

2015-16

School Grades Overview

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Revisiting 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

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%

2015-16 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.

*New definition of Learning Gains hit in 2016-17

Year	Grade	% \geq 3 ELA	ELA LG	ELA LQ	% \geq 3 Math	Math LG	Math LQ	% \geq 3 Sci.	% \geq 3 Soc. Studies	MS Accel	HS Grad Rate Retro	HS Accel Retro	Total Pts	% of Points
*15-16	B	58	51	39	61	55	42	56	70	60	77	40	609	55%
14-15	B	59	NA	NA	61	NA	NA	57	70	61	78	35	421	60%
13-14	B	64	69	68	66	72	62	58	NA	NA	NA	NA	NA	NA
12-13	B	63	66	63	64	70	68	58	NA	NA	NA	NA	NA	NA
11-12	B	60	67	66	60	72	67	42	NA	NA	NA	NA	NA	NA
10-11	A	71	63	60	72	67	64	48	NA	NA	NA	NA	NA	NA
09-10	A	69	61	56	72	69	64	46	NA	NA	NA	NA	NA	NA
08-09	A	69	61	59	72	68	61	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
15-16	28 th	*55% (B)	4% (3/67)	52% (35/67)	40% (27/67)
14-15	29 th	*60% (B)	33% (22/67)	43% (29/67)	19% (13/67)
13-14	12 th	521 (B)	15% (10/67)	28% (19/67)	46% (31/67)
12-13	11 th	509 (B)	7.5% (5/67)	23.9% (16/67)	52.2% (35/67)
11-12	19 th	516 (B)	25% (17/67)	33% (22/67)	36% (24/67)
10-11	29 th	530 (A)	45% (30/67)	34% (23/67)	19% (13/67)
09-10	29 th	525 (A)	43% (29/67)	33% (22/67)	19% (13/67)
08-09	34 th	527 (A)	51% (34/67)	39% (26/67)	7% (5/67)
07-08	16 th	544 (A)	49% (33/67)	36% (24/67)	12% (8/67)
06-07	23 rd	516 (B)	28% (19/67)	36% (24/67)	31% (21/67)
05-06	27 th	(B)	36% (24/67)	43% (29/67)	21% (14/67)
04-05	28 th	(B)	22% (15/67)	40% (27/67)	33% (22/67)
03-04	22 nd	(B)	22% (15/67)	49% (33/67)	24% (16/67)

Flagler Rankings in District Grade Components

*New Grading formula started in 2014-15.

