CLASS SIZE REPORTING GUIDELINES

TECHNICAL ASSISTANCE DOCUMENT

Introduction

Purpose

The purpose of this document is to assist in accurately reporting class size data by:

1) Providing a brief history of class size maximums.

2) Describing any changes made during previous legislative sessions.

3) Providing an overview of the Survey 2 class size processes.

4) Describing steps taken in the process of determining class size compliance.

5) Providing answers to frequently asked questions.

Contents

Scope

In November 2002, Florida's voters approved a state constitutional amendment (Article IX, Section 1) setting limits for the maximum number of students in a classroom by the start of the 2010-2011 school year. These limits (class size maximums) apply to individual classes so that by Fall 2010, no classroom in which a core course is taught could contain more students than allowed by the constitutional limits. The class size maximums established in Section 1003.03, Florida Statutes (F.S.), are described below:

Grade Group	Class Size Maximum
PK-3	18
4-8	22
9-12	25

Class Size Legislative Changes

There were no legislative changes to class size in the 2025 legislative session. The most recent legislative changes to class size occurred in 2023-2024 with Section 1012.555(5) F.S., stating, "A class in which an apprenticeship is conducted may exceed the class size limitation imposed in s. 1003.03(1) up to 1.5 times the allowable number of students under that subsection."

Internal Guidelines

Exceptions

N/A

Definitions

N/A

Related Requirements

External Regulations Section 1003.03, F.S.

Process

		Survey 2 Class Size Process Overview	
Steps	**Process**	**Description**	
1	**Class Size Trial Run Processing**	Survey 2 Class Size Trial Runs typically take place in September. All districts may participate in trial runs and should take advantage of this opportunity to reduce data reporting errors or appropriately[1] adjust classrooms before survey processing.	
2	**Survey 2 Final Data**	Data as of the last day of the Survey 2 period, December 15, are used to determine compliance with class size maximums and to conduct initial penalty calculations. Class size reports from this point in time are made available for districts to download.	
3	**Memo from the Office of Funding and Financial Reporting (OFFR) Notifying Districts of Class Size Compliance**	The memo details the process and timeline to complete the district's compliance plan and is typically released in early January.	

Note: Class Size Trial Runs and Class Size Data Quality reports are run in Survey 3, but there is no Compliance Plan required.

Reporting and Determining Class Size Database Formats and Elements Used to Determine Class Size

Data used in the class size algorithm are derived from the Student Course Schedule Format and the Teacher Course Format as submitted to the Florida Department of Education (FDOE) Staff and Student Information Databases during October (Survey 2) and February (Survey 3) survey periods. The data elements extracted from these formats include the following:

Student Course Schedule Format
- District Number, Current Enrollment
- School Number, Current Enrollment
- District Number, Current Instruction/Service
- School Number, Current Instruction/Service
- Florida Education Identifier
- Course Number

- Section Number
- Period Number
- Grade Level
- Term
- Day of Week Scheduled, Monday
- Day of Week Scheduled, Tuesday
- Day of Week Scheduled, Wednesday
- Day of Week Scheduled, Thursday
- Day of Week Scheduled, Friday
- Day of Week Scheduled, Saturday
- Day of Week Scheduled, Alternate Date Certain
- Class Minutes, Weekly

Teacher Course Format

- District Number, Current Enrollment
- School Number, Current Enrollment
- District Number, Current Instruction/Service
- School Number, Current Instruction/Service
- Social Security Number (Teacher)
- Term
- Term/Survey Indicator
- Course Number
- Section Number
- Period Number
- Facility Type
- Classroom Identification (FISH) Number
- Scheduling Method
- Certification/Licensure/Qualification Status
- Team Teacher Training
- Blended Learning Course

The Classroom is the Key

The key to the class size algorithm is the classroom. The class size algorithm is neither a student/teacher ratio nor a count of students in each of the wide range of courses taught in a district. Instead, it is the term/classroom/period combination that is used to determine the number of students in each classroom at any given time during the school day. A classroom may contain more than one teacher and multiple classes are frequently taught in a term/classroom/period combination.

Most classrooms in a district are identified using a Florida Inventory of School Houses (FISH) number, a 21-digit combination of facility, facility suffix, parcel, building and room identifiers. Because students are also taught in facilities that are not owned and/or operated by a district, classroom identification

numbers built on the same pattern as a FISH number must be assigned to these facilities to render unique classrooms for the class size algorithm to count and consider.

