2012 Guide to Calculating School Grades
Technical Assistance Paper

Florida Department of Education
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I. Overview

Introduction

The purpose of this technical assistance paper is to provide a description of the procedures used to determine school grades for the 2012 school year. School grades include four measures of student achievement and four measures of student learning gains plus several components for high schools that are based on measures other than state assessments, as well as a new measure for middle schools that measures participation in and performance on high-school-level end-of-course (EOC) assessments. Florida's current school accountability system originated with state legislation passed in 1999 (the "A+ Plan") and has been revised periodically to reflect increased standards and expectations for student performance. Florida is the first state to track annual student learning gains based on the state's academic standards.

School grades (A-F) have been issued since 1999, with the Florida Comprehensive Assessment Test (FCAT, and now the FCAT 2.0) being a key instrument in calculating school grades. In 2002, significant improvements were made in how school grades were calculated to fully implement the intent of Florida's original plan. The most noteworthy improvement was the inclusion of student learning gains. Additionally, a measure was added to determine whether the lowest performing students are making annual improvements in specified subjects. In 2010, Florida's school grading system was further revised to include several additional measures for high schools, including the four-year graduation rate, the graduation rate for at-risk students, participation and performance in accelerated curricula, and postsecondary readiness, as well as a component for measuring annual growth or decline in these measures. Additional substantive changes to the school grading system were adopted by the State Board of Education in 2012, including new assessments and achievement level cut scores, expansion of performance measures to include students with disabilities and English language learners, implementation of a new middle-school component measuring participation in and performance on high-school level end-of-course (EOC) assessments, and a more rigorous graduation rate formula for high school grading.

This paper contains two sections: the Overview (Section I) and the Process for Calculating School Grades (Section II). These sections describe a series of procedures for determining a school's final grade and are intended for knowledgeable audiences who are interested in the details of determining the school grades. A more general and concise description of the school grading system is found on the school grading "guide sheet" (see Appendix A) which can be accessed online at the applicable link at the bottom of the Florida School Grades Web site (http://schoolgrades.fldoe.org/).

Specific Authority

The authority for Florida's system of school accountability is addressed in Florida Statutes and Florida Administrative Code Rules. It is not the intent of this section to provide a detailed description of the specific contents of the state law and rule. Readers interested in the additional legal information should consult the source documents.

Florida Statutes - Section 1008.34

This section of Florida law requires the Commissioner of Education to prepare annual reports of student performance for each school and district in the state. The law specifies the grade categories, the timeframes, and the types of information to be included in the calculations.

Further, the law directs the State Board of Education to adopt appropriate criteria for each school grade category.

Florida Administrative Code Rule 6A-1.09981

This rule describes the implementation requirements for Florida's System of School Improvement and Accountability. The State Board of Education has periodically revised this rule for clarification and to ensure compliance with updates to the governing statute. The rule provides policy information as well as procedural guidance for implementing the program. It also specifies which schools are included in the system and the criteria for designating the school grades.

Florida Statutes – Section 1008.341

This section of Florida law provides for school improvement ratings for alternative schools. Alternative schools that provide dropout prevention and academic intervention services pursuant to s. 1003.53 may elect to receive a school improvement rating in lieu of a grade. The school improvement rating shall identify schools as having one of the following ratings defined according to rules of the State Board of Education:

- "Improving" means schools with students making more academic progress than when the students were served in their home schools.
- "Maintaining" means schools with students making progress equivalent to the progress made when the students were served in their home schools.
- "Declining" means schools with students making less academic progress than when the students were served in their home schools.

Specific provisions of this statute are implemented by FAC Rule 6A-1.099822, which was passed by the State Board of Education on February 19, 2008.

Florida Administrative Code Rule 6A-1.099822

This rule implements provisions of the alternative school rating system mandated by s. 1008.341, Florida Statutes. In cases where an alternative school elects to receive a school improvement rating in lieu of a grade, the assessment results of students in the alternative school will be credited back to the home school for inclusion in the home school's grade calculations.[1] This provision thereby affects identification of students to be included in the school grading calculations. For more information, see p. Step 2.4 —*Credit back scores to home schools for students in alternative schools, ESE center schools, or Hospital/Homebound programs.*

Summary of the School Grading Criteria

State Board Rule *6A-1.09981* describes the performance measures included in the overall grade for a school (including additional criteria for high school grades[2]). School grades for all schools include eight assessment-based measures of achievement that are balanced between components that measure current-year performance and components that measure progress.

Points for these eight assessment-based components are calculated as follows:

[1] Applied to the learning gains components for reading and math.
[2] See section 9 of this document for detailed information on non-FCAT-based components for grading high schools.

1. One point for each percent of students who score at satisfactory levels by scoring at or above FCAT 2.0 Achievement Level 3 in reading, including students who score at or above Performance Level 4 in reading on the Florida Alternate Assessment (FAA).
2. One point for each percent of students who score at or above FCAT 2.0 Achievement Level 3 in mathematics, including students who score at or above Performance Level 4 in mathematics on the Florida Alternate Assessment (FAA).
3. One point for each percent of students who score at or above FCAT 2.0 Achievement Level 3 in science, including students who score at or above Performance Level 4 in science on the Florida Alternate Assessment (FAA). If fewer than 10 eligible students have test scores in science, the district average in science is substituted.
4. One point for each percent of students who score at 3.0 or higher on the FCAT writing assessment,[3] including students who score at or above Performance Level 4 in writing on the Florida Alternate Assessment (FAA). If fewer than 10 eligible students have test scores in writing, the district average in writing is substituted.
5. One point for each percent of students making learning gains in reading, with additional weighting for students moving to level 4 or 5 from a lower achievement level on the FCAT 2.0 and for previously low performing students making greater than expected gains.*
6. One point for each percent of students making learning gains in mathematics, with additional weighting for students moving to level 4 or 5 from a lower achievement level on the FCAT 2.0 and for previously low performing students making greater than expected gains.*
7. One point for each percent of the lowest performing students making learning gains in reading, with additional weighting for students moving to FCAT 2.0 level 4 or 5 from a lower achievement level and for previously low performing students making greater than expected gains.* In the event that there are not at least 30 eligible students, the school's reading learning gains are substituted.
8. One point for each percent of the lowest performing students making learning gains in mathematics, with additional weighting for students moving to FCAT 2.0 level 4 or 5 from a lower achievement level and for previously low performing students making greater than expected gains.* In the event that there are not at least 30 eligible students (10 for high school math), the school's mathematics learning gains are substituted.

*See sections 4.5 through 4.8 for details on learning gains calculations.

Retake Bonus Points for High Schools: High schools qualify to earn 10 bonus points added to their total school grade points if at least half of the students in the school who are retaking assessments to meet graduation requirements pass the retake assessments in reading and in math. There must be at least 10 eligible students in reading and 10 eligible students in math in order to receive the bonus. Points will not be split; the bonus is all or nothing.

Points for the assessment-based performance measures and learning gains measures are added together and converted into a school grading scale, an example of which is shown below.

Table 1: 2012 School Grading Scale for Elementary Schools (800 Point Basis)

Grade	Total points
A	525 and above
B	495-524
C	435-494
D	395-434
F	Less than 395

[3] The criterion of 3.0 for FCAT Writing will be revisited by the State Board for years after 2011-12.

Separate grading scales apply to middle schools (900 points basis), high schools (1,600 points basis), and K-6/K-12 combination schools (1,700 points basis). See Section 11 for more details. In addition to the accumulation of percentage points for performance and learning gains measures, schools are also evaluated on the basis of two other conditions:

1. Percent Tested: Schools earning enough total points to earn a grade of "A" must also test at least 95% of their eligible students. All other letter grade designations are based on a minimum of 90% tested. If any school tests fewer than 90% of their students, the school will initially receive an "I" (incomplete). After investigation, if the percent tested remains less than 90%, the final grade will be lower than indicated by the total points accumulated.

2. Adequate Progress of the Lowest Performing Reading and Mathematics Students: A school with enough points to earn an "A" must show adequate progress of the low 25% in both reading and math for the current year. A school with enough points to earn a "B" or "C" must show adequate progress of the low 25% in both reading and math for either the current or previous year. The final grade will be reduced one letter grade for schools failing to meet this criterion. *Note that this requirement is suspended for all schools for the 2011-12 school grading cycle and will be applied again to school grades for 2012-13.*

For purposes of this calculation, the lowest performing students are the lowest quartile (or 25%) of students scoring at achievement levels 1 and 2 of the FCAT 2.0 reading and mathematics subtests in each grade. The lowest 30 students are substituted when there are not 30 in the lowest quartile (however, see note below regarding high school mathematics).[4] In the event that there are not 30 eligible students scoring at FCAT 2.0 achievement level 2 or below in reading, the percent of students making annual learning gains in reading for all students is substituted for this performance measure. In the event that there are not 30 eligible students scoring in FCAT 2.0 achievement level 2 or below in mathematics, the percent of students making annual learning gains in mathematics for all students is substituted for this performance measure (note that for high school mathematics, the minimum cell-size is set at 10 for 2011-12).

Adequate progress of the lowest performing quartile in FCAT 2.0 reading and math is attained when at least 50 percent of students in the group have made annual learning gains in each subject. The following flexibilities are extended to schools falling short of the 50-percent mark:

- Schools can avoid having their grade lowered if at least 40 percent of students in the lowest quartile have made learning gains and there was annual improvement of 1% or more in the percent making learning gains.
- Schools in which less than 40 percent of students in the lowest quartile made learning gains can avoid having their grade reduced if there was annual improvement of 5% or more in the percent making learning gains.

Note that for 2011-12 only, the adequate progress requirements for the low 25% will not apply.

In addition to the measures described above, high schools will have 50% of their grade based on components outside of state assessment scores, as detailed in section 9 of this document.

See also Appendix A for a schematic summary description of the school grading system. Detailed descriptions of school grading calculations are provided in Section II as follows.

[4] For high school mathematics performance and learning gains (including learning gains for the low 25%), the minimum cell-size is reset at 10 students for 2011-12.

II. Process for Calculating School Grades

This section of the paper describes in sequential order the processes involved in evaluating the performance of each school and determining a school grade.

1. Identify the Schools to be Graded

Pursuant to State Board Rule, the Commissioner will determine the school types to earn school grades. Schools that meet all of the following criteria will receive school grades:

- For reading and math performance measures, the school serves at least 30 full-year-enrolled students[5] with valid assessment scores in reading and math, including banked end-of-course (EOC) assessment scores for entering 9th graders as applicable (for high schools, the minimum number of scores required in math is now 10 instead of 30); and
- For reading and math learning gains measures, the school serves at least 30 full-year-enrolled students[6] with valid assessment scores in reading and math in both the current year and the previous year, not counting banked EOC scores. (For high school math learning gains and Low 25% learning gains, the minimum number of scores is set at 10 students instead of 30.)

