



K-12 Public Schools Updates

FASFEPA/ECTAC FALL FORUM

September 10, 2019



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“Setting the Stage”

- Review of major changes in the 2018-19 school year
 - New Commissioner
 - Robust Legislative Session
 - Executive Orders 19-31, 19-32
- Review of changes in K-12 Public Schools
 - Chancellor Oliva- reorganization
 - Bureau of Standards and Instruction and Just Read! now under Educator Quality with Dr. Paul Burns
 - Revision to support ALL students at ALL schools- CS&I and TS&I
 - All Title programs working together
 - Shape and Collaborate (**Session**)

Questions to ask

- What time? Create comprehensive calendar for the 2020-21 grants
- What are we serving? Program specifics including allocation process (**Basics 101 session**)
- Who sits near who? Identify programs supplement and support one another
- Who is cleaning up? Program monitoring versus audit
 - Learning strategies and systems from each other (**Monitoring session**)

Other Hot Topics

- Transition from Research to Evidence-based Strategies
- Return on Investment
- Executive Orders
- VAM Process
- School Grades and Federal Percent of Points Index
- Additional Information

Title Applications Tentative Timeline for 2020-21

Month	Activity
February	
March	
April	
May	
June	
July	
August	



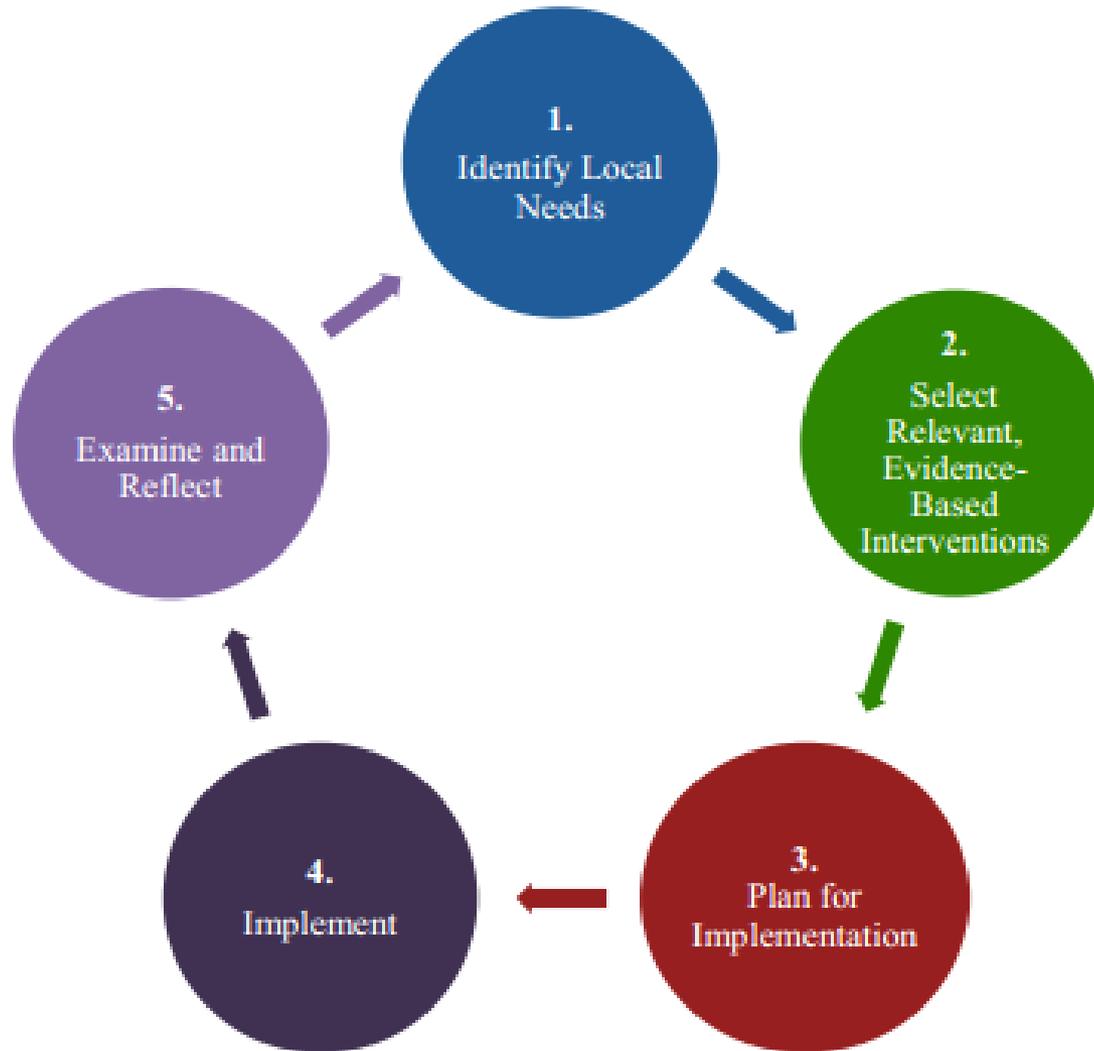
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Research versus Evidence-based Interventions/Strategies



ESSA Requires Evidence-based Interventions/Strategies

- Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:
- **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.



Questions to ask:

- How do we evaluate and select evidence-based interventions/strategies?
- How do we determine our district capacity to implement with fidelity?

Evaluating and Selecting Evidence

- What do the majority of studies on this intervention find? Does the intervention have positive and statistically significant effects on important student (or other relevant) outcomes across many studies? Do any studies have null, negative, or not statistically significant findings? If you are conducting your own literature review about a particular intervention, it is essential to pay attention to the complete picture of what the research reveals rather than relying on just a small number of studies.
- How rigorous are the study designs in terms of the strength of the claim that the intervention **caused** the outcome obtained, rather than just being correlated with it? Do any meet the criteria for strong or moderate evidence, as defined in ESSA?¹ As a point of reference, only randomized control trials and quasi-experimental methods can demonstrate causality.
- Was the intervention implemented in contexts similar to your own (e.g., similar enrollment size, geography (rural or urban), governance structures, relevant legal or regulatory requirements)?
- Was the intervention implemented among students similar to those you aim to serve (e.g., English language learners, students more than one year behind in mathematics)?

Determining Capacity

- What resources are required to implement this intervention?
- Will the potential impact of this intervention justify the costs, or would more cost-effective interventions accomplish the same outcomes?
- What is the local capacity to implement this intervention? Are funds available? Does staff have the needed skills? Is there buy-in for the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?
- How will this intervention be sustained over time?



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Return on Investment

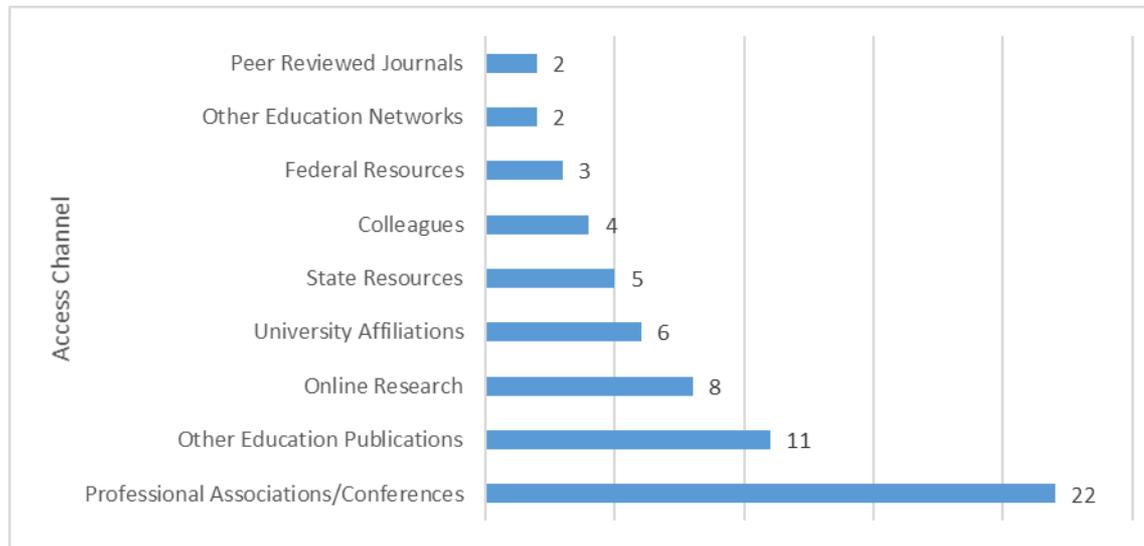
Determine if it is Working

About building and sharing evidence:

