2013 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 2013 school year. 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.

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 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. This provision thereby affects identification of students to be included in the school grading calculations. For more information, see 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[1] and an additional component for middle school acceleration[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. 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 level 3 on the FCAT 2.0 or EOC assessments 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 level 3 on FCAT 2.0 Science or EOC assessments 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 3.5 or higher on the FCAT writing assessment, 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 on state assessments including FAA.*
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 or EOC assessments and for previously low performing students making greater than expected gains on state assessments including the FAA.*

[1] See section 10 of this document for detailed information on additional school grading components specific to high schools.
[2] See section 9 of this document for detailed information on the middle-school acceleration component.

7. One point for each percent of the lowest performing students making learning gains in reading, with additional weighting for students moving to level 4 or 5 on the FCAT 2.0 or EOCs 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 level 4 or 5 on the FCAT 2.0 or EOCs from a lower achievement level and for previously low performing students making greater than expected gains on state assessments.* In the event that there are not at least 30 eligible students (20 for high school math – 10 for FAA and Algebra EOC scores, and 10 for Geometry EOC scores as described in section 1 on p. 5), 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

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 Sections 9, 10, and 12 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 certain 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). A regular grade (A-F) may be assigned in place of the "I" if sufficient data become available to reliably calculate the grade.

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 meet learning gains targets for the low 25% in reading for either the current or previous year and in math for either the current or previous year. Thus, for "B" or "C" schools, the requirement in each subject can be met by attaining the target points (at least 50) in either the current year or the prior year. Meeting the requirement for the previous year is based solely on points earned for learning gains by the Low 25% in the subject. The final grade will be reduced one letter grade for schools failing to meet this criterion.

The following flexibilities allow schools that do not meet the 50-point target to meet the requirement for the current year:

- Schools can avoid having their grade lowered if at least 40 points were earned for learning gains of the lowest performing 25% and there was annual improvement of 1 or more points for this component.
- Schools in which less than 40 points were earned for the lowest quartile's learning gains can avoid having their grade reduced if there was annual improvement of 5 points or more in learning gains of the lowest quartile.

For purposes of this calculation, the lowest performing students are the lowest quartile (or 25%) of students with prior-year scores at achievement levels 1 and 2 on the FCAT 2.0 Reading assessment in each grade, and students with prior-year FCAT 2.0 Mathematics scores in the lowest 25% scoring at or below achievement level 2 in each grade, as well as students with prior-year Algebra 1 scores in the lowest 25% of students at the school who scored at or below achievement level 2. Students in the lowest quartile for FCAT 2.0 Mathematics and in the lowest quartile for Algebra 1 (as applicable) at the school are combined into one group for the lowest 25%. The lowest 30 students are substituted when there are not 30 in the lowest quartile (however, see note below regarding high school mathematics).[3] In the event that there are not 30 eligible students scoring at FCAT 2.0 achievement level 2 or below in reading, the points for learning gains in reading for all students are substituted for the points that would have been calculated for this performance measure. In the event that there are not 30 eligible students scoring at level 2 or below in FCAT 2.0 Mathematics and EOC math assessments (as applicable), the points for learning gains in mathematics for all students are substituted for the points that would have been calculated for this performance measure (note that for high school mathematics, the minimum cell-size is set at 20 for the lowest 25% group [10 for FAA and Algebra 1 current-year scores, and 10 for Geometry current-year scores]). In such cases, when overall gains are substituted for gains of the Low 25% group, the adequate progress requirement for the Low 25% is still calculated, using the overall gains measure as applicable.

3. Reading Performance Requirement: Schools for which the percentage of students scoring satisfactory or higher on the FCAT 2.0 Reading assessment is less than 25% will have their grade adjusted lower by one letter grade. This adjustment can be applied to schools that would otherwise earn a grade of "D" or higher based on points. So, the adjustment could lower a school's grade from "D" to "F."

If a school fails to meet more than one of these additional requirements, the maximum adjustment for the school's grade will still be just one letter grade lower than the grade that the school would have earned based solely on the total points.

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 10 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.

[3] For high school mathematics performance and learning gains, the minimum cell-size is set at a count of 20 for the denominator, as these measures include both Algebra 1 and Geometry (as well as FAA) scores. For high school mathematics learning gains of the Low 25%, the minimum cell-size is set at a count of 20 for the denominator, as this measure is based on prior-year scores including FCAT 2.0 Mathematics scores (grade 8) and Algebra 1 scores.

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 with valid assessment scores[4] 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 20* instead of 30; 10 scores for FAA and Algebra 1, and 10 scores for Geometry); and
- For reading and math learning gains measures, the school serves at least 30 full-year-enrolled students[5] with valid assessment scores in reading and math in both the current year and the previous year. (For high school math learning gains, the minimum number of scores is set at 20* students instead of 30; at least 10 scores for FAA and Algebra 1 in the current year that have prior-year assessment scores eligible for inclusion in gains, and at least 10 scores for Geometry in the current year that have prior-year assessment scores eligible for inclusion in gains.)

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.