These criteria include new schools. Alternative schools, including ESE centers, may elect to receive an alternative school improvement rating in lieu of a grade. Department of Juvenile Justice Schools do not earn school grades.

2. Identify the Students to be Included

All students in the tested grades who are enrolled in the same school for a full academic year are included in the school grades calculation. However, students who are reported as English language learners with less than a full year of instruction in the U.S. at the time of testing are not included in the components for measuring current-year performance in reading, math, writing, and science.

In addition, eligible students who are enrolled in an alternative school[7] that receives a school improvement rating will have their assessment scores credited back to the home school for inclusion in the learning gains components of that school's grade. Students who are enrolled in Hospital/Homebound programs and in ESE centers that receive a school improvement rating will have their scores credited back for inclusion in all assessment-based components of the home school's grade.

The following steps briefly describe processes for classifying students with disabilities (SWDs) and English language learners (ELLs) for accountability reporting purposes. These steps are also important to ensure accurate reporting of subgroup data for federal reporting purposes.

2.1 – Determine student SWD and ELL classifications on Survey 3: The Students with Disabilities (SWD) classification and English language learners (ELL) status of each student is

[5] Valid scores can be Florida Alternate Assessment (FAA), FCAT 2.0, or end-of-course (EOC) scores in math and FAA or FCAT 2.0 scores in reading. Scores for ELLs in their first year of instruction in U.S. schools are not included in performance measures. Scores for all other eligible students are included.

[6] Applies to all eligible students; includes SWDs and ELLs in all program areas.

[7] Applies to students enrolled in alternative schools during Survey 2 (October) or Survey 3 (February) who were also tested at alternative schools.

determined, and the student is identified as "included" for applicable components of the school grade if eligibility criteria are met.

a) SWD Status: The electronic record for each student includes applicable SWD classifications, as well as the student's entry date into the SWD program. SWDs are included in the school grade calculations for proficiency in reading, math, writing, and science, as well as learning gains.

b) ELL Status: ELL students are included in the school grading proficiency components when they have been enrolled in a school in the United States for at least one year prior to testing. In years prior to 2011-12, the Department of Education used the date of entry to ESOL as the means of classifying ELLs by length of time in the program for accountability purposes. Beginning in 2011-12, a new data element for date of entry into a school in the U.S. has supplanted the ESOL entry date as the data used for classifying ELLs for accountability reporting purposes. ELLs with less than one year in instruction are exempt from inclusion in proficiency calculations for no more than one administration of the state assessment.

2.2 – Determine full academic year status: Students are included in the school grading system only if they have been enrolled in the same school for a full academic year. Students are considered continuously enrolled for a full academic year if they were enrolled in the same school during the October and February FTE (full-time equivalent) counts. This determination is made by matching the "Student Number Identifier, Florida" in the Survey 3 file to the "Student Number Identifier, Florida" in the Survey 2 file by district and school.

2.3 – Identify the grade 10 students who have previously passed the FCAT: Grade 10 students who have previously passed the grade 10 FCAT reading and/or mathematics assessments will not be included in the school grading calculations. The identification process is completed separately for reading and for mathematics. All enrolled tenth grade students must take the writing test, even if they have already passed the reading and/or mathematics tests. Students who take the Grade 10 FCAT Reading retake exam are not included.

2.4 - Credit back scores to home schools for students in alternative schools, ESE center schools, or Hospital/Homebound programs. See steps 2.4.1 through 2.4.3 as follows.

2.4.1 – Alternative schools. Per requirements of Rule 6A-1.099822, FAC, students enrolled in and tested at alternative schools (except for alternative charter schools) will have their assessment scores credited back to their home school if the alternative school elects a school improvement rating instead of a school grade. Districts report the "home school" (the school to which the assessment scores will be credited back) for each student at an alternative school by using two data elements on the Survey 3 Student Demographic Information records:

- "District Number, Zoned School" (http://www.fldoe.org/eias/dataweb/database_1112/115629.pdf), which reports the district in which the home school is located; and
- "School Number, Zoned School" (http://www.fldoe.org/eias/dataweb/database_1112/173174.pdf), which reports the school number of the home school.

Eligible students for whom a home school ("zoned school") is reported will have their scores credited back to the home school for inclusion in the learning gains components (percent making learning gains in reading; percent making learning gains in math) of that school's grade. Note that a student must have assessment scores for the current and prior year in a subject in order for learning gains to be calculated. Eligible students' performance will be included in the

home school's grade calculation as long as the student is enrolled in a grade level at the alternative school that is offered by the student's home school.

Note also that s. 1008.34, F.S., excludes certain classifications of students in alternative schools from school grading:

- Students subject to district school board policies for expulsion for repeated and/or serious offenses, and
- Students who are in dropout-retrieval programs who have officially been designated as dropouts.

(In addition, test scores for students who are in programs operated or contracted by the Department of Juvenile Justice are excluded from school grading, as required in statute.)

Students belonging to these classifications are reported by districts to the Department of Education's automated student database via the Federal/State Indicator Status reporting format (http://www.fldoe.org/eias/dataweb/database_1112/1112fsis.asp), using specific codes reported on the Dropout Prevention/Juvenile Justice Programs data element (http://www.fldoe.org/eias/dataweb/database_1112/115680.pdf). The following codes will be used to identify students in alternative schools whose assessment scores will not be included in school improvement ratings or school grading calculations: R (for students in dropout retrieval programs), and E (for students in "alternative to expulsion" programs). A code of D can be reported for students in Department of Juvenile Justice programs; however, DJJ centers are already excluded from the grading process based on school type.

2.4.2 – ESE center schools. Beginning in 2011-12, ESE center schools, which are identified through a separate process involving district input, will be treated similar to alternative schools for accountability determinations and the principals will be able to choose whether to receive a regular school grade or a school improvement rating. Scores for students enrolled during Survey 3 at ESE center schools (except for ESE charter schools) that elect to receive a school improvement rating are credited back to home schools under Section 1008.34(3)(c) 3.,F.S.,for inclusion in both performance (for all four subject areas) and learning gains components, including the Low 25% gains measures (FCAT 2.0 scores only for the Low 25% gains).

2.4.3 – Hospital/Homebound programs. Beginning in 2011-12, assessment scores for hospital/homebound students who are enrolled as full-year students in a school other than their "home school" will have their scores reassigned to the home school for inclusion in the home school's grade calculations. The same data elements for "District Number, Zoned School" and "School Number, Zoned School" described in section 2.4.1 are used to identify the home schools for this purpose. Hospital/Homebound students' scores are not included in accountability calculations for any school other than the home school. For the home school's grade, these scores are included in all assessment-based measures of the school grade and the percent-tested calculations.

2.5 – Obtain corrections and updates from the school districts: Lists of students to be included in school grades are identified by the Department of Education and shared with the school districts in electronic form. Corrections are submitted to the Education Information and Accountability Services (EIAS) office, and corrected files are posted for district review. Districts are given the opportunity to correct data. Districts and schools are then given the opportunity to submit updates directly to the Bureau of Accountability Reporting for students whose status changed after the end of the Survey 3 reporting period and before testing. A general description of the correction/update process is provided below.

a. Unmatched Identification Numbers: If there are students who were present for a full academic year but the student ID on Survey 2 does not match the student ID on Survey 3, this results in unmatched records. Districts are required to resolve these discrepancies by correcting the student ID on submitted records so that the Survey 2 and Survey 3 records can be matched.

b. Updating of information on student status; submission of certain new data: Districts have an opportunity to update information such as grade level that is used for the school accountability calculations or to submit required new data that is not yet collected on the database (e.g., for 2011-12, home school data for students in ESE centers).

c. Non-public school students taking courses at public schools: Home schooled and private school students who receive services from a public school are excluded from calculations if N998 (Home Education) or N999 (Private School) is reported as the primary school number in the "Current Enrollment" field of Survey 3. For students whose primary instructional school has been misidentified, districts must report the correct primary school number to the Bureau of Accountability Reporting.

d. ELL status during testing is different from ELL status reported in Survey 3: Only ELL students who received instruction in the U.S. for at least one year at the time of testing are included in the four proficiency components for school grading. Updated information must be provided for students who are reported as English language learners after Survey 3 but before testing.

e. SWD status at the time of testing is different from SWD status reported in Survey 3: Updated information must be provided for students who are enrolled in a program after Survey 3 but before testing.

f. Withdrawal status prior to testing: All students who were withdrawn from school after Survey 3 and prior to the first day of testing must be identified.

g. 10th grade FCAT graduation requirements met prior to testing: All 10th grade retained students who have passed the reading and/or math FCAT prior to testing are not included in the school grade calculation. Districts must ensure that these students are appropriately identified.

2.6 – Creation of the Membership File: Upon completion of both rounds of error corrections, a final file is created and referred to as the Membership File. The Membership File is used for all accountability calculations.

3. Obtain Student Assessment Scores

The Bureau of Accountability Reporting works closely with the K-12 Assessment staff to obtain accurate assessment data on all students. The matching process is similar to that used for the matching of Survey 2 and 3. After the initial matching process is complete, districts are provided a list of unmatched and mismatched students. School districts must return updated and corrected information for each student. The extent to which this step is completed correctly by the school districts affects the Department's ability to include the maximum number of eligible students in the school grading process. The matching and corrections processes are briefly summarized below.

3.1 – Identify assessment records with blank or duplicate Student IDs: For records with a blank or duplicate Student ID on assessment records, districts must provide the matching student ID from the Membership File for inclusion of student results.

3.2 – Match membership files to assessment files by district, school, and student ID: Students on the Membership File are matched to assessment files using district, school, and student ID. Unmatched records are flagged and districts must provide the matching fields from the Membership File for inclusion of student results.

3.3 – Identify assessment records that have missing prior-year assessment data: Any record that does not contain prior-year test results will be flagged. Districts must report correct prior-year print-after-scan (PAS) numbers that are associated with the missing data for Reading and Mathematics.

3.4 – Update assessment records with district corrections: Upon completion of error corrections, student results in the FCAT/FCAT 2.0/EOC (or FAA) file should be closely matched to the students enrolled in the Membership File.