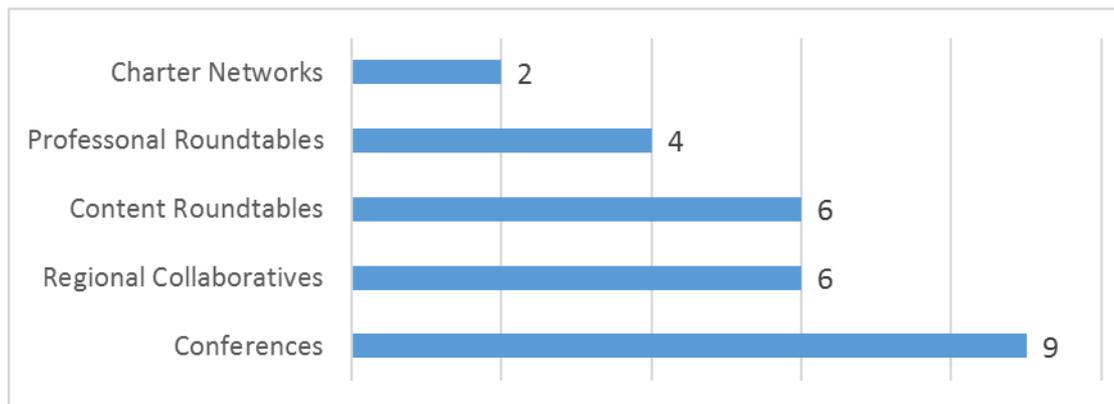
- How will we know if we are successful?
- What are interim progress and performance milestones that can be tracked?
- What have participants (i.e., students and educators) in the intervention shared about their experience and how the intervention was implemented?
- Should we evaluate the effectiveness of the intervention through a study that could produce strong evidence or moderate evidence, as defined by ESSA? Or would promising evidence from a correlational study or performance data that demonstrates a rationale suffice? What is the strength of the evidence required to monitor whether, how, and why your intervention was successful or not in your context?
- How could evidence about this intervention be shared with others and incorporated into decision-making going forward?
- Based on evidence, should this intervention continue as is, be modified, or be discontinued?

Resources

- What Works Clearinghouse



How do districts share data?



Resources- Evidence and Research Clearinghouses

- [**Best Evidence Encyclopedia**](#)
Produced by the Center for Data-Driven Reform in Education at Johns Hopkins University School of Education. Covers reading, mathematics, science, comprehensive school reform, and early childhood interventions.
- [**Blueprints for Violence Prevention**](#)
A national violence prevention initiative to identify programs that are effective in reducing adolescent violent crime, bullying, delinquency, and substance abuse.
- [**ERIC \(Education Resources Information Center\)**](#)
A federal site providing access to many educational resources, including research.
- [**Evidence for ESSA**](#)
Produced by the Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education. Focused on K-12 reading and mathematics interventions.
- [**IES REL Network**](#)
A search engine for resources produced by the federal Institute for Education Sciences' Regional Education Laboratories.
- [**National Technical Assistance Center on Transition**](#)
NTACT is a Technical Assistance and Dissemination project, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA). NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Throughout the website and other resources from NTACT, effective practices and predictors have been evaluated regarding the amount, type, and quality of the research conducted.
- [**Results First Clearinghouse Database**](#)
Produced by The Pew Charitable Trusts and the John D. and Catherine T. MacArthur Foundation; covers education, child welfare, juvenile and criminal justice, health, and other social programs.
- [**Social Programs That Work**](#)
Developed by the Coalition for Evidence-Based Policy this site offers a series of papers on social programs that are backed by rigorous evidence of effectiveness.
- [**The What Works Clearinghouse \(WWC\)**](#)
Produced by the U.S. Department of Education's Institute of Education Sciences (IES). Covers a wide range of education interventions and practices from pre-K through postsecondary.



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Understanding VAM

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

Value-Added Results and Scores

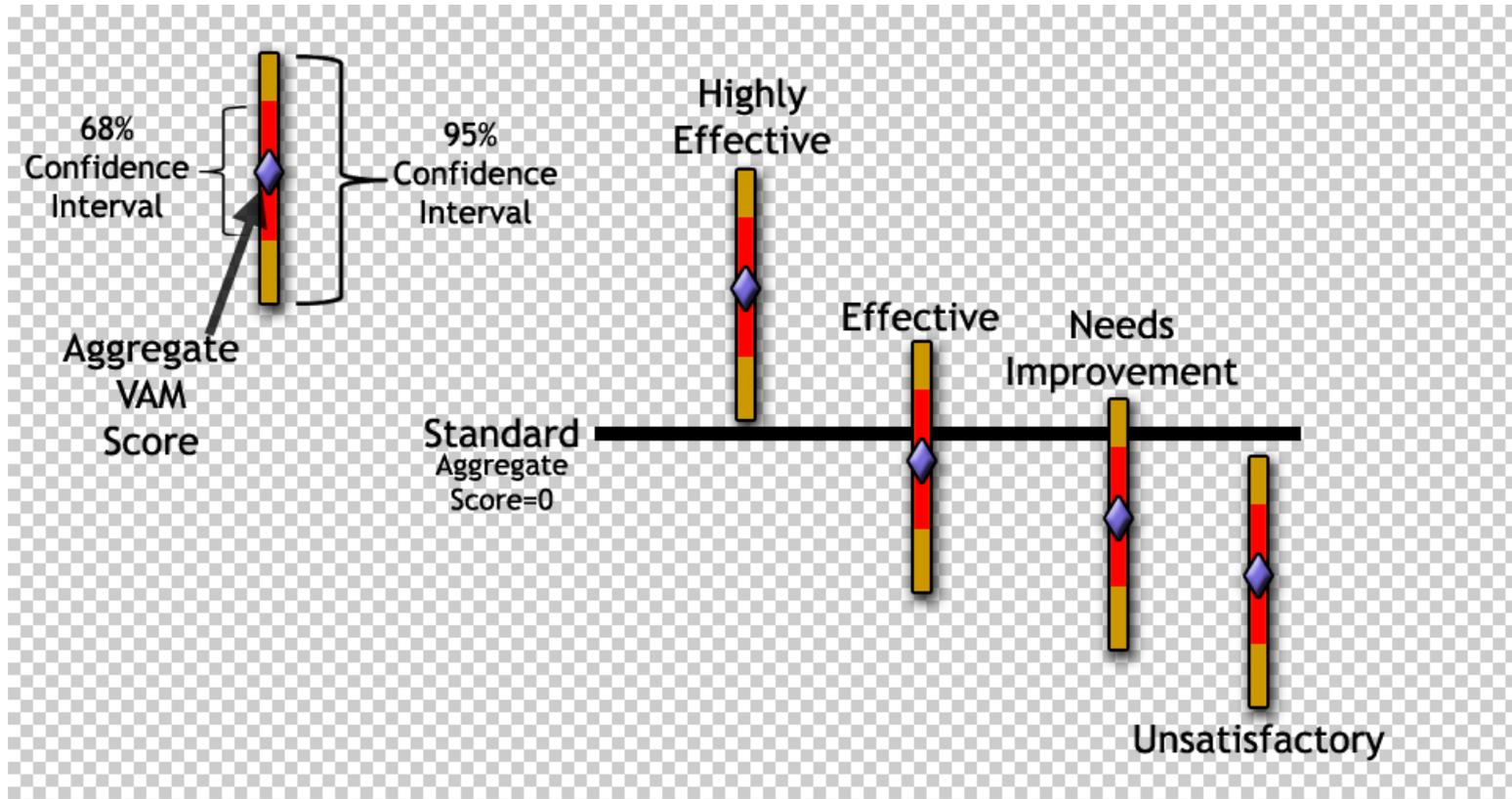
The formula produces a value-added score for a teacher, which reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model.

