

2014-15 Guide to Calculating Informational Baseline School and District Grades



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Overview

School grades provide an easily understandable metric to measure the performance of a school. Parents and the general public can use the informational baseline school grade and its associated components to understand how well each school is serving its students. The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments (FSA). The 2014-15 school grades provide a baseline calculation for informational purposes that schools can use to improve in future years.

The purpose of this technical guide is to provide a description of the procedures used to determine school grades for the 2014-15 school year as set forth in Rule 6A-1.09981, Florida Administrative Code (F.A.C.), and Section 1008.34, Florida Statutes (F.S.). This guide does not replace or supersede the rule or statute and is intended to provide the reader with an explanation of the methodology for establishing grades as set forth in rule and statute.

The 2014-15 changes to the school grading system refocus the school grading formula on student success measures.

- Achievement
- Learning gains (beginning in 2015-16)
- Graduation
- Acceleration success
- Maintaining a focus on students who need the most support

The 2014-15 Informational Baseline School Grades Model

English Language Arts (FSA and FAA)	Mathematics (FSA, EOCs, FAA)	Science (NGSSS, EOC, FAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, Dual Enrollment or
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				Industry Certification) (0% to 100%)
Learning Gains of the Lowest 25% (0% to 100%)	Learning Gains of the Lowest 25% (0% to 100%)				Middle School (EOCs or Industry Certifications) (0% to 100%)

Components

In 2014-15, a school's informational baseline grade may include up to seven components. There are four achievement components, as well as components for middle school acceleration, graduation rate, and high school acceleration. Each component is worth 100 points in the overall calculation.

Four Achievement Components – The four achievement components are English Language Arts (ELA), Mathematics, Science, and Social Studies. These components include student performance on statewide standardized assessments, including the comprehensive assessments, end-of-course (EOC) assessments, and Florida Alternate Assessments (FAA). The component measures the percentage of full-year enrolled students who achieved a passing score.

Learning Gains Components – Learning gains will not be calculated in 2014-15 because there is only one year of Florida Standards Assessment (FSA) results available. These components will be calculated beginning in 2015-16.

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

Graduation Rate – The graduation rate is based on an adjusted cohort of ninth grade students and the rate measures whether the students graduate within four years.

High School Acceleration – This component is based on the percentage of graduates from the graduation rate cohort who earned a score on an acceleration examination (AP, IB, or AICE) or a grade in a dual enrollment course that qualified for college credit or earned an industry certification.

School Grades Calculation

The number of points earned for each component is added together and divided by the total number of available points to determine the percentage of points earned.

School Grading Percentages

- A = 62% of points or greater
- B = 54% to 61% of points
- C = 41% to 53% of points
- D = 32% to 40% of points
- F = 31% of points or less

Percent Tested

Schools must test 95 percent of their students.

Resources

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

The rule adopted by the State Board of Education at its January 6, 2016 meeting describes more specifically the school grades calculation and can be found at the following link: [rule 6A-1.09981, F.A.C.](#)

The department's website contains additional information about the informational baseline school grades including the results of the calculation for each school and district. When the informational baseline grades are finalized, this information will be available on the department's interactive [PK-20 Education Information Portal](#). Additional information describing the calculation and historical information are available at <http://schoolgrades.fldoe.org/>.

School Grading System

Schools to be Graded

Each school is assigned a letter grade of A, B, C, D, or F annually, if it has sufficient data for at least one school grading component, tested at least 95 percent of eligible students, and is not under investigation for an irregularity.

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

Alternative Schools, Exceptional Student Education Center Schools, and Hospital Homebound Schools

Florida law provides that alternative schools and exceptional student education (ESE) center schools may choose whether to receive a school grade or a school improvement rating. If the school chooses to receive a school improvement rating, the school will not receive a school grade, and student performance data from the ESE center school or the alternative school is included in the students' home-zoned school's grade. However, for students at ESE center schools, if a student scored in the emergent category of the FAA and has always been enrolled at an ESE center school while at the district, then the student's performance data will not be included in the home-zoned school's grade. Students' performance data is not tied back to the home-zoned school when the alternative school, or ESE center school, is a charter school. Hospital homebound schools do not receive school grades. Their students' performance data is included in the students' home-zoned school. If a hospital homebound student is enrolled in a charter school the students' performance data is not tied back to the home-zoned school.

