

District Grade

A Review of 11 Components

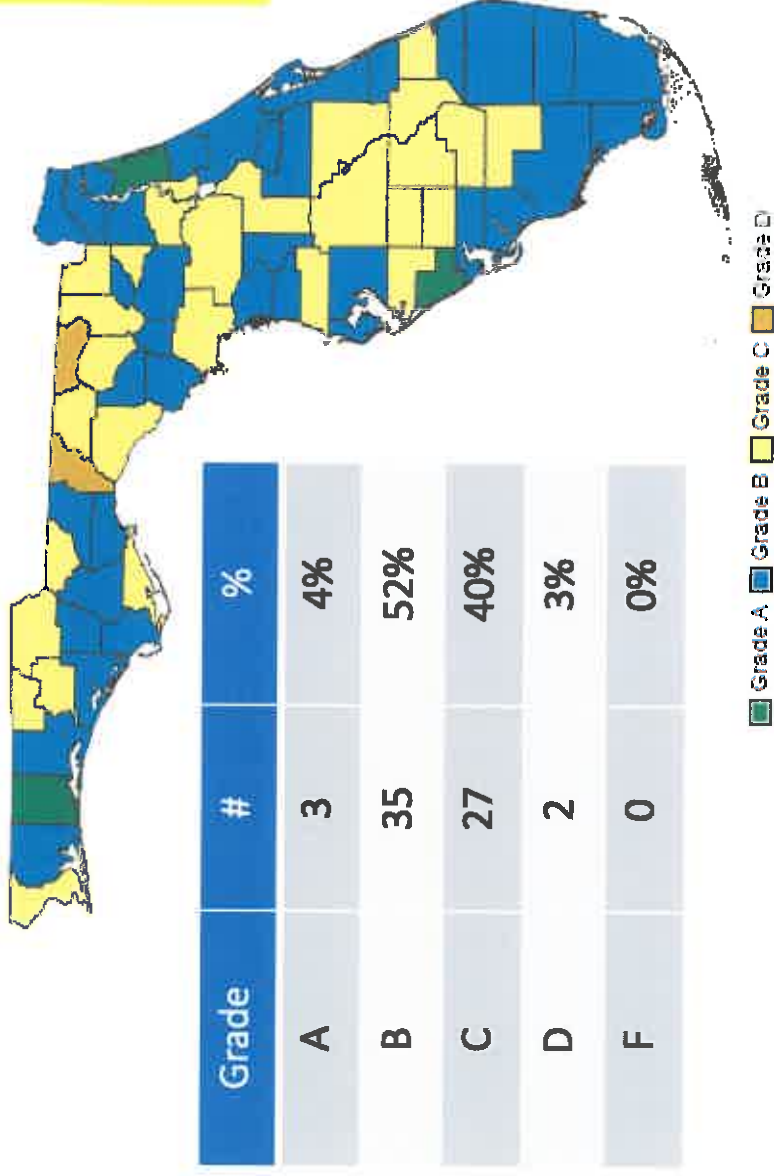
Potential Goal 1

Office of Research, Assessment and Evaluation
Sarasota County Public Schools
April 18, 2017

District Grades

In addition to schools, districts are graded based on the same criteria used to grade schools (s. 1008.34(5), F.S.)

The 2015-2016 District Grades are shown below



19 Florida School Districts dropped from an 'A' to a 'B' from SY 14-15 to SY 15-16

District Grades Model

(A maximum of 11 components)

- The district grade is based on the percentage of total points earned, (Learning Gains were included beginning in SY 2015-2016).
- Writing is included within the English/Language Arts components.
- Sarasota County results for SY 2015-2016 are shown for each component .

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	Acceleration Success
Achievement (0% to 100%) 66%	Achievement (0% to 100%) 69%	Achievement (0% to 100%) 66%	Achievement (0% to 100%) 78%	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%) 60%
Learning Gains (0% to 100%) 55%	Learning Gains (0% to 100%) 62%	Sarasota Total Points = 677 Total Points Possible = 1100 $677/1100 = 61.5 = 62 \text{ Points}$ 62 Points = A			79%
Learning Gains of the Low 25% (0% to 100%) 43%	Learning Gains of the Low 25% (0% to 100%) 44%				Middle School (EOCs or industry certifications) (0% to 100%) 55%

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.

Florida's Model

- Re-focuses the grading formula on student success measures:
 - (1) Achievement
 - (2) Learning gains
 - (3) Graduation
 - (4) Earning College Credit and/or Industry Certifications
- **Maintains a focus on students who need the most support.**
- **Establishes a more rigorous 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*
- **Schools are only graded on the components for which they have enough data.**

Subject Areas Included for Achievement

The Percentage of Full-Year-Enrolled Students who scored at Level 3 or above in :

English Language Arts

FSA in English Language Arts - Grades 3 to 10 and FSAA

Mathematics*

FSA in Mathematics - Grades 3 to 8 and FSAA

Algebra 1, FSAA, EOC

Geometry

Algebra 2

FSAA, EOCs

Science*

SSA 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.

NOTE:

