



# Accountability Update



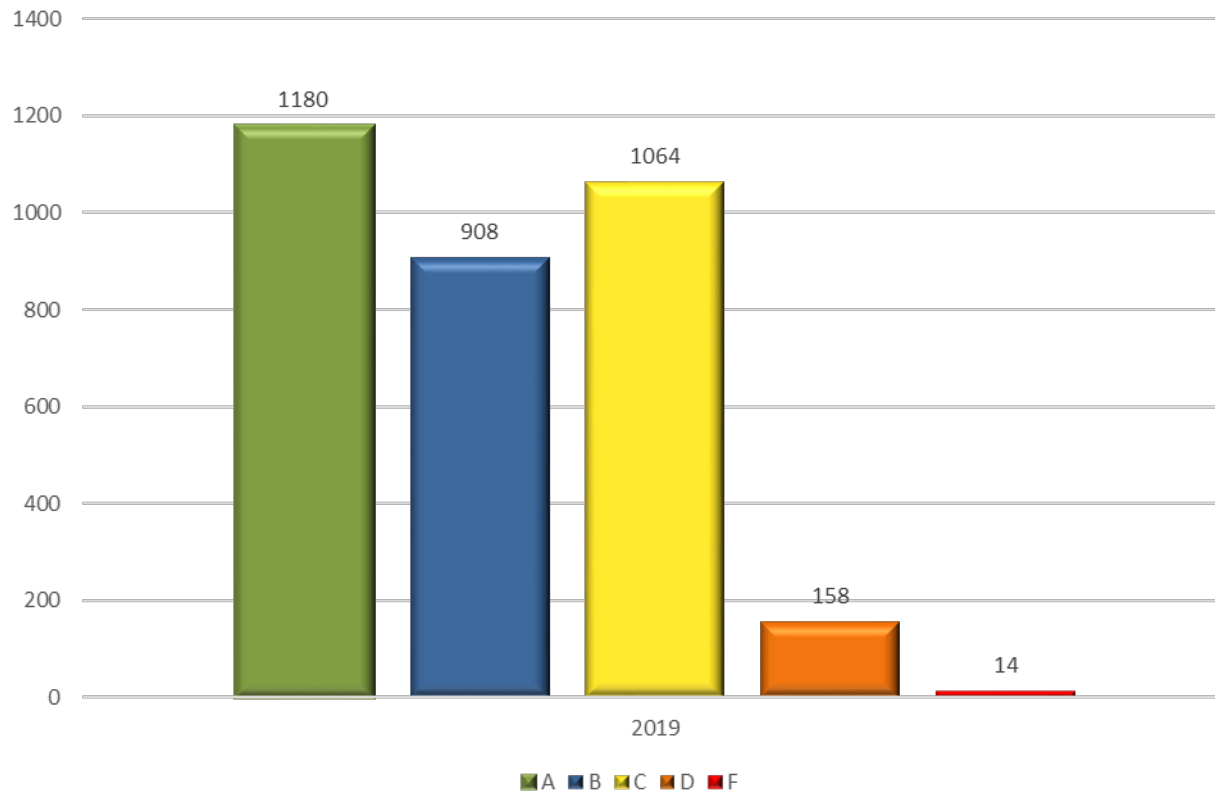
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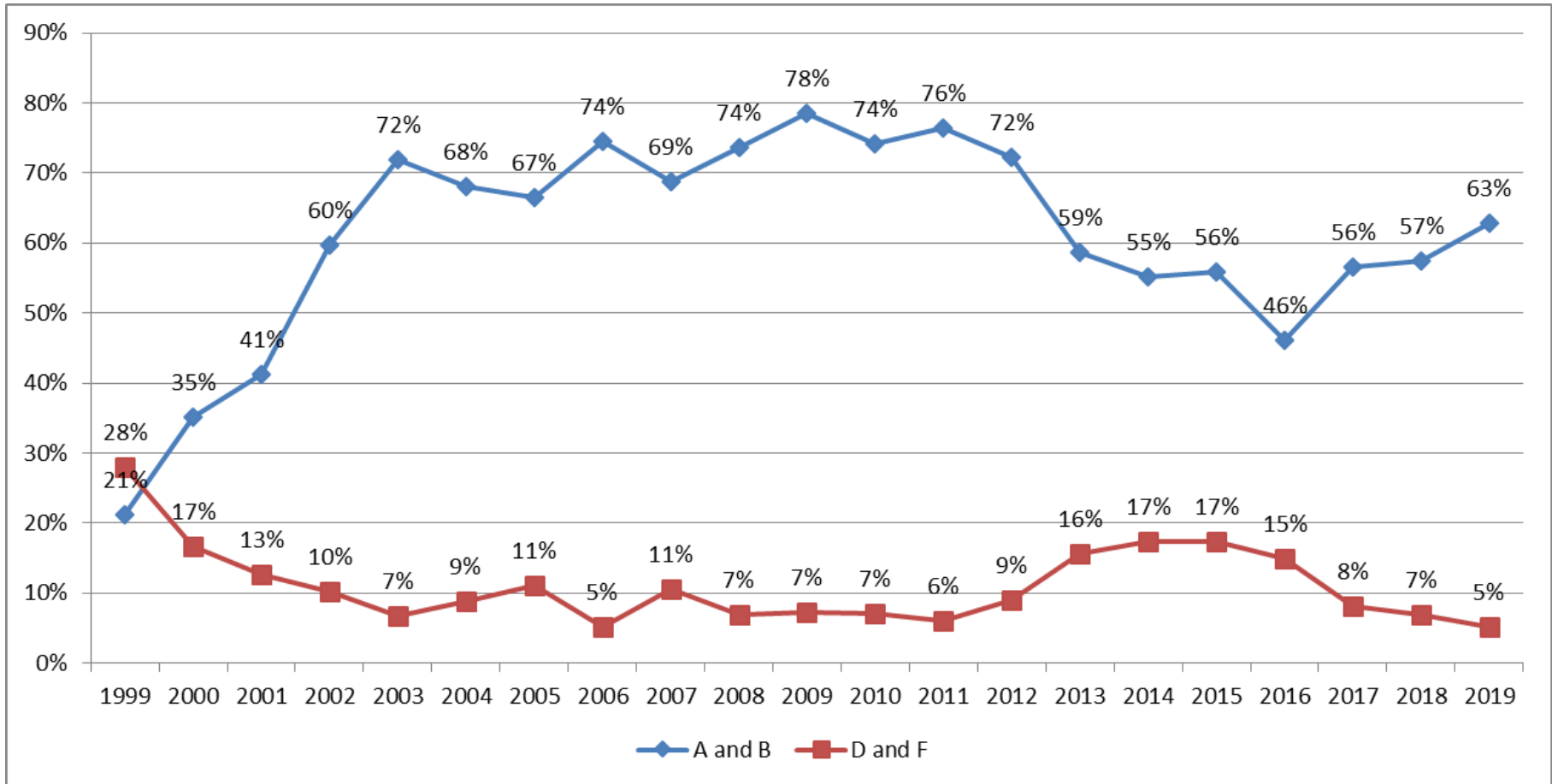
## Overview