* High schools that meet cell-size requirements for reading but not math may be reviewed to determine eligibility for a grade based on available data, at the direction of the Commissioner of Education.

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. Full-year-enrolled students with end-of-course (EOC) assessments are also included. 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 for current-year performance in reading, math, writing, and science.

In addition, eligible students who are enrolled in an alternative school[6] that receives a school improvement rating will have their assessment scores credited back to the home school for inclusion in the performance and 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 (performance and learning gains).

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.

[4] 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.
[5] Applies to all eligible students; includes SWDs and ELLs in all program areas as applicable.
[6] Applies to students enrolled in alternative schools during Survey 2 (October) or Survey 3 (February) who were also tested at alternative schools.

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 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 (the first date of the FCAT Writing test marks the start of 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. The new element is "Date Entered United States School" and is collected in Survey 3 reporting. ELLs who have been enrolled for less than one year in school in the U.S. at the time of testing are exempt from inclusion in performance calculations for reading, math, writing, and science, provided that the students do not have prior-year scores on state assessments. First-year ELLs who have one or more prior-year assessment scores are eligible for inclusion in performance calculations for the current year. For learning gains calculations, there are no exclusions based on students' ELL status.

2.2 – Determine full academic year status: Students are included in the assessment-based measures of the school grading system only if they have been enrolled in the same school for a full academic year, with an exception for scores credited back from alternative schools or ESE centers (see step 2.4 below) and scores reassigned from Hospital/Homebound centers. 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 and have not been reported as withdrawn from the school prior to testing. For banked EOC scores (included in performance measures), students must have been enrolled in Surveys 2 and 3 of the current year to be considered full-year enrolled. 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 – Assignment of test scores for students in alternative schools, ESE center schools, and 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 all assessment-based measures of that school's grade (performance in reading, math, writing, and science, Low 25% gains in reading and math, and overall learning gains in reading and math). 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' test scores 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. Students at alternative schools who are tested on an EOC assessment before the Survey 3 reporting period and who withdraw before spring testing dates would still have the EOC assessment score credited back to the reported 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_1213/1213fsis.asp), using specific codes reported on the Dropout Prevention/Juvenile Justice Programs data element (http://www.fldoe.org/eias/dataweb/database_1213/115680.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 and Algebra 1 scores only for the Low 25% gains), as long as the student is enrolled in a grade level at the ESE center that is offered by the student's home school. As with alternative schools, students reported with codes of R and E on the Dropout Prevention/Juvenile Justice Programs data element will be pulled out of accountability calculations. Also, a test score at levels 1-3 on the FAA for a student who has not

previously attended a school other than an ESE center while enrolled in the district will not be credited back to the student's reported home school.

2.4.3 – Hospital/Homebound programs. Hospital/homebound students who are enrolled 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. These students' scores will be reassigned to the home school regardless of whether the student was full-year enrolled in the current year at the hospital/homebound center. Hospital/Homebound students enrolled at ESE centers and who are coded with another exceptionality (not including Gifted) do not have scores reassigned under the Hospital/Homebound provision. (The scores would still be subject to crediting back to home schools for students at ESE centers, as described in 2.4.2, if the center elected to receive a school improvement rating). 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. For the home school's grade, the reassigned 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: ELL students who were enrolled in school in the U.S. less than one year at the time of testing (FCAT Writing) are not included in the four proficiency components for school grading if they have no more than one test score on FCAT 2.0 or EOC assessments in each area. 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 grade 10 reading assessment prior to testing are not included in the school grade calculation. Districts must ensure that these students are appropriately identified.

h. Zoned District/School: Used for reporting a change in the reported home school after Survey 3. Home schools receive scores credited back from alternative schools and ESE centers that elect to receive school improvement ratings.

i. Dropout Prevention/Juvenile Justice Programs: Used for reporting a change in status for students reported in dropout retrieval and alternative-to-expulsion programs. Students in these programs would be removed from calculations for alternative school ratings and would not have scores credited back to home schools.

j. EOC graduation requirements/withdrawals/exceptions: Used for identifying students who have met graduation requirements for EOC assessments, students who have withdrawn from courses requiring EOC assessments, and students in such courses who meet specific criteria exempting them from having to take the EOC assessment.

k. High School Cohort: Used for identifying students who would be included in the high school retakes calculation for bonus points.

l. Prior Year Grade Level: Used to ensure inclusion of banked scores and in identifying first-time test takers.

m. Prior Year District/School/SID: Used to capture banked test scores for students entering high school who passed EOC assessments in grades 6 or 7.

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. 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 students in the membership file 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.

3.2 – 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.

3.3 – 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. A separate/parallel matching process is conducted by the Education Data Warehouse (EDW) unit using additional matching criteria. Unmatched records are flagged and districts must provide the matching fields from the Membership File for inclusion of student results.

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 learning gains for the lowest performing 25% (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 measures the percentage of eligible students who score satisfactory or higher on the FCAT 2.0 and FAA assessments in reading. 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 satisfactory 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 11.

