

2024-25

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



Manny Diaz, Jr., Commissioner
July 2025

This document was prepared by staff in the Bureau of Accountability Reporting; Division of
Accountability, Research, and Measurement.

850-245-0411

Accountability@fldoe.org

Table of Contents

| | |
|---|-----------|
| Overview | 4 |
| Components | 5 |
| <i>Five Achievement Components.....</i> | <i>5</i> |
| <i>Four Learning Gains Components.....</i> | <i>5</i> |
| <i>Middle School Acceleration</i> | <i>5</i> |
| <i>Graduation Rate</i> | <i>5</i> |
| <i>College and Career Acceleration.....</i> | <i>5</i> |
| School Grades Calculation | 5 |
| School Grading Percentages | 5 |
| <i>Elementary Schools.....</i> | <i>6</i> |
| <i>Middle, High, and Combination Schools.....</i> | <i>6</i> |
| Percent Tested..... | 6 |
| Resources..... | 6 |
| School Grading System..... | 7 |
| Schools to be Graded..... | 7 |
| <i>Florida Alternate Assessment (FAA)</i> | <i>7</i> |
| <i>Alternative Schools, Exceptional Student Education (ESE) Center Schools, and Hospital Homebound Schools.....</i> | <i>7</i> |
| <i>Collocated Schools</i> | <i>8</i> |
| Calculating Percent Tested | 9 |
| <i>Alternative Schools, ESE Center Schools, and Hospital Homebound Schools</i> | <i>9</i> |
| <i>Inclusion of English Language Learners.....</i> | <i>9</i> |
| <i>Students Enrolled in Courses Requiring EOC Assessments</i> | <i>9</i> |
| <i>FAA Inclusion.....</i> | <i>9</i> |
| <i>English Language Arts for Percent Tested</i> | <i>10</i> |
| <i>Mathematics for Percent Tested</i> | <i>10</i> |
| <i>Science for Percent Tested.....</i> | <i>11</i> |
| <i>Social Studies for Percent Tested.....</i> | <i>12</i> |
| School Grades Components for All Schools | 13 |
| Achievement Components | 13 |
| <i>Achievement Data Included in Home-Zoned School Grade</i> | <i>13</i> |
| <i>Inclusion of English Language Learners.....</i> | <i>13</i> |
| <i>Students Enrolled in Courses Requiring EOC Assessments</i> | <i>13</i> |
| <i>English Language Arts Achievement (100 points).....</i> | <i>14</i> |
| <i>Grade 3 English Language Arts Achievement (100 points)</i> | <i>14</i> |
| <i>Mathematics Achievement (100 points).....</i> | <i>14</i> |
| <i>Science Achievement (100 points).....</i> | <i>15</i> |
| <i>Social Studies Achievement (100 points)</i> | <i>15</i> |
| Learning Gains Components..... | 17 |
| <i>Learning Gains Calculation Methods.....</i> | <i>17</i> |
| <i>Assessment Combinations for Learning Gains.....</i> | <i>19</i> |
| <i>Learning Gains Data Included in a Home-Zoned School Grade</i> | <i>20</i> |
| <i>Inclusion of ELLs.....</i> | <i>20</i> |
| <i>English Language Arts Learning Gains</i> | <i>20</i> |
| <i>Students Enrolled in Mathematics Courses Requiring EOC Assessments</i> | <i>22</i> |
| <i>Learning Gains in Mathematics (100 points).....</i> | <i>22</i> |
| Determining Percentile Ranking for Identifying the Lowest Performing 25% for ELA | 23 |
| <i>Learning Gains of the Lowest Performing 25% of Students in English Language Arts (100 points)</i> | <i>23</i> |
| Determining Percentile Ranking for Identifying the Lowest Performing 25% for Mathematics..... | 24 |
| <i>Learning Gains of the Lowest Performing 25% of Students in Mathematics (100 points)</i> | <i>25</i> |

| | |
|---|-----------|
| Acceleration Component for Middle Schools (100 points) | 26 |
| School Grades Components for High Schools | 27 |
| <i>Graduation Rate (100 points)</i> | 27 |
| <i>College and Career Acceleration (100 points)</i> | 27 |
| Procedures for Calculating School Grades | 29 |
| Withholding or Revoking a Grade | 29 |
| District Grading System | 30 |
| Federal Percent of Points Index | 31 |
| Schools to Receive a Federal Index | 31 |
| Calculation | 32 |
| ELP Progress Component..... | 33 |
| <i>Progress for WIDA ACCESS for ELLs 2.0 and Kindergarten ACCESS for ELLs</i> | 33 |
| <i>Progress on the Alternate ACCESS</i> | 33 |
| <i>ELP Progress (100 points)</i> | 33 |
| Adjustments for Schools Testing Below 95% | 34 |
| Student Subgroup Definitions | 34 |
| <i>Students with Disabilities (SWD) Subgroup</i> | 34 |
| <i>English Language Learners (ELL) Subgroup</i> | 34 |
| <i>Economically Disadvantaged (FRL) Subgroup</i> | 34 |
| <i>Race/Ethnicity Subgroups</i> | 35 |
| School District Responsibility and Review Process..... | 36 |
| Definitions | 37 |
| End-of-Course Enrollment | 39 |

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 purpose of this technical guide is to provide a description of the procedures used to determine school grades for the 2024-25 school year as set forth in Rule 6A-1.09981, Florida Administrative Code (F.A.C.), and section (s.) 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 2024-25 school grading system focuses the school grading formula on the following student success measures.

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

Table 1. The 2024-25 School Grades Model

| English Language Arts | Mathematics | Science | Social Studies | 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%) | Middle School (0% to 100%) |
| Grade 3 Achievement (0% to 100%) | Learning Gains (0% to 100%) | | | | High School (0% to 100%) |
| Learning Gains (0% to 100%) | Learning Gains of the Lowest 25% (0% to 100%) | | | | |
| Learning Gains of the Lowest 25% (0% to 100%) | | | | | |

Components

In 2024-25, a school's grade may include up to twelve (12) components. There are five (5) achievement components and four (4) learning gains components, as well as components for middle school acceleration, graduation rate, and college and career acceleration. Each component is worth up to 100 points in the overall calculation.

Five Achievement Components

The five achievement components are English Language Arts (ELA), Grade 3 ELA, Mathematics, Science, and Social Studies. These components include student performance on statewide, standardized assessments, including the comprehensive progress monitoring assessments, alternate 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 four learning gains components are learning gains in ELA and Mathematics, as well as learning gains for the lowest performing 25% of students in ELA and Mathematics. These components include student performance on statewide, standardized assessments, including the comprehensive progress monitoring assessments, alternate assessments, and EOC assessments for the current year and the prior year. The components measure the percentage of full-year enrolled students who achieved a learning gain from the prior year to the current year.

Middle School Acceleration

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

Graduation Rate

The graduation rate is based on an adjusted cohort of ninth grade students, and measures whether the students graduate within four years of entering grade 9.

