

2021-22
Guide to Calculating
School Improvement Ratings
for Alternative Schools and ESE Center Schools



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Overview

School improvement ratings are part of Florida’s school accountability system, which originated with the Florida Legislature’s passage of Assistance Plus (A+) legislation in 1999. The school improvement rating calculation was revised substantially for the 2015-16 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments (FSA). 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.

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 Rules 6A-1.099822 and 6A-1.099828, Florida Administrative Code (F.A.C.), and under the authority of sections (ss.) 1008.34, 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 (FDOE) with input from Florida’s school districts. Once these schools are identified for the reporting year, the administration of each school is provided the opportunity to choose either a regular 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 either option, the school will receive a school improvement rating.

The purpose of this technical guide is to provide a description of the procedures used to determine school improvement ratings for the 2021-22 school year, as set forth in Rules 6A-1.099822 and 6A-1.099828, F.A.C., and ss. 1008.34, 1008.341, and 1008.3415, F.S. 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 and/or mathematics; schools will be rated on only those components for which they have sufficient data. Sufficient data exists when at least 10 students are eligible for inclusion in the calculation for the component; eligibility criteria are described within this guide.

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

Mathematics Learning Gains – This component includes student performance on statewide standardized mathematics assessments, including the comprehensive assessments and EOC assessments. This component measures student learning gains from one year to the next.

School Improvement Ratings Calculation

The points earned for each component for which there are 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 in order to receive a rating. To be eligible for a rating of Commendable, a school must test 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 FDOE 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 sections of statute 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.](#)

As adopted by the State Board of Education on January 17, 2018, the following rule outlines more specifically the school improvement ratings calculation and can be found at the following link: [Rule 6A-1.099822, F.A.C.](#) In January 2018, amendments to the rule included the

incorporation of the use of the Florida Standards Alternate Assessment (FSAA), as well as concordant and comparative scores into the learning gains calculations.

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

The rule adopted by the State Board of Education at its January 17, 2018, meeting that describes learning gains calculations is at the following link: [Rule 6A-1.09981, F.A.C.](#) In January 2018, the amendments to the rule included the incorporation of the FSAA into the achievement and learning gains components.

The FDOE 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 at <https://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

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 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 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 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 Standards Alternate Assessment

The 2015-16 school year was the first year the FSAA was administered. Beginning with the 2017-18 school year, the FSAA English Language Arts, Mathematics, and mathematics End-of-Course (EOC) examinations were included in learning gains. Please note, only the FSAA – Performance Task is included in the learning gains calculations.

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.]. In these cases, even if an eligible school selected a school improvement rating, it will receive the aggregate grade generated by the combined data of the collocated schools and will not receive the school improvement rating it requested. 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 would still be 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 will be aggregated and they will all be assigned the same 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

As implemented in the 2017-18 school grades school year, per s. 1008.341(2) F.S., if an alternative school or an ESE center school has elected to receive a school improvement rating in the current school year and is too small in the current school year, data for that school will be aggregated using three consecutive years of data. The school does not have to have elected to receive a school improvement rating in each of the three consecutive years to be aggregated. The three-year aggregate rating will apply current-year calculation methods to all three years of data; however, assessments that were included in the school improvement rating calculation in the prior two years and not in the current-year calculation will still be used to calculate learning gains only for those two years of data. The years of data that will be aggregated are 2017-18, 2018-19, and 2021-22, except for those schools that opted to receive a school improvement rating in 2020-21. Schools that opted to receive a school improvement rating last year (2020-21), if needed, will have 2018-19, 2020-21, and 2021-22 years aggregated.

This will take priority over the collocated rule. If the three-year aggregate does not provide sufficient data for the school to receive a school improvement rating and the school is collocated, then the collocated rule will take effect. If the school is not collocated and does not have sufficient data, then the school will not receive a school improvement rating.