4.2 – Calculate mathematics performance: This component measures the percent of eligible students who score satisfactory or higher on the FCAT 2.0 in mathematics, the Algebra 1 and Geometry EOC assessments, and the FAA in mathematics. 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 EOC assessments, or at performance level 4 or higher on the FAA. The number of scores at or above satisfactory for eligible students is divided by the total number of scores for 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) in the subject area 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 middle-school 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 EOC assessments taken during the summer term(s), the following procedures apply: Assessments taken during the summer will be processed with test scores for the school year going forward (that is, the year for which school grades are reported). Thus, a student's EOC score for a 2012 summer administration would be included as a current-year score for performance and gains calculations for 2012-13. However, for students who are in a middle school grade during the year leading up to the summer term prior to the student's enrollment in a high school grade, the summer EOC assessment will be considered a middle school administration and the student's results banked for inclusion in the high school grade if the score is a passing score. The student's next assessment going forward (if the student needs to take the exam again) will be considered the first assessment in high school. An update to the Student Data Updates Web application for accountability processing will include a new data element that will show the student's prior-year grade level. This will be used to identify summer EOC assessments for which this provision is applicable (that is, summer EOC assessments taken by students who were 8th graders in the year leading up to the summer term).

Banked EOC assessment scores for entering 9th graders. We will bank scores for students who scored at level 3 or higher on high school level EOCs while in middle school (including retakes while in middle school) when the student first enters a high school grade level (grades 9-12). The banked EOC scores will be used in the performance calculations for high schools (added to both the numerator and denominator) and combination schools serving grades 9 and up. Banked scores are also included in the percent-tested calculations for participation. Banked scores are not included as current-year scores in learning gains calculations.

Counting banked Algebra 1 EOC assessment scores and current-year Geometry EOC assessment scores for 9th graders. Ninth grade students who have banked Algebra 1 EOC assessment scores and who take the Geometry EOC assessment during 9th grade will have **both** assessments counted in the math performance calculation for the school. Both the Algebra 1 score and the Geometry score will be included in the denominator of the calculation.
For high schools (grades 9-12) students who have both types of EOC assessment scores (first-time in high school) in a given year will likewise have both scores included in the math performance calculation.

The final step in calculating mathematics performance is the adjustment, if applicable, for the 1% cap on proficient FAA scores for SWDs. See section 11 for details.

4.3 – Calculate science performance: This component measures the percentage of eligible students scoring satisfactory or higher on state science assessments. Schools accumulate one point for each percent of eligible students scoring at FCAT 2.0 Science or Biology EOC achievement levels 3, 4, and 5, or at performance level 4 or higher on the FAA in science.

For high school students, the first EOC assessment score earned during high school (grades 9-12) in the subject area is used for science performance. 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.

Banked scores. Passing Biology EOC assessment scores for tests taken in a prior year will be banked for inclusion in science performance when the students first enter a high school grade (9-12). Middle school students with scores on both the Biology EOC assessment and FCAT 2.0

Science will have the higher outcome applied for school grade science performance. Middle school students with only a Biology EOC assessment score and not an FCAT 2.0 Science score will have the Biology score included in the performance calculation for science.
The number of eligible students scoring satisfactory or higher is divided by the total number of eligible students who took a state science assessment and for whom a valid score was reported (including banked scores and scores credited back from alternative schools, ESE schools, and hospital homebound programs). Note: If less than 10 scores are in the performance denominator, the district science average is substituted for the school's science proficiency results.

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 2012-13, the writing standard for the FCAT is set at a score of 3.5, 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 3.5 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. In addition, tests marked as "DNS" (do not score) prior to scoring will not be included in writing performance calculations, but scores of "0" (unscorable) reported by the scoring and reporting contractor can/will be included in the performance calculations.

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.)

This measure is capped at 100 points.

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 in the learning gains calculation who move from any lower FCAT 2.0 or EOC achievement level to level 4 on the FCAT 2.0 or EOC assessment are weighted at a value of 1.1 in the numerator, and students who move from any lower FCAT 2.0 or EOC 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 for the current year, the learning gains calculation will be applied using the EOC assessment(s) 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.

With EOC assessments, learning gains calculations include the following comparisons:

- Current-year Geometry compared with prior-year Algebra 1. *
- Current-year FCAT 2.0 Mathematics compared with prior-year Geometry.*
- Current-year FCAT 2.0 Mathematics compared with prior-year Algebra 1.*
- Current-year Geometry compared with prior-year FCAT 2.0 Mathematics.*

- Current-year Algebra 1 compared with prior-year Geometry.*
- Current-year Algebra 1 compared with prior-year FCAT 2.0 Mathematics.*
- Current-year Algebra 1 compared with prior-year Algebra 1 for students whose current- and prior-year Algebra 1 scores meet the "first-time-tested" criterion (see more information in “Learning gains comparing Algebra 1 scores in the current and prior years” below).*
- Current-year Geometry compared with prior-year Geometry for students with eligible scores.*

* Only scores that meet the criteria for "first-time" scores are included for the comparison of current and prior-year scores in gains calculations. A score is a first-time score in grades 6-8 if the score is the first score for the assessment type in the current year. A score is a first-time score in grades 9-12 if the score is the first score for the assessment taken in high school; any subsequent scores for the same assessment in grades 9-12 would be retakes and would not be included in the gains calculations.