- School Grades Overview
- ESSA Overview
- Report Card
- Mapping Tool
- VAM Overview
- Visualization Tool

# 2019 School Grades



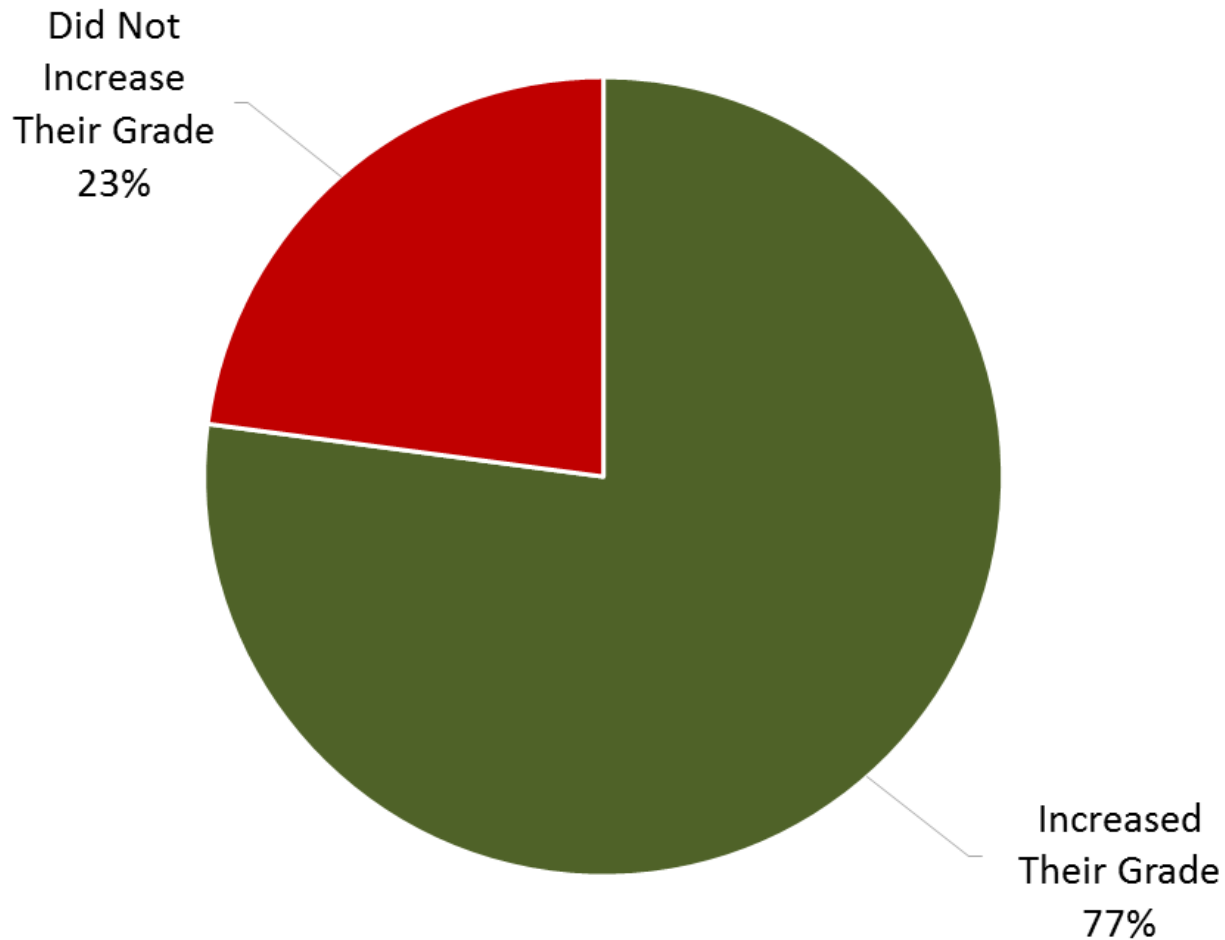
## 20 Year Look at A&B vs D&F Grades



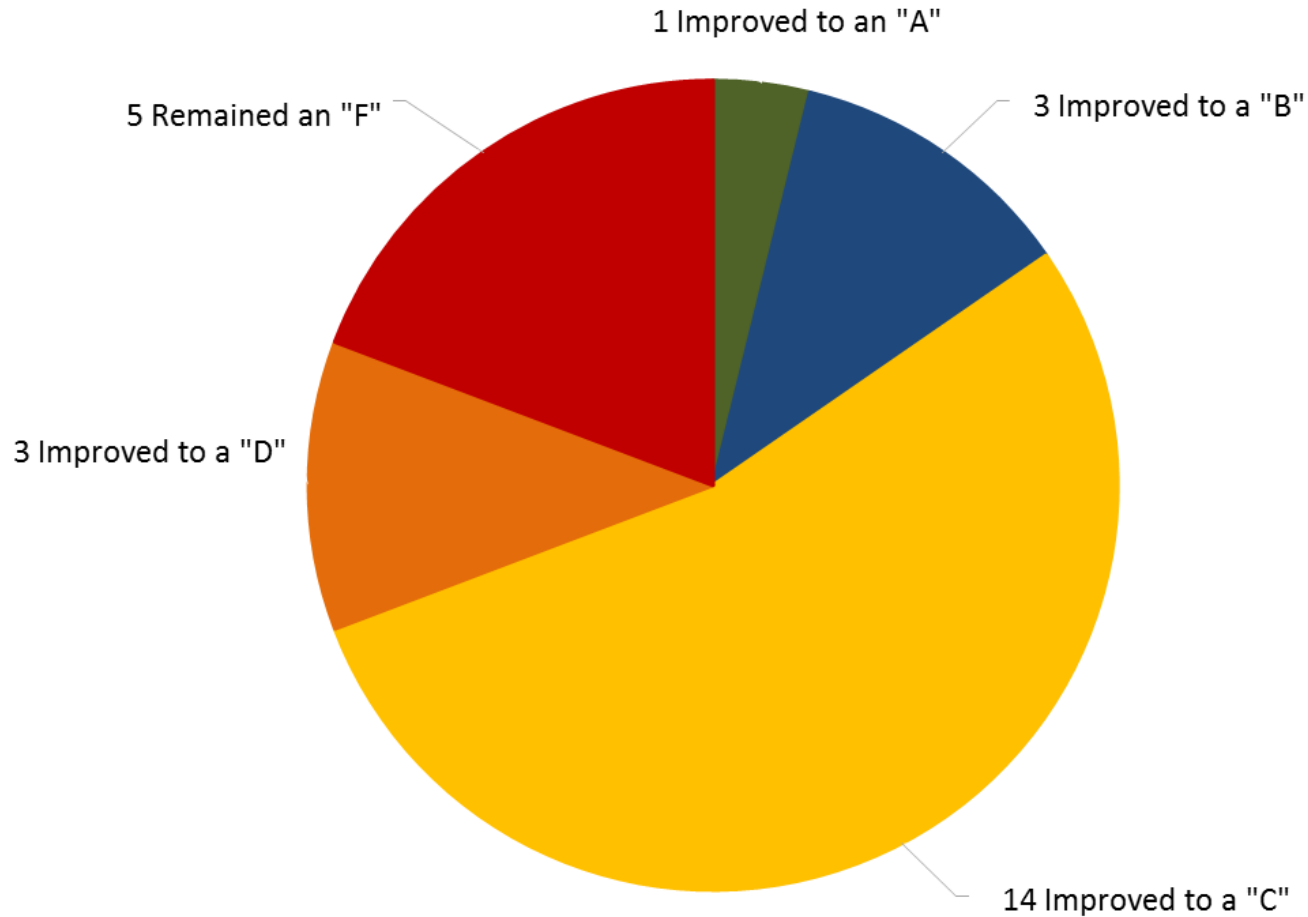
## Statewide Highlights

- The percentage of schools earning an A or B grade increased to 63% (2,088) up from 57% (1,905) 2017-18.
  - The percentage of schools earning an A grade increased to 35% (1,180) up from 31% (1,044) in 2017-18.
