Presenter

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Today’s Topics

• Graduation Rate Process for 2019-2020
• Accountability Match Process for 2020-2021
• School Grades
• School Improvement Ratings
Graduation Rate Process
Graduation Rate Process for 2019-2020

• Review the methodology
• Explain the review process
New for 2019-20: Graduation Codes

• **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.

• **WWE**
  • Any student who graduated from school and met all of the requirements to receive a standard diploma based on the Career and Technical Education (CTE) Pathway option, F.S. 1003.4282(11).
New for 2019-20: Graduation Codes (Cont.)

• WWT
  • Any student who graduated from school and met all of the requirements to receive a standard diploma based on the Career and Technical Education (CTE) Pathway option, F.S. 1003.4282(11) and satisfied the state graduation test requirement through an approved state concordant and/or comparative score.

• WWW
  • Any student with disabilities who graduated from school and met all of the requirements to receive a standard diploma based on the Career and Technical Education (CTE) Pathway option, F.S. 1003.4282(11) and satisfied the state graduation test requirement with an approved statewide standardized assessment results waiver.
New for 2019-20: Graduation Codes (Cont.)

- **W60**
  - Any adult student who graduated from school and met all of the requirements to receive a standard diploma and was exempted from being required to use assessments to earn a standard high school diploma due to cancellation of the 2019-2020 statewide assessments per DOE Order No. 2020-EO-01.

- **W61**
  - Adult Standard High School Diploma (Career and Technical Education (CTE) Pathway Option)
New for 2019-20: Graduation Codes (Cont.)

• W62
  • Adult Standard High School Diploma (CTE Pathway Option), (Concordant and/or Comparative Score)

• W63
  • Adult Standard High School Diploma (CTE Pathway Option), (Statewide assessment waiver)
Federal Uniform Graduation Rate

• All students must be accounted for.
• Only standard diplomas count.
• Does not remove transfers to adult education programs (remain in denominator).
• Assigns DJJ students back to their most recent non-DJJ high school.
Federal Uniform Graduation Rate (Cont.)

• Key for the 1920 Graduation Rate
  • Year0 – 1516
  • Year1 – 1617
  • Year2 – 1718
  • Year3 – 1819
  • Year4 – 1920
Formats Used for the Cohort Build

• Final Survey Data
  • Format: Student Demographic Information
    • Survey 2/Year1
    • Survey 5/Year1-Year4
  • Format: Student Course Transcript Information
    • Survey 2/Year1
  • Format: End of Year Status
    • Survey 5/Year0-Year4
  • Format: Prior School Status/Student Attendance
    • Survey 5/Year1-Year4
  • Format: Exceptional Student
    • Survey 2/Year1
    • Survey 5/Year1-Year4
  • Format: Federal/State Indicator Status
    • Survey 2/Year1
    • Survey 5/Year1-Year4
Building the Unadjusted Cohort

• Include all first-time 9th graders in fall 2016 membership in your district (Year1).
  • From Survey 2 Demographic and Course

• Add incoming transfers on the same schedule to graduate found in Survey 5 Demographic and End of Year Status.
  o New 9th graders in Year1
  o New 10th graders in Year2
  o New 11th graders in Year3
  o New 12th graders in Year4
2019-2020 Process

• A 3-year file was made available in June 2020.
  • Prelim 3 Year GradRate File 1920 DIST## (ShareFile)

• Survey 5 will be pulled for the initial cohort purposes when Survey 5 closes.
  • October 31, 2020

• Initial 4-year cohort file will be created immediately following the initial pull.

• Graduation Rate Cohort Corrections web application will begin once the cohort file has been created.
2019-2020 Review Process

Graduation Rate Review Process

• The numerator and denominator will be available on the web application and will update throughout the process.

• The web application for the Graduation Rate Cohort Corrections process will serve as the review process.
Reports Available on ShareFile

• Available during Survey 5 State Processing
  • Files will be provided during the Survey 5 processing window for districts to review.
  • Important for districts to review the data and submit any updates before the Survey 5 window closes.
Accountability Match Process
Accountability Match Process for 2020-2021

• 2020-2021 Dates
• Basic Information: Student Database Reporting
2020-2021 Survey Dates

• Survey 2:
  • Survey Week: October 5-9, 2020
  • Due Date: October 16, 2020
  • State Processing: October 12-30, 2020
  • Final Update/Amendment Date: December 15, 2020

• Survey 3:
  • Survey Week: February 8-12, 2021
  • Due Date: February 19, 2021
  • State Processing: February 15-March 5, 2021
  • Final Update/Amendment Date: April 15, 2021
2020-2021 Reminders

• Survey 2 for accountability purposes will be final in December 2020.

