

2025-26 Guide to Calculating School Improvement Ratings for Alternative Schools, ESE Center Schools, and DJJ Education Programs



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Table of Contents

Overview	1
Components	1
<i>English Language Arts Learning Gains</i>	1
<i>Mathematics Learning Gains</i>	1
School Improvement Ratings Calculation	2
School Improvement Ratings Percentages	2
Percent Tested.....	2
Identification of Alternative Schools and ESE Center Schools	2
Resources	2
School Improvement Rating System	4
Schools to be Rated.....	4
<i>Florida Alternate Assessment (FAA)</i>	4
<i>Collocated Schools</i>	4
<i>Three-Year Aggregate School Improvement Rating</i>	5
Calculating Percent Tested.....	5
<i>Inclusion of English Language Learners</i>	5
<i>Students Enrolled in Courses Requiring End-of-Course (EOC) Assessments</i>	5
<i>Florida Alternate Assessment Inclusion</i>	6
<i>English Language Arts for Percent Tested</i>	6
<i>Mathematics for Percent Tested</i>	6
School Improvement Rating Components	8
Learning Gains Calculation Methods	8
<i>Assessment Combinations for Learning Gains</i>	10
<i>Inclusion of English Language Learners</i>	11
Learning Gains in English Language Arts.....	11
<i>Learning Gains in English Language Arts</i>	11
Learning Gains in Mathematics and EOCs.....	12
<i>Students Enrolled in Mathematics Courses Requiring EOC Assessments</i>	12
<i>Learning Gains in Mathematics</i>	13
Procedures for Calculating School Improvement Ratings	14
Withholding or Revoking a Rating	14
School District Responsibility and Review Process	15
Definitions	16
End-of-Course Enrollment	17

Overview

School improvement ratings are calculated for alternative schools and Exceptional Student Education (ESE) center schools that choose to receive a school improvement rating in lieu of a school grade, as defined in Rule 6A-1.099822, Florida Administrative Code (F.A.C.), Rule 6A-1.099828, F.A.C., and under the authority of sections (ss.) 1008.341 and 1008.3415, Florida Statutes (F.S.). Based on statutory criteria, alternative schools and ESE center schools are identified by the Florida Department of Education with input from Florida's school districts. Once these schools are identified for the reporting year, the administration of each school is provided with the opportunity to choose either a school grade (using criteria applicable to schools receiving school grades) or a school improvement rating (using criteria described in Rule 6A-1.099822, F.A.C.) for the applicable reporting year. If the administrator of an alternative school or ESE center school does not choose to receive a school grade, the school will receive a school improvement rating.

Pursuant to s. 1003.51, F.S., as amended by Senate Bill 1425 (2024), Rule 6A-1.099822, F.A.C., was amended to incorporate into the school improvement ratings model Department of Juvenile Justice (DJJ) education programs that provide education services to students receiving detention, prevention, or day treatment services. These DJJ education programs began receiving a school improvement rating beginning with the 2024-25 school year.

Pursuant to s. 1003.53, F.S., as amended by Senate Bill 1402 (2025), dropout retrieval programs shall choose to receive a school grade under s. 1008.34, F.S., or a school improvement rating under s. 1008.341, F.S. Dropout retrieval programs are defined as programs that serve students who have officially withdrawn from high school before graduation and who are not engaged in the education system at the time of enrollment in the program.

The purpose of this technical guide is to provide a description of the procedures used to determine school improvement ratings for the 2025-26 school year. This guide does not replace or supersede rule or statute and is intended to provide the reader with an explanation of the methodology for establishing school improvement ratings, as set forth in rule and statute.

Components

Schools that elect a school improvement rating in lieu of a school grade will have the rating based on student learning gains for English Language Arts (ELA) and/or Mathematics. The current school improvement rating model uses the school grades learning gains components as the basis of the calculation; however, there are additional business rules for inclusion in school improvement ratings that do not apply to schools receiving school grades. Schools will be rated on only those components for which they have sufficient data. Sufficient data exists when at least ten (10) students are eligible for inclusion in the calculation for the component, as described within this guide.