- Overall, elementary schools had the largest increase in the percentage of schools increasing their grade with 28% (494) of elementary schools improving one or more letter grade.
- Elementary schools saw the largest percentage point increase in A schools (up 5 percentage points from 28% to 33%) and the largest percentage point decrease in D and F schools (down 3 percentage points from 10% to 7%).
- The number of “F” schools decreased by more than half, from 35 schools in 2017-18 to 14 schools in 2018-19.

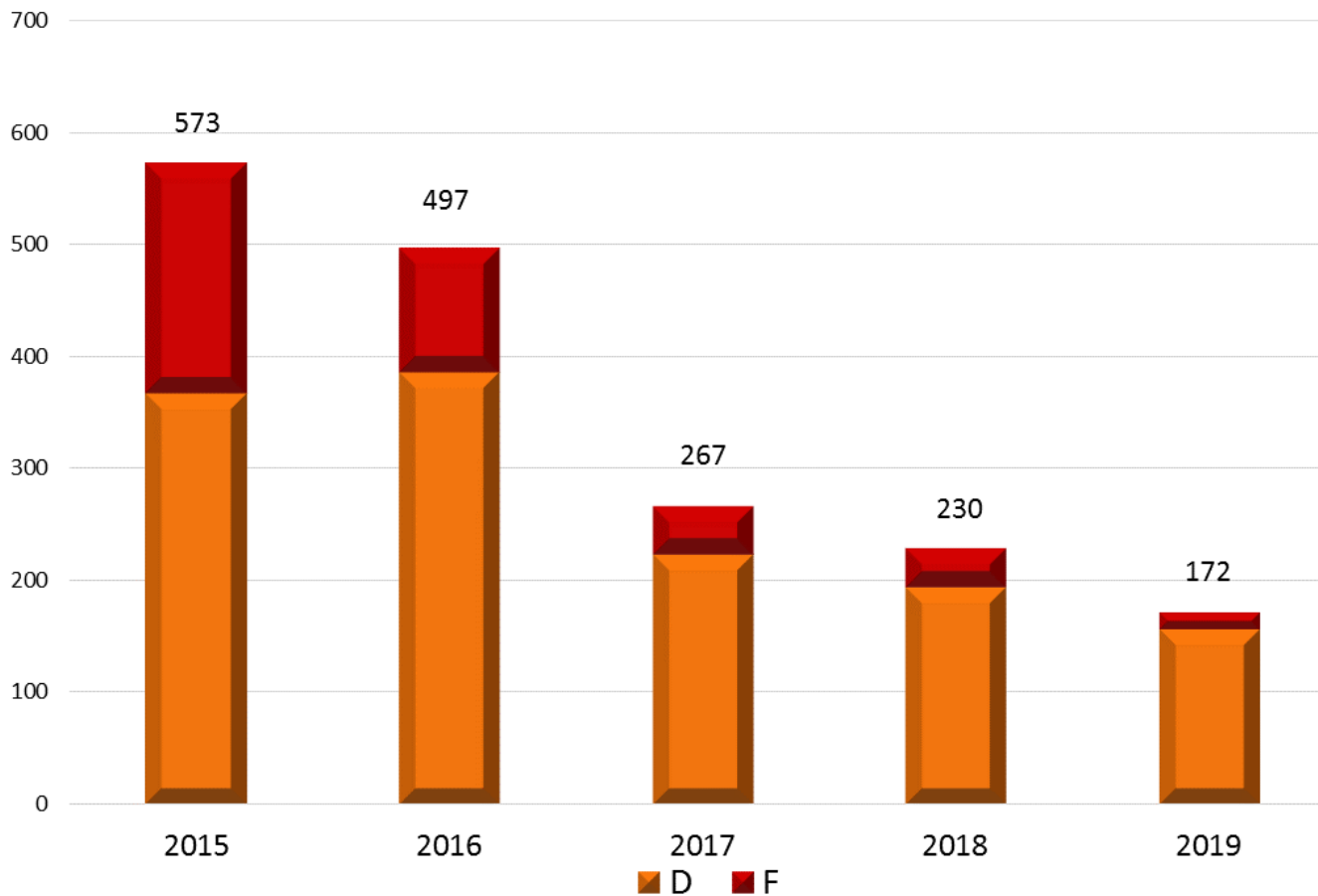
## 77% of Schools Graded “D” or “F” in 2018 Improved Their Grade in 2019