FSA = Florida Standards Assessment

FSAA = Florida Standards Alternate Assessment

EOC = End of Course Assessment

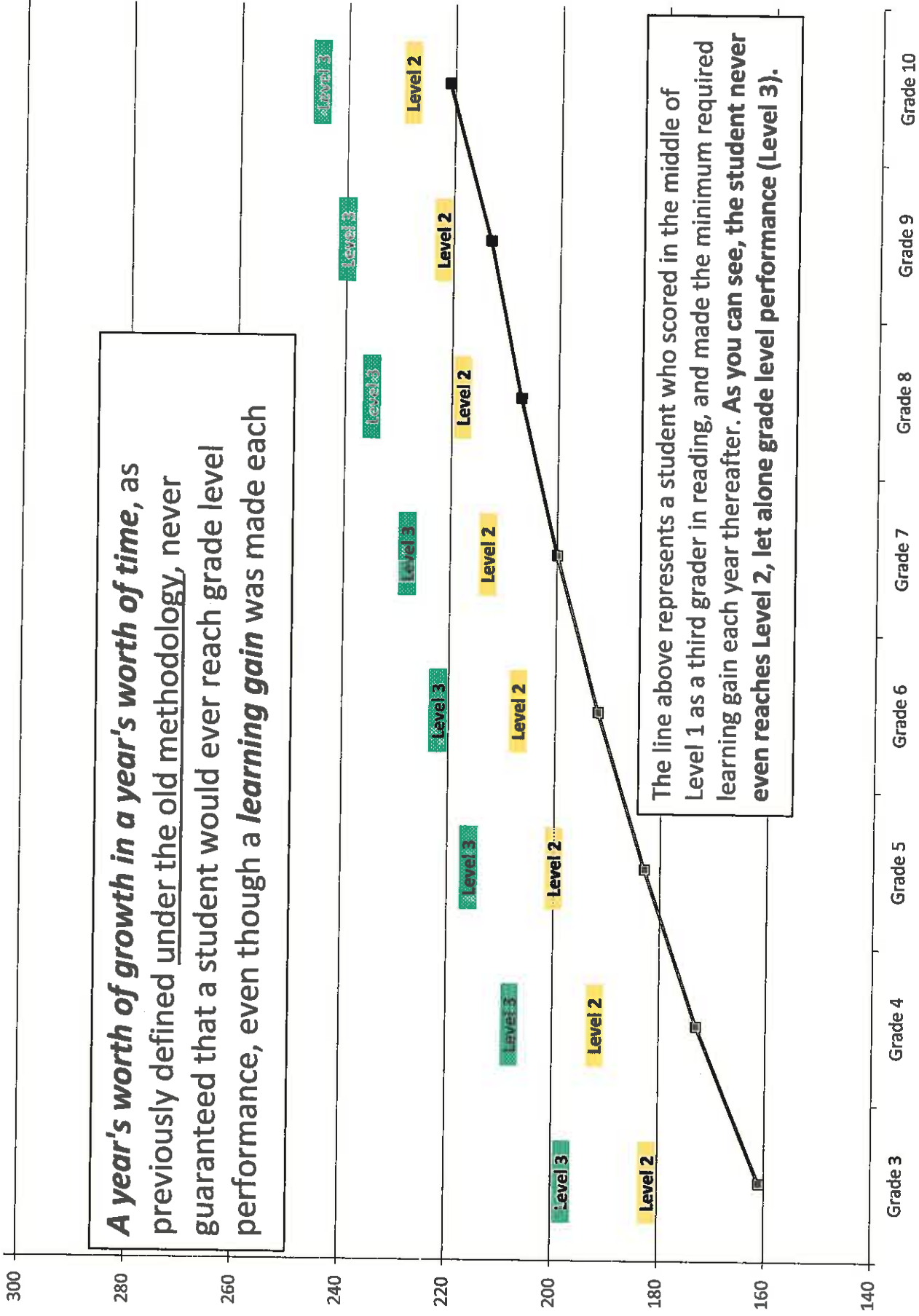
SSA = Statewide Standardized Assessment

Learning Gains in District Grades

SB 1642 established 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.)

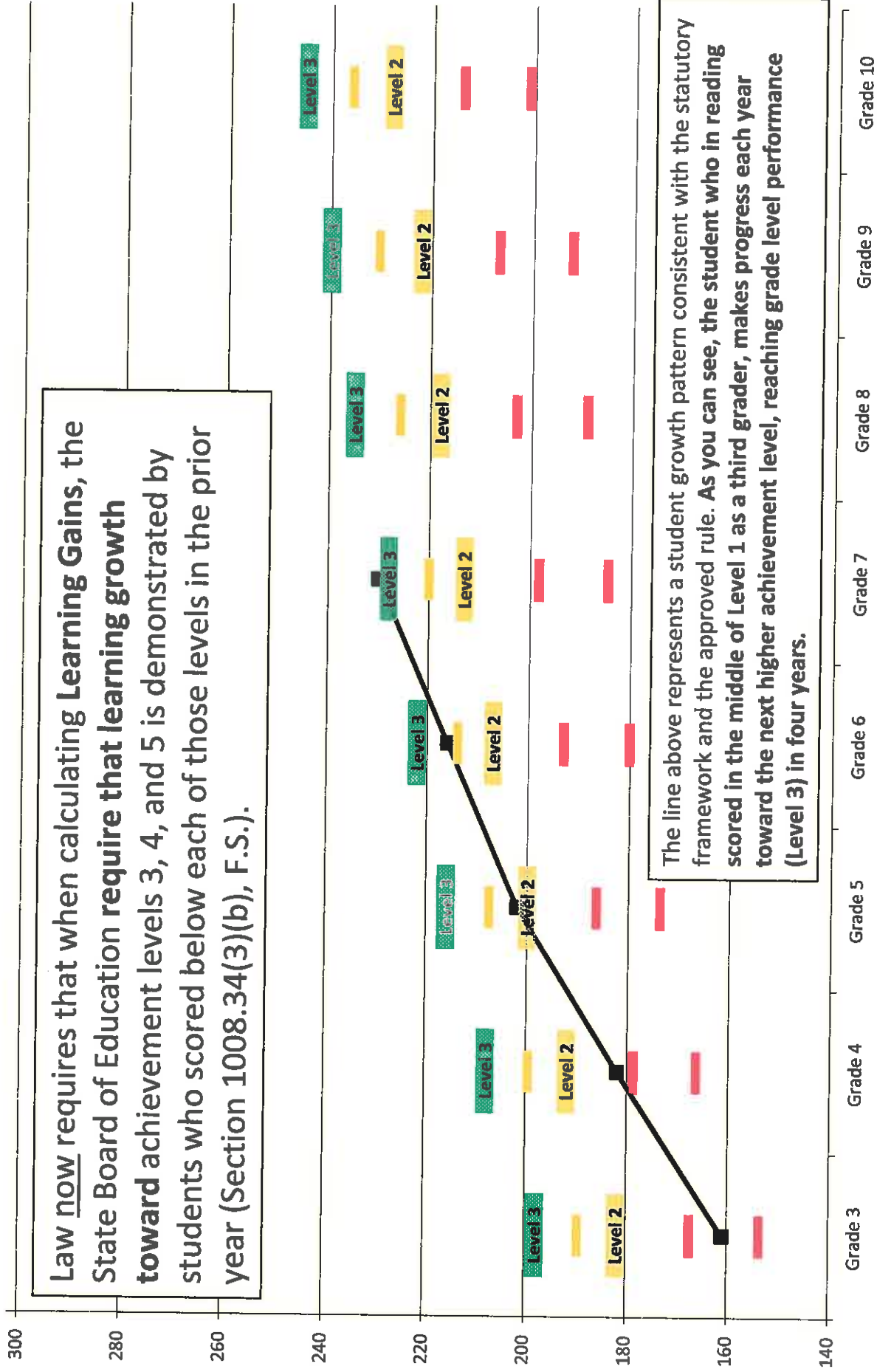
Pre-SB 1642 Method (Used 2002 to 2014)	Post-SB 1642 Method (Used since 2016)
<p>Improve one or more achievement levels from one year to the next (e.g., move from Level 1 to Level 2; Level 2 to Level 4, etc.)</p> <p>Maintain a Level 3, Level 4, or Level 5 from one year to the next</p>	<p>Same</p>
<p>For students who remain in Level 1 or Level 2, demonstrate a specified scale score gain</p>	<p>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</p>
<p>For students who remain in Level 1 or Level 2, demonstrate a learning gain by increasing their score to a higher subcategory within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1)</p>	<p>For students who remain in Level 1 or Level 2, demonstrate a learning gain by increasing their score to a higher subcategory within the Level (e.g., move from the bottom third of Level 1 to the middle third of Level 1)</p>

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



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 consistent with the statutory framework and the approved rule. 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.

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 state end-of-course (EOC) assessments or attained industry certification.
- A student is included in the calculation no more than once even if they take more than one course.

Federal Uniform Graduation Rate

- Accounts for all students in the cohort.
- Only standard diplomas count.
- GED's do not count.
- Does not remove transfers to adult education programs (remain in denominator).
- Assigns DJJ students back to their most recent regular high school.

College and Career Acceleration

- Based on the graduation cohort of SY 2016
- This measure includes the percentage of graduates who, while in high school, were eligible to earn:
 - College credit through AP, IB, or AICE examinations,
 - A 'C' or better in dual enrollment courses or,
 - A CAPE industry certification.

District Grades Scale

Grade	Scale
A	62% of total points or higher
B	54% to 61% of total points
C	41% to 53% of total points
D	32% to 40% of total points
F	31% of total points or less

- The State Board of Education sets the scale and must, per state law, periodically review the scale to determine whether the expectations should be raised to encourage increased student achievement

Calculating the District Grade

The district'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.
- The resulting percentage of points the district earned is from all applicable components.
- This percentage would be compared to the scale set by the State Board of Education to determine a district's grade.

$$677/1100 \text{ pts} = 61.5 = A$$

Sarasota's District Grade - Baseline Data

District Grade Component		2014-2015	2015-2016	2016-2017	2016-2017	2016-2017
		Actual	Actual	Target	Forecasted	Actual
1	English Language Arts Proficiency (Grades 3 -10)	67	66		65	
2	English Language Arts Learning Gain (Grades 4 -10)	NA	55		55	
3	English Language Arts Learning Gain for Lowest Quartile (Grades 4 -10)	NA	43		42	
4	Mathematics Proficiency (Grades 3 -10)	67	69		69	
5	Mathematics Learning Gain (Grades 4 -10)	NA	62		62	
6	Mathematics Learning Gain for Lowest Quartile (Grades 4 -10)	NA	44		43	
7	Science Achievement (Grades 5, 8, and Biology EOC)	69	66		66	
8	Social Studies Achievement (Civics and US History EOCs)	75	78		78	
9	Middle School Acceleration (Algebra 1 and Biology EOCs)	55	55		55	
10	Graduation Rate (Lagged one Year)	81	79		85	85 (15-16)
11	College and Career Acceleration (Lagged one year)	56	60		55	Estimated 55 (15-16)
	Total Points	470	677		675	
	Points Possible	700	1100		1100	1100
	Total Percentage of Points Possible	67.1%	61.5%		61.4% +/- 4	
	District Grade	A	A		B/A	