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 [FDOE 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) who have been enrolled in a U.S. school for fewer than two (2) years are included in the 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 2021-22 school year is April 4, 2022.

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 assessment, are only included in the percent tested for that course if they have not previously taken the associated EOC assessment while in grades 9 through 12 or earned a passing score when enrolled in grade 8 or below. However, if a student did not pass the EOC assessment in the prior year and was not enrolled in a different EOC course in the current year, but enrolled in the same EOC course as in the prior year and took the associated EOC assessment in the current year, then the retake of the EOC assessment will be included.

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

FSAA Datafolio

Students who complete the FSAA ELA, FSAA Mathematics, or FSAA mathematics EOC assessments using the Datafolio option will only be included in percent tested. Students who complete the FSAA – Performance Task for ELA, Mathematics, and mathematics EOCs will be included in percent tested as well as the learning gains components. When FSAA is referenced in the learning gains components, it is the FSAA – Performance Task.

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 who are enrolled as of the first day of the FSA ELA or FSAA ELA.
 - The first day of the Grades 4-10 FSA ELA is the first day of the FSA ELA – Writing assessment. The first day of the Grade 3 FSA ELA is the first day of the Grade 3 FSA ELA – Reading assessment.
 - The first day of the Grades 3-8 FSAA ELA is the first day of the Grades 3-8 Performance Task. The first day of the Grades 9-10 FSAA ELA is the first day of the Grades 9-10 Performance Task.
 - Students who met the grade 10 graduation requirement for ELA/Reading prior to the Spring FSA ELA testing window are not included.
 - ELLs who have been enrolled in a U.S. school for less than two (2) years are included.
- Students who took the Fall FSA ELA Grade 10 Retake and who took an FSA ELA assessment in the prior year. Students must have a valid score for both years.
- Students who took the Spring FSA ELA Grade 10 Retake and who took an FSA ELA assessment in the prior year. Students must have a valid score for both years.
- Students enrolled in grades 9-12 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 or SAT concordant score between and including June 1, 2021, and May 31, 2022, 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 FSA ELA or the FSAA ELA assessments.
- Students who took at least one (1) of the two (2) sections of the ELA at their Survey 3 school are considered tested.
- Students enrolled in grades 9-12 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 or SAT concordant score between and including June 1, 2021, and May 31, 2022, that can be used to calculate learning gains.
- 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 an 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 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 mathematics FSA EOC assessment associated with the course of enrollment.
 - Please refer to page 24 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 FSA Mathematics, FSA Algebra 1, or FSA Geometry EOC, and who earned an eligible concordant score between and including June 1, 2021, and May 31, 2022, 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 FSA Mathematics or FSAA Mathematics assessment and who were not enrolled in a mathematics course associated with an FSA EOC or FSAA EOC assessment.
 - Students who completed their FSAA Mathematics or FSAA mathematics EOC assessment using the Datafolio option are included.
- Students in the denominator and enrolled in a mathematics course in which an FSA EOC assessment is required and took the associated FSA EOC assessment.
- Students in the denominator and enrolled in an access mathematics course in which an FSAA EOC assessment is required must take the associated FSAA EOC assessment or the corresponding FSA 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 assessment.
- 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 FSA Algebra 1 or FSA Geometry EOC, and who earned an eligible concordant score between and including June 1, 2021, and May 31, 2022, 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.

Learning Gains Calculation Methods

Learning gains means that the student demonstrates gains from one (1) year to the next year sufficient to meet the criteria below for the FSA and FSAA – Performance Task. Learning gains may be demonstrated in English Language Arts and Mathematics. Students with two (2) consecutive years of valid FSA scores or students with two (2) consecutive years of valid FSAA – Performance Task scores may demonstrate learning gains in four (4) different ways.

