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Bureau of Accountability Reporting Updates

2020 Annual Assessment and Accountability Meeting

September 11, 2020

Zoom Features

- All attendees are muted.
- Please enter questions into the Q&A panel (not the chat)
- If you have a longer question/comment, please use the raise hand feature.



- All sessions are being recorded and will be posted along with the PowerPoint presentations on the portal:
<https://fsassessments.org/resources/annual-dac-meeting/>

Presenter

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Today's Topics

- Legislative Updates for Accountability
- School Accountability
 - School Grades
 - District Grades
 - School Improvement Ratings
- DJJ Accountability Ratings
- ESSA Federal Percent of Points Index
- VAM
- Applications Review and Updates
 - Roster Verification Tool (RVT)
 - Graduation Rate
 - College and Career Acceleration
- VAM Data Visualization Tool
- Timeline



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Legislative Updates for Accountability

Topics

- Upcoming Changes to the College and Career Acceleration Component
 - Senate Bill 662 – Education and the Military
 - Senate Bill 434 – Designation of School Grades
 - Timeline
- Adjustments to the 2020-2021 Accountability Calculations
 - Learning Gains Components
 - Middle School Acceleration Calculation
 - VAM

Upcoming Changes to the College and Career Acceleration Component

- Senate Bill 662 – Education and the Military
 - Amends sections (ss.) 1003.05 and 1008.34, Florida Statutes (F.S.)
 - Students who score in Category II or higher on the Armed Services Qualification Test and who earn at least two Junior Reserves Officers' Training Corps credits from the same branch of the United States Armed Forces are eligible for inclusion
- Senate Bill 434 – Designation of School Grades
 - Amends s.1008.34, F. S.
 - Students who complete 300 or more clock hours of State Board approved career dual enrollment courses are eligible for inclusion

Timeline for Implementation

Senate Bill 434 – Designation of School Grades		Senate Bill 662 - Education and the Military	
JULY 1, 2020	The bill becomes effective.	JULY 1, 2020	The bill becomes effective.
NOVEMBER 2020	Hold public rule development workshops for new career clock-hour dual enrollment course list rule and the school grades rule (Rule 6A-1.09981, F.A.C.).	2022	Rule development and adoption of test and JROTC requirements in the school grades rule (Rule 6A-1.09981, F.A.C.); detailed timeline TBD.
JANUARY 2021	Career clock-hour dual enrollment courses adopted in new rule. Change to school grading calculation adopted in SBE Rule 6A-1.09981, F.A.C.	2022-2023	Changes to the school grading calculation will take effect.
SUMMER 2022	Initial implementation of career clock-hour dual enrollment courses identified for inclusion in the school grades calculation.		
SUMMER 2025	Full impact of career clock-hour dual enrollment courses with 4 years of approved course lists included in the school grades calculations.		

Adjustments to the 2020-21 Accountability Calculations – Learning Gains Components

Current

- Learning gains are calculated based on the improvement from the prior year to the current year
- For example, a learning gain is measured based on improvement from the 2018 Grade 3 FSA ELA to the 2019 Grade 4 FSA ELA

Adjustment for 2020-2021

- To accommodate the missing year of assessment results (2020), learning gains would be calculated based on the **improvement from the “prior-prior” year to the current year**
- For example, a learning gain would be based on improvement from the 2019 Grade 3 FSA ELA to the 2021 Grade 5 FSA ELA

Adjustment Considerations

- Requires statutory change to s. 1008.34, F.S., which defines learning gains as “annual,” measuring gains from “one school year to the next” as well as a change to s. 1008.341, F.S., and Rule 6A-1.09981, F.A.C.
- Preserves learning gains components in the school grades calculation providing for comparability and continuity – allowing for a meaningful comparison in school performance from 2019 to 2021
- With this adjustment, learning gains at the elementary school level would be based solely on the gains from 3rd grade (2019) to 5th grade (2021)

Adjustments to the 2020-21 Accountability Calculations – Middle School Acceleration

Current

- Middle school acceleration is calculated based on the percentage of students who scored a Level 3 or higher in Grade 7 mathematics who pass a high school level EOC in Grade 8
- Students who take industry certifications are also included (lagged measure), as well as all students who take high school level EOCs in middle school

Adjustment for 2020-2021

- To accommodate the missing year of assessment results (2020), middle school acceleration would be calculated based on the **percentage of students who scored a Level 3 or higher in Grade 6 mathematics (2019) who pass a high school level EOC in Grade 8 (2021)**
- Industry certifications and all EOCs in middle school remain included

Adjustment Considerations

- Requires a change to Rule 6A-1.09981, F.A.C.
- 90% of students who score a Level 3 or higher in Grade 6 mathematics score a Level 3 or higher in Grade 7 mathematics
 - This indicates that using results from Grade 6 instead of Grade 7 serves as an accurate proxy to identify students for this calculation
- Preserves middle school acceleration component in the school grades calculation providing for comparability and continuity – allowing for a meaningful comparison in school performance from 2019 to 2021

Additional 2020-2021 Accountability Considerations

- In addition to School Grades, these adjustments would apply to the 2021 calculation of district grades, school improvement ratings for alternative schools, and the federal percent of points index.
- These would be one-year adjustments.
- Since these adjustments require statutory and/or State Board rule changes, they are not final, until the Legislature and State Board act.