It is recommended that districts carefully review FISH data for accuracy. The online FISH database may be updated by district directors of facilities or by staff with Education Facilities Information Systems (EFIS) access. Contact staff in the Educational Facilities Office for technical assistance in completing the FISH verification or update.

How the Class Size Algorithm Works for Traditional Public Schools

The class size algorithm counts all students in each term/FISH/period combination in which the main course (that is, the course in which there are the most students) is a core course. The process for determining classroom size in a traditional public school is as follows:

1)   Count the number of students in each course within each classroom (term/FISH/period combination). For students reported multiple times in a single classroom, count each student only once. Students are occasionally assigned to more than one course for a class, e.g., Exceptional Student Education (ESE) students enrolled in both an ESE course and a mainstream course for a given class period.

2)   Determine the main course taught in each classroom based on the course with the majority of students.

3)   Determine the main grade taught in each class based on the grade with the majority of students in the main course.

4)   Identify all classrooms in which the main course is a core course. Use only these classrooms in the final step.

- Examples of core courses include mathematics, language arts/reading, science, social studies, English for Speakers of Other Languages (ESOL), ESE and courses taught in traditional self-contained elementary school classrooms. Please review the Course Code Directory for a complete list of core courses denoted with an asterisk.

5)   Count the number of unduplicated students in each classroom, allowing for adjustments based on Scheduling Method.

How the Class Size Algorithm Works for the School-Level Grade Group Averages

The class size algorithm determines the average by counting all the students in every term/FISH/period combination in which the main course (that is, the course in which there are the most students) is a core course and then dividing that number by the total term/FISH/period core combinations reported. The process for determining the numerators (students in classrooms) and denominators (term/FISH/period combinations) that render the class averages for PK-3, 4-8 and 9-12 grade classrooms is as follows:

1)   Count the number of students in each course within each classroom (term/FISH/period combination). For students reported multiple times in a single classroom, count each student only once. Students are occasionally assigned to more than one course for a class, e.g., ESE students enrolled in both an ESE course and a mainstream course for a given class period.

2)   Determine the main course taught in each classroom based on the course with the majority of students.

3)   Determine the main grade taught in each class based on the grade with the majority of students in the main course.

4)   Identify all classrooms in which the main course is a core course. Use only these classrooms in the remaining steps.

- Examples of core courses include mathematics, language arts/reading, science, social studies, ESOL, ESE and courses taught in traditional self-contained elementary school classrooms. Please review the Course Code Directory for a complete list of core courses denoted with an asterisk.

5)   Count the number of unduplicated students in each classroom allowing for adjustments based on Scheduling Method.

6)   For each grade group (PK-3, 4-8 and 9-12), sum the number of students in the core combinations (derived from step 5).

7)   For each grade group (PK-3, 4-8 and 9-12), count the number of core combinations.

8)   Calculate the class averages. For each grade group of a school (PK-3, 4-8 and 9-12), divide the student count (the numerator derived from step 6) by the classroom count (the denominator derived from step 7).

Class Size Exclusions

The following exclusions are made in the process of building the class size average tables:

- Facility Types are 02 (hospital), 05 through 08 (correctional facilities) and 10 (home).
- Course Number begins with an alpha character and Facility Type is 09 (facility operated or owned by an agency or other provider other than the school district in which instructional services or classes are conducted).
- School Number, Current Instruction begins with an alpha character (indicating postsecondary schools, colleges or universities).
- Virtual Schools (School Numbers 7001, 7004, 7006 and 7023).
- Virtual Labs (Location of Student Code equals to "T").
- District Number equals to 68 (Florida School for the Deaf and Blind (D/B)) and 71 (Florida Virtual School (FLVS)).
- School Numbers N998 (home education), N999 (private school) and 9994 through 9997.
- Duplicate students in the same term/FISH/period combination and their associated teachers. The duplicate students are added to the class size table but are excluded from calculations. However, all teachers are considered.
- Period Number ending in 88 (NN88 where NN is numeric) indicating "non-standard meeting times courses."
- Days of the Week Scheduled are not equal to Friday or Date Certain.

- School Function Setting equals to "D" (Department of Juvenile Justice (DJJ)) and
- "V" (Virtual).
- Term/Survey Indicator equals to "N" (term is not occurring during state reporting period being submitted).
- Blended Learning Course code equals to "Y" (indicates the course is a blended learning course).