- 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.

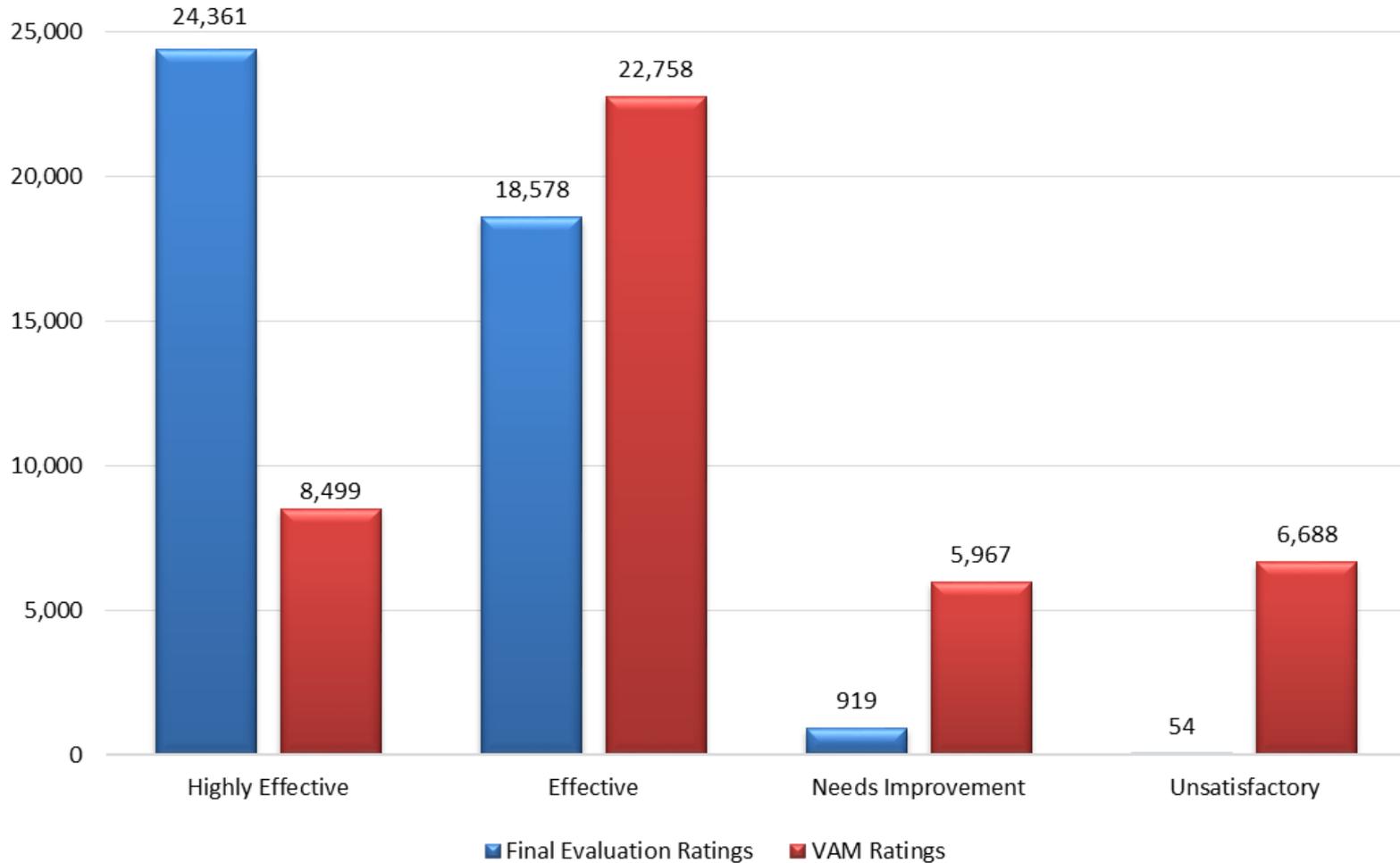
Standard Error

- An estimate of a teacher's impact on student learning (the score) contains some variability.
- The standard error is a statistical term that describes that variability.
- Using the standard error to construct a confidence interval around a score (like the +/-3 points in an opinion poll) is a good statistical practice that can assist in increasing the accuracy of classification decisions.

