

2016-17 Guide to Calculating School and District Grades



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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 2016-17 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 2016-17 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 2016-17 School Grades Model

English Language Arts (FSA)	Mathematics (FSA, EOCs)	Science (NGSSS, EOC)	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
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				Industry Certification) (0% to 100%)
Learning Gains of the Lowest 25% (0% to 100%)	Learning Gains of the Lowest 25% (0% to 100%)				Middle School (EOCs or Industry Certifications) (0% to 100%)

Components

In 2016-17, 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 the rate 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 6, 2016, meeting describes more specifically the school grades calculation and can be found at the following link: [Rule 6A-1.09981, F.A.C.](#)

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://schoolgrades.fldoe.org/>.

School Grading System

Schools to be Graded

Each school is 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.

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 Florida Standards Alternate Assessments (FSAA) were administered. Since the achievement levels for this assessment were set recently the achievement levels and the learning gains calculations for the FSAA English Language Arts, Mathematics, and EOC examinations have not been incorporated into the School Grades and School Improvement Rating rules, the FSAA testing results will only be included in percent tested for the 2016-17 school grades. Beginning with the 2017-18 school year, the FSAA assessments will be included in the achievement and learning gains components.

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 in 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 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 centers 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.
- 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 assessment window for the subject area and assessed on a statewide standardized assessment per the statewide K-12 assessment schedules published by the Office of 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 2016-17 school year is February 27, 2017.

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.

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.

- The first day of the FSA ELA for Grades 4-10 is the first day of the FSA ELA – Writing assessment. The first day of the FSA ELA for grade 3 is the first day of the Grade 3 FSA ELA – Reading assessment.
- The first day of the FSAA ELA for Grades 3-8 is the first day of the Grades 3-8 Performance Task. The first day of the FSAA ELA for Grades 9-10 is the first day of the Grades 9-10 Performance Task.

- Students who met the grade 10 graduation requirement for ELA or 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 29-31 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 science assessments and not enrolled in a biology EOC course.
- Students who test above their enrolled grade level in science (applies to both the 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 29-31 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 corresponding FSA EOC assessment.
 - Students who completed their FSAA Science or FSAA Biology 1 EOC assessment using the Datafolio option are included.
- Students enrolled in a biology EOC course who took the FSAA Science or FSAA Biology 1 EOC, but only if they also took the FSA Biology 1 EOC assessment.

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 29-31 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 FSA 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 2016-17 school year is February 27, 2017.

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 the student was 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 a first-time test taker for that EOC. If a student took the assessment for the first time in grades 9 through 12 and then retaken 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 the student was 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 take 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 writing section of the FSA ELA and earn a valid FSA 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 FSA ELA for Grades 4-10 is the first day of the FSA ELA – Writing assessment. The first day of the FSA ELA for grade 3 is the first day of the Grade 3 FSA ELA – Reading assessment.

Numerator – Students in the denominator who score a Level 3 or above on the FSA 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 Mathematics, and who are enrolled as of the first day of testing and not enrolled in a mathematics EOC course (i.e., Algebra 1, Algebra 2, 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 EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, and who took the corresponding FSA EOC assessment during the prior-year Summer administration, the current-year Fall, Winter, or Spring administrations.
- Students who take a mathematics FSA EOC assessment during the Spring administration must be enrolled in the school as of the first day of FSA 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 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 Mathematics or FSA 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 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 assessment and who are enrolled as of the first day of the statewide science assessment and not enrolled in a biology EOC course.
- Students enrolled in a NGSSS Biology 1 EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, and who took the NGSSS Biology 1 EOC assessment during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations.
- Students who take the NGSSS Biology 1 EOC assessment during the Spring administration must be enrolled in the school as of the first day of NGSSS Biology 1 EOC Spring testing.
 - 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 FSA 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 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 Civics or U.S. History EOC assessment during the Spring administration must be enrolled in the school as of the first day of EOC Spring testing.
- 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 Components

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:

- 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 the tables 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.

