

**2015-16**  
**School Grades Overview**

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# 2014-15 District Grades Trend

The District received a Grade of B with 60% of points earned. (100 possible) (Need 62% of points for an A)

\*New District/School Grading model was introduced in 2014-15

Year	Grade	%≥3 ELA	%≥3 Math	%≥3 Science	%≥3 Social Studies	Middle School Acceleration	Grad Rate Prior Year	HS Acceleration Prior Year	Total Points	Percent of Points Earned
2014-15	B	59	61	57	70	61	78	35	421	60%
2013-14	B	64	66	58	NA	NA	NA	NA	NA	NA
13-14 wo charters	Not Official	63	66	59	NA	NA	NA	NA	NA	NA
2012-13	B	63	64	58	NA	NA	NA	NA	NA	NA
2011-12	B	60	60	42	NA	NA	NA	NA	NA	NA
2010-11	A	71	72	48	NA	NA	NA	NA	NA	NA
2009-10	A	69	72	46	NA	NA	NA	NA	NA	NA
2008-09	A	69	72	48	NA	NA	NA	NA	NA	NA

# District School Grades Model

## (A maximum of 10 components)

- The district grade is based on the percentage of total points earned, and **districts are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)
- Provisions that may raise or lower a district's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

English/ Language Arts	Mathematics (EOCs)	Science (Biology 1 EOC)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	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%)				Middle School (EOCs or industry certifications) (0% to 100%)

# Flagler District Rankings vs. State Distributions

Year	Ranking	Overall Points *=new formula	% of Districts with "A" Rating	% of Districts with "B" Rating	% of Districts with "C" Rating
14-15	29 <sup>th</sup>	*60% (B)	33% (22/67)	43% (29/67)	19% (13/67)
13-14	12 <sup>th</sup>	521 (B)	15% (10/67)	28% (19/67)	46% (31/67)
12-13	11 <sup>th</sup>	509 (B)	7.5% (5/67)	23.9% (16/67)	52.2% (35/67)
11-12	19 <sup>th</sup>	516 (B)	25% (17/67)	33% (22/67)	36% (24/67)
10-11	29 <sup>th</sup>	530 (A)	45% (30/67)	34% (23/67)	19% (13/67)
09-10	29 <sup>th</sup>	525 (A)	43% (29/67)	33% (22/67)	19% (13/67)
08-09	34 <sup>th</sup>	527 (A)	51% (34/67)	39% (26/67)	7% (5/67)
07-08	16 <sup>th</sup>	544 (A)	49% (33/67)	36% (24/67)	12% (8/67)
06-07	23 <sup>rd</sup>	516 (B)	28% (19/67)	36% (24/67)	31% (21/67)
05-06	27 <sup>th</sup>	(B)	36% (24/67)	43% (29/67)	21% (14/67)
04-05	28 <sup>th</sup>	(B)	22% (15/67)	40% (27/67)	33% (22/67)
03-04	22 <sup>nd</sup>	(B)	22% (15/67)	49% (33/67)	24% (16/67)

