

2016-17 Guide to Calculating School Improvement Ratings for Alternative Schools and ESE Center Schools



Pam Stewart, Commissioner

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

Questions? Please call 850-245-0411 or e-mail evalnrpt@fldoe.org.

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Overview

School improvement ratings are part of Florida's school accountability system, which originated with the Florida Legislature's passage of Assistance Plus (A+) legislation in 1999. The school improvement rating calculation was revised substantially for the 2015-16 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments (FSA). The current school improvement rating model uses the school grades learning gains components as the basis of the calculation; however, there are additional business rules for inclusion in school improvement ratings that do not apply to schools receiving school grades.

School improvement ratings are calculated for alternative schools and exceptional student education (ESE) center schools that choose to receive a school improvement rating in lieu of a school grade, as defined in Rule 6A-1.099822, Florida Administrative Code (F.A.C.), Rule 6A-1.099828, F.A.C., and under the authority of Sections 1008.341 and 1008.3415, Florida Statutes (F.S.). Based on statutory criteria, alternative schools and ESE center schools are identified by the Florida Department of Education with input from Florida's school districts. Once these schools are identified for the reporting year, the administration of each school is provided the opportunity to choose either a regular school grade (using criteria applicable to schools receiving school grades) or a school improvement rating (using criteria described in Rule 6A-1.099822, F.A.C.) for the applicable reporting year. If the administrator of an alternative school or ESE center school does not choose either option, the school will receive a school improvement rating.

The purpose of this technical guide is to provide a description of the procedures used to determine school improvement ratings for the 2016-17 school year as set forth in Rule 6A-1.099822, F.A.C., Rule 6A-1.099828, F.A.C., s. 1008.34, F.S., s. 1008.341, F.S., and s. 1008.3415, F.S. This guide does not replace or supersede rule or statute and is intended to provide the reader with an explanation of the methodology for establishing school improvement ratings as set forth in rule and statute.

Components

Schools that elect a school improvement rating in lieu of a school grade will have the rating based on student learning gains for English language arts and/or mathematics; schools will be rated on only those components for which they have sufficient data. Sufficient data exists when at least ten students are eligible for inclusion in the calculation for the component; eligibility criteria are described within this guide.

English Language Arts Learning Gains – This component includes student performance on statewide standardized English language arts assessments, and measures student growth from one year to the next year beginning from grade 3 to grade 4.

Mathematics Learning Gains – This component includes student performance on statewide standardized mathematics assessments, including the comprehensive assessments and EOC assessments. This component measures student growth from one year to the next year beginning from grade 3 to grade 4.

School Improvement Ratings Calculation

The points earned for each component for which there are sufficient data are added together and divided by the total number of possible points to determine the percentage of points earned.

School Improvement Ratings Percentages

- Commendable = 50% of points or greater
- Maintaining = 26% to 49% of points
- Unsatisfactory = 25% of points or less

Percent Tested

Schools must test at least 80 percent of their students in order to receive a rating. To be eligible for a rating of Commendable, a school must test 90 percent or more of their students.

Identification of Alternative Schools and ESE Center Schools

Rule 6A-1.099822, F.A.C., defines alternative schools as a school that provides dropout prevention and academic intervention services pursuant to s. 1003.53, F.S., alternative schools are identified for accountability purposes using the Master School Identification (MSID) list, as classified by the school's primary service type.

Rule 6A-1.099828, F.A.C., defines ESE center schools as those schools designed to meet the needs of students with disabilities, which have a unique MSID number assigned and in which all students in attendance in grades K-12 are identified as students with a disability on student demographic records submitted by Florida school districts during Survey 2.

Annually, prior to the calculation of school grades and school improvement ratings, the department provides districts the opportunity to submit recommendations for additions and deletions to a list of alternative schools and a list of ESE center schools.