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 (qualifying AP, IB, or AICE), earned a passing grade in a dual enrollment course that qualified for college credit, earned 300 clock hours through career dual enrollment courses in the same approved program, earned an Armed Services Qualification Test score and two course credits within the same military branch, 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

Rule 6A-1.09981(4)(e)3., F.A.C., pursuant to s. 1008.34(3)(c)1., F.S., was amended so that the scale for elementary schools mirrors the scale that was in place from 2014-15 to 2021-22 and the scale for the

remaining school types is adjusted to provide results consistent with the gains in assessment performance returning to or closely approaching 2019-20 school year levels. The resulting grading scales are as follows.

Elementary Schools

- 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

Middle, High, and Combination Schools

- A = 64% of points or greater
- B = 57% to 63% of points
- C = 44% to 56% of points
- D = 34% to 43% of points
- F = 33% of points or less

Percent Tested

Schools must test at least 95 percent of their students.

Resources

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

The “School and District Accountability” State Board of Education rule describes more specifically the school grades calculation and is located 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 [Know Your Schools Portal](#). Additional information describing the calculation and historical information are available on the [School Grades website](#).

School Grading System

Schools to be Graded

Each school is initially assigned a letter grade of “A,” “B,” “C,” “D,” or “F” annually, if it has sufficient data for at least one (1) school grading component, tested at least 95 percent of eligible students, and is not under investigation for a testing irregularity. Schools that test fewer than 95 percent of students may appeal their grade. If the appeal is successful, or if the commissioner determines the progress of the school is represented by the grade, then the school’s grade may be released.

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

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

Florida Alternate Assessment (FAA)

The results of the FAA – Performance Task and FAA – Datafolio are included for the calculation of percent tested. The results of the FAA – Performance Task are included for the calculation of the achievement and learning gains components; the results of the FAA – Datafolio are excluded from these components. When FAA is referenced in the achievement and learning gains components, it refers to the FAA – Performance Task only.

Alternative Schools, Exceptional Student Education (ESE) Center Schools, and Hospital Homebound Schools

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

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

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

Collocated Schools

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

- The collocated school provision may apply when a regular school is on the same campus as an alternative school, a charter school, and/or an ESE center school, as well as in situations where several traditional schools share the same address. The provision may also apply when none of the schools at the same site are designated as a traditional school, which would mean that a single school grade (not a school improvement rating) would still be calculated for all schools occupying the same site, regardless of whether any or all of the schools choose a school improvement rating.
- In applying the school-grading provision for collocated schools, the Department will consider only those collocated schools with students reported as 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).
 - The full-year-enrolled membership for the combined (collocated) student population will be calculated by determining the full-year-enrolled membership for each collocated school on campus and then aggregating these populations.
 - School grading components will first be calculated separately for each collocated school on campus; numerators and denominators will then be aggregated to calculate the components for the combined collocated school grade.

Calculating Percent Tested

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

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, ESE Center Schools, and Hospital Homebound Schools

Students enrolled in alternative schools, ESE center schools, or hospital homebound schools 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) must meet the same criteria for inclusion in percent tested as students who are not ELLs. This includes both ELLs who have been enrolled in a United States (U.S.) school for at least two (2) years and those who have been enrolled in a U.S. school for less than two (2) years.

Students Enrolled in Courses Requiring EOC 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 grades 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.

FAA Inclusion

Students who complete the FAA ELA, FAA Mathematics, FAA Mathematics EOCs, FAA Science, FAA Biology 1 EOC, FAA Civics EOC, or FAA U.S. History EOC assessments using either the Performance Task or the Datafolio option are included in the percent tested.

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 FAST ELA PM3 or the FAA ELA statewide testing windows.

- The first day of the Grades 3-10 FAST ELA PM3 statewide testing window is the first day of the FAST ELA PM3 – Reading assessment.
- The first day of the Grades 3-8 FAA ELA statewide testing window is the first day of the Grades 3-8 Performance Task. The first day of the Grades 9-10 FAA ELA statewide testing window is the first day of the Grades 9-10 Performance Task.

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FAST ELA PM3 or the FAA ELA assessments.
 - ELLs who took the English language proficiency assessment but did not take the FAST ELA PM3 assessment are not included.

Mathematics for Percent Tested

Denominator – The following students are included in the denominator:

- Students enrolled in grades 3 through 8 during Survey 3, including students in grades below grade 3 who test above their enrolled grade level, who are enrolled as of the first day of the FAST Mathematics PM3 or FAA Mathematics assessment testing windows and are 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 B.E.S.T. mathematics EOC or an FAA mathematics EOC assessment is required, and enrolled in the school on the first day of Spring B.E.S.T. mathematics EOC or FAA mathematics EOC testing.
- Students enrolled in a course where a B.E.S.T. mathematics EOC or an FAA mathematics EOC assessment is required during one (1) of the four (4) surveys and who tested in Summer, Fall, or Winter.
- Students in high school taking high school accelerated mathematics courses or credit recovery for mathematics are only included in the denominator if they take the B.E.S.T. mathematics EOC assessment associated with the course of enrollment.
 - Please refer to Table 19 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 FAST Mathematics PM3 or FAA Mathematics assessment and not enrolled in a mathematics course associated with a B.E.S.T. EOC or FAA EOC assessment.
- Students enrolled in a mathematics course with a required B.E.S.T. EOC assessment who took the FAA Mathematics assessment or an FAA mathematics EOC are only included if they also took the associated B.E.S.T. mathematics EOC assessment.
- Students in the denominator and enrolled in a mathematics course in which a B.E.S.T. EOC assessment is required must take the associated B.E.S.T. EOC assessment to be included in the numerator.

- Students in the denominator and enrolled in an Access mathematics course in which an FAA EOC assessment is required must take the associated FAA EOC assessment or the corresponding B.E.S.T. EOC assessment.
 - Students who completed their FAA Mathematics or FAA 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 and 8 during Survey 3 and as of the first day of the statewide testing windows for science assessments and not enrolled in a course associated with the Biology 1 EOC.
 - Grade 5 students who took and passed the grade 5 Statewide Science Assessment in a prior year are not included.
 - Grade 8 students who took and passed the grade 8 Statewide Science Assessment or Biology 1 EOC in a prior year are not included.
- Students who test above their enrolled grade level in science (applies to both the Statewide Science Assessment and the FAA Science assessment).
- Any student enrolled in a course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the Biology 1 EOC assessment is required and enrolled in the school on the first day of Spring Biology 1 EOC testing.
- Students enrolled in a course during one of the four surveys where the 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 FAA Biology 1 EOC assessment is required and enrolled in the school on the first day of Spring FAA 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 Biology 1 EOC assessment.
 - Please refer to Table 19 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 FAA Science assessment and not enrolled in a course associated with the Biology 1 EOC assessment.
- Students in the denominator and enrolled in a course associated with the Biology 1 EOC assessment who took the Biology 1 EOC assessment.
- Students in the denominator and enrolled in an Access Biology 1 course in which an FAA EOC assessment is required who take either the associated FAA EOC assessment or the Biology 1 EOC assessment.
 - Students who completed their FAA Science or FAA Biology 1 EOC assessment using the Datafolio option are included.
- Students enrolled in a Biology 1 EOC course who took the FAA Science or FAA Biology 1 EOC are not included.