# Flagler Rankings in District Grade Components

\*New Grading formula started in 2014-15

Year	Grade	%≥3 ELA/Read	%≥3 Math	%≥3 Science	%≥3 Social Studies	MS Acceleration	Grad Rate Prior Year	C&C Acceleration HS	LG Reading	LG Math	LQ Reading	LQ Math	Overall Rank
2014-15	B	11 <sup>th</sup>	12 <sup>th</sup>	30 <sup>th</sup>	22 <sup>nd</sup>	23 <sup>rd</sup>	21 <sup>st</sup>	63 <sup>rd</sup>	NA	NA	NA	NA	29 <sup>th</sup>
2013-14	B	12 <sup>th</sup>	14 <sup>th</sup>	29 <sup>th</sup>	NA	NA	NA	NA	11 <sup>th</sup>	11 <sup>th</sup>	7 <sup>th</sup>	35 <sup>th</sup>	12 <sup>th</sup>
2012-13	B	14 <sup>th</sup>	17 <sup>th</sup>	22 <sup>nd</sup>	NA	NA	NA	NA	14 <sup>th</sup>	6 <sup>th</sup>	20 <sup>th</sup>	3 <sup>rd</sup>	11 <sup>th</sup>
2011-12	B	21 <sup>st</sup>	24 <sup>th</sup>	52 <sup>nd</sup>	NA	NA	NA	NA	25 <sup>th</sup>	5 <sup>th</sup>	15 <sup>th</sup>	4 <sup>th</sup>	19 <sup>th</sup>
2010-11	A	20 <sup>th</sup>	31 <sup>st</sup>	33 <sup>rd</sup>	NA	NA	NA	NA	10 <sup>th</sup>	39 <sup>th</sup>	6 <sup>th</sup>	40 <sup>th</sup>	29 <sup>th</sup>
2009-10	A	23 <sup>rd</sup>	36 <sup>th</sup>	36 <sup>th</sup>	NA	NA	NA	NA	25 <sup>th</sup>	31 <sup>st</sup>	11 <sup>th</sup>	26 <sup>th</sup>	29 <sup>th</sup>
2008-09	A	23 <sup>rd</sup>	30 <sup>th</sup>	22 <sup>nd</sup>	NA	NA	NA	NA	41 <sup>st</sup>	40 <sup>th</sup>	43 <sup>rd</sup>	61 <sup>st</sup>	34 <sup>th</sup>

# FDOE School Grades Rules Updates

- School and District Grades – Rule 6A-1.09981, F.A.C.
- School Improvement Ratings – Rule 6A-1.099822, F.A.C.
- DJJ Education Accountability – Rule 6A-1.099812, F.A.C.

# New School Grades Model

- **Re-focuses** the school grading formula on student success measures
  - Achievement
  - Learning gains
  - Graduation
  - Earning College Credit and/or Industry Certifications
- Maintains a focus on students who need the most support
- Establishes a learning gains calculation that (1) requires students scoring below grade level to grow toward grade-level performance, and (2) requires students already at grade level to progress beyond grade-level performance

# New School Grades Model

- Eliminates provisions that over-complicate the formula
  - No bonus factors or additional weighting that may raise a school grade
  - No additional requirements or no automatic adjustments that may lower a school grade
    - i.e. No longer dropping a letter grade if less than 50% of students in the bottom quartile make learning gains.
    - i.e. No longer drop a letter grade if less than 65% of at-risk students graduate. (At-risk completed eliminated from new model)
- Ensures that the level of performance associated with an A-F school grade is transparently evident
  - Report all school grades components as percentages, each worth a maximum of 100 points
  - Report A-F grades based on a percentage of points earned (e.g., 70%, 80%), rather than a points total



# School Grading Components

- Achievement – Statewide
  - English Language Arts (100 points)
  - Mathematics (100 points)
  - Science (100 points)
  - Social Studies (100 points)
- Learning Gains
  - English Language Arts (100 points)
  - Mathematics (100 points)
- Learning Gains of the Lowest 25%
  - English language Arts (100 points)
  - Mathematics (100 points)
- Middle School Acceleration (100 points)
- Graduation Rate (100 points)
- College and Career Acceleration (100 points)

# Assessments

- Comprehensive statewide standardized assessments
- Statewide standardized end-of-course assessments
- Florida Standards Alternate Assessment
- Schools must assess 95% of students