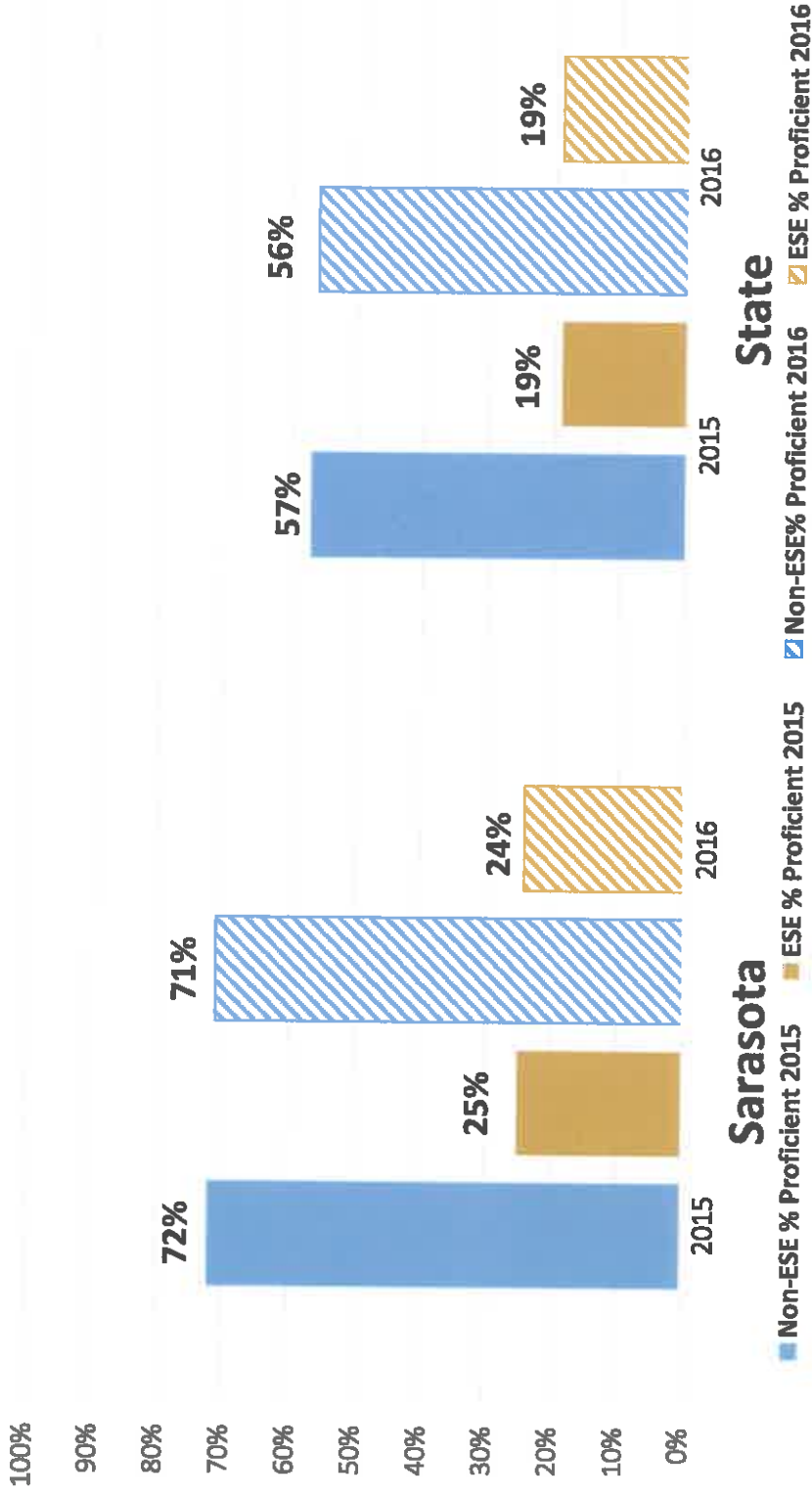
The Achievement Gap

Potential Goal 2

Exceptional Student Education (ESE) Achievement Gap

All Students, Grades 3-10

English Language Arts



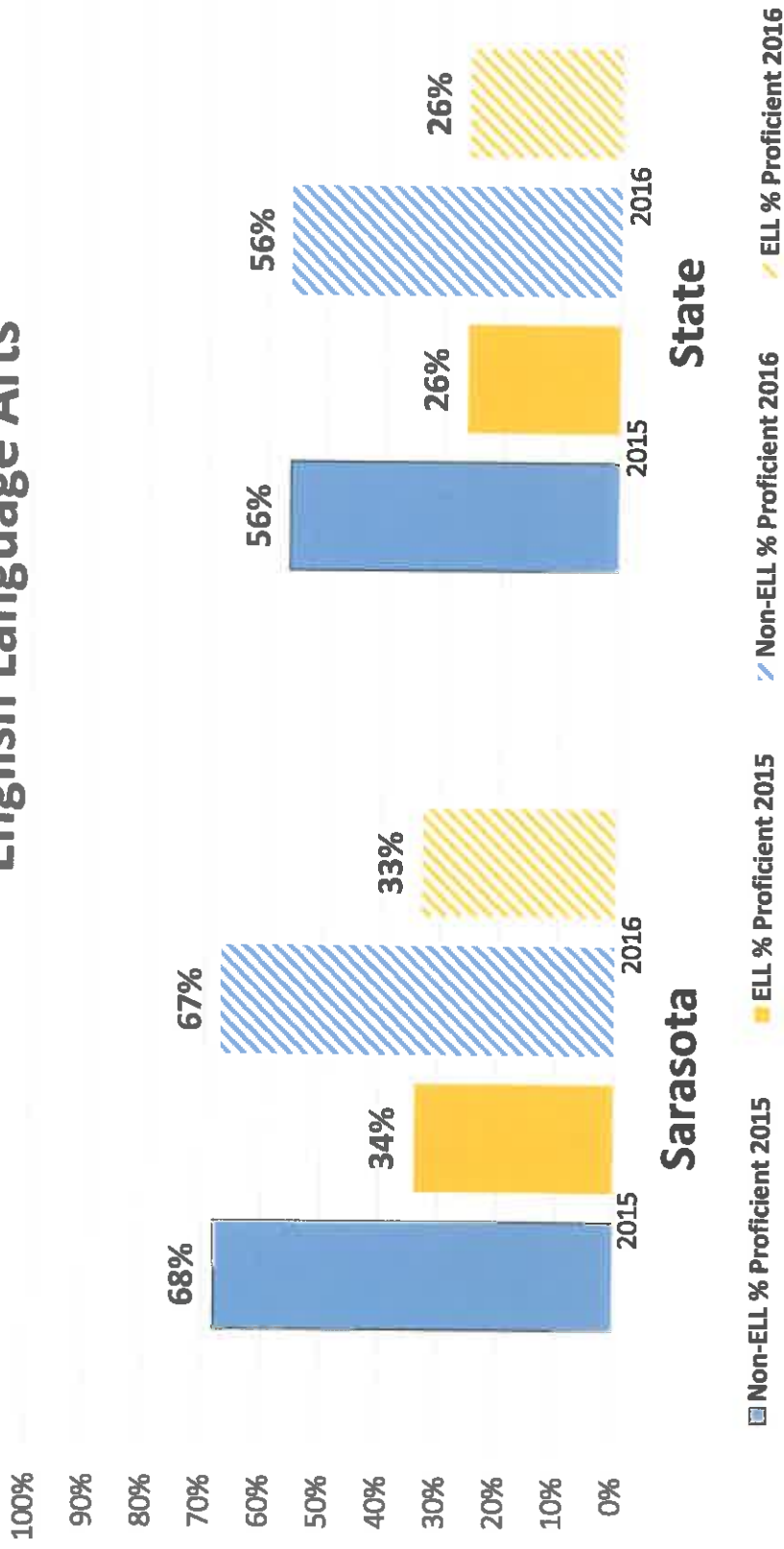
- Sarasota 2015 Gap = 47
- Sarasota 2016 Gap = 47
- Reduction = 0