Social Studies for Percent Tested

Denominator – The following students are included in the denominator:

- Students enrolled in a course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the U.S. History or Civics EOC assessments are required and enrolled in the school on the first day of Spring U.S. History or Civics EOC testing.
- Students enrolled in a course during one of the four surveys where a U.S. History or Civics EOC assessment is required and who test in Summer, Fall, or Winter.
- Any student enrolled in an Access Civics or U.S. History course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the FAA Civics or U.S. History EOC assessment is required and enrolled in the school on the first day of Spring FAA 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 Table 19 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 an FAA EOC assessment is required who took either the associated FAA EOC assessment or the corresponding EOC assessment.
 - Students who completed their FAA Civics EOC or FAA 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 schools are included in the achievement of the students' home-zoned schools. 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 U.S. for two (2) 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 FAST ELA PM3. The date used for the first day of the FAST ELA PM3 for the 2024-25 school year is May 1, 2025.

Students Enrolled in Courses Requiring EOC Assessments

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

English Language Arts Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students in grades 3 through 10, as well as students enrolled in grades below grade 3 who test above their enrolled grade level, and who are enrolled as of the first day of the FAST ELA PM3/FAA ELA statewide testing windows and earn a valid FAST ELA PM3/FAA ELA score.
 - Students who met the grade 10 graduation requirement prior to the FAST ELA PM3 testing window are not included.

Numerator – Students in the denominator who score a Level 3 or above on the FAST ELA PM3/FAA ELA assessment.

Grade 3 English Language Arts Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students in grade 3, 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 FAST ELA PM3 statewide testing window and earn a valid score on the grade 3 FAST ELA PM3.

Numerator – Students in the denominator who score a Level 3 or above on the grade 3 FAST ELA PM3 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 FAST Mathematics PM3/FAA Mathematics grade level assessment, and who are enrolled as of the first day of the statewide testing windows and not enrolled in a B.E.S.T./Access mathematics EOC course (i.e., Algebra 1 and Geometry).
- Students enrolled in a B.E.S.T./Access mathematics EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, who took the corresponding EOC assessment during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations.
- Students who take a B.E.S.T. mathematics EOC or an FAA mathematics EOC assessment during the Spring administration must be enrolled in the school as of the first day of B.E.S.T./FAA mathematics EOC Spring testing.
 - Students enrolled in a B.E.S.T. mathematics EOC course who take an FAA mathematics EOC will not be included.
 - Students enrolled in an Access mathematics EOC course who take the corresponding B.E.S.T. mathematics EOC assessment are included.

- Students with a valid test score for more than one B.E.S.T./FAA mathematics 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 FAST Mathematics PM3/FAA Mathematics or B.E.S.T./FAA mathematics EOC assessment that corresponds with the criteria for student inclusion in the denominator.
- If a student scores a Level 3 or above on multiple B.E.S.T./FAA mathematics EOC assessments during a school grades school year, then the student is included only once in the numerator.

Science Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid test score who test on or above their enrolled grade level on the statewide science assessments, who are enrolled as of the first day of the Statewide Science Assessment and not enrolled in a Biology 1 EOC or Access Biology 1 EOC course.
 - Applies to both the Statewide Science Assessment and the FAA Science assessment.
 - Grade 5 students who took and passed the grade 5 Statewide Science Assessment in a prior year are not included.
 - Grade 8 students who took and passed the grade 8 Statewide Science Assessment or Biology 1 EOC in a prior year are not included.
- Students enrolled in a Biology 1/Access Biology 1 EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, who took the corresponding assessment during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations.
- Students who take the EOC assessment during the Spring administration must be enrolled in the school as of the first day of the statewide EOC Spring testing window for the corresponding Biology 1/FAA Biology 1 EOC assessment.
 - Students enrolled in a Biology 1 course who take the FAA Biology 1 EOC assessment are not included.
 - Students enrolled in an Access Biology 1 EOC course who take the 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 who are 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, who took the corresponding EOC assessment during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations.
 - Applies to both the Access Civics or Access U.S. History EOC courses as well.

- 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 the corresponding statewide EOC Spring testing window.
 - Students enrolled in a non-Access Civics or U.S. History EOC course who take the FAA Civics or FAA U.S. History EOC assessment are not included.
 - Students enrolled in an Access Civics or U.S. History EOC course who take the Civics or U.S. History EOC assessment are included.
- Students with a valid test score for both Civics EOC and U.S. History EOC assessments 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 only once in the numerator.

Learning Gains Components

Learning gains means that the student demonstrates gains from one (1) year to the next year sufficient to meet the criteria below for the FAST PM3/FAA or B.E.S.T./FAA EOC assessments. Learning gains may be demonstrated in ELA and Mathematics. Students with two (2) consecutive years of valid FAST PM3/FAA and/or B.E.S.T.FAA EOC assessments may demonstrate learning gains.

Learning Gains Calculation Methods

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. Each learning gains component for ELA and Mathematics is worth 100 points and is based on the percentage of students who met one of the following learning gains criteria outlined in Tables 2-4.

Table 2. Learning Gains Criteria – English Language Arts (FAST PM3 and FAA)

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

Table 3. Learning Gains Criteria – FAST Mathematics and B.E.S.T. Mathematics EOCs*

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

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

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

Table 4. Learning Gains Criteria – FAA Mathematics and EOCs

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

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

Assessment Combinations for Learning Gains

The following tables indicate the combination of current-year and prior-year assessments that can be used to calculate learning gains; valid combinations must be two (2) consecutive years of assessments. To determine whether 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 the B.E.S.T. Geometry EOC in the current year and the B.E.S.T. Algebra 1 EOC in the prior year, then the student 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 ELA Learning Gains

| Assessment | Current Year FAST ELA PM3 | Current Year FAA ELA |
|-------------------------|---------------------------|----------------------|
| Prior Year FAST ELA PM3 | Y | N |
| Prior Year FAA ELA | N | Y |

Table 6. Assessment Combinations for Mathematics Learning Gains

| Assessment | Current Year FAST Math PM3 | Current Year B.E.S.T. Alg 1 | Current Year B.E.S.T. Geometry | Current Year FAA | Current Year FAA Alg 1 | Current Year FAA Geometry |
|---------------------------|----------------------------|-----------------------------|--------------------------------|------------------|------------------------|---------------------------|
| Prior Year FAST Math PM3 | Y | Y | Y | N | N | N |
| Prior Year B.E.S.T. Alg 1 | Y | Y | Y | N | N | N |

| Assessment | Current Year FAST Math PM3 | Current Year B.E.S.T. Alg 1 | Current Year B.E.S.T. Geometry | Current Year FAA | Current Year FAA Alg 1 | Current Year FAA Geometry |
|------------------------------|----------------------------|-----------------------------|--------------------------------|------------------|------------------------|---------------------------|
| Prior Year B.E.S.T. Geometry | Y | Y | Y | N | N | N |
| Prior Year FAA Math | N | N | N | Y | Y | Y |
| Prior Year FAA Alg 1 | N | N | N | Y | Y | Y |
| Prior Year FAA Geometry | N | N | N | Y | Y | Y |

Learning Gains Data Included in a Home-Zoned School Grade

Student learning gains data for alternative schools that choose to receive a school improvement rating or student learning gains data for students reported in hospital homebound schools are included in the learning gains components of the students' home-zoned schools. 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, standardized 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/ESE center school.