Collocated Schools

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

- The collocated school provision may apply when a regular school is on the same campus as an alternative school, a charter school, and/or an ESE center school, as well as in situations where several traditional schools share the same address. The provision may also apply when none of the schools at the same site is a traditional school—which would mean that a single school grade (not a school improvement rating) would still be calculated for all schools occupying the same site.
- In applying the school-grading provision for collocated schools, the department will consider only those collocated schools with students reported enrolled at tested grade levels and students enrolled at grade levels below those tested who test above their enrolled grade level.
- The school grading provisions described in this document are applied to the school grade calculated for collocated schools (with adjustments noted below).

Adjustments:

- The full-year-enrolled membership for the combined (collocated) student population will be calculated by determining the full-year-enrolled membership for each collocated school on campus and then aggregating these populations.
- School grading components will first be calculated separately for each collocated school on campus; numerators and denominators will then be aggregated to calculate the components for the combined collocated school grade.

Percent Tested

To ensure that student data accurately represent school performance, schools must assess at least 95 percent of their students to qualify for a school grade, unless the school only has sufficient data for the graduation rate and acceleration success components. To be included as an assessed student in the percent-tested measure, a student must be enrolled during the third-period, full-time equivalent (FTE) student membership survey, as specified in Rule 6A-1.0451, F.A.C., the student must also be enrolled at the time of testing and assessed on a statewide standardized assessment. Students in grades 9 through 12, and enrolled in a course associated with an EOC, are only included in the percent tested for that course if they have not previously taken the associated EOC while in grades 9 through 12.

The numerators and denominators for the percent tested calculation are determined separately for each subject area, and then the numerators are added together and are divided by the total of the denominators. A student only counts once for each subject area. Students

who receive testing exemptions due to medical complexities and extraordinary exemptions are not included in the calculations.

English Language Arts (ELA) for Percent Tested

Denominator – Students enrolled in grades 3 through 10 during the third-period, full-time equivalent (FTE) student membership survey, including students in grades below grade 3 who test above grade level, and who are enrolled as of the first day of the writing test.

Numerator – Students in the denominator who tested on the ELA assessment or the FAA - Reading assessment. First-year English language learners (ELLs) who do not take the ELA assessment but are tested on the English Language Proficiency Assessment are included.

Mathematics for Percent Tested

Denominator – The following students are included in the denominator.

- Students enrolled in grades 3 through 8 during the third-period, full-time equivalent (FTE) student membership survey, including students in grades below grade 3 who test above grade level, enrolled as of the first day of the statewide mathematics assessment and not enrolled in a mathematics course with an associated EOC assessment (except for high school accelerated courses).
- Grades 9 and 10 students who took the FAA - Mathematics and were not enrolled in a mathematics course with an associated EOC assessment are added to the denominator.
- In addition, any student enrolled in a course in which an EOC mathematics assessment is required during prior year Survey 4 or current year Surveys 1, 2, or 3, and enrolled in the school on the first day of Spring mathematics EOC testing.
- Students enrolled in a course where a mathematics EOC assessment is required during one of the four surveys and who are tested in Summer, Fall, or Winter.
- For 2014-15, students enrolled in Algebra 2 courses reported on Survey 3 are included; however, students enrolled in Algebra 2 courses on the prior year Survey 4 or the current year Survey 1 or 2 are only included if they took the Algebra 2 EOC assessment.
- Students in high school taking high school accelerated mathematics courses and credit recovery for mathematics are only included in the denominator if they take the mathematics EOC assessment associated with the course of enrollment.

Numerator – The following students are included in the numerator.

- Students in the denominator who tested on the statewide mathematics assessment or FAA - Mathematics and not enrolled in a mathematics course associated with an EOC assessment (except for high school accelerated courses).

