



School Grades

New School Grades Model – *Reminder of Key Differences from 2013-14 Model*

- Eliminates provisions that over-complicate the formula
 - **No bonus factors or additional weighting** that may raise a school grade
 - No bonus points for students passing retakes
 - No additional weights for certain types of learning gains or for additional accelerated exams/courses taken and passed
 - No “safety net” keeping a school from dropping more than one letter grade
 - **No additional requirements or automatic adjustments** that may lower a school grade
 - Schools will **no longer** drop a letter grade if less than 50% of their students in the bottom quartile make learning gains
 - Schools will **no longer** drop a letter grade if less than 25% of their students were reading on grade level
 - Schools will **no longer** drop a letter grade if less than 65% of their at-risk students graduate (at-risk graduation rate completely eliminated from the new model)

School Grades Revisions

- Schools will only be graded on the components for which they have enough data
 - 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

Percent Tested

- Must test 95% of full year enrolled 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 of all I schools regardless of whether an appeal is submitted to determine if the performance data is representative of the school’s progress.
- If the Commissioner determines the data is representative, she 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 and FSAA
 - Mathematics*
 - Florida Standards Assessment in Mathematics - Grades 3 to 8 and FSAA
 - Algebra 1, and FSAA EOC
 - Geometry
 - Algebra 2
 - FSAA EOCs
 - Science*
 - Statewide Standardized Assessment in Science - Grades 5 and 8 and FSAA
 - Biology 1
 - Social Studies*
 - Civics
 - U.S. History

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

School Grades Model

- Establishes a new framework for learning gains calculation requiring 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 (s. 1008.34(3)(b), F.S.)
- Under the old methodology, a learning gain could be demonstrated 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 requires the revision of the two ways highlighted **in bold** above

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 Level 1 to Level 2; Level 2 to Level 4, etc.) | Same |
| Maintain a Level 3, Level 4, or Level 5 from one year to the next | Same, except 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) |

*The way to demonstrate a learning gain for students who maintain a Level 3 or Level 4 was changed from the original draft rule language based on feedback received from FADSS and others during the rule development process

Examples - Students who Improve One or More Achievement Levels

- **Regular Progression** - In 2015 a grade 6 student scored in Level 2 (319) on the FSA Mathematics and in 2016 scored in Level 3 (331) on the grade 7 FSA Mathematics.
- **Retained Student** - In 2015 a grade 7 student scored in Level 2 (325) on the FSA English Language Arts. This student is retained in grade 7 and took the grade 7 FSA English Language Arts in 2016 and scored in Level 3 (334).
- **Accelerated Student** – In 2015 a grade 4 student scored in Level 4 (339) on the FSA English Language Arts and in 2016 skipped a grade and scored in Level 5 (356) on the grade 6 FSA English Language Arts.

Examples - Students who Maintain a Level 3, Level 4, or Level 5 From One Year to the Next

- **Regular Progression** - In 2015 a grade 4 student scored in Level 3 (323) on the FSA Mathematics and in 2016 scores in Level 3 (324) on the grade 5 FSA Mathematics.
- **Retained student** - In 2015 a grade 7 student scored in Level 3 (333) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scores in Level 3 (334).
- **Accelerated Student** – In 2015 a grade 4 student scored in Level 4 (338) on the FSA English Language Arts and in 2016 skipped a grade level and scored a Level 4 (340) on the grade 6 FSA English Language Arts.
- **EOC example** - In 2015 a student scored in Level 3 (500) on the Algebra 1 EOC and in 2016 scored in Level 3 (501) on the Geometry EOC.
- **FSA to EOC example** - In 2015 a grade 8 student scored in Level 3 (348) on the FSA Mathematics and in 2016 scored Level 3 (500) on the Algebra 1 EOC.
- **EOC to FSA Example** – In 2015 a grade 7 student scored in Level 3 (504) on the Algebra 1 EOC and in 2016 scored in Level 3 (348) on the grade 8 FSA Mathematics.

Examples - Students Scoring in Levels 1 or 2 and Remaining in the Same Achievement Level

- **Regular progression** - In 2015 a grade 3 student scored in Low Level 1 (250) on the FSA English Language Arts and in 2016 scored in Middle Level 1 (267) on the grade 4 FSA English Language Arts assessment.
- **Retained student** - In 2015 a grade 7 student scored in Middle Level 1 (285) on the FSA English Language Arts. This student is retained in grade 7 and takes the grade 7 FSA English Language Arts in 2016 and scored in High Level 1 (301).
- **EOC example** – In 2015 a student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (493) on the Geometry EOC.
- **FSA to EOC example** – In 2015 a grade 8 student scored in Low Level 2 (329) on the FSA Mathematics and in 2016 scored in High Level 2 (492) on the Algebra 1 EOC.
- **EOC to FSA Example** – In 2015 a grade 7 student scored in Low Level 2 (490) on the Algebra 1 EOC and in 2016 scored in High Level 2 (335) on the grade 8 FSA Mathematics.

English Language Arts

| 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 |

Mathematics

| | 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

| | 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 |
| Algebra 2 | 425-496 | 425-448 | 449-472 | 473-496 | 497-510 | 497-503 | 504-510 | 511-528 | 529-536 | 537-575 |

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 no longer 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
 - 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)

- 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)

| 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)

| 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)

| English/ Language Arts | Mathematics (EOCs) | Science (Biology 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 graduates who are eligible to earn college credit through passing AP, IB, or AICE exams; passing dual enrollment courses; 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%) | | | | |

Combination School Model

(A maximum of 11 components)

- The grade is based on the percentage of total points earned, and **combination 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 (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%) |

New 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 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