

2023-24 Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index



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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 school grade and its associated components to understand how well each school is serving its students. The purpose of this technical guide is to provide a description of the procedures used to determine school grades for the 2023-24 school year as set forth in Rule 6A-1.09981, Florida Administrative Code (F.A.C.), and s. 1008.34, 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 2023-24 school grading system focuses the school grading formula on the following student success measures.

- Achievement
- Learning gains
- Graduation
- Acceleration success
- Maintaining a focus on students who need the most support

Table 1. The 2023-24 School Grades Model

English Language Arts	Mathematics	Science	Social Studies	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%)	Middle School (0% to 100%)
Grade 3 Achievement (0% to 100%)	Learning Gains (0% to 100%)				High School (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains of the Lowest 25% (0% to 100%)				
Learning Gains of the Lowest 25% (0% to 100%)					

Components

In 2023-24, a school's grade may include up to twelve (12) components. There are five (5) achievement components and four (4) learning gains components, as well as components for middle school acceleration, graduation rate, and college and career acceleration. Each component is worth up to 100 points in the overall calculation.

Five Achievement Components

The five achievement components are English Language Arts (ELA), Grade 3 ELA, Mathematics, Science, and Social Studies. These components include student performance on statewide, standardized assessments, including the comprehensive progress monitoring assessments and end-of-course (EOC) assessments. The components measure the percentage of full-year enrolled students who achieved a passing score.

Four Learning Gains Components

These components are learning gains in ELA and Mathematics, as well as learning gains for the lowest performing 25% of students in ELA and Mathematics. These components include student performance on statewide, standardized assessments, including the comprehensive progress monitoring assessments and EOC assessments for the current year and the prior year. The components measure the percentage of full-year enrolled students who achieved a learning gain from the prior year to the current year.

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 measures whether the students graduate within four years.

College and Career Acceleration

This component is based on the percentage of graduates from the graduation rate cohort who earned a passing score on an acceleration examination (qualifying AP, IB, or AICE), earned a passing grade in a dual enrollment course that qualified for college credit, earned 300 clock hours through career dual enrollment courses in the same approved program, earned an Armed Services Qualification Test score and two course credits within the same military branch, or earned an industry certification.

School Grades Calculation

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

School Grading Percentages

[Senate Bill 1048 \(2022\)](#) amended [s. 1008.34, F.S.](#), to require that the State Board of Education review the school grading scale to determine if adjustments should be made following the reintroduction of the learning gains components.

Rule 6A-1.09981(4)(e)3., F.A.C., pursuant to s. 1008.34(3)(c)1., F.S., has been amended so that the scale for elementary schools mirrors the scale that was in place from 2014-15 to 2021-22 and the scale for the remaining school types is a new grading scale. The resulting grading scales are as follows.

Elementary Schools

- 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

Middle, High, and Combination Schools

- A = 64% of points or greater
- B = 57% to 63% of points
- C = 44% to 56% of points
- D = 34% to 43% of points
- F = 33% of points or less

Percent Tested

Schools must test at least 95 percent of their students.

Resources

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

The “School and District Accountability” State Board of Education rule describes more specifically the school grades calculation and is located at the following link: [Rule 6A-1.09981, F.A.C.](#)

The Department’s website contains additional information about school and district grades, including the results of the calculation for each school and district. When the grades are finalized, this information will be available on the Department’s interactive [Know Your Schools Portal](#). Additional information describing the calculation and historical information are available on the [School Grades website](#).

School Grading System

Schools to be Graded

Each school is initially assigned a letter grade of “A,” “B,” “C,” “D,” or “F” annually, if it has sufficient data for at least one (1) school grading component, tested at least 95 percent of eligible students, and is not under investigation for a testing irregularity. Schools that test fewer than 95 percent of students may appeal their grade. If the appeal is successful, or if the commissioner determines the progress of the school is represented by the grade, then the school’s grade may be released.

A school shall receive a grade based solely on the components for which it has sufficient data. Sufficient data exists when at least ten (10) students are eligible for inclusion in the calculation of the component. If a school has less than ten (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 achievement.

Florida Alternate Assessment (FAA)

For the 2023-24 school year, the results of the FAA – Performance Task and FAA – Datafolio are only included for the calculation of percent tested. FAA results are not included in any of the components.