# 81% of Schools Graded "F" in 2018 Improved Their Grade in 2019

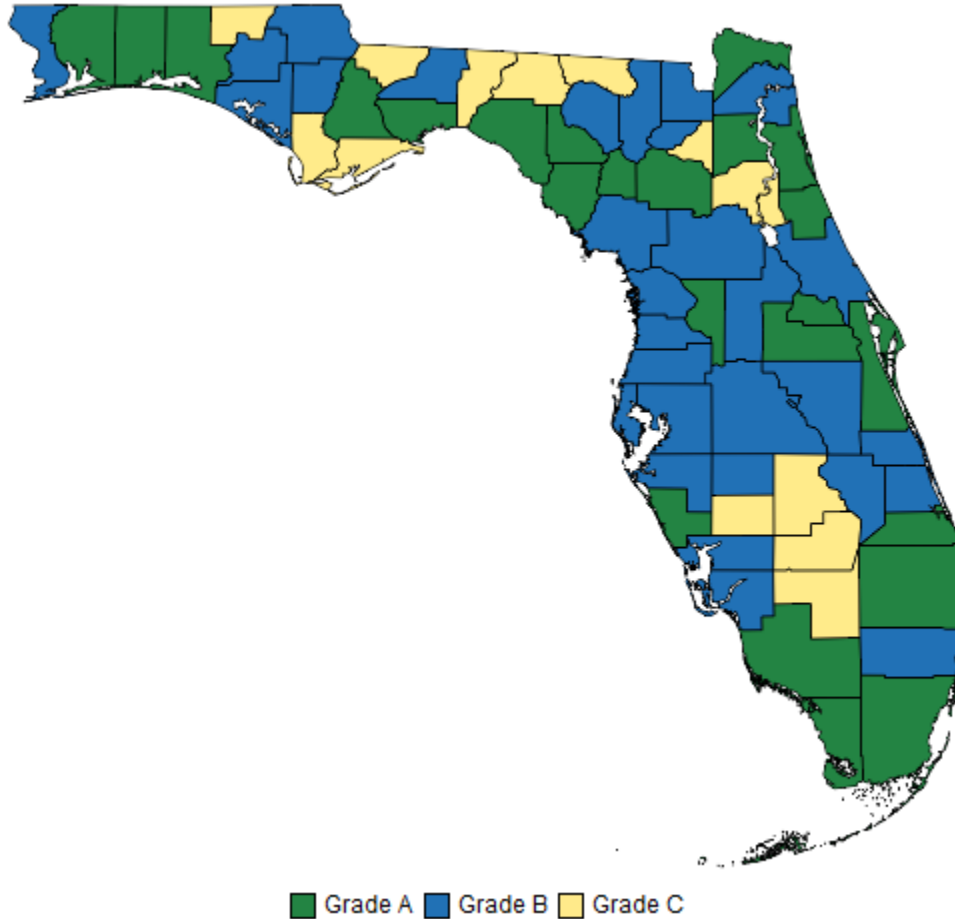


# Florida's Focus on Low-Performing Schools is Paying Off





# District Grades for 2019





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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, <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)

## 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
- Beginning in 2016-17, 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



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# Every Student Succeeds Act

## ESSA State Plan Approval

- Drafted with public input, including workgroup of superintendents
- Required no changes to Florida's state accountability systems
- Preserves the focus on increased student achievement
- Adds a Federal calculation to satisfy ESSA requirements
- Plan was approved September 26, 2018

# Accountability

- Calculation of Federal percent of points index
  - Includes all school grades components plus English Language Proficiency progress
  - English Language Proficiency progress – the percent of ELLs who make progress on ACCESS for ELLs 2.0
    - ELLs who increase their composite proficiency level or
    - Remain at a composite score of 4, 5, or 6
  - Calculated for all schools including ESE, Alternative, and DJJ
    - K-3 schools that don't receive their own index receive the Federal percent of points index of the school to which a majority of their students matriculate, as is currently done for the school grade for school recognition purposes
  - Calculated overall and by subgroup

## Subgroups

- Subgroups include:
  - Economically disadvantaged students
  - Major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races)
  - Students with disabilities
  - English Language Learners (ELLs)



## Percent Tested

- Schools testing less than 95% of their students, overall or by subgroup, will have to review their testing practices and submit a plan for change to achieve 95% tested
- Schools testing less than 95% will have the achievement denominators for ELA and Math increased to 95% for the Federal index calculation



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## EduData Portal

<https://edudata.fldoe.org/>

## Every Student Succeeds Act (ESSA)

- The Every Student Succeeds Act (also known as ESSA) is a bipartisan federal law that was signed in December 2015.
- It amended the Elementary and Secondary Education Act of 1965, replacing No Child Left Behind provisions.
- Each state had to submit a state plan detailing how it would comply with the new law.
- Requires State, District and School Report Cards that replace School Public Accountability Reports (SPARS)