Several decision points are encountered in the process of counting the number of students in each term/FISH/period combination including the following:

- If the core and non-core courses are in the same term/FISH/period combination and have the same number of students, the core course is determined to be the main course.
- If the main course has two or more grades with the same number of students, the highest grade, not grade group, is determined to be the main grade for class size purposes.
- Adjustments are made based on the reported Scheduling Method. See Scheduling Methods and Factors table located in this document.
- When students are scheduled in the same room/period in multiple terms and the Term/Survey Indicator equals to "Y," the terms are combined. See Combined Terms table located in this document.

Scheduling Methods and Factors

CODE	TITLE	DEFINITION	FACTOR
A	Alternate Week Schedule	Teacher meets with different groups of students in same course/ classroom on same day, but alternate weeks.	All students are aggregated, unduplicated and divided by two (2).
B	Block Scheduling	The course is scheduled so that students may earn one credit in the course in a semester.	All students are aggregated, unduplicated and divided by one (1).
C	Co-Teaching	A classroom in which two or more teachers share responsibility for planning, delivering and evaluating instruction for all students in a class. In order to be considered co-teaching, this delivery system is provided whenever a class/subject is taught by two or more teachers and must continue for the entire class period.	All students are aggregated, unduplicated and divided by the number of teachers in the same term/FISH/period
D	Teacher Apprentice	A classroom where a Primary certified teacher serves as a mentor to an apprentice, responsible for team-teaching strategies and providing on-the-job training for at least two years.	

G	Individual or Small Group Instruction (Separate Setting)	Teacher meets with an individual student or small group of students in a separate classroom setting.	All students are aggregated, unduplicated and divided by one (1).
I	In-Class One-on-One (with Self-Contained)	Teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom but not as a co-teacher.	All students are aggregated, unduplicated and divided by all non "I" teachers plus the one-on-one instructor.
M	Multiple-Use Classroom or Pod	More than one class meets during the same period in a space designated by one FISH number but separated by temporary "walls."	All students are aggregated and divided by the number of teachers coded "M."
S	Self-Contained	One teacher provides total instruction for the entire class period	All students are aggregated, unduplicated and divided by one (1).
W	Wheel Class	Same course meets in the same room with the same teacher during the same period on multiple days of the week, but with different groups of students.	All students are aggregated, unduplicated and divided by one (1).

Combined Terms

When students are scheduled in the same room/period in multiple terms and Term/Survey Indicator = Y, terms are combined.

TERM COMBINATIONS	CONVERSION PROCESS
1, 3	convert to 1
2, 3	convert to 2
1, 6	convert to 6
1, 7	convert to 7
3, 6	convert to 6
1, 3, 6	convert to 6
3, 7	convert to 7
2, 8	convert to 8

1, 3, 7	convert to 7
3, 8	convert to 8
2, 9	convert to 9
3, 9	convert to 9
2, 3, 8	convert to 8
2, 3, 9	convert to 9

Available Reports

Improving the Accuracy of Class Size Calculations

It is essential that the districts ensure that every classroom is assigned a unique classroom identification number, either a FISH number or a district-created classroom identification number patterned on a FISH number. To assist districts with ensuring FISH numbers have been accurately reported, the following reports may be requested through Customer Information Control System (CICS) option at Northwest Regional Data Center/Student Component Menu/Reports for Request.

DPSxx.GQ.F70393.Yyyyys.FROZEN - Frozen Educational Facilities FISH File

DPSxx.GQ.F70630.Yyyyys - FISH Reported with Scheduling Method "C" or "M"

Reports Created Subsequent to Class Size Calculation

FDOE creates several reports subsequent to running the class average algorithm that will allow districts to view its district averages and the details for each grade grouping (PK-3, 4-8 and 9-12). The reports also allow districts to identify which term/FISH/period combinations were included in the average, which scheduling methods were reported and the number of unduplicated students included in the count.

The files are created by FDOE after each class size calculation. Districts are notified via FTE-CS@fldoe.org when the files are available for download. It is essential for districts to download and review the files, not only to ensure that their classrooms are reported accurately, but also to be certain that all schools/classrooms that should be reported and included in the calculation have been reported and included in the calculation.

