

2017-18 Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index



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Updated January 2019

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Overview

School grades provide an easily understandable metric to measure the performance of a school. Parents and the general public can use the school grade and its associated components to understand how well each school is serving its students. The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments (FSA). The 2017-18 school grades model uses the school grades model first adopted for 2014-15.

The purpose of this technical guide is to provide a description of the procedures used to determine school grades for the 2017-18 school year as set forth in Rule 6A-1.09981, Florida Administrative Code (F.A.C.), and Section 1008.34, Florida Statutes (F.S.). This guide does not replace or supersede the rule or statute and is intended to provide the reader with an explanation of the methodology for establishing grades as set forth in rule and statute.

The school grading system focuses the school grading formula on student success measures.

- Achievement
- Learning gains
- Graduation
- Acceleration success
- Maintaining a focus on students who need the most support

Table 1. The 2017-18 School Grades Model

| English Language Arts (FSA, FSAA) | Mathematics (FSA, FSAA, EOCs) | Science (NGSSS, FSAA, EOCs) | Social Studies (EOCs) | Graduation Rate | Acceleration Success |
|---|---|-----------------------------|--------------------------|-------------------------------------|--|
| Achievement (0% to 100%) | Achievement (0% to 100%) | Achievement (0% to 100%) | Achievement (0% to 100%) | 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%) | | | | Middle School (EOCs or Industry Certifications) (0% to 100%) |
| Learning Gains of the Lowest 25% (0% to 100%) | Learning Gains of the Lowest 25% (0% to 100%) | | | | |

Components

In 2017-18, a school's grade may include up to 11 components. There are four achievement components, as well as components for learning gains, learning gains of the lowest 25% of students, middle school acceleration, graduation rate, and college and career acceleration. Each component is worth up to 100 points in the overall calculation.

Four Achievement Components— The four achievement components are English Language Arts, Mathematics, Science, and Social Studies. These components include student performance on statewide standardized assessments, including the comprehensive assessments and end-of-course (EOC) assessments. The components measure the percentage of full-year enrolled students who achieved a passing score.

Four Learning Gains Components— These components are learning gains in English Language Arts and Mathematics, as well as learning gains for the lowest performing 25% of students in English Language Arts and Mathematics. These components include student performance on statewide standardized assessments, including the comprehensive assessments and EOC assessments for the current year and the prior year. The components measure the percentage of full-year enrolled students who achieved a learning gain from the prior year to the current year.

Middle School Acceleration— This component is based on the percentage of eligible students who passed a high school level EOC assessment or industry certification.

Graduation Rate— The graduation rate is based on an adjusted cohort of ninth grade students, and measures whether the students graduate within four years.

College and Career Acceleration— This component is based on the percentage of graduates from the graduation rate cohort who earned a passing score on an acceleration examination (AP, IB, or AICE), a passing grade in a dual enrollment course that qualified for college credit, or earned an industry certification.

School Grades Calculation

The points earned for each component are added together and divided by the total number of available points to determine the percentage of points earned.

School Grading Percentages

- A = 62% of points or greater
- B = 54% to 61% of points
- C = 41% to 53% of points
- D = 32% to 40% of points
- F = 31% of points or less

Percent Tested

Schools must test 95 percent of their students.

Resources

The Florida statute that provides the framework for the school grades calculation is at the following link: [Section 1008.34, F.S.](#)

The rule adopted by the State Board of Education at its January 17, 2018, meeting describes more specifically the school grades calculation and can be found at the following link: [Rule 6A-1.09981, F.A.C.](#) The revisions adopted in January 2018 included the incorporation of the Florida Standards Alternate Assessment (FSAA) into the achievement and learning gains components.

The department's website contains additional information about school and district grades, including the results of the calculation for each school and district. When the grades are finalized, this information will be available on the department's interactive [PK-20 Education Information Portal](#). Additional information describing the calculation and historical information are available at <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

School Grading System

Schools to be Graded

Each school is initially assigned a letter grade of A, B, C, D, or F annually, if it has sufficient data for at least one school grading component, tested at least 95 percent of eligible students, and is not under investigation for a testing irregularity. Schools that test fewer than 95 percent of students may appeal their grade. If the appeal is successful or the commissioner determines the progress of the school is represented by the grade, then the school's grade may be released.

A school shall receive a grade based solely on the components for which it has sufficient data. Sufficient data exists when at least 10 students are eligible for inclusion in the calculation of the component. If a school has less than 10 eligible students with data for a particular component, that component will not be calculated for the school.

Students who receive testing exemptions due to medical complexities and extraordinary exemptions are not included in the calculations for percent tested, achievement, or learning gains.

Florida Standards Alternate Assessment

The 2015-16 school year was the first year that the FSAA was administered. Beginning with the 2017-18 school year, the FSAA-Performance Task for English Language Arts, Mathematics, and EOC assessments will be included in the achievement and learning gains components. The FSAA-Performance Task for Science will be included in the achievement component. For 2017-18 the FSAA-Datafolio is only included for percent tested; when FSAA is referenced in the achievement and learning gains components, it is the FSAA-Performance Task.

Alternative Schools, Exceptional Student Education Center Schools, and Hospital Homebound Schools

Florida law provides that alternative schools and exceptional student education (ESE) center schools may choose whether to receive a school grade or a school improvement rating. If the school chooses to receive a school improvement rating, the school will not receive a school grade

and student performance data from the alternative school or ESE center school is included or “tied back to” the students’ home-zoned schools’ grades. However, for students at ESE center schools, if a student has always been enrolled at an ESE center school while in the district and scored at the emergent level (Level 1 or 2) on the statewide alternate assessment, then the student’s performance data will not be included in the home-zoned school’s grade. Students’ performance data are not tied back to the home-zoned school when the alternative school or ESE center school is a charter school.

Performance data for hospital homebound students are included in the students’ home-zoned schools. If a hospital homebound student is enrolled in a charter school the student’s performance data are not tied back to the home-zoned school.

Students enrolled in alternative schools or ESE center schools who have a dropout prevention/juvenile justice program code of R (dropout retrieval) or E (alternative to expulsion) are not included in school or district grades.

Collocated Schools

Some schools with separate MSID school numbers are located at the same physical location; these schools are designated as collocated schools per s. 1008.34, F.S. If one or more of the collocated schools do not qualify for a school grade or a school improvement rating, then student performance data for the schools at that location will be aggregated and each collocated school will receive the same school grade [s. 1008.34(3)(a)3., F.S.]. A collocated school will not qualify for an individual school grade or a school improvement rating if the school has too few students with data for the school grade components or school improvement rating components to qualify for a grade or a rating.

- The collocated school provision may apply when a regular school is on the same campus as an alternative school, a charter school, and/or an ESE center school, as well as in situations where several traditional schools share the same address. The provision may also apply when none of the schools at the same site are designated as a traditional school, which would mean that a single school grade (not a school improvement rating) would still be calculated for all schools occupying the same site, regardless of whether any or all of the schools choose a school improvement rating.
- In applying the school-grading provision for collocated schools, the department will consider only those collocated schools with students reported enrolled at tested grade levels and as enrolled below grade 3 who test above their enrolled grade level.
- The school grading provisions described in this document are applied to the school grade calculated for collocated schools (with adjustments noted below).

Adjustments:

- The full-year-enrolled membership for the combined (collocated) student population will be calculated by determining the full-year-enrolled membership for each collocated school on campus and then aggregating these populations.
- School grading components will first be calculated separately for each collocated school on campus; numerators and denominators will then be aggregated to calculate the components for the combined collocated school grade.

Calculating Percent Tested

To ensure that student data accurately represent the progress of the school, schools must assess at least 95 percent of their students to qualify for a school grade, unless the school has sufficient data for only the graduation rate and/or acceleration success components. To be included as an assessed student in the percent-tested measure, a student must be enrolled during the third-period, full-time equivalent (FTE) student membership survey (Survey 3) and must be enrolled in at least one course at their school of enrollment, as specified in Rule 6A-1.0451, F.A.C. Students must also be enrolled as of the first day of the statewide assessment window for the subject area and assessed on a statewide standardized assessment per the statewide K-12 assessment schedules published by the Bureau of K-12 Student Assessment on the [department's website](#).

The numerators and denominators for the percent tested calculation are determined separately for each subject area; the numerators are added together and divided by the total of the denominators. A student counts only once for each subject area.

Alternative Schools, Exceptional Student Education Center Schools, and Hospital Homebound Schools

Students enrolled in alternative schools, ESE center schools, or hospital homebound programs during Survey 3 are not included in the percent tested calculations for their home-zoned schools.

Inclusion of English Language Learners

English language learners (ELLs) who have been enrolled in a U.S. school less than two years are included in percent tested; the dates used to determine years enrolled are the "Date Entered United States School" data element as reported on Survey 3 and the first administration date of the writing section of the FSA English Language Arts (ELA) assessment. The date used for the first day of the writing section for the 2017-18 school year is March 1, 2018.

Students Enrolled in Courses Requiring End-of-Course Assessments

Students in grades 9 through 12, who are enrolled in a course associated with an EOC, are only included in the percent tested for that course if they have not previously taken the associated EOC while in grades 9 through 12 or earned a passing score when enrolled in grade 8 or below.

Students in grade 8 and below, who are enrolled in a course associated with an EOC, are only included in the percent tested for that assessment if they are first-time test takers or have not scored a Level 3 or above on the same EOC in a prior year.