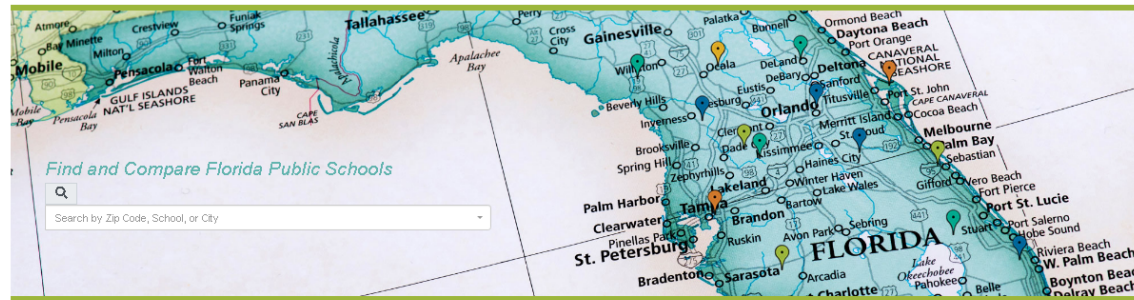
# State, District, and School Report Cards

- In February, the department released EduData a new interactive report card that provides the federally required components for the state, district, and school report cards
- Includes the following:
  - School grade and school grade components, and Federal index
    - Components disaggregated by subgroup
    - State, District, School level
  - English Language Proficiency Progress
    - State, District, School level
  - Whether the school was identified for support
- **Last week, the department released a new Map and Compare Schools feature in EduData. This allows parents to:**
  - **Search for similar schools based on selected filters**
  - **View a side-by-side comparison of up to 3 schools and key accountability measures.**

# EduData Portal and Report Cards

**EduData** | [Provide Feedback](#) | [Subscribe for News and Updates](#)

*Florida's Education Information Portal*



[View a Report Card](#)



[State Report Card](#)



[District Report Cards](#)



[School Report Cards](#)

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[PK-12 Staff](#) ▾

[District Career & Adult Education](#) ▾

[Florida College System](#) ▾

[Florida Education & Training Placement Information \(FETPIP\)](#) ▾

# Find and Compare Florida Public Schools

## Find a Florida School (Beta Test)

Find a Florida public school by searching within a district or by searching a distance from a selected school, city or zip code.



Search for Schools within a District

Q

Select a District

Search for Schools by Distance

Q

MIAMI

Distance from Selection (5 Miles)

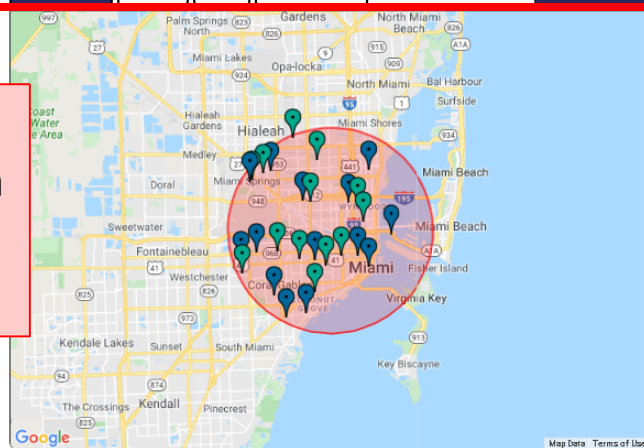
Search by distance from a zip code, city or school.

School Grade Filter:

A  B  C  D  F

School Type Filter:

Elementary  Middle  High  Combination



Narrow your search by setting filters.

Compare Schools

<p><b>ALPHA CHARTER OF EXCELLENCE</b> Miami-Dade School District 1217 SW Fourth St, Miami, FL 33135 Public Charter, <i>Elementary School</i>   318 students</p>	<b>B</b>	<a href="#">Compare</a>
<p><b>AUBURNDALE ELEMENTARY SCHOOL</b> Miami-Dade School District 3265 SW 6th St, Miami, FL 33135-2614 Traditional Public, <i>Elementary School</i>   824 students</p>	<b>B</b>	<a href="#">Compare</a>
<p><b>BRIDGEPREP ACADEMY INTERAMERICAN CAMPUS</b> Miami-Dade School District 621 Beacom Blvd, Miami, FL 33135-2931 Public Charter, <i>Elementary School</i>   158 students</p>	<b>A</b>	<a href="#">Compare</a>
<p><b>BROADMOOR ELEMENTARY SCHOOL</b> Miami-Dade School District 3401 NW 83rd St, Miami, FL 33147-4506</p>	<b>B</b>	<a href="#">Compare</a>

# View a Side-by-Side Comparison

## 2018-19 School Report Card Comparison (Beta Test)

[Print Comparison](#)

**COCONUT GROVE ELEMENTARY SCHL**

Miami-Dade School District  
Traditional Public, Elementary School

Contact Information

School Overview

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Student Count	Teacher Count
449	35

School Grade	Total School Grade Percent of Points
<b>A</b>	85%

**School Grade Components**

ELA Achievement:	90%
ELA Learning Gains:	80%
ELA Low 25% Gains:	88%
Math Achievement:	89%
Math Learning Gains:	84%
Math Low 25% Gains:	75%
Social Studies Achievement:	*
Science Achievement:	89%
Middle School Acceleration:	*
College & Career Acceleration:	*
Graduation Rate:	*

Inexperienced Teachers	Classes Taught by Out-of-Field Teachers	Ineffective Teachers
13.5%	6.3%	0%

**FAIRLAWN ELEMENTARY SCHOOL**

Miami-Dade School District  
Traditional Public, Elementary School

Contact Information

School Overview

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Student Count	Teacher Count
601	37

School Grade	Total School Grade Percent of Points
<b>A</b>	62%

**School Grade Components**

ELA Achievement:	68%
ELA Learning Gains:	58%
ELA Low 25% Gains:	55%
Math Achievement:	72%
Math Learning Gains:	68%
Math Low 25% Gains:	57%
Social Studies Achievement:	*
Science Achievement:	53%
Middle School Acceleration:	*
College & Career Acceleration:	*
Graduation Rate:	*

Inexperienced Teachers	Classes Taught by Out-of-Field Teachers	Ineffective Teachers
0%	0.9%	0%

**ENEIDA M. HARTNER ELEM. SCHOOL**

Miami-Dade School District  
Traditional Public, Elementary School

Contact Information

School Overview

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Student Count	Teacher Count
416	29