Resources

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

The statutes that provide for the identification of alternative schools and ESE center schools, as well as the framework for the school improvement ratings calculation are at the following links: [Section 1008.341, F.S.](#), and [Section 1008.3415, F.S.](#)

The rule adopted by the State Board of Education at its September 23, 2016, meeting describes more specifically the school improvement ratings calculation and can be found at the following link: [Rule 6A-1.099822, F.A.C.](#)

The rule defining ESE center schools can be found at the following link: [Rule 6A-1.099828, F.A.C.](#)

The rule adopted by the State Board of Education at its January 6, 2016, meeting describes learning gains calculations can be found at the following link: [Rule 6A-1.09981, F.A.C.](#)

The department's website contains additional information about school improvement ratings, including the results of the calculation for each school. Additional information describing the calculation and historical information are available at <http://schoolgrades.fldoe.org/>.

School Improvement Rating System

Schools to be Rated

A school that selects a school improvement rating is assigned a rating of Commendable, Maintaining, or Unsatisfactory, if it has sufficient data for at least one learning gains component. To ensure that student data accurately represent school performance, schools shall assess at least 80 percent of their eligible students to qualify for a school improvement rating. Schools that test less than 90 percent of their eligible students are not eligible to earn a rating higher than Maintaining. A school shall receive a rating based solely on the components for which it has sufficient data. Sufficient data exists when at least 10 students are eligible for inclusion in the calculation of the component. If a school has less than 10 eligible students with data for a particular component, that component will not be calculated for the school.

Students who receive testing exemptions due to medical complexities and extraordinary exemptions are not included in the calculations for percent tested or learning gains. Additionally, students who are reported with dropout prevention/DJJ program codes for dropout retrieval, R, or alternative to expulsion, E, are not included in school grades or school improvement rating calculations.

Florida Standards Alternate Assessment

The 2015-16 school year was the first year that the Florida Standards Alternate Assessments (FSAA) were administered. Since the learning gains calculations for the FSAA English Language Arts, Mathematics, and EOC examinations have not been incorporated into the School Grades and School Improvement Rating rules, the FSAA testing results will only be included in percent tested for the 2016-17 school improvement ratings. Beginning with the 2017-18 school year, the FSAA assessments will be included in the learning gains components.

Collocated Schools

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

The collocated school provision may apply when a regular school is on the same campus as an alternative school, a charter school, and/or an ESE center school, as well as in situations where several traditional schools share the same address. The provision may also apply when none of the schools at the same site are designated as a traditional school, which would mean that a single school grade would still be calculated for all schools occupying the same site. When the collocated schools do not individually generate sufficient data to calculate a school grade or school improvement rating, data from all of the collocated schools will be aggregated and they will all be assigned the same school grade ***even if all of the schools whose data are being aggregated were eligible for and selected school improvement ratings.***

Calculating Percent Tested

To ensure that student data accurately represent the progress of the school, schools must assess at least 80 percent of their students to qualify for a school improvement rating. To be included as an assessed student in the percent-tested measure, a student must be enrolled during the third-period, full-time equivalent (FTE) student membership survey (Survey 3) and must be enrolled in at least one course at their school of enrollment, as specified in Rule 6A-1.0451, F.A.C. Students must also be enrolled as of the first day of the assessment window for the subject area and assessed on a statewide standardized assessment per the statewide K-12 assessment schedules published by the Office of Assessment on the [department's website](#).

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

Inclusion of English Language Learners

English language learners (ELLs) who have been enrolled in a U.S. school for fewer than two years are included in percent tested; the dates used to determine years enrolled are the “Date Entered United States School” data element as reported on Survey 3 and the first administration date of the writing section of the FSA English Language Arts (ELA) assessment. The date used for the first day of the writing section for the 2016-17 school year is February 27, 2017.

Students Enrolled in Courses Requiring End-of-Course Assessments

Students in grades 9 through 12, who are enrolled in a course associated with an EOC, are only included in the percent tested for that course if they have not previously taken the associated EOC while in grades 9 through 12 or earned a passing score when enrolled in grade 8 or below.

Students in grade 8 and below, who are enrolled in a course associated with an EOC, are only included in the percent tested for that assessment if they are first-time test takers or have not scored a Level 3 or above on the same EOC in a prior year.