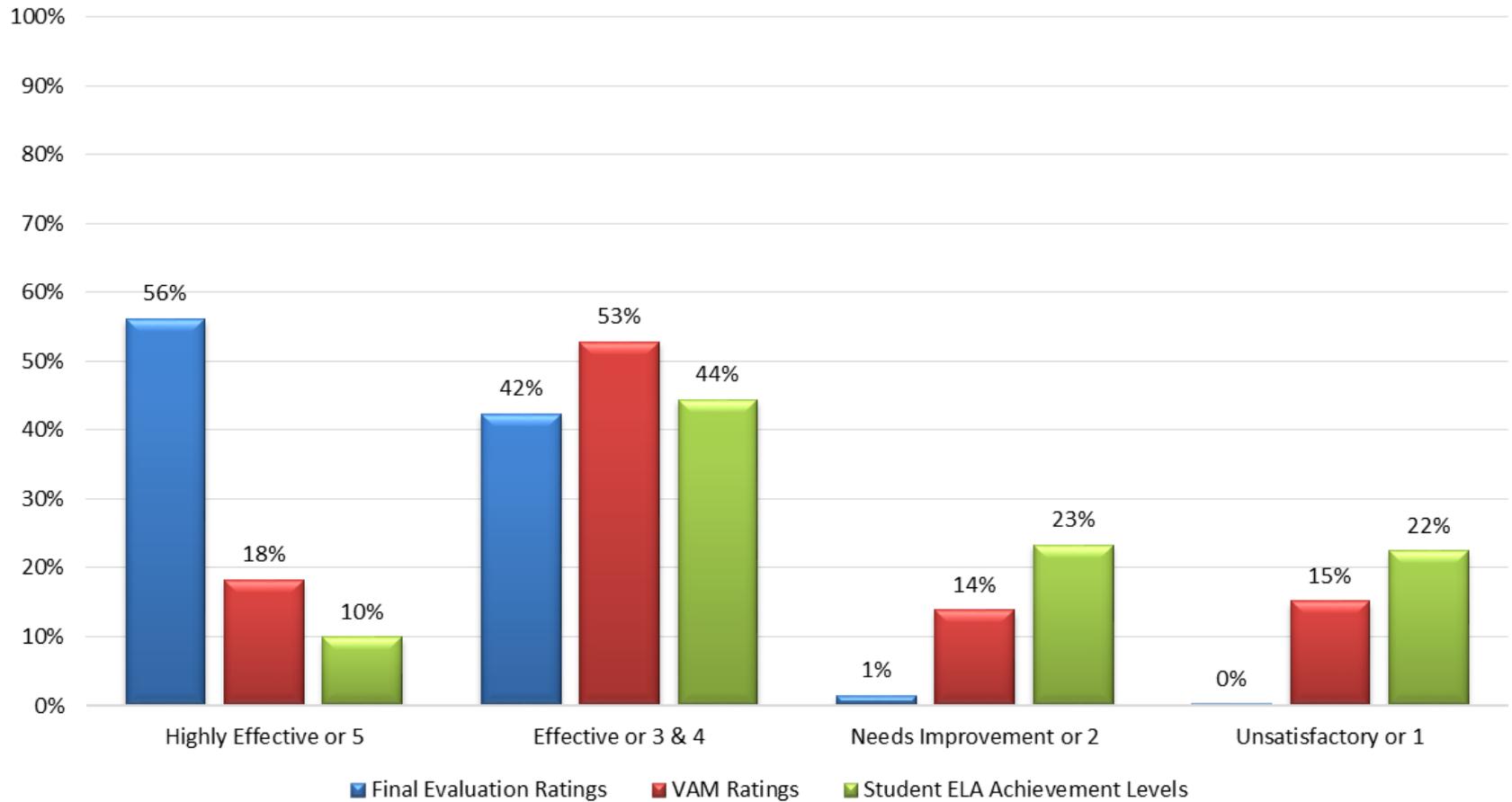
Value-Added Performance-Level Standards



2017-18 District Final Evaluation Rating Compared to VAM Score Classification



2017-18 Teacher Ratings Compared to Student Achievement





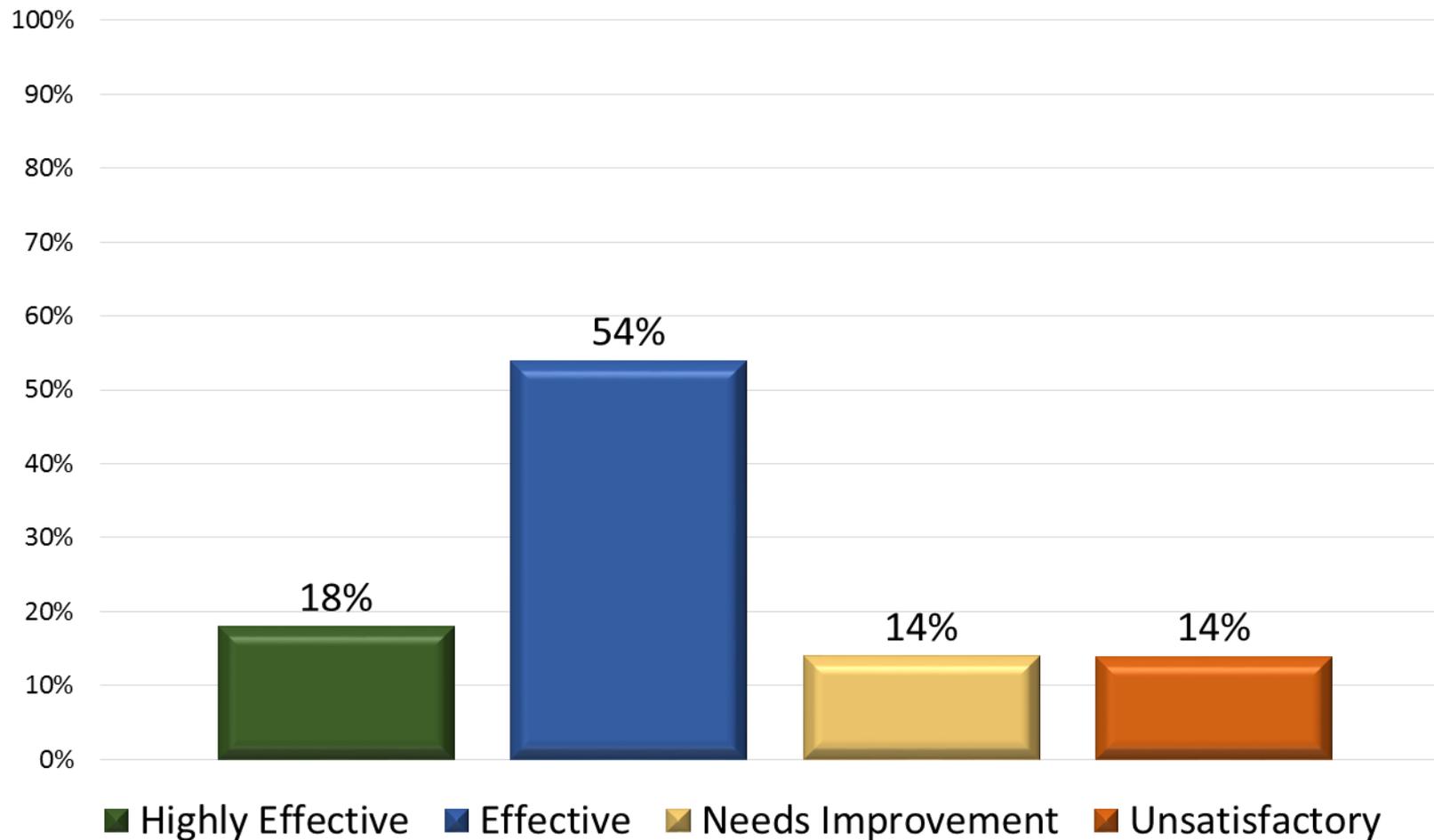
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VAM Review, Results, and Process

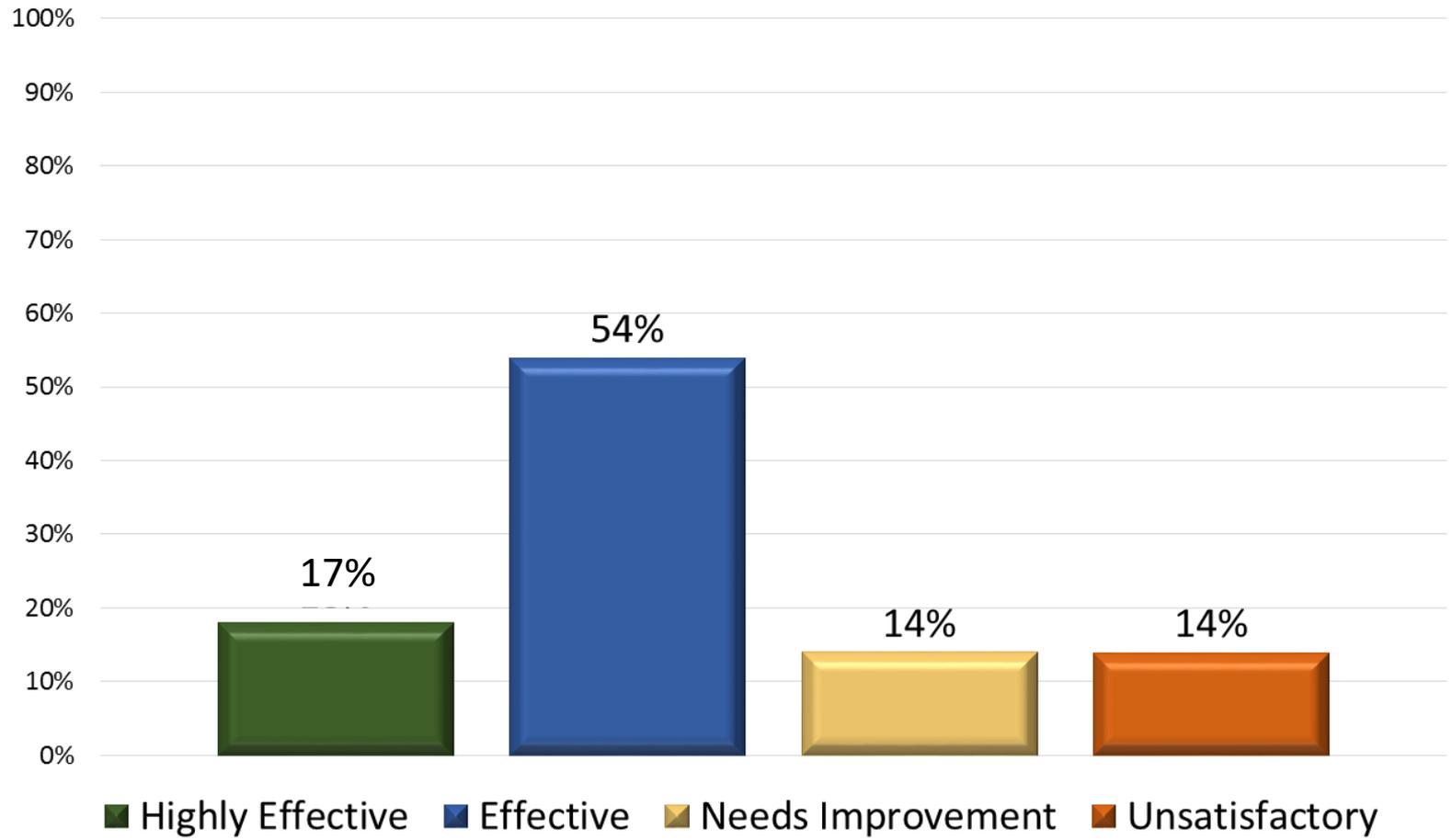
VAM Review

- Data Visualization Tool procurement
 - Provides transparency into VAM scores
 - Aids teachers and administrators an easy way to
 - Understand what a VAM score is
 - How to best use a VAM score
- Question to ask:
 - Does your district do “data chats” with teachers?