- State 2015 Gap = 38
- State 2016 Gap = 37
- Reduction = 1

English Language Learner (ELL) Achievement Gap

All Students, Grades 3-10

English Language Arts



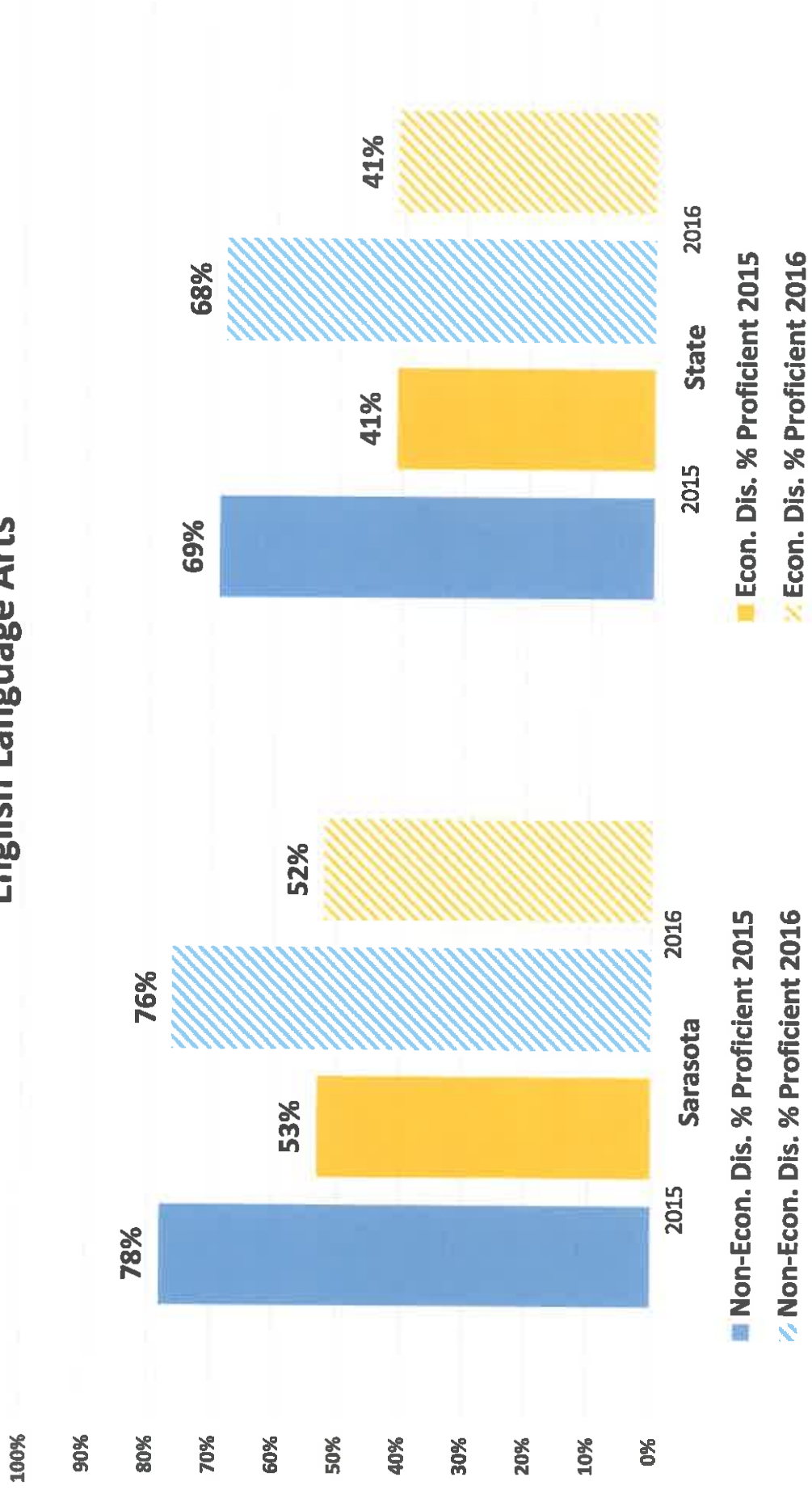
- Sarasota 2015 Gap = 34
- Sarasota 2016 Gap = 34
- Reduction = 0

- State 2015 Gap = 30
- State 2016 Gap = 30
- Reduction = 0

Economically Disadvantaged Achievement Gap

All Students, Grades 3-10

English Language Arts



■ Non-Econ. Dis. % Proficient 2015
 ■ Non-Econ. Dis. % Proficient 2016

■ Econ. Dis. % Proficient 2015
 ■ Econ. Dis. % Proficient 2016

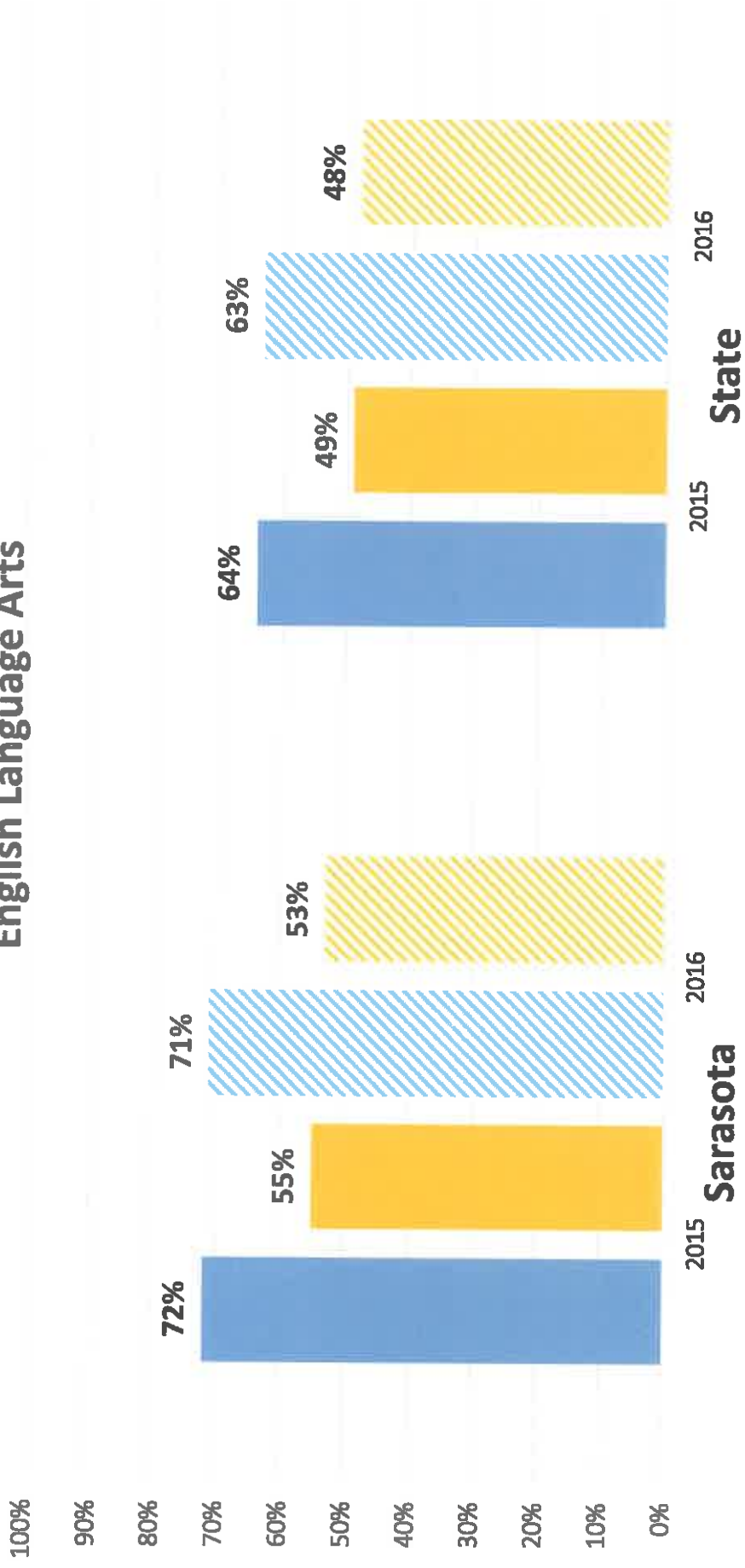
- Sarasota 2015 Gap = 25
- Sarasota 2016 Gap = 24
- Reduction = 1