Students make learning gains if they

a. improve one or more FCAT 2.0 or EOC 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.
e. For students who have eligible scores for Algebra 1 in the prior year and Geometry in the current year, learning gains are determined using the same achievement-level comparisons applied in determining gains for students with a prior-year FCAT 2.0 Mathematics score and a current-year Algebra 1 score. Students who increase their achievement level or who maintain a satisfactory achievement level are credited with making gains. Students who increase their common scale score (determined using the population of students who took the Geometry EOC assessment in the current year and who have a prior-year Algebra 1 score) are also credited with gains.

f. Learning gains comparing Algebra 1 scores in the current and prior years. Because Rule 6A-1.09981 requires that Algebra 1 scores be included in determining the lowest performing 25% of students in mathematics, learning gains will be reported for students who have an eligible prior-year non-passing Algebra 1 score and an eligible current-year Algebra 1 score. For Algebra-to-Algebra score comparisons, a student is counted as making gains if the student's achievement level increases. (Technically, if a student maintained a satisfactory achievement level in both years, gains would also be counted.) Scores are eligible for inclusion if they are first-time examinations (first-time for the school year if the student is in middle school, or first-time during high school if the student is in grades 9-12). The same criteria are applied to calculate Geometry-to-Geometry gains.

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/added weighting from this provision.)

This measure is capped at 100 points.

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 prior year FCAT 2.0 Reading 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.

This measure is capped at 100 points.

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 and students in the lowest 25% scoring at achievement levels 1 or 2 on the Algebra 1 EOC assessment.

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 or Algebra 1 and a current year score on FCAT 2.0 Mathematics or an Algebra 1 or Geometry assessment[7];
c. are ranked in the lowest 25% based on their prior year FCAT 2.0 Mathematics or Algebra 1 vertical scale scores; and
d. have a prior year score less than or equal to achievement level 2.
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.

[7] Students included in the Low 25% on the basis of Algebra 1 scores in the prior year would not have passing scores on Algebra 1 in the prior year. (Students passing the exam on a retake in the prior year would not be included.) Thus, they would be expected to test on Algebra 1 again in the current year.

This measure (math learning gains for the lowest 25%) is capped at 100 points.

Identifying Students for the Lowest-Performing 25% Groups

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. Students identified in the lowest 25 percent comprise a subset of students in the denominator of the overall learning gains calculation. For FCAT 2.0 scores, 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.

For students in the lowest 25% based on prior-year Algebra 1 EOC assessment scores, students belonging to the lowest 25% are determined using all eligible prior-year Algebra 1 scores at the school (rather than being determined separately by grade level). Students in the lowest performing 25% based on prior-year Algebra 1 scores are then added to students in the grouping of the lowest 25% based on prior-year FCAT 2.0 Mathematics scores (if applicable) to form the group representing the lowest 25% in mathematics at the school. Some students may be in this group based on both a prior-year Algebra 1 score and a prior-year FCAT 2.0 Mathematics score. For any student included in the Low 25% who has multiple assessments that can be included in overall learning gains calculations, students' learning gains outcomes would be determined by calculating gains separately using each score and applying the highest of the available outcomes.

If the total number of students in the lowest 25% is 30 or more (or, for high school math, 20 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 20), 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 (20 or more, for high school math) that will be included in the lowest performing group:

- For FCAT 2.0 scores, establish a school-wide ranking of students based on the percentile ranking of students within grade level. (The school-wide ranking compares percentile rankings rather than scale scores.)
- For math, combine the school-wide percentile ranks of Algebra 1 scores with the school-wide percentile ranks based on FCAT 2.0 to form a single combined percentile ranking for the school. (For reading, results would be based on FCAT 2.0 results only.)
- From this combined ranking, add students to the Low 25 group based on the lowest ranked student scores not included in the initial Low 25 calculation, one by one, until at least 30 students are reached (at least 20 students for high school math). The added scores must still be at level 2 or level 1. Note that a student may appear in the combined ranking more than once if the student has both an FCAT 2.0 Math score and an Algebra 1 score. Any of the scores eligible for inclusion in the lowest performing group would still be included.

If there are still not 30 or more students who scored at or below achievement level 2 in the prior year (20 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% gains are evaluated.

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

Set 1: Reading (Could apply to math at elementary and middle levels, as well.)

Criteria	Shell Elem.	Sun 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% (score ≤ 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 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.	