FSAA Datafolio

Students who complete the FSAA ELA, FSAA Mathematics, FSAA mathematics EOCs, FSAA Science, FSAA Biology 1 EOC, FSAA Civics EOC, or FSAA U.S. History EOC assessments using the Datafolio option will only be included in percent tested. The FSAA-Performance Task for English Language Arts, Mathematics, and EOC assessments will be included in the achievement and learning gains components. The FSAA-Performance Task for Science will be included in the achievement component. For 2017-18, the FSAA-Datafolio is only included for percent tested; when FSAA is referenced in the achievement and learning gains components, it is the FSAA-Performance Task.

English Language Arts for Percent Tested

Denominator – Students enrolled in grades 3 through 10 during Survey 3, including students in grades below grade 3 who test above their enrolled grade level, and who are enrolled as of the first day of the FSA ELA or the FSAA ELA statewide testing windows.

- The first day of the Grades 4-10 FSA ELA statewide testing window is the first day of the FSA ELA – Writing assessment. The first day of the Grade 3 FSA ELA statewide testing window is the first day of the Grade 3 FSA ELA – Reading assessment.
- The first day of the Grades 3-8 FSAA ELA statewide testing window is the first day of the Grades 3-8 Performance Task. The first day of the Grades 9-10 FSAA ELA statewide testing window is the first day of the Grades 9-10 Performance Task.
- Students who met the grade 10 graduation requirement for ELA/Reading prior to the Spring FSA ELA testing window are not included.
- ELLs who have been enrolled in a U.S. school for less than two years are included.

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FSA ELA or the FSAA ELA assessments.
 - First-year ELLs who did not take the ELA assessment but were tested on the English language proficiency assessment are included.
 - Second-year ELLs who took the English language proficiency assessment but did not take the ELA assessment are not included.
- Students who take at least one of the two sections of the ELA at their Survey 3 school are considered tested.
- Students who completed their FSAA ELA assessment using the Datafolio option are included.

Mathematics for Percent Tested

Denominator – The following students are included in the denominator:

- Students enrolled in grades 3 through 8 during Survey 3, including students in grades below grade 3 who test above their enrolled grade level, who are enrolled as of the first day of the FSA Mathematics or FSAA Mathematics assessment and not enrolled in a mathematics course with an associated EOC assessment.
- In addition, any student enrolled in a course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which a FSA EOC mathematics or FSAA EOC mathematics assessment is required and enrolled in the school on the first day of Spring mathematics FSA EOC or FSAA EOC testing.
- Students enrolled in a course where a mathematics FSA EOC or FSAA EOC assessment is required during one of the four surveys and who tested in Summer, Fall, or Winter.
- Students in high school taking high school accelerated mathematics courses or credit recovery for mathematics are only included in the denominator if they take the mathematics FSA EOC assessment associated with the course of enrollment.
 - Please refer to pages 32-34 for a list of these courses, which are identified as “Optional.”

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FSA Mathematics or FSAA Mathematics assessment and not enrolled in a mathematics course associated with a FSA EOC or FSAA EOC assessment.
- Students enrolled in a mathematics course with a required FSA EOC assessment who took the FSAA Mathematics or a mathematics FSAA EOC are only included if they also took the associated mathematics FSA EOC assessment.
- Students in the denominator and enrolled in a mathematics course in which a FSA EOC assessment is required must take the associated FSA EOC assessment to be included in the numerator.
- Students in the denominator and enrolled in an access mathematics course in which a FSAA EOC assessment is required must take the associated FSAA EOC assessment or the corresponding FSA EOC assessment.
 - Students who completed their FSAA Mathematics or FSAA mathematics EOC assessment using the Datafolio option are included.
- Students enrolled in multiple mathematics EOC courses are counted only once if they take at least one of the associated EOC assessments.

Science for Percent Tested

Denominator – The following students are included in the denominator:

- Students enrolled in grades 5 or 8 during Survey 3 and as of the first day of the statewide testing window for science assessments and not enrolled in a biology EOC course.
- Students who test above their enrolled grade level in science (applies to both the NGSSS Statewide Science Assessment and the FSAA Science).
- Any student enrolled in a course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the NGSSS Biology 1 EOC assessment is required and enrolled in the school on the first day of Spring NGSSS Biology 1 EOC testing.
- Students enrolled in a course during one of the four surveys where the NGSSS Biology 1 EOC assessment is required and who tested in Summer, Fall, or Winter.
- Any student enrolled in an access Biology 1 course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the FSAA Biology 1 EOC assessment is required and enrolled in the school on the first day of Spring FSAA Biology 1 EOC testing.
- Students in high school taking high school accelerated courses or credit recovery for biology are only included in the denominator if they take the NGSSS Biology 1 EOC assessment.
 - Please refer to pages 32-34 for a list of these courses, which are identified as “Optional.”

Numerator – The following students are included in the numerator:

- Students in the denominator who took the Statewide Science Assessment or FSAA Science and not enrolled in a biology EOC course.
- Students in the denominator and enrolled in a biology EOC course who took the NGSSS Biology 1 EOC assessment.

- Students in the denominator and enrolled in an access Biology 1 course in which a FSAA EOC assessment is required who take either the associated FSAA EOC assessment or the NGSSS Biology 1 EOC assessment.
 - Students who completed their FSAA Science or FSAA Biology 1 EOC assessment using the Datafolio option are included.
- Students enrolled in a NGSSS Biology 1 EOC course who took the FSAA Science or FSAA Biology 1 EOC are not included.

Social Studies for Percent Tested

Denominator – The following students are included in the denominator:

- Students enrolled in a course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the U.S. History or Civics EOC assessments are required and enrolled in the school on the first day of Spring U.S. History or Civics EOC testing.
- Students enrolled in a course during one of the four surveys where a U.S. History or Civics EOC assessment is required and who test in Summer, Fall, or Winter.
- Any student enrolled in an access Civics or U.S. History course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the FSAA Civics or U.S. History EOC assessment is required and enrolled in the school on the first day of Spring FSAA EOC testing.
- Students taking high school accelerated U.S. History or credit recovery for U.S. History, but only if they take the U.S. History EOC assessment.
 - Please refer to pages 32-34 for a list of these courses, which are identified as “Optional.”
- Students enrolled in both Civics and U.S. History are counted only once in the denominator.

Numerator – The following students are included in the numerator:

- Students in the denominator and enrolled in U.S. History who took the U.S. History EOC assessment.
- Students in the denominator and enrolled in Civics who took the Civics EOC assessment.
- Students enrolled in both Civics and U.S. History are counted only once if they take both of these EOC assessments.
- Students in the denominator and enrolled in an access Civics or U.S. History course in which a FSAA EOC assessment is required who took either the associated FSAA EOC assessment or the corresponding NGSSS EOC assessment.
 - Students who completed their FSAA Civics EOC or FSAA U.S. History EOC assessment using the Datafolio option are included.

School Grades Components for All Schools

The school grades components shall be calculated as a percentage; the possible points are listed by the component.

Achievement Components

Each achievement component is worth 100 points and is based on the number of students who took and passed a statewide standardized assessment. To be included in the achievement components, students must be either full-year enrolled in the school or enrolled in an alternative school or ESE center school (please refer to the section below for more information regarding these students).

Achievement Data Included in Home-Zoned School Grade

Student performance data for alternative schools that chose to receive a school improvement rating or student performance data for students reported in hospital homebound centers are included in the achievement of the students' home-zoned schools. In order to be identified as a hospital-homebound student, the student must have an exceptionality (primary or other) code of M and school of enrollment that is different from their home-zoned school.

In addition, students enrolled in an ESE center school that chose a school improvement rating are included in the achievement of the students' home-zoned schools unless the students have always been enrolled in an ESE center school while enrolled in the district and scored at the emergent level on the statewide alternate assessment.

Students' performance data are not tied back to the home-zoned school when the alternative school or ESE center school is a charter school. Students whose performance data are included in their home-zoned school's grade are not required to be full-year enrolled in either the home-zoned school or alternative school/ESE center school.

Inclusion of English Language Learners

As defined in Rule 6A-6.0901, F.A.C., ELLs are included in the achievement components once they have been enrolled in a school in the United States for two years. The dates used to determine years enrolled are the "Date Entered United States School" data element as reported on Survey 3 and the first administration date of the writing section of the FSA ELA. The date used for the first day of the writing section for the 2017-18 school year is March 1, 2018.

Students Enrolled in Courses Requiring End-of-Course Assessments

Statewide EOC assessment scores used for the achievement components for students in grades 9 through 12 will be scores for the assessments administered to students for the first time in grades 9 through 12 and must be for a course in which they were enrolled. Students who earned a passing score on an EOC when enrolled in grade 8 or below and take that same EOC while enrolled in grades 9 through 12 will not be considered first-time test takers for that EOC. If a student took the assessment for the first time in grades 9 through 12 and then retook the assessment during the same school grades school year, the highest score will be included in the achievement calculation as long as the student was enrolled in the course during the school grades school year.

Statewide EOC assessment scores used for the achievement components for students in grade 8 and below will be scores for the assessment associated with the EOC course in which they were enrolled. If a student retook the assessment during the same school grades school year while

enrolled in the course, the highest score will be included in the calculation. Students who took an EOC assessment but had earned a passing score in a prior year will not be included in the calculation.

English Language Arts Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students in grades 3 through 10, as well as students enrolled in grades below grade 3 who test above their enrolled grade level, and who are enrolled as of the first day of the FSA/FSAA ELA statewide testing windows and earn a valid FSA/FSAA ELA score.
 - Students who met the grade 10 graduation requirement prior to the Spring FSA ELA testing window are not included.
 - The first day of the Grades 4-10 FSA ELA statewide testing window is the first day of the FSA ELA – Writing assessment. The first day of the Grade 3 FSA ELA statewide testing window is the first day of the Grade 3 FSA ELA – Reading assessment.
 - The first day of the Grades 3-8 FSAA ELA statewide testing window is the first day of the Grade 3-8 FSAA ELA, and the first day of the Grades 9-10 FSAA ELA statewide testing window is the first day of the Grade 9-10 FSAA ELA.