Alternative Schools, Exceptional Student Education (ESE) Center Schools, and Hospital Homebound Schools

Florida law provides that alternative schools and 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 alternative school or ESE Center school is included or “tied back” to the students’ home-zoned schools’ grades. However, for students at ESE Center schools, if a student has always been enrolled at an ESE Center school while in the district and scored at the emergent level (Level 1 or 2) on the statewide, standardized alternate assessment, then the student’s performance data will not be included in the home-zoned school’s grade. Students’ performance data are not tied back to the home-zoned school when the alternative school or ESE Center school is a charter school.

Performance data for hospital homebound students are included in the students’ home-zoned schools. If a hospital homebound student is enrolled in a charter school, the student’s performance data are not tied back to the home-zoned school.

Students enrolled in alternative schools or ESE Center schools who have a dropout prevention/juvenile justice program code of “R” (dropout retrieval) or “E” (alternative to expulsion) are not included in school or district grades.

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.). 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 (not a school improvement rating) would still be calculated for all schools occupying the same site, regardless of whether any or all of the schools choose a school improvement rating.
- In applying the school-grading provision for collocated schools, the Department will consider only those collocated schools with students reported as enrolled at tested grade levels and as enrolled below grade 3 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).
 - 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.

Calculating Percent Tested

To ensure that student data accurately represent the progress of the school, schools must assess at least 95 percent of their students to qualify for a school grade, unless the school has sufficient data for only the graduation rate and/or 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 (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 statewide assessment window for the subject area and assessed on a statewide, standardized assessment per the [Statewide Assessment Schedule](#) published by the Bureau of K-12 Student Assessment.

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 total of the denominators. A student counts only once for each subject area.

Alternative Schools, ESE Center Schools, and Hospital Homebound Schools

Students enrolled in alternative schools, ESE Center schools, or hospital homebound schools during Survey 3 are not included in the percent-tested calculations for their home-zoned schools.

Inclusion of English Language Learners

English language learners (ELLs) must meet the same criteria for inclusion in percent tested as students who are not ELLs. This includes both ELLs who have been enrolled in a United States (U.S.) school for at least two (2) years and those who have been enrolled in a U.S. school for less than two (2) years.

Students Enrolled in Courses Requiring EOC 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 grades 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.

FAA Inclusion

Students who complete the FAA ELA, FAA Mathematics, FAA Mathematics EOCs, FAA Science, FAA Biology 1 EOC, FAA Civics EOC, or FAA U.S. History EOC assessments using either the Performance Task or the Datafolio option are included in the percent tested.

English Language Arts for Percent Tested

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 FAST ELA PM3 or the FAA ELA statewide testing windows.

- The first day of the Grades 3-10 FAST ELA PM3 statewide testing window is the first day of the FAST ELA PM3 – Reading assessment.
- The first day of the Grades 3-8 FAA ELA statewide testing window is the first day of the Grades 3-8 Performance Task. The first day of the Grades 9-10 FAA ELA statewide testing window is the first day of the Grades 9-10 Performance Task.
- Students who met the grade 10 graduation requirement for ELA prior to the FAST ELA PM3 testing window are not included.

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FAST ELA PM3 or the FAA ELA assessments.
 - Second-year ELLs who took the English language proficiency assessment but did not take the FAST ELA PM3 assessment are not 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 FAST Mathematics PM3 or FAA Mathematics assessment testing windows and are not enrolled in a mathematics course with an associated EOC assessment.
- 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 B.E.S.T. mathematics EOC or FAA mathematics EOC assessment is required, and enrolled in the school on the first day of Spring B.E.S.T. mathematics EOC or FAA mathematics EOC testing.
- Students enrolled in a course where a B.E.S.T. mathematics EOC or an FAA mathematics EOC assessment is required during one (1) of the four (4) 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 B.E.S.T. mathematics EOC assessment associated with the course of enrollment.
 - Please refer to Table 13 for a list of these courses, which are identified as “Optional.”

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FAST Mathematics PM3 or FAA Mathematics assessment and not enrolled in a mathematics course associated with a B.E.S.T. EOC or FAA EOC assessment.
- Students enrolled in a mathematics course with a required B.E.S.T. EOC assessment who took the FAA Mathematics or a FAA mathematics EOC are only included if they also took the associated B.E.S.T. mathematics EOC assessment.