English Language Arts for Percent Tested

Denominator – The following students are included in the denominator:

- Students enrolled in grades 3 through 10 during Survey 3, including students in grades below grade 3 who test above their enrolled grade level, and who are enrolled as of the first day of the FSA ELA or FSAA ELA.
 - The first day of the FSA ELA for Grades 4-10 is the first day of the FSA ELA – Writing assessment. The first day of the FSA ELA for grade 3 is the first day of the Grade 3 FSA ELA – Reading assessment.
 - The first day of the FSAA ELA for Grades 3-8 is the first day of the Grades 3-8 Performance Task. The first day of the FSAA ELA for Grades 9-10 is the first day of the Grades 9-10 Performance Task.
 - Students who met the grade 10 graduation requirement for ELA or Reading prior to the Spring FSA ELA testing window are not included.
 - ELLs who have been enrolled in a U.S. school for less than two years are included.

- Students who took the Fall FSA ELA Grade 10 Retake and who took an FSA ELA assessment in the prior year. Students must have a valid score for both years.
- Students who took the Spring FSA ELA Grade 10 Retake and who took an FSA ELA assessment in the prior year. Students must have a valid score for both years.
- Students who took the FCAT 2.0 Reading Retake only and who have a valid prior-year FCAT 2.0 Reading Retake.
- Students enrolled in grades 9-12 who do not have current-year learning gains based on statewide standardized assessment results, scored an achievement level 1 or 2 in the prior year, and who earned an ACT or SAT concordant score between June 1, 2016, and May 31, 2017 that can be used to calculate learning gains.

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FSA ELA or the FSAA ELA assessments.
 - First-year ELLs who did not take the ELA assessment but were tested on the English language proficiency assessment are included.
 - Second-year ELLs who took the English language proficiency assessment but did not take the ELA assessment are not included.
- Students who take at least one of the two sections of the ELA at their Survey 3 school are considered tested.
- Students enrolled in grades 9-12 who do not have current-year learning gains based on statewide standardized assessment results, scored an achievement level 1 or 2 in the prior year, and who earned an ACT or SAT concordant score between June 1, 2016, and May 31, 2017 that can be used to calculate learning gains.
- Students who completed their FSAA ELA assessment using the Datafolio option are included.

Mathematics for Percent Tested

Denominator – The following students are included in the denominator:

- Students enrolled in grades 3 through 8 during Survey 3, including students in grades below grade 3 who test above their enrolled grade level, who are enrolled as of the first day of the FSA Mathematics or FSAA Mathematics assessment and not enrolled in a mathematics course with an associated EOC.
- In addition, any student enrolled in a course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which a FSA EOC mathematics or FSAA EOC mathematics assessment is required and enrolled in the school on the first day of Spring mathematics FSA EOC or FSAA EOC testing.
- Students enrolled in a course where a mathematics FSA EOC assessment is required during one of the four surveys and who tested in Summer, Fall, or Winter.
- Students in high school taking high school accelerated mathematics courses or credit recovery for mathematics are only included in the denominator if they take the mathematics FSA EOC assessment associated with the course of enrollment.
 - Please refer to page 17 for a list of these courses, which are identified as “Optional.”
- Students without a current-year, first-time assessment, enrolled in an EOC course who retake the same EOC from the prior year.
 - This applies to both the FSA EOCs and the NGSSS Algebra 1 EOC.

- Students who do not have current-year learning gains based on statewide standardized assessment results, scored an achievement level 1 or 2 in the prior year on either the FSA Mathematics, FSA/NGSSS Algebra 1, or FSA Geometry EOC, and who earned a PERT comparative score between June 1, 2016, and May 31, 2017 that can be used to calculate learning gains.