• Districts will not be able to make corrections to Survey 2 during the accountability match process, which happens during the Survey 3 state processing window.

• Bureau of Accountability Reporting will be providing files during Survey 2 state processing.
  • Deleted Records for Survey 2
  • Survey 2 for Accountability Purposes

• Separate manuals will be provided for the Survey 2 accountability process and the Survey 3 accountability process.

• Final Survey 3 data will be used.

• Applications using Survey 3 data will not open before April 15, 2021.
Florida DOE Student Database Records Reporting for Accountability Match Process

• Essential for calculating and reporting school and district accountability outcomes.

Critical Functions:
• Allows for matching of membership records (Survey 2 and 3) to establish full-year enrollment.
• Allows for matching of membership records to assessment records.
• Determines race/ethnicity classification.
• Determines lunch status.
• Determines English language learner status and length of time in school in the U.S.
• Determines the status of students with disabilities.
• Identifies students enrolled with Virtual Instruction Providers.
Student Database Reporting

Surveys 2 & 3:

• Key record formats:
  - Student Demographic Information
  - Exceptional Student
  - English Language Learner Information
  - Federal/State Indicator Status
  - Prior School Status/Student Attendance
  - Student Course Schedule
Student Database Reporting

Student Demographic Information:
• Critical for the matching of membership records (Survey 2 and 3) to establish full-year enrollment.

Student Demographic - Key Data Elements:
• **School of Enrollment** (School Number, Current Enrollment): The school to which assessment scores of students are credited.
• Lunch Status
• Race/Ethnicity
Student Database Reporting

Student Demographic - Key Data Elements (continued):

• English Language Learners, PK-12
• Florida Education Identifier (FLEID)
• Student Name
• Birth Date
• Grade Level
Student Database Reporting

Student Demographic - Key Data Elements (continued):

• Additional School Year Student
• District Number, Zoned School
  • Reported on Survey 2 and Survey 3
• School Number, Zoned School (home-zoned school)
  • Reported on Survey 2 and Survey 3
• English Language Learners: Date Entered United States School
  • Establishes the date on which a student entered school in the U.S. Length of time from the initial date of testing (FSA Writing) affects eligibility for inclusion in school grades proficiency components.
  • If this date is not reported then the student will be eligible to be included in the calculation of the achievement and learning gains components.
Student Database Reporting

Exceptional Student - Key data elements:
• Primary Exceptionality (Exceptionality, Primary)
• Other Exceptionality (Exceptionality, Other)
• Exceptional Student, IDEA Educational Environments
  • Used to help determine ESE Center Schools.

English Language Learner Information:
• English Language Learners: Entry Date
Student Database Reporting

- **Prior School Status/Student Attendance:**
  - Withdrawal Date
  - Withdrawal Code
  - Entry Code
  - Entry Date

- **Federal/State Indicator Status:**
  - Dropout Prevention/Juvenile Justice Programs
  - Provides a code indicating whether the student is in a dropout retrieval program (code R) or is in an alternative to expulsion program (code E). For students reported with either of these codes who are enrolled in an alternative school or ESE center school, their test scores are not included in school improvement ratings, school grades, or district grades.
Student Database Reporting

Student Course Schedule:

- A student must have at least one course reported at the school of enrollment in order to be included in the accountability process.
  - Two exceptions are:
    - Dual Enrollment (Dual Enrollment Indicator Code of A, B, C, or E), or
    - Hospital Homebound (Exceptionality of M).
- Key for compilation of EOC course records (Surveys 4, 1, 2, and 3):
  - Percent Tested
  - EOC inclusion in all components
  - Middle School Acceleration
- Accountability Reporting does not receive the student’s records unless a course record and a demographic record are submitted.
- Also identifies Virtual Instruction Providers (VIPs).
Student Database Reporting

Student Course Schedule:

- Virtual Instruction Provider (data element)
  - The providers themselves do not have the ability to report data to the Department of Education’s student database; the providers must depend on districts to accurately report enrollment for them.
  - Provider codes must be reported correctly in Surveys 2 and 3 to ensure provider accountability.
Reporting Enrollments for Virtual Instruction Providers (VIPs)

• Full-time VIP students are assigned the 4-digit school number 7001.
• Provider codes are assigned to approved providers.
• Provider Code Table is available in Appendix CC of student database manual.
• For students with a school number reported as 7001, the provider code(s) should be reported accurately on the applicable Student Course records.
Reports Available on ShareFile for 2020-2021

• Available during Survey 2 State Processing:
  • Survey 2 for Accountability
  • Survey 2 Deleted Records

• Available during Survey 3 State Processing:
  • Survey 3 for Accountability
  • Unmatched Survey 3 Records
  • Unmatched Survey 2 Records
  • Survey 3 Deleted Records
  • Matched Records
Students Tied Back Across Districts

• Districts will receive a file during the Survey 3 processing window that identifies the students being tied back from another district.