2017-18 Final VAM Classification



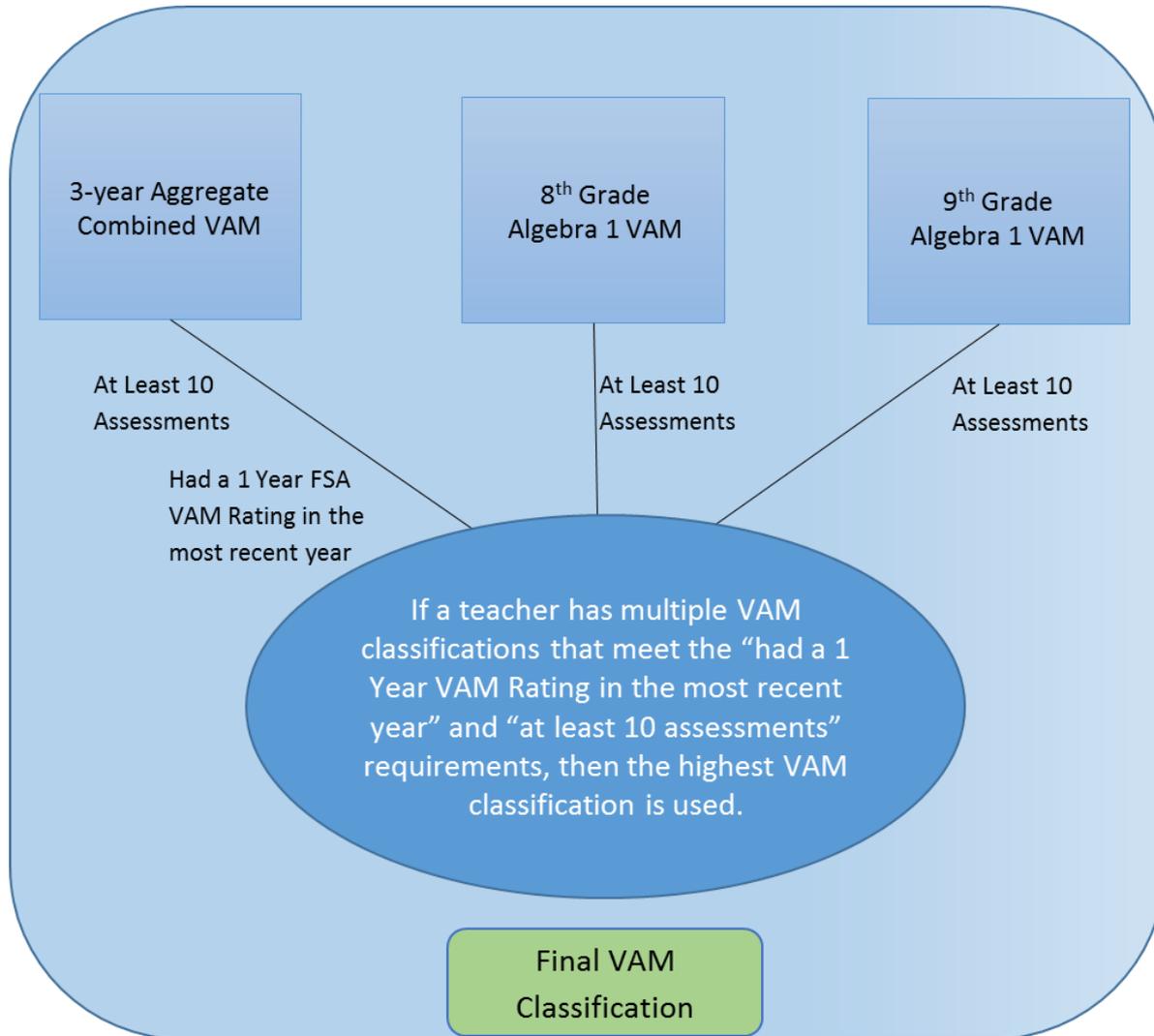
2018-19 Final VAM Classification



VAM Review

- 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
 - Section 1012.731(3)(a)2., F.S.: Beginning in 2020-21, allows a classroom teacher to qualify for the highest award tier (Best and Brightest) without an **overall** evaluation of Highly Effective if the teacher has a **VAM score** that is classified as Highly Effective
- High Impact Teacher designation