Note: This process is completed for all students tested, not just those to be included in the school grading process. This is important for two reasons. First, scores for these students might be needed for determining learning gains the following year if the students become eligible for inclusion; for example, ELLs who move into their 2nd year of instruction. Secondly, because all students are included in reporting subgroup and school performance in reading and math for federal reporting purposes, it is necessary to correct all Student IDs. The process is also important for the alternative school rating system implemented in 2008.

4. Compute the School Grade Points for Each Assessment-Based Measure

The eight assessment-based measures evaluated as part of determining school grades can be grouped into three categories:

- The percent of students scoring at satisfactory levels (steps 4.1-4.4),
- The weighted percent of students making learning gains (steps 4.5-4.6), and
- The weighted percent of the lowest performing students who make learning gains (steps 4.7-4.8).

Although the computations are similar within each category, the computations for each performance measure are described separately in the following sections.

4.1 – Calculate Reading Performance: This component focuses on the extent to which eligible students score high enough on the reading portion of the FCAT 2.0 or the FAA to be considered "on grade level." Schools accumulate one point for each percent of eligible students scoring at FCAT 2.0 achievement levels 3 or above (also, at or above performance level 4 on the FAA) in reading. The number of eligible students scoring at or above grade level is divided by the total number of eligible students who took the FCAT 2.0 reading test or the FAA in reading and for whom a valid score was reported. The final step in calculating reading performance is the adjustment, if applicable, for the 1% cap on proficient FAA scores for SWDs. See section 10.

4.2 – Calculate Mathematics Performance: This component focuses on the extent to which eligible students score sufficiently high on the FCAT 2.0 in mathematics, the Algebra 1 EOC assessment, or the FAA in mathematics to be considered "on grade level." Schools accumulate one point for each percent of eligible students scoring at achievement levels 3, 4, and 5 in mathematics on the FCAT 2.0 or Algebra 1 EOC assessment, or at performance level 4 or higher on the FAA. The number of eligible students scoring at or above grade level is divided by the total number of eligible students who took a mathematics assessment and for whom a valid score was reported. For high school students, the first EOC assessment score earned

during high school (grades 9-12) is used for performance and learning gains. Other (subsequent) administrations of the same assessment would not be used in the performance calculation. For middle school students, the first EOC assessment score earned during the school year is used for performance (and learning gains). If a student has both an FCAT 2.0 Mathematics score and one or more EOC scores in a math subject, the higher/highest score is used (limited to first-time scores for EOCs).

For performance and learning gains calculations -- when a student has scores for several different math assessments (including EOCs) that all result in positive outcomes, the EOC score will be applied.

Banked EOC assessment scores for entering 9th graders. We will bank scores for entering 9th graders who scored at level 3 or higher on high school level EOCs while in middle school. The banked EOC assessment scores will be used in the performance calculations for high schools (added to both the numerator and denominator) and combination schools serving grade 9.

The final step in calculating mathematics performance is the adjustment, if applicable, for the 1% cap on proficient FAA scores for SWDs. See section 10 for details.

4.3 – Calculate Science Performance: This component focuses on the extent to which eligible students score sufficiently high on state assessments in science to be considered "on grade level." Schools accumulate one point for each percent of eligible students scoring at FCAT 2.0 achievement levels 3, 4, and 5 in science, or at performance level 4 or higher on the FAA in science. The number of eligible students scoring at or above grade level is divided by the total number of eligible students who took a state science assessment and for whom a valid score was reported. Note: If fewer than 10 eligible students were tested in science, the district science average is substituted for school's science proficiency results.

Adjustment for high schools for 2011-12 only. FCAT Science will not be administered in high school in 2012 and there are no achievement level standards set yet for the Biology 1 assessment. For 2011-12 only, Science will not be included in high school grades, and the points earned on the remaining seven measures for performance and learning gains will be adjusted proportionately to an 800-point scale equivalent. The points for performance measures and learning gains for high schools will be multiplied by a factor of 1.143 to reset the points to an 800-point scale equivalent value. An alternate adjustment may also be applied for high schools that meet the math cell-size requirement of ten (10) through banked scores but do not have sufficient current-year scores for math learning gains.

4.4 – Calculate Writing Performance: This component recognizes the traditional objective that students be able to write a composition that meets at least minimal requirements. The percentage points earned take into account the percent of students scoring at or above the writing standard on the FCAT and FAA writing examinations. The number of eligible students scoring at the standard and above is then divided by the number of eligible students who took a writing test and for whom a valid score was reported. For 2011-12, the writing standard for the FCAT is set at a score of 3.0, with a score of 6.0 representing the maximum possible score. The writing standard for the FAA is set at performance level 4.

Example: In a hypothetical school, there were 131 eligible students who took FCAT Writing and FAA Writing assessments. Ninety of the students scored at 3.0 and above on the FCAT and 12 of the students scored at or above performance level 4 on the FAA. The percent meeting the standard in writing (for school grading purposes) = 102 ÷ 131 = 78% (78 school grade points).

Note: If fewer than 10 eligible students were tested in writing, the district writing average is substituted for the school's writing proficiency results.

4.5 – Calculate Reading Gains: Including learning gains as a performance measure for determining school grades was initiated in 2002. It emphasizes the importance of learning a year's worth of knowledge in a year's worth of time. Individual student learning gains are determined by comparing each student's prior year test score to the current year test score using three different methods as described below. Schools earn one point for each percent of students who make learning gains in reading. Beginning in 2012, students who move from any lower FCAT 2.0 Reading achievement level to level 4 are weighted at a value of 1.1 in the numerator, and students who move from any lower FCAT 2.0 Reading achievement level to level 5 are weighted at a value of 1.2 in the numerator.

Students make learning gains if they:

a. Improve one or more FCAT 2.0 achievement levels (e.g., from 1-2, 2-3, 3-4, or 4-5) or Florida Alternate Assessment (FAA) performance levels (for students with significant cognitive disabilities);
b. Maintain a proficient achievement level on the FCAT 2.0 or FAA (at least level 3 for the FCAT 2.0, level 4 for the FAA) without decreasing a level; or
c. Demonstrate more than one year's growth when remaining in achievement level 1 or 2 on the FCAT 2.0 (or when remaining at performance level 1, 2, or 3 for the FAA) for both years. Under this alternative, one year's growth on the FCAT 2.0 is defined in terms of the difference between a student's current year and prior year FCAT 2.0 vertical scale score. To make learning gains, students who remain at level 2 on the FCAT 2.0 have to score at least one point beyond a year's expected growth. Students who remain at level 1 have to score at least two points beyond a year's expected growth. These students are credited with learning gains for reading if their vertical scale score improves by at least the amount shown in Table 2. FAA students who remained at performance level 1, 2, or 3 are credited with gains if their score improves by at least five (5) points (raw points) compared with the prior year's score.

Note: Retained students who remain at level 1 or at level 2 will be required to demonstrate the same amount of growth as non-retained students at the same current grade level. For instance, a retained 5th grader at level 1 would be required to increase his/her reading score by at least 10 scale score points. However, students who are retained 3rd graders would be expected to show the same increase in scores as required for 4th graders (the next grade up). Also, when a student's achievement level drops (e.g., from level 4 to level 3), the student is not counted as having made learning gains, even if the lower score is on or above grade level.

Table 2:
Vertical Scale Score Increases Required for FCAT 2.0 Reading Learning Gains

Reading	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Grade 8-9	Grade 9-10
Level 1	12	10	9	8	7	6	8
Level 2	11	9	8	7	6	5	7

Additional Weighting Provision. When students whose prior-year score is at FCAT 2.0 levels 1 or 2 (or FAA levels 1, 2, or 3) increase their FCAT 2.0 vertical score (or FAA raw score) by an amount that is at least 33% greater than the minimum amount of increase required to make learning gains, these students will be weighted at 1.1 (instead of 1.0) in the numerator of the learning gains calculation. (Note: This provision is not limited to students who remained at the same achievement level in both years. Also, students who receive extra weighting for moving up to level 4 or 5 on the FCAT 2.0 would not receive further/additional weighting from this provision.)

4.6 – Calculate Mathematics Gains: This component is parallel to the reading procedure described in step 4.5. Individual student learning gains are determined by comparing each student's prior year test score to the current year test score using three different methods as described below. Schools earn one point for each percent of students who make learning gains in mathematics. Beginning in 2012, students who move from any lower FCAT 2.0 achievement level to level 4 on the FCAT 2.0 or Algebra 1 EOC are weighted at a value of 1.1 in the numerator, and students who move from any lower FCAT 2.0 achievement level to level 5 on the FCAT 2.0 or EOC are weighted at a value of 1.2 in the numerator.

For learning gains, if a student has both an FCAT 2.0 Mathematics score and one or more EOC scores in math, the learning gains calculation will be applied using the EOC assessment as well as the FCAT 2.0 assessment for the current-year assessment, and the student will be counted as making learning gains if the student makes gains in either calculation.

Students make learning gains if they

a. improve one or more FCAT 2.0 or EOC[8] assessment achievement levels (e.g., from 1-2, 2-3, 3-4, or 4-5) or FAA performance levels (for students with disabilities who are administered the FAA in lieu of the FCAT 2.0);
b. maintain a proficient achievement level on the FCAT 2.0, EOC assessment, or FAA (at least level 3 for the FCAT 2.0, level 4 for the FAA) without decreasing a level; or
c. demonstrate more than one year's growth when remaining in achievement level 1 or 2 on the FCAT 2.0 for both years. Under this alternative, one year's growth is defined in terms of the difference between a student's current year and prior year FCAT 2.0 vertical scale score. Students who remain in levels 1 or 2 are credited with learning gains for mathematics if their vertical scale score improves by at least the amount shown in Table 3. FAA students who remained at performance level 1, 2, or 3 are credited with gains if their score improves by at least five (5) points (raw points) compared with the prior year's score.

Note: As with reading learning gains, retained students are now included in the math learning gains process described in method c. above. Students who decrease an achievement level are not counted as having made gains, even if their current-year score is at level 3 or higher on the FCAT 2.0 or at performance level 4 or higher on the FAA.

Table 3:
Vertical Scale Score Increases Required for FCAT 2.0 Math Learning Gains

Mathematics	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8
Level 1	16	10	10	9	11
Level 2	15	9	9	8	10

d. For students who remained at level 1 or remained at level 2 with an Algebra 1 EOC assessment score in the current year and an FCAT 2.0 Mathematics score in the prior year, learning gains may be demonstrated by a comparison of the common scale scores (aka "T-scores") on the two assessments. Students in this group who show any increase in the common scale score are counted as having made learning gains. See Appendix C for a description of how common scale scores are derived.