Set 2: Mathematics (High School)

Criteria	Gonzo High School
Number of students in the lowest 25% based on the prior year's FCAT 2.0 Math scores that are less than or equal to an achievement level 2 score	12
Number of students in the lowest 25% based on the prior year's Algebra 1 scores that are less than or equal to an achievement level 2 score	6
Is the number 20 or more?	No (18)
Identify and add the next lowest percentile ranked student among those with prior-year FCAT 2.0 scores who were not included in the lowest 25% and whose score is no higher than level 2.	18 + 1 = 19
Is the number 20 or more?	No (19)
Identify and add the next lowest percentile ranked student from the combined school ranking (FCAT 2.0 and Algebra 1) whose score is no higher than level 2.	In this school, there are no other prior-year scores at level 2.
Is the number 20 or more?	No (19)
Identify and add the next lowest percentile ranked student from the combined school ranking (FCAT 2.0 and Algebra 1) whose score is no higher than level 2.	19 + 1 = 20
Is the number 20 or more?	Yes
Number showing learning gains	12
Percent showing learning gains	60% (12/20)
If there are not 20 or more students who scored at or below achievement level 2 in the prior year in FCAT 2.0 Mathematics and Algebra 1 combined, the mathematics gains of all students will be substituted.	If < 20, substitute mathematics gains of all students.

5. Determine Retake Bonus Points for High Schools

High schools that qualify for retake bonus points earn an additional 10 points. Students who are evaluated for the bonus-points calculation are those who are required to meet graduation requirements on state assessments in reading and math in order to graduate with a standard diploma, and who are retaking one or more of these assessments in high school. For the 2012-13 year, the following assessments required for graduation apply to students seeking a standard diploma:

- 12th graders (2009-10 9th grade cohort) are required to have passed the FCAT grade 10 assessments in reading and math.
- 11th graders (2010-11 9th grade cohort) must pass the FCAT 2.0 grade 10 reading assessment.
- 10th graders (2011-12 9th grade cohort) and 9th graders (2012-13 9th grade cohort) must pass the Algebra 1 EOC assessment and the FCAT 2.0 grade 10 reading assessment.

Students included in the FCAT/FCAT 2.0 data for bonus points are standard curriculum, speech impaired, gifted, and hospital homebound students, as well as English Language Learners (ELLs) who are not recently arrived. Criteria for inclusion in the bonus-points calculation are applied in the following order.

Eligibility for Denominator**:**

a. For FCAT/FCAT 2.0 data, only students who have not met the reading and/or math graduation requirement following the prior year's spring administration are included. For Algebra 1, only students without a prior passing score are included.
b. Only students who have been enrolled full time for two consecutive years (the 2011-12 and 2012-13 school years) are included (for FCAT and FCAT 2.0 data). For Algebra 1 assessment scores, full-year enrollment is required, but not two years of enrollment.
c. During 2011-12 (the previous year) students for whom FCAT (or FCAT 2.0) scores are included could have been enrolled in the 11th or 12th grade. (This criterion does not apply to students whose Algebra 1 scores are included. First-time 9th and 10th graders (and retained 9th graders) who are taking a second or other additional administration of the Algebra 1 assessment in the current year are in the retakes denominator. Retained 10th graders who retake the Algebra 1 EOC assessment in 2012-13 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 2012-13 (the current year) are included. As noted above, Algebra 1 retake scores may be included for current year 9th or 10th graders. Note also that Grade 10 FCAT Math scores may be included for retained 11th 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 that meets passing requirements for the applicable cohort on the Fall 2012 or Spring 2013 administrations. Reading and Math Grade 10 FCAT score of at least 300 (scale score) on the Fall 2012 or Spring 2013

administrations. Algebra 1 EOC score at level 3 or higher in the student's 2nd or 3rd (or additional) administration during high school.

Retakes 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 in math in order for the school to earn 10 bonus points.

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 who are expected to be tested in each subject area. Students are expected to be tested if they are enrolled in Survey 2 and Survey 3, have not been reported as withdrawn at the time of testing, and are reported at a grade level for which the FCAT 2.0 or FAA is administered in Reading, Mathematics, Science, and Writing, or are enrolled in a course for which an end-of-course (EOC) test is required (including courses reported during Survey 3, Survey 2, Survey 1 or 4 from the prior summer).[8] Students are included only once in the percent-tested denominator of each subject area (reading, mathematics, writing, science). For FCAT 2.0 and FAA examinees enrolled in the tested grades, students who are tested off grade level are still counted as tested. In the tested middle-school grades for mathematics and science, students may meet the tested requirement through a test score on the FCAT 2.0/FAA or on an EOC assessment in the subject area. Middle school students who take a Biology course in grades 6 or 7 would also be expected to test on the Biology EOC assessment. 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 2.0. These students are also expected to test on the FCAT 2.0 in mathematics and science. A student with a course record in a subject tested by an EOC assessment is expected to be tested if the student has not previously earned a valid score on the EOC assessment, unless the student is reported as not having completed the course. However, students enrolled in grades and subjects tested by the FCAT 2.0 who are also enrolled in a course in the subject area for which an EOC assessment is expected may meet the requirement for testing in the subject area either by being tested on the applicable EOC assessment or by being tested on the FCAT 2.0 in the subject area.

Students who are expected to test on an EOC assessment are those who have been matched to an applicable course record reported for Survey 2 or 3, or for Survey 1 or 4 from the prior summer term. Applicable courses include the following:

Algebra 1

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

[8] Note, however, that reassigned scores from Hospital/Homebound programs are not subject to the full-year-enrollment criterion for inclusion in the percent-tested measure.