- State 2015 Gap = 28
- State 2016 Gap = 27
- Reduction = 1

White/Hispanic Achievement Gap

All Students, Grades 3-10

English Language Arts



■ White % Proficient 2015
 ■ Hispanic % Proficient 2015
 ▨ White % Proficient 2016
 ▨ Hispanic % Proficient 2016

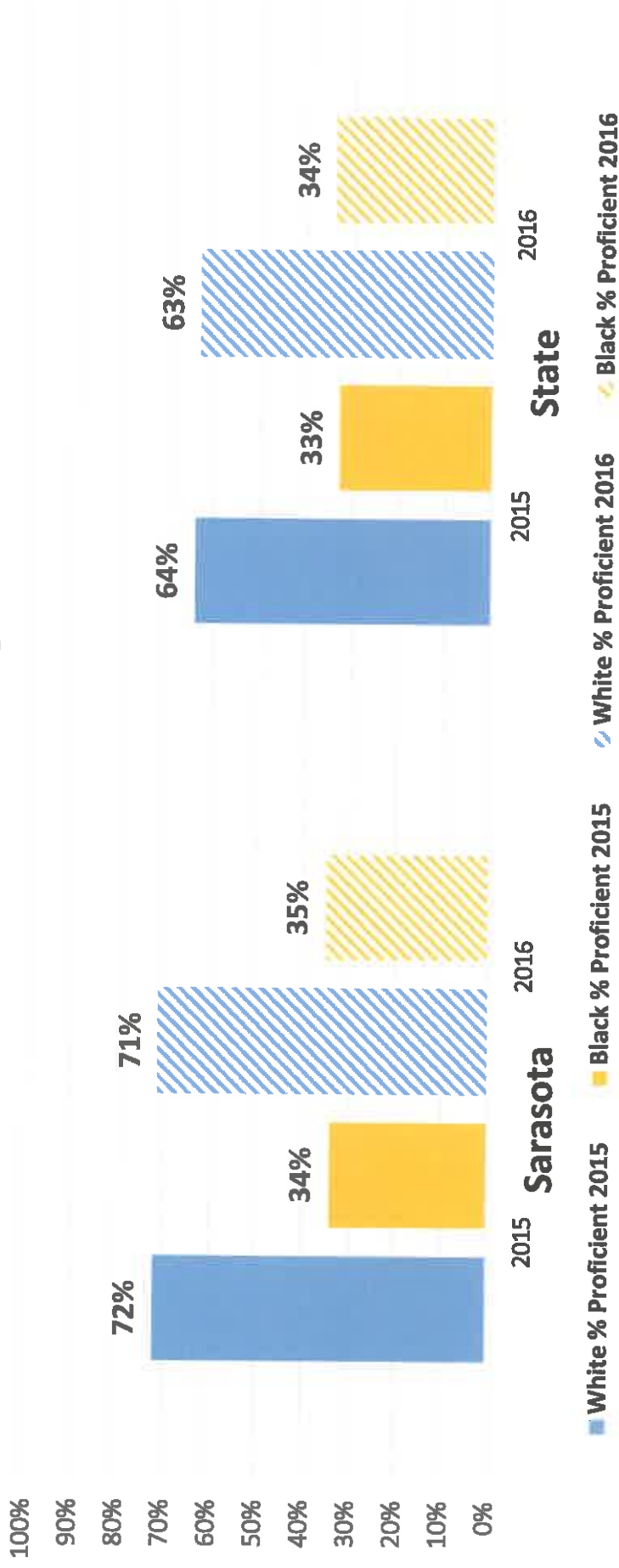
- Sarasota 2015 Gap = 17
- Sarasota 2016 Gap = 18
- Reduction = -1

- State 2015 Gap = 15
- State 2016 Gap = 15
- Reduction = 0

White/Black Achievement Gap

All Students, Grades 3-10

English Language Arts



- Sarasota 2015 Gap = 38
- Sarasota 2016 Gap = 36
- Reduction = 2

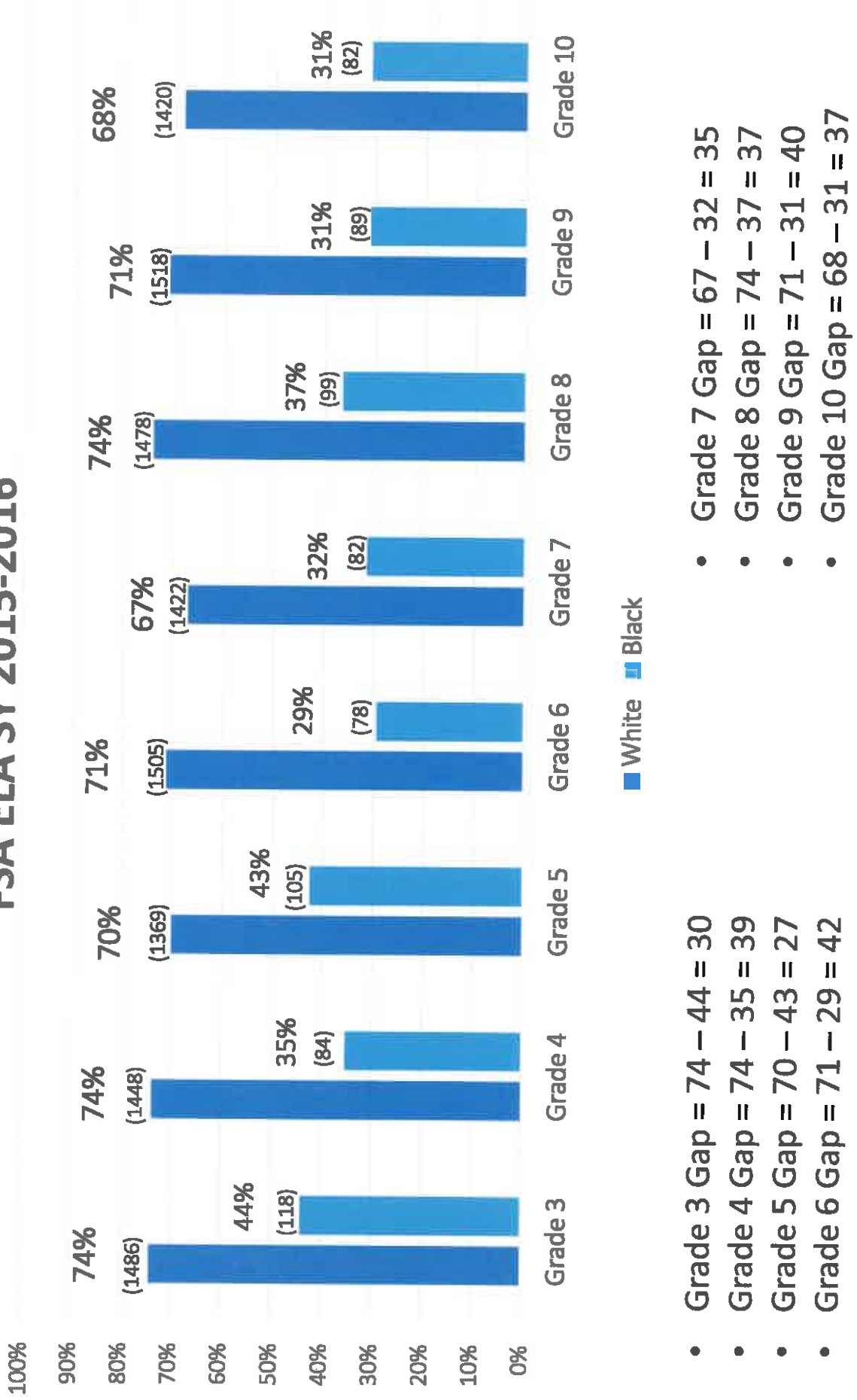
- State 2015 Gap = 31
- State 2016 Gap = 29
- Reduction = 2