English Language Arts Learning Gains – This component includes student performance on statewide, standardized ELA assessments, and measures student learning gains from the prior year to the current year.

Mathematics Learning Gains – This component includes student performance on statewide, standardized mathematics assessments, including the comprehensive progress monitoring

assessments and end-of-course (EOC) assessments. This component measures student learning gains from the prior year to the current year.

School Improvement Ratings Calculation

The points earned for each component for which there is sufficient data are added together and divided by the total number of possible points to determine the percentage of points earned.

School Improvement Ratings Percentages

- Commendable = 50% of points or greater
- Maintaining = 26% to 49% of points
- Unsatisfactory = 25% of points or less

Percent Tested

Schools must test at least 80 percent of their students to receive a rating. To be eligible for a rating of Commendable, a school must test at least 90 percent or more of its students.

Identification of Alternative Schools and ESE Center Schools

Rule 6A-1.099822, F.A.C., defines an alternative school as a school that provides dropout prevention and academic intervention services pursuant to s. 1003.53, F.S. Alternative schools are identified for accountability purposes using the Master School Identification (MSID) list, as classified by the school's primary service type.

Rule 6A-1.099828, F.A.C., defines ESE center schools as those schools designed to meet the needs of students with disabilities, which have a unique MSID number assigned and in which all students in attendance in grades K-12 are identified as students with a disability on student demographic records submitted by Florida school districts during Survey 2.

Annually, prior to the calculation of school grades and school improvement ratings, the Department provides districts the opportunity to submit recommendations for additions and deletions to a list of alternative schools and a list of ESE center schools.

Resources

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

The statutes that provide for the identification of alternative schools and ESE center schools, as well as the framework for the school improvement ratings calculation, are at the following links: [Section 1008.341, F.S.](#), and [Section 1008.3415, F.S.](#)

The rule that describes more specifically the school improvement ratings calculation can be found at the following link: [Rule 6A-1.099822, F.A.C.](#)

The rule defining ESE center schools can be found at the following link: [Rule 6A-1.099828, F.A.C.](#)

The rule that describes learning gains calculations can be found at the following link: [Rule 6A-1.09981, F.A.C.](#)

The Florida statute that provides for the incorporation of DJJ education programs that provide education services to students receiving detention, prevention, or day treatment services into the school grades and school improvement ratings accountability system can be found at the following link: [Section 1003.51, F.S.](#)

The Florida statute that provides information on how dropout retrieval programs shall be included in the school grades and school improvement ratings accountability system can be found at the following link: [Section 1003.53, F.S.](#)

The Department's website contains additional information about school improvement ratings, including the results of the calculation, for each school. Additional information describing the calculation and historical information are available on the [School Grades website](#).

School Improvement Rating System

Schools to be Rated

A school that selects a school improvement rating is assigned a rating of Commendable, Maintaining, or Unsatisfactory, if it has sufficient data for at least one (1) learning gains component. To ensure that student data accurately represent school performance, schools shall assess at least 80 percent of their eligible students to qualify for a school improvement rating. Schools that test less than 90 percent of their eligible students are not eligible to earn a rating higher than Maintaining. A school shall receive a rating based solely on the components for which it has sufficient data. Sufficient data exists when at least ten (10) students are eligible for inclusion in the calculation of the component. If a school has less than ten (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 or learning gains. Additionally, students who have a dropout prevention/juvenile justice program code of R (dropout retrieval) or E (alternative to expulsion) are not included in the school improvement rating calculations.

Florida Alternate Assessment (FAA)

The results of the FAA – Datafolio are only included in the calculation of percent tested. The results of the FAA – Performance Task in the subjects of ELA, Mathematics, and mathematics EOCs are included in the calculation of percent tested and the learning gains components. When FAA is referenced in the learning gains components, this refers to the FAA – Performance Task.