Inclusion of ELLs

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. This can include ELLs who have been enrolled in the U.S. for less than two (2) years.

English Language Arts Learning Gains

Table 7. FAST ELA Scale Scores for Learning Gains

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

Table 8. FAA ELA Scale Scores for Learning Gains

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

Learning Gains in English Language Arts (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid current-year assessment score and a valid prior-year assessment score, who tested on or above their enrollment grade level in the current year.
 - Students who met the grade 10 graduation requirement prior to the current-year FAST ELA PM3 testing window are not included.
- Students must have one valid combination of current-year and prior-year assessments (refer to Table 5).

Numerator – The following students are included in the numerator:

- Students who are included in the denominator who make a gain according to page 17, using Table 7 to determine gains for students who remained in the same achievement level below Level 5 for the FAST ELA PM3 and Table 8 to determine gains for students who remained in the same achievement level below Level 4 for the FAA ELA.

Learning Gains in Mathematics and EOCs

Table 9. FAST Mathematics and B.E.S.T. EOCs Scale Scores for Learning Gains

| Grade Level | Level 1 | Level 1 Low | Level 1 Middle | Level 1 High | Level 2 | Level 2 Low | Level 2 High | Level 3 | Level 4 | Level 5 |
|-------------|---------|-------------|----------------|--------------|---------|-------------|--------------|---------|---------|---------|
| Grade 3 | 140-182 | 140-154 | 155-168 | 169-182 | 183-197 | 183-190 | 191-197 | 198-208 | 209-224 | 225-260 |
| Grade 4 | 155-199 | 155-169 | 170-184 | 185-199 | 200-210 | 200-205 | 206-210 | 211-220 | 221-237 | 238-273 |
| Grade 5 | 158-206 | 158-174 | 175-190 | 191-206 | 207-221 | 207-214 | 215-221 | 222-233 | 234-245 | 246-285 |
| Grade 6 | 168-212 | 168-182 | 183-197 | 198-212 | 213-228 | 213-220 | 221-228 | 229-238 | 239-253 | 254-287 |
| Grade 7 | 175-222 | 175-190 | 191-206 | 207-222 | 223-234 | 223-228 | 229-234 | 235-246 | 247-257 | 258-288 |
| Grade 8 | 183-226 | 183-197 | 198-212 | 213-226 | 227-243 | 227-235 | 236-243 | 244-253 | 254-262 | 263-291 |
| Algebra 1 | 325-378 | 325-342 | 343-360 | 361-378 | 379-399 | 379-389 | 390-399 | 400-417 | 418-434 | 435-475 |
| Geometry | 325-384 | 325-344 | 345-364 | 365-384 | 385-403 | 385-394 | 395-403 | 404-422 | 423-431 | 432-475 |

Table 10. FAA Mathematics and EOCs Scale Scores for Learning Gains

| Grade Level | Level 1 | Level 1 Low | Level 1 Middle | Level 1 High | Level 2 | Level 2 Low | Level 2 High | Level 3 | Level 3 Low | Level 3 High | Level 4 |
|-------------|---------|-------------|----------------|--------------|---------|-------------|--------------|---------|-------------|--------------|---------|
| Grade 3 | 340-387 | 340-355 | 356-371 | 372-387 | 388-400 | 388-394 | 395-400 | 401-413 | 401-407 | 408-413 | 414-460 |
| Grade 4 | 340-384 | 340-354 | 355-369 | 370-384 | 385-400 | 385-392 | 393-400 | 401-415 | 401-408 | 409-415 | 416-460 |
| Grade 5 | 340-389 | 340-356 | 357-373 | 374-389 | 390-401 | 390-395 | 396-401 | 402-417 | 402-409 | 410-417 | 418-460 |
| Grade 6 | 340-388 | 340-356 | 357-372 | 373-388 | 389-401 | 389-395 | 396-401 | 402-418 | 402-410 | 411-418 | 419-460 |

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

Students Enrolled in Mathematics Courses Requiring EOC Assessments

Learning gains will be calculated using a student's highest EOC assessment score in each subject of the prior school year; inclusion criteria for the prior-year and 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 EOC assessments administered to students for the first time in grades 9 through 12 and must be for a course in which they were enrolled in the current year. Students who earned a passing score on an EOC when enrolled in grade 8 or below, who take that same EOC while enrolled in grades 9 through 12, will not be considered first-time test takers for that EOC. If a student took the EOC assessment for the first time in grades 9 through 12 and then retook it 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 grades 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 have 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 6).
 - Criteria for inclusion in current-year mathematics achievement apply to the current-year assessment for inclusion in learning gains (see pages 17-19).
 - 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 who make a gain according to pages 17-19.
 - 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 ELA

Using the students included in the ELA learning gains denominator, the prior-year FAST ELA PM3/FAA ELA assessments are separately grouped by grade level and assigned a rank value for each test score within the grade level grouping; neither the current-year assessment grade level nor the prior-year achievement level are factors at this point. Once the prior-year FAST ELA PM3/FAA ELA assessments are ranked separately, then the ranked results will be combined for the lowest performing 25% for ELA.

To assign a rank value for the prior-year, grade level tests, the scale scores are sorted 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, the rank value is divided by the cumulative number of observations and multiplied by 100. For example, if there are 64 observations, the percentile rank of the scale score(s) with a rank value of 1 would be 1.56% ($1/64 \times 100$), and the percentile rank of the scale score(s) with a rank value of 14 would be 21.86% ($14/64 \times 100$).