- DPSxx.GQ.F70408.Yyyyys - School Level Class Size Average Report - By school/district/grade grouping (DPSxx.GQ.F70587.Yyyyys in File Format)
    - NOTE: These files are used to determine compliance for Charter, Choice and Schools of Excellence Program.
- DPSxx.GQ.F70412.Yyyyys - Class Size Data Used to Determine PK-3 Grade Group Averages (DPSxx.GQ.F70424.Yyyyys in File Format)
- DPSxx.GQ.F70413.Yyyyys - Class Size Data Used to Determine 4-8 Grade Group Averages (DPSxx.GQ.F70425.Yyyyys in File Format)
- DPSxx.GQ.F70414.Yyyyys - Class Size Data Used to Determine 9-12 Grade Group Averages (DPSxx.GQ.F70426.Yyyyys in File Format)
- DPSxx.GQ.F70415.Yyyyys - Summary of Class Size Data Used to Determine Class Averages (DPSxx.GQ.F70615.Yyyyys in File Format)
- DPSxx.GQ.F70466.Yyyyys - Numerators/Denominators by School/School Type/Grade Group (DPSxx.GQ.F70588.Yyyyys in File Format)
- DPSxx.GQ.F70467.Yyyyys - Grade PK-3 Classrooms with Students Over the Class Size Maximum, including Charter and DJJ (DPSxx.GQ.F70470.Yyyyys in File Format)
- DPSxx.GQ.F70468.Yyyyys - Grade 4-8 Classrooms with Students Over the Class Size Maximum, including Charter and DJJ (DPSxx.GQ.F70471.Yyyyys in File Format)
- DPSxx.GQ.F70469.Yyyyys - Grade 9-12 Classrooms with Students Over the Class Size Maximum, including Charter and DJJ (DPSxx.GQ.F70472.Yyyyys in File Format)
- DPSxx.GQ.F70631.Yyyyys - Percentage of Classrooms/Periods with a Co-Teacher by Grade Group (DPSxx.GQ.F70632.Yyyyys in File Format)
- DPSxx.GQ.F71167.Yyyyys - FTE Overage for Non-Compliant Traditional Classrooms/Periods (DPSxx.GQ.F71168.Yyyyys in File Format)
    - NOTE: This report only lists traditional classrooms/periods that have a full-time equivalent (FTE) overage. If the report states "No Data Found," then that means the district does not have any traditional rooms out of compliance.

Class Size Data Quality Application

The Class Size Data Quality Application provides access to class size data for charter schools and district-level staff. Data in the application are updated after each class size run and may assist districts with ensuring data have been accurately reported. All data in the application are "view only" and may not be amended in the application. Access to the application is provided by each district's Single Sign-On (SSO) Administrator. If a district requires assistance with determining their district's SSO Administrator, please contact FTE-CS@fldoe.org.

Frequently Asked Questions

1. How do I make sure that multiple classes taught in a "pod" that is only assigned a single FISH number are adjusted appropriately?

To be certain that multiple classes taught in one large classroom separated by temporary "walls" are adjusted appropriately, each teacher who is the primary teacher for a group of students should be coded with Scheduling Method "M" (Multiple-Use Classroom or Pod). In this way, all the students in the "pod" will be added together and then divided by the total number of teachers coded "M."

2. How does the Scheduling Method code "C" (Co-Teacher) affect the class size calculation?

If two or more teachers are assigned to a group of students and each teacher is responsible for all students during the entire period indicated on the schedule, then all the teachers should be coded "C" and the total number of students (unduplicated) will be divided by the number of teachers coded with a "C."

3. What is the correct way to handle classes to which two different scheduling method codes are applicable? Both of our high schools use block scheduling, so their scheduling method is code "B." They also have Junior Reserve Officers' Training Corps (JROTC) classes which are taught by co-teachers, which is code "C." What is the correct way to decide which code to use?

The district should code all the applicable teachers with scheduling method "C" so that the total number of students in the classroom is divided by the total number of co-teachers. Since code "C" has an arithmetic function in the class size algorithm and code "B" is informational, code "C" takes precedence. For example, all the JROTC teachers should be coded with scheduling method "C."

4. Are the students assigned to an "I" (In-Class One-on-One) teacher factored in when calculating class size?

Yes. In-Class One-on-One students are factored in the class average in that they are divided by both the instructor assigned to those students and the other non "I" instructors assigned to the class.

Note: If the class has two "I" teachers, both are not included in the denominator.

5. If two teachers are assigned to one classroom, should they both be coded as co-teachers?

Not necessarily. They should only be coded as co-teachers if both teachers are responsible for all students.

6. What if two teachers are assigned to one class, but one of them is only responsible for one student or a small group of students in the classroom? Should they both be coded as co-teachers?