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(3)(a)3., F.S. If one (1) 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 is aggregated, and each collocated school receives a school grade. In these cases, even if an eligible school selected a school improvement rating, it receives the aggregate grade generated by the combined data of the collocated schools and does not receive the school improvement rating it requested. A collocated school does 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 traditional school is on the same campus as an alternative school, a charter school, DJJ program, dropout prevention program, 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 means a school grade is still calculated for all schools occupying the same site. When the collocated schools do not individually generate sufficient data to calculate a school grade or school improvement rating, data from all of the collocated schools is aggregated and they are all assigned a school grade, ***even if all of the schools whose data are being aggregated were eligible for and selected school improvement ratings.***

Three-Year Aggregate School Improvement Rating

Pursuant to s. 1008.341(2), F.S., if an alternative school, ESE center school, DJJ education program, or dropout prevention program has elected to receive a school improvement rating in the current year and does not have enough data to calculate at least one (1) component in the current year, data from the prior two (2) years is aggregated with data in the current year to generate a three-year aggregate school improvement rating. The three-year aggregate rating applies the current-year calculation methods to all three (3) years of data; however, assessments that were included in the school improvement rating calculation in the prior two (2) years and not in the current-year calculation will still be used to calculate learning gains only for those two (2) years of data. For 2025-26, the three (3) school years included in the aggregate are 2023-24, 2024-25, and 2025-26.

The three-year aggregate takes priority over the collocated rule, meaning that alternative schools, ESE center schools, DJJ education programs, or dropout prevention programs that share the same physical address with another school and that have insufficient data only fall under the collocated rule if a three-year aggregate school improvement rating cannot be calculated.

Calculating Percent Tested

To ensure that student data accurately represent the progress of the school, schools must assess at least 80 percent of their students to qualify for a school improvement rating. 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 (1) 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 sum of the denominators. A student counts only once for each subject area.

Inclusion of English Language Learners

English language learners (ELLs) must meet the same criteria for inclusion in percent tested as students who are not ELLs. This includes both ELLs who have been enrolled in a United States (U.S.) school for at least two (2) years and those who have been enrolled in a U.S. school for less than two (2) years.

Students Enrolled in Courses Requiring End-of-Course (EOC) Assessments

Students in grades 9 through 12, who are enrolled in a course associated with an EOC for the first time while in high school and did not earn a passing score for that EOC assessment in grade 8 or below, are included in the percent tested. A current-year retake EOC assessment may also be factored for students in grades 9 through 12 who: did not pass the EOC in the prior year; are not enrolled in a different course associated with an EOC in the current year; and are enrolled in the same course associated with the EOC.

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.

Florida Alternate Assessment Inclusion

Students who complete the FAA – Performance Task or FAA – Datafolio for ELA, Mathematics, and mathematics EOCs are included in the percent tested.

English Language Arts for Percent Tested

Denominator – The following students are included in the 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 students in grades 11 and 12 who take a retake assessment, and who are enrolled as of the first day of the FAST ELA or FAA ELA statewide testing windows.
 - The first day of the Grades 3-8 FAA ELA is the first day of the Grades 3-8 Performance Task. The first day of the Grades 9-10 FAA ELA is the first day of the Grades 9-10 Performance Task.
 - ELLs who have been enrolled in a U.S. school for less than two (2) years are also included.
- Students who took the Summer, Fall, or Winter FAST ELA Grade 10 Retake and who took a FAST ELA assessment in the prior year. Students must have a valid score for both years.
- Students enrolled in grades 9 through 12 who do not have current-year learning gains based on statewide, standardized assessment results, scored an Achievement Level 1 or 2 in the prior year, and who earned an ACT, SAT, or CLT concordant score between June 1, 2025, and May 31, 2026, that can be used to calculate learning gains.

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FAST ELA PM3 or the FAA ELA assessments.
- Students who took the Summer, Fall, or Winter FAST ELA Grade 10 Retake and who took a FAST ELA assessment in the prior year. Students must have a valid score for both years.
- Students enrolled in grades 9 through 12 who do not have current-year learning gains based on statewide, standardized assessment results, scored an Achievement Level 1 or 2 in the prior year, and who earned an ACT, SAT, or CLT concordant score between June 1, 2025, and May 31, 2026, that can be used to calculate learning gains.
- Students who completed their FAA 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 FAST Mathematics PM3 or FAA Mathematics assessment and are not enrolled in a mathematics course with an associated EOC.