• If the home-zoned district and school need to be updated, you must contact the district of enrollment.
State Virtual Instruction Providers Reports

• State Virtual Providers will be provided their own reports.
  • State VIPs will still be responsible for communicating to the districts which changes need to be made.
  • Districts will still be responsible for making changes requested by the VIP.
ShareFile Policies

• ShareFile is for data transfer only, not data storage.

• Bureau of Accountability Reporting will be implementing the new procedures:
  • During an open process files will remain on ShareFile until the process has closed.
    • Survey 2 and Survey 3 Accountability Match processes
    • Appeals (pre-appeals INDV file)
  • One time posting of files will remain on ShareFile for no more than two weeks.
    • 3 year prelim graduation rate
    • Post appeals INDV file
    • Please pull files down within this window
  • We will be happy to repost files upon request but the files will only be available until the close of business the day of the request.
School Grades
School Grades Model

• Focuses the school grading formula on student success measures:
  • Achievement
  • Learning gains
  • Graduation
  • Earning College Credit and/or Industry Certifications

• ELLs included in Achievement after 2 years.
School Grades

• Schools are only graded on the components for which they have sufficient data.
  • Schools that have enough data for one or more components will receive a grade.
Percent Tested

- Must test 95% of Survey 3 students.
- Calculated for each subject and then aggregated.
- Schools that do not test 95% of students will receive preliminary 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, he will release grades for these schools at the end of the appeals period.
Subject Areas Included for Achievement

• The Percentage of Full-Year Enrolled Students who scored at Level 3 or above in:
  • English Language Arts
    • Florida Standards Assessment in English Language Arts - Grade 3 to 10 (FSA and FSAA)
  • Mathematics*
    • Florida Standards Assessment in Mathematics - Grades 3 to 8 (FSA and FSAA)
    • Algebra 1 EOC (FSA and FSAA)
    • Geometry EOC (FSA and FSAA)
  • Science*
    • Science - Grades 5 and 8 (Statewide Science Standardized Assessment and FSAA)
    • Biology 1 EOC (FSA and FSAA)
  • Social Studies*
    • Civics (FSA and FSAA)
    • U.S. History (FSA and FSAA)

*For EOCs a student must be enrolled in the course to be counted in achievement.
FSA Learning Gains Criteria English Language Arts and Mathematics (Adjustment for 2020-21)

• Improve one or more achievement levels from 2018-19 to 2020-21 (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.).

• Maintain a Level 3 or Level 4 and the student’s scale score must have improved from 2018-19 to 2020-21.

• For students who remain in Level 1 or Level 2, split Levels 1 and 2 into multiple sections (Level 1 into thirds and Level 2 in half) and require the student to improve from section to section within the Level from 2018-19 to 2020-21 (e.g., move from the bottom third of Level 1 to the middle third of Level 1).

• Maintain a Level 5 from 2018-19 to 2020-21.
FSAA Learning Gains Criteria English Language Arts and Mathematics
(Adjustment for 2020-21)

• Improve one or more achievement levels from 2018-19 to 2020-21 (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.).

• For students who remain in Level 1 or Level 2 from 2018-19 to 2020-21, split Levels 1 and 2 into multiple sections (Level 1 into thirds and Level 2 in half) and require the student to improve from section to section within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1).

• For students who remain in Level 3 from 2018-19 to 2020-21, split Level 3 into two sections and require the student to remain in the same section or improve from section to section within the Level (e.g., move from the bottom half of Level 3 to the top half of Level 3).

• Maintain a Level 4 from 2018-19 to 2020-21.
Learning Gains Reminder

• A gain cannot be made from a 2018-19 FSAA to current year FSA, or a 2018-19 FSA to current year FSAA.
# FSA English Language Arts Learning Gains Table

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Middle</td>
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<td>Low</td>
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<tr>
<td>Grade 9</td>
<td>276-327</td>
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<td>294-310</td>
<td>311-327</td>
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</table>
## FSA Mathematics – Grade Level and EOCS Learning Gains Table