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

Learning Gains for the FSA

- Students who increase at least one (1) achievement level on the statewide standardized assessment in the same subject area.
- Students who scored below Achievement Level 3 on the statewide standardized assessment in the prior year and who advance from one (1) subcategory within Achievement Level 1 or 2 in the prior year to a higher subcategory in the current year in same subject area. (See Table 3, Table 4, Table 9, and Table 10 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 took an FSA EOC assessment and remained at Achievement Level 3 or Achievement Level 4.
- Students who scored at Achievement Level 5 in the prior year on the statewide standardized assessment and who score in Achievement Level 5 in the current year in the same subject area.

Learning Gains for the FSAA – Performance Task

- Students who increase at least one (1) achievement level on the FSAA in the same subject area.
- Students who scored below Achievement Level 3 on the FSAA in the prior year and who advance from one (1) subcategory within Achievement Level 1 or 2 in the prior year to a higher subcategory in the current year in the same subject area. (See Table 6 and Table 7 below for the scores that comprise each subcategory.)
 - Achievement Level 1 is comprised of three (3) equal subcategories, and Achievement Level 2 is comprised of two (2) equal subcategories. Subcategories are determined by dividing the scale of Achievement Level 1 into three (3) equal parts and dividing the scale of Achievement Level 2 into two (2) equal parts.
 - If the scale range cannot be evenly divided into three (3) equal parts for Achievement Level 1 or into two (2) equal parts for Achievement Level 2, no subcategory may be more than one (1) scale score point larger than the other subcategories; the highest subcategories shall be the smallest.
- Students who scored at Achievement Level 3 on the FSAA in the prior year and who maintain the same Achievement Level 3 subcategory or move from the lower subcategory to the higher subcategory. (See Table 8 and Table 9 below for the scores that comprise each subcategory.)
 - Subcategories are determined by dividing the scale of Achievement Level 3 into two (2) equal parts.
 - If the scale range cannot be evenly divided into two (2) equal parts for Achievement Level 3, then the highest subcategory shall be the smallest.
- Students who scored at Achievement Level 4 in the prior year on the FSAA and who score in the same Achievement Level in the current year in the same subject area.

Assessment Combinations for Learning Gains

The following tables indicate the combination of current-year and prior-year assessments that can be used to calculate learning gains; valid combinations must include two (2) consecutive years of assessments. 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 1 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 1. Assessment Combinations for English Language Arts Learning Gains

Assessment	Current Year FSA ELA	Current Year FSAA ELA
Prior Year FSA ELA	Y	N
Prior Year FSAA ELA	N	Y

Table 2. Assessment Combinations for Mathematics Learning Gains

Assessment	Current Year FSA Math	Current Year FSAA Math	Current Year FSA Alg 1	Current Year FSAA Alg 1	Current Year FSA Geometry	Current Year FSAA Geometry
Prior Year FSA Math	Y	N	Y	N	Y	N
Prior Year FSAA Math	N	Y	N	Y	N	Y
Prior Year FSA Alg. 1	Y	N	Y	N	Y	N
Prior Year FSAA Alg. 1	N	Y	N	Y	N	Y
Prior Year FSA Geometry	Y	N	Y	N	Y	N
Prior Year FSAA Geometry	N	Y	N	Y	N	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 have been enrolled in the alternative school or ESE center school during Survey 2 week or Survey 3 week. Students enrolled in schools that choose a school improvement rating are not required to be full-year enrolled in order to be included in the school improvement rating calculation.

Inclusion of English Language Learners

English language learners (ELLs) are included in the learning gains components once they have two (2) consecutive years of assessments for ELA or two (2) consecutive years of assessments for Mathematics.