Final VAM Classification

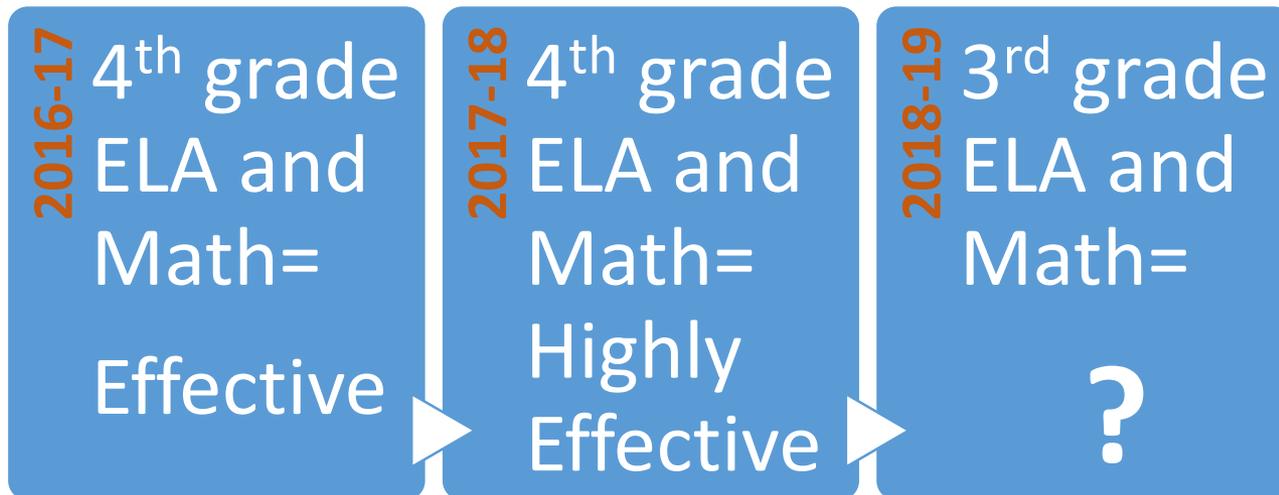


VAM Review

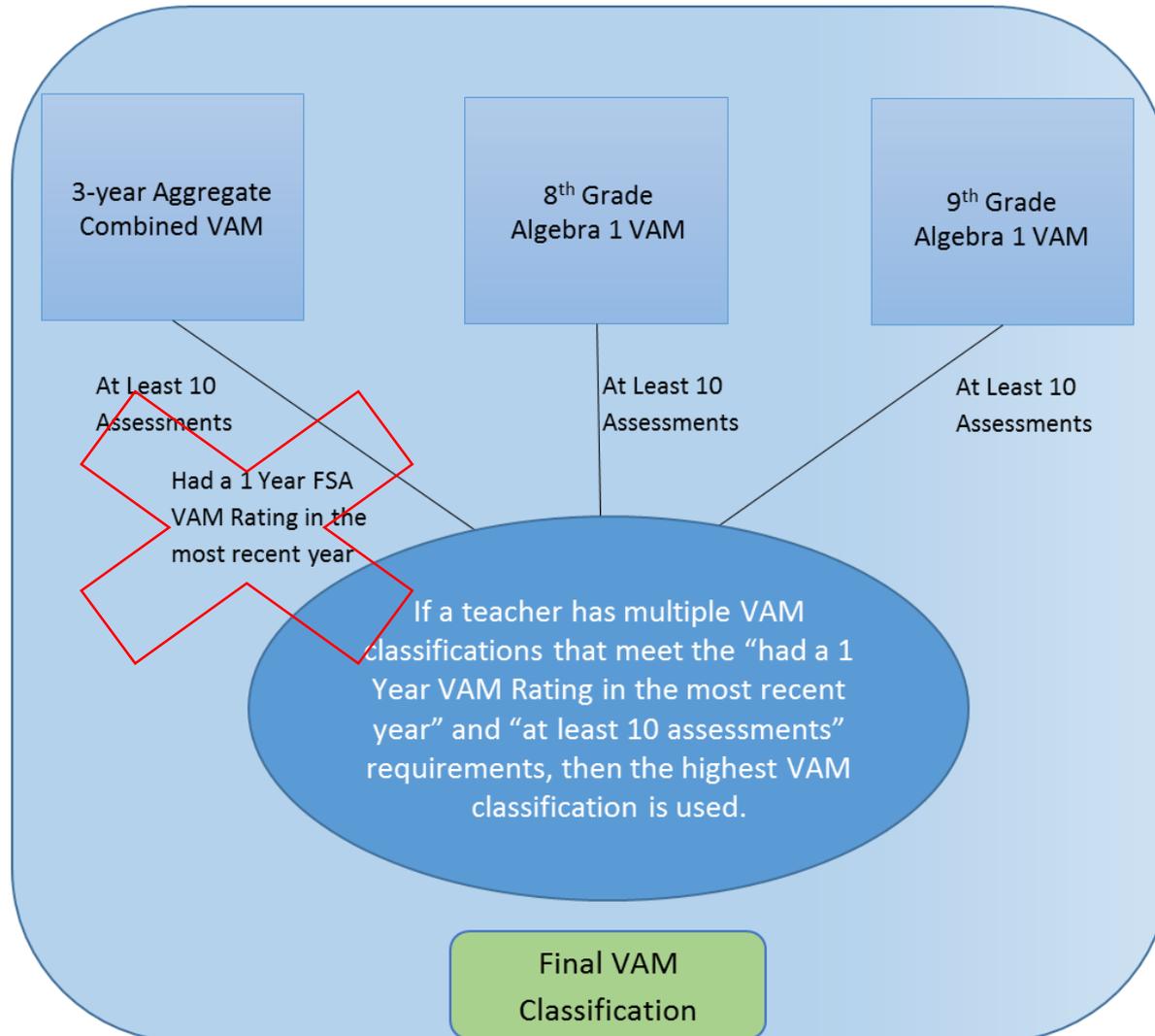
- 6A-1.099811, Differentiated Accountability State System of School Improvement
 - Approved by the State Board in July 2018
 - Requires the teacher's state VAM score to be reviewed when determining teaching assignments at low-performing turnaround schools
- Requirement for district-managed turnaround schools
 - At or below the district average (if 5 schools in district)
 - If below 5 schools in the district, use state average
- Requirement for Cycle 2-3 turnaround school
 - No Unsatisfactory or Needs Improvement teachers allowed

2019-20 NEW UniSIG Teacher Supplemental Allocation

- Allocates \$15,000 to Highly Effective and \$7,500 to Effective state VAM teachers teaching by August 30, 2019, at an eligible “D” or “F” school.
 - Uses 3-year aggregate for ELA and Math, except for Algebra 1 uses 1-year score



Final VAM Classification





School Grades and School Improvement Rating Calculation Components

Technical Assistance Meeting

Tallahassee, FL

April 2, 2019



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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
- Maintains focus on students who need the most support
- ELLs included in Achievement after 2 years

School Grades

- Schools are only graded on the components for which they have sufficient data
 - Schools with enough data for one or more components will receive a grade

Percent Tested

- Must test 95% of Survey 3 students
- Calculated for each assessment 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 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
 - Mathematics*
 - Florida Standards Assessment in Mathematics - Grades 3 to 8
 - Algebra 1 EOC
 - Geometry EOC
 - Science*
 - Science - Grades 5 and 8
 - Biology 1 EOC
 - Social Studies*
 - Civics
 - U.S. History

*For EOCs, a student must be enrolled in the course to be counted in achievement.

FSA Learning Gains Criteria

English Language Arts and Mathematics

- Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.)
- Maintain a Level 3 or Level 4 and the student's scale score must have improved from one year to the next
- 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 (e.g., move from the bottom third of Level 1 to the middle third of Level 1)
- Maintain a Level 5 from one year to the next

FSAA Learning Gains Criteria

English Language Arts and Mathematics

- Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.)
- 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 (e.g., move from the bottom third of Level 1 to the middle third of Level 1)
- For students who remain in Level 3, split Level 3 into two sections and require the student to 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) or remain in the same section
- Maintain a Level 4 from one year to the next

Learning Gains Reminder

- A learning gain can be made using prior and current like tests only
- A gain cannot be made from a prior year FSAA to current year FSA, or a prior year FSA to current year FSAA

Learning Gains of the Lowest 25%

- Calculated for both English Language Arts and Mathematics
- Applies the same learning gains methodology to the lowest performing 25% of students
- Determining the lowest performing 25% of students
 - Uses the performance of students in the prior year calculated at each grade level to identify the lowest performing 25% of students (EOCs not by grade level)
 - Low 25% is not limited to students in Achievement Levels 1 and 2

Middle School Acceleration

- The percentage of eligible students who passed one or more high school level statewide, standardized end-of-course (EOC) assessments or attained industry certifications identified in the industry certification funding list
- Calculated for all schools that include grades 6, 7, and 8 or grades 7 and 8
- Eligible students include full-year-enrolled students, who are current-year grade 8 students who scored at or above Achievement Level 3 on the Mathematics statewide assessments in the prior year, or are full-year-enrolled students in grades 6, 7, or 8 that took high school level EOC assessments or industry certifications
 - Industry certification data is the most recent available and lags by one year.
- Students must be enrolled in the course to be included
- A student is included in the calculation no more than once

Graduation Rate

- The most recent 4-year cohort graduation rate measured according to 34 § CFR 200.19
- Calculated for all schools that include grades 9 to 12, grades 10 to 12, and grades 11 and 12
- Also calculated for combination schools that include these grade levels

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,
 - earned college credit through AP, IB, or AICE examinations;
 - earned a C- or better in an eligible dual enrollment course; 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

- Districts are receiving 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

School Improvement Ratings

- The school improvement rating shall identify an alternative school or ESE center school as having one of the following ratings:
 - **Commendable:** a significant percentage of the students attending the school are making learning gains
 - **Maintaining:** a sufficient percentage of the students attending the school are making learning gains
 - **Unsatisfactory:** an insufficient percentage of the students attending the school are making learning gains

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 rule
- 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
- 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

- Students with a 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 ELA concordant score in the current year be considered, pursuant to Rule 6A-1.09422, F.A.C.
- 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

- Students with a 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



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Additional Information

Changes 2018-19

- Complete elimination of Algebra 2
 - Was included as a prior-year test in 1718
- All ELLs are required to take FSA in their first year
 - We will not be including WIDA as part of percent tested
- Appropriate Concordant scores will be used for SIR learning gains based on the students graduation requirement

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 because of the omission of data, a data miscalculation, or other special circumstances, 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.