Table 2. Learning Gains for FSA English Language Arts*

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 3	240-284	240-254	255-269	270-284	285-299	285-292	293-299	300-314	315-329	330-360
Grade 4	251-296	251-266	267-281	282-296	297-310	297-303	304-310	311-324	325-339	340-372
Grade 5	257-303	257-272	273-288	289-303	304-320	304-312	313-320	321-335	336-351	352-385
Grade 6	259-308	259-275	276-292	293-308	309-325	309-317	318-325	326-338	339-355	356-391
Grade 7	267-317	267-283	284-300	301-317	318-332	318-325	326-332	333-345	346-359	360-397
Grade 8	274-321	274-289	290-305	306-321	322-336	322-329	330-336	337-351	352-365	366-403
Grade 9	276-327	276-293	294-310	311-327	328-342	328-335	336-342	343-354	355-369	370-407
Grade 10	284-333	284-300	301-317	318-333	334-349	334-341	342-349	350-361	362-377	378-412

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

Table 3. Learning Gains for FSA Mathematics

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

Table 4. Learning Gains for FSA End-of-Course Assessments

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Algebra 1	425-486	425-445	446-466	467-486	487-496	487-491	492-496	497-517	518-531	532-575
Geometry	425-485	425-445	446-465	466-485	486-498	486-492	493-498	499-520	521-532	533-575
Algebra 2	425-496	425-448	449-472	473-496	497-510	497-503	504-510	511-528	529-536	537-575

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 5. Assessment Combinations for English Language Arts Learning Gains

	FSA ELA	ELL WIDA ACCESS
FSA ELA	Y	N
ELL WIDA ACCESS	Y	N

Table 6. Assessment Combinations for Mathematics and EOC Learning Gains

	FSA Math	FSA Alg 1	FSA Alg 2	FSA Geometry
FSA Math	Y	Y	Y	Y
FSA Alg 1	Y	Y	Y	Y
FSA Alg 2	Y	N	Y	Y
FSA Geometry	Y	Y	Y	Y

If a student has both a valid prior-year FSA/EOC and a valid prior-year alternate assessment, then only the prior-year FSA/EOC 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 for FSA Mathematics to EOCs and EOCs to FSA Mathematics

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

- increase one or more achievement levels,
- increase at least one subcategory if maintaining an Achievement Level 1 or 2, or
- maintain an Achievement Level 3, 4, or 5.

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

Learning Gains for 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, or
- maintain an Achievement Level 3, 4, or 5.

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,
- increase their scale score by at least one point if they maintain an Achievement Level 3 or 4, or
- maintain an Achievement Level 5.

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 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 2016-17 learning gains calculations, the English language proficiency assessment results used are the prior-year WIDA ACCESS results. The original 2015-16 WIDA ACCESS scores will be used to calculate the linked scores.

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 7. 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 7, 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 8, 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.

$$[(405 * 0.08080861) + (390 * 0.02658397) + (410 * 0.33252824) + (395 * 0.12474559) + (96.70710770)] = 325.41342950$$
- 3) Third, round 325.41342950 to the nearest integer [325].
- 4) Since 325 is neither smaller or 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 8. 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

Students Enrolled in 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 the student was 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 a first-time test taker 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 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 5).
 - 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 a student took both the FSA ELA and the FAA Reading in the prior 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 CELLA in the prior year and if the student has been in a school in the United States for less than two years, then the CELLA 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 page 12, using Table 2 to determine gains for students who remained in the same achievement level below Level 5.

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 6).

- Criteria for inclusion in current-year mathematics achievement apply to the current-year assessment for inclusion in learning gains (see page 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 page 13.
 - For students with a prior-year FSA Mathematics assessment and a current-year FSA Mathematics use Table 3 to determine gains for students who remained in the same achievement level below Level 5.
 - 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 the WIDA ACCESS in the prior year, and group the prior-year 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 or the prior-year achievement level are factors at this point.

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 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% assessments 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 9. Example for Ranking Prior-Year Grade 3 ELA Tests

Current-Year Assessment Grade Level	Prior-Year Assessment Grade Level	Prior-Year Scale Score	Observation Count	Rank	Percentile Rank
3	3	240	1	1	7.69%
4	3	283	2	2	15.38%
4	3	283	3	2	15.38%
4	3	283	4	2	15.38%
3	3	290	5	5	38.36%
4	3	302	6	6	46.15%
4	3	302	7	6	46.15%
4	3	302	8	6	46.15%
4	3	312	9	9	69.23%
4	3	313	10	10	76.92%
4	3	316	11	11	84.61%
5	3	329	12	12	92.31%
4	3	330	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 FSA ELA scores have a percentile rank less than 25.5%.
- The lowest 25% of each grade level are combined.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to page 12, using Table 2 to determine gains for students who remained in the same achievement level below Level 5.