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

Table 11. Example for Ranking Prior-Year Grade 3 FAST ELA PM3 Assessments

| Current-Year Assessment Grade Level | Prior-Year Assessment Grade Level | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|--|--|---------------------------------------|------------------------------|-------------|----------------------------|
| FAST 3 PM3 | FAST 3 PM3 | 186 | 1 | 1 | 7.69% |
| FAST 4 PM3 | FAST 3 PM3 | 194 | 2 | 2 | 15.38% |
| FAST 4 PM3 | FAST 3 PM3 | 194 | 3 | 2 | 15.38% |
| FAST 4 PM3 | FAST 3 PM3 | 194 | 4 | 2 | 15.38% |
| FAST 3 PM3 | FAST 3 PM3 | 201 | 5 | 5 | 38.36% |
| FAST 4 PM3 | FAST 3 PM3 | 213 | 6 | 6 | 46.15% |
| FAST 4 PM3 | FAST 3 PM3 | 213 | 7 | 6 | 46.15% |
| FAST 4 PM3 | FAST 3 PM3 | 213 | 8 | 6 | 46.15% |
| FAST 4 PM3 | FAST 3 PM3 | 215 | 9 | 9 | 69.23% |
| FAST 4 PM3 | FAST 3 PM3 | 222 | 10 | 10 | 76.92% |
| FAST 4 PM3 | FAST 3 PM3 | 224 | 11 | 11 | 84.61% |
| FAST 5 PM3 | FAST 3 PM3 | 225 | 12 | 12 | 92.31% |
| FAST 4 PM3 | FAST 3 PM3 | 226 | 13 | 13 | 100.00% |

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

Denominator – The following students are included in the denominator:

- Those students whose ELA scores have a percentile rank less than 25.5%.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to page 17 using Table 7 to determine gains for students who remained in the same achievement level below Level 5 for the FAST ELA PM3 and Table 8 to determine gains for students who remained in the same achievement level below Level 4 for the FAA ELA.

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

Using the students included in the learning gains denominator, the prior-year FAST Mathematics PM3/FAA Mathematics assessments are separately grouped by grade level or B.E.S.T. mathematics EOC/FAA mathematics EOC subject area and are assigned 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, the scale scores are sorted 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, the rank value is divided by the cumulative number of observations and multiplied by 100. For example, if there are 64 observations, the percentile rank of the scale score(s) with a rank value of 1 would be 1.56% ($1/64 \times 100$), and the percentile rank of the scale score(s) with a rank value of 14 would be 21.86% ($14/64 \times 100$).

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

Table 12. Example for Ranking Prior-Year Grade 6 FAST Mathematics PM3 Assessments

| Current-Year Assessment Grade Level | Prior-Year Assessment Grade Level | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|-------------------------------------|-----------------------------------|------------------------|-------------------|------|-----------------|
| FAST 6 PM3 | FAST 6 PM3 | 168 | 1 | 1 | 7.69% |
| FAST 7 PM3 | FAST 6 PM3 | 191 | 2 | 2 | 15.38% |
| FAST 7 PM3 | FAST 6 PM3 | 191 | 3 | 2 | 15.38% |
| FAST 7 PM3 | FAST 6 PM3 | 191 | 4 | 2 | 15.38% |
| FAST 6 PM3 | FAST 6 PM3 | 220 | 5 | 5 | 38.36% |

| Current-Year Assessment Grade Level | Prior-Year Assessment Grade Level | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|-------------------------------------|-----------------------------------|------------------------|-------------------|------|-----------------|
| FAST 7 PM3 | FAST 6 PM3 | 222 | 6 | 6 | 46.15% |
| FAST 7 PM3 | FAST 6 PM3 | 222 | 7 | 6 | 46.15% |
| FAST 7 PM3 | FAST 6 PM3 | 222 | 8 | 6 | 46.15% |
| FAST 7 PM3 | FAST 6 PM3 | 238 | 9 | 9 | 69.23% |
| FAST 7 PM3 | FAST 6 PM3 | 245 | 10 | 10 | 76.92% |
| FAST 7 PM3 | FAST 6 PM3 | 246 | 11 | 11 | 84.61% |
| FAST 8 PM3 | FAST 6 PM3 | 247 | 12 | 12 | 92.31% |
| FAST 7 PM3 | FAST 6 PM3 | 254 | 13 | 13 | 100.00% |

Table 13. Example for Ranking Prior-Year B.E.S.T Algebra 1 EOC Assessments

| Current-Year Assessment | Prior-Year Assessment | Prior-Year Scale Score | Observation Count | Rank | Percentile Rank |
|-------------------------|-----------------------|------------------------|-------------------|------|-----------------|
| B.E.S.T Geometry | B.E.S.T Algebra 1 | 361 | 1 | 1 | 7.69% |
| FAST Grade 8 PM3 | B.E.S.T Algebra 1 | 361 | 2 | 2 | 15.38% |
| B.E.S.T Geometry | B.E.S.T Algebra 1 | 361 | 3 | 2 | 15.38% |
| FAST Grade 8 PM3 | B.E.S.T Algebra 1 | 379 | 4 | 4 | 30.76% |
| FAST Grade 8 PM3 | B.E.S.T Algebra 1 | 389 | 5 | 5 | 38.46% |
| B.E.S.T Geometry | B.E.S.T Algebra 1 | 390 | 6 | 6 | 46.15% |
| B.E.S.T Geometry | B.E.S.T Algebra 1 | 395 | 7 | 7 | 53.84% |
| B.E.S.T Geometry | B.E.S.T Algebra 1 | 395 | 8 | 7 | 53.84% |
| B.E.S.T Geometry | B.E.S.T Algebra 1 | 400 | 9 | 9 | 61.53% |
| B.E.S.T Geometry | B.E.S.T Algebra 1 | 418 | 10 | 10 | 76.92% |
| FAST Grade 8 PM3 | B.E.S.T Algebra 1 | 425 | 11 | 11 | 84.61% |
| FAST Grade 8 PM3 | B.E.S.T Algebra 1 | 435 | 12 | 12 | 92.31% |
| B.E.S.T Geometry | B.E.S.T Algebra 1 | 440 | 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 FAST Mathematics PM3/FAA Mathematics or B.E.S.T. mathematics EOC/FAA mathematics EOC scores have a percentile rank less than 25.5%.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to pages 17-19.

For students with a prior-year FAST Mathematics PM3/FAA Mathematics assessment and a current-year FAST Mathematics PM3/FAA Mathematics assessment, use Table 9 to determine gains for students who remained in the same achievement level below Level 5 for the FAST Mathematics and B.E.S.T. mathematics EOCs and Table 10 to determine gains for students who remained in the same achievement level below Level 4 for the FAA Mathematics and FAA mathematics EOCs.

Acceleration Component for Middle Schools (100 points)

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 for less than two (2) 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 or the mathematics EOC assessment taken 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. For information on how to calculate the Florida graduation rate, refer to the [2023-24 Information Guide for the 4-Year Graduation Rate Cohort](#).

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

Numerator – Those students in the denominator who have one of the codes in Table 14 by the end of the fourth year of the cohort.

Table 14. Withdrawal Codes Included in the Graduation Rate Numerator

| Standard Diploma Codes | | |
|------------------------|-----|-----|
| W06 | W62 | WWE |
| W43 | W63 | WWT |
| W52 | WD1 | WWW |
| W54 | WEL | WXL |
| W55 | WFT | WXT |
| W58 | WFW | WXW |
| W59 | WME | |
| W61 | WRW | |

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 (see conversion table information on page 28);
- a C- or better in an approved dual enrollment course;
- a CAPE industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List;
- 300 or more clock hours in the same program, through career dual enrollment courses from an approved program; or
- an Armed Services Qualification Test score of 65 (Category II) or higher on the Armed Services Vocational Aptitude Battery (ASVAB).
 - Students included in the numerator for an Armed Services Qualification Test score must also earn at least two (2) credits in Junior Reserve Officers' Training Corps (JROTC) courses from the same branch of the United States Armed Forces.

