



PreK-12 Quality Subcommittee

February 8, 2017

3:30 PM

Reed Hall (102 HOB)

Meeting Packet

**Richard Corcoran
Speaker**

**Jake Raburn
Chair**

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

PreK-12 Quality Subcommittee

Start Date and Time: Wednesday, February 08, 2017 03:30 pm
End Date and Time: Wednesday, February 08, 2017 06:00 pm
Location: Reed Hall (102 HOB)
Duration: 2.50 hrs

Overview of Florida's School Accountability System

NOTICE FINALIZED on 02/01/2017 4:17PM by Jones.Missy



Overview of School Accountability

House PreK-12 Quality Subcommittee

February 8, 2017

Juan Copa, Deputy Commissioner, Accountability, Research, and Measurement



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Assessment and Accountability have Played an Important Role in Florida Education Policy for a Long Time

Brief History of School Accountability in Florida

1990's

- **1995** – First identification of **critically low performing schools** based on norm-referenced test scores in Grades 4 and 8, writing scores in Grades 4, 8, and 10, and results from the High School Competency Test in Grade 11
- **1999** – **A-F School Grades** first issued, based on FCAT performance in the assessed grade levels and subjects, as well as additional indicators including dropout rates, attendance, and student discipline
 - Learning gains data was not yet available, and not part of School Grades from 1999 to 2001

Assessment and Accountability have Played an Important Role in Florida Education Policy for a Long Time

2000's

- **2002** – The criteria for School Grades were expanded to include student learning gains and learning gains of the lowest performing students (the Low 25%), with 50% of the grade based on student achievement and 50% based on learning gains
- **2007** – The criteria for School Grades was expanded to include Science performance and the learning gains of the Low 25% in math

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2010's

- **2010** – School Grades for high schools were expanded to include acceleration, graduation rates, and college readiness
- **2012** – Multiple changes were incorporated into School Grades, including the performance from new statewide assessments (FCAT 2.0 and end-of-course (EOC) assessments) with increased performance expectations
 - The cumulative impact of the multiple changes adopted in 2011-12 through 2013-14, while well intended, increased the complexity of the calculation
- **2014** – Florida transitioned to the new Florida Standards Assessments (FSA), and Governor Scott signed SB 1642, returning the School Grades calculation to a simpler, more transparent measure

Statewide Standardized Assessments Required for All Students (s. 1008.22, F.S.)

- State law requires participation in the statewide standardized assessment program (Section 1008.22(3), Florida Statutes)
- The statewide standardized assessment program must be aligned to the state content standards and administered in the following subjects and grade levels:
 - English Language Arts (ELA) Grades 3-10
 - Mathematics Grades 3-8
 - Science Grades 5 and 8
 - End-of-Course (EOC) assessments in Algebra 1, Geometry, Algebra 2, Biology 1, U.S. History, and Civics
- State law also provides for the Florida Standards Alternate Assessment (FSAA) to be administered to students with disabilities for whom the individual education plan (IEP) team has determined it is the most appropriate
- The statewide standardized assessments also satisfy federal law requiring assessments in English language arts, mathematics, and science

Current School Accountability (s. 1008.34, F.S.)

- **Senate Bill 1642, from the 2014 Legislative Session,** provided the framework for an updated school accountability system
- Unanimously passed by the Senate and passed by a wide margin in the House, SB 1642 was signed into law by Governor Scott on May 12, 2014
- The bill simplified and re-focused the school grading system to promote improvement in student outcomes
- Schools Grades for the 2016-2017 school year will be the third year grades have been calculated under this updated statutory framework