Adjustments to the Value Added Models for 2020-21

- As with School Grades, we will rely on the most recent prior-year data available (i.e., data prior to 2020) in calculating VAM scores. Additional information to assist in the interpretation of those scores given the cancellation of the Spring 2020 assessments will be forthcoming.
- It is not possible to calculate a VAM score without a prior-year assessment. Therefore, any 4th grade VAM that uses available prior data would be based exclusively on retained students who had a 3rd grade score from 2 years prior. Given this, we do not anticipate having 4th grade teachers with VAM scores in 2020-21 school year.

Reporting Changes Impacting Accountability

- Diploma Type/Withdrawal Code
 - WCO – Any student who graduated and met all of the requirements to receive a standard diploma, and was exempted from required assessments due to cancellation of the 2019-2020 statewide assessments.

Reporting Changes Impacting Accountability

- Education Model Types:
 - Brick and Mortar: report as usual
 - District Virtual School: report as usual
 - Enrolled in non-virtual school receiving education through innovative instruction courses.
 - Report new code “1” for the Location of Student on the Student Course format to specifically identify those students who are enrolled in an innovative instruction course.
 - Report School of instruction the same as the school of enrollment
- Contact your MIS director or information



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Every Student Succeeds Act - ESSA

Federal Percent of Points Index

Topics

- Background and Overview
- Calculations
- Subgroup Definitions

ESSA Background

- Bipartisan federal law signed in December 2015.
- 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.
- With a strong, proven accountability system, Florida was already ahead of most of the nation as it relates to the requirements of ESSA.

Florida's ESSA State Plan

- Drafted with public input, including workgroup of superintendents.
- Approved September 26, 2018.
- Preserves the focus on increased student achievement.
- No changes to Florida's state accountability systems.
 - School Grades
 - Differentiated Accountability/School Turnaround
- Adds a federal calculation to satisfy ESSA requirements.
 - New Federal Percent of Points Index ("Federal Index")

ESSA Accountability Provisions

- Additional focus on reporting of student subgroup performance.
- Adjustment for schools that test less than 95%.
- Inclusion of English Language Learner (ELL) proficiency progress as a separate accountability indicator, as required by US Department of Education.

95% Requirement

- Schools that test less than 95% will have achievement component modified to include non-tested students in denominator to get up to 95% tested, counted as not proficient.
- Schools that test at least 95% will see no change in this component between school grade and federal index .

ELP Progress Component Calculation

- The ELP Progress component is worth 100.
- **Denominator** – Students who are in kindergarten through 12th grade and are full-year-enrolled in the school, with a valid current-year score and a valid prior-year score, and who have a valid combination of assessments.
 - Alternate ACCESS to Alternate ACCESS
 - ACCESS for ELLs (2.0 and Kindergarten) to ACCESS for ELLs (2.0 and Kindergarten)
- **Numerator** – Students in the denominator that meet one of the following:
 - Increase one or more composite proficiency levels to the next highest whole number
 - Maintain a composite level of 4 or higher without decreasing a composite level
 - Alternate ACCESS - move up one composite scoring category or remain at Proficiency Level P1 (“Entering”) or above without decreasing a scoring category

Federal Index

ESSA Indicator	Florida Component
Academic Achievement – including Student Growth	English Language Arts (ELA) Achievement
	Mathematics Achievement
	Learning Gains ELA
	Learning Gains Mathematics
	Learning Gains Lowest 25% ELA
	Learning Gains Lowest 25% Mathematics
Graduation Rate	4-Year Graduation Rate
School Quality or Student Success	Science
	Social Studies
	Middle School – Acceleration
	High School – College and Career Acceleration
Progress in Achieving English Language Proficiency (ELP)	ELP Progress (new indicator for federal purposes)

Federal Index Calculation

- Same student eligibility criteria as School Grades.
 - This includes Alternative, ESE Centers, DJJ schools, and K-2 and K-3 feeder schools
- Schools can get a Federal Index based on as little as one component.
- School-level Federal Index
 - Determines if a school is in comprehensive support and improvement (CS&I)
- Subgroup-level Federal Index
 - Subgroups Included
 - White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Students with Disabilities, Economically Disadvantaged, and English Language Learners.
 - Determines if a school is in targeted support and improvement (TS&I).