NOTE: 8% of the district population is Black; 82% of this subgroup is on F/R lunch.

White/Black Achievement Gap

Percent Proficient, By Grade, Grades 3 - 10

FSA ELA SY 2015-2016



Note: Numbers of students are in shown in parenthesis.

College and Career Readiness

Potential Goal 3

School Grade Component College and Career Acceleration

	SY 2014-15	SY 2015-16	SY 2016-17
Lagged One Year	Class of 2014	Class of 2015	Class of 2016
District	56%	60%	55%
Booker High School	53%	63%	46%
Imagine at North Port	No data	36%	51%
North Port High School	52%	53%	56%
Pineview	98%	100%	98%
Riverview High School	55%	60%	59%
Sarasota High School	55%	58%	56%
Sarasota Military Academy	35%	47%	26%
Suncoast Polytechnical High School	53%	78%	72%
Venice High School	54%	53%	47%
Sarasota Virtual	No data	No data	50%

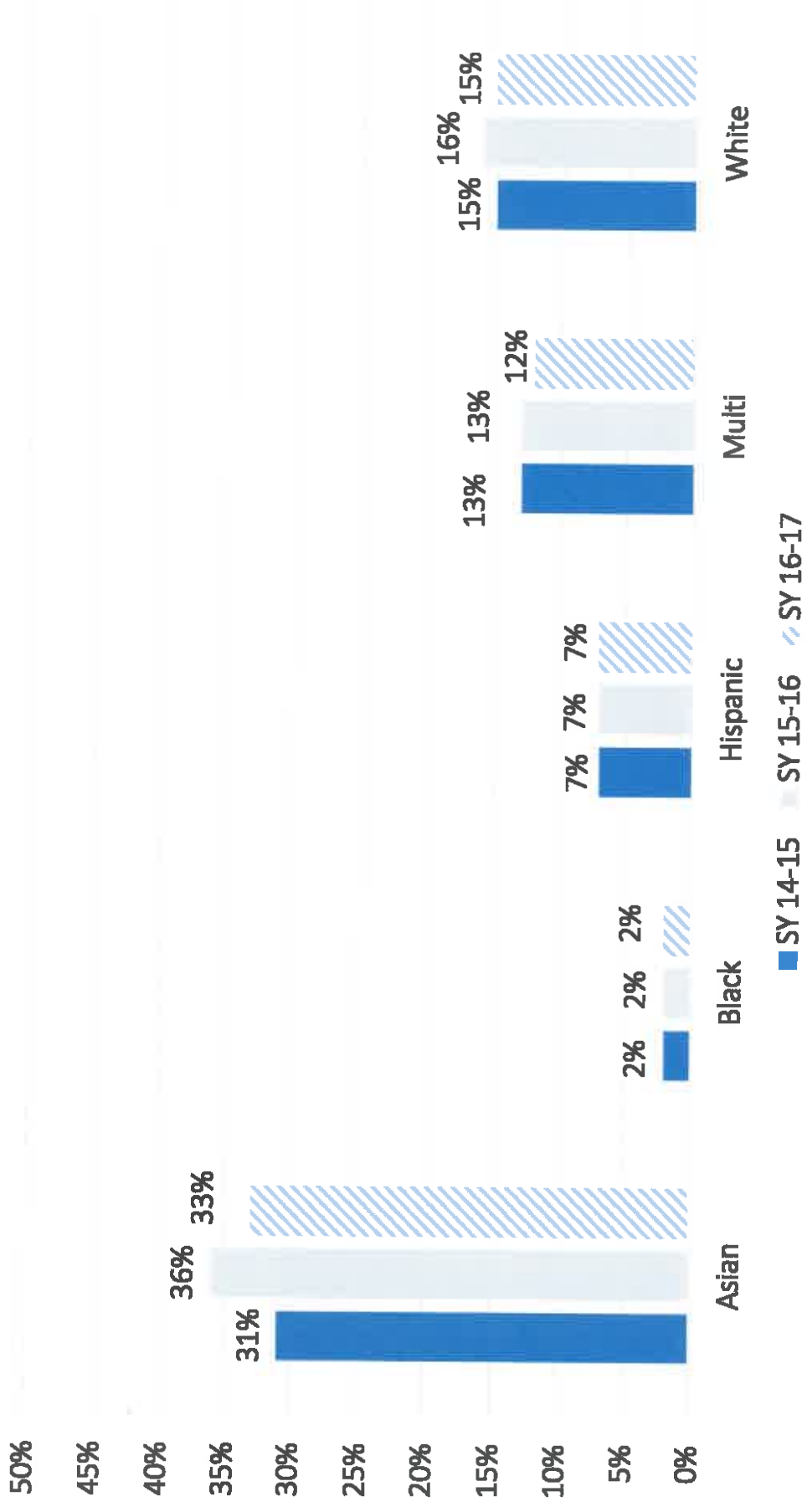
- This measure includes the percentage of 2016 graduates who earned college credit through AP, IB, AICE, dual enrollment or industry certification.
- Students only count once in the calculation, regardless of the number of courses taken.