Numerator – Students in the denominator who score a Level 3 or above on the FSA/FSAA ELA assessment.

Mathematics Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid test score who test on or above their enrolled grade level on the FSA/FSAA Mathematics grade level assessment, and who are enrolled as of the first day of the statewide testing window and not enrolled in a mathematics EOC course (i.e., Algebra 1 and Geometry).
 - If a student takes a FSA Mathematics assessment and a FSAA Mathematics assessment, then the FSA Mathematics assessment is the assessment used for inclusion in the denominator.
- Students enrolled in a mathematics FSA/FSAA EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, and who took the corresponding EOC assessment during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations.
- Students who take a mathematics FSA/FSAA EOC assessment during the Spring administration must be enrolled in the school as of the first day of FSA/FSAA EOC Spring testing.
 - Students enrolled in a mathematics FSA EOC course who take a mathematics FSAA EOC will not be included.
 - Students enrolled in a mathematics FSAA EOC course who take the corresponding FSA EOC are included.
- Students with a valid test score for more than one mathematics FSA/FSAA EOC assessment are counted only once in the denominator.

Numerator – The following students are included in the numerator:

- Students who scored a Level 3 or above on the FSA/FSAA Mathematics or FSA/FSAA EOC mathematics assessment that corresponds with the criteria for student inclusion in the denominator.
- If a student scores a Level 3 or above on multiple mathematics FSA/FSAA EOC assessments during a school grades school year, then the student is included once in the numerator.

Science Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid test score who test on or above their enrolled grade level on the statewide science assessments and who are enrolled as of the first day of the NGSSS Statewide Science Assessment and not enrolled in a biology EOC course.
 - Applies to both the NGSSS Statewide Science Assessment and the FSAA Science.
- Students enrolled in a NGSSS/FSAA Biology 1 EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, and who took the corresponding assessment during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations.
- Students who take the EOC assessment during the Spring administration must be enrolled in the school as of the first day of the statewide EOC Spring testing window for the corresponding NGSSS or FSAA EOC assessment.
 - Students enrolled in a NGSSS Biology 1 course who take the FSAA Biology 1 EOC assessment are not included.
 - Students enrolled in an access Biology 1 EOC course who take the NGSSS Biology 1 EOC are included.

Numerator – Students who scored a Level 3 or above on the assessment that corresponds with the criteria for student inclusion in the denominator.

Social Studies Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid test score and enrolled in a FSA/FSAA Civics or U.S. History EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, and who took the corresponding EOC assessment during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations.
- Students who take either the FSA/FSAA Civics or U.S. History EOC assessment during the Spring administration must be enrolled in the school as of the first day of the corresponding statewide EOC Spring testing window.
 - Students enrolled in a FSA Civics or U.S. History course who take the FSAA EOC assessment are not included.
- Students with a valid test score for both Civics and U.S. History are counted only once in the denominator.

Numerator – The following students are included in the numerator:

- Students who scored a Level 3 or above on the assessment that corresponds with the criteria for student inclusion in the denominator.
- If a student scores a Level 3 or above on both assessments during a school grades school year, then the student is included once in the numerator.

Learning Gains Calculation Methods

Learning gains means that the student demonstrates growth from one (1) year to the next year sufficient to meet the criteria below for FSA or FSAA – Performance Task. Learning gains may be demonstrated in English Language Arts and Mathematics. Students with two (2) consecutive years of valid Florida Standards Assessment scores or students with two (2) consecutive years of valid Florida Standards Alternate Assessment – Performance Task scores may demonstrate learning gains.

Each learning gains component for English Language Arts and Mathematics is worth 100 points and is based on the percentage of students who met one of the following learning gains criteria for the FSA or FSAA – Performance Task, which are outlined below, respectively.

Learning Gains Criteria for FSA

- Students who increase at least one (1) achievement level on the statewide standardized assessment in the same subject area.
- Students who scored below Achievement Level 3 on the statewide standardized assessment in the prior year and who advance from one subcategory within Achievement Level 1 or 2 in the prior year to a higher subcategory in the current year in same subject area. (See Table 4 and Table 5 below for the scores that comprise each subcategory.)
 - Achievement Level 1 is comprised of three (3) subcategories, and Achievement Level 2 is comprised of two (2) subcategories; subcategories are determined by dividing the scale of Achievement Level 1 into three (3) equal parts and dividing the scale of Achievement Level 2 into two (2) equal parts.
 - If the scale range cannot be evenly divided into three (3) equal parts for Achievement Level 1 or into two (2) equal parts for Achievement Level 2, no subcategory may be more than one (1) scale score point larger than the other subcategories; the highest subcategories shall be the smallest.
- Students whose score remained at Achievement Level 3 or 4 on the statewide standardized assessment in the current year and whose scale score is greater in the current year than the prior year in the same subject area. This does not apply to students who scored in a different achievement level in the prior year in the same subject area.
- Students who take a FSA EOC assessment and remained at Achievement Level 3 or Achievement Level 4.
- Students who scored at Achievement Level 5 in the prior year on the statewide standardized assessment and who score in Achievement Level 5 in the current year in the same subject area.

Learning Gains Criteria for FSAA-Performance Task

- Students who increase at least one (1) achievement level on the Florida Standards Alternate Assessment in the same subject area.
- Students who scored below Achievement Level 3 on the Florida Standards Alternate Assessment in the prior year and who advance from one subcategory within Achievement Level 1 or 2 in the prior year to a higher subcategory in the current year in the same subject area. (See Table 8 and Table 9 below for the scores that comprise each subcategory.)
 - Achievement Level 1 is comprised of three (3) equal subcategories, and Achievement Level 2 is comprised of two (2) equal subcategories. Subcategories are determined by dividing the scale of Achievement Level 1 into three (3) equal parts and dividing the scale of Achievement Level 2 into two (2) equal parts.

- If the scale range cannot be evenly divided into three (3) equal parts for Achievement Level 1 or into two (2) equal parts for Achievement Level 2, no subcategory may be more than one (1) scale score point larger than the other subcategories; the highest subcategories shall be the smallest.
- Students who scored at Achievement Level 3 on the Florida Standards Alternate Assessment in the prior year and who maintain the same Achievement Level 3 subcategory or move from the lower subcategory to the higher subcategory. (See Table 8 and Table 9 below for the scores that comprise each subcategory.)
 - Subcategories are determined by dividing the scale of Achievement Level 3 into two (2) equal parts.
 - If the scale range cannot be evenly divided into two (2) equal parts for Achievement Level 3, then the highest subcategory shall be the smallest.
- Students who scored at Achievement Level 4 in the prior year on the Florida Standards Alternate Assessment and who score in the same Achievement Level in the current year in the same subject area.

Assessment Combinations for Learning Gains

The following tables indicate the combination of current-year and prior-year assessments that can be used to calculate learning gains; valid combinations must be two consecutive years of assessments. The red row labels indicate the prior-year assessment, and the green column labels indicate the current-year assessment. To determine whether or not a student will be included in learning gains, first identify the assessment the student took in the current year and then the assessment the student took in the prior year. For example, if a student took FSA Geometry in the current year and FSA Algebra 2 in the prior year, then the student would be included in learning gains. For clarification about what happens if a student has multiple assessments in a subject area, refer to the denominator for the specific learning gain.

Table 2. Assessment Combinations for English Language Arts Learning Gains

| | FSA ELA | FSAA ELA | ELL WIDA ACCESS |
|-----------------|---------|----------|-----------------|
| FSA ELA | Y | N | N |
| FSAA ELA | N | Y | N |
| ELL WIDA ACCESS | Y | N | N |

Table 3. Assessment Combinations for Mathematics Learning Gains

| | FSA Math | FSAA Math | FSA Alg 1 | FSAA Alg 1 | FSA Geometry | FSAA Geometry |
|---------------|----------|-----------|-----------|------------|--------------|---------------|
| FSA Math | Y | N | Y | N | Y | N |
| FSAA Math | N | Y | N | Y | N | Y |
| FSA Alg 1 | Y | N | Y | N | Y | N |
| FSAA Alg 1 | N | Y | N | Y | N | Y |
| FSA Alg 2 | Y | N | N | N | Y | N |
| FSA Geometry | Y | N | Y | N | Y | N |
| FSAA Geometry | N | Y | N | Y | N | Y |

If a student has both a valid prior-year FSA and a valid prior-year alternate assessment, then only the prior-year FSA will be considered for inclusion in the learning gains calculations.

To be included in the learning gains components, students must be either full-year enrolled in a general education school or enrolled in an alternative school or ESE center school that chose a school improvement rating during the current school year.

Learning Gains Data Included in a Home-Zoned School Grade

Student learning gains data for alternative schools that chose to receive a school improvement rating or student learning gains data for students reported in hospital homebound centers are included in the learning gains components of the students' home-zoned schools. In order to be identified as a hospital-homebound student, the student must have an exceptionality (primary or other) code of M and school of enrollment that is different from their home-zoned school.

In addition, students enrolled in an ESE center school that chose a school improvement rating are included in the learning gains of the students' home-zoned schools unless the students have always been enrolled in an ESE center school while enrolled in the district and scored at the emergent level on the statewide alternate assessment.

Students' learning gains data are not tied back to the home-zoned school when the alternative school or ESE center school is a charter school. Students whose learning gains data are included in their home-zoned school's grade are not required to be full-year enrolled in either the home-zoned school or alternative school/ESE center school.

Inclusion of English Language Learners

English language learners (ELLs) are included in the learning gains components once they have two consecutive years of assessments for ELA or two consecutive years of assessments for Mathematics.