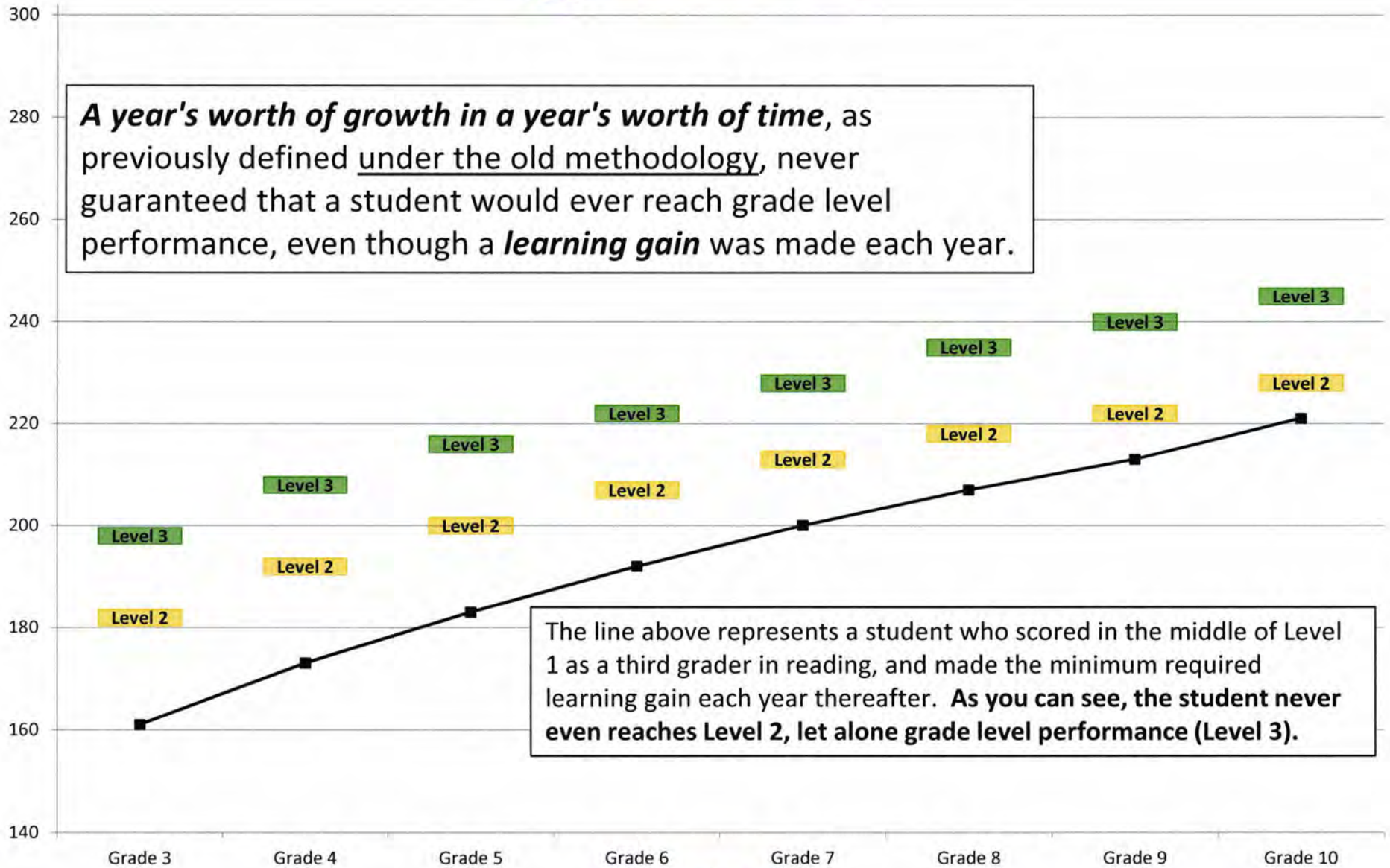
School Grades Model – SB 1642 (2014)