- Students in the denominator and enrolled in a mathematics course in which a B.E.S.T. EOC assessment is required must take the associated B.E.S.T. EOC assessment to be included in the numerator.
- Students in the denominator and enrolled in an Access mathematics course in which an FAA EOC assessment is required must take the associated FAA EOC assessment or the corresponding B.E.S.T. EOC assessment.
 - Students who completed their FAA Mathematics or FAA mathematics EOC assessment using the Datafolio option are included.
- Students enrolled in multiple mathematics EOC courses are counted only 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 Survey 3 and as of the first day of the statewide testing windows for science assessments and not enrolled in a course associated with the Biology 1 EOC.
 - Grade 5 students who took and passed the grade 5 Statewide Science Assessment in a prior year are not included.
 - Grade 8 students who took and passed the grade 8 Statewide Science Assessment or Biology 1 EOC in a prior year are not included.
- Students who test above their enrolled grade level in science (applies to both the Statewide Science Assessment and the FAA Science assessment).
- Any student enrolled in a course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the Biology 1 EOC assessment is required and enrolled in the school on the first day of Spring Biology 1 EOC testing.
- Students enrolled in a course during one of the four surveys where the Biology 1 EOC assessment is required and who tested in Summer, Fall, or Winter.
- Any student enrolled in an Access Biology 1 course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the FAA Biology 1 EOC assessment is required and enrolled in the school on the first day of Spring FAA Biology 1 EOC testing.
- Students in high school taking high school accelerated courses or credit recovery for biology are only included in the denominator if they take the Biology 1 EOC assessment.
 - Please refer to Table 13 for a list of these courses, which are identified as “Optional.”

Numerator – The following students are included in the numerator:

- Students in the denominator who took the Statewide Science Assessment or FAA Science and not enrolled in a course associated with the Biology 1 EOC assessment.
- Students in the denominator and enrolled in a course associated with the Biology 1 EOC assessment who took the Biology 1 EOC assessment.
- Students in the denominator and enrolled in an Access Biology 1 course in which a FAA EOC assessment is required who take either the associated FAA EOC assessment or the Biology 1 EOC assessment.
 - Students who completed their FAA Science or FAA Biology 1 EOC assessment using the Datafolio option are included.

- Students enrolled in a Biology 1 EOC course who took the FAA Science or FAA Biology 1 EOC are not included.

Social Studies for Percent Tested

Denominator – The following students are included in the denominator:

- Students enrolled in a course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the U.S. History or Civics EOC assessments are required and enrolled in the school on the first day of Spring U.S. History or Civics EOC testing.
- Students enrolled in a course during one of the four surveys where a U.S. History or Civics EOC assessment is required and who test in Summer, Fall, or Winter.
- Any student enrolled in an Access Civics or U.S. History course during the prior-year Survey 4 or current-year Surveys 1, 2, or 3 in which the FAA Civics or U.S. History EOC assessment is required and enrolled in the school on the first day of Spring FAA EOC testing.
- Students taking high school accelerated U.S. History or credit recovery for U.S. History, but only if they take the U.S. History EOC assessment.
 - Please refer to Table 13 for a list of these courses, which are identified as “Optional.”
- 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.
- Students in the denominator and enrolled in Civics who took the Civics EOC assessment.
- Students enrolled in both Civics and U.S. History are counted only once if they take both of these EOC assessments.
- Students in the denominator and enrolled in an Access Civics or U.S. History course in which an FAA EOC assessment is required who took either the associated FAA EOC assessment or the corresponding EOC assessment.
 - Students who completed their FAA Civics EOC or FAA U.S. History EOC assessment using the Datafolio option are included.

School Grades Components for All Schools

The school grades 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 of students who took and passed a statewide, standardized assessment. To be included in the achievement components, students must be either full-year-enrolled in the school 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 chose to receive a school improvement rating or student performance data for students reported in hospital homebound schools are included in the achievement of the students' home-zoned schools. To be identified as a hospital-homebound student, the student must have an exceptionality (primary or other) code of "M" and school of enrollment that is different from their home-zoned school.

In addition, students enrolled in an ESE Center school that chose a school improvement rating are included in the achievement of the students' home-zoned schools unless the students have always been enrolled in an ESE Center school while enrolled in the district and scored at the emergent level on the statewide alternate assessment.

Students' performance data are not tied back to the home-zoned school when the alternative school or ESE Center school is a charter school. Students whose performance data are included in their home-zoned school's grade are not required to be full-year enrolled in either the home-zoned school or alternative school/ESE Center school.

Inclusion of English Language Learners

As defined in Rule 6A-6.0901, F.A.C., ELLs are included in the achievement components once they have been enrolled in a school in the U.S. for two (2) years. 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 FAST ELA PM3. The date used for the first day of the FAST ELA PM3 for the 2023-24 school year is May 1, 2024.