For ELLs who did not take the FSA ELA assessment during their first year of enrollment, a FSA ELA-linked score will be calculated based on their English language proficiency assessment results. This linked score will be used as the prior-year score in the learning gains calculation. For the 2017-18 learning gains calculations, the English language proficiency assessment results used are the prior-year WIDA ACCESS results.

English Language Arts Learning Gains

Table 4. FSA English Language Arts Scale Scores for Learning Gains*

| 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 |

*For students whose prior-year assessment is the WIDA ACCESS, the WIDA ACCESS score is converted to a FSA ELA scale score and the table above is used to calculate ELA learning gains.

Table 5. FSAA English Language Arts Scale Scores for Learning Gains

| Assessment | Level 1 | | | | Level 2 | | | Level 3 | | | Level 4 |
|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Level 1 | Low | Middle | High | Level 2 | Low | High | Level 3 | Low | High | |
| Grade 3 | 540-582 | 540-554 | 555-568 | 569-582 | 583-598 | 583-590 | 591-598 | 599-617 | 599-608 | 609-617 | 618-660 |
| Grade 4 | 540-581 | 540-553 | 554-567 | 568-581 | 582-596 | 582-589 | 590-596 | 597-617 | 597-607 | 608-617 | 618-660 |
| Grade 5 | 540-582 | 540-554 | 555-568 | 569-582 | 583-598 | 583-590 | 591-598 | 599-617 | 599-608 | 609-617 | 618-660 |
| Grade 6 | 540-582 | 540-554 | 555-568 | 569-582 | 583-598 | 583-590 | 591-598 | 599-617 | 599-608 | 609-617 | 618-660 |
| Grade 7 | 540-582 | 540-554 | 555-568 | 569-582 | 583-598 | 583-590 | 591-598 | 599-617 | 599-608 | 609-617 | 618-660 |
| Grade 8 | 540-581 | 540-553 | 554-567 | 568-581 | 582-597 | 582-589 | 590-597 | 598-613 | 598-605 | 606-613 | 614-660 |
| Grade 9 | 540-581 | 540-553 | 554-567 | 568-581 | 582-597 | 582-589 | 590-597 | 598-619 | 598-608 | 609-619 | 620-660 |
| Grade 10 | 540-583 | 540-554 | 555-569 | 570-583 | 584-597 | 584-590 | 591-597 | 598-616 | 598-607 | 608-616 | 617-660 |

Method for Converting WIDA ACCESS Scale Scores to the FSA ELA Scale Score

For ELLs whose first year of assessment data are the WIDA ACCESS, linked scores for ELA are calculated using the following method. Since there are eight grade-level assessments for the FSA ELA, there are eight separate equations needed to convert WIDA ACCESS scores to the corresponding ELA grade-level assessment scale score.

Table 6. Transformation Coefficients ELA

| Grade | Intercept | Slope (Listening SS) | Slope (Speaking SS) | Slope (Reading SS) | Slope (Writing SS) |
|-------|--------------|-------------------------|------------------------|-----------------------|-----------------------|
| 3 | 96.70710770 | 0.08080861 | 0.02658397 | 0.33252824 | 0.12474559 |
| 4 | 95.94589361 | 0.08080861 | 0.02658397 | 0.33252824 | 0.12474559 |
| 5 | 97.06224537 | 0.08080861 | 0.02658397 | 0.33252824 | 0.12474559 |
| 6 | 100.53422617 | 0.08080861 | 0.02658397 | 0.33252824 | 0.12474559 |
| 7 | 102.71216758 | 0.08080861 | 0.02658397 | 0.33252824 | 0.12474559 |
| 8 | 106.52248179 | 0.08080861 | 0.02658397 | 0.33252824 | 0.12474559 |
| 9 | 99.30397662 | 0.08080861 | 0.02658397 | 0.33252824 | 0.12474559 |
| 10 | 102.12262086 | 0.08080861 | 0.02658397 | 0.33252824 | 0.12474559 |

Steps using the Table Above:

- 1) Multiply each Listening SS, Speaking SS, Reading SS, and Writing SS score by the corresponding slope coefficients from Table 8, and then add the corresponding intercept.
- 2) Round the resulting estimate to the nearest integer.
- 3) If the rounded number is outside of the ranges indicated in Table 9, the rounded number that is smaller than the minimum score for that grade should be set to the minimum score and the rounded number that is larger than the maximum score should be set to the maximum score.

Example:

If a student in Grade 3 ELA has a Listening SS equal to 405, Speaking SS equal to 390, Reading SS score equal to 410, and Writing SS score of 395, then:

- 1) First, multiply 405 by 0.08080861, 390 by 0.02658397, 410 by 0.33252824, and 395 by 0.12474559.
- 2) Second, add 96.70710770.

$$[(405 \times 0.08080861) + (390 \times 0.02658397) + (410 \times 0.33252824) + (395 \times 0.12474559) + (96.70710770)] = 325.41342950$$
- 3) Third, round 325.41342950 to the nearest integer [325].
- 4) Since 325 is neither smaller nor larger than the minimum or maximum score for Grade 3 ELA, the scale score does not need to be set to the minimum or maximum score.

Table 7. Minimum and Maximum Scores for ELA

| Assessment Grade Level | Minimum Score | Maximum Score |
|---------------------------|------------------|------------------|
| 3 | 240 | 360 |
| 4 | 251 | 372 |
| 5 | 257 | 385 |
| 6 | 259 | 391 |
| 7 | 267 | 397 |
| 8 | 274 | 403 |
| 9 | 276 | 407 |
| 10 | 284 | 412 |

Learning Gains in English Language Arts (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid current-year assessment score and a valid prior-year assessment score, who tested on or above their enrollment grade level in the current year.
 - Students who met the grade 10 graduation requirement prior to the current-year Spring FSA ELA testing window are not included.
- Students must have one valid combination of current-year and prior-year assessments (refer to Table 2).
 - If a student took both the FSA ELA and the FSAA ELA in the current year, then the FSA ELA score is the score that is used.
 - If the student took the FSA ELA in the current year and only the WIDA ACCESS in the prior year and if the student has been in a school in the United States for less than two years, then the WIDA ACCESS score is used for learning gains.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to pages 12-13, using Table 4 and Table 5 to determine gains for students who remained in the same achievement level below Level 5 for FSA or Level 4 for FSAA.

Mathematics Learning Gains

Table 8. FSA Mathematics and EOC Scale Scores for Learning Gains

| 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 | 285-296 | 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 |
| 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 |

Table 9. FSAA Mathematics and EOC Scale Scores for Learning Gains

| Assessment | Level 1 | | | | Level 2 | | | Level 3 | | | Level 4 |
|------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Level 1 | Low | Middle | High | Level 2 | Low | High | Level 3 | Low | High | |
| Grade 3 | 540-585 | 540-555 | 556-570 | 571-585 | 586-599 | 586-592 | 593-599 | 600-616 | 600-608 | 609-616 | 617-660 |
| Grade 4 | 540-586 | 540-555 | 556-571 | 572-586 | 587-598 | 587-592 | 593-598 | 599-617 | 599-608 | 609-617 | 618-660 |
| Grade 5 | 540-585 | 540-555 | 556-570 | 571-585 | 586-599 | 586-592 | 593-599 | 600-616 | 600-608 | 609-616 | 617-660 |
| Grade 6 | 540-585 | 540-555 | 556-570 | 571-585 | 586-599 | 586-592 | 593-599 | 600-616 | 600-608 | 609-616 | 617-660 |
| Grade 7 | 540-586 | 540-555 | 556-571 | 572-586 | 587-599 | 587-593 | 594-599 | 600-616 | 600-608 | 609-616 | 617-660 |
| Grade 8 | 540-585 | 540-555 | 556-570 | 571-585 | 586-597 | 586-591 | 592-597 | 598-614 | 598-606 | 607-614 | 615-660 |
| Access Algebra 1 | 725-773 | 725-741 | 742-757 | 758-773 | 774-796 | 774-785 | 786-796 | 797-822 | 797-809 | 810-822 | 823-875 |
| Access Geometry | 725-776 | 725-742 | 743-759 | 760-776 | 777-798 | 777-787 | 788-798 | 799-826 | 799-812 | 813-826 | 827-875 |

Learning Gains for FSA/FSAA Mathematics to EOCs and EOCs to FSA/FSAA Mathematics

In order to make a learning gain, students with valid assessment combinations of prior-year FSA/FSAA Mathematics and current-year FSA/FSAA EOC(s) or prior-year FSA/FSAA EOC(s) and current-year FSA/FSAA Mathematics must either

- increase one or more achievement levels,
- increase at least one subcategory if maintaining an Achievement Level 1 or 2 for FSA/FSAA,
- maintain the same Achievement Level 3 subcategory or move from the lower subcategory to the higher subcategory for FSAA,
or
- maintain an Achievement Level 3, 4, or 5 for FSA or an Achievement Level 4 for FSAA.

Because of the different scales for the FSA Mathematics and the FSA EOCs, students who maintain an Achievement Level 3 or 4 for FSA will not be required to increase their scale score by 1 point in order to demonstrate a learning gain.

Learning Gains for Mathematics EOCs

In order to make a learning gain, students with valid assessment combinations of prior-year and current-year EOCs must either

- increase one or more achievement levels,
 - increase at least one subcategory if maintaining an Achievement Level 1 or 2 for FSA/FSAA,
 - maintain the same Achievement Level 3 subcategory or move from the lower subcategory to the higher subcategory for FSAA,
- or
- maintain an Achievement Level 3, 4, or 5 for FSA or an Achievement Level 4 for FSAA.

