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School Accountability

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



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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.
 - New 9th graders in Year1
 - New 10th graders in Year2
 - New 11th graders in Year3
 - 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.



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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.



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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

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 3	240-284	240-254	255-269	270-284	285-299	285-292	293-299	300-314	315-329	330-360
Grade 4	251-296	251-266	267-281	282-296	297-310	297-303	304-310	311-324	325-339	340-372
Grade 5	257-303	257-272	273-288	289-303	304-320	304-312	313-320	321-335	336-351	352-385
Grade 6	259-308	259-275	276-292	293-308	309-325	309-317	318-325	326-338	339-355	356-391
Grade 7	267-317	267-283	284-300	301-317	318-332	318-325	326-332	333-345	346-359	360-397
Grade 8	274-321	274-289	290-305	306-321	322-336	322-329	330-336	337-351	352-365	366-403
Grade 9	276-327	276-293	294-310	311-327	328-342	328-335	336-342	343-354	355-369	370-407
Grade 10	284-333	284-300	301-317	318-333	334-349	334-341	342-349	350-361	362-377	378-412

FSA Mathematics – Grade Level and EOCS Learning Gains Table

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 3	240-284	240-254	255-269	270-284	285-296	285-290	291-296	297-310	311-326	327-360
Grade 4	251-298	251-266	267-282	283-298	299-309	299-304	305-309	310-324	325-339	340-376
Grade 5	256-305	256-272	273-289	290-305	306-319	306-312	313-319	320-333	334-349	350-388
Grade 6	260-309	260-276	277-293	294-309	310-324	310-317	318-324	325-338	339-355	356-390
Grade 7	269-315	269-284	285-300	301-315	316-329	316-322	323-329	330-345	346-359	360-391
Grade 8	273-321	273-289	290-305	306-321	322-336	322-329	330-336	337-352	353-364	365-393

End-of-Course Assessments

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Algebra 1	425-486	425-445	446-466	467-486	487-496	487-491	492-496	497-517	518-531	532-575
Geometry	425-485	425-445	446-465	466-485	486-498	486-492	493-498	499-520	521-532	533-575

FSAA English Language Arts Learning Gains Table

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

FSAE Mathematics – Grade Level and EOCs Learning Gains Table

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

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.

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)

- 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.

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration
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%)
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)

- 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.

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	College and Career Acceleration
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%)				
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				

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.

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration
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%)
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 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

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration
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%
Learning Gains 60%	Learning Gains 55%					
Learning Gains of the Low 25% 53%	Learning Gains of the Low 25% 53%					

Total Points Earned	Total Components	Percent of Total Possible Points	Grade
567	11	52%	C

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.

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration
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%)
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%)					



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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.



Additional Information

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.