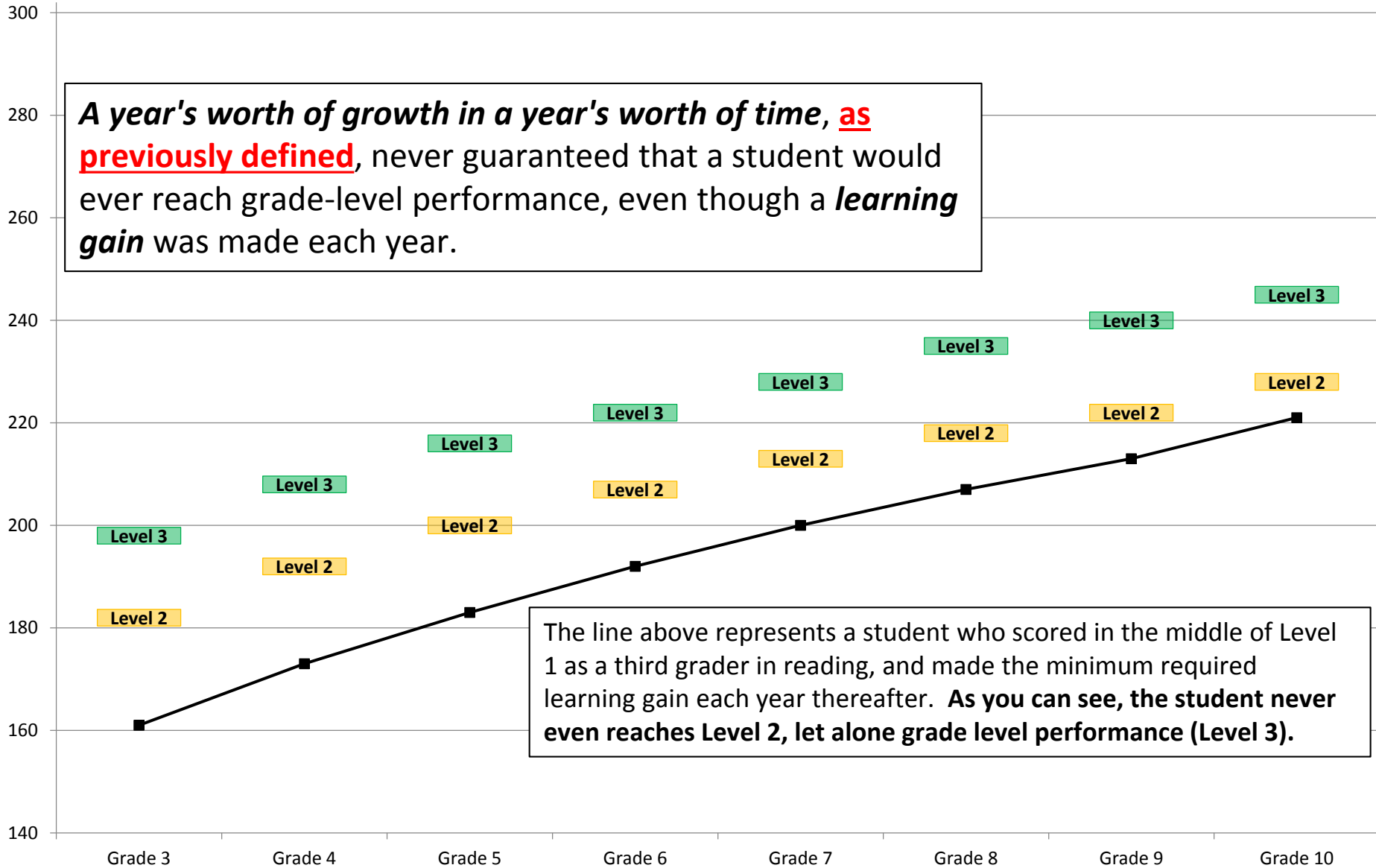
*New definition of “Learning Gains” began in 2015-16

Year	Grade	% _{≥3} ELA/Read	% _{≥3} Math	% _{≥3} Science	% _{≥3} Social Studies	MS Acceleration	Grad Rate Prior Year	C&C Acceleration HS	LG ELA	LG Math	LQ ELA LG	LQ Math LG	Overall Rank
2015-16	B	12 th	12 th	28 th	25 th	20 th	35 th	59 th	23 rd	16 th	39 th	29 th	28 th
2014-15	B	11 th	12 th	30 th	22 nd	23 rd	21 st	63 rd	NA	NA	NA	NA	29 th
2013-14	B	12 th	14 th	29 th	NA	NA	NA	NA	11 th	11 th	7 th	35 th	12 th
2012-13	B	14 th	17 th	22 nd	NA	NA	NA	NA	14 th	6 th	20 th	3 rd	11 th
2011-12	B	21 st	24 th	52 nd	NA	NA	NA	NA	25 th	5 th	15 th	4 th	19 th
2010-11	A	20 th	31 st	33 rd	NA	NA	NA	NA	10 th	39 th	6 th	40 th	29 th
2009-10	A	23 rd	36 th	36 th	NA	NA	NA	NA	25 th	31 st	11 th	26 th	29 th
2008-09	A	23 rd	30 th	22 nd	NA	NA	NA	NA	41 st	40 th	43 rd	61 st	34 th

Revisiting New Learning Gains Definition

How Does a Student Demonstrate a Learning Gain?