- Students enrolled in a mathematics course with a required EOC assessment who took the FAA - Mathematics are only included if they also took the associated mathematics EOC assessment.
- In addition, students in the denominator and enrolled in a mathematics course in which an EOC assessment is required must take the associated EOC assessment to be included in the numerator.
- Students enrolled in multiple mathematics EOC courses are counted once if they take at least one of the associated EOC assessments.

Science for Percent Tested

Denominator – The following students are included in the denominator.

- Students enrolled in grades 5 or 8 during the third-period, full-time equivalent (FTE) student membership survey and as of the first day of the statewide science assessment and not enrolled in Biology (except for high school accelerated biology course).
- Grade 11 students who took the FAA - Science and who were not enrolled in Biology.
- Students who test above grade level in science.
- In addition, any student enrolled in a course in which the Biology 1 EOC assessment is required during prior year Survey 4 or current year Surveys 1, 2, or 3, and enrolled in the school on the first day of Spring Biology 1 EOC testing.
- Students enrolled in a course where the Biology 1 EOC assessment is required during one of the four surveys and who test in Summer, Fall, or Winter.
- Students in high school taking high school accelerated courses and credit recovery for biology are only included in the denominator if they take the Biology 1 EOC assessment.

Numerator – The following students are included in the numerator.

- Students in the denominator and tested on the statewide science assessment or FAA - Science and not enrolled in Biology (except for high school accelerated courses).
- Students enrolled in Biology who took the FAA - Science are only included if they also took the Biology 1 EOC assessment.
- In addition, students in the denominator and enrolled in Biology who took the Biology 1 EOC assessment are included in the numerator.

Social Studies for Percent Tested

Denominator – The following students are included in the denominator.

- Students enrolled in a course in which the U.S. History or Civics EOC assessments are required during the prior year Survey 4 or current year Surveys 1, 2, or 3, and enrolled in the school on the first day of Spring U.S. History or Civics EOC testing.
- Students enrolled in a course where a U.S. History or Civics EOC assessment is required during one of the four surveys and who test in Summer, Fall, or Winter.

- Students taking high school accelerated U.S. History and credit recovery for U.S. History are only included in the denominator if they take the U.S. History EOC assessment.
- Students enrolled in both Civics and U.S. History are counted only once in the denominator.

Numerator – The following students are included in the numerator.

- Students in the denominator and enrolled in U.S. History who took the U.S. History EOC assessment are included in the numerator.
- In addition, students in the denominator and enrolled in Civics who took the Civics EOC assessment are included in the numerator.
- Students enrolled in both Civics and U.S. History are counted only once if they take more than one of the two EOC assessments.

School Grades Components for All Schools

The school grade components shall be calculated as a percentage; the possible points are listed by the component.

Achievement Components

Each achievement component is worth 100 points and is based on the number students who took and passed a statewide standardized assessment. To be included in the achievement components, students must be either full-year enrolled or enrolled in an alternative school or ESE center school (please refer to the section below for more information regarding these students).

Achievement Data Included in Home-Zoned School Grade

Student performance data for alternative schools that choose to receive a school improvement rating or students reported in hospital homebound centers are included in the achievement of the student's home-zoned school. In addition, students enrolled in an ESE center school that chooses a school improvement rating are included in the achievement of the students' home-zoned school unless the student(s) scored a Level 1, 2, or 3 on the FAA and have always been enrolled in an ESE center school while enrolled in the district. These provisions do not apply to charter schools. Students whose performance data is included in their home zoned school's grade are not required to be full-year enrolled.

Inclusion of English Language Learners

English language learners (ELLs), as defined in Rule 6A-6.0901, F.A.C., are included in the achievement components once they have been enrolled in school in the United States for two years. Beginning in 2015-16, ELLs will be included in the learning gains components beginning with their first year in school in the United States. For ELLs in their first year in

school in the United States, who do not take the statewide standardized ELA assessment, an ELA-linked score will be calculated based on their English Language Proficiency Assessment results. This linked score will be used as the prior year score in the learning gains calculation.