[8] Learning gains for EOCs in 2011-12 will be limited to Algebra 1 scores in the current year compared with prior-year FCAT 2.0 Mathematics scores.

Additional Weighting Provision. When students whose prior-year score is at FCAT 2.0 levels 1 or 2 (or FAA levels 1, 2, or 3) increase their FCAT 2.0 vertical score (or FAA raw score) by an amount that is at least 33% greater than the minimum amount of increase required to make learning gains, these students will be weighted at 1.1 (instead of 1.0) in the numerator of the learning gains calculation. (Note: This provision is not limited to students who remained at the same achievement level in both years. Also, students who receive extra weighting for moving up to level 4 or 5 on the FCAT 2.0 would not receive further/additional weighting from this provision.)

4.7 – Calculate reading gains for the lowest performing students: Special attention is given to the reading gains of the lowest 25% of students or lowest 30 scoring at FCAT 2.0 achievement levels 1 or 2 in each school. (Prior to 2011-12, the lowest 25% could also include students at FCAT level 3; these students are no longer included in this category.)

The students included in the calculations for this component are students who

a. meet all criteria for inclusion in school grade calculations for the current year;
b. have both a prior year score and a current year score on FCAT 2.0 Reading;
c. are ranked in the lowest 25% based on their prior year FCAT 2.0 Reading vertical scale scores; and
d. have a prior year score less than or equal to an FCAT 2.0 achievement level 2 score.
e. Beginning in 2011-12, retained students who scored at achievement levels 1 or 2 in the prior year are automatically included in the lowest 25% category.

4.8 – Calculate mathematics gains for the lowest performing students: Special attention is given to the mathematics gains of the lowest 25% of students or lowest 30 scoring in FCAT 2.0 achievement levels 1 or 2 in each school.

The students included in the calculations for this component are students who

a. meet all criteria for inclusion in school grade calculations for the current year;
b. have a prior year score on FCAT 2.0 Mathematics and a current year score on FCAT 2.0 Mathematics or Algebra 1 EOC.
c. are ranked in the lowest 25% based on their prior year FCAT 2.0 Mathematics vertical scale scores; and
d. have a prior year score less than or equal to an FCAT 2.0 achievement level 2 score.
e. Beginning in 2011-12, retained students who scored at achievement levels 1 or 2 in the prior year are automatically included in the lowest 25% category.

The lowest 25 percent in reading and the lowest 25 percent in mathematics are determined using the same method but applied separately to reading data and to mathematics data. The procedure used to identify the lowest 25% of the students in a school is applied separately by grade, and the identified students are combined across all grades to determine learning gains. The first step is to rank the scores of all students in the grade from highest to lowest based on their prior year reading developmental scale scores. Students without a prior year score are not included. The second step is to identify the developmental scale score that corresponds to the percentile rank of 25. This is not the same as sorting the scores descending as ranking allows for duplicate scores. This scale score becomes the boundary score. The boundary score must not be in FCAT 2.0 achievement levels 3, 4 or 5. Any student who has a score equal to or below the boundary score is included in the lowest 25%. Students from all grades are combined to form the total pool of students to be evaluated. If the total number of students in the lowest 25% is 30 or more, the percent making learning gains is calculated as described in Steps 4.5 and 4.6.

If the total number of students in the lowest 25% is less than 30 (for high school math, less than 10), then the following process is used to identify which students will be added to the group comprising the lowest 25% to form the group of 30 or more students (10 or more, for high school math) that will be included in the lowest performing group. Each student is assigned a percentile ranking within his or her grade. After the lowest 25% is identified through the process described in the preceding paragraph, the remaining students are ranked together based on the percentile rank that was assigned to each within his or her grade. Of these students, the one with the lowest percentile ranking is added to the lowest performing group. If the group still numbers less than 30 (less than 10 for high school math), then the student with the next lowest percentile ranking is added to the group, and so on, until the number of the group reaches 30 (10 for high school math). It is possible for the group to exceed 30 if there are students with a tied percentile ranking who are added at the last step.

If there are not 30 or more students who scored at or below achievement level 2 in the prior year (10 or more for high school math), the reading or mathematics gains respectively of all students will be substituted. Table 4 shows examples of how the lowest 25% component is evaluated.

Table 4:
Examples of Learning Gains for the Lowest 25% in Reading

Criteria	Shell Elementary	Dolphin Middle
Number of eligible students included in the current year school grade	125	1050
Number of eligible students with prior year FCAT 2.0 Reading scores	100	1000
Students in the lowest 25% based on the prior year's FCAT 2.0 Reading scores that are less than or equal to an achievement level 2 score	28	250
Is the number 30 or more?	No	Yes
Identify and add the next lowest percentile ranked student among those who were not included in the lowest 25% and whose score is no higher than level 2.	28 + 1 = 29	
Is the number 30 or more?	No	
Identify and add the next lowest percentile ranked student among the remaining students whose score is no higher than level 2.	29 + 1 = 30	
Is the number 30 or more?	Yes	
Number showing learning gains	12	150
Percent showing learning gains	40% (12/30)	60% (150/250)
If there are not 30 or more students who scored at or below achievement level 2 in the prior year, the reading gains of all students will be substituted.	If less than 30, substitute reading gains of all students.	

5. Determine Retake Bonus Points for High Schools

Students included in the bonus-points calculation for retakes include standard curriculum, speech-impaired, gifted, and hospital-homebound students, as well as English language learners (ELLs) who have been in the English for Speakers of Languages (ESOL) program for more than two years. Eligibility for the retake calculation is applied in the following order:

Eligibility for Denominator**:**

a. Only students who have not met the Reading and/or Math FCAT graduation requirement following the prior year's spring administration are included.
b. Only students who have been enrolled full time for two consecutive years (the 2010-11 and 2011-12 school years) are included (for FCAT and FCAT 2.0 data). For Algebra 1 scores, full-year enrollment is required, but not two years of enrollment.
c. During 2010-11 (the previous year) students for whom FCAT (or FCAT 2.0) scores are included could have been enrolled in the 10th, 11th, or 12th grade. (This criterion does not apply to students whose Algebra 1 scores are included, which can include non-retained Grade 9 retakes. First-time 9th graders who are taking a second or third administration of the EOC assessment in the current year are in the retakes denominator. Retained 9th graders who retake the Algebra 1 EOC assessment in 2011-12 would not be part of the retakes calculation because these students do not have to pass the Algebra 1 EOC to meet graduation requirements.)
d. For inclusion of FCAT 2.0 Reading scores, only students who are in 11th or 12th grade during 2011-12 (the current year) are included. However, math scores in the retakes calculation can be for students other than those in 11th or 12th grade; for example, Algebra 1 retake scores may be included for current year 9th graders, and Grade 10 FCAT Math scores may be included for retained 10th graders.

Districts will have the opportunity to identify students who met the reading and/or math FCAT graduation requirement through a concordant test score on the assessment retake Web application. Students who have met the graduation requirement for a subject area (reading, math) through concordant test scores will be excluded from the retakes calculation for that subject area.

Eligibility for Numerator:

a. Student is in the Denominator.
b. Reading FCAT 2.0 Grade 10 score at 241 (vertical scale score) or higher on the Fall 2011 or Spring 2012 administrations. Reading and Math Grade 10 FCAT score of at least 300 (scale score) on the Fall 2011 or Spring 2012 administrations. Algebra 1 EOC score at level 3 or higher in the student's 2nd or 3rd administration in 2011-12.

Retake Calculation:

a. The criteria for determining the retake bonus apply when there are at least 10 students in the denominator for reading and at least 10 students in the denominator for math.
b. Numerator / Denominator = retake percent.
c. There must be at least 50 percent meeting the graduation requirement in both reading and math in order to earn 10 bonus points.

The requirement to be enrolled in the same school for two consecutive years (applicable to FCAT and FCAT 2.0 scores) ensures that districts will not be held responsible for students that were only enrolled in the school for a brief amount of time.

6. Determine the Percent Tested

The percent tested is calculated by dividing the total number of eligible students tested in each subject by the number of eligible students in membership who are expected to take each subject test. Students are eligible for inclusion in the school grades calculation for participation (percent tested) if they are enrolled in the same school for a full academic year. All students in the tested grades are included in the participation calculation unless (a) the student is a non-disabled student in grades 9-12 (for mathematics) and does not have a course record for Algebra 1. English language learners who are in their first year of instruction are expected to test on the CELLA, at minimum, to meet the participation requirement in reading and writing. They may also meet the participation requirement in these subjects by testing on the FCAT/FCAT 2.0. These students are expected to test on the FCAT 2.0 in mathematics and science. At grades 9 or higher, a student with a course record for Algebra 1 is expected to be tested if the student has not previously earned a valid score on the Algebra 1 EOC assessment during his/her high school career, unless the student is reported as not having completed the course. Students who are expected to test on the Algebra 1 EOC assessment are those who have been matched to an Algebra 1 course record reported for Survey 2 or 3, or for Survey 1 or 4 from the prior summer term. Applicable courses include the following:

1200310 Algebra 1
1200320 Algebra 1 Honors
1200380 Algebra 1-B
1200390 IB Algebra 1 Honors
1209810 Pre-AICE Mathematics 1

Exceptions. There are two scenarios in which a student with an Algebra 1 course record would not be required to take the EOC assessment, as follows:

- The student is part of the cohort for which the EOC score counts 30% of the course grade, and failed the course last year but took the EOC. This student is now enrolled in Algebra 1 again and has the option to use the old EOC score for the 30% calculation or retake the EOC.
- The student has already earned graduation credit for Algebra 1 but is taking the course again for grade forgiveness.

Students with an Algebra 1 score (first-time takers) but no course record will be included in the math components of the calculation. Students with disabilities are included in the reading and math components of the calculation and are counted as “tested” if they have FCAT 2.0 results, EOC results, or FAA results. Also, for 2011-12 only, the percent-tested denominator for science at the high school level will only include students with FAA scores.

The example in Table 5 shows how the percent tested for a hypothetical school is calculated.

Table 5: Example for Estimating the Percent Tested

Subject Area	Number Tested	Eligible Membership	Percent Tested (Total Only)
Reading	620	640	
Mathematics	640	650	
Writing	340	350	
Science	345	350	
Totals	1,945	1,990	98%

An adjustment of the membership is included to take into account that some students in the membership have actually taken assessments, but those scores never show up because the students may have answered too few items to generate a score or their test was invalidated due to a testing irregularity. Another adjustment is included for retained grade 10 students who have previously taken and passed the FCAT (FCAT 2.0), and for retained grade 10 students who have met graduation requirements through concordant score(s) on the ACT or SAT. These adjustments are accomplished by either adjusting the number tested (the numerator) or the number in membership (the denominator) as appropriate.