For the purpose of calculating a school's college and career acceleration component, a student shall be counted no more than once in the numerator and denominator. Graduates do not need to earn college or career credit from the school that they graduated from; however, credit earned outside of the State of Florida for AP, IB, AICE, dual enrollment, clock-hour 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 table for the [Student Assessment](#) reporting format.

Approved industry certifications can be found in the [2023-24 CAPE Industry Certification Funding List](#).

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

The list of approved Clock Hour Dual Enrollment courses is incorporated by reference in [Rule 6A-6.0575, F.A.C.](#)

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 final percent of points 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.

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

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

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

District Grading System

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

Rule 6A-1.09981(5), F.A.C., stipulates that the grading scale for districts mirrors the grading scale for combination schools. Given this, the grading scale for the 2024-25 district grades is as follows:

- A = 64% of points or greater
- B = 57% to 63% of points
- C = 44% to 56% of points
- D = 34% to 43% of points
- F = 33% of points or less

Federal Percent of Points Index

On September 26, 2018, the United States Department of Education (USED) approved Florida's State Plan which complies with the Every Student Succeeds Act (ESSA). Florida's State Plan for meeting the new federal requirements introduced via ESSA fully incorporates the existing school grades calculation, thereby aligning as closely as possible with the state's accountability system as required under Florida law. This required the addition of the federally required Progress in Achieving English Language Proficiency (ELP) indicator into the Federal Percent of Points Index (Federal Index). As a result, schools who receive a school grade may have up to one (1) additional component factored with their school grades components to produce their Federal Index. In 2022-23, the Department introduced a stand-alone 3rd grade ELA Achievement component into the Federal Index. Additionally, a school will have an adjustment to the ELA and/or Mathematics Achievement components if the school tests fewer than 95% of its students.

On February 2, 2024, a waiver request submitted by the Department was approved by USED which permitted sixth and seventh grade students enrolled in advanced mathematics courses to take assessments associated with that course, rather than the typical grade-level assessment, in alignment with state law and current practice. Due to this, an adjustment is now made to the mathematics percent tested and achievement components of the Federal Index to include these students in their 12th grade year. The methodology for determining which students will be added are as follows:

- A subset of students who are in grade 12 for the first time as reported on current-year Survey 3 are added to the mathematics percent tested and achievement denominators if they took and passed both the Algebra 1 and Geometry EOC assessments in a grade lower than 9.
- Of the subset of students who were added to the mathematics percent tested denominator, students who attempted at least one eligible concordant assessment while enrolled in a high school grade are added to the mathematics percent tested numerator.
- Of the subset of students who were added to the mathematics achievement denominator, students who earned a concordant score on at least one eligible concordant assessment are added to the mathematics achievement numerator.

Further details regarding how the Federal Index is calculated are provided below and in [Florida's State Plan](#).

Schools to Receive a Federal Index

In addition to all schools that already receive a school grade, the Federal Index will also be calculated for all schools that do not receive a school grade. This includes alternative schools and ESE center schools that chose to receive a school improvement rating, DJJ education programs, and K-2 and K-3 feeder schools that do not receive a school grade. However, to receive a Federal Index, a school must have sufficient data for at least one (1) component used to compute the index. Sufficient data exists when at least ten (10) students are eligible for inclusion in the calculation of the component. Because the Federal Index is based on the school grades calculation, full-year enrollment is required for all components except the graduation rate. Therefore, a school selecting a school improvement rating may not receive a Federal Index if they do not have any components to compute it. If a school has less than ten (10) eligible students with data for a particular component, that component will not be calculated for the school.

Calculation

A school's Federal Index is determined by summing the points earned for each component and dividing this sum by the total number of available points for all components with sufficient data. The percentage resulting from this calculation will be expressed as a whole number and will be the school's Federal Index. Existing components used in Florida's school grading system are aligned to the associated required federal indicators as shown in Tables 15-17.

Table 15. Federal Percent of Points Index for Elementary Schools

| ESSA Indicator | Florida Component | Points |
|---|---------------------------------------|------------|
| Academic Achievement (200 points) | ELA Achievement | 100 points |
| | Mathematics Achievement | 100 points |
| Academic Progress (500 points) | Grade 3 ELA Achievement | 100 points |
| | ELA Learning Gains | 100 points |
| | ELA Learning Gains Lowest 25% | 100 points |
| | Mathematics Learning Gains | 100 points |
| | Mathematics Learning Gains Lowest 25% | 100 points |
| School Quality or Student Success (100 points) | Science | 100 points |
| Progress in Achieving English Language Proficiency (ELP) (100 points) | ELP Progress | 100 points |

Table 16. Federal Percent of Points Index for Middle Schools

| ESSA Indicator | Florida Component | Points |
|---|---------------------------------------|------------|
| Academic Achievement (180 points) | ELA Achievement | 100 points |
| | Mathematics Achievement | 80 points |
| Academic Progress (400 points) | ELA Learning Gains | 100 points |
| | ELA Learning Gains Lowest 25% | 100 points |
| | Mathematics Learning Gains | 100 points |
| | Mathematics Learning Gains Lowest 25% | 100 points |
| School Quality or Student Success (320 points) | Science | 100 points |
| | Social Studies | 100 points |
| | Middle School Acceleration | 120 points |
| | Mathematics Achievement (20 points) | |
| | Acceleration Success (100 points) | |
| Progress in Achieving English Language Proficiency (ELP) (100 points) | ELP Progress | 100 points |

Table 17. Federal Percent of Points Index for High Schools

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

ELP Progress Component

The ELP Progress component is worth 100 points and is based on the percentage of students who met one of the following progress criteria for the WIDA ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or the Alternate ACCESS, which are outlined below, respectively. Additional details may also be accessed on page 21 of the [Florida's State Plan](#).

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

To show progress, students with valid assessment combinations of prior-year and current-year assessments, as detailed in Table 18, must either increase one or more composite proficiency levels to the next highest whole number or maintain a composite level of 4 or higher without decreasing a composite level. For students who are deaf or hard of hearing, who do not have a composite score, the reading scores will be used.

Progress on the Alternate ACCESS

To show progress on the Alternate ACCESS, students with valid assessment combinations of prior-year and current-year assessments, as detailed in Table 18, must either increase one or more composite proficiency levels to the next highest whole number or maintain a composite level of 2, 3 or 4 without decreasing a composite level. For students who are deaf or hard of hearing, who do not have a composite score, the reading scores will be used.

ELP Progress (100 points)

Denominator – The following students are included in the denominator:

- Students who are in grades kindergarten through 12th grade and are full-year-enrolled in the school, with a valid current-year WIDA score and a valid prior-year WIDA score, and who have a valid combination of assessments as described in Table 18 below.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and show progress according to the information beginning on page 33 above.