School Grade	Total School Grade Percent of Points
<b>B</b>	59%

**School Grade Components**

ELA Achievement:	46%
ELA Learning Gains:	60%
ELA Low 25% Gains:	71%
Math Achievement:	59%
Math Learning Gains:	56%
Math Low 25% Gains:	53%
Social Studies Achievement:	*
Science Achievement:	65%
Middle School Acceleration:	*
College & Career Acceleration:	*
Graduation Rate:	*

Inexperienced Teachers	Classes Taught by Out-of-Field Teachers	Ineffective Teachers
32.3%	0%	6.45%

# District and School Report Cards

## MSID Information

### 2017-18 School Report Card

Search by District:

Search by School:

Select a District

Select a School

View Report Card

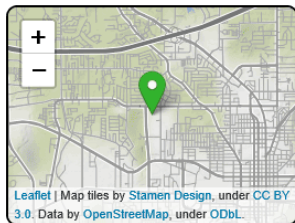
### YOUR HIGH SCHOOL

Title:  Exceptional Student Education Center:  Charter:  Alternative Education:

Grades Served: **9** **10** **11** **12**

District: Your District  
Type: High School  
Principal: John Smith

Contact Info:  
1000 ABC Circle  
Your City, FL 32000-0000  
(850) 111-1111



For information about Florida's Consolidated State Plan see [Every Student Succeeds Acts \(ESSA\)](#).

### School Performance

School Grade



Graduation Rate: **84%**

Identified for Support: **Yes**

Details

View Components

For more information see the [School Grades Overview](#) and the [Guide to Calculating School and District Grades](#).

MSID information  
Including Longitude and Latitude

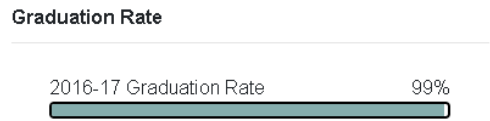
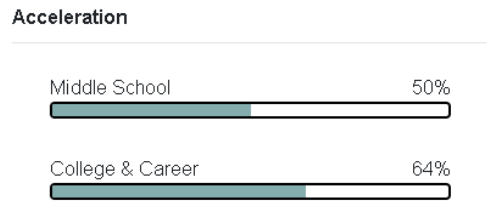
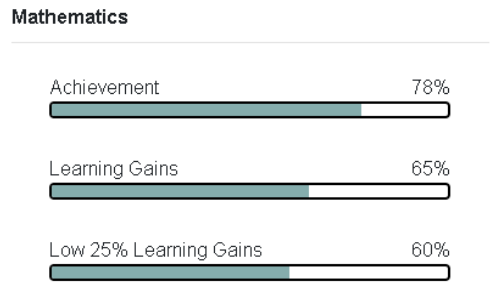
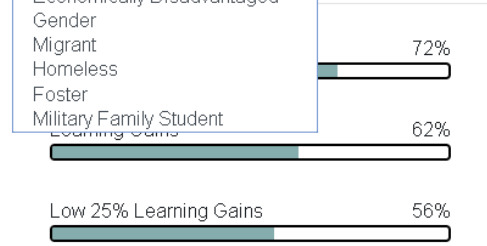


# Subgroup Information

Select Subgroup:

- Total Students
- Race/Ethnicity
- Students with Disabilities
- English Language Learners
- Economically Disadvantaged
- Gender
- Migrant
- Homeless
- Foster
- Military Family Student

**View Subgroup**



## Data Sources:

- Surveys 2, 3, 5
- Accountability files
- Department of Children and Families (Foster Data)

# Additional Report Card 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**



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# VAM Overview

## Background

- Section 1012.34(7)(a), F.S., requires the Commissioner of Education to approve a formula to measure individual student learning growth on the statewide, standardized assessments in English language arts and mathematics
- The current formula (Florida's VAM), identified in 2011, was developed upon the recommendation of a stakeholder committee of Florida educators
- Because the model requires prior student assessment data, VAM results are produced **ONLY** for teachers who teach the following grades and subjects:
  - English language arts – grades 4 – 10
  - Mathematics – grades 4 – 8
  - Algebra 1 – grades 8 and 9
- About 1/3 of teachers receive VAM scores

## Value-Added Results and Scores

The formula measures the average amount of learning growth of a teacher's students above or below the expected learning growth of similar students in the state, resulting in a value-added score.

- A score of “0” indicates that, on average, students performed no better or worse than expected based on the factors in the model
- A positive score indicates that students, on average, performed better than expected
- A negative score indicates that students, on average, performed worse than expected
- The value-added score is not based on student achievement levels

# Factors the Value-Added Model Controls For

- Up to 2 prior test scores
- Disabilities
- English language learner status
- Gifted status
- Attendance
- Number of times the student changed schools
- Number of years above or below the typical age of peers in the same grade
- Number of courses students took in the subject during the year
- Class size
- Similarity of prior test scores among students in the class

## Standard Error

- VAM scores contain some variability
- The standard error measures that variability
- Consistent with best practices, the standard error is used to construct a confidence interval around a score (like the +/- points in a poll) to enhance accuracy and identify different levels of performance

## VAM Score Classifications are Stable

- 77% of teachers with VAM scores classified as Highly Effective remained Highly Effective the subsequent year. And 99% of these teachers remained at least Effective.
- 85% of teachers with Effective VAM scores either remained Effective or *improved* to Highly Effective the following year.
- This means that placing students in our most fragile schools with teachers whose VAM scores were at least Effective last year significantly increases these students', and the school's, chance of success this year.



## VAM Score Classifications are Stable

- By contrast, only 38% of teachers with VAM scores classified as Needs Improvement improved their scores to Effective or Highly Effective.
- And among teachers with VAM scores classified as Unsatisfactory, who had nowhere to go but up, fewer than 1/3 of them did.
- The best way to prevent students from falling further behind is to provide them with a teacher with a positive track record.