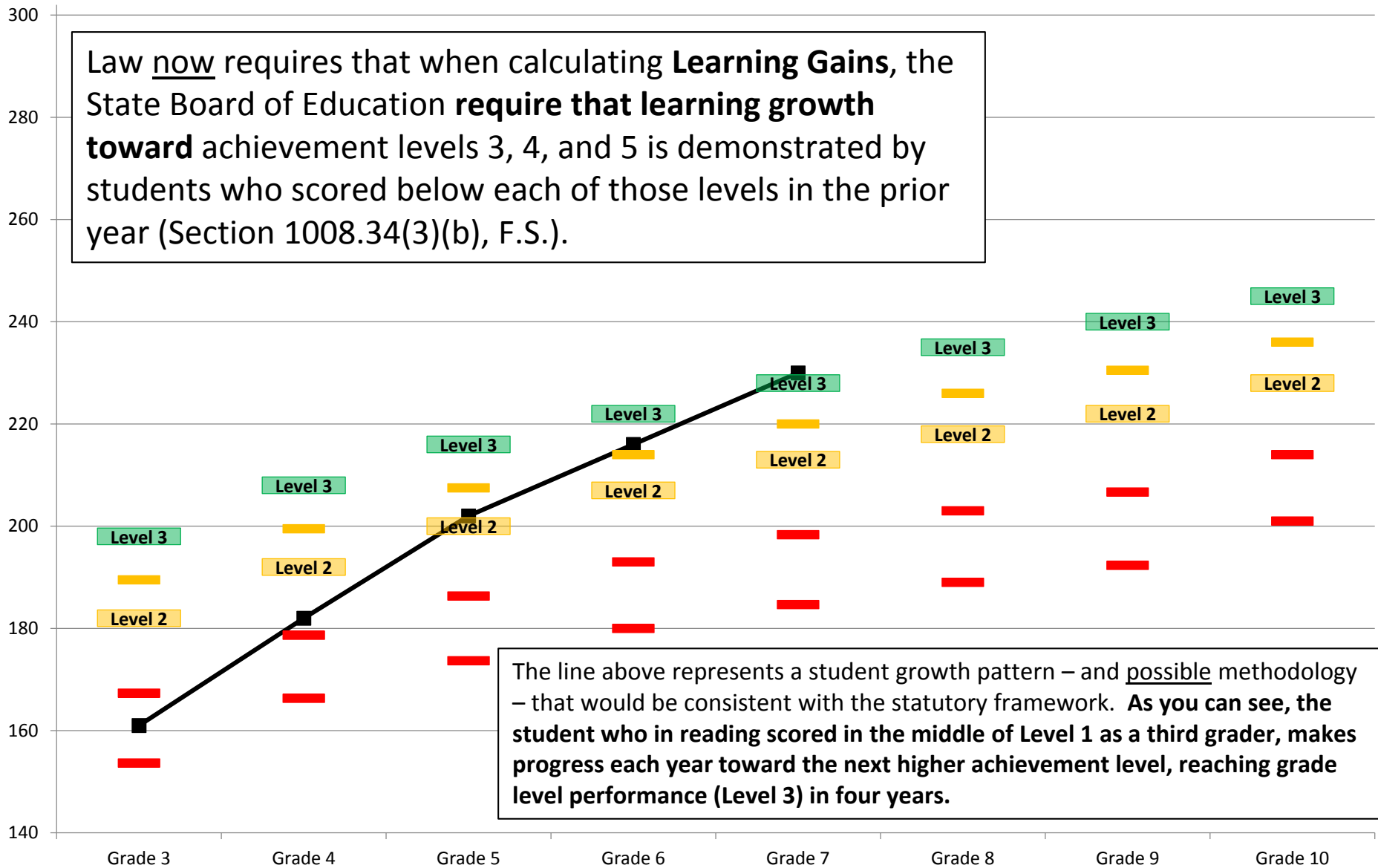
- In the old model, by one of three ways:
 - Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.);
 - **Maintain a Level 3, Level 4, or Level 5 from one year to the next; or**
 - **For students who remain in Level 1 or Level 2 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**



A year's worth of growth in a year's worth of time, as previously defined, never guaranteed that a student would ever reach grade-level performance, even though a *learning gain* was made each year.