- In addition, any student enrolled during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in a course in which a B.E.S.T. mathematics EOC or FAA mathematics EOC assessment is required and enrolled in the school on the first day of Spring B.E.S.T. mathematics EOC or FAA EOC testing.
- Students enrolled in a course where a B.E.S.T. mathematics EOC assessment is required during one (1) of the four (4) 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 B.E.S.T. mathematics EOC assessment associated with the course of enrollment.
 - Please refer to page 17 for a list of these courses, which are identified as “Optional.”
- Students without a current-year, first-time assessment, enrolled in an EOC course who retake the same EOC from the prior year.
- Students who do not have current-year learning gains based on statewide, standardized assessment results, scored an Achievement Level 1 or 2 in the prior year on either the FAST Mathematics PM3, B.E.S.T. Algebra 1 EOC, or B.E.S.T. Geometry EOC, and who earned an eligible concordant score between June 1, 2025, and May 31, 2026, that can be used to calculate learning gains.

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FAST Mathematics PM3 or FAA Mathematics assessment and who were not enrolled in a mathematics course associated with a B.E.S.T. EOC or FAA EOC assessment.
- Students in the denominator and enrolled in a mathematics course in which a B.E.S.T. EOC assessment is required and took the associated B.E.S.T. EOC assessment.
- Students in the denominator and enrolled in an Access mathematics course in which an FAA EOC assessment is required must take the associated FAA EOC assessment or the corresponding B.E.S.T. EOC assessment.
- Students enrolled in multiple mathematics EOC courses are counted only once if they take at least one (1) of the associated EOC assessments.
- Students without a current-year, first-time assessment who retake the same EOC.
- Students who do not have current-year learning gains based on statewide, standardized assessment results, scored an Achievement Level 1 or 2 in the prior year on either the B.E.S.T. Algebra 1 EOC or B.E.S.T. Geometry EOC, and who earned an eligible concordant score between June 1, 2025, and May 31, 2026, that can be used to calculate learning gains.

School Improvement Rating Components

The school improvement rating components shall be calculated as a percentage; the possible points are listed by the component on pages 11 and 13.

Learning Gains Calculation Methods

Learning gains means that the student demonstrates gains from the prior year to the current year sufficient to meet the criteria below for the FAST PM3 or FAA. Learning gains may be demonstrated in ELA and Mathematics. Students with one (1) valid FAST PM3 or FAA score in the prior year and one (1) valid FAST PM3 or FAA score in the current year may demonstrate learning gains in four (4) different ways.

Each learning gains component for ELA and Mathematics is worth 100 points and is based on the percentage of students who met one (1) of the following learning gains criteria for the FAST PM3 and FAA as outlined below.

Table 1. Learning Gains Criteria – English Language Arts (FAST PM3 and FAA)

Prior-Year Assessment	Current-Year Assessment	Learning Gains Criteria
FAST ELA PM3	FAST ELA PM3	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3 or 4 and increase the scale score by at least one point • Maintain a Level 5
FAA ELA	FAA ELA	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3 in the same subcategory or move to a higher subcategory within the same achievement level • Maintain a Level 4

Table 2. Learning Gains Criteria – FAST Mathematics and B.E.S.T. Mathematics EOCs*

Prior-Year Assessment	Current-Year Assessment	Learning Gains Criteria
FAST Mathematics PM3	FAST Mathematics PM3	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3 or 4 and increase the scale score by at least one point • Maintain a Level 5
FAST Mathematics PM3	B.E.S.T. Mathematics EOC	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3, 4, or 5

Prior-Year Assessment	Current-Year Assessment	Learning Gains Criteria
B.E.S.T. Mathematics EOC	FAST Mathematics PM3	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3, 4, or 5
B.E.S.T. Mathematics EOC	B.E.S.T. Mathematics EOC	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3, 4, or 5

*Because of the different scales for the FAST Mathematics and B.E.S.T. mathematics EOCs, students with one of the following assessment combinations who maintain an Achievement Level 3 or 4 are not required to increase their scale score by one (1) point to demonstrate learning gains: FAST Mathematics to B.E.S.T. mathematics EOC; B.E.S.T. mathematics EOC to FAST Mathematics; B.E.S.T. Algebra 1 EOC to B.E.S.T. Geometry EOC; or B.E.S.T. Geometry EOC to B.E.S.T. Algebra 1 EOC.