If a student was enrolled in grade 8 or below in the prior year and retakes the same assessment in the current year, then the student must

- increase one or more achievement levels,
 - increase at least one subcategory if maintaining an Achievement Level 1 or 2 for FSA/FSAA,
 - increase their scale score by at least one point if they maintain an Achievement Level 3 or 4 for FSA,
- or
- maintain an Achievement Level 5 for FSA or an Achievement Level 3 or 4 for FSAA.

Students Enrolled in Mathematics Courses Requiring EOC Assessments

Learning gains will be calculated using a student's best EOC assessment score in each subject of the prior school year; inclusion criteria for the current-year assessments are described below.

Statewide EOC assessment scores used for the learning gains components for students in grades 9 through 12 will be scores for the assessments administered to students for the first time in grades 9 through 12 and must be for a course in which they were enrolled in the current year. Students who earned a passing score on an EOC when enrolled in grade 8 or below and take that same EOC while enrolled in grades 9 through 12 will not be considered first-time test takers for that EOC. If a student took the assessment for the first time in grades 9 through 12 and then retook the assessment during the same school grades school year, the highest score will be included in the calculation.

Statewide EOC assessment scores used for the learning gains components for students in grade 8 and below will be scores for a course in which the student was enrolled in the current year. If a student retook the assessment during the same school grades school year while enrolled in the course, the highest score will be included in the calculation. Students who take an EOC assessment but had earned a passing score in a prior year will not be included in the calculation.

Learning Gains in Mathematics (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid current-year assessment score and a valid prior-year assessment score, who tested on or above their enrollment grade level in the current year.
- Students must have a valid combination of current-year and prior-year assessments (refer to Table 3).
 - Criteria for inclusion in current-year mathematics achievement apply to the current-year assessment for inclusion in learning gains (see pages 12-13).
 - Students with valid combinations for multiple mathematics assessments will be included only once in the denominator.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to pages 12-13.
 - For students with a prior-year FSA/FSAA Mathematics assessment and a current-year FSA/FSAA Mathematics, use Table 8 and Table 9 to determine gains for students who remained in the same achievement level below Level 5 for FSA or students who remained in the same achievement level below Level 4 for FSAA.
 - Students with valid combinations for multiple mathematics assessments and who have demonstrated learning gains for more than one assessment will be included only once in the numerator.

Determining Percentile Ranking for Identifying the Lowest Performing 25% for English Language Arts

Using the students included in the ELA learning gains denominator, removing students who took only the WIDA ACCESS in the prior year, separately group the prior-year FSA assessments and FSAA assessments by grade level and assign a rank value for each test score within the grade level grouping; neither the current-year assessment grade level nor the prior-year achievement level are factors at this point. Once the prior-year FSA assessments and FSAA assessments are ranked separately, then the ranked results will be combined for the lowest performing 25% for English Language Arts.

To assign a rank value for the prior-year grade level tests, sort the scale scores in ascending order. Identical scores are given the same number, and the next unique observation is given the same rank as its observation count. In cases where the highest scale score is a unique score, it will have a rank value equivalent to the cumulative number of observations.

To determine percentile rank, divide the rank value by the cumulative number of observations and multiply by 100. For example, if there are 64 observations, the percentile rank of the scale score(s) with a rank value of 1 would be 1.56% ($1/64 \times 100$), and the percentile rank of the scale score(s) with a rank value of 14 would be 21.86% ($14/64 \times 100$).

The lowest performing 25% of students for the assessment grade level groupings will be those students whose scores have a percentile rank less than 25.5%. The lowest performing 25% for a middle school that serves students in grades 6 through 8 would be composed of the lowest performing 25% of students for the prior-year grades 5, 6, and 7 and may include prior-year grade 8 assessments if there were current-year grade 8 students who had been retained.

Table 10. Example for Ranking Prior-Year Grade 3 FSA ELA Tests

| Current-Year Assessment Grade Level | Prior-Year Assessment Grade Level | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|-------------------------------------|-----------------------------------|------------------------|-------------------|------|-----------------|
| FSA 3 | FSA 3 | 240 | 1 | 1 | 7.69% |
| FSA 4 | FSA 3 | 283 | 2 | 2 | 15.38% |
| FSA 4 | FSA 3 | 283 | 3 | 2 | 15.38% |
| FSA 4 | FSA 3 | 283 | 4 | 2 | 15.38% |
| FSA 3 | FSA 3 | 290 | 5 | 5 | 38.36% |
| FSA 4 | FSA 3 | 302 | 6 | 6 | 46.15% |
| FSA 4 | FSA 3 | 302 | 7 | 6 | 46.15% |
| FSA 4 | FSA 3 | 302 | 8 | 6 | 46.15% |
| FSA 4 | FSA 3 | 312 | 9 | 9 | 69.23% |
| FSA 4 | FSA 3 | 313 | 10 | 10 | 76.92% |
| FSA 4 | FSA 3 | 316 | 11 | 11 | 84.61% |
| FSA 5 | FSA 3 | 329 | 12 | 12 | 92.31% |
| FSA 4 | FSA 3 | 330 | 13 | 13 | 100.00% |

Table 11. Example for Ranking Prior-Year Grade 3 FSAA ELA Tests

| Current-Year Assessment Grade Level | Prior-Year Assessment Grade Level | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|-------------------------------------|-----------------------------------|------------------------|-------------------|------|-----------------|
| FSAA 3 | FSAA 3 | 540 | 1 | 1 | 7.69% |
| FSAA 4 | FSAA 3 | 569 | 2 | 2 | 15.38% |
| FSAA 4 | FSAA 3 | 569 | 3 | 2 | 15.38% |
| FSAA 4 | FSAA 3 | 569 | 4 | 2 | 15.38% |
| FSAA 3 | FSAA 3 | 583 | 5 | 5 | 38.36% |
| FSAA 4 | FSAA 3 | 582 | 6 | 6 | 46.15% |
| FSAA 4 | FSAA 3 | 582 | 7 | 6 | 46.15% |
| FSAA 4 | FSAA 3 | 582 | 8 | 6 | 46.15% |
| FSAA 4 | FSAA 3 | 598 | 9 | 9 | 69.23% |
| FSAA 4 | FSAA 3 | 598 | 10 | 10 | 76.92% |
| FSAA 4 | FSAA 3 | 618 | 11 | 11 | 84.61% |
| FSAA 4 | FSAA 3 | 609 | 12 | 12 | 92.31% |
| FSAA 4 | FSAA 3 | 620 | 13 | 13 | 100.00% |

Learning Gains of the Lowest Performing 25% of Students in English Language Arts (100 points)

Denominator – The following students are included in the denominator:

- Those students whose ELA scores have a percentile rank less than 25.5%.
- The lowest 25% of each grade level for both FSA and FSAA are combined.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to pages 12-13, using Table 4 and Table 5 to determine gains for students who remained in the same achievement level below Level 5 for FSA or the same achievement level below Level 4 for FSAA.

Determining Percentile Ranking for Identifying the Lowest Performing 25% for Mathematics

Using the students included in the learning gains denominator, separately group the prior-year FSA assessments by grade level or FSA EOC subject area and the prior-year FSAA assessments by grade level or FSAA EOC subject area and assign a rank value for each test score within the grade level and EOC groupings; neither the current-year assessment grade level nor the prior-year achievement level are factors at this point.

If a student has multiple prior-year assessments and multiple valid assessment combinations, only the combinations that resulted in a learning gain are included in the ranking process. For example, if a student has two prior-year assessments and one current-year assessment and demonstrated learning gains for one of the two combinations, then the prior-year assessment score that did not result in learning gains will not be included in the percentile ranking for that assessment grouping.

To assign a rank value for the prior-year grouped tests, sort the scale scores in ascending order. Identical scores are given the same number, and the next unique observation is given the same rank as its observation count. In cases where the highest scale score is a unique score, it will have a rank value equivalent to the cumulative number of observations.

To determine percentile rank, divide the rank value by the cumulative number of observations and multiply by 100. For example, if there are 64 observations, the percentile rank of the scale score(s) with a rank value of 1 would be 1.56% ($1/64 \times 100$), and the percentile rank of the scale score(s) with a rank value of 14 would be 21.86% ($14/64 \times 100$).

The lowest performing 25% of students for the assessment will be those students whose scores have a percentile rank less than 25.5%. The lowest performing 25% for a middle school that serves students in grades 6 through 8 would be composed of the lowest performing 25% of students for the prior-year grades 5, 6, and 7 and may include prior-year grade 8 assessments, if there were current-year grade 8 students that had been retained as well as prior-year EOC assessments.