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FSA Mathematics or FSAA Mathematics assessment and who were not enrolled in a mathematics course associated with a FSA EOC or FSAA EOC assessment.
 - Students who completed their FSAA Mathematics or FSAA mathematics EOC assessment using the Datafolio option are included.
- Students in the denominator and enrolled in a mathematics course in which a FSA EOC assessment is required and took the associated FSA EOC assessment.
- Students in the denominator and enrolled in an access mathematics course in which a FSAA EOC assessment is required must take the associated FSAA EOC assessment or the corresponding FSA EOC assessment.
- Students enrolled in multiple mathematics EOC courses are counted only once if they take at least one of the associated EOC assessments.
- Students without a current-year, first-time assessment who retake the same EOC.
- Students who do not have current-year learning gains based on statewide standardized assessment results, scored an achievement level 1 or 2 in the prior year on either the FSA Mathematics, FSA/NGSSS Algebra 1, or FSA Geometry EOC, and who earned a PERT comparative score between June 1, 2016, and May 31, 2017 that can be used to calculate learning gains.

School Improvement Rating Components

The school improvement rating components shall be calculated as a percentage.

Learning Gains Components

Each learning gains component for English language arts and mathematics is worth 100 points and is based on the percentage of students who met one of the following learning gains criteria:

- Students who increase at least one (1) 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. See tables 1-4 for the scores that comprise each subcategory.
 - Achievement Level 1 is comprised of three (3) subcategories, and Achievement Level 2 is comprised of two (2) subcategories; subcategories are determined by dividing the scale of Achievement Level 1 into three (3) equal parts and dividing the scale of Achievement Level 2 into two (2) equal parts.
 - If the scale range cannot be evenly divided into three (3) equal parts for Achievement Level 1 or into two (2) equal parts for Achievement Level 2, no subcategory may be more than one (1) 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.
- Students who take a FSA EOC assessment and remained at Achievement Level 3 or Achievement Level 4.
- Students who scored at Achievement Level 5 in the prior year on the statewide standardized assessment and who score in Achievement Level 5 in the current year in the same subject area.

Table 1. Learning Gains for FSA English Language Arts*

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 3	240-284	240-254	255-269	270-284	285-299	285-292	293-299	300-314	315-329	330-360
Grade 4	251-296	251-266	267-281	282-296	297-310	297-303	304-310	311-324	325-339	340-372
Grade 5	257-303	257-272	273-288	289-303	304-320	304-312	313-320	321-335	336-351	352-385
Grade 6	259-308	259-275	276-292	293-308	309-325	309-317	318-325	326-338	339-355	356-391
Grade 7	267-317	267-283	284-300	301-317	318-332	318-325	326-332	333-345	346-359	360-397
Grade 8	274-321	274-289	290-305	306-321	322-336	322-329	330-336	337-351	352-365	366-403
Grade 9	276-327	276-293	294-310	311-327	328-342	328-335	336-342	343-354	355-369	370-407
Grade 10	284-333	284-300	301-317	318-333	334-349	334-341	342-349	350-361	362-377	378-412

*For students whose prior-year assessment is the WIDA ACCESS, the WIDA ACCESS score is converted to a FSA ELA scale score and the table above is used to calculate ELA learning gains.

Table 2. Learning Gains for FCAT 2.0 Grade 10 Reading Retake

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 10	188-227	188-201	202-214	215-227	228-244	228-236	237-244	245-255	256-270	271-302

Table 3. Learning Gains for FSA Mathematics

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Grade 3	240-284	240-254	255-269	270-284	285-296	285-290	291-296	297-310	311-326	327-360
Grade 4	251-298	251-266	267-282	283-298	299-309	299-304	305-309	310-324	325-339	340-376
Grade 5	256-305	256-272	273-289	290-305	306-319	306-312	313-319	320-333	334-349	350-388
Grade 6	260-309	260-276	277-293	294-309	310-324	310-317	318-324	325-338	339-355	356-390
Grade 7	269-315	269-284	285-300	301-315	316-329	316-322	323-329	330-345	346-359	360-391
Grade 8	273-321	273-289	290-305	306-321	322-336	322-329	330-336	337-352	353-364	365-393

