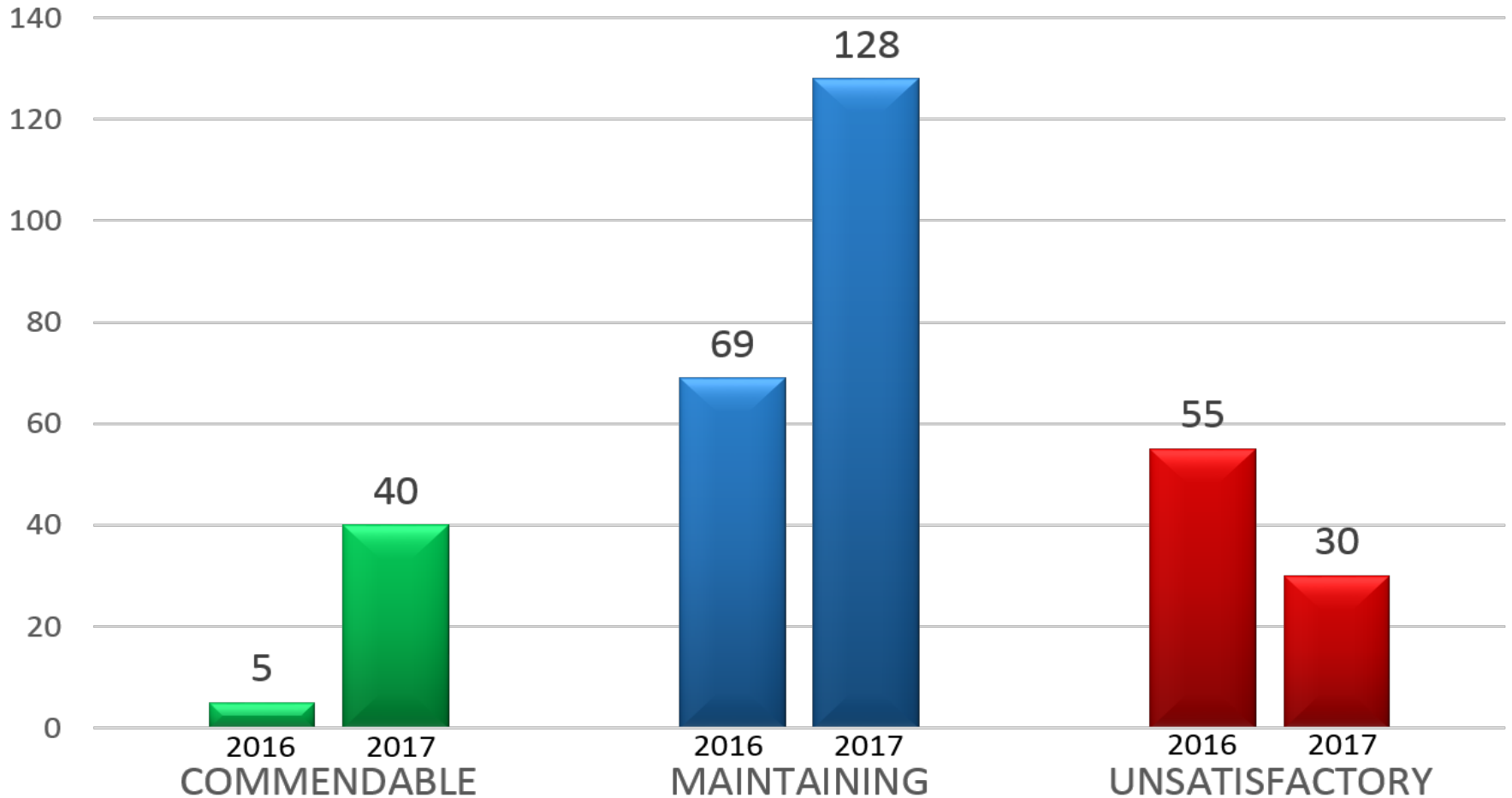
School Improvement Ratings

- 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

2017 School Improvement Ratings



2016 and 2017 School Improvement Rating Results



Rating Changes form 2016 to 2017

- 48 Schools increased their ratings
- 67 Schools maintained the same rating
- 8 School's ratings declined

		2017 School Improvement Rating			
		Commendable	Maintaining	Unsatisfactory	Total
2016 School Improvement Rating	Commendable	3	2	0	5
	Maintaining	17	45	6	68
	Unsatisfactory	5	26	19	50
	Total	25	73	25	123

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 2.0 Reading
 - Concordant and Comparative Scores

Including Concordant and Comparative Scores

- In the rule development process
- The draft rule language indicates that concordant and comparative scores will be included in learning gains for students who scored at Achievement Level 1 or 2 in the prior year and who did not demonstrate learning gains on the statewide standardized assessment in the current year.
 - If these students earned a concordant ACT or SAT score in the current year, then the students can be included as making gains in ELA.
 - If these students earned a comparative PERT score, then the students can be included as making gains in mathematics.

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

- Reviewed decision areas and options
- Workgroup members sought input from fellow superintendents on these decision areas and shared recommendations for development of draft State Plan
- Provided input on the draft State Plan

Timeline

- Posted draft state plan for public comment June 30th
- Revised state plan based on input received
- Submitted revised state plan to Governor for review August 17 (30 days)
- State Plan due by Monday, September 18 (extended due to hurricane)
- State Plan Submitted September 20th
- USED has 120 days to review and approve the plan

State Plan

- Reevaluated the need for separate waiver requests
 - We described our current accountability system within the state plan template, and provided our rationale for why it is best for our students to continue on this path
- Will use state, district, and school report cards as part of our accountability system to provide information to the public about subgroup performance

State Plan (continued)

- Increased the reporting period for former ELLs from two years to four years
- Established long-term goals for ELLs on the ACCESS for ELLs 2.0 English Language Proficiency assessment
- Clarified and added more specificity to the Title IV, Part A section on allowable use of funds for new Student Support and Academic Enrichment grants

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: 21st 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

System Requirements

- Rating must be based on objective and measurable student performance measures that evaluate a student's educational progress
- Limited to prevention, day treatment and residential programs
- Measures must be based on appropriate outcomes for all students in juvenile justice education programs
- Must take length of stay into consideration

Measure Requirements

Performance measures shall include outcomes that relate to:

- Student achievement of career education goals
- Acquisition of employability skills
- Receipt of a high school diploma or its equivalent
- Grade advancement
- The number of CAPE industry certifications earned

Rating Framework

- Three ratings
 - a) Commendable
 - b) Acceptable
 - c) Unsatisfactory
- Similar to school improvement rating system

Measures and Simulation Plan

- 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**
- 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 (0% to 100%)	Increased Attendance (0% to 100%)	Core Courses Taught by Certified Teachers (0% to 100%)	Postsecondary Enrollment (0% to 100%)	Common Assessment Data Quality (0% to 100%)
FSA Math (0% to 100%)	Industry Certifications (0% to 100%)		Employment (0% to 100%)	
WIN Reading (0% to 100%)	5 Year Graduation Rate (0% to 100%)			
WIN Math (0% to 100%)				
		Simulation 1 (2014-15)	Simulation 2 (2015-16)	Year One (2016-17)

Revised Timeline Based on 8 Measures Currently Available

- Simulations representing 2014-15 releases/completions followed through 15-16 are underway with completion scheduled in November or December.
- Simulations representing 2015-16 releases/completions become available along with final 16-17 survey 5 data for the outcome year in scheduled to be complete by the end of March.
- Rule development underway, with additional workshops in the spring of 2018 and language presented to the State Board in the summer of 2018.



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