Table 12. Example for Ranking Prior-Year Grade 6 FSA Mathematics Tests

| Current-Year Assessment Grade Level | Prior-Year Assessment Grade Level | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|-------------------------------------|-----------------------------------|------------------------|-------------------|------|-----------------|
| FSA 6 | FSA 6 | 283 | 1 | 1 | 7.69% |
| FSA 7 | FSA 6 | 302 | 2 | 2 | 15.38% |
| FSA 7 | FSA 6 | 302 | 3 | 2 | 15.38% |
| FSA 7 | FSA 6 | 302 | 4 | 2 | 15.38% |
| FSA 6 | FSA 6 | 315 | 5 | 5 | 38.36% |
| FSA 7 | FSA 6 | 320 | 6 | 6 | 46.15% |
| FSA 7 | FSA 6 | 320 | 7 | 6 | 46.15% |
| FSA 7 | FSA 6 | 320 | 8 | 6 | 46.15% |
| FSA 7 | FSA 6 | 334 | 9 | 9 | 69.23% |
| FSA 7 | FSA 6 | 336 | 10 | 10 | 76.92% |
| FSA 7 | FSA 6 | 350 | 11 | 11 | 84.61% |
| FSA 8 | FSA 6 | 357 | 12 | 12 | 92.31% |
| FSA 7 | FSA 6 | 359 | 13 | 13 | 100.00% |

Table 13. Example for Ranking Prior-Year FSA Algebra 1 EOC Tests

| Current-Year Assessment | Prior-Year Assessment | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|-------------------------|-----------------------|------------------------|-------------------|------|-----------------|
| FSA Geometry | FSA Algebra 1 | 430 | 1 | 1 | 7.69% |
| FSA Grade 8 | FSA Algebra 1 | 450 | 2 | 2 | 15.38% |
| FSA Geometry | FSA Algebra 1 | 450 | 3 | 2 | 15.38% |
| FSA Grade 8 | FSA Algebra 1 | 451 | 4 | 4 | 30.76% |
| FSA Grade 8 | FSA Algebra 1 | 463 | 5 | 5 | 38.46% |
| FSA Geometry | FSA Algebra 1 | 485 | 6 | 6 | 46.15% |
| FSA Geometry | FSA Algebra 1 | 490 | 7 | 7 | 53.84% |
| FSA Geometry | FSA Algebra 1 | 490 | 8 | 7 | 53.84% |
| FSA Geometry | FSA Algebra 1 | 500 | 9 | 9 | 61.53% |
| FSA Geometry | FSA Algebra 1 | 508 | 10 | 10 | 76.92% |
| FSA Grade 8 | FSA Algebra 1 | 522 | 11 | 11 | 84.61% |
| FSA Grade 8 | FSA Algebra 1 | 525 | 12 | 12 | 92.31% |
| FSA Geometry | FSA Algebra 1 | 531 | 13 | 13 | 100.00% |

Table 14. Example for Ranking Prior-Year Grade 6 FSAA Mathematics Tests

| Current-Year Assessment Grade Level | Prior-Year Assessment Grade Level | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|-------------------------------------|-----------------------------------|------------------------|-------------------|------|-----------------|
| FSAA 6 | FSAA 6 | 556 | 1 | 1 | 7.69% |
| FSAA 7 | FSAA 6 | 573 | 2 | 2 | 15.38% |
| FSAA 7 | FSAA 6 | 573 | 3 | 2 | 15.38% |
| FSAA 7 | FSAA 6 | 573 | 4 | 2 | 15.38% |
| FSAA 6 | FSAA 6 | 586 | 5 | 5 | 38.46% |
| FSAA 7 | FSAA 6 | 587 | 6 | 6 | 46.15% |
| FSAA 7 | FSAA 6 | 587 | 7 | 6 | 46.15% |
| FSAA 7 | FSAA 6 | 587 | 8 | 6 | 46.15% |
| FSAA 7 | FSAA 6 | 602 | 9 | 9 | 69.23% |
| FSAA 7 | FSAA 6 | 604 | 10 | 10 | 76.92% |
| FSAA 7 | FSAA 6 | 617 | 11 | 11 | 84.61% |
| FSAA 6 | FSAA 6 | 620 | 12 | 12 | 92.31% |
| FSAA 7 | FSAA 6 | 625 | 13 | 13 | 100.00% |

Table 15. Example for Ranking Prior-Year FSAA Algebra 1 EOC Tests

| Current-Year Assessment | Prior-Year Assessment | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|-------------------------|-----------------------|------------------------|-------------------|------|-----------------|
| FSAA Geometry | FSAA Algebra 1 | 615 | 1 | 1 | 12.5% |
| FSAA Geometry | FSAA Algebra 1 | 725 | 2 | 2 | 25.00% |
| FSAA Geometry | FSAA Algebra 1 | 762 | 3 | 3 | 37.5% |
| FSAA Geometry | FSAA Algebra 1 | 788 | 4 | 4 | 50.00% |
| FSAA Geometry | FSAA Algebra 1 | 788 | 5 | 4 | 50.00% |
| FSAA Geometry | FSAA Algebra 1 | 799 | 6 | 6 | 75.00% |
| FSAA Geometry | FSAA Algebra 1 | 812 | 7 | 7 | 87.50% |
| FSAA Geometry | FSAA Algebra 1 | 827 | 8 | 8 | 100.00% |

Learning Gains of the Lowest Performing 25% of Students in Mathematics (100 points)

Denominator – The following students are included in the denominator:

- Those students whose Mathematics or EOC mathematics scores have a percentile rank less than 25.5%.
- The lowest 25% of each assessment grouping for both the FSA and FSAA are combined.
 - Students are included only once.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to pages 12-13.
- For students with a prior-year FSA/FSAA Mathematics assessment and a current-year FSA/FSAA Mathematics assessment, use Table 8 and Table 9 to determine gains for students who remained in the same achievement level below Level 5 for FSA or the same achievement level below Level 4 for FSAA.

Acceleration Component for Middle Schools (100 points)

In order for a school to be eligible to receive the middle school component, the school must have students enrolled in both grades 7 and 8. ELLs who have been enrolled in a U.S. school less than two years and meet the criteria for inclusion are included in the middle school acceleration component.

Denominator – An eligible student for this component is a student who meets one of the following criteria:

- A current-year, full-year enrolled grade 8 student who scored a Level 3 or above on the mathematics statewide assessment or the mathematics EOC assessment they took in the prior year.
 - Students must either be enrolled at the school at the time of testing or be enrolled in an EOC course and have taken the assessment prior to the Spring administration and during the same school grades school year. These students will be included in the denominator regardless of enrollment in a current-year EOC course or prior-year industry certification.
- A current-year, full-year enrolled grade 6, 7, or 8 student who is enrolled in a high school EOC course and has a valid score for the corresponding EOC assessment.
 - These students must be enrolled in a high school EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, and have a valid score on the corresponding EOC during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations; students who take an EOC during the Spring administration must be enrolled in the school as of the first day of EOC Spring testing.
- A prior-year, full-year enrolled grade 6, 7, or 8 student who took a test for a high school industry certification.
 - Students who take a high school industry certification test will be included in the denominator only for those CAPE industry certifications identified in the industry certification funding list adopted in Rule 6A-6.0573, F.A.C.
 - Digital tools certifications are not eligible for inclusion.

Students with a valid test score for more than one EOC assessment are counted only once in the denominator. Students must be enrolled in the high school EOC course for the test that they take; the courses are not limited to mathematics EOC courses. A student cannot be included for the same EOC for which the student scored a Level 3 or above in a prior year. If a student's current-year assessment is invalidated, then the student will be removed from the denominator. Students who meet more than one of the above criteria are included only once in the denominator. For example, if a current-year grade 8 student is enrolled in a high school EOC course with a valid EOC test score and took a high school industry certification in the prior year, then the student will only be included once in the denominator. Students who take an EOC and industry certification in the current year will be included in the current year for the EOC and the next year for the industry certification.

Numerator – Those students in the denominator who scored a Level 3 or higher on the EOC assessment for the corresponding course in which the student was enrolled or those students who in the prior year were full-year enrolled and earned a high school industry certification.

School Grades Components for High Schools

These components are determined using prior-year data. Schools that had students enrolled in grades 11 and 12 in the prior year are eligible for the following components:

Graduation Rate (100 points)

Florida's graduation rate is calculated using guidelines set forth by the U.S. Department of Education. The information guide for calculating the Florida graduation rate can be found here:

<http://www.fldoe.org/core/fileparse.php/7584/urlt/1617GradRateInfoGuide.pdf>.

Denominator – Students in a school's or a district's graduation cohort.

Numerator – Those students in the denominator who have one of the following codes by the end of the fourth year of the cohort:

- W06
- W6A
- W6B
- W43
- W52
- W54
- W55
- WD1
- WFA
- WFB
- WFT
- WFW
- WRW
- WXL
- WXT
- WXW

The definitions for each of the codes above can be found in the information guide for calculating the graduation rate at the link above.

College and Career Acceleration (100 points)

Denominator – Students from the graduation rate numerator.

Numerator – Graduates who, during the four years of the cohort, earned at least

- a score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination,
- a score of 4, 5, 6, or 7 on an International Baccalaureate (IB) examination,
- a score of 3, 4, 5, 6, 7, or 8 on an Advanced International Certificate of Education (AICE) examination,
- a C- or better in an approved dual enrollment course, OR
- a CAPE industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List.

For the purpose of calculating a school's college and career acceleration component, a student shall be counted no more than once in the numerator and denominator. Graduates do not need to earn college or career credit from the school that they graduated from; however, credit earned outside of the state of Florida for AP, IB, AICE, dual enrollment, or industry certifications is not eligible for inclusion.

Approved AP, IB, and AICE assessments are found in the [Credit-By-Exam Equivalencies](#). The AICE letter to number score conversion table can be found beneath the reporting format table here: <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2017-18-student-info-system/student-assessment.stml>.

Approved industry certifications can be found at <http://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-archive.stml>.

The list of approved dual enrollment courses will be provided upon request. Please note that only college-credit bearing courses are considered dual enrollment courses for school grades purposes.

Procedures for Calculating School Grades

A school letter grade of A, B, C, D, or F shall be calculated based on the percentage of possible points earned by each school for the components applicable to the school. In the calculation of a school's grade, 100 points are available for each component with sufficient data, with one point earned for each percentage of students meeting the criteria for the component. The points earned for each component shall be expressed as whole numbers by rounding the percentages.

The school's grade is determined by summing the points earned for each component and dividing this sum by the total number of available points for all components with sufficient data. The percentage resulting from this calculation will be expressed as a whole number.