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Level 1</td>
<td>Low</td>
<td>Middle</td>
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<tr>
<td>Grade 4</td>
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<td>High</td>
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<tr>
<td>Grade 5</td>
<td>Level 1</td>
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<td>Middle</td>
<td>High</td>
<td>290-305</td>
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<tr>
<td>Grade 6</td>
<td>Level 1</td>
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<td>Level 1</td>
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<td>High</td>
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<tr>
<td>Grade 8</td>
<td>Level 1</td>
<td>Low</td>
<td>Middle</td>
<td>High</td>
<td>328-348</td>
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</table>

### End-of-Course Assessments

<table>
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<tr>
<th>Assessment</th>
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<th>Level 2</th>
<th>Level 3</th>
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<th>Level 5</th>
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<tbody>
<tr>
<td>Algebra 1</td>
<td>Level 1</td>
<td>Low</td>
<td>Middle</td>
<td>High</td>
<td>497-517</td>
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<td>Geometry</td>
<td>Level 1</td>
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<td>High</td>
<td>499-520</td>
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# FSAA English Language Arts

## Learning Gains Table

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<th>Level 3</th>
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<th>Level 4</th>
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<tbody>
<tr>
<td>Grade 3</td>
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<td>540-554</td>
<td>555-568</td>
<td>569-582</td>
<td>583-598</td>
<td>583-590</td>
<td>591-598</td>
<td>599-617</td>
<td>599-608</td>
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<tr>
<td>Grade 4</td>
<td>540-581</td>
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<td>Grade 5</td>
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</tr>
<tr>
<td>Grade 8</td>
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<td>554-567</td>
<td>568-581</td>
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</table>
# FSAA Mathematics – Grade Level and EOCs Learning Gains Table

<table>
<thead>
<tr>
<th>Assessment</th>
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<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1</td>
<td>Low</td>
<td>Middle</td>
<td>High</td>
</tr>
<tr>
<td>Grade 3</td>
<td>540-585</td>
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<td>Grade 4</td>
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<td>742-757</td>
<td>758-773</td>
</tr>
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</table>
Learning Gains of the Lowest 25% (Adjustment for 2020-21)

• 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-prior year calculated at each grade level to identify the lowest performing 25% of students (EOCs not by grade level).
  • Low 25% is not limited to students in Achievement Levels 1 and 2.
Middle School Acceleration (Adjustment for 2020-21)

- Prior-year, full-year-enrolled grade 6, 7 or 8 student who took a test for an eligible high school industry certification.
  - Industry certification data is the most recent available and lags by one year.
- A current-year, full-year-enrolled grade 8 student who scored a Level 3 or above on the 2018-19 grade 6 mathematics statewide assessment or the mathematics EOC assessment taken in 2018-19.
- A current-year, full-year-enrolled grade 6, 7, or 8 student who is enrolled in a high school EOC course and has a valid score for the corresponding EOC assessment.
Middle School Acceleration

• School must have students enrolled in grades 7 and 8.
• Students must be enrolled in the EOC 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
  • Graduation rate data is the most recent available and lags by one year.

• Calculated for all schools with prior year enrollments in grades 11 and 12.

• Also calculated for combination schools that include these grade levels.
College and Career Acceleration

- Cohort-based calculation using the graduates from the graduation rate calculation as the denominator.
- The percentage of graduates who, while in high school,
  - were eligible to earn college credit through AP, IB, or AICE examinations;
  - earned a C- or better in dual enrollment; or
  - earned a CAPE industry certification.
Elementary School Grades Model
(A maximum of 7 components)

- School grade is based on the percentage of total points earned, and schools are graded based only on the components for which they have sufficient data.

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
<td></td>
</tr>
<tr>
<td>Learning Gains of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low 25%</td>
<td>(0% to 100%)</td>
<td>(0% to 100%)</td>
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</tbody>
</table>
Middle School Grades Model
(A maximum of 9 components)

• School grade is based on the percentage of total points earned, and schools are graded based only on the components for which they have sufficient data.

<table>
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<tr>
<th></th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Middle School Acceleration</th>
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</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>(0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Middle School (EOC or industry certification) (0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains</td>
<td>(0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
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</tr>
<tr>
<td>Learning Gains of the Low 25%</td>
<td>(0% to 100%)</td>
<td>Learning Gains of the Low 25%</td>
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</tr>
</tbody>
</table>
### High School Grades Model

(A maximum of 10 components)

- School grade is based on the percentage of total points earned, and schools are graded based only on the components for which they have sufficient data.

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Graduation Rate</th>
<th>College and Career Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Overall, 4-year Graduation Rate (0% to 100%)</td>
<td>High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
</tr>
</tbody>
</table>
Combination School Grades Model  
(A maximum of 11 components)

- School grade is based on the percentage of total points earned, and schools are graded based only on the components for which they have sufficient data.