Inclusion of Students Who Take the Florida Alternate Assessment

Under requirements of the federal Elementary and Secondary Education Act (ESEA), Florida may include the FAA scores of students with disabilities (SWDs); however, the number of students in a district scoring at Level 4 and above on the FAA cannot exceed 1% of the total enrollment of students in grades 3 through 10 in the district. The 1% cap is calculated for both Reading and Mathematics separately. If a district exceeds this 1% cap, then the state must determine which of those students will be excluded from the district grades and school grades achievement numerators; no student is removed from the denominator. The removal of students from the achievement numerator is done separately for the ELA achievement and Mathematics achievement components. Students with medical complexities and extraordinary exemptions are not included in the calculations. In addition, a waiver process also exists for the districts with special circumstances to apply for an exemption from all or part of the 1% cap requirement for its SWDs taking the FAA.

When calculating the 1% cap for FAA - Reading, the total enrollment of students in a district includes those students enrolled in grades 3 through 10 at the beginning of the testing window for FSA ELA Writing. When calculating the 1% cap for FAA - Mathematics, the total enrollment of students in a district includes those students enrolled in grades 3 through 10 at the beginning of the testing window for FSA Mathematics.

The following steps are used to determine which students are excluded from the achievement numerators.

- If the number of students scoring at Level 4 or above is greater than 1% of the total enrollment calculated for the corresponding subject, then those students who scored at Level 4 and above with any combination of the following exceptionality codes are excluded from the achievement numerator:
 - Speech impaired, F
 - Language impaired, G
 - Specific learning disabled, K
 - Occupational therapy, D
 - Physical therapy, E
 - Gifted, L
 - Not applicable, Z

If a student has an exceptionality code other than those listed above, the student is not excluded from the numerator at this point.

- Next, if the district is still over the 1% cap after the step above, then the scores of students with a reported exceptionality of emotional/behavioral disability, J, are removed from the numerator. The SWD code for these students may include any of

the exceptionality codes listed above; students with any other exceptionality code remain in the numerator at this point.

- Finally, if the district is still over the 1% cap after the two steps above, then the scores for the remaining students with disabilities should be ordered based on school number and student ID. The first student at each school, beginning with the first school listed, is removed until the district is below the 1% cap. If the district is above the 1% cap once the first student at each school is removed, then the second student listed is removed. This process continues until the district is below the 1% cap.

Students Enrolled in Courses Requiring End-of-Course Assessments

Statewide EOC assessment scores used for achievement and learning gains (beginning in 2015-16) measures for students in grades 9 through 12 will be scores for the assessments administered to students for the first time in grades 9 through 12 and must be for a course in which the student was enrolled. If a student took the assessment for the first time in grades 9 through 12 and then retook the assessment during the same school grades school year, the highest score will be included in the calculation as long as the student was enrolled in the course during the school grades school year.

Statewide EOC assessment scores used for achievement, learning gains (beginning in 2015-16), and middle school component measures for students in grades 6 through 8 will be scores for a course in which the student was enrolled. If a student retook the assessment during the same school grades school year while enrolled in the course, the highest score will be included in the calculation.

English Language Arts Achievement (100 points)

Denominator – Students in grades 3 through 10, as well as students enrolled in grades below grade 3 who test above grade level, and who are enrolled as of the first day of the writing test and earn a valid ELA or FAA – Reading score.

Numerator – Students in the denominator who score a Level 3 or above on the FSA ELA assessment or a Level 4 or above on the FAA – Reading and those FAA students who are not removed as a result of the 1% cap calculation. If a student took both the FSA ELA and the FAA – Reading, then the ELA score is the score that is used for inclusion in the numerator.

Mathematics Achievement (100 points)

Denominator – The following students are included in the denominator.

- Students with a valid test score who test on or above grade level on the FSA Mathematics or FAA - Mathematics, and who are enrolled as of the first day of testing and not enrolled in a mathematics EOC course (i.e., Algebra 1, Algebra 2, or Geometry).

- The FAA - Mathematics score for students who took a mathematics EOC assessment, were enrolled in a mathematics EOC course, or took the FSA Mathematics assessment will not be included.
- Students enrolled in a mathematics EOC course during the prior year Survey 4 or the current year Survey 1, 2, or 3, and who took the corresponding EOC assessment during the prior year Summer administration, the current year Fall, Winter, or Spring administrations; students who take a mathematics EOC assessment during the Spring administration must be enrolled in the school as of the first day of EOC Spring testing.
- Students with a valid test score for more than one mathematics EOC assessment are counted only once in the denominator.