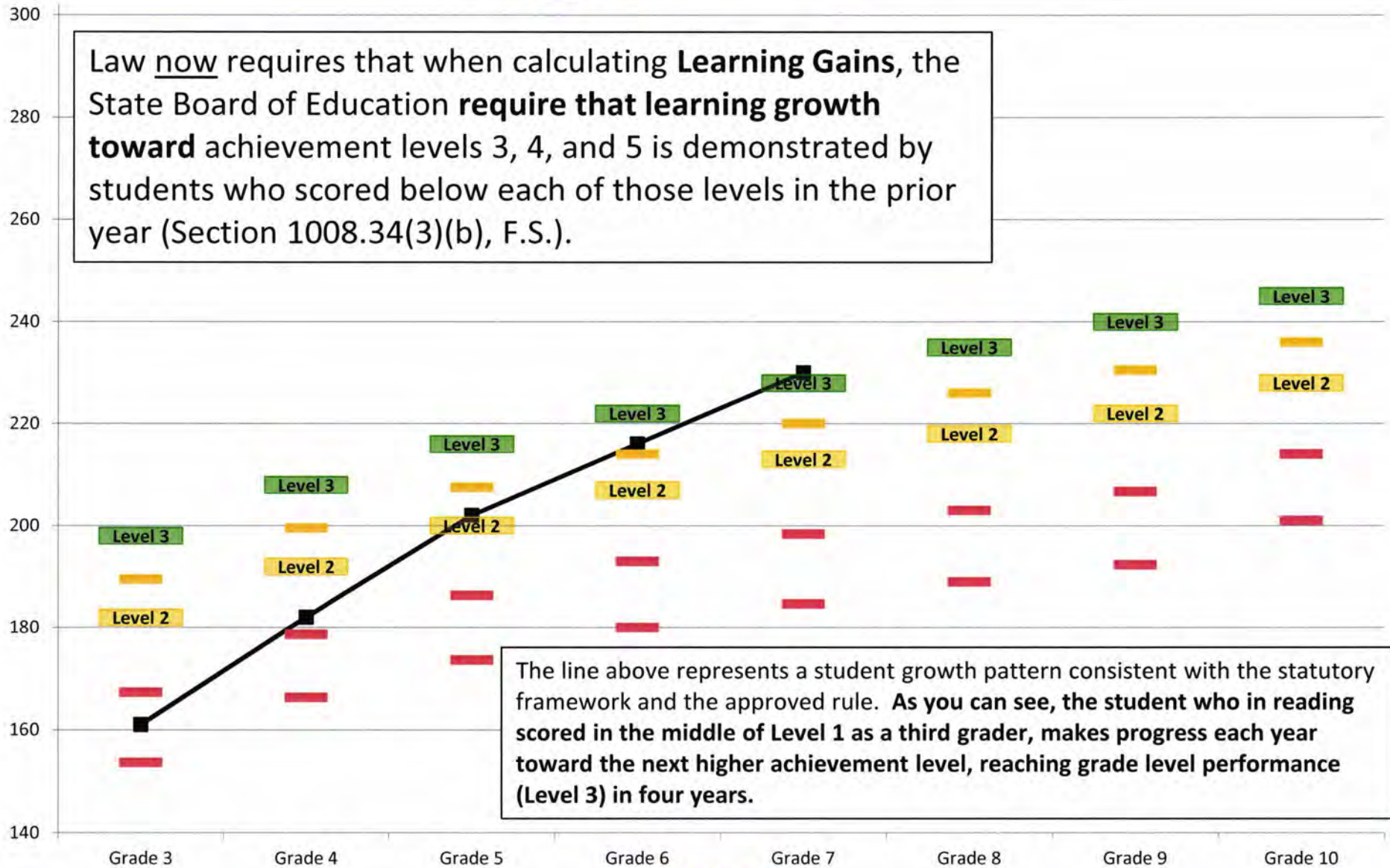
- Re-focused the school grading formula on student success measures
 - Achievement
 - Learning Gains
 - Graduation
 - Earning College Credit and/or Industry Certifications
- Maintained a focus on students who need the most support
- Established a more rigorous learning gains calculation with a focus on students to make progress toward the next higher achievement level
- Eliminated bonus factors or additional weighting that may raise a school grade; and eliminates additional requirements or adjustments that may lower a grade
- Schools are only graded on the components for which they have enough data

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, 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)