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Middle School Acceleration</th>
<th>Graduation Rate</th>
<th>College and Career Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Middle School (EOC or industry certification) (0% to 100%)</td>
<td>Overall, 4-year Graduation Rate (0% to 100%)</td>
<td>High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Middle School Acceleration (0% to 100%)</td>
<td>Graduation Rate (0% to 100%)</td>
<td>College and Career Acceleration (0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Middle School Acceleration (0% to 100%)</td>
<td>Graduation Rate (0% to 100%)</td>
<td>College and Career Acceleration (0% to 100%)</td>
</tr>
</tbody>
</table>
School Grade Scale

• A = 62 percent of total applicable points or higher
• B = 54 to 61 percent of total applicable points
• C = 41 to 53 percent of total applicable points
• D = 32 to 40 percent of total applicable points
• F = 31 percent of total applicable points or less
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 number of components with sufficient data.
  - The percentage resulting is the percentage of points the school earned from all applicable components.
  - This percentage would be compared to the scale set by the State Board of Education to determine a school’s grade.
Example for Calculating the School Grade

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Middle School Acceleration</th>
<th>Graduation Rate</th>
<th>College and Career Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement 41%</td>
<td>Achievement 40%</td>
<td>Achievement 36%</td>
<td>Achievement 53%</td>
<td>Middle School (EOC or industry certification)</td>
<td>Overall, 4-year Graduation Rate</td>
<td>High School (AP, IB, AICE, dual enrollment or industry certification)</td>
</tr>
<tr>
<td>Learning Gains 60%</td>
<td>Learning Gains 55%</td>
<td>Learning Gains of the Low 25% 53%</td>
<td></td>
<td></td>
<td>64%</td>
<td>74%</td>
</tr>
<tr>
<td>Learning Gains of the Low 25% 53%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>53%</td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Total Components</th>
<th>Percent of Total Possible Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>567</td>
<td>11</td>
<td>52%</td>
<td>C</td>
</tr>
</tbody>
</table>
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 School Grades Model
(A maximum of 11 components)

- The district grade is based on the percentage of total points earned, and schools are graded based only on the components for which they have sufficient data.

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Middle School Acceleration</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Achievement (0% to 100%)</td>
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<td>Achievement (0% to 100%)</td>
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<tr>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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School Improvement Ratings
School Improvement Ratings

• 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.
Students Tied Back Across Districts

• During the Survey 3 processing window districts will receive a file that identifies the students being tied back from another district.

• If the home-zoned district and school need to be updated you must contact the district of enrollment.
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.
School Improvement Rating Components

- 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 section.

- 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.
Calculating the School Improvement Rating

• The rating of Commendable, Maintaining, or Unsatisfactory is based on the percentage of possible points earned by each school.

• Schools will be rated on only those components for which they have sufficient data.
School Improvement Rating Scale

• **Commendable** = 50 percent of total applicable points or higher

• **Maintaining** = 49 to 26 percent of total applicable points

• **Unsatisfactory** = 25 percent of total applicable points or lower
School Improvement Rating: 3-Year Aggregate

• If a school does not have enough data for at least one component in the current year, the data for that school will be aggregated using the current year and the two most recent years of data.

• A school will get a rating if there is enough data for at least one component after aggregation.

• The same scale applies.
ELA Learning Gains: Concordant Scores (Adjustment for 2020-21)

• Students with a prior-prior year achievement level of 1 or 2, and do not make a gain in the current year on a state standardized test, their ELA concordant score, pursuant to Rule 6A-1.09422, F.A.C., in the current year will be considered.

• Students who earn the applicable ELA concordant score or higher will count as making a learning gain in the ELA learning gains component.

• Students will be added to tested and gain numerators and denominators.
Mathematics Learning Gains: Concordant Scores (Adjustment for 2020-21)

- Students with a prior-prior year achievement level of 1 or 2, and do not make a gain in the current year on a state standardized test, will have their mathematics concordant score in the current year be considered, pursuant to Rule 6A-1.09422, F.A.C.
- Students who earn the applicable mathematics concordant score or higher will count as making a learning gain in the mathematics learning gains component.
- Students will be added to tested and gain numerators and denominators.
Appeals Process

• Districts have 30 days after the preliminary calculation of school grades and school improvement ratings to appeal.

• If a school district determines that a different grade or rating should be assigned to a school the school’s grade or rating may be appealed.
Questions and Answers

Questions concerning School Accountability can be directed to the Bureau of Accountability Reporting at accountability@fldoe.org or 850-245-0411.