# School Grading Components

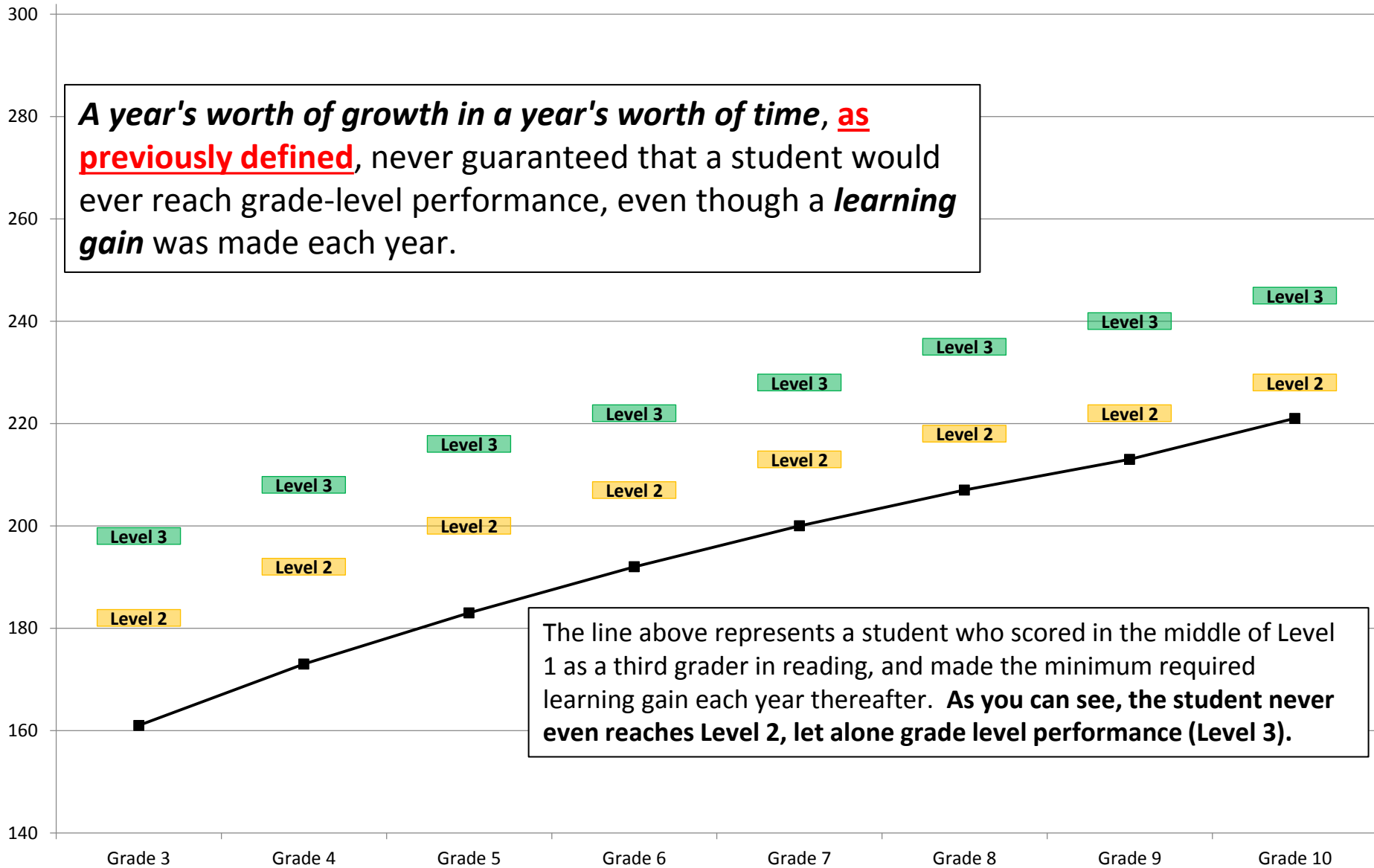
- Schools will only be graded on the components for which they have enough data
  - Sufficient data exists when at least 10 students are eligible for inclusion in the component
  - Schools that don't have enough data for one or more components will still receive a grade
  - Schools that don't have enough data for a component will no longer receive the district average for the component