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

Using the students included in the learning gains denominator, group the prior-year assessments by grade level or 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 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% 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 10. 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
6	6	283	1	1	7.69%
7	6	302	2	2	15.38%
7	6	302	3	2	15.38%
7	6	302	4	2	15.38%
6	6	315	5	5	38.36%
7	6	320	6	6	46.15%
7	6	320	7	6	46.15%
7	6	320	8	6	46.15%
7	6	334	9	9	69.23%
7	6	336	10	10	76.92%
7	6	350	11	11	84.61%
8	6	357	12	12	92.31%
7	6	359	13	13	100.00%

Table 11. Example for Ranking Prior-Year Algebra 1 EOC Tests

Current-Year Assessment	Prior-Year Assessment	Prior-Year Scale Score	Observation Count	Rank	Percentile Rank
Geometry	Algebra 1	430	1	1	7.69%
Grade 8	Algebra 1	450	2	2	15.38%
Geometry	Algebra 1	450	3	2	15.38%
Algebra 2	Algebra 1	450	4	2	15.38%
Algebra 2	Algebra 1	487	5	5	38.36%
Algebra 2	Algebra 1	490	6	6	46.15%
Geometry	Algebra 1	490	7	6	46.15%
Geometry	Algebra 1	490	8	6	46.15%
Geometry	Algebra 1	500	9	9	69.23%
Geometry	Algebra 1	508	10	10	76.92%
Algebra 2	Algebra 1	521	11	11	84.61%
Algebra 2	Algebra 1	522	12	12	92.31%
Geometry	Algebra 1	531	13	13	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 FSA Mathematics or EOC mathematics scores have a percentile rank less than 25.5%.
- The lowest 25% of each assessment grouping 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 page 13.
- For students with a prior-year FSA Mathematics assessment and a current-year FSA Mathematics assessment use Table 3 to determine gains for students who remained in the same achievement level below Level 5.

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 grade 7 mathematics statewide assessment, Algebra 1 EOC assessment, Geometry EOC assessment, or Algebra 2 EOC assessment 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/1516GradRateInfoGuide.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 graduate 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/2016-17-student-info-system/student-assessment.shtml>.

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

The list of approved dual enrollment courses will be provided upon request.

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% 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% 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 retrieval/juvenile justice program code of "R," dropout retrieval, or "E," alternative to expulsion.

School District Responsibility and Review Process

Each school district shall be responsible for providing to 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 represents 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 www.schoolgrades.fldoe.org. 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, 2016-17 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/15229/urlt/1617-173174.pdf>).

“Learning gains” means that the student demonstrates growth from one year to the next year sufficient to meet the criteria below. Learning gains may be demonstrated in ELA and Mathematics. Refer to pages 12-13 for more detailed information.

“Passing” means that the student must attain a statewide standardized assessment score of Achievement Level 3 or higher. FSAA performance 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, the EOC assessments, and the FSAA.

“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).

“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/15229/urlt/1617-115680.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/15229/urlt/1617-146025.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	Required/ Optional
1200310	Algebra 1	Algebra 1	Required
1200320	Algebra 1 Honors	Algebra 1	Required
1200380	Algebra 1-B	Algebra 1	Required
1209810	Pre-AICE Mathematics 1	Algebra 1	Required
1200390	IB Middle Years Program Algebra 1 Honors	Algebra 1	Required
1200315	Algebra 1 for Credit Recovery	Algebra 1	Optional
1200385	Algebra 1B for Credit Recovery	Algebra 1	Optional
7912075	Access Algebra 1	Algebra 1	Access
7912090	Access Algebra 1B	Algebra 1	Access
MATX033	Intermediate Algebra	Algebra 2	Optional
1200330	Algebra 2	Algebra 2	Required
1200335	Algebra 2 for Credit Recovery	Algebra 2	Optional
1200340	Algebra 2 Honors	Algebra 2	Required
1200395	IB Middle Years Program Algebra 2	Algebra 2	Required
1209825	Pre-AICE Mathematics 3 IGCSE Level	Algebra 2	Required
1202352	AICE Mathematics 1 AS Level	Algebra 2	Optional
BSCX005	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSCX005C	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSCX006	General Biology (Lecture And Lab Course)	Biology	Optional
BSCX006C	General Biology (Combined Lecture And Lab)	Biology	Optional
BSCX007	Life Sciences (Lecture and Lab Course)	Biology	Optional
BSCX007C	Life Sciences (Combined Lecture and Lab)	Biology	Optional
BSCX008	Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab)	Biology	Optional
BSCX008C	Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab)	Biology	Optional
BSCX009	Introduction To Biology (Lecture and Lab Course)	Biology	Optional
BSCX009C	Introduction To Biology (Combined Lecture and Lab)	Biology	Optional
BSCX010	General Biology (Lecture and Lab Course)	Biology	Optional
BSCX010C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSCX011	General Biology (Lecture and Lab Course)	Biology	Optional
BSCX011C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSCX012	General Biology: Habitats & Organisms (Lecture and Lab Course)	Biology	Optional