Federal Index

Possibility of 12 Components

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration	English Language Proficiency Progress
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Middle School (EOC or industry certification) (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)	Progress of English Language Learners in Achieving English Language Proficiency (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%)						

Examples for Calculating the Federal Index

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration	ELP Progress
Achievement 41%	Achievement 40%	Achievement 36%	Achievement 53%	Middle School (EOC or industry certification) 64%	Overall, 4-year Graduation Rate 74%	High School (AP, IB, AICE, dual enrollment or industry certification) 38%	Progress of English Language Learners in Achieving English Language Proficiency 60%
Learning Gains 60%	Learning Gains 55%						
Learning Gains of the Low 25% 53%	Learning Gains of the Low 25% 53%						

	Points Earned	Components	Percent of Points	Overall
School Grades	567	11	52%	C
Federal Index	627	12	52%	

Race Subgroups

Student Demographic Information (Survey 3)

- Ethnicity
- Race: American Indian or Alaska Native
- Race: Asian
- Race: Black or African American
- Race: Native Hawaiian or Other Pacific Islander
- Race: White

Definition

- Hispanic – all students with a Y reported for Ethnicity
- Multiracial – non Hispanic students with a Y reported for more than one race
- Students who are not Hispanic or Multiracial are grouped with their individual race.

Students with Disabilities Subgroup

Exceptional Student (Survey 3)

- Exceptionality, Primary
- Exceptionality, Other

Definition

- Any student with a status other than L- gifted
 - Students whose only classification are a combination of L – gifted, U - Established Conditions, D - occupational therapy, and/or E - physical therapy are not included in the subgroup

Economically Disadvantaged Subgroup

Student Demographic Information (Survey 3)

- Lunch Status

Definition

- Lunch Status of C, R, 3, D, E, F, and 4

English Language Learners Subgroup

Student Demographic Information (Survey 3)

- English Language Learners, PK-12

Definition

- LY, LF, and LA

CS&I and TS&I Criteria

- If a school meets any of the following criteria they will be identified for Comprehensive support (CS&I).
 - School Grade of D or F
 - Graduation Rate of 67 or below
 - Federal Index 40 or below
- If a school is not identified as CS&I and they meeting any of the following criteria they are identified for Targeted support (TS&I).
 - At least one subgroup with a Federal Index of 40 or below.



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VAM Review and Results

What VAM looks like to a Psychometrician:

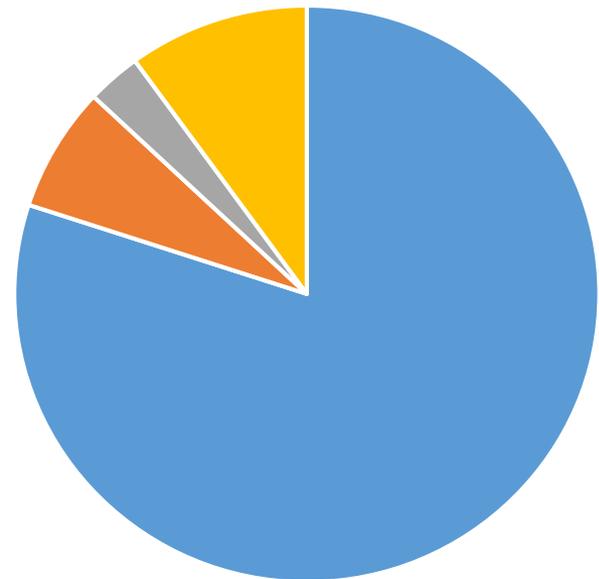
- $y_{ti} = \mathbf{X}_i \boldsymbol{\beta} + \sum_{r=1}^2 y_{t-r,i} \boldsymbol{\gamma}_{t-r} + \sum_{q=1}^Q \mathbf{Z}_{qi} \boldsymbol{\theta}_q + e_i$
 - y_{ti} is the observed score at time t for student i
 - \mathbf{X}_i is the matrix for the student and school level demographic variables for student i
 - $\boldsymbol{\beta}$ is a vector of coefficients capturing the effect of any covariates included in the model except prior test score
 - $y_{t-r,i}$ is the prior test score at time $t-r$ ($r \in \{1,2\}$)
 - $\boldsymbol{\gamma}$ is the coefficient vector capturing the effects of up to two prior test scores
 - \mathbf{Z}_{qi} is a design matrix with one column for each unit in q ($q \in \{1,2, \dots, Q\}$) and one row for each student record in the data file
 - e_i is the error in predicting the value of y_{ti} , given the value of $\mathbf{X}_i \boldsymbol{\beta} + \sum_{r=1}^2 y_{t-r,i} \boldsymbol{\gamma}_{t-r} + \sum_{q=1}^Q \mathbf{Z}_{qi} \boldsymbol{\theta}_q$

How the Rest of Us Might Think of VAM

- Given that there are so many factors at play in how students learn and how they perform on standardized assessments, how do you isolate a specific teacher's *contribution* to a particular student's performance?