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Every Student Succeeds Act - ESSA

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”)

New 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 and LF
- LZ and have been LZ for 2 years or less.
 - Proposed New Code is LA
 - For 2018-19, districts will need to identify all LZ student that fit this criteria and adjust their code to LA on Student Data Updates

List of Schools Identified Under ESSA for Additional Support

- The list is posted at <http://www.fldoe.org/academics/essa>
- The list contains the school's Federal Index, overall ESSA status (comprehensive (CS&I) or targeted (TS&I) support and improvement), and the subgroups identified for support
- This list represents **baseline data** from the 2017-18 School Year, and **no additional action** is required
- This list provides useful information to plan and allocate resources for school improvement

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.

Summary of the 2017-18 Baseline Data

- A total of 553 schools are identified for Comprehensive support (CS&I)
 - This includes Florida’s “D” and “F” schools (230 schools)
 - The rigor of Florida’s current School Grades system is evidenced by the reality that 51 “D” schools identified here would be unidentified if we solely relied on the Federal Index
 - Over half of the 553 schools (299) are ungraded schools, providing an opportunity to engage stakeholders for these alternative, ESE, and DJJ schools
 - All 35 of the DJJ schools that received a federal index have been identified as CS&I

Summary of the 2017-18 Baseline Data

- A total of 1,952 higher-performing schools are identified for Targeted support (TS&I) to address pockets of performance problems with specific student subgroups
 - This stresses the need to be innovative in even our high-performing schools to address the outcomes of all students, particularly students with special needs
 - Over half (55%) of the schools identified for Targeted support have only one subgroup identified, and the vast majority (96%) have three or fewer subgroups identified

State, District, and School Report Cards

- A new interactive report card will provide the federally required components for the state, district, and school report cards
- Includes the following:
 - School grade and school grade components, and Federal Index
 - Components disaggregated by subgroup
 - State-, District-, School-level
 - English Language Proficiency Progress
 - State-, District-, School-level
 - Whether or not the school was identified for support
- February there was a soft release of Beta site with an opportunity to provide feedback for improvements before an official launch in Summer 2019
 - <https://edudata.fldoe.org/>

Additional Resources

- Florida's ESSA plan

<http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf>

- Presentations on the Accountability and School Improvement Components of Florida's ESSA Plan

<http://www.fldoe.org/core/fileparse.php/14196/urlt/ESSA-Summ-AA-SIP.pdf>

<http://www.fldoe.org/core/fileparse.php/7506/urlt/BreakoutSession-3-1118.pdf>

School Grades and Federal Percent of Points

Tentative Timeline

Month	Activity
April	<ul style="list-style-type: none"> • State accountability match processing 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 application opens • Prior Year Assessment Matching web application opens • Assessment Matching web application opens (Summer, Fall, and Winter assessments) • 3 year prelim cohort is posted to ShareFile
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
Summer	<ul style="list-style-type: none"> • Assessments are released no later than June 30th

School Grades and Federal Percent of Points **Tentative** Timeline

Month	Activity
Summer	<ul style="list-style-type: none"> • Spring assessments loaded into Assessment Matching web application • Assessment Matching web application closes • School Grades, School Improvement Ratings, and District Grades are released • INDV files are provided to districts • Federal Percent of Points is released • Appeals process opens • District Report Cards are updated
	<ul style="list-style-type: none"> • Appeals process closes 30 days after the release of the INDV files
	<ul style="list-style-type: none"> • Appeals decisions issued • Updates to Primary Accountability Contact is due from the Superintendent • Update to additional accountability contacts is due from Primary Accountability Contact • ShareFile access is reset for all districts; this includes access to VAM folders and School Grades folders • District Report Cards are updated



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Additional Information

Additional Definitions Information

- SWD
 - Same across all platforms
 - 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
- ELL
 - EdStats Assessment and Enrollment
 - LY only for ELL classification, but individual codes are available for enrollment and possibly others moving forward
 - Graduation Rate
 - Students who were LY when they entered 9th grade or when they transferred in to the cohort
 - ESSA/District Report Cards
 - All LY, LF and students who have been LZ for two years or less (LA)
 - GAP report
 - LY and LF only

Additional Definitions Information

- FRL
 - Same student-level criteria across all platforms
 - Students with a lunch status of C, R, 3, D, E, F, and 4
 - Lunch Status Report
 - school- and district-level lunch status reports apply CEP multiplier if applicable
 - <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml>
 - School-level information provided on the School Grades, School Improvement Ratings, and ESSA Federal Index files excel files is directly from the Lunch Status Report
 - EdStats
 - is student-based and can't apply the multiplier

Additional Definitions Information

- EdStats Assessment Results
 - Includes all students that are tested
- Accountability Results
 - Percent Tested - Includes Survey 3 students
 - Performance – Includes full-year-enrolled students

Industry Certification – How to Deliver Industry Certification Tests in Accordance with the Law

- Industry Certifications Rules apply to students using Industry Certifications for School Grades
- For questions, please contact:

Kathryn Wheeler

CAPE Industry Certification Manager

Budget, Accountability and Assessment

Division of Career and Adult Education

850.245.9030 Office

Industrycertification@fldoe.org

Requirements for Delivery of Industry Certification Exams and Reporting of Data

- All industry certifications reported must comply with Rule 6A-6.0573, F.A.C., which includes:
 - Teachers may not proctor certification exams for subjects they teach
 - Exam questions are delivered in a secure manner
 - The exam is scored by certifying agency or vendor, not a school district employee
 - A student **cannot be given an exam more than 3 times** during the academic year, and there must be a **minimum of 20 calendar days between test administrations**

[Rule 6A-6.0573](#) (13),(16), F.A.C.

Requirements for Delivery of Industry Certification Exams and Reporting of Data, Continued

- All industry certifications reported must comply with Rule 6A-6.0573, F.A.C., which includes:
 - School districts shall create and maintain local test administration procedures for the administration of all industry certification exams
 - Teachers, proctors, and monitors for industry certification exams must sign [Form FCAPEA-04, Florida CAPE Act Industry Certification Test Administration and Security Agreement](#)
- [Rule 6A-6.0573](#), (16),(17), F.A.C.

Industry Certification Test Administration and Security Agreement (Form FCAPEA-04)

- Teachers, proctors, and monitors for industry certification exams attest the following:
 - They have reviewed all test administration and security procedures outlined in the Rule
 - They will not reveal or disclose any information about the test items or engage in any acts that would violate the security of industry certification exams or cause student achievement to be inaccurately represented
- [Rule 6A-6.0573](#), (16),(17), F.A.C.

Statutes pertaining to Industry Certification

- 1003.4203 - Digital materials, CAPE Digital Tool certificates, and technical assistance
- 1003.491 – Florida Career and Professional Education Act
- 1003.492 – Industry-certified career education programs
- 1003.493 – Career and professional academies and career-themed courses
- 1003.4935 - Middle grades career and professional academy courses and career-themed courses
- 1008.44 – CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List
- 1011.62(1)(o) – Calculation of additional full-time equivalent membership

The Florida Statutes can be accessed via: <http://leg.state.fl.us>

Resources

- CAPE Industry Certification Funding List

<http://fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.shtml>

- CAPE Technical Assistance Paper

<http://fldoe.org/academics/career-adult-edu/cape-secondary/resources.shtml>

- Resources CAPE Secondary

<http://fldoe.org/academics/career-adult-edu/cape-secondary/resources.shtml>



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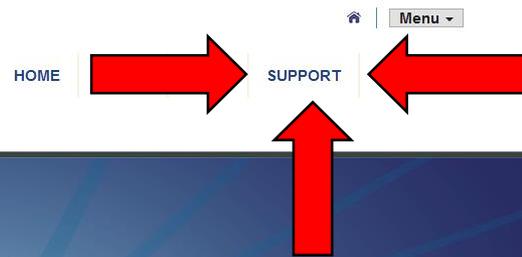
Helpful Single Sign On (SSO) Information

Office Roles

- Accountability Reporting responsibilities:
 1. Resetting all editing complete status
 2. Any questions regarding the data on the application
 3. Bugs/errors/issues inside a specific application
- District LEA administrator responsibilities:
 1. SSO account creation
 2. Specific application access administration
- District SSO accounts responsibilities:
 1. School edit permission
 2. Finalizing each application by setting all editing complete

Office Roles

- SSO office responsibilities:
 1. Application access bugs/problems
 2. Help desk for SSO



FDOE Single Sign-On

The Single Sign-On (SSO) Portal provides users within Florida's educational community with a convenient way to log into multiple state resources with one account.