Numerator – The following students are included in the numerator.

- Students who scored a Level 3 or above on the FSA or EOC assessment that corresponds with the criteria for student inclusion in the denominator.
- If a student scores a Level 3 or above on multiple mathematics EOC assessments during a school grades school year, then the student is included once in the numerator.
- Students who score a Level 4 or above on the FAA – Mathematics meet the FAA – Mathematics inclusion criteria for the denominator and are not removed as a result of the 1% cap calculation.

Science Achievement (100 points)

Denominator – The following students are included in the denominator.

- Students with a valid test score who test on or above grade level on the statewide science assessment or FAA - Science, and who are enrolled as of the first day of the statewide science assessment and not enrolled in Biology.
- The FAA - Science score for students who took the Biology 1 EOC assessment and were enrolled in Biology or who took the statewide science assessment will not be included.
- Students enrolled in a Biology 1 EOC course during the prior year Survey 4 or the current year Survey 1, 2, or 3, and who took the Biology 1 EOC assessment during the prior year Summer administration or the current year Fall, Winter, or Spring administrations; students who take the Biology 1 EOC assessment during the Spring administration must be enrolled in the school as of the first day of Biology 1 EOC Spring testing.

Numerator – Students who scored a Level 3 (FAA Level 4) or above on the assessment that corresponds with the criteria for student inclusion in the denominator.

Social Studies Achievement (100 points)

Denominator – The following students are included in the denominator.

- Students with a valid test score and enrolled in a Civics or U.S. History EOC course during the prior year Survey 4 or the current year Survey 1, 2, or 3, and who took the corresponding EOC assessment during the prior year Summer administration or the current year Fall, Winter, or Spring administrations; students who take either EOC assessment during the Spring administration must be enrolled in the school as of the first day of EOC Spring testing.
- Students with a valid test score for both Civics and U.S. History are counted only once in the denominator.

Numerator – Students who scored a Level 3 or above on the assessment that corresponds with the criteria for student inclusion in the denominator. If a student scores a Level 3 or above on both assessments during a school grades school year, then the student is included once in the numerator.

Learning Gains Components

For the 2014-15 informational baseline school grades, learning gains and learning gains of the lowest 25% will not be calculated.

Acceleration Component for Middle Schools (100 points)

In order for a school to be eligible to receive the middle school component, the school must have students enrolled in both grades 7 and 8.

Denominator – An eligible student for this component is a student who meets one of the following criteria:

- A current-year, full-year enrolled grade 8 student who scored a Level 3 or above on the grade 7 mathematics statewide assessment, Algebra 1 EOC assessment, or Geometry EOC assessment in the prior year.
 - Students must either be enrolled at the school at the time of testing or be enrolled in an EOC course and have taken the assessment prior to the Spring administration and during the same school grades school year. These students will be included in the denominator regardless of enrollment in a current year EOC course or prior year industry certification.
- A current-year, full-year enrolled grade 6, 7, or 8 student who is enrolled in a high school EOC course and has a valid score for the corresponding EOC assessment.
 - These students must be enrolled in a high school EOC course during the prior year Survey 4 or the current year Survey 1, 2, or 3, and have a valid score on the corresponding EOC during the prior year Summer administration or the current year Fall, Winter, or Spring administrations; students who take an EOC during the Spring administration must be enrolled in the school as of the first day of EOC Spring testing.
- A prior-year, full-year enrolled grade 6, 7, or 8 student who took a test for a high

school industry certification.

- Students who take a high school industry certification test will be included in the denominator only for those certifications identified in the industry certification funding list adopted in Rule 6A-6.0573, F.A.C.

Students with a valid test score for more than one EOC assessment are counted only once in the denominator. Students must be enrolled in the high school EOC course for the test that they take; the courses are not limited to mathematics EOC courses. A student cannot be included for the same EOC for which the student scored a Level 3 or above in a prior year.