Learning Gains in FSA English Language Arts

Table 3. FSA English Language Arts Level 1 Scale Scores for Learning Gains

Assessment	Level 1	Level 1 Low	Level 1 Middle	Level 1 High
Grade 3	240-284	240-254	255-269	270-284
Grade 4	251-296	251-266	267-281	282-296
Grade 5	257-303	257-272	273-288	289-303
Grade 6	259-308	259-275	276-292	293-308
Grade 7	267-317	267-283	284-300	301-317
Grade 8	274-321	274-289	290-305	306-321
Grade 9	276-327	276-293	294-310	311-327
Grade 10	284-333	284-300	301-317	318-333

Table 4. FSA English Language Arts Level 2 Scale Scores for Learning Gains

Assessment	Level 2	Level 2 Low	Level 2 High
Grade 3	285-299	285-292	293-299
Grade 4	297-310	297-303	304-310
Grade 5	304-320	304-312	313-320
Grade 6	309-325	309-317	318-325
Grade 7	318-332	318-325	326-332
Grade 8	322-336	322-329	330-336
Grade 9	328-342	328-335	336-342
Grade 10	334-349	334-341	342-349

Table 5. FSA English Language Arts Levels 3, 4, and 5 Scale Scores for Learning Gains

Assessment	Level 3	Level 4	Level 5
Grade 3	300-314	315-329	330-360
Grade 4	311-324	325-339	340-372
Grade 5	321-335	336-351	352-385
Grade 6	326-338	339-355	356-391
Grade 7	333-345	346-359	360-397
Grade 8	337-351	352-365	366-403
Grade 9	343-354	355-369	370-407
Grade 10	350-361	362-377	378-412

Learning Gains in FSAA English Language Arts

Table 6. FSAA English Language Arts Level 1 Scale Scores for Learning Gains

Assessment	Level 1	Level 1 Low	Level 1 Middle	Level 1 High
Grade 3	540-582	540-554	555-568	569-582
Grade 4	540-581	540-553	554-567	568-581
Grade 5	540-582	540-554	555-568	569-582
Grade 6	540-582	540-554	555-568	569-582
Grade 7	540-582	540-554	555-568	569-582
Grade 8	540-581	540-553	554-567	568-581
Grade 9	540-581	540-553	554-567	568-581
Grade 10	540-583	540-554	555-569	570-583

Table 7. FSAA English Language Arts Level 2 Scale Scores for Learning Gains

Assessment	Level 2	Level 2 Low	Level 2 High
Grade 3	583-598	583-590	591-598
Grade 4	582-596	582-589	590-596
Grade 5	583-598	583-590	591-598
Grade 6	583-598	583-590	591-598
Grade 7	583-598	583-590	591-598
Grade 8	582-597	582-589	590-597
Grade 9	582-597	582-589	590-597
Grade 10	584-597	584-590	591-597

Table 8. FSAA English Language Arts Level 3 and 4 Scale Scores for Learning Gains

Assessment	Level 3	Level 3 Low	Level 3 High	Level 4
Grade 3	599-617	599-608	609-617	618-660
Grade 4	597-617	597-607	608-617	618-660
Grade 5	599-617	599-608	609-617	618-660
Grade 6	599-617	599-608	609-617	618-660
Grade 7	599-617	599-608	609-617	618-660
Grade 8	598-613	598-605	606-613	614-660
Grade 9	598-619	598-608	609-619	620-660
Grade 10	598-616	598-607	608-616	617-660

Learning Gains in Mathematics and EOCs

Table 9. FSA Mathematics and EOC Level 1 Scale Scores for Learning Gains

Assessment	Level 1	Level 1 Low	Level 1 Middle	Level 1 High
Grade 3	240-284	240-254	255-269	270-284
Grade 4	251-298	251-266	267-282	283-298
Grade 5	256-305	256-272	273-289	290-305
Grade 6	260-309	260-276	277-293	294-309
Grade 7	269-315	269-284	285-300	301-315
Grade 8	273-321	273-289	290-305	306-321
Algebra 1	425-486	425-445	446-466	467-486
Geometry	425-485	425-445	446-465	466-485