Table 4. Learning Gains for FSA End-of-Course Assessments

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Algebra 1	425-486	425-445	446-466	467-486	487-496	487-491	492-496	497-517	518-531	532-575
Geometry	425-485	425-445	446-465	466-485	486-498	486-492	493-498	499-520	521-532	533-575
Algebra 2	425-496	425-448	449-472	473-496	497-510	497-503	504-510	511-528	529-536	537-575

Table 5. Learning Gains for NGSSS End-of-Course Assessments

Assessment	Level 1				Level 2			Level 3	Level 4	Level 5
	Level 1	Low	Middle	High	Level 2	Low	High			
Algebra 1	325-374	325-341	342-358	359-374	375-398	375-386	387-398	399-424	425-436	437-475
Geometry	325-369	325-339	340-354	355-369	370-395	370-382	383-395	396-417	418-433	434-475

Assessment Combinations for Learning Gains

The following tables indicate the combination of current-year and prior-year assessments that can be used to calculate learning gains; valid combinations must include two consecutive years of assessments. The red row labels indicate the prior-year assessment, and the green column labels indicate the current-year assessment. To determine whether or not a student will be included in learning gains, first identify the assessment the student took in the current year and then the assessment the student took in the prior year. For example, if a student took FSA Geometry in the current year and FSA Algebra 2 in the prior year, then the student would be included in learning gains. For clarification about what happens if a student has multiple assessments in a subject area, refer to the denominator for the specific learning gain.

Table 6. Assessment Combinations for English Language Arts Learning Gains

	FSA ELA	FCAT 2.0 Reading	ELL WIDA ACCESS
FSA ELA	Y	N	N
FCAT 2.0 Reading	N	Y	N
ELL WIDA ACCESS	Y	N	N

Table 7. Assessment Combinations for FSA Mathematics and FSA EOC Learning Gains

	FSA Math	FSA Alg 1	FSA Alg 2	FSA Geometry
FSA Math	Y	Y	Y	Y
FSA Alg 1	Y	Y	Y	Y
FSA Alg 2	Y	N	Y	Y
FSA Geometry	Y	Y	Y	Y

Table 8. Assessment Combinations for NGSSS EOC Learning Gains

	NGSSS Alg 1
NGSSS Alg 1	Y
NGSSS Geo	Y

If a student has both a valid prior-year FSA/EOC and a valid prior-year alternate assessment, then only the prior-year FSA/EOC will be considered for inclusion in the learning gains calculations.

To be included in the learning gains components, students must have been enrolled in the alternative school or ESE center school during Survey 2 week or Survey 3 week. Students enrolled in schools that choose a school improvement rating are not required to be full-year enrolled in order to be included in the school improvement rating calculation.

FSA Mathematics Learning Gains for Retained Students

If a student was enrolled in grade 8 or below in the prior year and retakes the same assessment in the current year, then the student must

- increase one or more achievement levels,
- increase at least one subcategory if maintaining an Achievement Level 1 or 2,
- increase scale score by at least one point if maintaining an Achievement Level 3 or 4, or
- maintain an Achievement Level 5.

Learning Gains for FSA Mathematics to EOCs and EOCs to FSA Mathematics

In order to make a learning gain, students with valid assessment combinations of prior-year FSA Mathematics and current-year EOC(s) or prior-year EOC(s) and current-year FSA Mathematics must either

- increase one or more achievement levels,
- increase at least one subcategory if maintaining an Achievement Level 1 or 2, or
- maintain an Achievement Level 3, 4, or 5.

Because of the different score scales for the FSA Mathematics and the FSA EOCs, students who maintain an Achievement Level 3 or 4 will not be required to increase their scale score by 1 point in order to demonstrate a learning gain.

Learning Gains for EOCs

In order to make a learning gain, students with valid assessment combinations of prior-year and current-year EOCs must either

- increase one or more achievement levels,
- increase at least one subcategory if maintaining an Achievement Level 1 or 2, or
- maintain an Achievement Level 3, 4, or 5.

Inclusion of English Language Learners

English language learners (ELLs) are included in the learning gains components once they have two consecutive years of assessments. For ELLs who did not take the FSA ELA assessment during their first year of enrollment, a FSA 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. For the 2016-17 learning gains calculations, the English language proficiency assessment results used are the prior-year WIDA ACCESS results. The original 2015-16 WIDA ACCESS scores will be used to calculate the linked scores.