Factors that Contribute to Student Performance

- Student's Past Performance and Characteristics
- Teacher
- School
- Other/Unknown



VAM Review

- Performance of students is required by law to be included in educator evaluations (s. 1012.34, FS)
 - VAM is optional
- Any questions about the educator evaluations should be directed to
 - Lindsay Douglas, Program Specialist
Lindsay.Douglas@fldoe.org
 - Josey McDaniel, Educator Retention Program Director
Josey.McDaniel@fldoe.org

VAM Review (Cont.)

- Statutory references to Approved Growth Model
 - Section 1004.04(4)(a)3.c., F.S.: Continued approval for teacher preparation programs
 - Section 1012.56(7)(c), F.S.: One-year extension of a temporary certificate based on Effective or Highly Effective VAM rating
- High Impact Teacher designation

VAM Review (Cont.)

- 6A-1.099811, School Improvement State System of School Improvement
 - Current rule is under development
 - VAM is looked at regarding teacher placement at schools which are implementing a turnaround option plan
- \$15.8 million program for highly effective and effective teachers as D and F Title I Schools
- Any questions about the rule should be directed to the Bureau of School Improvement BSI@fldoe.org

VAM Models

Currently, VAM models are generated annually for the following subjects and grades:

- English language arts (4th, 5th, 6th, 7th, 8th, 9th, 10th)
- Mathematics (4th, 5th, 6th, 7th, 8th)
- Algebra 1 (8th & 9th)

Covariates

ELA/Mathematics

1. Up to 2 prior test scores
2. Number of subject relevant courses
3. Disabilities
4. English language learner status
5. Gifted status
6. Attendance
7. Mobility
8. Difference from modal age of peers in the same grade
9. Class size
10. Similarity of prior test scores among students in the class

Covariates (Cont.)

Algebra I covariates – same as ELA and Mathematics except 3 more are added:

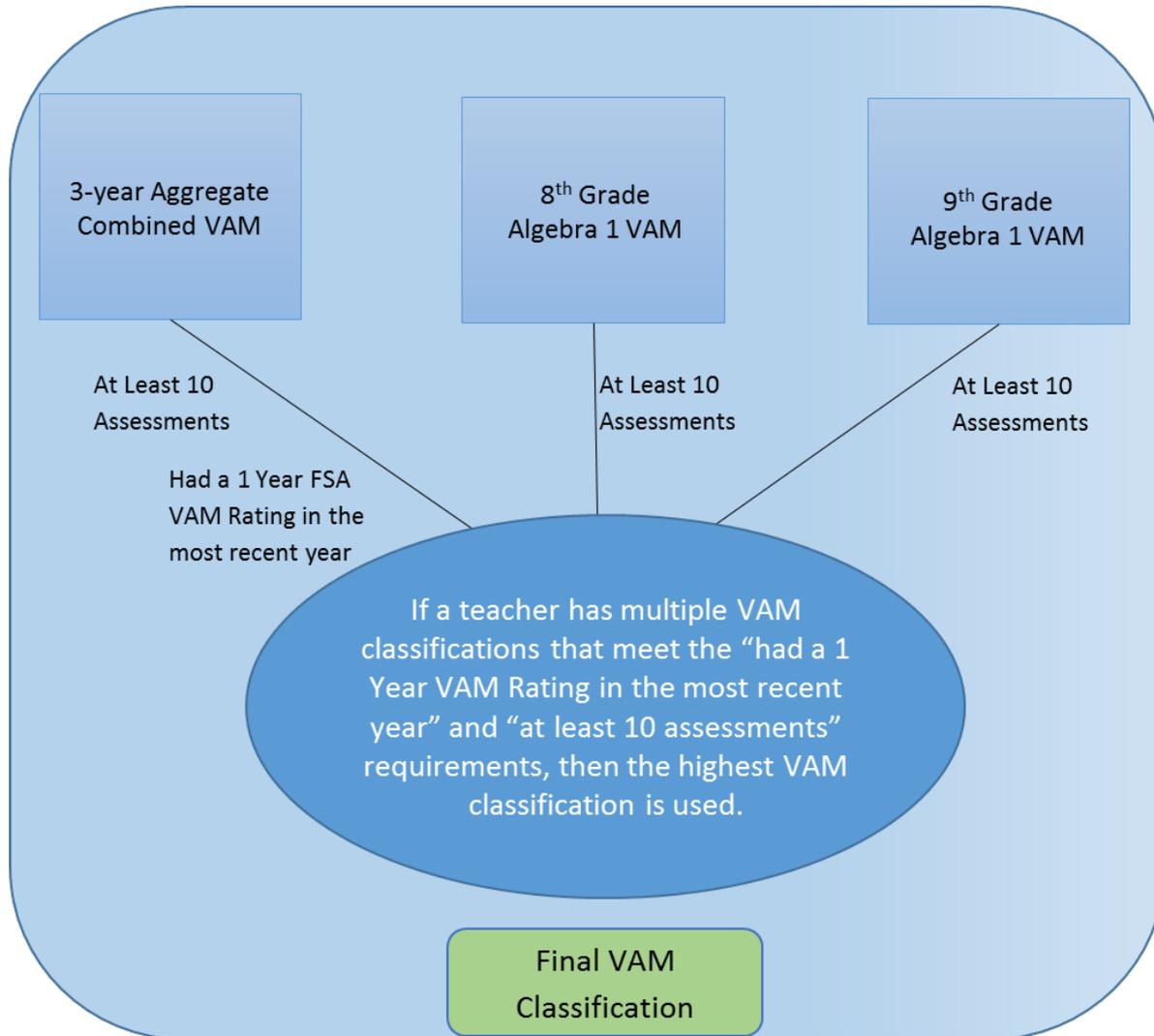
11. Average prior test score in the class
12. Percentage of students in the class who are gifted
13. Percentage of students at modal grade in the class