# Role of VAM in Turnaround Schools

## Rule 6A-1.099811, F.A.C.

- District-managed Turnaround
  - Ensure that teachers' state VAM percentages are in alignment with the district/state average so Needs Improvement and Unsatisfactory teachers are limited
- Turnaround Option—Closure
  - Ensure teachers rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating and administrators are not reassigned to other School Improvement schools within the district
- Turnaround Option—Charter and External Operator
  - Ensure that teachers rated as Unsatisfactory and Needs Improvement based on the three-year aggregated state VAM rating and on the district's approved evaluation system are not hired



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# VAM Data Visualization Tool

## Background

- Section 1012.34(7)(a), F.S., requires a third party, other than the assessment developer, to analyze student learning growth data calculated using the formula (i.e., Florida's VAM) and **provide access to a data visualization tool** that enables teachers to understand and evaluate the data and school administrators to improve instruction, evaluate programs, allocate resources, plan professional development, and communicate with stakeholders
- The VAM Visualization Tool was launched on September 20, 2019, providing secure-access to teachers and school administrators

# The Teacher Value-Added Summary Report

Florida's Value-Added Model (VAM) Ratings: VAM scores represent the amount the teacher contributed to student learning growth, on average, among the students they taught by statistically controlling for other factors that impact student learning growth. The department provides ratings for the 3-Year FSA Aggregate VAM score for English Language Arts (ELA) and mathematics teachers, as well as ratings for the 1-Year 8th Grade Algebra I and the 1-Year 9th Grade Algebra I VAM scores for Algebra teachers. Only instructors in ELA grades 4-10, mathematics grades 4-8, and Algebra I grades 8-9 receive a VAM score using the state models.

The department uses different processes for determining which score to use for teachers who have more than one of these types of scores, depending on the project. Questions regarding which score was used when a teacher has both an FSA and an Algebra I score, or Algebra I scores for both 8th and 9th grade should be directed to the department's Bureau of Accountability Reporting.

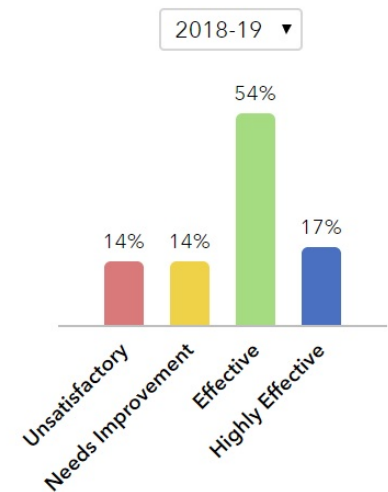
3-year FSA Aggregate Combined



Florida Standards Assessments (FSA)

Subject	VAM Score	Standard Error	Student Assessments	Data from the Most Recent Year Included?	VAM Rating
3-year FSA Aggregate Combined	0.345	0.085	114	Yes	Highly Effective

## State Distribution of Overall VAM Ratings for Teachers



# Teacher Value-Added Report

3-year FSA Aggregate Combined



Aggregate

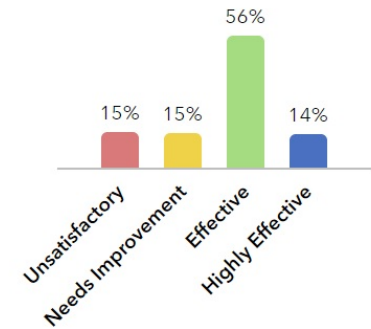
Subject	VAM Score	Standard Error	Student Assessments	Data from the Most Recent Year Included?	VAM Rating/Performance Level
3-year FSA Aggregate Combined	0.345	0.085	114	Yes	Highly Effective

What is included?

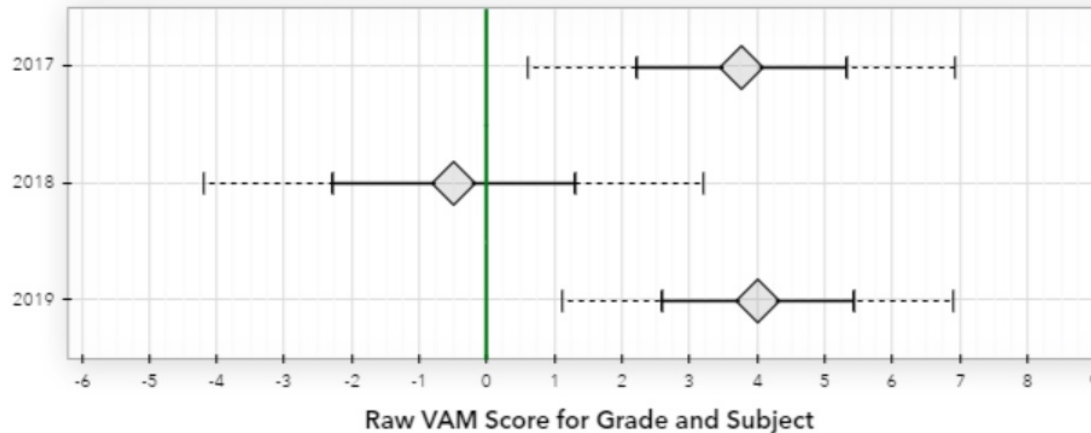
Year	Grade	Test/Subject	Included
2016-17	5	FSA English Language Arts (ELA)	✓
	5	FSA Mathematics	✓
2017-18	5	FSA English Language Arts (ELA)	✓
	5	FSA Mathematics	✓
2018-19	5	FSA English Language Arts (ELA)	✓

State Distribution of Teachers for FSA Aggregate

Year 2018-19



# Teacher Value-Added Report



Raw VAM Score for Grade and Subject  
  95% Confidence Interval  
  68% Confidence Interval  
 Standard \*

\* The Standard represents the point at which the teacher's students' scores, on average, align with expectations.