Students who meet more than one of the above criteria are included only once in the denominator. For example, if a current-year grade 8 student is enrolled in a high school EOC course with a valid EOC test score and took a high school industry certification in the prior year, then the student will only be included once in the denominator. Students who take an EOC and industry certification in the current year will be included in the current year for the EOC and the next year for the industry certification.

Numerator – Those students in the denominator who scored a Level 3 or higher on the EOC assessment for the corresponding course in which the student was enrolled or those students who in the prior year was full-year enrolled and earned a high school industry certification.

School Grades Components for High Schools

These components are determined using prior year data. Schools that had students enrolled in grades 11 and 12 in the prior year are eligible for the following components:

Graduation Rate (100 points)

Florida's graduation rate is calculated using guidelines set forth by the U.S. Department of Education. The technical guide for calculating the Florida graduation rate can be found here: <http://fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/database-technical-info.stml>.

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

Numerator – Those students in the denominator who have one of the following codes by the end of the fourth year of the cohort:

- | | | |
|-------|-------|-------|
| • W06 | • WFW | • WXT |
| • W6A | • WFT | • WXW |
| • W6B | • WFA | • W54 |
| • W43 | • WFB | • W55 |
| • W52 | • WXL | |

The definitions for each of the codes above can be found in the technical guide for calculating the graduation rate at the link above.

College and Career Acceleration (100 points)

Denominator – Students from the graduation rate numerator.

Numerator – Graduates who, during the four years of the cohort, earned at least

- a score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination,
- a score of 4, 5, 6, or 7 on an International Baccalaureate (IB) examination,
- a score of 3, 4, 5, 6, 7, or 8 on an Advanced International Certificate of Education (AICE) examination,
- a C- or better in an approved dual enrollment course, OR
- a CAPE industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List.

For the purpose of calculating a school's college and career acceleration component, a student shall be counted no more than once in the numerator and denominator.

Approved AP, IB, and AICE assessments are found in the [Credit-By-Exam Equivalencies](#).

Approved industry certifications can be found at <http://www.fldoe.org/core/fileparse.php/3/urlt/1314icfl.pdf>. The list of approved dual enrollment courses will be provided upon request.

Procedures for Calculating School Grades

A school letter grade of A, B, C, D, or F shall be calculated based on the percentage of possible points earned by each school for the components applicable to the school. In the calculation of a school's grade, 100 points are available for each component with sufficient data, with one point earned for each percentage of students meeting the criteria for the component. The points earned for each component shall be expressed as whole numbers by rounding the percentages.

The school's grade is determined by summing the points earned for each component and dividing this sum by the total number of available points for all components with sufficient data. The percentage resulting from this calculation will be expressed as a whole number.

Letter grades shall be assigned to schools based on the percentage of total applicable points earned as follows:

- 62 percent of total applicable points or higher equals a letter grade of A
- 54 to 61 percent of total applicable points equals a letter grade of B
- 41 to 53 percent of total applicable points equals a letter grade of C
- 32 to 40 percent of total applicable points equals a letter grade of D
- 31 percent of total applicable points or less equals a letter grade of F

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

Withholding or Revoking a Grade

A school or district grade shall be withheld or revoked, and designated as incomplete, (I), if the data does not accurately represent the progress of the school or district. The circumstances where data does not accurately represent the progress of a school or district are where:

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

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

District Grading System

The commissioner shall assign a letter grade of A, B, C, D, or F to each school district annually as provided in s. 1008.34(5), F.S., and rule 6A-1.09981 School and District Accountability, F.A.C., based on the components and processes in this document for school grades. The district's grade is calculated as if the district's students are enrolled in one large combination school. All students who are full-year enrolled in the district will be included in the district's grade. This means that students who were not full-year enrolled at an individual school but who were full-year enrolled within the district will be included in the district's grade.

School District Responsibility and Review Process

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

Based upon the data provided by school districts, the department will create data files (i.e., INDV files) from which grades will be calculated and provide districts the opportunity to review these files and make corrections, updates, and provide additional matches.