The primary teacher should be coded "S" (Self-Contained). The other teacher or teachers should be assigned to the students for whom he or she is responsible and coded "I" (In Class One-On-One).

7. Should a separate course number be assigned to courses taught by "In-Class One-On-One" teachers?

Course numbers are determined by the student performance standards associated with the course. If the "In-Class One-On-One" teacher is responsible for the same student performance standards as the general education teacher, then both teachers should be assigned the same course number. If the "In-Class One-On-One" teacher is teaching different skills, then the appropriate course number for those performance standards should be assigned.

8. In a support facilitation model classroom in which there is an "S" (Self-Contained) teacher and an ESE teacher, should they both be coded "C" (Co-Teacher)?

No. In a support facilitation model classroom, an ESE teacher provides support for ESE students' achievement. Support facilitators work with the general education teachers and students identified with exceptionalities as needed. In this model, the basic education teacher is coded "S" (Self-Contained) and the ESE teacher is coded "I" (In-Class One-On-One).

9. What is the purpose of data element "Term/Survey Indicator"?

The data element "Term/Survey Indicator" allows districts to indicate which classes meet during the state reporting period (FTE survey week) being submitted. In this way, for instance, if districts submit classes meeting during Terms 6 and 7 for funding but only the Term 6 classes are in session during the survey week, these classes should be coded "Y" and the Term 7 classes should be coded "N."

10. Why does the class size algorithm only average core courses taught on Friday?

Due to the huge volume of data that is necessary to be processed to determine the averages, it was decided to take a snapshot of a representative day of the week. The statistical difference between averages derived from one day and those derived from every school day were not significant enough to justify the investment of time and resources necessary to process the larger sample size.

11. What is the purpose of data element "Day of the Week Scheduled, Alternate Date Certain"?

In a few schools in the state, no core courses are taught on Friday, the day used in the class size algorithm. The data element "Day of the Week Scheduled, Alternate Date Certain" was created for districts with entire schools that do not teach core courses on Friday. This data element should be coded "Y" only if an entire school would not be included in the class average calculation because no core courses meet on Friday. In that case, the district should choose another representative day and code "Day of Week Scheduled, Alternate Date Certain" for all courses that meet on that day.

12. If my district or charter school is determined to be noncompliant with class size maximums, are we required to submit a class size compliance plan?

Yes. Section 1003.03(4)(e), F.S., requires each district and charter school out of compliance with class size requirements to submit to the Commissioner of Education, by February 1, a plan that describes the specific actions that will be taken to comply fully with class size reduction requirements by October of the following school year. A compliance plan for a traditional public school or district-operated school of choice must be certified by the school board. A charter school's compliance plan must be certified by

the charter school's board of directors. The certified compliance plan should be emailed to K12Verify@fldoe.org.

NOTE: Charter schools' calculation for compliance shall be the average at the school level. See Section 1002.33(16)(b)3., F.S.

13. How can I gain access to the Class Size Data Quality Application?

Access to the Class Size Data Quality Application is granted by each district's SSO Administrator. The application provides district users access to class size data for all schools in the district but only provides charter school users access to their charter school's data. If a district requires assistance with determining their district's SSO Administrator, they should contact FTE-CS@fldoe.org.

14. How can I update the Master School Identification (MSID) file to indicate my school is a School of Excellence school?

The School of Excellence field is "view only" and can only be updated internally by the FDOE. If the district determines this field has been incorrectly designated, please reach out to your district MSID contact and they can email the district's concern(s) to MSID@fldoe.org.

15. How can I update the Master School Identification (MSID) file to indicate a school is a district-operated school of choice?

District-operated schools of choice are determined by the district and indicated by the district on the MSID application submitted to the FDOE Office of PK-12 Education MSID team. To update this field, please contact your district MSID contact and they can email the district's concern(s) to MSID@fldoe.org.

16. When will the FDOE determine compliance with class size maximums?

Compliance with class size maximums is determined using final Survey 2 data as of December 15 when the survey closes.

17. How can my charter school obtain class size reports?

Charter schools may obtain class size reports generated by the FDOE by requesting reports from their district's Management Information Systems (MIS) staff. Also, charter schools may view their class size data by obtaining access to the Class Size Data Quality Application from their district's SSO Administrator. If the charter school requires assistance with determining the appropriate contact in their district, please contact FTE-CS@fldoe.org.

Contact Information

Bureau of Education Information Services (EIS), FTE and Class Size Reporting FTE-CS@fldoe.org

Important Dates

Effective Date: July 2025