Method for Converting WIDA ACCESS Scale Scores to the FSA ELA Scale Score

For ELLs whose first year of assessment data is the WIDA ACCESS, linked scores for ELA are calculated using the following method. Since there are eight grade level assessments for the FSA ELA, there are eight separate equations needed to convert WIDA ACCESS scores to the corresponding ELA grade level assessment scale score.

Table 9. Transformation Coefficients ELA

Grade	Intercept	Slope (Listening SS)	Slope (Speaking SS)	Slope (Reading SS)	Slope (Writing SS)
3	96.70710770	0.08080861	0.02658397	0.33252824	0.12474559
4	95.94589361	0.08080861	0.02658397	0.33252824	0.12474559
5	97.06224537	0.08080861	0.02658397	0.33252824	0.12474559
6	100.53422617	0.08080861	0.02658397	0.33252824	0.12474559
7	102.71216758	0.08080861	0.02658397	0.33252824	0.12474559
8	106.52248179	0.08080861	0.02658397	0.33252824	0.12474559
9	99.30397662	0.08080861	0.02658397	0.33252824	0.12474559
10	102.12262086	0.08080861	0.02658397	0.33252824	0.12474559

Steps using Table 9:

- 1) Multiply each Listening SS, Speaking SS, Reading SS, and Writing SS score by the corresponding slope coefficients from Table 9, and then add the corresponding intercept.
- 2) Round the resulting estimate to the nearest integer.
- 3) If the rounded number is outside of the ranges indicated in Table 10, the rounded number that is smaller than the minimum score for that grade should be set to the minimum score and the rounded number that is larger than the maximum score should be set to the maximum score.

Example:

If a student in Grade 3 ELA has a Listening SS equal to 405, Speaking SS equal to 390, Reading SS score equal to 410, and Writing SS score of 395, then:

- 1) First, multiply 405 by 0.08080861, 390 by 0.02658397, 410 by 0.33252824, and 395 by 0.12474559.
- 2) Second, add 96.70710770.

$$[(405 * 0.08080861) + (390 * 0.02658397) + (410 * 0.33252824) + (395 * 0.12474559) + (96.70710770)] = 325.41342950$$
- 3) Third, round 325.41342950 to the nearest integer [325].
- 4) Since 325 is neither smaller or larger than the minimum or maximum score for Grade 3 ELA, the scale score does not need to be set to the minimum or maximum score.

Table 10. Minimum and Maximum Scores for ELA

Assessment Grade Level	Minimum Score	Maximum Score
3	240	360
4	251	372
5	257	385
6	259	391
7	267	397
8	274	403
9	276	407
10	284	412

Students Enrolled in Courses Requiring EOC Assessments

Learning gains will be calculated using a student’s best EOC assessment score in each subject of the prior school year; inclusion criteria for the current-year assessments are described below.

Statewide EOC assessment scores used for the learning gains components for students in grades 9 through 12 will be scores for the 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 in the current year. Students who earned a passing score on an EOC when enrolled in grade 8 or below and take that same EOC while enrolled in grades 9 through 12 will not be considered a first-time test taker for that EOC. 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.

Statewide EOC assessment scores used for the learning gains components for students in grade 8 and below will be scores for a course in which the student was enrolled in the current year. If a student retook the assessment during the same school grades school year while enrolled in the course, the highest score will be included in the calculation. Students who take an EOC assessment but had earned a passing score in a prior year will not be included in the calculation.