Gifted Education

Potential Goal 4

Percent Identified as Gifted within Race/Ethnic Group

All Grades



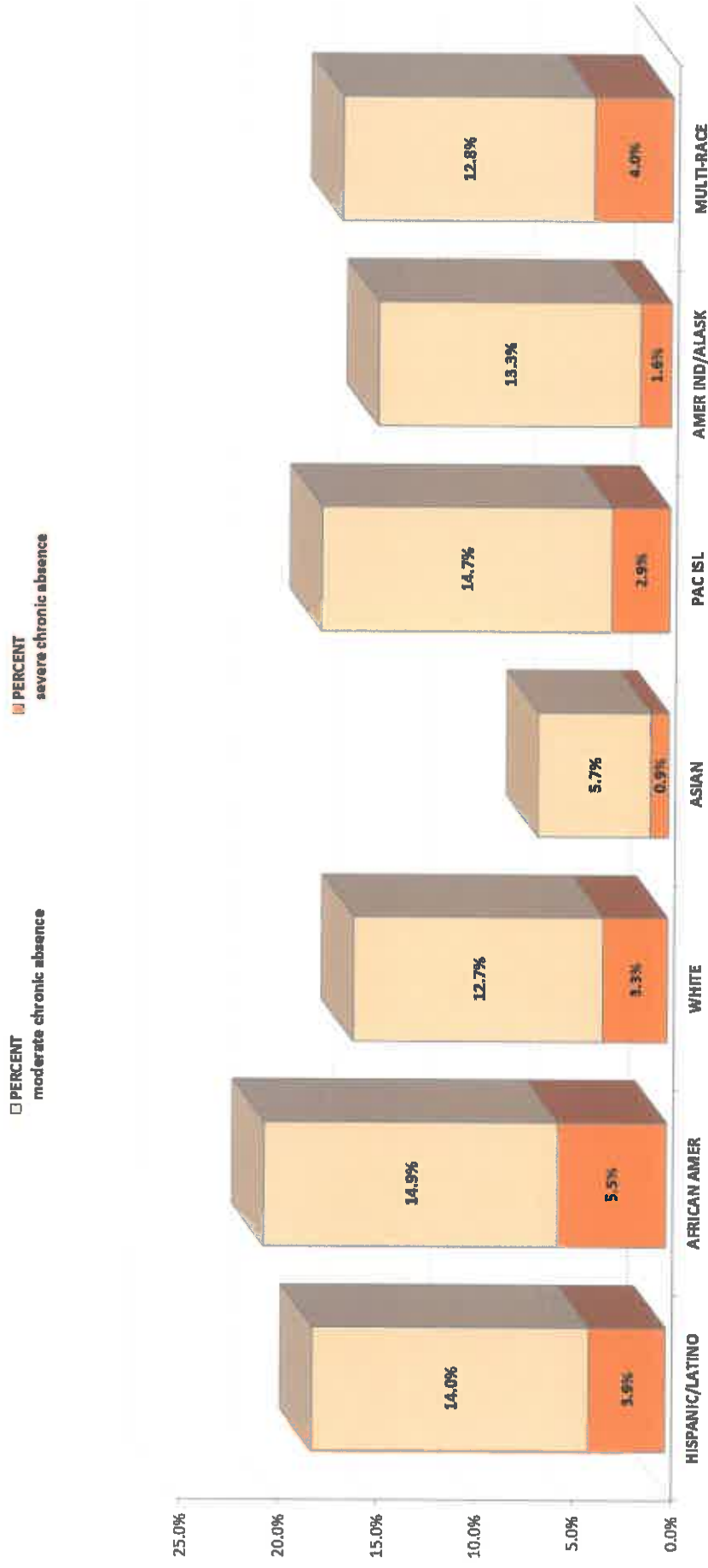
Note: For SY 2016-17, total number of students:
Asian Students: 1,147 Black Students: 4,173 Hispanic : 9,241
Multi: 2,107 White: 30,725

Chronic Absenteeism

Potential Goal 5

What percentage of students in each race/ethnicity have moderate or severe chronic absence?

2016-2017



- 16.5% of all students are chronically absent within the first 136 days of the 16-17 School Year. (Total not shown on graph).
- Moderate Chronic Absence: Missing school 10-19.99% of total enrolled days.
- Severe Chronic Absence: Missing school 20% or more of total enrolled days.

Summer School

Potential Goal 6

Summer Reading Camp

Number and Percent of Grade 3 Students who Attended Camp and Participated in the Stanford Achievement Test (SAT-10)

Summer Reading Camp Statistics	2015	2016
Attended summer school	207 (6%)	186 (6%)
Number of students who participated in SAT-10	187 (5%)	173 (5%)
Percent of students who passed the SAT-10*	65 (35%)	52 (30%)
Percent of students who failed the SAT-10	122 (65%)	121 (70%)
Percent not tested	20 (10%)	13 (7%)

*Students must score at or above the 45th percentile to pass the SAT-10.

Note: Summer Reading Camp is for Grade 3 students who scored Level 1 on the FSA and must pass the SAT-10 to be promoted.

Summer Learning Loss

Potential Goal 7

iReady Reading Comparisons

District and Alta Vista Summer Learning Academy (SLA) SY15-16 AP3* to SY16-17 AP1

School	Grade 16-17	Reading SY15-16		Reading SY16-17		Reading Summer SY15-16 Slide AP3 to AP1
		AP3 Count	Average Scale Score	AP1 Count	Average Scale Score	
DISTRICT AVERAGE	1	2922	426.22	2958	417.60	-8.62
ALTA VISTA SLA	1	67	414.68	66	418.77	+4.09
DISTRICT AVERAGE	2	3117	488.32	3181	478.43	-9.89
ALTA VISTA SLA	2	52	480.81	51	492.34	+11.53
DISTRICT AVERAGE	3	3334	529.94	3244	517.26	-12.68
ALTA VISTA SLA	3	49	526.15	52	514.42	-11.73

*AP = Assessment Period: AP1 Fall, AP3 Spring

- Summer slide is the loss or gain from the end of prior school year and the start of the next year.
- Positive values indicate growth. Negative values indicate loss.
- Alta Vista Summer Learning Academy (Grades 1 and 2) showed an increase between AP3 SY15-16 and AP1 SY16-17.

Cooperative Working Relationship

Potential Goal 8

**Increased Scores of Low Performing
Elementary Schools**

Potential Goal 9

Teacher Retention

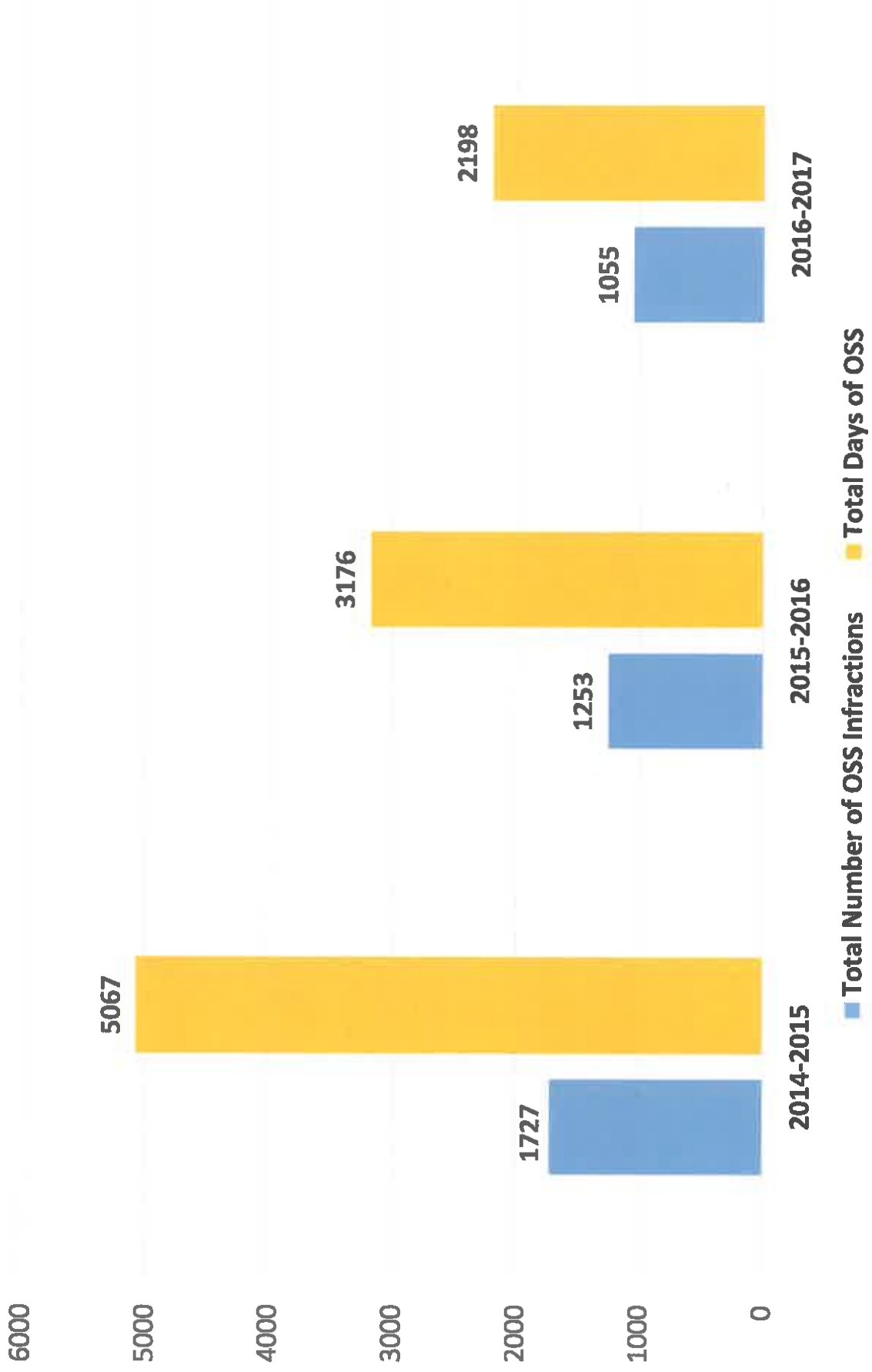
Potential Goal 10

Out of School Suspensions (OSS)