## VAM Scores for Individual Subjects and Grades

Year	Raw VAM Score for Grade and Subject	Standard Error	Student Assessments	VAM Rating/Performance Level
2017	3.773	1.522	23	Above
2018	-0.500	1.754	18	Meets
2019	4.010	1.416	32	Above



# Teacher's Student Roster

<u>Student</u>	<u>Actual Score</u>	<u>Expected Score</u>	<u>Difference between Actual and Expected Score</u>	<u>2018-19 Performance Level</u>
<a href="#">Student-CJkJ</a>	286	262.557	23.443	L1
<a href="#">Student-CgRm</a>	298	291.112	6.888	L1
<a href="#">Student-CXqx</a>	300	286.380	13.620	L1
<a href="#">Student-CpYd</a>	304	281.452	22.548	L2
<a href="#">Student-Cbhj</a>	305	295.887	9.113	L2
<a href="#">Student-CPtq</a>	308	285.950	22.050	L2
<a href="#">Student-yQF</a>	310	278.622	31.378	L2
<a href="#">Student-Cynd</a>	313	291.753	21.247	L2
<a href="#">Student-CYXv</a>	315	300.249	14.751	L2
<a href="#">Student-Clhc</a>	316	303.477	12.523	L2
<a href="#">Student-Cbfg</a>	316	301.188	14.812	L2
<a href="#">Student-CMcj</a>	317	320.518	-3.518	L2



# Teacher Value-Added Summary Report

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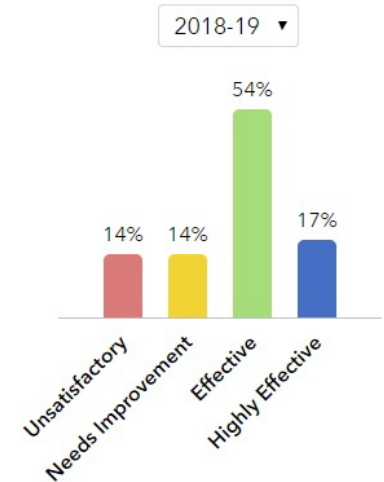
3-year FSA Aggregate Combined



Florida Standards Assessments (FSA)

Subject	VAM Score	Standard Error	Student Assessments	Data from the Most Recent Year Included?	VAM Rating
3-year FSA Aggregate Combined	-0.258	0.081	282	Yes	Unsatisfactory

## State Distribution of Overall VAM Ratings for Teachers

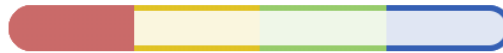


# Teacher Value-Added Report

**Report:** Teacher Value-Added      **Test:** 3-year FSA Aggregate  
**Teacher:** Teacher-slc                **Subject:** Combined

[← View the Teacher Value-Added Summary](#)

3-year FSA Aggregate Combined



Unsatisfactory

Aggregate

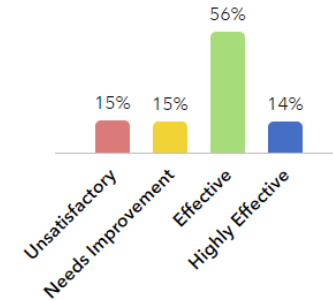
Subject	VAM Score	Standard Error	Student Assessments	Data from the Most Recent Year Included?	VAM Rating/Performance Level
3-year FSA Aggregate Combined	-0.258	0.081	282	Yes	Unsatisfactory

What is included?

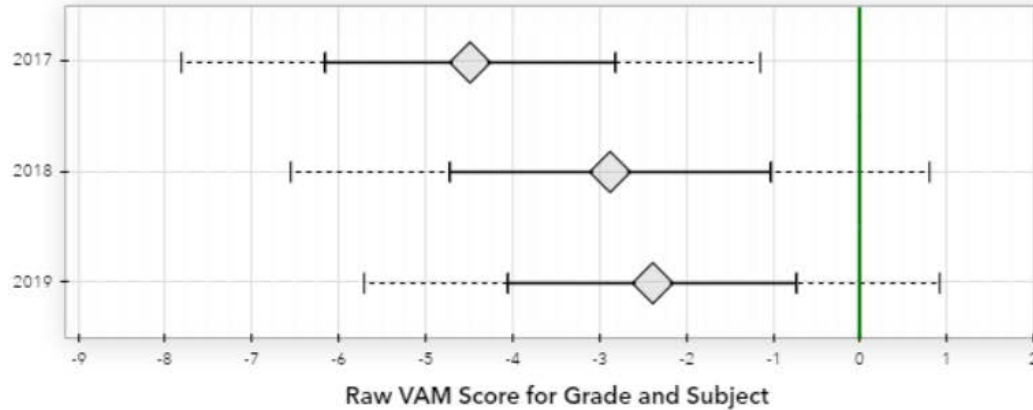
Year	Grade	Test/Subject	Included
2016-17	8	FSA Mathematics	✓
2017-18	8	FSA Mathematics	✓
2018-19	8	FSA Mathematics	✓

State Distribution of Teachers for FSA Aggregate

Year 2018-19



# Teacher Value-Added Report



Raw VAM Score for Grade and Subject   
  95% Confidence Interval   
  68% Confidence Interval  
 Standard \*

\* The Standard represents the point at which the teacher's students' scores, on average, align with expectations.

## VAM Scores for Individual Subjects and Grades

Year	Raw VAM Score for Grade and Subject	Standard Error	Student Assessments	VAM Rating/Performance Level
2017	-4.488	1.676	87	Well Below
2018	-2.879	1.850	89	Below
2019	-2.395	1.669	106	Below

# Teacher's Student Roster

<u>Student</u>	<u>Actual Score</u>	<u>Expected Score</u>	<u>Difference between Actual and Expected Score</u>	<u>2018-19 Performance Level</u>
<a href="#">Student-CBLW</a>	273	271.794	1.206	L1
<a href="#">Student-CrRR</a>	273	285.000	-12.000	L1
<a href="#">Student-DBQh</a>	278	286.843	-8.843	L1
<a href="#">Student-hfd</a>	285	297.348	-12.348	L1
<a href="#">Student-Ctjc</a>	288	310.505	-22.505	L1
<a href="#">Student-CsFF</a>	298	309.689	-11.689	L1
<a href="#">Student-CsSz</a>	300	314.024	-14.024	L1
<a href="#">Student-CzcH</a>	300	325.831	-25.831	L1
<a href="#">Student-CTHl</a>	300	278.837	21.163	L1
<a href="#">Student-CxVg</a>	307	321.728	-14.728	L1
<a href="#">Student-ClSv</a>	309	339.399	-30.399	L1
<a href="#">Student-mZt</a>	310	339.838	-29.838	L1

## Future Development

- The department will continue to make enhancements based on feedback
- Training opportunities are forthcoming
- A site for the public is in development



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