Value-Added Results and Scores

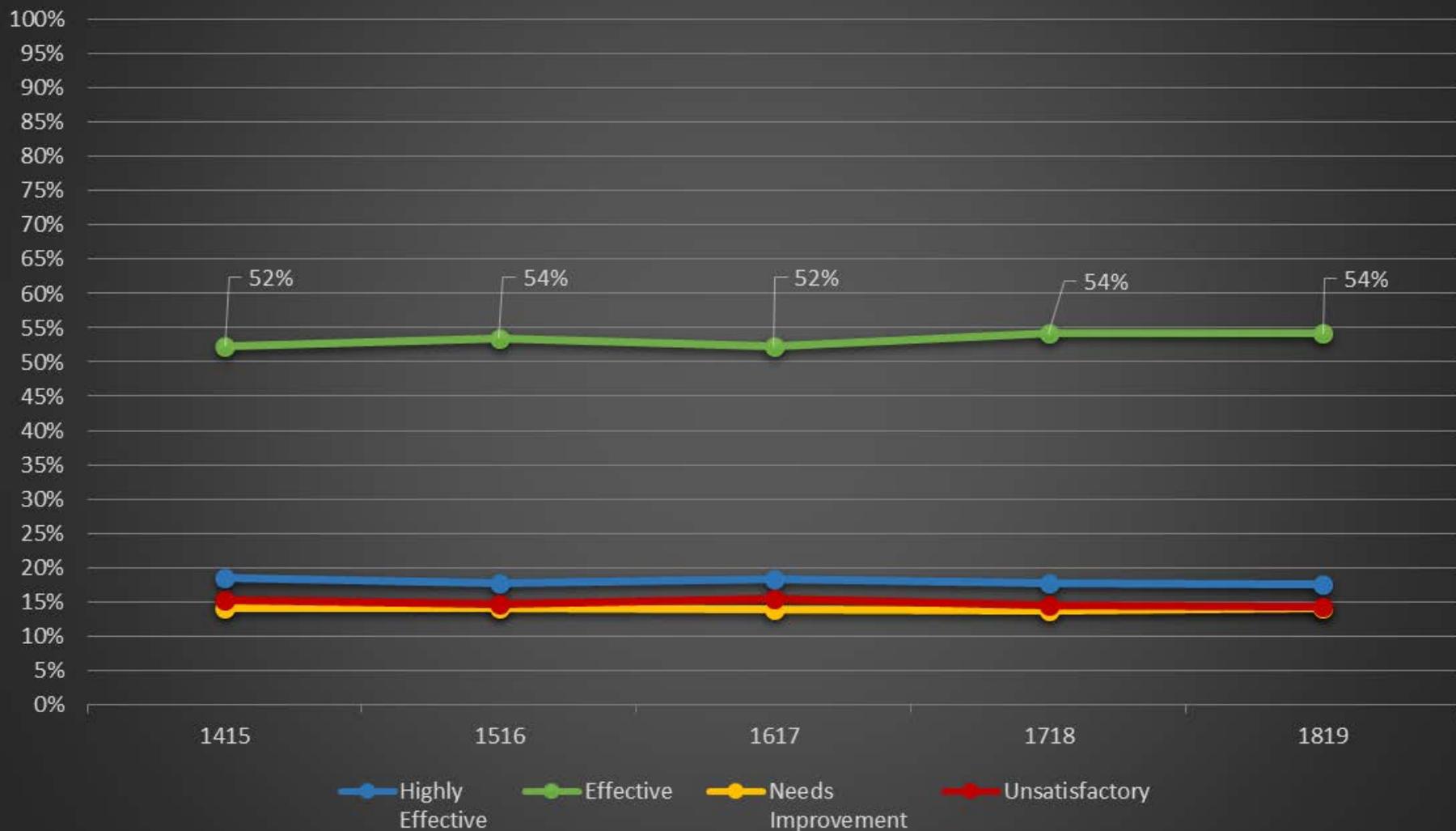
The formula produces a value-added score for a teacher, which reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model.