The line above represents a student who scored in the middle of Level 1 as a third grader in reading, and made the minimum required learning gain each year thereafter. **As you can see, the student never even reaches Level 2, let alone grade level performance (Level 3).**

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)

Impact of New ELA Learning Gains Definition on State Data

Year	Highest District	Lowest District
ELA Learning Gains Range Comparisons		
2015-16	61% (New Definition)	33% (New Definition)
2013-14	75% (Old Definition)	54% (Old Definition)
ELA Lowest Quartile Learning Gains Range Comparisons		
2015-16	51% (New Definition)	31% (New Definition)
2013-14	76% (Old Definition)	53% (Old Definition)

Impact of New Math Learning Gains Definition on State Data

Year	Highest District	Lowest District
Math Learning Gains Range Comparisons		
2015-16	65%	32%
2013-14	78%	56%
Math Lowest Quartile Learning Gains Range Comparisons		
2015-16	52%	32%
2013-14	74%	55%

2015-16 Flagler School Grades

School	%≥3 ELA	ELA LG	ELA LQ	%≥3 Math	Math LG	Math LQ	%≥3 Sci.	%≥3 Soc. Studies	MS Accel	HS Grad Rate Retro	HS Accel Retro	Grade	% of Points
BES	55	54	38	62	60	34	53	NA	NA	NA	NA	C	51
BTES	65	58	50	70	64	50	54	NA	NA	NA	NA	B	59
OKES	64	51	37	65	62	45	45	NA	NA	NA	NA	C	53
WES	60	56	52	66	66	51	51	NA	NA	NA	NA	B	57
RES	61	52	44	73	72	53	51	NA	NA	NA	NA	B	58
PHA	52	44		22	6							F	31
ISTC	56	56	45	55	57	55	40	70	51	NA	NA	B	54
BTMS	50	45	32	58	52	40	49	62	45	NA	NA	C	48
ITMS	65	55	33	69	55	39	66	81	71	NA	NA	B	59
MHS	60	47	34	58	45	38	67	75	NA	81	44	B	55
FPCHS	52	47	36	48	40	38	60	65	NA	77	38	C	50

Elementary School Grades Trend

School	2009 Grade	2010 Grade	2011 Grade	2012 Grade	2013 Grade	2014 Grade	2015 Grade	2016 Grade
BES	A	B	B	A	B	A	B	C
BTES	A	A	A	A	A	A	A	B
OKES	A	B	A	A	B	A	A	C
RES	B	C	A	A	B	A	B	B
WES	B	B	A	A	A	A	A	B
Phoenix	NA	NA	NA	NA	C	C	C	NA
PHA	NA	NA	NA	F	NA	A	B	F

Middle School Grades Trend

School	2009 Grade	2010 Grade	2011 Grade	2012 Grade	2013 Grade	2014 Grade	2015 Grade	2016 Grade
BTMS	A	A	A	*B	C	C	B	C
ITMS	A	A	A	A	A	A	A	B
ISTC	D	A	C	A	A	B	B	B

School Grades Trend

High Schools

School	2007 Grade	2008 Grade	2009 Grade	2010 Grade	2011 Grade	2012 Grade	2013 Grade	2014 Grade	2015 Grade	2016 Grade
FPCHS	C	A	D	B	B	B	A	B	B	C
MHS	D	A	B	B	B	A	A	B	A	B

State Data Overview

- 14.4% of schools improved a letter grade (453/3148)
- 31.5% of schools in the state dropped at least one letter grade
 - 40.7% (471/1156) of schools that earned an A in 2015 dropped at least one letter grade in 2016
 - 29.4% of ES dropped
 - 24.1% of MS dropped (136/563)
 - 57.1% of HS dropped (243/425)
 - 7/425 (1.6% of HS improved a letter grade)
- 23.22% (731/3148) schools earned an A
 - 20.5% of ES earned an A (366/1787)
 - 25.4% of MS earned an A (143/563)
 - 22.1% of HS earned an A (94/425)
- 23.5% (741/3148) schools earned a B
 - 23.3% of ES earned a B (416/1787)
 - 24.6% of MS earned a B (139/563)
 - 24.5% of HS earned a B (104/425)
- 39% (1227/3148) schools earned a C
 - 39% of ES earned a C (696/1787)
 - 37.1% of MS earned a C (209/563)
 - 46.8% of HS earned a C (199/425)
- 11.69% (368/3148) schools earned a D
 - 13.6% of ES earned a D (243/1787)
 - 11.54% of MS earned a D (65/563)
 - 6.6% of HS earned a D (28/425)
- 2.6% (81/3148) schools earned an F
 - 3.7% of ES earned an F (66/1787)
 - 1.2% of MS earned an F (7/563)
 - 0.7% of HS earned an F (3/425)

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