SELECT AN OPTION BELOW TO GET STARTED





Support

Accounts are primarily set up and managed by a user's sponsoring organization such as a school district or education institution. Locate your organization's contact information by typing the first two letters of the name below, then, select your organization from the list and click Submit.

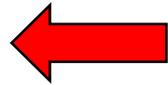
Select your organization:



LEA Admin Info

Service Center

Toll-free 1-855-814-2876
ENHELP@fldoe.org
Weekdays 7:00 AM to 6:00 PM (EST)



SSO Support Mainline

Self Registration

Accounts that begin with **zero** are **self-registered** and these accounts are not managed by a sponsoring organization. If you are a **self-registered** user and need assistance, contact the Service Center.

Support Resources

- [About SSO \(PPT\)](#)
- [Signing into SSO – PowerPoint \(PPT\)](#)
- [Signing into SSO – Quick Reference Guide \(PDF\)](#)
- [Changing your Password \(PPT\)](#)
- [Deleting Internet Browser Cookies \(PDF\)](#)

SSO Roles for Accountability Applications

- All roles must be set separately for each application
- Roles
 - User
 - This is the base role
 - All district and school level personnel working in the application
 - District Administrator
 - Primary accountability coordinator or designee
 - District
 - District personnel working in the application
 - School
 - School personnel working in the application

Bulk Access Upload File

- LEA Admin is able to automate application access
- They can contact the SSO helpdesk for assistance



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Application Review

- Student Data Updates
- Assessment Matching
- Prior Year Assessment Matching
- School Types



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DJJ Accountability System

DJJ Accountability System

(A maximum of 11 measures)

- The rating is based on the percentage of total points earned, and **programs are rated based only on the components for which they have sufficient data**
- Components are classified on a 3-point scale before being combined
- Cut-scores used to determine classification are specific to each program type/component combination

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes	Process Measures
FSA English and Language Arts (0% to 100%)	Increased Attendance (0% to 100%)	Core Courses Taught by Qualified Teachers (0% to 100%)	Postsecondary Enrollment (0% to 100%)	Common Assessment Data Quality (0% to 100%)
FSA Mathematics (0% to 100%)	Industry Certifications (0% to 100%)		Employment (0% to 100%)	
Common Assessment Reading (0% to 100%)	Graduation (0% to 100%)			
Common Assessment Math (0% to 100%)				
	Simulation 1 2014-2015	Simulation 2 - 2015-2016 Informational Baseline Data - 1617		Expected Spring of 2020

1 - Attendance Component

The percentage of eligible (40 days) students whose non-DJJ attendance the year following their DJJ enrollment is greater than it was the year prior to DJJ enrollment or who maintained 95% attendance or above.

Numerator: Number of eligible (40 days) students who increased their attendance rate

Denominator: Number of eligible (40 days) students with an enrollment record in a non-DJJ school the year before and the year after the year of eligibility

2 - Graduation Component

The percentage of eligible (40 days) 12th grade students who graduated or earned a GED in the year of eligibility or subsequent year. Graduates in the year of eligibility enrolled in grades below 12th grade are also included.

Numerator: Number of eligible (40 days) 12th graders who received a standard diploma or earned a GED in the year of eligibility or subsequent year + eligible non-12th graders that graduated in the year of eligibility

Denominator: Number of eligible (40 days) 12th grade students + eligible non-12th graders that graduated in the year of eligibility

3 – CAPE Certification Component (Career and Professional Education)

The percentage of eligible (40 days) students who earn a CAPE Industry Certification (High School) in the year of eligibility or subsequent year

Numerator: Number of eligible (40 days) students who earned a CAPE certification during the year of eligibility or subsequent year

Denominator: Number of eligible (40 days) students who were served by DJJ programs with a contracted minimum length of stay of 9 months or longer

4 – Qualified Teachers Component

The percentage of core courses taught by teachers qualified for the subject area

Numerator: Number of core courses taught by qualified teachers

Denominator: Number of core courses taught at each DJJ program

5- Postsecondary Component

The percentage of students who graduated in the year of eligibility who enrolled in a postsecondary institution in the state of Florida during the year of eligibility or subsequent year. Non-graduates enrolled in postsecondary institutions in the year of eligibility are also included.

Numerator: Number of eligible (40 days) released graduates in the year of eligibility who enrolled in a postsecondary institution in the state of Florida during the year of eligibility or subsequent year + released non-graduates enrolled in postsecondary in the year of eligibility

Denominator: Eligible (40 days) students who were both released from the DJJ program and graduated with a diploma or GED in the year of eligibility + released non-graduates enrolled in postsecondary in the year of eligibility

6 - Employment Component

The percentage of students who gained employment within one year following release from the DJJ program

Those that were enrolled in PK-12 or postsecondary education or who were under the age of 16 at the time of release were excluded unless they were also employed

Numerator: Number of eligible (40 days) released students who gained employment within 1 year after release date

Denominator: Number of eligible (40 days) students who were released from the DJJ program

FSA Learning Gains-

7. English Language Arts (ELA)

8. Mathematics

The percentage of eligible (40 days) students who demonstrate learning gains on ELA and Math assessments as measured by s. 1008.22 F.S.

Numerator: Number of eligible (40 days) students who demonstrate learning gains on ELA or Math assessments as measured by s. 1008.22 F.S.

Denominator: Number of served eligible (40 days) students who have a standard assessment during the year of eligibility after they've been in the program for 40 calendar days and a prior year standard assessment

Common Assessment Learning Gains Components-

9. Reading 10. Mathematics

The percentage of students who demonstrate learning gains on the DJJ Common Assessment

Numerator: Number of eligible (40 days) whose percentage of correct answers on the post assessment is higher than on the pre assessment or maintains a 100%

Denominator: Number of eligible (40 days) students who have both a pre and a post Common Assessment

11 - Data Integrity Component

The percentage of students who have pre and post test data on the common assessment required by s. 1003.52 (3)(b), F.S., within the timeframe required by s.1003.51 (2)(g), F.S.

- Pre-test within 10 calendar days of entry
- Post-test prior to release

Numerator: Number of eligible (40 days) students who were released from the DJJ program that have a pre and post assessment during their program stay.

Denominator: Number of eligible (40 days) students who were released from the DJJ program

Timeline

- September 2018
 - Rule 6A-1.099812, Florida Administrative Code (F.A.C.), Education Accountability for Department of Juvenile Justice Education Programs, was adopted by the State Board of Education in September 2018, and outlines the DJJ accountability system framework.
- February 2019
 - DOE released 1718 Simulated DJJ Accountability Ratings based on students that attended a DJJ program for at least 40 days in 2015-16.
- Spring 2019
 - DOE publishes informational baseline 1st year DJJ ratings using approved cut scores. These ratings are on students that attended a DJJ program for at least 40 days during 2016-17, and will include the 8 existing measures for which complete data are available.
- Spring 2020
 - DOE releases 2nd year of DJJ ratings, and Bureau of School Improvement begins working with unsatisfactory schools to improve performance under provisions of SBE Rule 6A-1.099813, FAC.



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