Table 3. Learning Gains Criteria – FAA Mathematics and EOCs

Prior-Year Assessment	Current-Year Assessment	Learning Gains Criteria
FAA Mathematics	FAA Mathematics	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3 in the same subcategory or move to a higher subcategory within the same achievement level • Maintain a Level 4
FAA Mathematics	FAA Mathematics EOC	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3 in the same subcategory or move to a higher subcategory within the same achievement level • Maintain a Level 4
FAA Mathematics EOC	FAA Mathematics	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3 in the same subcategory or move to a higher subcategory within the same achievement level • Maintain a Level 4

Prior-Year Assessment	Current-Year Assessment	Learning Gains Criteria
FAA Mathematics EOC	FAA Mathematics EOC	<ul style="list-style-type: none"> • Increase at least one achievement level • Maintain a Level 1 or 2 and move from a lower subcategory to a higher subcategory within the same achievement level • Maintain a Level 3 in the same subcategory or move to a higher subcategory within the same achievement level • Maintain a Level 4

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. The red row labels indicate the prior-year assessment, and the green column labels indicate the current-year assessment. To determine whether a student is 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 the B.E.S.T. Geometry EOC in the current year and the B.E.S.T. Algebra 1 EOC in the prior year, then the student is 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 4. Assessment Combinations for English Language Arts Learning Gains

Assessment	FAST ELA PM3	FAA ELA
FAST ELA PM3	Y	N
FAA ELA	N	Y

Table 5. Assessment Combinations for Mathematics Learning Gains

Assessment	FAST Math	B.E.S.T. Algebra 1	B.E.S.T. Geometry	FAA Math	FAA Algebra 1	FAA Geometry
FAST Math	Y	Y	Y	N	N	N
B.E.S.T. Algebra 1	Y	Y	Y	N	N	N
B.E.S.T. Geometry	Y	Y	Y	N	N	N
FAA Math	N	N	N	Y	Y	Y
FAA Algebra 1	N	N	N	Y	Y	Y
FAA Geometry	N	N	N	Y	Y	Y

If a student has both a valid prior-year FAST PM3/B.E.S.T. EOC and a valid prior-year alternate assessment, then only the prior-year FAST PM3/B.E.S.T. EOC is included in the learning gains calculations.

To be included in the learning gains components, students must have been enrolled in the alternative school, ESE center school, or DJJ education program during Survey 3 week. Students enrolled in schools that choose a school improvement rating are not required to be full-year-enrolled to be included in the school improvement rating calculation.

Inclusion of English Language Learners

ELLs are included in the learning gains components if they have one (1) valid prior-year assessment and one (1) valid current-year assessment for ELA or one (1) valid prior-year assessment and one (1) valid current-year assessment for Mathematics. This can include ELLs who have been enrolled in a U.S. school for less than two (2) years.

Learning Gains in English Language Arts

Table 6. FAST English Language Arts Scale Scores for Learning Gains

Grade Level	Level 1	Level 1 Low	Level 1 Middle	Level 1 High	Level 2	Level 2 Low	Level 2 High	Level 3	Level 4	Level 5
Grade 3	140-185	140-155	156-170	171-185	186-200	186-193	194-200	201-212	213-224	225-260
Grade 4	154-198	154-168	169-183	184-198	199-212	199-205	206-212	213-223	224-236	237-270
Grade 5	160-205	160-175	176-190	191-205	206-221	206-213	214-221	222-231	232-245	246-279
Grade 6	161-208	161-176	177-192	193-208	209-216	209-216	217-224	225-236	237-249	250-284
Grade 7	165-214	165-181	182-198	199-214	215-223	215-223	224-231	232-241	242-256	257-292
Grade 8	169-219	169-185	186-202	203-219	220-237	220-228	229-237	238-250	251-261	262-300
Grade 9	174-223	174-190	191-207	208-223	224-241	224-232	233-241	242-253	254-266	267-303
Grade 10	179-229	179-195	196-212	213-229	230-246	230-238	239-246	247-257	258-270	271-308