Table 10. FSA Mathematics and EOC Level 2 Scale Scores for Learning Gains

Assessment	Level 2	Level 2 Low	Level 2 High
Grade 3	285-296	285-290	291-296
Grade 4	299-309	299-304	305-309
Grade 5	306-319	306-312	313-319
Grade 6	310-324	310-317	318-324
Grade 7	316-329	316-322	323-329
Grade 8	322-336	322-329	330-336
Algebra 1	487-496	487-491	492-496
Geometry	486-498	486-492	493-498

Table 11. FSA Mathematics and EOC Level 3, 4, and 5 Scale Scores for Learning Gains

Assessment	Level 3	Level 4	Level 5
Grade 3	297-310	311-326	327-360
Grade 4	310-324	325-339	340-376
Grade 5	320-333	334-349	350-388
Grade 6	325-338	339-355	356-390
Grade 7	330-345	346-359	360-391
Grade 8	337-352	353-364	365-393
Algebra 1	497-517	518-531	532-575
Geometry	499-520	521-532	533-575

Learning Gains in FSA Mathematics and EOCs

Table 12. FSA Mathematics and EOC Level 1 Scale Scores for Learning Gains

Assessment	Level 1	Level 1 Low	Level 1 Middle	Level 1 High
Grade 3	540-585	540-555	556-570	571-585
Grade 4	540-586	540-555	556-571	572-586
Grade 5	540-585	540-555	556-570	571-585
Grade 6	540-585	540-555	556-570	571-585
Grade 7	540-586	540-555	556-571	572-586
Grade 8	540-585	540-555	556-570	571-585
Access Algebra 1	725-773	725-741	742-757	758-773
Access Geometry	725-776	725-742	743-759	760-776

Table 13. FSA Mathematics and EOC Level 2 Scale Scores for Learning Gains

Assessment	Level 2	Level 2 Low	Level 2 High
Grade 3	586-599	586-592	593-599
Grade 4	587-598	587-592	593-598
Grade 5	586-599	586-592	593-599
Grade 6	586-599	586-592	593-599
Grade 7	587-599	587-593	594-599
Grade 8	586-597	586-591	592-597
Access Algebra 1	774-796	774-785	786-796
Access Geometry	777-798	777-787	788-798

Table 14. FSA Mathematics and EOC Level 3 and 4 Scale Scores for Learning Gains

Assessment	Level 3	Level 3 Low	Level 3 High	Level 4
Grade 3	600-616	600-608	609-616	617-660
Grade 4	599-617	599-608	609-617	618-660
Grade 5	600-616	600-608	609-616	617-660
Grade 6	600-616	600-608	609-616	617-660
Grade 7	600-616	600-608	609-616	617-660
Grade 8	598-614	598-606	607-614	615-660
Access Algebra 1	797-822	797-809	810-822	823-875
Access Geometry	799-826	799-812	813-826	827-875

FSA/FSAA Mathematics Learning Gains for Retained Students

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 (1) or more achievement levels,
- Increase at least one (1) subcategory if maintaining an Achievement Level 1 or 2 for the FSA/FSAA,
- Increase their scale score by at least one (1) point if maintaining an Achievement Level 3 or 4 for the FSA,
- Maintain the same Achievement Level 3 subcategory or move from the lower subcategory to the higher subcategory for the FSAA,
or
- Maintain an Achievement Level 5 for the FSA or an Achievement Level 4 for the FSAA.

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

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

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

Because of the different score scales for the FSA Mathematics and the FSA 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 (1) or more achievement levels,
- Increase at least one (1) subcategory if maintaining an Achievement Level 1 or 2,
- Maintain the same Achievement Level 3 subcategory or move from the lower subcategory to the higher subcategory for the FSAA,
or
- Maintain an Achievement Level 3, 4, or 5 for the FSA or an Achievement Level 4 for the FSAA.