# Subject Areas Included for Achievement

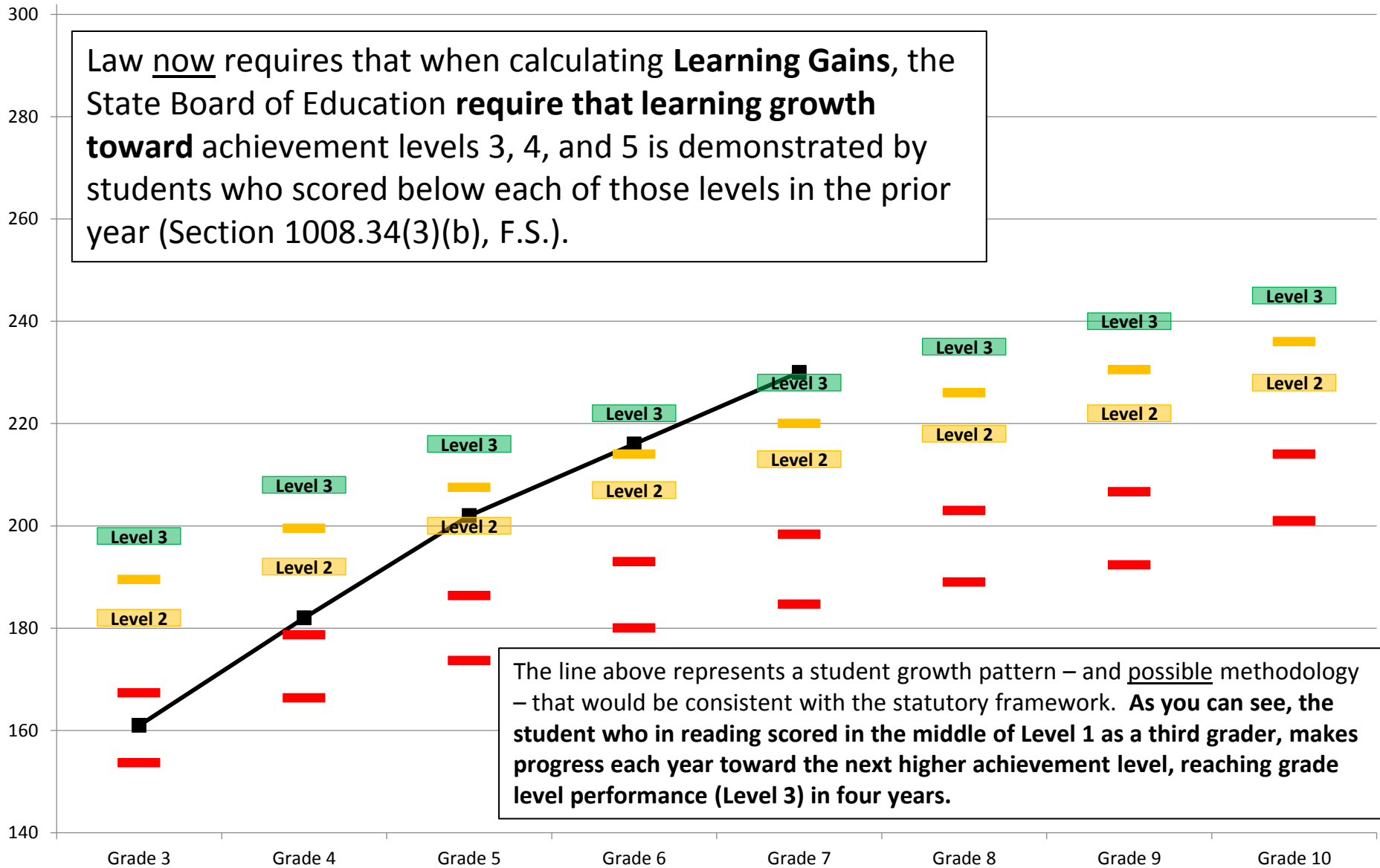
- The Percentage of Full-Year-Enrolled Students who scored at Level 3 or above in :
  - English Language Arts
    - Florida Standards Assessment in English Language Arts - Grade 3 to 10
  - Mathematics
    - Florida Standards Assessment in Mathematics - Grades 3 to 8
    - Algebra 1
    - Geometry
    - Algebra 2
  - Science
    - Statewide Standardized Assessment in Science - Grades 5 and 8
    - Biology 1
  - Social Studies
    - Civics
    - U.S. History