School Grades Model Other Topics

- Under the former methodology of calculating school grades, high schools earned credit for middle school students who passed high school level statewide assessments (i.e., EOCs) before they enrolled in high school
 - Both the middle school (at the time of performance) and the high school (at a future time when the student enrolled) earned credit for the performance of the student in the school grades calculation
- This practice, known as **banking**, is no longer compliant with state law which outlines that “each school shall receive a school grade based on **the school’s** performance” (s. 1008.34(3)(a), F.S.)
- Since the performance of these students occurred at the middle school, when the students were enrolled in middle school, the middle school alone is credited for the performance in the calculation of school grades, not the high school where the student enrolls in subsequent years

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 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

Elementary School Grades Model

(A maximum of 7 components)

English/ Language Arts	Mathematics	Science
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)	
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)	

Middle School Grades Model

(A maximum of 9 components)

English/ Language Arts	Mathematics	Science	Social Studies (Civics EOC)	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Percentage of students who pass H.S. EOCs and industry certifications (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)			
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)			

High School Grades Model

(A maximum of 10 components)

English/ Language Arts	Mathematics (EOCs)	Science (Biology EOC)	Social Studies (US History EOC)	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%)	Percent of students eligible to earn college credit through AP, IB, AICE, dual enrollment or earning an industry certification (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				

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

School Grades Recent History

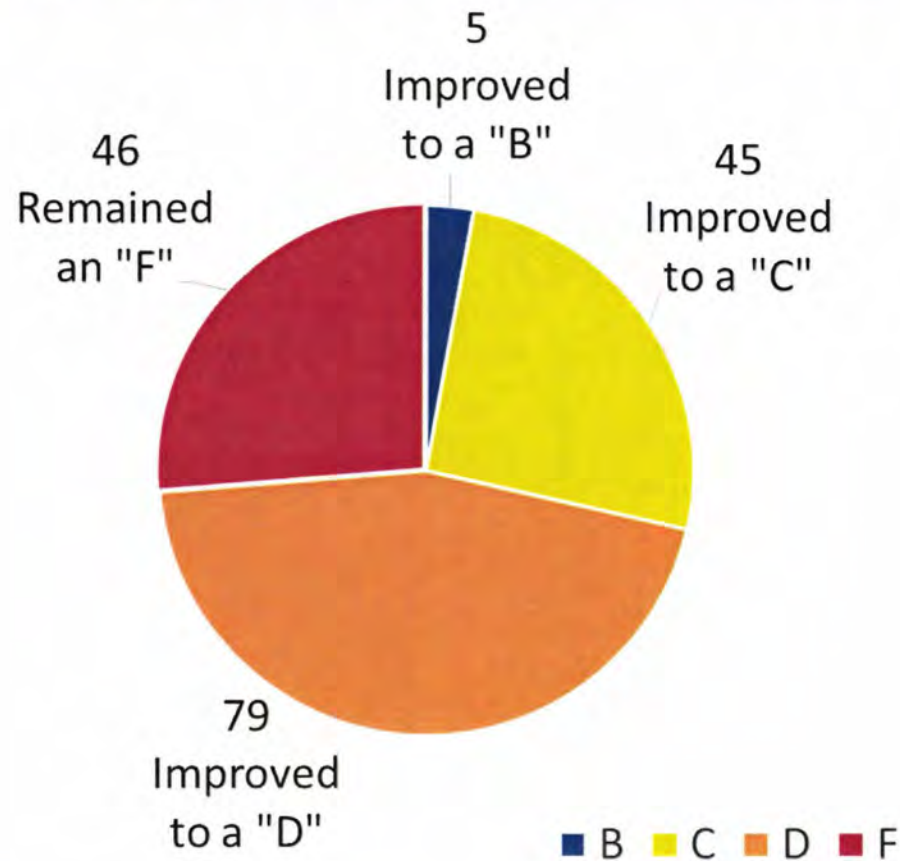
School Year	Description
2014-2015	<ul style="list-style-type: none"> • First release of school grades under the new statutory framework of SB 1642 (2014 Legislative Session) • To reflect the transition to new statewide assessments and as outlined in state law, the 2014-2015 School Grades served as an informational baseline for schools to work toward improved performance in future years • No negative consequences were applied based upon these grades
2015-2016	<ul style="list-style-type: none"> • Second release of school grades under the statutory changes adopted in 2014; grades released in Summer 2016 • Reflecting the second year of the new statewide assessments, learning gains under the new statutory framework returned to the calculation
2016-2017	<ul style="list-style-type: none"> • Third release of school grades under the statutory changes adopted in 2014 • Anticipated release in Summer 2017