Students Enrolled in Courses Requiring EOC Assessments

Statewide EOC assessment scores used for the achievement components for students in grades 9 through 12 will be scores for the EOC assessments administered to students for the first time in grades 9 through 12 and must be for a course in which they were enrolled. Students who earned a passing score on an EOC when enrolled in grade 8 or below, who take that same EOC while enrolled in grades 9 through 12, will not be considered first-time test takers for that EOC. If a student took the EOC assessment for the first time in grades 9 through 12 and then retaken it during the same school grades school year, the highest score will be included in the achievement calculation as long as the student was enrolled in the course during the school grades school year.

Statewide EOC assessment scores used for the achievement components for students in grades 8 and below will be scores for the assessment associated with the EOC course in which they were 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. Students who took an EOC assessment but had earned a passing score in a prior year will not be included in the calculation.

English Language Arts Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students in grades 3 through 10, as well as students enrolled in grades below grade 3 who test above their enrolled grade level, and who are enrolled as of the first day of the FAST ELA PM3 statewide testing windows and earn a valid FAST ELA PM3 score.
 - Students who met the grade 10 graduation requirement prior to the FAST ELA PM3 testing window are not included.

Numerator – Students in the denominator who score a Level 3 or above on the FAST ELA PM3 assessment.

Grade 3 English Language Arts Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students in grade 3, as well as students enrolled in grades below grade 3 who test above their enrolled grade level, and who are enrolled as of the first day of the FAST ELA PM3 statewide testing windows and earn a valid score on the grade 3 FAST ELA PM3.

Numerator – Students in the denominator who score a Level 3 or above on the grade 3 FAST ELA PM3 assessment.

Mathematics Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid test score who test on or above their enrolled grade level on the FAST Mathematics PM3 grade level assessment, and who are enrolled as of the first day of the statewide testing windows and not enrolled in a B.E.S.T. mathematics EOC course (i.e., Algebra 1 and Geometry).
- Students enrolled in a B.E.S.T. mathematics EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, who took the corresponding EOC assessment during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations.
- Students who take a B.E.S.T. mathematics EOC assessment during the Spring administration must be enrolled in the school as of the first day of B.E.S.T. mathematics EOC Spring testing.
 - Students enrolled in a B.E.S.T. mathematics EOC course who take an FAA mathematics EOC will not be included.
 - Students enrolled in an Access mathematics EOC course who take the corresponding B.E.S.T. mathematics EOC assessment are included.

- Students with a valid test score for more than one B.E.S.T. 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 FAST Mathematics PM3 or B.E.S.T. mathematics EOC assessment that corresponds with the criteria for student inclusion in the denominator.
- If a student scores a Level 3 or above on multiple B.E.S.T. mathematics EOC assessments during a school grades school year, then the student is included only once in the numerator.

Science Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students with a valid test score who test on or above their enrolled grade level on the statewide science assessments, who are enrolled as of the first day of the Statewide Science Assessment and not enrolled in a Biology 1 EOC course.
 - Grade 5 students who took and passed the grade 5 Statewide Science Assessment in a prior year are not included.
 - Grade 8 students who took and passed the grade 8 Statewide Science Assessment or Biology 1 EOC in a prior year are not included.
- Students enrolled in a Biology 1 EOC course during the prior-year Survey 4 or the current-year Survey 1, 2, or 3, who took the corresponding assessment during the prior-year Summer administration or the current-year Fall, Winter, or Spring administrations.
- Students who take the EOC assessment during the Spring administration must be enrolled in the school as of the first day of the statewide EOC Spring testing window for the corresponding Biology 1 EOC assessment.
 - Students enrolled in a Biology 1 course who take the FAA Biology 1 EOC assessment are not included.
 - Students enrolled in an Access Biology 1 EOC course who take the Biology 1 EOC are included.

Numerator – Students who scored a Level 3 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 who are 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, 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 the Civics or U.S. History EOC assessment during the Spring administration must be enrolled in the school as of the first day of the corresponding statewide EOC Spring testing window.
 - Students enrolled in a non-Access Civics or U.S. History EOC course who take the FAA Civics or U.S. History EOC assessment are not included.
- Students with a valid test score for both Civics EOC and U.S. History EOC assessments 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 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 only once in the numerator.

Learning Gains Components

Learning gains means that the student demonstrates gains from one (1) year to the next year sufficient to meet the criteria below for the FAST PM3 or B.E.S.T. EOC assessments. Learning gains may be demonstrated in ELA and Mathematics. Students with two (2) consecutive years of valid FAST PM3/B.E.S.T. EOC assessments may demonstrate learning gains.

Learning Gains Calculation Methods

Each learning gains component for ELA and Mathematics is worth 100 points and is based on the percentage of students who met one of the following learning gains criteria.