## For the Purposes of School Grades, How Does a Student Demonstrate a Learning Gain?

- In the old model, by one of three ways:
  - 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, Level 4, or Level 5 from one year to the next; or**
  - **For students who remain in Level 1 or Level 2 from one year to the next, demonstrate a year's worth of growth in a year's worth of time**
- The new statutory framework (SB 1642, 2014 Legislative Session) requires the revision of the two ways highlighted **in bold** above
- **Note: Learning Gains will not be incorporated in School Grades until 2015-16 when two years of FSA data are available**



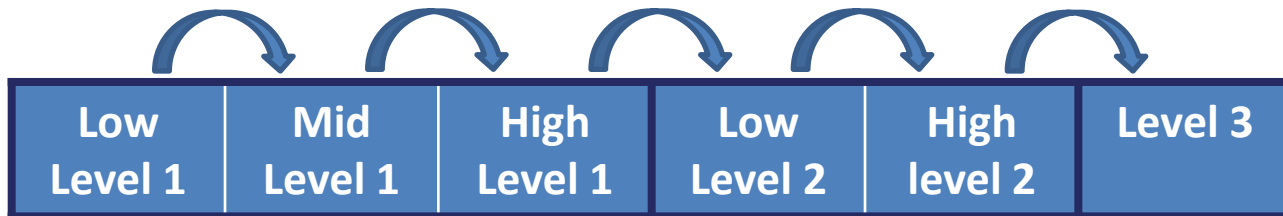
Law now requires that when calculating **Learning Gains**, the State Board of Education **require that learning growth toward** achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year (Section 1008.34(3)(b), F.S.).



The line above represents a student growth pattern – and possible methodology – that would be consistent with the statutory framework. **As you can see, the student who in reading scored in the middle of Level 1 as a third grader, makes progress each year toward the next higher achievement level, reaching grade level performance (Level 3) in four years.**

## Potential Learning Gains Method for the New School Grades Model

- For students scoring less than Level 3
  - Split Level 1 in 3 sections and Level 2 in 2 sections.
  - A student that starts as a low Level 1 and makes a Learning Gain each year would reach Level 3 in 5 years.



- For students whose score remains at Level 3 or Level 4 from one year to the next
  - Require that the student improve his/her position within the level in order to demonstrate a learning gain, in order to show progress toward the next level



# Comparison of the ways to Demonstrate a Learning Gain for School Grades

Old Method	New Method
Improve one or more achievement levels from one year to the next (e.g., move from a level 1 to a level 2)	Same
Maintain a level 3, level 4, or level 5 from one year to the next	Same, except for level 3 and level 4. For level 3 and level 4, in addition to maintaining the level, the student's scale score must have improved from one year to the next
For students who remain in Level 1 or Level 2, demonstrate a specified scale score gain	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)

# 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

# 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 or English language arts 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
  - 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
  - Will most likely be retroactive.
- 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:
  - Were eligible to earn college credit through AP, IB, or AICE examinations
  - Earned a C or better in dual enrollment
  - Earned a CAPE industry certification
  - No bonus points

# 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 sum of total points available for all 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

# Resetting the School Grading Scale (old scale pictured below)

	Percentage of the Points Needed for a School Grade Old Scale (2014 and Prior)
A	66%
B	62% - 65%
C	54% - 61%
D	49% - 53%
F	Below 49%

- The old scale is no longer compliant with law, since the law now requires less compression in the scale
- In determining the new scale, consideration will be given to the following, for example:
  - What percentage of students should be passing state assessments at an “A” school? At an average (“C”) school?
  - What percentage of students should be graduating at an “A” high school? At an average (“C”) school?
  - And when Learning Gains data become available in 2015-16, what percentage of students should be making gains at an “A” school? At an average (“C”) school?