Learning Gains in English Language Arts (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid current-year assessment score and a valid prior-year assessment score, who tested on or above their enrollment grade level in the current year.
 - Students who met the grade 10 graduation requirement prior to the current-year Spring FSA ELA testing window and who did not make a learning gain are not included.
- Students must have one valid combination of current-year and prior-year assessments (refer to Table 6).
 - If a student took both the FSA ELA and the FSA ELA in the current year, then the FSA ELA score is the score that is used.
 - If a student took both the FSA ELA and the FSA Reading in the prior year, then the FSA ELA score is the score that is used.
 - If the student took the FSA ELA in the current year and only the WIDA ACCESS in the prior year and if the student has been in a school in the United States for less than two years, then the WIDA ACCESS score is used for learning gains.
- Students enrolled in grades 9-12 who do not have current-year learning gains based on statewide standardized assessment results, scored an achievement level 1 or 2 in the prior year, and who earned an ACT or SAT concordant score between June 1, 2016, and May 31, 2017 that can be used to calculate learning gains.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to page 8, using Table 1 or Table 2, as applicable, to determine gains for students who remained in the same achievement level below Level 5.
- Students enrolled in grades 9-12 who do not have current-year learning gains based on statewide standardized assessment results, scored an achievement level 1 or 2 in the prior year, and who earned an ACT or SAT concordant score between June 1, 2016, and May 31, 2017 that can be used to calculate learning gains.

Learning Gains in Mathematics (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid current-year assessment score and a valid prior-year assessment score, who tested on or above their enrollment grade level in the current year.
- Students must have a valid combination of current-year and prior-year assessments (refer to Tables 6 and 7).
 - Criteria for inclusion in current-year mathematics achievement apply to the current-year assessment for inclusion in learning gains (see page 8).
 - Students with valid combinations for multiple mathematics assessments will be included only once in the denominator.

- Students without a current-year, first-time assessment, enrolled in an EOC course who retake the same EOC from the prior year.
 - This applies to both the FSA EOCs and the NGSSS Algebra 1 EOC.
- Students who do not have current-year learning gains based on statewide standardized assessment results, scored an achievement level 1 or 2 in the prior year on either the FSA Mathematics, FSA/NGSSS Algebra 1, or FSA Geometry EOC, and who earned a PERT concordant score between June 1, 2016, and May 31, 2017 that can be used to calculate learning gains.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to page 8.
 - For students with a prior-year FSA Mathematics assessment and a current-year FSA Mathematics use Table 3 to determine gains for students who remained in the same achievement level below Level 5.
 - For students who took an FSA EOC, use Table 4 to determine gains.
 - For students who are included because of their NGSSS EOC, use Table 5 to determine gains.
 - Students with valid combinations for multiple mathematics assessments and who have demonstrated learning gains for more than one assessment will be included only once in the numerator.
- Students who do not have current-year learning gains based on statewide standardized assessment results, scored an achievement level 1 or 2 in the prior year on either the FSA Mathematics, FSA/NGSSS Algebra 1, or FSA Geometry EOC, and who earned a PERT concordant score between June 1, 2016, and May 31, 2017 that can be used to calculate learning gains.

Procedures for Calculating School Improvement Ratings

A school improvement rating 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 rating, 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 rating 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.

School improvement ratings shall be assigned to schools based on the percentage of total applicable points earned as follows:

- 50 percent of total applicable points or higher equals a rating of Commendable
- 26 to 49 percent of total applicable points equals a rating of Maintaining
- 25 percent of total applicable points or less equals a rating of Unsatisfactory

Schools that do not have sufficient data for any of the components will not receive a school improvement rating. School improvement ratings will not be calculated for schools that test fewer than 80% of the students enrolled. The department will withhold the ratings of schools that did not test a large enough percentage of students so that the department and the district can review the data and resolve any data issues that may have led to the calculation of a low percentage of students tested and allow for an analysis of whether the available data accurately reflect the performance of the school's student body. If the commissioner determines that the performance data for these schools are representative of the schools' progress, the department will release school improvement ratings for these schools at the end of the appeals period, regardless of whether or not the district submitted an appeal letter for the school(s).

Withholding or Revoking a Rating

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

- the percent of students tested at the school is less than 80% of the school'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, the department will assign an improvement rating to the school.

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 and school improvement ratings in accordance with the requirements of s. 1008.34, F.S., Rule 6A-1.09981, F.A.C., and Rule 6A-1.099822 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 and school improvement ratings.