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 Table 4 and Table 5 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 at a different achievement level in the prior year in the same subject area.
- Students who take a B.E.S.T. 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.

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 be two (2) consecutive years of assessments. To determine whether 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 the B.E.S.T. Geometry EOC in the current year and the B.E.S.T. Algebra 1 EOC 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 2. Assessment Combinations for ELA Learning Gains

Assessment	Current Year FAST ELA PM3	Current Year FAA ELA
Prior Year FAST ELA PM3	Y	N
Prior Year FSAE ELA	N	N

Table 3. Assessment Combinations for Mathematics Learning Gains

Assessment	Current Year FAST Math PM3	Current Year B.E.S.T. Alg 1	Current Year B.E.S.T. Geometry
Prior Year FAST Math PM3	Y	Y	Y
Prior Year B.E.S.T. Alg 1	Y	Y	Y
Prior Year B.E.S.T. Geometry	Y	Y	Y

To be included in the learning gains components, students must be either full-year-enrolled in a general education school or enrolled in an alternative school or ESE Center school that chose a school improvement rating during the current school year.

Learning Gains Data Included in a Home-Zoned School Grade

Student learning gains data for alternative schools that chose to receive a school improvement rating or student learning gains data for students reported in hospital homebound schools are included in the learning gains components of the students' home-zoned schools. To be identified as a hospital-homebound student, the student must have an exceptionality (primary or other) code of "M" and school of enrollment that is different from their home-zoned school.

In addition, students enrolled in an ESE Center school that chose a school improvement rating are included in the learning gains of the students' home-zoned schools unless the students have always been enrolled in an ESE Center school while enrolled in the district and scored at the emergent level on the statewide, standardized alternate assessment.

Students' learning gains data are not tied back to the home-zoned school when the alternative school or ESE Center school is a charter school. Students whose learning gains data are included in their home-zoned school's grade are not required to be full-year-enrolled in either the home-zoned school or alternative/ESE Center school.

Inclusion of ELLs

ELLs are included in the learning gains components once they have two (2) consecutive years of assessments for ELA or two (2) consecutive years of assessments for Mathematics. This can include ELLs who have been enrolled in the U.S. for less than two (2) years.

English Language Arts Learning Gains

Table 4. FAST ELA Scale Scores for Learning Gains

Grade Level	Level 1	Level 1 Low	Level 1 Middle	Level 1 High	Level 2	Level 2 Low	Level 2 High	Level 3	Level 4	Level 5
Grade 3	140-185	140-155	156-170	171-185	186-200	186-193	194-200	201-212	213-224	225-260
Grade 4	154-198	154-168	169-183	184-198	199-212	199-205	206-212	213-223	224-236	237-270
Grade 5	160-205	160-175	176-190	191-205	206-221	206-213	214-221	222-231	232-245	246-279
Grade 6	161-208	161-176	177-192	193-208	209-216	209-216	217-224	225-236	237-249	250-284
Grade 7	165-214	165-181	182-198	199-214	215-223	215-223	224-231	232-241	242-256	257-292
Grade 8	169-219	169-185	186-202	203-219	220-237	220-228	229-237	238-250	251-261	262-300
Grade 9	174-223	174-190	191-207	208-223	224-241	224-232	233-241	242-253	254-266	267-303
Grade 10	179-229	179-195	196-212	213-229	230-246	230-238	239-246	247-257	258-270	271-308

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 FAST ELA PM3 testing window are not included.
- Students must have one valid combination of current-year and prior-year assessments (refer to Table 2).

Numerator – The following students are included in the numerator:

- Students who are included in the denominator who make a gain according to pages 17-18, using Table 4 to determine gains for students who remained in the same achievement level below Level 5.

Learning Gains in Mathematics and EOCs

Table 5. FAST Mathematics and B.E.S.T. EOCs Scale Scores for Learning Gains

Grade Level	Level 1	Level 1 Low	Level 1 Middle	Level 1 High	Level 2	Level 2 Low	Level 2 High	Level 3	Level 4	Level 5
Grade 3	140-182	140-154	155-168	169-182	183-197	183-190	191-197	198-208	209-224	225-260
Grade 4	155-199	155-169	170-184	185-199	200-210	200-205	206-210	211-220	221-237	238-273
Grade 5	158-206	158-174	175-190	191-206	207-221	207-214	215-221	222-233	234-245	246-285
Grade 6	168-212	168-182	183-197	198-212	213-228	213-220	221-228	229-238	239-253	254-287
Grade 7	175-222	175-190	191-206	207-222	223-234	223-228	229-234	235-246	247-257	258-288
Grade 8	183-222	183-197	198-212	213-226	227-243	227-235	236-243	244-253	254-262	263-291
Algebra 1	325-378	325-342	343-360	361-378	379-399	379-389	390-399	400-417	418-434	435-475
Geometry	325-384	325-344	345-364	365-384	385-403	385-394	395-403	404-422	432-431	432-475