Table 18. Assessment Combinations for English Language Proficiency Progress

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

Adjustments for Schools Testing Below 95%

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

Student Subgroup Definitions

In compliance with ESSA's additional focus on the reporting of student subgroup performance, a school's aggregated Federal Index will also be disaggregated by select student demographic subgroups. The definitions for each of the codes below can be found on the [Student Demographic Information](#) reporting format.

The following information will be used to determine the inclusion of students in each of the subgroups identified:

Students with Disabilities (SWD) Subgroup

All students with an exceptionality other than gifted on Survey 3. Students will not be included if their only classification is a combination of "L – gifted," "U – Established Conditions," "D – occupational therapy," "E – physical therapy," "X – language therapy," and/or "Y – speech therapy."

English Language Learners (ELL) Subgroup

All students with a code of "LY," "LF," or "LA" on Survey 3.

Economically Disadvantaged (FRL) Subgroup

All students with a lunch status code of "C," "R," "3," "D," "E," "F," or "4" on Survey 3.

Race/Ethnicity Subgroups

- All students reported with a “Y” for the ethnicity data element on Survey 3 will be included in the Hispanic student subgroup.
- All students reported with an “N” for the ethnicity data element on Survey 3 will be included in one of the following racial demographic subgroups: American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, or Multiracial (if the student has a “Y” for more than one race reported).
- A student will be included in only one race/ethnicity subgroup, but may be included in the SWD, ELL, and/or FRL subgroups if they also meet the inclusionary requirements for one or more of those subgroups.

School District Responsibility and Review Process

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

Based upon the data provided by school districts, the Department will create data files (i.e., INDV files) from which grades will be calculated and provide districts with 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 thirty (30) days of the release of the school grades.

A successful grade appeal requires that the district clearly demonstrates 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 percentage of students tested is less than 95 percent at a school and the school did not receive a grade, that the student data accurately represent the progress of the school.

An appeal will not be granted under the following circumstances:

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

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 on the [School Grades website](#). Districts shall be afforded a minimum of fourteen (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, 2024-25 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.

“Passing” means that the student must attain a statewide standardized assessment score of Achievement Level 3 or higher as defined in Rule 6A-1.09422, F.A.C.

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

- English Language Arts Achievement,
- Grade 3 English Language Arts Achievement
- Mathematics Achievement,
- English Language Arts Learning Gains
- English Language Arts Learning Gains of the Lowest 25%,
- Mathematics Learning Gains
- 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 end-of-year (PM3) comprehensive progress monitoring assessments, the Statewide Science Assessment, the EOC assessments, and the alternate assessments.

“Subject areas” means the four (4) areas of ELA (grades 3 through 10), Mathematics (grades 3 through 8, Algebra 1, and Geometry), Science (grades 5 and 8, and Biology 1), and Social Studies (Civics and U.S. History). All subject areas include both standard and alternate assessments.

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

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

End-of-Course Enrollment

The following table lists the courses used to identify EOC course enrollment on the prior-year Survey 4 and current-year Surveys 1, 2, and 3. The fourth column indicates whether students are required to take an EOC assessment at the conclusion of the course. Students enrolled in “optional” courses will only be included in school grades if they take the associated EOC assessment.

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.

Table 19. Courses Associated with EOC Assessments

| Course # | Course Name | Subject | Category |
|----------|--|-----------|----------|
| 1200310 | Algebra 1 | Algebra 1 | Required |
| 1200315 | Algebra 1 for Credit Recovery | Algebra 1 | Optional |
| 1200320 | Algebra 1 Honors | Algebra 1 | Required |
| 1200380 | Algebra 1-B | Algebra 1 | Required |
| 1200385 | Algebra 1B for Credit Recovery | Algebra 1 | Optional |
| 1200386 | Pre-Advanced Placement Algebra 1 | Algebra 1 | Required |
| 1200390 | IB Middle Years Program Algebra 1 Honors | Algebra 1 | Required |
| 1206310 | Geometry | Geometry | Required |
| 1206315 | Geometry for Credit Recovery | Geometry | Optional |
| 1206320 | Geometry Honors | Geometry | Required |
| 1206810 | IB Middle Years Program Geometry Honors | Geometry | Required |
| 1209810 | Pre-Advanced International Certificate of Education (pre-AICE) Mathematics 1 | Algebra 1 | Required |
| 1209820 | Pre-Advanced International Certificate of Education (pre-AICE) Mathematics 2 | Geometry | Required |
| 2000310 | Biology 1 | Biology | Required |
| 2000315 | Biology 1 for Credit Recovery | Biology | Optional |
| 2000320 | Biology 1 Honors | Biology | Required |
| 2000321 | AICE Biology 1 AS Level | Biology | Optional |
| 2000322 | Pre-Advanced International Certificate of Education (pre-AICE) Biology | Biology | Required |
| 2000323 | AICE Biology 2 A Level | Biology | Optional |
| 2000330 | Biology 2 Honors | Biology | Optional |
| 2000340 | AP Biology | Biology | Optional |
| 2000430 | Biology Technology | Biology | Required |
| 2000800 | Florida's Preinternational Baccalaureate Biology 1 | Biology | Required |
| 2000805 | International Baccalaureate Biology 1 | Biology | Optional |
| 2000810 | International Baccalaureate Biology 2 | Biology | Optional |
| 2000820 | International Baccalaureate Biology 3 | Biology | Optional |
| 2000850 | IB Middle Years Program Biology Honors | Biology | Optional |
| 2002440 | Integrated Science 3 | Biology | Required |

| Course # | Course Name | Subject | Category |
|-----------------|---|----------------|-----------------|
| 2002450 | Integrated Science 3 Honors | Biology | Required |
| 2100045 | M/J U.S. History & Civics | Civics | Required |
| 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 |
| 2100480 | Visions and Countervisions: Europe, U.S. and the World from 1848 Honors | US History | Required |
| 2100485 | Pre-AICE American History IGCSE Level | US History | Optional |
| 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 |
| 2106010 | M/J Civics (year long) | Civics | Required |
| 2106015 | M/J Civics (semester long) | Civics | Required |
| 2106016 | M/J Civics & Career Planning | Civics | Required |
| 2106020 | M/J Civics, Advanced (year long) | Civics | Required |
| 2106025 | M/J Civics, Advanced (semester long) | Civics | Required |
| 2106026 | M/J Civics, Advanced & Career Planning | Civics | Required |
| 2106027 | M/J IB Middle Years Program Civics Advanced | Civics | Required |
| 2106028 | M/J IB Middle Years Program Civics Advanced & Career Planning | Civics | Required |
| 2106029 | Civics and Digital Technologies | Civics | Required |
| 2106310 | United States Government | FCLE | Required |
| 2106315 | United States Government for Credit Recovery | FCLE | Optional |
| 2106320 | United States Government Honors | FCLE | Required |
| 2106410 | Humane Letters 1 History | FCLE | Required |
| 2106415 | Humane Letters 1 History Honors | FCLE | Required |
| 2106420 | AP United States Government and Politics | FCLE | Required |
| 2106460 | American Political Systems: Process and Power Honors | FCLE | Required |
| 2106800 | Florida Preinternational Baccalaureate United States Government | FCLE | Required |
| 7821021 | Access M/J Civics | Civics | Access |
| 7821023 | Access M/J Civics and Career Planning | Civics | Access |
| 7912065 | Access Geometry | Geometry | Access |
| 7912075 | Access Algebra 1 | Algebra 1 | Access |
| 7912090 | Access Algebra 1B | Algebra 1 | Access |
| 7920015 | Access Biology | Biology | Access |
| 7921015 | Access United States Government | FCLE | Access |
| 7921025 | Access US History | US History | Access |
| AMH1010 | Introductory Survey To 1877 | US History | Optional |
| AMH1011 | Introductory Survey To 1877: Honors | US History | Optional |