Letter grades shall be assigned to schools based on the percentage of total applicable points earned as follows:

- 62 percent of total applicable points or higher equals a letter grade of A
- 54 to 61 percent of total applicable points equals a letter grade of B
- 41 to 53 percent of total applicable points equals a letter grade of C
- 32 to 40 percent of total applicable points equals a letter grade of D
- 31 percent of total applicable points or less equals a letter grade of F

Schools that do not have sufficient data for any of the components will not receive a school grade. School grades will not be calculated for schools that test fewer than 95 percent of the students enrolled unless the school only has sufficient data for the acceleration success or graduation rate components. The department will withhold the grades of schools that did not test a large enough percentage of students so that the department and the district can review the data and resolve any data issues that may have led to the calculation of a low percentage of students tested and allow for an analysis of whether the available data accurately reflect the performance of the school's student body. If the commissioner determines that the performance data for these schools are representative of the schools' progress, the department will release school grades for these schools at the end of the appeals period, regardless of whether or not the district submitted an appeal letter for the school(s).

Withholding or Revoking a Grade

A school or district grade shall be withheld or revoked, and designated as incomplete (I) if the data does not accurately represent the progress of the school or district. The circumstances where data does not accurately represent the progress of a school or district are where

- the percent of students tested at the school or district is less than 95 percent of the school's or district's eligible student population; or
- before, during, or following the administration of any state assessment, the validity or integrity of the test administration or results are under review and investigation based upon allegations of test administration and security violations as described in s. 1008.24, F.S., or Rule 6A-10.042, F.A.C.

Upon conclusion of the review and investigation and a determination by the department that the data accurately represent the progress of the school or district, the department will assign a letter grade to the school or district.

District Grading System

The commissioner shall assign a letter grade of A, B, C, D, or F to each school district annually as provided in s. 1008.34(5), F.S., and Rule 6A-1.09981, F.A.C., based on the components and processes described in this document for school grades. The district's grade is calculated as if the district's students are enrolled in one large combination school. All students who are full-year enrolled in the district will be included in the district's grade. This means that students who were not full-year enrolled at an individual school but who were full-year enrolled within the district will be included in the district's grade. Students enrolled in alternative schools and ESE center schools will be included in achievement and gains components, as long as the students do not have a dropout prevention/juvenile justice program code of "R" (dropout retrieval) or "E" (alternative to expulsion).

Federal Percent of Points Index

On September 26, 2018, the United States Department of Education approved Florida's State Plan which complies with the Every Student Succeeds Act (ESSA). Florida's State Plan for meeting the new federal requirements introduced via ESSA fully incorporates the existing school grades calculation, thereby aligning as closely as possible with the state's accountability system as required under Florida law. As a result, schools who receive a school grade will only have one additional component factored with their school grades components to produce their Federal Percent of Points Index (Federal Index), and will have an adjustment to the ELA and Mathematics Achievement components if the school tests fewer than 95% of its students. Details regarding how the Federal Index is calculated are provided below and in [Florida's State Plan](#).

Schools to Receive a Federal Index

In addition to all schools that already receive a school grade, the Federal Index will also be calculated for all schools that do not receive a school grade. This includes alternative schools and ESE centers that chose to receive a school improvement rating, department of juvenile justice (DJJ) schools, and K-2 and K-3 feeder schools that do not receive a school grade. However, in order to receive a Federal Index, a school must have sufficient data for at least one component used to compute the index. Sufficient data exists when at least 10 students are eligible for inclusion in the calculation of the component. Because the federal index is based on the school grades calculation, full year enrollment is required for all components except graduation rate. Therefore, a school selecting a school improvement rating may either not receive a federal index (if they do not have any components to compute it) or may receive an index where the learning gains components are computed differently for their school improvement rating than they are for their federal index, where the calculation follows the School Grades calculation business rules. If a school has less than 10 eligible students with data for a particular component, that component will not be calculated for the school.

Calculation

A school's Federal Index is determined by summing the points earned for each component and dividing this sum by the total number of available points for all components with sufficient data. The percentage resulting from this calculation will be expressed as a whole number and will be the school's Federal Index. Existing components used in Florida's school grading system are aligned to the associated required federal indicators as shown in the table below.

Table 16. Federal Percent of Point Index

| ESSA Indicator | Florida Component | Points |
|--|---|------------|
| Elementary Schools | | |
| Academic Achievement (200 points) | English Language Arts (ELA) Achievement | 100 points |
| | Mathematics Achievement | 100 points |
| Academic Progress (400 points) | Learning Gains ELA | 100 points |
| | Learning Gains Mathematics | 100 points |
| | Learning Gains Lowest 25% ELA | 100 points |
| | Learning Gains Lowest 25% Mathematics | 100 points |
| School Quality or Student Success (100 points) | Science | 100 points |
| Progress in Achieving English Language Proficiency (ELP) (100 points) | ELP Progress | 100 points |
| Middle Schools | | |
| Academic Achievement (180 points) | English Language Arts (ELA) Achievement | 100 points |
| | Mathematics Achievement | 80 points |
| Academic Progress (400 points) | Learning Gains ELA | 100 points |
| | Learning Gains Mathematics | 100 points |
| | Learning Gains Lowest 25% ELA | 100 points |
| | Learning Gains Lowest 25% Mathematics | 100 points |
| School Quality or Student Success (320 points) | Science | 100 points |
| | Social Studies | 100 points |
| | Middle School Acceleration Mathematics Achievement (20 points) Acceleration Success (100 points) | 120 points |
| Progress in Achieving English Language Proficiency (ELP) (100 points) | ELP Progress | 100 points |
| High Schools | | |
| Academic Achievement – including Student Growth (600 points) | English Language Arts (ELA) Achievement | 100 points |
| | Mathematics Achievement | 100 points |
| | Learning Gains ELA | 100 points |
| | Learning Gains Mathematics | 100 points |
| | Learning Gains Lowest 25% ELA | 100 points |
| | Learning Gains Lowest 25% Mathematics | 100 points |
| Graduation Rate (80 points) | 4-Year Graduation Rate (ACGR) | 80 points |
| School Quality or Student Success (320 points) | Science | 100 points |
| | Social Studies | 100 points |
| | College and Career Acceleration 4-Year Graduation Rate (ACGR) (20 points) Acceleration Success (100 points) | 120 points |
| Progress in Achieving English Language Proficiency (ELP) (100 points) | ELP Progress | 100 points |

English Language Proficiency (ELP) Progress Component

The ELP Progress component is worth 100 points and is based on the percentage of students who met one of the following progress criteria for the WIDA ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or the Alternate ACCESS for ELLs, which are outlined below, respectively. Additional details may also be accessed on pages 15 through 16 of the State Plan at <http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf>.

Progress for WIDA ACCESS for ELLs 2.0 and Kindergarten ACCESS for ELLs

In order to show progress, students with valid assessment combinations of prior-year and current-year assessments, as detailed in Table 17, must either increase one or more composite proficiency levels to the next highest whole number or maintain a composite level of 4 or higher without decreasing a composite level. For students who are deaf or hard of hearing, who do not have a composite score, the reading scores will be used.

Progress on the Alternate ACCESS for ELLs

In order to show progress on the Alternate ACCESS for ELLs, students with valid assessment combinations of prior-year and current-year assessments, as detailed in Table 17, must move up one composite scoring category or remain at Proficiency Level P1 (“Entering”) or above without decreasing a scoring category. For students who are deaf or hard of hearing, who do not have a composite score, the reading scores will be used.

ELP Progress (100 points)

Denominator – The following students are included in the denominator:

- Students who are in grades kindergarten through 12th grade and are full-year enrolled in the school, with a valid current-year WIDA score and a valid prior-year WIDA score, and who have a valid combination of assessments as described in Table 17 below.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and show progress according to the information beginning on page 29 above.

Table 17 Assessment Combinations for English Language Proficiency Progress

| | WIDA ACCESS for ELLs (2.0 and Kindergarten) | WIDA Alternate ACCESS for ELLs |
|---|---|--------------------------------|
| WIDA ACCESS for ELLs (2.0 and Kindergarten) | Y | N |
| WIDA Alternate ACCESS for ELLs | N | Y |

If a school does not assess 95% of all students, then the achievement component of the Federal Index will be modified to count non-tested students in the denominator representing the difference between the percent of students actually tested and the 95% minimum required as non-proficient for both the

ELA and Mathematics Achievement components Schools that test at least 95% of their students, and receive a school grade, will not see a difference in these components between their school grade and their federal index.

School District Responsibility and Review Process

Each school district shall be responsible for providing the department with accurate, complete, and timely school district data so that the department can calculate school grades in accordance with the requirements of s. 1008.34, F.S., and Rule 6A-1.09981, F.A.C. Each school district superintendent must designate a school accountability contact person who is responsible for verifying the data submitted to the department for use in school grades.

Based upon the data provided by school districts, the department will create data files (i.e., INDV files) from which grades will be calculated and provide districts the opportunity to review these files and make corrections, updates, and provide additional matches.

Subsequent to the review process described above, the department will provide school districts with school grades for the schools in the district. Districts shall be afforded an opportunity to contest or appeal a school grade within 30 days of the release of the school grade.

A successful grade appeal requires that the district clearly demonstrate the following:

- Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different grade would be assigned to a school.
- Where the percent of students tested is less than 95 percent at a school and the school did not receive a grade, that the student data accurately represent the progress of the school.

An appeal will not be granted under the following circumstances:

- It was not timely received.
- It was not submitted by the district superintendent.
- It would not result in a different grade, if granted.
- It relies upon data that the district had the opportunity to correct, but failed to do so, under the process described above or the data reporting processes as defined in Rule 6A-1.0014, F.A.C.

In order to ensure that districts have the opportunity to submit and review data upon which grades are calculated, the department shall annually publish the timeframes and deadlines for these activities at <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>. Districts shall be afforded a minimum of 14 days to submit corrections as a result of the review opportunity set forth in Rule 6A-1.09981, F.A.C.