Learning Gains for FAST Mathematics PM3 to B.E.S.T. EOCs, B.E.S.T. EOCs to FAST Mathematics PM3 and B.E.S.T. EOCs to B.E.S.T. EOCs

In order to make a learning gain, students with valid assessment combinations of prior-year FAST Mathematics PM3 and current-year B.E.S.T. EOC(s) or prior-year B.E.S.T. EOC(s) and current-year FAST Mathematics PM3 must either

- increase one or more achievement levels,

- increase at least one subcategory if maintaining an Achievement Level 1 or 2 for FAST Mathematics PM3,
or
- maintain an Achievement Level 3, 4, or 5.

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

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 for the FAST PM3,
or
- increase their scale score by at least one (1) point if they maintain an Achievement Level 3 or 4 for the FAST PM3.

Students Enrolled in Mathematics 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 EOC assessments administered to students for the first time in grades 9 through 12 and must be for a course in which they were enrolled in the current year. Students who earned a passing score on an EOC when enrolled in grade 8 or below, who take that same EOC while enrolled in grades 9 through 12, will not be considered first-time test takers for that EOC. If a student took the EOC assessment for the first time in grades 9 through 12 and then retook it 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 grades 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 have earned a passing score in a prior year will not be included in the calculation.

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 Table 3).

- Criteria for inclusion in current-year mathematics achievement apply to the current-year assessment for inclusion in learning gains (see pages 17-18).
- Students with valid combinations for multiple mathematics assessments will be included only once in the denominator.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator who make a gain according to pages 17-18.
 - 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.

Determining Percentile Ranking for Identifying the Lowest Performing 25% for ELA

Using the students included in the ELA learning gains denominator, the prior-year FAST ELA PM3 assessments are separately grouped by grade level and assigned a rank value for each test score within the grade level grouping; neither the current-year assessment grade level nor the prior-year achievement level are factors at this point. Once the prior-year FAST ELA PM3 assessments are ranked separately, then the ranked results will be combined for the lowest performing 25% for ELA.

To assign a rank value for the prior-year, grade level tests, the scale scores are sorted in ascending order. Identical scores are given the same number, and the next unique observation is given the same rank as its observation count. In cases where the highest scale score is a unique score, it will have a rank value equivalent to the cumulative number of observations.

To determine percentile rank, the rank value is divided by the cumulative number of observations and multiplied by 100. For example, if there are 64 observations, the percentile rank of the scale score(s) with a rank value of 1 would be 1.56% ($1/64 \times 100$), and the percentile rank of the scale score(s) with a rank value of 14 would be 21.86% ($14/64 \times 100$).

The lowest performing 25% of students for the assessment grade level groupings will be those students whose scores have a percentile rank less than 25.5%. The lowest performing 25% for a middle school that serves students in grades 6 through 8 would be composed of the lowest performing 25% of students for the prior-year grades 5, 6, and 7 and may include prior-year grade 8 assessments if there are current-year grade 8 students who were retained.

Table 6. Example for Ranking Prior-Year Grade 3 FAST ELA PM3 Assessments

Current-Year Assessment Grade Level	Prior-Year Assessment Grade Level	Prior-Year Scale Score	Observation Count	Rank	Percentile Rank
FAST 3 PM3	FAST 3 PM3	186	1	1	7.69%
FAST 4 PM3	FAST 3 PM3	194	2	2	15.38%
FAST 4 PM3	FAST 3 PM3	194	3	2	15.38%
FAST 4 PM3	FAST 3 PM3	194	4	2	15.38%
FAST 3 PM3	FAST 3 PM3	201	5	5	38.36%
FAST 4 PM3	FAST 3 PM3	213	6	6	46.15%
FAST 4 PM3	FAST 3 PM3	213	7	6	46.15%

Current-Year Assessment Grade Level	Prior-Year Assessment Grade Level	Prior-Year Scale Score	Observation Count	Rank	Percentile Rank
FAST 4 PM3	FAST 3 PM3	213	8	6	46.15%
FAST 4 PM3	FAST 3 PM3	215	9	9	69.23%
FAST 4 PM3	FAST 3 PM3	222	10	10	76.92%
FAST 4 PM3	FAST 3 PM3	224	11	11	84.61%
FAST 5 PM3	FAST 3 PM3	225	12	12	92.31%
FAST 4 PM3	FAST 3 PM3	226	13	13	100.00%

Learning Gains of the Lowest Performing 25% of Students in English Language Arts (100 points)

Denominator – The following students are included in the denominator:

- Those students whose ELA scores have a percentile rank less than 25.5%.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to pages 17-18 using Table 4 to determine gains for students who remained in the same achievement level below Level 5.