7. Determine Whether the Low 25% in Reading and Math Made Adequate Progress

(Note: this step is not applicable for the 2011-12 calculation of school grades.) For years in which this requirement is applicable (beginning again in 2012-13), adequate progress of the lowest performing quartile in FCAT 2.0 reading and math is attained when at least 50 percent of students in the group have made annual learning gains in each subject. Schools that fall short of the 50-percent mark can still satisfy the requirement if they meet the following criteria:

- For schools with at least 40 percent of students in the lowest quartile making learning gains, there is at least a 1% improvement in the percent making learning gains vs. the prior year.
- For schools with less than 40 percent of students in the lowest quartile making learning gains, there is at least a 5% improvement in the percent making learning gains vs. the prior year.

In years when the requirement is applicable (not counting 2011-12), schools that do not satisfy this requirement are assigned a final school grade that is one grade lower than the school would have earned based solely on points.

8. Determine Middle School Students' Participation in and Performance on High School Level EOC Assessments

Section 1008.34, F.S., requires a new measure for participation in and performance on high school EOC assessments by students in middle school. The participation component is worth 50 points and the performance component is worth 50 points, which, when added to the performance and learning gains components included in all school grades, will result in a 900-point grading scale for 2011-12. Middle schools and combination schools serving grade 8 will have this component included in their school grade calculation. Schools without enrollment in grade 8 will not have this component included in their school grade calculation (for example, a K-7 school).

Hold-harmless provision for 2011-12. By rule amendment, for the 2011-12 school year only, the grade assigned based on the new middle school points structure shall be used *unless* removing the points for accelerated participation would result in a higher grade. The higher grade shall be used for the 2011-12 school year. This means that the middle school grade must be calculated two ways: (1) with the EOC participation component and (2) without the EOC participation component. Then the two grades must be compared. The higher grade will apply. If the grade is the same for both calculations, the calculation with the higher points total will apply. When the grade is calculated without the EOC participation component, the resulting total points will be multiplied by a factor of 1.059 to bring the final total points up to a 900-point scale equivalent value.

Participation:

This measure uses EOC assessment records matched to records for full-year-enrolled students. For 2011-12, only Algebra 1 scores will apply. If a student takes the exam more than once during the year, only the first administration will be used. The denominator of the acceleration participation component consists of the following:

- The count of 8th graders in the school year who scored at Achievement Level 3 or higher on their grade 7 FCAT 2.0 assessment in mathematics; plus
- The count of 6th and 7th grade students in the school year who took the EOC assessment(s) and were enrolled in an Algebra 1 course; plus
- The count of other 8th graders in the school year who took the EOC assessment(s) and were enrolled an Algebra 1 course.

Applicable courses include the following :

1200310 Algebra 1
1200320 Algebra 1 Honors
1200380 Algebra 1-B
1200390 IB Algebra 1 Honors
1209810 Pre-AICE Mathematics 1

The denominator will be adjusted to remove any eighth graders who passed the EOC in a prior year or who otherwise met their graduation requirements for Algebra 1 prior to the current year.

The numerator consists of students from the denominator who took an EOC assessment. When additional EOC assessments are administered, the participation measure will be weighted to account for students who take more than one EOC assessment.

Performance:

The denominator of the performance measure is the unweighted count of students from the numerator of the participation component who have a valid score. Students are included in the numerator for performance if they score at level 3 or higher on the EOC assessment.

Points Conversion Factor for Participation and Performance:

Percentages for participation and performance are multiplied by 0.5 to convert them to points for use in middle school grades. As with all components, component points are rounded to whole numbers in determining total points for schools.

9. Determine Points for High School Grading Components Outside State Assessments

As established in s. 1008.34(3)(c)4, F.S., the 2008 Florida Legislature has required that, beginning with school year 2009-10, the school grade calculation for high schools will include additional components other than the traditional state-assessment-based measures, so that 50 percent of the high school grade will consist of the traditional state-assessment-based measures, and 50 percent of the high school grade will consist of additional measures that are based on criteria other than performance and learning gains on state assessments. These other components (outside state assessments) include the following:

- Graduation rates (four-year federal rate; modified five-year rate),
- Graduation rates for at-risk students,
- Participation in accelerated coursework,
- Performance in accelerated coursework,
- Postsecondary readiness in reading and mathematics, and
- Annual growth in performance of each of these components.

Minimum cell size. For each of the new components, the minimum cell size for inclusion in the high school grade is 10 students in the denominator. High schools for which the denominator count falls below 10 students in any of the measures except the graduation rate for at-risk students will have the school grade calculated based on the traditional state-assessment-based measures. For high schools where all components meet minimum cell-size criteria except for the graduation rate for at-risk students, the points for the school's overall graduation rate will be substituted in place of points for the graduation rate for at-risk students. For new schools that do not have enough students for a five-year graduation rate (see section 9.1 below), we will substitute a modified four-year rate (counting special diploma recipients as graduates) in place of the five-year rate.

Steps for calculating the high school grading components outside state assessments are described in sections 9.1 through 9.5 below.

9.1 – Calculate points for the graduation rate:

The graduation rate component for high schools will consist of two measures: a four-year cohort rate using the federal reporting requirements under 34 CFR §200.19, and a modified five-year rate. The modified five-year rate is calculated as a follow-up to the prior-year four-year federal rate, using the same denominator as the prior-year four-year federal rate but allowing for additional graduates in Year 5, and also allowing for special diploma recipients to count as graduates (unlike the four-year federal uniform rate). Each rate component is worth 100 points, for a combined 200 points assigned to the graduation rate measure in total. The denominator and numerator of the federal four-year graduation rate is described below.

(a) Determine the adjusted cohort (denominator):

Regarding the year for which the rate is to be calculated, the adjusted cohort = the number of first-time ninth graders in membership during fall of the year four years prior to the expected year of graduation ***plus*** incoming transfer students on the same schedule to graduate (i.e., first-time 9th graders in Year 1, first-time 10th graders in Year 2, first-time 11th graders in Year 3, and first-time 12th graders in Year 4) ***minus*** students from this combined population who transferred out to another public school, students who left to enroll in a private school or a home education program, and deceased students. Withdrawals are classified based on the student's most recently reported withdrawal code for the school. In addition, the cohort is further adjusted to remove "additional year" students who may have repeated one or more grades and were assigned to a previous year's cohort. Note that the federal rate does not adjust the denominator for students who transferred to adult education programs and did not receive a standard diploma, or students who were assigned to DJJ programs within the district. That is, these students remain in the denominator.

(b) Determine the number of on-time graduates (numerator):

The number of on-time graduates is the count of students from the adjusted cohort who received a standard diploma by the end of the expected year of graduation. GED diploma recipients in high school exit option programs, as well as special diploma recipients, are not counted as graduates. However, students in the cohort who received a standard high school diploma through an adult education program are counted as graduates.

Note: Students who repeat grades at one school and then transfer to another school in the district will be assigned to the receiving school's cohort based on the year of their first enrollment in the district cohort rather than by grade level when first entering the receiving school's cohort.

Modified five-year rate. Unlike the four-year federal rate, the modified five-year rate counts special diploma recipients as graduates. Aside from the length of the cohort and the allowance for special diplomas, these two rate measures are calculated using the same criteria.

(c) Calculate the rate:

Divide the count of on-time graduates (b) by the count of students in the adjusted cohort (a). The resulting percentage rate figure is rounded to the nearest whole number.

Combined graduation rate points:

After the points for the four-year federal rate and the modified five-year rate are determined, the points for each rate are combined to provide the graduation rate points for the school. Up to 100 points for each rate measure are available, for up to 200 total points.

Additional Notes:

All high school students are included in the denominator unless they have been removed from the cohort as an exiting transfer or deceased student. All students from the denominator who are not specifically classified as on-time graduates become non-graduates – including dropouts and other students who remain enrolled at the end of year four but have not yet graduated with a qualifying diploma, as well as certificate recipients and recipients of non-qualifying diploma types. Not all diploma recipients are counted as graduates in the federal four-year rate calculation. Diploma graduates and non-graduates are described in more detail in the following tables.

Diploma Non-Graduates, Federal Four-Year Graduation Rate
All GED Diplomas:
WGA – High school equivalency diploma awarded to exit option students who passed the GED and used an alternate assessment (e.g., SAT or ACT concordant scores) in lieu of state assessments required for graduation
WGD – High school "State of Florida" diploma awarded to exit option students who passed the GED but not the state assessments required for graduation with a standard diploma
W10 – High school equivalency diploma awarded to exit option students who passed the GED and the state graduation assessments
W45 – Adult education program GED diploma
Special Diplomas:
W07 – special diploma, option 1 for SWDs (counts as a graduate in the five-year rate) *W27 – special diploma, option 2 for SWDs (counts as a graduate in the five-year rate)*

Diploma Graduates (Standard Diploma Recipients), Federal Four-Year Graduation Rate
Standard Diplomas: *W06 – standard diploma* *W6A – accelerated college prep option (18 hrs.)* *W6B – accelerated career prep option (18 hrs.)* *WFA – accelerated college prep, alt assessment in lieu of FCAT/EOCs (18 hrs.)* *WFB – accelerated career prep, alt assessment in lieu of FCAT/EOCs (18 hrs.)* *WFT – standard diploma, alt assessment in lieu of FCAT/EOCs* *WFW – standard diploma for SWD with FCAT/EOC waiver* *W43 – A standard high school diploma awarded through an adult education program (full credit hours; passing FCAT/EOCs)* *W52 – A standard high school diploma awarded through an adult education program (full credit hrs.; alt. assessment in lieu of FCAT/EOCs)*

For more specific information on steps in calculating the graduation rate, contact Education Information and Accountability Services (http://www.fldoe.org/eias/) at askeias@fldoe.org or (850) 245-0400.

9.1.1 - Determine growth (or decline) in component points for the graduation rate:

The four-year federal uniform graduation rate as described in section 9.1 is calculated for the prior year, rounded to the nearest whole number, and subtracted from the current-year rate. Five additional points are awarded if the rate increased by five to nine points. Ten additional points are awarded if the rate increased by 10 or more points. No additional points are awarded if the rate stayed the same or increased less than five points. Schools lose five points for this component if performance declines by 10 or more percentage points annually.

Annual growth/decline points for the five-year modified rate are determined in the same way as for the four-year federal rate.

The points-adjustment for annual growth/decline will be calculated separately for each rate as described above and will be added together to determine the total points-adjustment for the combined graduation rate component.