| Course # | Course Name | Subject | Category |
|-----------------|--|----------------|-----------------|
| AMH1020 | Introductory Survey Since 1877 | US History | Optional |
| AMH1041 | Survey of the American Experience I | US History | Optional |
| AMH1042 | Survey of Social and Cultural History Since 1865 | US History | Optional |
| AMH1050 | Survey of the American Experience II | US History | Optional |
| AMH2010 | Introductory Survey To 1877 | US History | Optional |
| AMH2011 | Introductory Survey To 1877: Honors | US History | Optional |
| AMH2020 | Introductory Survey Since 1877 | US History | Optional |
| AMH2041 | Survey of the American Experience I | US History | Optional |
| AMH2042 | Survey of Social and Cultural History Since 1865 | US History | Optional |
| AMH2050 | Survey of the American Experience II | US History | Optional |
| AMH3010 | Introductory Survey To 1877 | US History | Optional |
| AMH3011 | Introductory Survey To 1877: Honors | US History | Optional |
| AMH3020 | Introductory Survey Since 1877 | US History | Optional |
| AMH3041 | Survey of the American Experience I | US History | Optional |
| AMH3042 | Survey of Social and Cultural History Since 1865 | US History | Optional |
| AMH3050 | Survey of the American Experience II | US History | Optional |
| AMH4010 | Introductory Survey To 1877 | US History | Optional |
| AMH4011 | Introductory Survey To 1877: Honors | US History | Optional |
| AMH4020 | Introductory Survey Since 1877 | US History | Optional |
| AMH4041 | Survey of the American Experience I | US History | Optional |
| AMH4042 | Survey of Social and Cultural History Since 1865 | US History | Optional |
| AMH4050 | Survey of the American Experience II | US History | Optional |
| AMHX020 | Introductory Survey Since 1877 | FCLE | Required |
| BSC1005 | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSC1005C | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSC1006 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSC1006C | General Biology (Combined Lecture And Lab) | Biology | Optional |
| BSC1007 | Life Sciences (Lecture and Lab Course) | Biology | Optional |
| BSC1007C | Life Sciences (Combined Lecture and Lab) | Biology | Optional |
| BSC1008 | Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course) | Biology | Optional |
| BSC1008C | Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab) | Biology | Optional |
| BSC1009 | Introduction To Biology (Lecture and Lab Course) | Biology | Optional |
| BSC1009C | Introduction To Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC1010 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSC1010C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC1011 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSC1011C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC1012 | General Biology: Habitats & Organisms (Lecture and Lab Course) | Biology | Optional |

| Course # | Course Name | Subject | Category |
|-----------------|--|----------------|-----------------|
| BSC1012C | General Biology: Habitats & Organisms (Combined Lecture and Lab) | Biology | Optional |
| BSC1020 | Human Biology (Lecture and Lab Course) | Biology | Optional |
| BSC1020C | Human Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC2005 | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSC2005C | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSC2006 | General Biology (Lecture And Lab Course) | Biology | Optional |
| BSC2006C | General Biology (Combined Lecture And Lab) | Biology | Optional |
| BSC2007 | Life Sciences (Lecture and Lab Course) | Biology | Optional |
| BSC2007C | Life Sciences (Combined Lecture and Lab) | Biology | Optional |
| BSC2008 | Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course) | Biology | Optional |
| BSC2008C | Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab) | Biology | Optional |
| BSC2009 | Introduction To Biology (Lecture and Lab Course) | Biology | Optional |
| BSC2009C | Introduction To Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC2010 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSC2010C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC2011 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSC2011C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC2012 | General Biology: Habitats & Organisms (Lecture and Lab Course) | Biology | Optional |
| BSC2012C | General Biology: Habitats & Organisms (Combined Lecture and Lab) | Biology | Optional |
| BSC2020 | Human Biology (Lecture and Lab Course) | Biology | Optional |
| BSC2020C | Human Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC3005 | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSC3005C | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSC3006 | General Biology (Lecture And Lab Course) | Biology | Optional |
| BSC3006C | General Biology (Combined Lecture And Lab) | Biology | Optional |
| BSC3007 | Life Sciences (Lecture and Lab Course) | Biology | Optional |
| BSC3007C | Life Sciences (Combined Lecture and Lab) | Biology | Optional |
| BSC3008 | Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course) | Biology | Optional |
| BSC3008C | Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab) | Biology | Optional |
| BSC3009 | Introduction To Biology (Lecture and Lab Course) | Biology | Optional |
| BSC3009C | Introduction To Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC3010 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSC3010C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC3011 | General Biology (Lecture and Lab Course) | Biology | Optional |

| Course # | Course Name | Subject | Category |
|-----------------|--|----------------|-----------------|
| BSC3011C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC3012 | General Biology: Habitats & Organisms (Lecture and Lab Course) | Biology | Optional |
| BSC3012C | General Biology: Habitats & Organisms (Combined Lecture and Lab) | Biology | Optional |
| BSC3020 | Human Biology (Lecture and Lab Course) | Biology | Optional |
| BSC3020C | Human Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC4005 | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSC4005C | General Biology (Non-Majors) (Combined Lecture and Lab) | Biology | Optional |
| BSC4006 | General Biology (Lecture And Lab Course) | Biology | Optional |
| BSC4006C | General Biology (Combined Lecture And Lab) | Biology | Optional |
| BSC4007 | Life Sciences (Lecture and Lab Course) | Biology | Optional |
| BSC4007C | Life Sciences (Combined Lecture and Lab) | Biology | Optional |
| BSC4008 | Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course) | Biology | Optional |
| BSC4008C | Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab) | Biology | Optional |
| BSC4009 | Introduction To Biology (Lecture and Lab Course) | Biology | Optional |
| BSC4009C | Introduction To Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC4010 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSC4010C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC4011 | General Biology (Lecture and Lab Course) | Biology | Optional |
| BSC4011C | General Biology (Combined Lecture and Lab) | Biology | Optional |
| BSC4012 | General Biology: Habitats & Organisms (Lecture and Lab Course) | Biology | Optional |
| BSC4012C | General Biology: Habitats & Organisms (Combined Lecture and Lab) | Biology | Optional |
| BSC4020 | Human Biology (Lecture and Lab Course) | Biology | Optional |
| BSC4020C | 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 |
| POSX041 | American Government 1 (GE Core) | FCLE | Required |