- IB Middle Years Program – Algebra 1 Honors – 1200390
- Algebra 1 for Credit Recovery – 1200315*, Algebra 1B for Credit Recovery – 1200385*

Geometry

- Geometry – 1206310
- Geometry Honors – 1206320
- IB Middle Years Program Geometry Honors – 1206810
- Pre-AICE Mathematics 2 – 1209820
- Geometry for Credit Recovery – 1206315*

Biology

- Biology 1 – 2000310
- Biology 1 Honors – 2000320
- Pre-AICE Biology – 2000322
- Biology Technology – 2000430
- Biology 1 Pre IB – 2000800
- IB Middle Years Program Biology Honors – 2000850
- Integrated Science 3 – 2002440
- Integrated Science 3 Honors – 2002450
- Biology 1 for Credit Recovery – 2000315*
- Integrated Science 3 for Credit Recovery – 2002445*

* Students taking a credit recovery course may qualify for one of the exceptions listed below.

Exceptions. There are two scenarios in which a student with an applicable 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 assessment. This student is now enrolled in an EOC-assessed subject 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 the EOC assessment but is taking the course again for grade forgiveness.

Students who are tested on an EOC assessment (first-time takers) without a course record will be included in the math and science components of the calculation. Students with disabilities are included in all components of the calculation and are counted as "tested" if they have FCAT 2.0 results, EOC results, or FAA results. Retake scores are not included in the percent-tested calculations. Only first-time test scores are included.

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%

Note that students with invalidated test scores or tests with too few items answered to generate a score still count as "tested" in the percent-tested calculation. 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 students are removed from the percent-tested calculation.

Banked scores for participation requirements. Passing (banked) EOC assessment scores for students entering grade 9 who passed the EOC assessment(s) in middle school will be included in the participation rate numerators and denominators.

Hospital/Homebound scores. Reassigned scores for students in Hospital/Homebound programs are included in the percent-tested component of the reported home school's grade calculation, regardless of full-year-enrollment status.

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

Adequate progress of the lowest performing quartile in reading and math is attained when at least 50 points for learning gains are earned by the school in each subject. Schools that fall short of the 50-point mark can still satisfy the requirement for the current year if they meet the following criteria:

- For schools with at least 40 points earned, there is at least a 1% improvement in the points earned for Low 25% gains vs. the prior year.
- For schools with less than 40 points earned for gains by the Low 25%, there is at least a 5% improvement in the points earned for learning gains vs. the prior year.

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.

See "Adequate Progress of the Lowest Performing Reading and Mathematics Students" on p. 3 for additional information.

8. Determine Whether the Reading Performance Requirement Was Met

Schools for which the percentage of full-year-enrolled students scoring at level 3 or higher on FCAT 2.0 Reading is less than 25% will have their grade adjusted lower by one letter grade. This adjustment can be applied to schools that would otherwise earn a grade of "D" or higher based on points. So, the adjustment could lower a school's grade from "D" to "F." A school's grade will not be lowered more than one letter grade when all requirements are factored into the calculations.

9. Determine Middle School Students' Participation in and Performance on High School Level EOC Assessments and Industry Certification Programs

Section 1008.34, F.S., requires a measure for participation in and performance on high school EOC assessments and Industry Certification programs 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. 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).

Participation:

This measure uses EOC assessment records (Algebra 1, Geometry, Biology) and Industry Certifications matched to records for full-year-enrolled students. 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 any other students at the middle school (in any grade 6-8) who took an EOC assessment and were enrolled in a course for an EOC assessment or who had an Industry Certification Outcome reported. To be included, Industry Certification Outcomes must be on the Industry Certification Funding List and must not be restricted to grade levels 6-8, as the components of the acceleration measure are required to be high-school-level elements.

Applicable courses for EOC assessments include the following:

Algebra 1

- Algebra 1 – 1200310
- Algebra 1 Honors – 1200320
- Algebra 1B – 1200380
- Pre-AICE Mathematics 1 – 1209810
- IB Middle Years Program – Algebra 1 Honors – 1200390
- Algebra 1 for Credit Recovery – 1200315
- Algebra 1B for Credit Recovery – 1200385

Geometry

- Geometry – 1206310
- Geometry Honors – 1206320
- IB Middle Years Program Geometry Honors – 1206810
- Pre-AICE Mathematics 2 – 1209820
- Geometry for Credit Recovery – 1206315

Biology

- Biology 1 – 2000310
- Biology 1 Honors – 2000320
- Pre-AICE Biology – 2000322
- Biology Technology – 2000430
- Biology 1 Pre IB – 2000800
- IB Middle Years Program Biology Honors – 2000850
- Integrated Science 3 – 2002440
- Integrated Science 3 Honors – 2002450
- AP Biology – 2000340
- Biology 1 for Credit Recovery – 2000315
- Integrated Science 3 for Credit Recovery – 2002445

The denominator will be adjusted to remove any eighth graders who passed an EOC assessment in a prior year or who otherwise met their graduation requirements for an EOC-

assessed subject prior to the current year if the student does not have an EOC assessment score or Industry Certification Outcome applied for the current year.
The numerator consists of students from the denominator who took an EOC assessment or had an Industry Certification Outcome reported. The participation measure is weighted to account for students who take more than one EOC assessment. These students receive a weighting of 1.0 for a single EOC assessment score or Industry Certification Outcome and an additional 0.1 point for each additional EOC assessment score or Industry Certification Outcome.