Subsequent to the review process described above, the department will provide school districts preliminary school grades for the schools in the district. Districts shall be afforded an opportunity to contest or appeal a preliminary school grade within 30 days of the release of the preliminary school grade.

A successful grade appeal requires that the district clearly demonstrate the following:

- Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different grade would be assigned to a school; or
- Where the percent of students tested is less than 95 percent at a school and the school did not receive a grade, that the student data accurately represents the progress of the school.

An appeal will not be granted under the following circumstances:

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

In order to ensure that districts have the opportunity to submit and review data upon which grades are calculated, the Department shall annually publish the timeframes and deadlines for these activities at www.schoolgrades.fldoe.org. Districts shall be afforded a minimum of 14 days to submit corrections as a result of the review opportunity set forth in Rule 6A-1.09981, School and District Accountability, F.A.C.

Definitions

For the purpose of calculating school grades, the following definitions apply:

“Full-year-enrolled student” means a student who is present for both the second and third period FTE student membership surveys as specified in Rule 6A-1.0451, F.A.C., and who is still enrolled at the time of statewide standardized testing.

“Home-zoned school” means the school that the student would otherwise attend if the student was not enrolled in the alternative school or ESE center school. This school is recorded as the “Zoned” school in the automated student information system (<http://www.fldoe.org/core/fileparse.php/7729/urlt/0100342-173174.pdf>).

“Learning gains” means that the student demonstrates growth from one year to the next year sufficient to meet the criteria below. Learning gains may be demonstrated in ELA and Mathematics. Students may demonstrate learning gains in four different ways.

- Students who increase at least one achievement level on the statewide standardized assessment in the same subject area.
- Students who scored below Achievement Level 3 on the statewide standardized assessment in the prior year and who advance from one subcategory within Achievement Level 1 or 2 in the prior year to a higher subcategory in the current year in same subject area. Achievement Level 1 is comprised of three equal subcategories and Achievement Level 2 is comprised of two equal subcategories. Subcategories are determined by dividing the scale of Achievement Level 1 into three equal parts and dividing the scale of Achievement Level 2 into two equal parts. If the scale range cannot be evenly divided into three equal parts for Achievement Level 1 or into two equal parts for Achievement Level 2, no subcategory may be more than one scale score point larger than the other subcategories; the highest subcategories shall be the smallest.
- Students whose score remained at Achievement Level 3 or 4 on the statewide standardized assessment in the current year and whose scale score is greater in the current year than the prior year in the same subject area. This does not apply to students who scored in a different achievement level in the prior year in the same subject area; and
- Students who scored at Achievement Level 5 in the prior year on the statewide standardized assessment and who score in the same Achievement Level in the current year in the same subject area.

“Passing” means that the student must attain a statewide standardized assessment score of Achievement Level 3 or higher, except for the 2014-15 school year; for the FAA, a student must score at Level 4 or higher.

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

- English Language Arts Achievement,
- Mathematics Achievement,
- English Language Arts Learning Gains,
- Mathematics Learning Gains,
- English Language Arts Learning Gains of the Lowest 25%,
- Mathematics Learning Gains of the Lowest 25%,
- Science Achievement,
- Social Studies Achievement,
- Middle School Acceleration,
- Graduation Rate, and
- College and Career Acceleration.

“School grades school year” means the Fall, Winter, Spring, and the preceding Summer for the purposes of the school grades calculation.

“Statewide standardized assessments” means the assessments required in s. 1008.22(3), F.S., including the comprehensive statewide assessments, the EOC assessments, and the FAA.

“Students in the lowest 25%” means current year full-year-enrolled students whose prior year assessment scores are in the lowest performing 25% on the statewide standardized assessments in the subject areas of ELA or Mathematics for each school.

“Subject areas” means the four areas of ELA (English Language Arts in grades 3 through 10), Mathematics (Mathematics in grades 3 through 8, Algebra 1, Geometry, and Algebra 2), Science (Science in grades 5 and 8, and Biology 1), and Social Studies (Civics and U.S. History).

“FRL” means those students who qualify for free and reduced-price lunches; this is also used to indicated the percentage of students classified as economically disadvantaged.

“Minority Rate” means those students who are non-White students.