COURSE	COURSE NAME	Subject	Required/ Optional
BSCX012C	General Biology: Habitats & Organisms (Combined Lecture and Lab)	Biology	Optional
BSCX020	Human Biology (Lecture and Lab Course)	Biology	Optional
BSCX020C	Human Biology (Combined Lecture and Lab)	Biology	Optional
BSCC005	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSCC006	General Biology (Combined Lecture And Lab)	Biology	Optional
BSCC007	Life Sciences (Combined Lecture and Lab)	Biology	Optional
BSCC008	Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab)	Biology	Optional
BSCC009	Introduction To Biology (Combined Lecture and Lab)	Biology	Optional
BSCC010	General Biology (Combined Lecture and Lab)	Biology	Optional
BSCC011	General Biology (Combined Lecture and Lab)	Biology	Optional
BSCC012	General Biology: Habitats & Organisms (Combined Lecture and Lab)	Biology	Optional
BSCC020	Human Biology (Combined Lecture and Lab)	Biology	Optional
2000310	Biology 1	Biology	Required
2000320	Biology 1 Honors	Biology	Required
2000322	Pre-AICE Biology	Biology	Required
2000430	Biology Technology	Biology	Required
2000800	Biology 1 Pre IB	Biology	Required
2000805	International Baccalaureate Biology 1	Biology	Optional
2000850	IB Middle Years Program Biology Honors	Biology	Required
2002440	Integrated Science 3	Biology	Required
2002450	Integrated Science 3 Honors	Biology	Required
2000340	AP Biology	Biology	Optional
2000315	Biology 1 for Credit Recovery	Biology	Optional
2002445	Integrated Science 3 for Credit Recovery	Biology	Optional
2000321	AICE Biology 1 AS Level	Biology	Optional
7920015	Access Biology	Biology	Access
2100045	M/J U.S. History & Civics	Civics	Required
2106010	Civics (year long)	Civics	Required
2106015	Civics (semester long)	Civics	Required
2106016	Civics & Career Planning	Civics	Required
2106020	Civics, Advanced (year long)	Civics	Required
2106025	Civics, Advanced (semester long)	Civics	Required
2106026	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
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

COURSE	COURSE NAME	Subject	Required/ Optional
1206810	IB Middle Years Program Geometry Honors	Geometry	Required
1209820	Pre-AICE Mathematics 2	Geometry	Required
1206315	Geometry for Credit Recovery	Geometry	Optional
1206300	Informal Geometry	Geometry	Optional
7912065	Access Geometry	Geometry	Access
AMHX010	Introductory Survey To 1877	US History	Optional
AMHX011	Introductory Survey To 1877: Honors	US History	Optional
AMHX020	Introductory Survey Since 1877	US History	Optional
AMHX041	Survey of the American Experience I	US History	Optional
AMHX042	Survey of Social and Cultural History Since 1865	US History	Optional
AMHX050	Survey of the American Experience II	US History	Optional
2100310	United States History	US History	Required
2100315	United States History for Credit Recovery	US History	Optional
2100320	United States History Honors	US History	Required
2100330	Advanced Placement United States History	US History	Optional
2100390	Visions and Countervisions: Europe, the U.S. and the World from 1848	US History	Required
2100480	Visions and Countervisions: Europe, U.S. and the World from 1848 Honors	US History	Required
2100500	AICE United States History 1 AS Level	US History	Optional
2100505	AICE United States History 2 A Level	US History	Optional
2100800	International Baccalaureate History of the Americas	US History	Optional
7921025	Access US History	US History	Access