Industry Certification data source for middle school acceleration components. The data source for this measure will be available Survey 5 data on Industry Certification Outcomes reported on the Career and Technical Education Student Course Schedule records. In order to process middle school grades on the same timeline as for elementary and other non-high-school grades, the Survey 5 data used for this measure will be data reported for the previous academic year. (The prior year's Industry Certification Funding List would also apply.) These data would be matched to full-year-enrolled middle school students in the year for which the Survey 5 data is reported. (That is, we will include the previous year's students in grades 6-8 who were full-year enrolled that year.) This means that any Industry Certification Outcomes from the prior year that were matched to full-year enrolled eighth-grade students at the school for the prior year would also be included in the current year's calculation. These prior-year's 8th graders' inclusion in the current year's school grades calculation would be limited to Industry Certification Outcomes.

Performance:

The denominator of the performance measure is the unduplicated 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 an EOC assessment or have a passing Industry Certification Outcome. For students with more than one successful outcome, an additional 0.1 points are credited to the student for each successful outcome beyond the first one, which is weighted at 1.0 points. As with the acceleration performance component for high school grades, middle 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.

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. Participation and performance are capped at 50 points each (100 points total). As with all components, component points are rounded to whole numbers in determining total points for schools.

Cell Size Requirement:

By rule, if middle schools (or combination schools serving grade 8) do not have at least 10 students in the denominator of both the participation and performance component, then the middle-school acceleration component is not included in the school's grade, which is then based on the 800-point scale used for elementary schools.

10. 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; 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 10.1 below), we will substitute the four-year rate in place of the five-year rate.

Steps for calculating the high school grading components outside state assessments are described in sections 10.1 through 10.5 below.

10.1 – 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 five-year rate that applies the same criteria for graduates (standard diplomas only). The 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. 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 as follows.

(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.

Five-year rate. The five-year graduation rate is a follow-up to the prior year's four-year cohort. The five-year rate uses the same denominator as the prior year's four-year cohort rate. In the five-year rate calculation, fifth-year graduates are added to the numerator. In other respects, the five-year rate uses the same calculation as the four-year rate.

(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 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.

If a high school meets cell-size requirement for a high school grade in all applicable components, including the four-year rate, but does not have data for a five-year rate, then the four-year rate is used in place of the five-year rate for the other 100 points of the calculation (i.e., counted twice).

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 *W27 – special diploma, option 2 for SWDs*

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.

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

The four-year federal uniform graduation rate as described in section 10.1 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. No points are deducted if the rate declines by less than 10 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 rate are determined in the same way as for the four-year federal rate. For schools in which there is not prior-year data available for a five-year rate, the four-year rate for the current and prior year will be used to determine growth points for both parts of the graduation rate component. See Appendix D.

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.

10.2 – 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 10.1 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 10.1.1, and the combined annual growth/decline points adjustment will be multiplied by 0.5 to reflect the 50% weighting for each rate subcomponent. See Appendix D for additional information.

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.

10.3 – 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.

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) and the student must have earned a course grade indicating completion of the course.

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).

10.3.1 - 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.

10.3.2 - Determine total points for accelerated coursework participation, with 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 10.3(b) above, and multiply the sum by 1.5. The total amount of possible points awarded for this component is capped at 150 points.

10.4 – 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 10.3 (Accelerated Coursework Participation). Note: The denominator for this component is not the same value as the numerator for section 10.3 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).

10.4.1 - 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.

10.4.2 - 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 10.4(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.

10.5 – 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.

Postsecondary Readiness Cut Scores for 2012-13:

CPT	
Math	72
Reading	83
SAT	
Verbal	440
Math	440
ACT	
Reading	18
Math	19
P.E.R.T.	
Reading	104
Math	113

10.5.1 - Determine growth points for postsecondary readiness:

The postsecondary readiness measure as described above (section 10.5) 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.

10.5.2 - Determine total points for postsecondary readiness:

Add the growth points earned (section 10.5.1) to the points for the postsecondary readiness measure described in section 10.5 above (or subtract points for declining performance, if applicable). Total possible points awarded for this component are capped at 100 points.

11. 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:

[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).

(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 on the previous page.

Step 5.3: Create a file with the new proficiency scores from Steps 1-2 on the previous page.

12. 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%, an "I" grade (for "incomplete data") is initially reported. If sufficient data become available to accurately calculate a grade for the school later in the year (such as during appeals), the Commissioner of Education may direct that the school's grade be recalculated.
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.
4. Schools are required to have at least 25% of students scoring satisfactory or higher in reading. Schools that do not meet this reading performance requirement will have their grade lowered by one letter grade. A school's grade will only be lowered once. If already lowered due to the adequate progress requirement, a school's grade would not be lowered further if the school did not meet the reading performance requirement.
5. As noted in Step 10.2, 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.
6. 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.

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 measures 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 9) 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. For 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.