Potential Goal 11

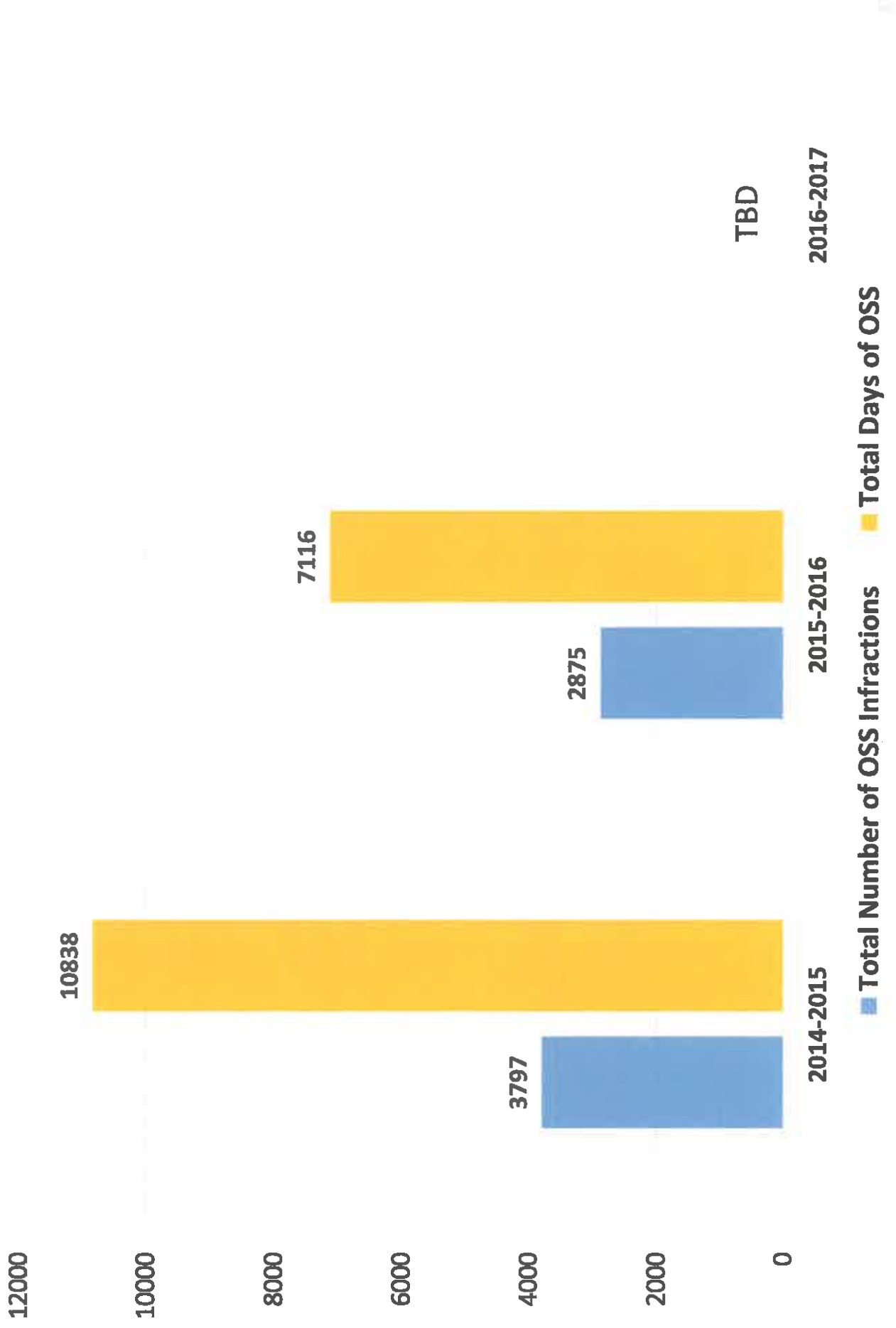
Sarasota County School OSS DATA

1st Semester Comparison By School Year



Sarasota County School OSS DATA

Full Year Comparison By School Year



HOW ARE WE DOING?

SARASOTA SCHOOL BOARD: MONTHLY PLAN FOR DATA SHARING

L. KINGSLEY, CHIEF ACADEMIC OFFICER



<p>August</p> <p><u>Getting Ready for Learning:</u> Summary of PD taken and plan for the year; Review of 2017 FSA disaggregated data *; Review of 2015-16 graduation rate *; Summary of performance on accelerated courses *</p>	<p>September</p> <p><u>Creating a Culture for Learning:</u> Summary/links to all schools' Positive Behavior Plans; Review SAT/ACT performance and enrollment in accelerated courses *; Parent Involvement Opportunities; Attendance and behavior data updates</p>	<p>October</p> <p><u>Identifying the Learning Gaps:</u> Review AP1 IReady Diagnostic data for elementary and middle, and Achieve data for high school * *; Review Algebra benchmark performance * *; Attendance and behavior data updates</p>	<p>November</p> <p><u>Supporting the Learning Gaps:</u> Summary of the RtI process, Interventions, MTSS data for all schools; Report on Graduation Rate (2016-17) *; Review CTE certification & STC dual enrollment *; Attendance and behavior data updates</p>
<p>December</p> <p><u>Celebrating Learning:</u> Share midyear success stories; Review summary benchmark assessment data for available coursework * *; Project 10 HS data * *; Attendance and behavior data updates</p>	<p>January</p> <p><u>Involving the "Whole Child" in Learning:</u> Summary of arts-related data and EdExplore experiences; Enrollment in Middle School Accelerated Courses *; Rigorous Coursework * *; Midterm review; Attendance and behavior data updates</p>	<p>February</p> <p><u>Measuring our Learning Gains:</u> Review AP2 IReady Diagnostic data for elementary and middle, and Achieve data for high school * *; Update on PD activities; Attendance and behavior data updates</p>	<p>March</p> <p><u>Supporting the Learning Gaps:</u> Summary of mentorship programs; Update Intervention and enrichment opportunities; Attendance and behavior data updates</p>
<p>April</p> <p><u>Reviewing our Learning Plans</u> Review summary data that indicates goals for next year * *; Project 10 HS data * *; LEA report; Attendance and behavior data updates</p>	<p>May</p> <p><u>Celebrating Learning:</u> Share outstanding student and school achievements; Summary updates on IReady, Achieve * *; Attendance and behavior data updates</p>	<p>June</p> <p><u>How did we do?</u> Review available State Summative Data *; Update our goals for the year; Attendance and behavior data updates</p>	<p>* Data entered on District Report Card ** Data indicates progress of disaggregated groups toward yearly goals NOTE 1: Some data are considered "leading indicators" that support achievement and may be included on a District Dashboard NOTE 2: This calendar is subject to CHANGE</p>