9.2 – Calculate points for the graduation rate for at-risk students:

Students constituting the at-risk group are selected from the adjusted cohort of the graduation rate calculation, based on students' grade 8 FCAT scores in reading and mathematics. Students who scored at FCAT level 2 or lower in both mathematics and reading on the grade 8 FCAT are classified as at risk. The at-risk graduation rate measure will consist of the same two graduation rate components used for the overall graduation rate described in section 9.1 and will be worth 50 points each (the percentage points for each rate will be multiplied by a factor of 0.5). Points for annual growth/decline will be calculated using the same approach as for the overall rate as described in section 9.1.1, and the combined annual growth/decline points adjustment will be multiplied by 0.5 to reflect the 50% weighting for each rate subcomponent.

At-risk graduation rate requirement for high schools graded "A". For high schools to qualify for a grade of "A," the school's at-risk population must meet an annual target of 65% based on the four-year federal graduation rate calculation or show adequate annual improvement. For schools within 10 percent of the rate target, annual improvement of at least 1% is required. For schools falling more than 10% short of the target, annual improvement of at least 5% is required.

9.3 – Calculate points for accelerated coursework participation:

As with the graduation rate and at-risk graduation rate, this component is percentage-based, although not a "rate," per se.

The denominator of the calculation is the count of all students in grades 11 and 12 in membership in Surveys 2 and 3 (matched membership), plus any full-year enrolled students in grades 9 and 10 who qualify for the numerator. The denominator will be further adjusted to exclude SWDs in grades 11 and 12 who would have been tested on the FAA instead of the FCAT.

The numerator comprises a weighted count of accelerated coursework participants in grades 9 through 12 who are full-year-enrolled students at the school. A student is an accelerated coursework participant if he or she has taken at least one examination in an Advanced Placement (AP), International Baccalaureate (IB), AICE, or Industry Certification area, or has completed at least one dual enrollment course with an earned grade.

AP, IB, and AICE examinations that are included in this component are addressed in the Articulation Coordinating Committee's Credit by Exam Equivalencies list available at http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf. See also *Appendix V: List of Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) Courses* at the following URL: http://www.fldoe.org/eias/dataweb/database_1112/appendv.xls.

For industry certification, in order to be counted as a participant, a student must have taken an industry certification examinaton on the Industry Certification Funding List approved by the State Board of Education in Rule 6A-6.0573, F.A.C. The Industry Certification Funding List may be accessed on the Department of Education's Web site at http://www.fldoe.org/workforce/fcpea/default.asp.

For dual enrollment, in order to be counted as a participant, a student must be enrolled in a course for which college credit can be awarded (i.e., credit toward an A.A. or A.S. degree).

Additional information on data sources for accelerated participation components is available in Appendix B.

Determining the school of enrollment (school credited with participation). Applicable assessment records and course records are matched to the student membership records. For dual enrollment courses, the school of enrollment reported on the applicable course transcript records will be the school credited with the student's participation. Course transcript records for which the school of enrollment is different from the school of enrollment reported on the student's demographic record will not be included as part of the weighted participation count described in subsection (a) below.

For AP, IB, AICE, and Industry Certification examination matches to student records, the school of enrollment that is reported on the matched Survey 3 Student Demographic Information record will be the school of enrollment identified for the student's participation.

(a) Weighting of counts for individual participants. For each student counted as a participant in accelerated coursework, the weighted count that is credited to the student is established at 1.0 for a student who has taken one course/examination in accelerated coursework and is

increased incrementally by 0.1 for each additional course/examination taken. The weighted counts for all participants are summed to produce the numerator for the calculation.

(b) Calculating the accelerated coursework participation measure (prior to adding growth points). The numerator, as described above, is divided by the denominator as described above, and the resulting figure is rounded to a whole number percentage (capped at 100).

9.3.1 - Determine growth or decline in component points for accelerated coursework participation:

The accelerated coursework measure as described above is calculated for both the current and prior year. Five additional points are awarded if the measure increased by five to nine points. Ten additional points are awarded if the measure increased by 10 or more points. No additional points are awarded if the measure stayed the same or increased less than five points. Schools lose five points for this component if participation declines by 10 or more points annually.

9.3.2 - Determine total points for accelerated coursework participation, factoring in weighting (x 1.5):

Add the growth points earned (or subtract points for declining participation) to (from) the points for the accelerated coursework participation measure described in section 9.3(b) above, and multiply the sum by 1.5. The total amount of possible points awarded for this component is capped at 150 points.

9.4 – Calculate points for accelerated coursework performance:

The denominator for the Accelerated Coursework Performance component is the unweighted and unduplicated count of students in grades 9 through 12 who took at least one AP, IB, AICE, or Industry Certification examination or at least one dual enrollment course. In effect, the denominator for this component is the unduplicated (and unweighted) count of students included in the numerator for section 9.3 (Accelerated Coursework Participation). Note: The denominator for this component is not the same value as the numerator for section 9.3 because the denominator count for this component is unweighted.

The numerator comprises a weighted count of successful completions for students in the denominator. “Successful completion” is defined as a score on an AP, IB, or AICE examination that is high enough to earn college credit, as determined by the Articulation Coordinating Committee’s Credit-by-Exam Equivalencies list accessible at http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf. For dual enrollment courses, “successful completion” is defined as attainment of a course grade of “C” or higher. For industry certification, successful completion is defined as passing an industry certification examination on the State Board of Education approved industry certification funding list. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements, which can be accessed online at http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp.

(a) Weighting of counts for successful completions. For each successful completion credited to a student in the denominator, the weighted count that is credited to the student is established at 1.0 for one successful completion and is increased incrementally by 0.1 for each additional successful completion credited to the student. The weighted counts for all students are summed to produce the numerator for the calculation.

(b) Calculating the accelerated coursework performance measure (prior to adding growth points). The numerator, comprising the sum of individual students' weighted successful completion counts for accelerated coursework performance, is divided by the denominator (the unweighted and unduplicated count of accelerated coursework participants in grades 9-12), and the resulting figure is rounded to a whole number percentage (capped at 100).

9.4.1 - Determine growth or decline in points for accelerated coursework performance:

The accelerated coursework performance measure as described above is calculated for both the current and prior year. Five additional points are awarded if the measure increased by five to nine points. Ten additional points are awarded if the measure increased by 10 or more points. No additional points are awarded if the measure stayed the same or increased less than five points. Schools lose five points for this component if performance declines by 10 or more points annually.

9.4.2 - Determine total points for accelerated performance, including weighting (x 1.5):

Add the growth points earned (or subtract points for declining performance) to (from) the points for the accelerated coursework participation measure described in section 9.4(b) above, and multiply this amount by the weighting factor of 1.5. The amount of total possible points awarded for this component is capped at 150 points.

9.5 – Calculate points for postsecondary readiness:

This measure consists of two separate components, one for reading and one for mathematics. For each subject area component, the denominator will consist of the count of on-time high school graduates. The numerator will consist of the count of students from the denominator who scored at "ready" levels on the ACT, SAT, CPT, and/or P.E.R.T. in the applicable subject area. Readiness cutoff scores for these exams are established in Rule 6A-10.0315, F.A.C. For students who have taken multiple tests, the student's highest score by subtest shall be used to determine postsecondary readiness for the applicable subject area component. For each of the subject area components, one (1) grade point is awarded for each percentage point outcome of the postsecondary readiness calculation. The total possible points that may be awarded to a school for each component is 100 points.

9.5.1 - Determine growth points for postsecondary readiness:

The postsecondary readiness measure as described above (section 9.5) is calculated for both the current and prior year. Five additional points are awarded if the measure increased by five to nine points. Ten additional points are awarded if the measure increased by 10 or more points. No additional points are awarded if the measure stayed the same or increased less than five points. Schools lose five points for this component if performance declines by 10 or more points annually.

9.5.2 - Determine total points for postsecondary readiness:

Add the growth points earned (section 9.5.1) to the points for the postsecondary readiness measure described in section 9.5 above (or subtract points for declining performance, if applicable). Total possible points awarded for this component are capped at 100 points.

10. Apply the 1% Cap in Performance Calculations for SWDs with Proficient FAA Scores

Under requirements of the federal Elementary and Secondary Education Act (ESEA), a state may include the proficient scores of SWDs taking alternate assessments, provided that the number of proficient students at the district level does not exceed 1% of all students tested in reading and in mathematics.[9] While individual schools are not subject to the 1% cap, if a district has more than 1% of its tested students taking the FAA and scoring at or above level 4, then the state must determine which of those proficient students will be reported as non-proficient in district grades and school grades. A waiver process also exists for districts with special circumstances to apply for exemption from all or part of the 1% cap requirement for its SWDs taking the FAA.

Those students who score at the proficient level, but will have to be reported as non-proficient for purposes of accountability reporting, will be included as non-proficient at the school level as well. Each year, districts that are in excess of the 1% cap may request a review by the state to waive the reclassification of students in certain program areas from "proficient" to "non-proficient," depending on factors unique to the district which are evaluated on a case-by-case basis and applied to step 5 below.

1. Determine the total number of students at the district level: The total number of students who have been in the same district for a full academic year (calculated for grades 3-10 in reading and 3-10 in math).
2. Determine 1% of the total: Calculate 1% of the total in step 1.
3. Determine the number of proficient alternative assessment test takers: Students in the district proficiency calculation scoring at level 4 or above on the FAA are considered proficient.
4. Determine if a district met its 1% cap: If the number in step 3 is equal to or less than the number in step 2, then the district has met its cap. Otherwise, the district has exceeded the 1% cap.
5. Convert proficient scores to non-proficient scores for the accountability calculation**:**

   Step 5.1: For the performance calculations for each subject (math and reading), convert proficient scores of the following students to non-proficient scores:

   (1) Students reported with the following exceptionalities: K (specific learning disabled), F (speech impaired), and G (language impaired), where no other disability (other than the aforementioned types) is reported for the student.
   (2) If the district is still over the 1% cap after Step 1(1) above, then scores for students with a reported exceptionality of J (emotional/behavioral disability) will also be converted to non-proficient.
   (3) If the district still is over the 1% cap after Step 1 (1) and (2), then scores for the remaining students with disabilities will be selected based on ordered student and school numbers and converted to non-proficient (converting the same number across schools, to the extent possible) until the cap is met.

   Step 5.2: Recalculate the 1% cap based on the conversion of the proficient scores to non-proficient scores for students as described in Step 1 above.

   Step 5.3: Create a file with the new proficiency scores from steps 1-2 above.

[9] The count of tested students is based on the count of students in the Survey 2/3 match file who are in the FAA-tested grades (grades 3-10 for reading and math).