Table 7. FAA English Language Arts Scale Scores for Learning Gains

Grade Level	Level 1	Level 1 Low	Level 1 Middle	Level 1 High	Level 2	Level 2 Low	Level 2 High	Level 3	Level 3 Low	Level 3 High	Level 4
Grade 3	340-387	340-355	356-371	372-387	388-399	388-393	394-399	400-420	400-410	411-420	421-460
Grade 4	340-386	340-355	356-371	372-386	387-400	387-393	394-400	401-419	401-410	411-419	420-460
Grade 5	340-384	340-354	355-369	370-384	385-401	385-393	394-401	402-417	402-409	410-417	418-460
Grade 6	340-384	340-354	355-369	370-384	385-400	385-392	393-400	401-417	401-409	410-417	418-460
Grade 7	340-383	340-354	355-369	370-383	384-400	384-392	393-400	401-416	401-408	409-416	417-460
Grade 8	340-384	340-354	355-369	370-384	385-399	385-392	393-399	400-416	400-408	409-416	417-460
Grade 9	340-383	340-354	355-369	370-383	384-399	384-391	392-399	400-415	400-407	408-415	416-460
Grade 10	340-384	340-354	355-369	370-384	385-399	385-392	393-399	400-416	400-408	409-416	417-460

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 must have one (1) valid combination of current-year and prior-year assessments (refer to Table 4).
- Students enrolled in grades 9 through 12 who do not have current-year learning gains based on statewide, standardized assessment results, scored an Achievement Level 1 or 2 in the prior year on the FAST ELA PM3/FAA ELA, and who earned an eligible concordant score between June 1, 2025, and May 31, 2026, that can be used to calculate learning gains.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator who make a gain according to pages 8-10, using Table 6 to determine gains for students who remained in the same achievement level below Level 5 for the FAST ELA PM3 and Table 7 to determine

learning gains for students who remained in the same achievement level below Level 4 for the FAA ELA.

- Students enrolled in grades 9 through 12 who do not have current-year learning gains based on statewide, standardized assessment results, scored an Achievement Level 1 or 2 in the prior year on the FAST ELA PM3/FAA ELA assessment, and who earned an eligible concordant score between June 1, 2025, and May 31, 2026, that can be used to calculate learning gains.

Learning Gains in Mathematics and EOCs

Table 8. FAST Mathematics and B.E.S.T. EOC Scale Scores for Learning Gains

Grade Level	Level 1	Level 1 Low	Level 1 Middle	Level 1 High	Level 2	Level 2 Low	Level 2 High	Level 3	Level 4	Level 5
Grade 3	140-182	140-154	155-168	169-182	183-197	183-190	191-197	198-208	209-224	225-260
Grade 4	155-199	155-169	170-184	185-199	200-210	200-205	206-210	211-220	221-237	238-273
Grade 5	158-206	158-174	175-190	191-206	207-221	207-214	215-221	222-233	234-245	246-285
Grade 6	168-212	168-182	183-197	198-212	213-228	213-220	221-228	229-238	239-253	254-287
Grade 7	175-222	175-190	191-206	207-222	223-234	223-228	229-234	235-246	247-257	258-288
Grade 8	183-222	183-197	198-212	213-226	227-243	227-235	236-243	244-253	254-262	263-291
Algebra 1	325-378	325-342	243-360	361-378	379-399	379-389	390-399	400-417	418-434	435-475
Geometry	325-384	325-344	345-364	365-384	385-403	385-394	395-403	404-422	432-431	432-475