Determining Percentile Ranking for Identifying the Lowest Performing 25% for Mathematics

Using the students included in the learning gains denominator, the prior-year FAST Mathematics PM3 assessments are separately grouped by grade level or B.E.S.T. mathematics EOC subject area and are assigned a rank value for each test score within the grade level and EOC groupings; neither the current-year assessment grade level nor the prior-year achievement level are factors at this point.

If a student has multiple prior-year assessments and multiple valid assessment combinations, only the combinations that resulted in a learning gain are included in the ranking process. For example, if a student has two prior-year assessments and one current-year assessment and demonstrated learning gains for one of the two combinations, then the prior-year assessment score that did not result in learning gains will not be included in the percentile ranking for that assessment grouping.

To assign a rank value for the prior-year grouped tests, the scale scores are sorted in ascending order. Identical scores are given the same number, and the next unique observation is given the same rank as its observation count. In cases where the highest scale score is a unique score, it will have a rank value equivalent to the cumulative number of observations.

To determine percentile rank, the rank value is divided by the cumulative number of observations and multiplied by 100. For example, if there are 64 observations, the percentile rank of the scale score(s) with a rank value of 1 would be 1.56% ($1/64 \times 100$), and the percentile rank of the scale score(s) with a rank value of 14 would be 21.86% ($14/64 \times 100$).

The lowest performing 25% of students for the assessment will be those students whose scores have a percentile rank less than 25.5%. The lowest performing 25% for a middle school that serves students in

grades 6 through 8 would be composed of the lowest performing 25% of students for the prior-year grades 5, 6, and 7 and may include prior-year grade 8 assessments, if there were current-year grade 8 students that had been retained as well as prior-year EOC assessments.

Table 7. Example for Ranking Prior-Year Grade 6 FAST Mathematics PM3 Assessments

Current-Year Assessment Grade Level	Prior-Year Assessment Grade Level	Prior-Year Scale Score	Observation Count	Rank	Percentile Rank
FAST 6 PM3	FAST 6 PM3	168	1	1	7.69%
FAST 7 PM3	FAST 6 PM3	191	2	2	15.38%
FAST 7 PM3	FAST 6 PM3	191	3	2	15.38%
FAST 7 PM3	FAST 6 PM3	191	4	2	15.38%
FAST 6 PM3	FAST 6 PM3	220	5	5	38.36%
FAST 7 PM3	FAST 6 PM3	222	6	6	46.15%
FAST 7 PM3	FAST 6 PM3	222	7	6	46.15%
FAST 7 PM3	FAST 6 PM3	222	8	6	46.15%
FAST 7 PM3	FAST 6 PM3	238	9	9	69.23%
FAST 7 PM3	FAST 6 PM3	245	10	10	76.92%
FAST 7 PM3	FAST 6 PM3	246	11	11	84.61%
FAST 8 PM3	FAST 6 PM3	247	12	12	92.31%
FAST 7 PM3	FAST 6 PM3	254	13	13	100.00%

Table 8. Example for Ranking Prior-Year B.E.S.T Algebra 1 EOC Assessments

Current-Year Assessment	Prior-Year Assessment	Prior-Year Scale Score	Observation Count	Rank	Percentile Rank
B.E.S.T Geometry	B.E.S.T Algebra 1	361	1	1	7.69%
FAST Grade 8 PM3	B.E.S.T Algebra 1	361	2	2	15.38%
B.E.S.T Geometry	B.E.S.T Algebra 1	361	3	2	15.38%
FAST Grade 8 PM3	B.E.S.T Algebra 1	379	4	4	30.76%
FAST Grade 8 PM3	B.E.S.T Algebra 1	389	5	5	38.46%
B.E.S.T Geometry	B.E.S.T Algebra 1	390	6	6	46.15%
B.E.S.T Geometry	B.E.S.T Algebra 1	395	7	7	53.84%
B.E.S.T Geometry	B.E.S.T Algebra 1	395	8	7	53.84%
B.E.S.T Geometry	B.E.S.T Algebra 1	400	9	9	61.53%
B.E.S.T Geometry	B.E.S.T Algebra 1	418	10	10	76.92%
FAST Grade 8 PM3	B.E.S.T Algebra 1	425	11	11	84.61%
FAST Grade 8 PM3	B.E.S.T Algebra 1	435	12	12	92.31%
B.E.S.T Geometry	B.E.S.T Algebra 1	440	13	13	100.00%