11. Determine the Total Points and the Final School Grade

1. All percentage points are accumulated for each performance measure and added together to obtain the total points.
2. Schools earning enough total points to earn a grade of "A" must also test at least 95% of their eligible students. All other letter grade designations are based on a minimum of 90% tested. For schools testing less than 90%, the final grade may be one letter grade lower than indicated by the total points accumulated, or an "I" grade (for "incomplete data") may be assigned. A school's grade will only be lowered once.
3. A school with enough points to earn an "A" must show adequate progress of the low 25% in both reading and math for the current year. A school with enough points to earn a "B" or "C" must show adequate progress of the low 25% in both reading and math for either the current or previous year. The final grade of schools that would otherwise be graded C or above will be reduced one letter grade for schools failing to meet this criterion. A school's grade will only be lowered once. Note: the adequate progress requirements for the low 25% in reading and math are not applicable for 2011-12.
4. As noted in Step 9.2.1, for high schools to qualify for a grade of "A," the school's at-risk population must meet an annual graduation rate target of 65% on the four-year federal rate or show adequate annual improvement.
5. Schools that have at least half of the high school assessment retake examinees meeting the graduation requirements for reading and mathematics will be awarded 10 bonus points on top of the eight components.

Tables 6 through 9 provide a summary of school grading scales for elementary, middle, high, and combination high schools. For 2011-12 only, the adequate progress requirements for the lowest performing 25% of students in reading and mathematics are not applicable.

Table 6: School Grading Scale for Elementary Schools

Grade	Grading Criteria (800 Points Basis)
A	• 525 points or more • 95% tested or more
B	• 495 to 524 points • 90% tested or more
C	• 435 to 494 points • 90% tested or more
D	• 395 to 434 points • 90% tested or more
F	• Fewer than 395 points • 90% tested or more
I	• Less than 90% tested (Schools initially receive a grade of "incomplete" while the status is investigated.)

Table 7: School Grading Scale for Middle Schools*

Grade	Grading Criteria (900 Points Basis)
A	• 590 points or more • 95% tested or more
B	• 560 to 589 points • 90% tested or more
C	• 490 to 559 points • 90% tested or more
D	• 445 to 489 points • 90% tested or more
F	• Fewer than 445 points • 90% tested or more
I	• Less than 90% tested (Schools initially receive a grade of "incomplete" while the status is investigated.)

***** Includes combination schools serving elementary and middle school grades if grade 8 is included.

Table 8: School Grading Scale for High Schools

Grade	Grading Criteria (1,600 Points Basis)
A	• 1,050 points or more • 95% tested or more • Reach target for at-risk graduation rate (65%), or show annual improvement in at-risk graduation rate: ≥ 1% if within 10% of target; ≥ 5% if more than 10% shy of target
B	• 990 to 1,049 points • 90% tested or more
C	• 870 to 989 points • 90% tested or more
D	• 790 to 869 points • 90% tested or more
F	• Fewer than 790 points • 90% tested or more
I	• Less than 90% tested (Schools initially receive a grade of "incomplete" while the status is investigated.)

Table 9: School Grading Scale for K-12 and 6-12 Combination Schools

Grade	Grading Criteria (1,700 Points Basis)
A	• 1,115 points or more • 95% tested or more • Reach target for at-risk graduation rate (65%), or show annual improvement in at-risk graduation rate: ≥ 1% if within 10% of target; ≥ 5% if more than 10% shy of target
B	• 1,050 to 1,114 points • 90% tested or more
C	• 925 to 1,049 points • 90% tested or more
D	• 840 to 924 points • 90% tested or more
F	• Fewer than 840 points • 90% tested or more
I	• Less than 90% tested (Schools initially receive a grade of "incomplete" while the status is investigated.)

Grade Scale Weighting for Combination Schools Serving Grades 9-12

For combination schools in which grades 9-12 are taught, the school grade shall be based on a weighting of state-assessment-based components compared with other high-school grading components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Whereas the point totals for regular high schools (serving only grades 9 through 12) weight the state-assessment-based components at 50 percent of the grade and the other high school components at 50 percent of the grade, the following weightings for state-assessment-based and the other components shall be applied to combination high schools:

a. A combination high school serving more than three tested grade levels below grade 9 shall have a school grade point total that weights the state-assessment-based components as 80 percent of the grade and the other components as 20 percent of the grade.

b. A combination high school serving three or fewer tested grade levels below grade 9 shall have a school grade point total that weights the state-assessment-based components as 70 percent of the grade and the other components as 30 percent of the grade.

By rule, the middle school component for accelerated participation and performance (see section 8) will be weighted on the side of the other components rather than the state-assessment-based components.

After the weighting for state-assessment-based components and other components is applied, a 1,700-point grading scale will be used for K-12 and 6-12 combination schools.

Example: Sunshine Combo School is a school serving grades 6 through12. The 70% (based on state assessment measures) and 30% (based on other measures) weighting will be applied.

Weighting Factor for State-Assessment-Based Points = 1.4875
1,700 points x .70 = 1,190 rescaled points basis for state-assessment based measures
1,190 ÷ 800 (unweighted max points for state-assessment measures) = 1.4875

Weighting Factor for Points Based on Other Measures = 0.5667
1,700 points x .30 = 510 rescaled points basis for other measures
510 ÷ 900 (unweighted max points for other measures) = 0.5667

- The school earns 500 points on the state assessment based components -- out of 800 possible points.
- The school earns 500 points on the other components (including middle school acceleration) -- out of 900 possible points.
- 500 x 1.4875 = 744 points for state-assessment-based components
- 500 x 0.5667 = 283 points for other components
- Total weighted points = 1,027 on a 1,700-point scale
- The school earns a “C” on the 1,700-point scale (see previous Table 9).

Weighting factors for K-12 schools (80/20 weighting) are 1.7 for state-assessment based points and 0.3778 for the points based on other measures.

11.1 – Apply transition year points adjustment to limit letter-grade declines in 2011-12 to no more than a one letter-grade drop:

Under Florida Administrative Code Rule 6A-1.09981, for 2011-12 only, no school will be assigned a final grade that is more than one letter grade lower than in the previous year. For schools that would otherwise be assigned a grade that is more than one letter grade lower than in the previous year (based on total points earned for 2011-12), the Department of Education will determine the difference in points (points gap) between the total points that the school earned in 2011-12 and the minimum total points that the school would need in order to be assigned a grade that is only one grade lower than the grade received in 2010-11. The "gap points" will be added proportionally to the school's earned points for reading, mathematics, and writing performance, resulting in an adjusted points total for assignment of a final letter grade that complies with the rule.

12. Review of School Grades

State Board Rule 6A-1.09981(9) requires each district to have an accountability contact person to verify that each school is appropriately classified, that students have been correctly identified and properly included for school grading, that matching assessment records and previous year assessment records can be identified, and that each school grade was calculated as specified in the Rule. The Rule also permits a 30-day period of time for districts to review the grade assigned. Therefore, the Florida Department of Education has instituted an appeals process described in this section. Requests for grade changes related to the specific requirements of the statute or rule cannot be granted and should not be submitted.

If a school district identifies a data miscalculation or circumstances that might result in the assignment of a different grade, the district can participate in the school grade review process. Appropriate documentation of all elements and data to be reviewed by the Department must be submitted within thirty (30) days from the date of the school grades release. These requests must be submitted by the school district accountability contact rather than by individual schools. Appeals that do not comply with the detailed instructions from the Department will not be reviewed.

Following the thirty (30) day appeal window, the Department of Education will review the appeals documentation and present recommendations to an appeals committee for their review and recommendations. Final recommendations will be made to the Commissioner of Education, and the Commissioner’s determination of a school’s grade shall be final. The Department will notify each district Superintendent and accountability contact of the final school grade after the final decision of the Commissioner. Local district officials, as designated by the Superintendent, are responsible for notifying individual schools.

Grading Florida's Public Schools

Assessment-Based Performance and Learning Gains Measures Included in All School Grades (800 Points)

Performance Components (400 points maximum):

- Percent of full-year-enrolled students scoring at level 3 or higher on the FCAT, FCAT 2.0, and end-of-course tests (EOCs), or at level 4 or higher on the Florida Alternate Assessment (FAA) in:
  Reading (100 points max.), Math (100 points max.), and Science (100 points max.)
- Percent of full-year-enrolled students scoring 3.0 or higher on FCAT Writing, or at level 4 or higher on FAA Writing (100 points max.)

Learning Gains Components (400 points basis):

- Weighted percentage of full-year-enrolled students who made learning gains in reading. (100 points basis)
- Weighted percentage of full-year-enrolled students who made learning gains in mathematics. (100 points basis)
- Weighted percentage of full-year-enrolled students in the lowest performing 25% who made learning gains in reading. (100 points basis)
- Weighted percentage of full-year-enrolled students in the lowest performing 25% who made learning gains in mathematics. (100 points basis)
- Extra weighting: In the learning gains measures, prior-year low performers who increase their scores by at least one third more than the minimum required increase (for gains) and students who move up to level 4 or 5 on the FCAT 2.0 receive additional weighting in the numerator.

Bonus Points for High Schools: High schools are eligible for an additional 10 points if at least 50% of students retaking assessments required for graduation in reading and math score high enough to meet graduation requirements in each of those subject areas.

Learning Gains Criteria: Students can demonstrate learning gains by maintaining a score at level 3 or higher on the FCAT 2.0 and EOCs, or at level 4 or higher on the FAA; by increasing their score by one or more achievement levels; or, for students who maintain an FCAT 2.0 score at level 1 or 2, by demonstrating more than a year's growth on the FCAT 2.0 vertical scale. Students remaining at level 1, 2, or 3 on the FAA can demonstrate gains by scoring 5 points higher than in the previous year. Students remaining at level 1 or 2 after taking an EOC can demonstrate gains by increasing their common scale score (used for comparing performance on different assessments in math).

Students Included: All full-year enrolled students, including students with disabilities (SWDs) and English language learners (ELLs), have state assessment scores* applied in all school grading measures, with one exception. ELLs who have less than a year of school in the U.S. are not included in the performance components for reading, math, writing, and science. *State assessment scores include FCAT, FCAT 2.0, EOC, and FAA scores, as applicable.

Additional Requirements: Testing participation. Schools must test at least 90% of eligible students (at least 95% to be eligible for an "A") to be assigned a regular letter grade. Schools testing below 90% are initially assigned an "I" and are reviewed further to determine whether a grade penalty will apply.