- 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

Final VAM Classification



Final VAM Results Over 5 Years



Annual VAM Results Analysis

- Impact analysis
 - VAM vs. Mean Prior Test Score
 - VAM vs. % SWD
 - VAM vs. % ELLs
 - VAM vs. % ED
 - VAM vs. % Gifted
 - VAM vs. % non-white
- Historical results
 - No impact/relationship between VAM score and roster composition

VAM Data Process

- Review Process
 - RVT or Final Survey Data
 - Survey 2/3 Match Selection
 - Survey 2/3 Match Student File
- Things to look for during the review process
 - Non-VAM teachers with VAM courses
 - Teachers who left prior to the end of the school year but after survey 2
 - If the rosters are not removed, this teacher will get a VAM score
 - Two opportunities to correct these.

Roster Verification Tool (RVT)

- Section 1012.34(1)(a), Florida Statutes, requires districts to “provide instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes”
- To assist districts in complying with this provision of statute, the Florida Department of Education has created an online Roster Verification Tool (RVT) for optional use
- Opens twice a year:
 - Fall (Survey 2 Verification)
 - Spring (Survey 3 Verification)

RVT (Cont.)

- FLDOE collects student- and teacher-level information at scheduled times during the reporting year, via student and staff database surveys
 - Survey 2 week occurs during October
 - Survey 3 week occurs during February
- Once state processing for Survey 2 (fall) or Survey 3 (spring) has closed, we pull and load the data into RVT
 - Prelim data is loaded into RVT

Student Demographic (Surveys 2 & 3)

- FLEID
- DISTRICT
- SCHOOL
- DISTRICT_INST
- SCHOOL_INST
- YEAR
- SURVEY
- FIRST_NAME
- LAST_NAME
- MIDDLE_NAME
- SEX
- DOB
- GRADE
- ETHNICITY
- RACE (constructed variable)

Definition

- Florida Education Identifier
- District of enrollment
- School of enrollment
- District of instruction
- School of instruction
- Year
- Survey
- Student's first name
- Student's last name
- Student's middle name
- Student's gender
- Student's date of birth
- Student's grade
- Hispanic (Y/N)
- Student's race

Student Course (Surveys 2 & 3)

Definition

- DISTRICT_INST
- SCHOOL_INST
- FLEID
- SURVEY
- YEAR
- TERM
- BEGIN_PERIOD
- END_PERIOD
- COURSE
- SECTION

- District of instruction
- School of instruction
- Florida Education Identifier
- Survey data reported
- Year data reported
- Term
- Begin period
- End period
- Course number
- Section number

Teacher Course (Surveys 2 & 3)

- DISTRICT_INST
- SCHOOL_INST
- SSN
- SURVEY
- YEAR
- TERM
- BEGIN_PERIOD
- END_PERIOD
- COURSE
- SECTION
- SCHEDULING_METHOD

Definition

- District of instruction
- School of instruction
- Teacher id
- Survey data reported
- Year data reported
- Term
- Begin Period
- End Period
- Course number
- Section number
- Scheduling method

Staff Demographic

- SSN
- STAFF_ID_LOCAL
- DISTRICT_SERVICE
- YEAR
- SURVEY
- FIRST_NAME
- LAST_NAME
- MIDDLE_NAME
- JOB_CODE_PRIMARY

Definition

- Teacher id
- Local teacher id
- District of employment
- Year data reported
- Survey data reported
- Teacher's first name
- Teacher's last name
- Teacher's middle name
- Teacher's primary job code

RVT (Cont.)

- Once RVT has closed in the Spring, we extract the Survey 2 and Survey 3 data from RVT for districts that opted to use it.
- Final Survey 2 and Survey 3 data is pulled for those that chose to use their own, internal process for roster verification
- These are the files used to create the Survey 2-3 match files for VAM purposes

Survey 2-3 Match Selection

- If a district does not request a Survey 2-3 match for a school, all students reported on a teacher's roster on ***either*** Survey 2 ***or*** Survey 3 will be included in a teacher's VAM score at that school, even if the student changed schools between surveys
- If a district requests a Survey 2-3 match for a school, a student must be at the ***same school*** for both Surveys 2 and 3 to be included in a teacher's VAM score at that school
- FLDOE ***does not*** calculate a teacher-level match

Survey 2-3 Match Selection (Cont.)