Table 9. FAA Mathematics and EOCs Scale Scores for Learning Gains

Grade Level	Level 1	Level 1 Low	Level 1 Middle	Level 1 High	Level 2	Level 2 Low	Level 2 High	Level 3	Level 3 Low	Level 3 High	Level 4
Grade 3	340-387	340-355	356-371	372-387	388-400	388-394	395-400	401-413	401-407	408-413	414-460
Grade 4	340-384	340-354	355-369	370-384	385-400	385-392	393-400	401-415	401-408	409-415	416-460
Grade 5	340-389	340-356	357-373	374-389	390-401	390-395	396-401	402-417	402-409	410-417	418-460
Grade 6	340-388	340-356	357-372	373-388	389-401	389-395	396-401	402-418	402-410	411-418	419-460
Grade 7	340-388	340-356	357-372	373-388	389-401	389-395	396-401	402-417	402-409	410-417	418-460
Grade 8	340-387	340-355	356-371	372-387	388-398	388-393	394-398	399-416	399-407	408-416	417-460
Algebra 1	525-585	525-545	546-565	566-585	586-599	586-592	593-599	600-623	600-611	612-623	624-675
Geometry	525-580	525-543	544-562	563-580	581-599	581-590	591-599	600-618	600-609	610-618	619-675

Students Enrolled in Mathematics Courses Requiring EOC Assessments

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

Students in grades 9 through 12, who are enrolled in a course associated with an EOC for the first time, have a valid current-year and prior-year assessment, and did not earn a passing score for that EOC assessment in grade 8 and below are included in the learning gains calculation. A current-year retake EOC assessment is also included for students in grade 9 through 12 who: did not pass the EOC in the prior year; are not enrolled in a different course associated with an EOC in the current year; and are enrolled in the same course associated with the EOC. For students who retake the same EOC assessment multiple times in the same school year, the assessment with the highest score is used.

Statewide EOC assessment scores used for the learning gains components for students in grade 8 and below are 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 is included in the calculation. Students who take an EOC assessment but have earned a passing score in a prior year are not 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 5).
 - Criteria for inclusion in current-year mathematics percent tested apply to the current-year assessment for inclusion in learning gains (see pages 8-10).
 - Students with valid combinations for multiple mathematics assessments are included only once in the denominator.
- Students without a current-year, first-time assessment, enrolled in an EOC course who retake the same EOC from the prior year.
- Students who do not have current-year learning gains based on statewide, standardized assessment results, who scored an Achievement Level 1 or 2 in the prior year on either the FAST Mathematics PM3/FAA Mathematics, B.E.S.T. Algebra 1 EOC, B.E.S.T. Geometry EOC, FAA Algebra 1 EOC, or FAA Geometry EOC and who earned an eligible concordant score between June 1, 2025, and May 31, 2026, that can be used to calculate 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 8-10.
 - For students with a prior-year FAST Mathematics PM3 assessment and a current-year FAST Mathematics PM3 assessment, use Table 8 to determine gains for students who remained in the same achievement level below Level 5.
 - For students with a prior-year FAA Mathematics assessment and a current-year FAA Mathematics assessment, use Table 9 to determine gains for students who remained in the same achievement level below Level 4.
 - Students with valid combinations for multiple mathematics assessments and who have demonstrated learning gains for more than one (1) assessment are included only once in the numerator.
- Students who do not have current-year learning gains based on statewide, standardized assessment results, who scored an Achievement Level 1 or 2 in the prior year on either the FAST Mathematics PM3/FAA Mathematics, B.E.S.T. Algebra 1 EOC, B.E.S.T. Geometry EOC, FAA Algebra 1 EOC, or FAA Geometry EOC, and who earned an eligible concordant score between June 1, 2025, and May 31, 2026, that can be used to calculate learning gains.

Procedures for Calculating School Improvement Ratings

A school improvement rating 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 rating, 100 points are available for each component with sufficient data, with one (1) 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 rating 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 is expressed as a whole number.

School improvement ratings shall be assigned to eligible schools based on the percentage of total applicable points earned as follows:

- 50 percent of total applicable points or higher equals a rating of Commendable.
- 26 to 49 percent of total applicable points equals a rating of Maintaining.
- 25 percent of total applicable points or less equals a rating of Unsatisfactory.

Schools that do not have sufficient data for any of the components will not receive a school improvement rating. School improvement ratings will not be calculated for schools that test fewer than 80 percent of the students enrolled. The Department will withhold the ratings 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 improvement ratings for these schools at the end of the appeals period, regardless of whether the district submitted an appeal letter for the school(s).