Middle School Component for Accelerated Participation and Performance: An additional component for middle schools includes participation of middle school students in taking high-school level EOC assessments* (50 points) and the performance of these students on those exams (50 points). Students are credited with successful performance if they score at level 3 or higher on an EOC assessment. *For 2011-12, only Algebra 1 scores are applicable.

School Grade Scales (Middle and Elementary Schools)

Elementary (800-point scale): A = at least 525 points, B = 495 to 524 points, C = 435 to 494 points, D = 395 to 434 points, F = less than 395 points.

Middle (900-point scale): A = at least 590 points, B = 560 to 589 points, C = 490 to 559 points, D = 445 to 489 points, F = less than 445 points.

Grading Florida's High Schools

50% of Grade Based on Performance and Learning Gains, 50% Based on Other Components

As established in s. 1008.34, F.S., for school grading in 2009-10 and thereafter, Florida's high schools are graded using the state-assessment-based components described in the grading criteria for elementary and middle schools, plus several components other than those measured by state assessments that account for 50 percent of the high school grade. These other grading components include the following measures (note that measures counting for more than 100 points are double-weighted):

- Graduation rate: the percentage of students graduating with a standard diploma within four years of initial enrollment in grade 9 (100 points), plus the percentage of students graduating with a standard or special diploma within five years of initial enrollment in grade 9 (100 points); 200 points total.
- Graduation rate for at-risk students. At-risk students are those who scored at Level 2 or below on both the FCAT reading and FCAT math tests in grade 8. The at-risk graduation rate measure includes the two graduation rate components cited above, each worth 50 points for 100 points total. (100 points)
- Accelerated coursework participation for students in grades 9 – 12, based on exams taken for AP, IB, AICE, and industry certification, as well as dual enrollment course enrollments. This component measures the combined weighted student participation count divided by the membership count of students in grades 11-12 (including 9th and 10th graders who took advanced exams or dual enrollment courses), adjusted to remove students with disabilities who were tested on the Florida Alternate Assessment (FAA). Weighted at a factor of 1.5 after adjusting for annual growth/decline in performance. (150 points max.)
- Accelerated coursework performance: the measure of weighted successful completions in accelerated coursework divided by the unweighted count of accelerated coursework participants. Weighted at a factor of 1.5 after adjusting for annual growth/decline in performance. (150 points max.)
- Postsecondary readiness: calculated separately for reading and math, the count of on-time graduates scoring "ready" or higher on ACT, SAT, CPT, or PERT examinations divided by the total count of on-time graduates. Cut scores for readiness are provided online at www.fldoe.org/articulation/perfCPT/default.asp. (100 points for math; 100 points for reading)
- Annual growth or decline in the measures mentioned above. Schools that increase their component points from the prior year receive additional points based on the annual increase in points, up to 10 points for each 100-point component, and up to 20 points for the 200-point combined graduation rate measure. Schools lose five points for this component if performance declines by 10 or more percentage points annually (with up to ten points subtracted for a double-weighted component such as the combined graduation rate).
- In addition to the requirement to test at least 90% of students (95% to qualify for an "A"), high schools that would otherwise earn an "A" on points must meet a statewide target of 65% for the graduation rate of at-risk students or show sufficient annual improvement in that rate to qualify for a grade of "A." Sufficient annual improvement = 1% or more for schools that have an at-risk graduation rate of at least 55%. Schools that have an at-risk graduation rate of below 55% must show at least a 5% annual increase in the rate to meet this requirement.

School Grade Scales for High Schools and Combination Schools with Graduating Classes

High Schools (1600-point scale): A = At least 1,050 points, B = 990 to 1,049 points, C = 870 to 989 points, D = 790 to 869 points, F = less than 790 points.
K-12, 6-12 Combination (1700-point scale): A = At least 1,115 pts., B = 1,050 to 1,114 pts., C = 925 to 1,049 pts., D = 840 to 924 pts., F = less than 840 pts.

Grading Combination Schools (Weighting Factors)

K-12 schools: Total points for state assessment based components = 80% of grade. Total points for other components = 20% of grade.
6-12 schools: Total points for state assessment based components = 70% of grade. Total points for other components = 30% of grade.

Adjustment for Maximum One-Letter-Grade Drop in 2011-12

For 2011-12 only, no school's final assigned grade will be more than one grade lower than the grade assigned in 2010-11.

Appendix B

Data Sources: Additional Information

Data sources for accelerated curriculum participation components are indicated as follows.

- AP data: supplied by the College Board, compiled by the Florida Department of Education's PK-20 Education Data Warehouse (EDW) URL: http://edwapp.doe.state.fl.us/doe/. See also www.collegeboard.com.
- IB data: supplied by IBO, compiled by EDW. See also www.ibo.org.
- AICE data: reported by Florida school districts on the Student Assessment record format, Survey 5.
- Dual enrollment data: reported by Florida school districts on the Student Course Transcript Information record format, Survey 5.
- Industry certification data: reported by Florida school districts on the Career and Technical Education Student Course Schedule record format, Survey 5. To be included in high school grading, industry certification areas must appear on the state-approved Industry Certification Funding List. Links to funding lists by school year are available online at http://www.fldoe.org/workforce/fcpea/default.asp. Additional information on relative weighting of industry certification areas is available through the statewide articulation agreements at
- Links to the record format descriptions for reporting AICE, dual enrollment, and industry certification data are accessible online at www.fldoe.org/eias/dataweb/student_1112.asp.

Data sources for postsecondary readiness components are indicated as follows.

- SAT data: supplied by the College Board, compiled by EDW. See also www.collegeboard.com.
- ACT data: supplied by ACT Education, compiled by EDW. See also www.act.org. For the ACT, readiness will be evaluated for the "Reading" and "Math" subject areas ("English" is not applicable).
- CPT data: Results reported to the DOE by Florida public community colleges and universities; data compiled by EDW. Readiness cutoff scores by subject are posted online at http://www.fldoe.org/articulation/perfCPT/default.asp.
- In addition, for postsecondary readiness, the Department will be using high school transcript data to supplement matches with the vendor data (e.g., College Board, ACT). The data on the transcript is reported to determine Bright Futures eligibility.

Appendix C: Calculation of Common Scale Scores for EOC Assessment Learning Gains

(Applied to Students Who Remain at Level 1 or at Level 2)

For Grade 8 FCAT 2.0 to Grade 9 Algebra 1 EOC Assessment*

* Determining common scale scores for grade 7 FCAT 2.0 Math to Algebra 1 and for grade 6 FCAT 2.0 Math to Algebra 1 will apply the same approach.

Discussion:

1. Grade 8 students who took FCAT 2.0 Mathematics in the prior year are in the "reference group". Grade 9 students who took Algebra I EOC in the current (most recent) year are in the "focal group". A data file including reference group students is merged with another data file holding focal group students via student ID numbers. Following this operation, the resulting merged data file includes two performance measures for each student (for the prior year and current year respectively).

2. Calculation of T-scores essentially consists of two steps. First, student scores in the reference group (e.g., students taking FCAT 2.0 Math in the prior-year group, by grade level) are standardized via the mean and standard deviation of the reference group (students taking the Algebra 1 EOC assessment in the current year). Also, the same operation is performed for the focal group using the mean and standard deviation of the focal group. Second, standardized scores in the reference group are linearly transformed into t-scores via the scaling constant equal to 10 and location constant equal to 50. Also, the same operation is performed for the focal group. The standardization in the first step is also referred to as "z-scores." This type of score indicates how far a student is away from the mean of the group in standard deviation units, and also allows one to carry the scores from different scales onto the same scale. The standardization of the scores in the reference and focal groups is achieved based on the means and standard deviations calculated across all students within each group. Since these two statistics derive from all students within each group, they have higher precision (or lower standard error) and provide better precision in determining the relative location of each student within the groups.

3. Differences in T-scores are calculated by subtracting the reference group T-score from the focal group t-score for each student, and the students with positive t-score differences are considered as the ones making learning gains.

Procedures and Examples for 8th grade Math and Algebra 1

The following steps will lead to converting two tests into standardized T-scores so that they can be compared. The first example converts a student's 8th grade comprehensive mathematics test score (8M) to a T-score. The second example converts a student's Algebra 1 EOC exam score (Alg1) to a T-score. Note: μ =mean or average score; σ =standard deviation .

1. Convert a student's 8th grade math score test to a T-score. Note: The mean and SD of the "first test" will vary, depending on the year in which the student was tested shown as year *"X"* in this example.

   a. Subtract:
   (Student's 8th grade math score in year *"X"* – mean score on 8th grade math test in year *"X"*)

   b. Divide by the standard deviation of the 8th grade math test in year *"X"*

   c. Multiply times the T-score standard deviation (10)

   d. Add the T-score mean (50)

8th grade Math T-score = $\left[\left(\frac{8Mscore - 8M\mu}{8M\sigma}\right)\times 10\right] + 50$

2. <u>Convert a student's Algebra 1 score to a T-score</u>. Note: The mean and SD of the EOC exam will be fixed for the year standards were established shown as year "A" in this example so that there is not a moving target.

a. Subtract:
(Student's EOC exam score in year *"Y"* – mean score on the Alg1 exam in year *"A"*)

b. Divide by the standard deviation of the Alg1 exam in year *"A"*

c. Multiply times the T-score standard deviation (10)

d. Add the T-score mean (50)

Alg1 T-score = $\left[\left(\frac{Alg1score - Alg1\mu}{Alg1\sigma}\right)\times 10\right] + 50$

Additional Resources for Information about Florida's School Grades

School Accountability Reports Web Site

Florida's School Accountability Reports Web site allows users to request the latest information on school grades, AYP results, Return on Investment (ROI) information, and School Report Card results. See http://schoolgrades.fldoe.org/default.asp.

Florida School Grades Home Page

The home page for Florida's School Grades includes downloadable files for school grades and AYP, as well as press materials and links to additional resources. See http://schoolgrades.fldoe.org/.

Guide to Alternative School Improvement Rating Calculations

Detailed steps used in calculating the school improvement ratings for alternative schools are described in a separate guide. See the link at the bottom of the Web page at http://schoolgrades.fldoe.org/.

Links to Florida Statutes and Florida Administrative Code Rules

Florida Statutes addressing the school grading system (s. 1008.34) and the school improvement rating system for alternative schools (s. 1008.341) are accessible at http://www.leg.state.fl.us/Statutes/index.cfm.

For Florida Administrative Code Rules that implement requirements of these statutes (see 6A-1.09981 and 6A-1.099822), see https://www.flrules.org/default.asp.

Florida Department of Education

Gerard Robinson, Commissioner