12.1 – Apply the one-letter-grade-drop protection

For 2012-13, by emergency rule provision, 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 2012-13), the Department of Education will determine the difference in points (points gap) between the total points that the school earned in 2012-13 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 2011-12. 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. In cases in which the school would have earned a 2012-13 grade that is one letter grade lower than the 2011-12 grade based on points, but would have had the 2012-13 grade lowered further because of not meeting the learning gains targets for the low 25% in reading and math, or because of not meeting the reading performance requirement, the final points for 2012-13 will remain unadjusted and the grade will not be adjusted lower.

13. 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 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-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 2013

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 3.5 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. Learning gains for the Low 25%. Schools must earn at least 50 points for gains in reading and math for the Low 25%, or the school must show sufficient annual improvement in points earned. This requirement applies to schools earning enough points for a "C" or higher. Reading performance. At least 25% of students must score satisfactory on FCAT 2.0 Reading. Schools that do not meet these additional requirements will have their grade adjusted lower by one letter grade.

Letter-grade drop limit for 2012-13. For 2012-13, no school's assigned grade will be more than one letter grade lower than the school grade assigned for 2011-12.

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 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.

Appendix B

Data Sources: Additional Information

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

- AICE, AP, and IB data: reported by Florida school districts on the Student Assessment record format, Survey 5. Results for AP and IB are supplemented with matches from data files provided by the College Board and the International Baccalaureate Organization (IBO).
- 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.
- Links to the record format descriptions for reporting AP, IB, AICE, dual enrollment, and industry certification data are accessible online at www.fldoe.org/eias/dataweb/student_1213.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 colleges; data compiled by EDW. Readiness cutoff scores by subject are posted online at http://www.fldoe.org/articulation/perfCPT/default.asp.
- PERT data: Results are reported to the Department by the scoring and reporting contractor, McCann Associates, and compiled in a data repository that is updated regularly. 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(taken in grade 8) and for grade 6 FCAT 2.0 Math to Algebra 1(taken in grade 7) 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)

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

2. Convert a student's Algebra 1 score to a T-score. 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)

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

The same process is used in deriving T-scores for students with a Geometry EOC assessment score in the current year and an Algebra 1 score in the prior year or for other comparisons of current and prior-year scores for different assessments in which at least one of the scores is for an EOC assessment.

Appendix D: Applying Graduation Rate Points in High School Grades

For 2012-13, the governing rule (6A-1.09981) was changed so that special diploma recipients count as non-graduates in the five-year graduation rate component. This means there can only be a four-year federal rate and a five-year federal rate using the same criteria for graduates (not modified rates that count special diploma recipients).

Key:

4Y = four-year federal rate
5Y = five-year federal rate

C = "current year"
P = "prior year"

Overall Graduation Rate Measure (200 points)

Graduation Rate Points (Current Year Rates):

If THIS:		Use THIS:
4Y Denominator ≥ 10?	5Y Denominator ≥ 10?	
No	NA*	Graduation rate points are not applicable. The school grade will be based on the 800-point scale plus HS retakes points (10 max.).
Yes	Yes	4Y + 5Y
Yes	No	4 Y + 4Y

Growth Points for Graduation Rates, Overall (Current Year - Prior Year):

Values shown as Yes, No, and NA* indicate whether there are enough students in the rate calculation for the rate to be applied.

4Y C	5Y C	4Y P	5Y P	
No	NA*	NA*	NA*	Grad rate points are not applicable and growth points are not applicable.
Yes	Yes	Yes	Yes	[4Y C - 4Y P] + [5Y C - 5Y P]
Yes	Yes	Yes	No	[4Y C - 4Y P] + [4Y C - 4Y P]
Yes	No	No	NA*	Growth points are not applicable. Lack of a 5-year rate in the current year indicates no 4-year rate in the prior year.

* "NA" (not applicable) means that whether the value is Yes or No does not matter.

At-Risk Graduation Rate Measure (100 points)

Key:

4AR = four-year at-risk rate
5AR = five-year at-risk rate

4Y = four-year federal rate (overall rate)
5Y = five-year federal rate (overall rate)

C = "current year"
P = "prior year"

At-Risk Graduation Rate Points (Current Year Rates):

If THIS:		Use THIS:
4AR Denominator ≥ 10?	5AR Denominator ≥ 10?	
No	NA	Use the components applied for the overall graduation rate, whatever they may be. Weight at 0.5.
Yes	Yes	4AR + 5AR
Yes	No	4 AR + 4AR

Growth Points for At-Risk Graduation Rates (Current Year - Prior Year):

If THIS:				Use THIS:
4AR C	5AR C	4AR P	5AR P	
No	NA	NA	NA	Use the growth calculations applied for the overall graduation rate. Weight at 0.5.
Yes	Yes	Yes	Yes	[4AR C - 4AR P] + [5AR C - 5AR P]
Yes	Yes	Yes	No	[4AR C - 4AR P] + [4AR C - 4AR P]
Yes	No	No	NA	Use the growth calculations applied for the overall graduation rate. Weight at 0.5.

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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

Dr. Tony Bennett, Commissioner