

GRADING FLORIDA PUBLIC SCHOOLS 2004-2005

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School grades for 2004-05 utilize a point system. Schools are awarded one point for each percent of students who score *high on the FCAT and/or make annual learning gains*.

Scoring High on the FCAT

The Florida Comprehensive Assessment Test (FCAT) is the primary measure of students' achievement of the Sunshine State Standards. Student scores are classified into five achievement levels, with 1 being the lowest and 5 being the highest.

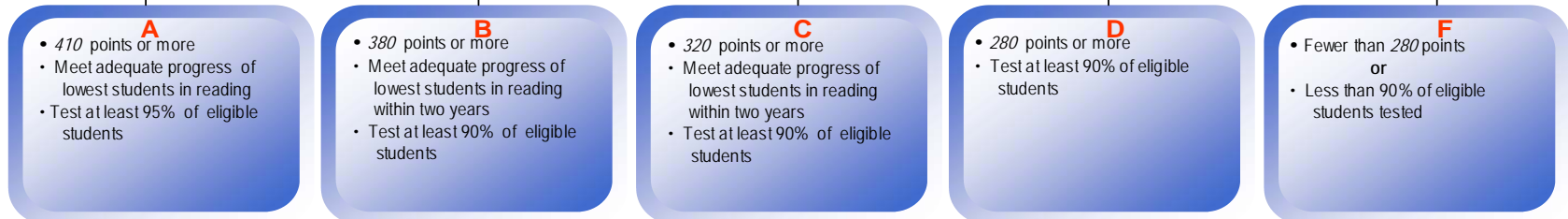
- ⇒ Schools earn one point for each percent of students who score in achievement levels 3, 4, or 5 in **reading** and one point for each percent of students who score 3, 4, or 5 in **math**.
- ⇒ The **writing** exam is scored by at least two readers on a scale of 1 to 6. Schools earn one point for each percent of students scoring 3.5 or above. If a school does not have writing scores, the district average for all students in writing will be the used.

Making Annual Learning Gains

Since FCAT **reading and math** exams are given in grades 3 – 10, it is possible to monitor how much students learn from one year to the next.

- ⇒ Schools earn one point for each percent of students who make learning gains in reading and one point for each percent of students who make learning gains in math. Students can demonstrate learning gains in any one of three ways:
 - (1) Improve achievement levels from 1-2, 2-3, 3-4, or 4-5; **or**
 - (2) Maintain within the relatively high levels of 3, 4, or 5; **or**
 - (3) Demonstrate more than one year's growth within achievement levels 1 or 2 (does not include retained students).
- ⇒ Special attention is given to the reading gains of students in the lowest 25%¹ in levels 1, 2, or 3 in each school. Schools earn one point for each percent of the lowest performing readers who make learning gains from the previous year. It takes at least 50% to make "adequate progress" for this group.

SCHOOL PERFORMANCE GRADING SCALE



Which students are included in school grade calculations? As in previous years, only standard curriculum students (including Speech impaired, gifted, hospital/homebound, and limited English proficient students (LEP) with more than two years in an ESOL program) enrolled in the same school in both October and February are included in the components for scoring high on the FCAT. For the first time in 2004-05, students with disabilities and LEP students will be included in the learning gains component of the school grade calculation.

What happens if the lowest students in the school do not make "adequate progress" in reading? Schools that aspire to be graded "C" or above, but do not make adequate progress with their lowest students in reading, must develop a School Improvement Plan component that addresses this need. If a school, otherwise graded "C" or "B", does not demonstrate adequate progress in either the current or prior year, the final grade will be reduced by one letter grade. If a school, otherwise graded "A", does not demonstrate adequate progress in the current year, the final grade will be reduced by one letter grade.

¹For schools with fewer than 30 students in the lowest 25%, the 30 lowest performing students will be substituted.

Example Report for 2005