Definitions

For the purpose of calculating school grades, the following definitions apply:

“First day of testing”/“time of testing” means the first day of the statewide testing window for each assessment. Please refer to the schedule of assessments published by the Bureau of K-12 Student Assessment. [Florida Statewide Assessment Program, 2017-18 Schedule](#)

“Full-year-enrolled student” means a student who is present for both the second and third period FTE student membership surveys as specified in Rule 6A-1.0451, F.A.C., and who is still enrolled at the time of statewide standardized testing.

“Home-zoned school” means the school that the student would otherwise attend if the student was not enrolled in the alternative school or ESE center school. This school is recorded as the “Zoned” school in the automated student information system (<http://www.fldoe.org/core/fileparse.php/18496/urlt/1718-173174.pdf>).

“Learning gains” means that the student demonstrates growth from one year to the next year sufficient to meet the criteria listed on pages 12-13. Learning gains may be demonstrated in ELA and Mathematics.

“Passing” means that the student must attain a statewide standardized assessment score of Achievement Level 3 or higher. FSAA – Performance Task results will be included in school grades calculations beginning with the 2017-18 school year.

“School grade component” means the measures for which a school could be graded on and include

- English Language Arts Achievement,
- Mathematics Achievement,
- English Language Arts Learning Gains,
- Mathematics Learning Gains,
- English Language Arts Learning Gains of the Lowest 25%,
- Mathematics Learning Gains of the Lowest 25%,
- Science Achievement,
- Social Studies Achievement,
- Middle School Acceleration,
- Graduation Rate, and
- College and Career Acceleration.

“School grades school year” means the Fall, Winter, Spring, and the preceding Summer for the purposes of the school grades calculation.

“Statewide standardized assessments” means the assessments required in s. 1008.22(3), F.S., including the comprehensive statewide assessments and the EOC assessments.

“Students in the lowest 25%” means current-year full-year-enrolled students whose prior-year assessment scores are in the lowest performing 25% on the statewide standardized assessments in the subject areas of ELA or Mathematics. This is calculated at the school and district levels.

“Subject areas” means the four areas of ELA (English Language Arts in grades 3 through 10), Mathematics (Mathematics in grades 3 through 8, Algebra 1, Geometry, and Algebra 2*), Science (Science in grades 5 and 8, and Biology 1), and Social Studies (Civics and U.S. History). All subject areas include both standard and alternate assessments. *As of the 2017-18 school year, the Algebra 2 EOC assessment is no longer administered; however, it is included in learning gains as a prior-year assessment only.

“Dropout prevention/juvenile justice program codes” are those codes reported on the student demographic format that identify students in alternative education programs (<http://www.fldoe.org/core/fileparse.php/18496/urlt/1718-115680.pdf>).

“Economically disadvantaged” means those students who qualify for free or reduced-price lunches, which is the indicator used to calculate the percentage of students classified as economically disadvantaged (<http://www.fldoe.org/core/fileparse.php/18496/urlt/1718-146025.pdf>).

“Minority Rate” means those students who are non-White students.

End-of-Course Enrollment

The following table lists the courses used to identify EOC course enrollment on the prior-year Survey 4 and current-year Surveys 1, 2, and 3. The fourth column indicates whether or not students are required to take an EOC assessment at the conclusion of the course. Students enrolled in “optional” courses will only be included in school grades if they take the associated EOC.

The “X” in the course number for dual enrollment courses indicates that the various levels (e.g., 1000, 2000, 3000, 4000) are accepted values for enrollment.

| Course # | Course Name | Subject | Category |
|----------|--|-----------|----------|
| 1200310 | Algebra 1 | Algebra 1 | Required |
| 1200320 | Algebra 1 Honors | Algebra 1 | Required |
| 1200380 | Algebra 1-B | Algebra 1 | Required |
| 1200390 | IB Middle Years Program Algebra 1 Honors | Algebra 1 | Required |
| 1209810 | Pre-AICE Mathematics 1 | Algebra 1 | Required |
| 7912075 | Access Algebra 1 | Algebra 1 | Access |
| 7912090 | Access Algebra 1B | Algebra 1 | Access |
| 1200315 | Algebra 1 for Credit Recovery | Algebra 1 | Optional |
| 1200385 | Algebra 1B for Credit Recovery | Algebra 1 | Optional |
| 2000310 | Biology 1 | Biology | Required |
| 2000320 | Biology 1 Honors | Biology | Required |
| 2000430 | Biology Technology | Biology | Required |
| 2000800 | Biology 1 Pre IB | Biology | Required |
| 2000850 | IB Middle Years Program Biology Honors | Biology | Required |
| 2000322 | Pre-AICE Biology | Biology | Required |
| 2002440 | Integrated Science 3 | Biology | Required |
| 2002450 | Integrated Science 3 Honors | Biology | Required |
| 7920015 | Access Biology | Biology | Access |
| 2000315 | Biology 1 for Credit Recovery | Biology | Optional |
| 2002445 | Integrated Science 3 for Credit Recovery | Biology | Optional |
| 2000340 | AP Biology | Biology | Optional |
| 2000805 | IB Biology 1 | Biology | Optional |
| 2000321 | AICE Biology 1 AS Level | Biology | Optional |
| BSCX005C | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSCC005 | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSCX005 | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSCX006C | General Biology (Combined Lecture And Lab) | Biology | Optional |
| BSCC006 | General Biology (Combined Lecture And Lab) | Biology | Optional |
| BSCX006 | General Biology (Lecture And Lab Course) | Biology | Optional |
| BSCX007C | Life Sciences (Combined Lecture and Lab) | Biology | Optional |
| BSCC007 | Life Sciences (Combined Lecture and Lab) | Biology | Optional |
| BSCX007 | Life Sciences (Lecture and Lab Course) | Biology | Optional |
| BSCX008C | Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab) | Biology | Optional |
| BSCC008 | Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab) | Biology | Optional |
| BSCX008 | Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course) | Biology | Optional |

| Course # | Course Name | Subject | Category |
|-----------------|---|----------------|-----------------|
| BSCX009C | Introduction To Biology (Combined Lecture and Lab) | Biology | Optional |
| BSCC009 | Introduction To Biology (Combined Lecture and Lab) | Biology | Optional |
| BSCX009 | Introduction To Biology (Lecture and Lab Course) | Biology | Optional |
| BSCX010C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSCC010 | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSCX010 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSCX011C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSCC011 | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSCX011 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSCX012C | General Biology: Habitats & Organisms (Combined Lecture and Lab) | Biology | Optional |
| BSCC012 | General Biology: Habitats & Organisms (Combined Lecture and Lab) | Biology | Optional |
| BSCX012 | General Biology: Habitats & Organisms (Lecture and Lab Course) | Biology | Optional |
| BSCX020C | Human Biology (Combined Lecture and Lab) | Biology | Optional |
| BSCC020 | Human Biology (Combined Lecture and Lab) | Biology | Optional |
| BSCX020 | Human Biology (Lecture and Lab Course) | Biology | Optional |
| 2106010 | M/J Civics (year long) | Civics | Required |
| 2106015 | M/J Civics (semester long) | Civics | Required |
| 2106016 | M/J Civics & Career Planning | Civics | Required |
| 2106020 | M/J Civics, Advanced (year long) | Civics | Required |
| 2106025 | M/J Civics, Advanced (semester long) | Civics | Required |
| 2106026 | M/J Civics, Advanced & Career Planning | Civics | Required |
| 2106027 | IB Middle Years Program Civics Advanced | Civics | Required |
| 2106028 | IB Middle Years Program Civics Advanced & Career Planning | Civics | Required |
| 2106029 | Civics and Digital Technologies | Civics | Required |
| 2100045 | M/J U.S. History & Civics | Civics | Required |
| 7821021 | Access M/J Civics | Civics | Access |
| 7821023 | Access M/J Civics and Career Planning | Civics | Access |
| 1206310 | Geometry | Geometry | Required |
| 1206320 | Geometry Honors | Geometry | Required |
| 1206810 | IB Middle Years Program Geometry Honors | Geometry | Required |
| 1209820 | Pre-AICE Mathematics 2 | Geometry | Required |
| 7912065 | Access Geometry | Geometry | Access |
| 1206315 | Geometry for Credit Recovery | Geometry | Optional |
| 2100310 | United States History | U.S. History | Required |
| 2100320 | United States History Honors | U.S. History | Required |
| 2100390 | Visions and Countervisions: Europe, U.S. and the World from 1848 | U.S. History | Required |
| 2100480 | Visions and Countervisions: Europe, U.S. and the World from 1848 Honors | U.S. History | Required |
| 7921025 | Access U.S. History | U.S. History | Access |
| 2100315 | United States History for Credit Recovery | U.S. History | Optional |
| 2100330 | AP United States History | U.S. History | Optional |
| 2100800 | IB History of the Americas | U.S. History | Optional |
| 2100500 | AICE United States History 1 AS Level | U.S. History | Optional |
| 2100505 | AICE United States History 2 A Level | U.S. History | Optional |

| Course # | Course Name | Subject | Category |
|-----------------|--|----------------|-----------------|
| AMHX010 | Introductory Survey To 1877 | U.S. History | Optional |
| AMHX011 | Introductory Survey To 1877: Honors | U.S. History | Optional |
| AMHX020 | Introductory Survey Since 1877 | U.S. History | Optional |
| AMHX041 | Survey of the American Experience I | U.S. History | Optional |
| AMHX042 | Survey of Social and Cultural History Since 1865 | U.S. History | Optional |
| AMHX050 | Survey of the American Experience II | U.S. History | Optional |