- FLDOE will provide each district with their Survey 2-3 match requests from last year on Sharefile in the beginning of April to review and edit

	A	B	C	D	E	F	G	H
1	District	DISTRICTNAME	School	SCHOOLNAME	GRADE_CODE	Type	DefaultRequest_1718	Requesting_Match
2315	35	LAKE	9028	ALTOONA SCHOOL	KG-5	Elementary	N	N
2316	35	LAKE	0271	ASTATULA ELEMENTARY SCHOOL	PK-5	Elementary	Y	Y
2317	35	LAKE	0031	BEVERLY SHORES ELEMENTARY SCHOOL	PK-5	Elementary	Y	Y
2318	35	LAKE	0351	CARVER MIDDLE SCHOOL	6-8	Middle/Junior	Y	Y
2319	35	LAKE	0041	CLERMONT ELEMENTARY SCHOOL	PK-5	Elementary	Y	Y
2320	35	LAKE	0401	CLERMONT MIDDLE SCHOOL	6-8	Middle/Junior	Y	Y
2321	35	LAKE	0597	CYPRESS RIDGE ELEMENTARY SCHOOL	KG-5	Elementary	Y	Y
2322	35	LAKE	0801	EAST RIDGE HIGH SCHOOL	9-12	Senior High	Y	Y
2323	35	LAKE	0080	EAST RIDGE MIDDLE SCHOOL	6-8	Middle/Junior	Y	Y
2324	35	LAKE	0061	EUSTIS ELEMENTARY SCHOOL	PK-5	Elementary	Y	Y
2325	35	LAKE	0071	EUSTIS HEIGHTS ELEMENTARY SCHOOL	PK-5	Elementary	Y	Y
2326	35	LAKE	0081	EUSTIS HIGH SCHOOL	9-12	Senior High	Y	Y
2327	35	LAKE	0697	EUSTIS MIDDLE SCHOOL	6-8	Middle/Junior	Y	Y
2328	35	LAKE	0101	FRUITLAND PARK ELEMENTARY SCHOOL	KG-5	Elementary	Y	Y
2329	35	LAKE	0068	GRASSY LAKE ELEMENTARY SCHOOL	KG-5	Elementary	Y	Y
2330	35	LAKE	0113	GRAY MIDDLE SCHOOL	6-8	Middle/Junior	Y	Y
2331	35	LAKE	0382	GROVELAND ELEMENTARY SCHOOL	PK-5	Elementary	Y	Y
2332	35	LAKE	9998	HOME EDUCATION PROGRAM STUDENTS	Unassigned	Other Types	N	N
2333	35	LAKE	9025	HOPE FOREST ACADEMY	03-10	Combination	Y	Y
2334	35	LAKE	9031	IMAGINE SCHOOLS AT SOUTH LAKE	KG-8	Combination	Y	Y

Survey 2-3 Match Student File

- Once RVT closes and all match requests are in, Survey 2 and 3 RVT data is pulled for districts that used the tool, and all final Survey 2 and 3 data is pulled for those districts that used their own process for verification
- FLDOE applies the Survey 2-3 match for those schools that districts requested a match be done
- FLDOE places the Survey 2-3 match student files on Sharefile for final review from districts

Variable (Survey 2-3 Files)

- FLEID
- FIRSTNAME
- LASTNAME
- MIDDLENAME
- GENDER
- DATEOFBIRTH
- RACE
- GRADE
- SURVEY
- DISTRICTID
- SCHOOLID
- SCHOOLNAME
- TERM
- SECTIONNUMBER
- PERIODBEGIN

Definition

- Florida Education Identifier
- Student's first name
- Student's last name
- Student's middle name
- Student's gender
- Students date of birth
- Student's race
- Student's grade
- Survey class information reported
- District number
- School number
- School name
- Term
- Section number
- Begin period



Variable (Survey 2-3 Files)

Definition

- | Variable (Survey 2-3 Files) | Definition |
|-----------------------------|--|
| • PERIODEND | • End period |
| • SCHEDULINGMETHOD | • Scheduling method |
| • COURSENUMBER | • Course number |
| • COURSENAME | • Course name |
| • COURSETYPE | • Course type (postsecondary vs not) |
| • SCHEDULINGMETHODDESC | • Scheduling method description |
| • TEACHERSSN | • Teacher id |
| • STAFFIDLOCAL | • Local teacher id |
| • TEACHERFIRSTNAME | • Teacher first name |
| • TEACHERLASTNAME | • Teacher last name |
| • TEACHERMIDDLE | • Teacher middle name |
| • SCHOOL_FULL_YEAR | • Student in school for both surveys (Y/N) |
| • DISTRICT_FULL_YEAR | • Student in district for both surveys (Y/N) |
| • REQUEST_MATCH | • District requested match for school (Y/N) |
| • INCLUDE_IN_VAM_ORG | • Record included in VAM score (Y/N) |
| • INCLUDE_IN_VAM_EDIT | • Record should be included in VAM (Y/N) |

Survey 2-3 Match Student File (Cont.)

- Districts verify Survey 2/3 requests were applied correctly
- If edits are needed, districts make these changes and repost edited files to Sharefile
- District accountability contact in every district replies to FLDOE that files were compiled accurately or that all necessary edits have been made and returned to FLDOE in June.