Withholding or Revoking a Rating

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

- the percent of students tested at the school is less than 80 percent of the school'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, the Department will assign an improvement rating to the school.

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 the Department can calculate school grades and school improvement ratings in accordance with the requirements of s. 1008.34, F.S., s. 1008.341, F.S., Rule 6A-1.09981, F.A.C., and Rule 6A-1.099822, 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 and school improvement ratings.

Based upon the data provided by school districts, the Department creates data files from which grades and ratings are calculated and provides districts the opportunity to review these files and make corrections, updates, and provide additional matches.

Subsequent to the review process described above, the Department provides school districts with school improvement ratings for the schools in the district. Districts are afforded an opportunity to contest or appeal a school improvement rating within 30 days of the release of the school improvement rating.

A successful 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 rating would be assigned to a school.
- Where the percent of students tested is less than 80 percent at a school and the school did not receive a rating, 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 rating, 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.

To ensure that districts have the opportunity to submit and review data upon which ratings are calculated, the Department annually publishes the timeframes and deadlines for these activities on the [School Grades website](#).

Definitions

For the purpose of calculating school improvement ratings, the following definitions apply:

“Dropout prevention/juvenile justice program codes” are those codes reported on the student demographic format that identify students in alternative education programs.

“Economically Disadvantaged Rate” means the percentage of students who qualify for free or reduced-price lunches, as identified by the [Lunch Status](#) data element, which is the indicator used to calculate the percentage of students classified as economically disadvantaged.

“First day of testing”/“time of testing” means the first day of the statewide testing window for each assessment. Please refer to the [2025-26 Statewide Assessment Schedule](#) published by the Bureau of K-12 Student Assessment.

“Full-year-enrolled student” means a student who is present for both the second and third period FTE student membership surveys (Surveys 2 and 3) 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 [School Number, Zoned School](#) and [District Number, Zoned School](#) data elements in the automated student information system. The student does not have to have been enrolled in the home-zoned school.

“Learning gains” means the student demonstrates gains from the prior year to the current year sufficient to meet the criteria listed on pages 8-10. Learning gains may be demonstrated in ELA and Mathematics.

“Passing” means the student must attain a statewide, standardized assessment score that lies within Achievement Level 3 or higher.

“School improvement rating component” means the measures for which a school could receive a rating and include ELA learning gains and Mathematics learning gains.

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

“Statewide, standardized assessments” means the assessments required in s. 1008.22(3), F.S., including the comprehensive progress monitoring PM3 administration, the alternate assessments, and the EOC assessments.

“Subject areas” means the two (2) areas of ELA (grades 3 through 10) and Mathematics (Mathematics in grades 3 through 8, Algebra 1, and Geometry). Both subject areas include both standard and alternate assessments.

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 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 improvement ratings if they take the associated EOC.

Table 10. Courses Associated with B.E.S.T. Mathematics EOC and FAA Mathematics EOC Assessments

Course	Course Name	Subject	Required/ Optional
1200310	Algebra 1	Algebra 1	Required
1200315	Algebra 1 for Credit Recovery	Algebra 1	Optional
1200320	Algebra 1 Honors	Algebra 1	Required
1200380	Algebra 1-B	Algebra 1	Required
1200385	Algebra 1-B for Credit Recovery	Algebra 1	Optional
1200386	Pre-Advanced Placement Algebra 1	Algebra 1	Required
1200390	IB Middle Years Program Algebra 1 Honors	Algebra 1	Required
1206310	Geometry	Geometry	Required
1206315	Geometry for Credit Recovery	Geometry	Optional
1206320	Geometry Honors	Geometry	Required
1206810	IB Middle Years Program Geometry Honors	Geometry	Required
1209810	Pre-Advanced International Certificate of Education (pre-AICE) Mathematics 1	Algebra 1	Required
1209820	Pre-Advanced International Certificate of Education (pre-AICE) Mathematics 2	Geometry	Required
7912065	Access Geometry	Geometry	Access
7912075	Access Algebra 1	Algebra 1	Access
7912090	Access Algebra 1B	Algebra 1	Access