2015-2016 School Grades Results

Grade	Number	Percent
A	753	23%
B	761	23%
C	1,284	39%
D	385	12%
F	110	3%

- 57% of schools graded “D” or “F” in 2014-2015 improved their grade in 2015-2016

74% of Schools Graded "F" in 2015 Improved Their Grade in 2016

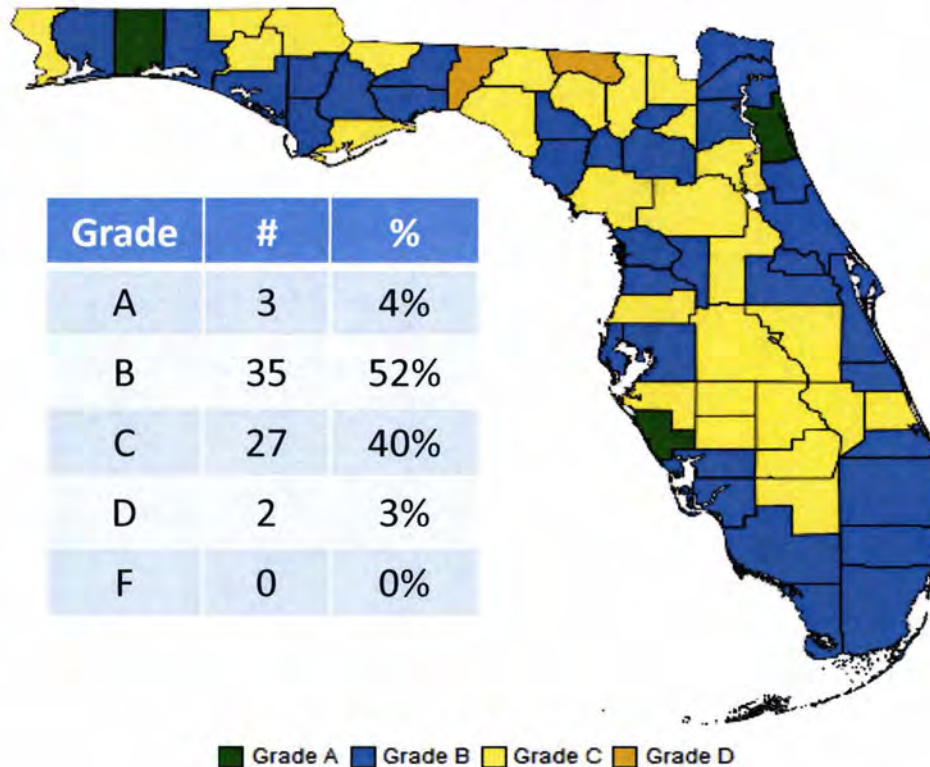


School Improvement Ratings

- School Improvement Ratings for Alternative Schools (s. 1008.341, F.S.) evaluate alternative schools and ESE center schools solely on the basis of learning gains in ELA and mathematics
- Based on the percentage of learning gains demonstrated by students, alternative schools are rated as either *Commendable*, *Maintaining*, or *Unsatisfactory*
- Alternative schools and ESE centers have the option to receive a school grade in lieu of a rating

District Grades

- In addition to schools, districts are graded based on the same criteria used to grade schools (s. 1008.34(5), F.S.)
- The 2015-2016 District Grades are shown below



District Report Cards

- State law also requires the department to develop a district report card that includes the district grade, as described previously, and additional data points, including:
 - Measures of the district's progress in closing the achievement gap
 - Measures of the district's progress in demonstrating learning gains of its highest performing students
 - Measures of the district's success in improving student attendance
 - The district's grade-level promotion of students scoring achievement levels 1 and 2 on statewide, standardized assessments
 - Measures of the district's performance in preparing students for the transition from elementary to middle school, middle to high school, and high school to postsecondary institutions and careers
- 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



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