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VAM Data Visualization Tool Walkthrough



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Accountability Timeline

Bureau of Accountability Reporting Timelines

- All timelines are subject to change.

Month	Activity
Early September	<ul style="list-style-type: none"> • Updates to Primary Accountability and Primary DJJ Contacts are due from the Superintendent • Updates to additional accountability contacts are due from Primary Accountability Contact • School Grades and VAM ShareFile access is updated for all districts
October	<ul style="list-style-type: none"> • Beginning of state accountability match process for Survey 2 • Staff evaluations due via Survey 5 submission • Final Survey 5 data pulled for staff evaluations • Final Survey 5 data pulled for preliminary unadjusted graduation rate cohort
November	<ul style="list-style-type: none"> • Final date for districts to submit requested changes for alternative school status for accountability purposes • Graduation Rate Cohort Corrections web application opens • Fall Survey 2 Roster Verification Tool opens
December	<ul style="list-style-type: none"> • Graduation Rate Cohort Corrections web application closes • State accountability match process closes for Survey 2 • Final Survey 2 is pulled for accountability purposes

Month	Activity
January 2020	<ul style="list-style-type: none"> • 2019-20 Graduation Rate is released (mid December/early January) • Memorandum sent regarding the identification of ESE Centers • College and Career Acceleration web application opens
February	<ul style="list-style-type: none"> • Final date for districts to confirm ESE center schools for accountability purposes • Beginning of state accountability match process for Survey 3
March	<ul style="list-style-type: none"> • Spring Survey 3 Roster Verification Tool opens

Month

Activity

April

- State accountability match process closes for Survey 3
- Final Survey 3 is pulled for accountability purposes
- School Types web application opens; includes school grades/school improvement rating selection forms for alternative and ESE center schools
- Student Data Updates web applications opens
- Prior Year Assessment Matching web application opens
- Assessment Matching web application opens (Summer, Fall, and Winter assessments)
- Preliminary 3-year graduation cohort is posted to ShareFile
- VAM/RVT Survey 2/3 match request list files from prior year posted to ShareFile for districts to update
- Changes to Survey 2/3 match request list file for VAM calculation purposes are due

Month	Activity
May	<ul style="list-style-type: none"> • School Types web application closes • Student Data Updates web application closes • Prior Year Assessment Matching web application closes • Fall Survey 2 and Spring Survey 3 Roster Verification Tool closes • Districts electing to use Survey 2 and 3 data instead of RVT for VAM purposes must have those data files finalized
June	<ul style="list-style-type: none"> • Spring assessments loaded into Assessment Matching web application(late June/early July) • Bureau posts files to VAM ShareFile folders with Survey 2/3 requests applied for district review • Districts verify that Survey 2/3 requests were applied correctly • The district accountability contact in <u>every</u> district replies to the Bureau that final Survey 2/3 files for VAM were compiled accurately

Month	Activity
July	<ul style="list-style-type: none"> • Assessment Matching web application closes • School Grades, School Improvement Ratings, and District Grades are released • INDV files are provided to districts • School Accountability appeals process opens • VAM calculations for FSA ELA, FSA Mathematics, and Algebra 1 are processed
August	<ul style="list-style-type: none"> • School Accountability appeals process closes 30 days after the release of the INDV files • Bureau posts VAM results for teachers to school districts via ShareFile website
September	<ul style="list-style-type: none"> • School Accountability appeals decisions issued

Resources

- The Florida statute that provides the framework for the school grades calculation is at the following link: [Section 1008.34, F.S.](#)
- The rule adopted by the State Board of Education at its January 17, 2018, meeting describes more specifically the school grades calculation and can be found at the following link: [Rule 6A-1.09981, F.A.C.](#)
- The department's website contains additional information about the school grades, including the results of the calculation for each school and district. This information will be available on the department's interactive [EduData Portal](#) and [PK-20 Education Information Portal](#). Additional information describing the calculation and historical information are available at <http://fldoe.org/accountability/accountability-reporting/school-grades/>.
- For more information on Florida's Approved ESSA State Plan (approved Sept. 26, 2018), please visit <http://www.fldoe.org/academics/essa.stml>.

Resources (Cont.)

- To learn more about Florida's VAM models, you can read through the FAQ on our website:
<http://www.fldoe.org/teaching/performance-evaluation/>
- To learn more about confidence intervals and how VAM scores are placed into the four classifications of: Highly Effective, Effective, Needs improvement, and Unsatisfactory, you can read rule 6A-5.0411 found at:
<https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.0411>.
- You'll also see several references incorporated by rule, one of which is the Ref-05725 Florida VAM Methodology (<https://www.flrules.org/gateway/reference.asp?No=Ref-05724>). That document provides all of the rules and methods used for calculating the VAM scores.

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