# New Grading Scale

	Percentage of the Points Needed for Current School Grades
A	62%
B	54%-61%
C	41% - 53%
D	32% - 40%
F	Below 32%



# Comparison of Old vs. New Grading Scale

	Percentage of the Points Needed for a School Grade Old Scale (2014 and Prior)
A	66%
B	62% - 65%
C	54% - 61%
D	49% - 53%
F	Below 49%

	Percentage of the Points Needed for Current School Grades
A	62%
B	54%-61%
C	41% - 53%
D	32% - 40%
F	Below 32%

# 2014-15 Flagler Grades

School	ELA	Math	Science	Social Studies	MS Acceleration	Grad Rate 13-14	College & Career Acceleration 13-14	Percent of Possible Points	Letter Grade
BES	56	61	54					57	B
BTES	63	69	53					62	A
OKES	65	70	57					64	A
WES	63	68	54					62	A
Phoenix	56	60	36					51	C
RES	59	65	52					59	B
PHA	75	40						58	B
ISTC	57	55	37	77	65			58	B
BTMS	54	58	45	64	55			55	B
ITMS	70	70	64	80	66			70	A
FPCHS	53	46	63	67		77	31	56	B
MHS	58	59	72	67		84	40	63	A

# Elementary School Grades Model

(A maximum of 7 components)

- The 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** (Learning Gains will be included beginning in 2015-2016)
- Provisions that may raise or lower a school's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

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

# Middle School Grades Model

(A maximum of 9 components)

- The school grade based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)
- Provisions that may raise or lower a school's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components

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

# High School Grades Model

## (A maximum of 10 components)

- The 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** (Learning Gains will be included beginning in 2015-2016)
- Provisions that may raise or lower a school's grade beyond what the percentage of points would indicate are eliminated (no additional requirements; no additional weights/bonus; no automatic adjustments)
- Writing is included within the English/Language Arts components
- Additional graduation rates (At-Risk and 5-year), college readiness measures (based on SAT, ACT, and PERT), and a stand-alone acceleration participation measure are eliminated from the model

English/ Language Arts	Mathematics (EOCs)	Science (Biology 1 EOC)	Social Studies (US History EOC)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	Percent of students eligible to earn college credit through AP, IB, AICE, dual enrollment or earning an industry certification (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)				

# Elementary School Grades Trend

School	2009 Grade	2010 Grade	2011 Grade	2012 Grade	2013 Grade	2014 Grade	2015 Grade
BES	A	B	B	A	B	A	B
BTES	A	A	A	A	A	A	A
OKES	A	B	A	A	B	A	A
RES	B	C	A	A	B	A	B
WES	B	B	A	A	A	A	A
Phoenix	NA	NA	NA	NA	C	C	C
PHA	NA	NA	NA	F	NA	A	B

# Middle School Grades Trend

School	2009 Grade	2010 Grade	2011 Grade	2012 Grade	2013 Grade	2014 Grade	2015 Grade
BTMS	A	A	A	*B	C	C	B
ITMS	A	A	A	A	A	A	A
ISTC	D	A	C	A	A	B	B

# School Grades Trend

## High Schools

School	2006 Grade	2007 Grade	2008 Grade	2009 Grade	2010 Grade	2011 Grade	2012 Grade	2013 Grade	2014 Grade	2015 Grade
FPCHS	B	C	A	D	B	B	B	A	B	B
MHS	C	D	A	B	B	B	A	A	B	A



# Data Accuracy

- District accountability contact will continue to be responsible for verifying data to be used in school grades
  - Verifying school accountability type
  - Verifying student enrollment data and other data needed for calculating the components and determining a student's eligibility for inclusion
  - Verifying that test results are accurately matched to survey 3 membership records
  - Reporting student eligibility changes

# Appeals Process

- Districts will have 30 days after the preliminary calculation of school grades to appeal a school's grade
- If a school's percent tested is less than 95%, the superintendent can appeal to the department to calculate a grade for the school if the superintendent can demonstrate that the student performance data accurately represent the progress of the school
- If a school district determines that a different grade should be assigned to a school because of the omission of data or a data miscalculation or other special circumstances, the school's grade may be appealed