Based upon the data provided by school districts, the department will create data files (i.e., INDV files) from which grades and ratings 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 with school improvement ratings for the schools in the district. Districts shall be afforded an opportunity to contest or appeal a school improvement rating within 30 days of the release of the school improvement rating.

A successful 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 rating would be assigned to a school.
- Where the percent of students tested is less than 80 percent at a school and the school did not receive a rating, 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 rating, if granted.
- It relies upon data that the district had the opportunity to correct but failed to do so, under the process described above or the data reporting processes as defined in Rule 6A-1.0014, F.A.C.

In order to ensure that districts have the opportunity to submit and review data upon which ratings 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, F.A.C.

Definitions

For the purpose of calculating school improvement ratings, the following definitions apply:

“First day of testing”/“time of testing” means the first day of the statewide testing window for each assessment. Please refer to the schedule of assessments published by the Bureau of K-12 Student Assessment. [Florida Statewide Assessment Program, 2016-2017 Schedule](#)

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

“Home-zoned school” means the school that the student would otherwise attend if the student was not enrolled in the alternative school or ESE center school. This school is recorded as the “Zoned” school in the automated student information system (<http://www.fldoe.org/core/fileparse.php/15229/urlt/1617-173174.pdf>). The student does not have to have been enrolled in the home-zoned school.

“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.

“Passing” means that the student must attain a statewide standardized assessment score that lies within Achievement Level 3 or higher. FSAA performance results will be included in school improvement rating calculations for the school year beginning with the 2017-18 school year.

“School improvement rating component” means the measures for which a school could receive a rating and include English Language Arts Learning Gains and Mathematics Learning Gains.

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

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

“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).

“Economically Disadvantaged Rate” means the percentage of students who qualify for free or reduced-price lunches, which is the indicator used to calculate the percentage of students classified as economically disadvantaged (<http://www.fldoe.org/core/fileparse.php/15229/urlt/1617-146025.pdf>).

“Minority Rate” means the percentage of students at the school who are not White.

End-of-Course Enrollment

The following table lists the courses used to identify EOC course enrollment on the prior-year Survey 4 and current-year Surveys 1, 2, and 3. The fourth column indicates whether or not students are required to take an EOC assessment at the conclusion of the course. Students enrolled in “optional” courses will only be included in school improvement ratings if they take the associated EOC.

The “X” in the course number for dual enrollment courses indicates that the various levels (e.g., 1000, 2000, 3000, 4000) are accepted values for enrollment.

COURSE	COURSE NAME	Subject	Required/ Optional
1200310	Algebra 1	Algebra 1	Required
1200320	Algebra 1 Honors	Algebra 1	Required
1200380	Algebra 1-B	Algebra 1	Required
1209810	Pre-AICE Mathematics 1	Algebra 1	Required
1200390	IB Middle Years Program Algebra 1 Honors	Algebra 1	Required
1200315	Algebra 1 for Credit Recovery	Algebra 1	Optional
1200385	Algebra 1B for Credit Recovery	Algebra 1	Optional
7912075	Access Algebra 1	Algebra 1	Access
7912090	Access Algebra 1B	Algebra 1	Access
MATX033	Intermediate Algebra	Algebra 2	Optional
1200330	Algebra 2	Algebra 2	Required
1200335	Algebra 2 for Credit Recovery	Algebra 2	Optional
1200340	Algebra 2 Honors	Algebra 2	Required
1200395	IB Middle Years Program Algebra 2	Algebra 2	Required
1209825	Pre-AICE Mathematics 3 IGCSE Level	Algebra 2	Required
1202352	AICE Mathematics 1 AS Level	Algebra 2	Optional
1206310	Geometry	Geometry	Required
1206320	Geometry Honors	Geometry	Required
1206810	IB Middle Years Program Geometry Honors	Geometry	Required
1209820	Pre-AICE Mathematics 2	Geometry	Required
1206315	Geometry for Credit Recovery	Geometry	Optional
1206300	Informal Geometry	Geometry	Optional
7912065	Access Geometry	Geometry	Access