Students Enrolled in Mathematics Courses Requiring EOC Assessments

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

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

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

Learning Gains in Mathematics (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid current-year assessment score and a valid prior-year assessment score, who tested on or above their enrollment grade level in the current year.
- Students must have a valid combination of current-year and prior-year assessments (refer to Table 2).
 - Criteria for inclusion in current-year mathematics percent tested apply to the current-year assessment for inclusion in learning gains (see pages 9 and 10).
 - Students with valid combinations for multiple mathematics assessments will be 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.
 - This applies to both the FSA EOCs and FSAA EOCs.
- 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 FSA Mathematics, FSA Algebra 1, or FSA Geometry EOC, and who earned an eligible concordant score between and including June 1, 2021, and May 31, 2022, 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 9-10,

- Use Tables 9-11, as applicable, to determine gains for students who remained in the same achievement level below Level 5 for the FSA
- Use tables 12-14 for those that remained in the same achievement level below Level 4 for the FSAA.
- Students with valid combinations for multiple mathematics assessments and who have demonstrated learning gains for more than one (1) assessment will be 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 FSA Mathematics, FSA Algebra 1, or FSA Geometry EOC, and who earned an eligible concordant score between and including June 1, 2021, and May 31, 2022, 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 will be expressed as a whole number.

School improvement ratings shall be assigned to 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 FDOE will withhold the ratings of schools that did not test a large enough percentage of students so that the FDOE 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 FDOE will release school improvement ratings 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 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 where

- 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 FDOE that the data accurately represent the progress of the school, the FDOE will assign an improvement rating to the school.

School District Responsibility and Review Process

Each school district shall be responsible for providing FDOE with accurate, complete, and timely school district data so that FDOE can calculate school grades and school improvement ratings in accordance with the requirements of s. 1008.34, 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, FDOE will create data files from which grades and ratings 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, FDOE will provide school districts with school improvement ratings for the schools in the district. Districts shall be 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.

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

Definitions

For the purpose of calculating school 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 (<https://www.fldoe.org/core/fileparse.php/19954/urlt/2122-115680.pdf>).

“Economically Disadvantaged Rate” means the percentage of students who qualify for free or reduced-price lunches, which is the indicator used to calculate the percentage of students classified as economically disadvantaged (<https://www.fldoe.org/core/fileparse.php/20017/urlt/8-4.pdf>).

“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 at <http://fldoe.org/accountability/assessments/k-12-student-assessment/assessment-schedules.stml>.

“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 (<https://www.fldoe.org/core/fileparse.php/19954/urlt/2122-173174.pdf>). The student does not have to have been enrolled in the home-zoned school.

“Learning gains” means the student demonstrates gains from one (1) year to the next year sufficient to meet the criteria listed on pages 11 through 13. Learning gains may be demonstrated in ELA and Mathematics.

“Minority Rate” means the percentage of students at the school who are not White.

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

“School improvement rating component” means the measures for which a school could receive a rating and include English Language Arts 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 statewide assessments, EOC assessments, and alternate assessments.

“Subject areas” means the two (2) areas of ELA (English Language Arts in 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 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 improvement ratings if they take the associated EOC assessment.

Table 15. Courses Associated with Mathematics EOC Assessments

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
1200386	Pre-Advanced Placement Algebra 1	Algebra 1	Optional
1200390	IB Middle Years Program Algebra 1 Honors	Algebra 1	Required
1209810	Pre-AICE Mathematics 1	Algebra 1	Required
7912075	Access Algebra 1	Algebra 1	Access
7912090	Access Algebra 1B	Algebra 1	Access
1200315	Algebra 1 for Credit Recovery	Algebra 1	Optional
1200385	Algebra 1B for Credit Recovery	Algebra 1	Optional
1206310	Geometry	Geometry	Required
1206320	Geometry Honors	Geometry	Required
1206810	IB Middle Years Program Geometry Honors	Geometry	Required
1209820	Pre-AICE Mathematics 2	Geometry	Required
7912065	Access Geometry	Geometry	Access
1206315	Geometry for Credit Recovery	Geometry	Optional