Learning Gains of the Lowest Performing 25% of Students in Mathematics (100 points)

Denominator – The following students are included in the denominator:

- Those students whose FAST Mathematics PM3 or B.E.S.T. mathematics EOC scores have a percentile rank less than 25.5%.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to pages 17-18.

For students with a prior-year FAST Mathematics PM3 assessment and a current-year FAST Mathematics PM3 assessment, use Table 5 to determine gains for students who remained in the same achievement level below Level 5.

Acceleration Component for Middle Schools (100 points)

For a school to be eligible to receive the middle school component, the school must have students enrolled in both grades 7 and 8. ELLs who have been enrolled in a U.S. school for less than two (2) years and meet the criteria for inclusion are included in the middle school acceleration component.

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 or the mathematics EOC assessment taken 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 CAPE industry certifications identified in the industry certification funding list adopted in Rule 6A-6.0573, F.A.C.
 - Digital tools certifications are not eligible for inclusion.

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. If a student's current-year assessment is invalidated, then the student will be removed from the denominator. 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 were 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. For information on how to calculate the Florida graduation rate, refer to the [2022-23 Information Guide for the 4-Year Graduation Rate Cohort](#).

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 | • W61 | • WWE |
| • W43 | • W62 | • WWT |
| • W52 | • W63 | • WWW |
| • W54 | • WCO | • WXL |
| • W55 | • WD1 | • WXT |
| • W58 | • WFT | • WXW |
| • W59 | • WFW | |
| • W60 | • WRW | |

The definitions for each of the codes above can be found in the information 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,
- a CAPE industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List,
- 300 or more clock hours in the same program, through career dual enrollment courses from an approved program, or
- an Armed Services Qualification Test score of 65 (Category II) or higher on the Armed Services Vocational Aptitude Battery (ASVAB).
 - Students included in the numerator for an Armed Services Qualification Test score must also earn at least two (2) credits in Junior Reserve Officers’ Training Corps (JROTC) courses from the same branch of the United States Armed Forces.

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. Graduates do not need

to earn college or career credit from the school that they graduated from; however, credit earned outside of the State of Florida for AP, IB, AICE, dual enrollment, clock-hour dual enrollment or industry certifications is not eligible for inclusion.

Approved AP, IB, and AICE assessments are found in the [Credit-By-Exam Equivalencies](#). The AICE letter-to-number score conversion table can be found beneath the table for the [Student Assessment](#) reporting format.

Approved industry certifications can be found in the [2022-23 CAPE Industry Certification Funding List](#).

The list of approved dual enrollment courses will be provided upon request. Please note that only college-credit bearing courses are considered dual enrollment courses for school grades purposes.

The list of approved Clock Hour Dual Enrollment courses is incorporated by reference in [Rule 6A-6.0575, F.A.C.](#)

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 final percent of points 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.

Schools that do not have sufficient data for any of the components will not receive a school grade. School grades will not be calculated for schools that test fewer than 95 percent of the students enrolled unless the school only has sufficient data for the acceleration success or graduation rate components. The Department will withhold the grades 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 grades for these schools at the end of the appeals period, regardless of whether the district submitted an appeal letter for the school(s).

Withholding or Revoking a Grade

A school or district grade shall be withheld or revoked, and designated as incomplete (I), if the data do not accurately represent the progress of the school or district. The circumstances where data do 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 percent 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, F.A.C., based on the components and processes described 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. Students enrolled in alternative schools and ESE Center schools will be included in achievement and gains components, as long as the students do not have a dropout prevention/juvenile justice program code of “R” (dropout retrieval) or “E” (alternative to expulsion).

Rule 6A-1.09981, F.A.C., was amended so that the grading scale for districts mirrors the grading scale for combination schools. Given this, the grading scale for the 2023-24 district grades is as follows:

- A = 64% of points or greater
- B = 57% to 63% of points
- C = 44% to 56% of points
- D = 34% to 43% of points
- F = 33% of points or less

Federal Percent of Points Index

On September 26, 2018, the United States Department of Education approved Florida’s State Plan which complies with the Every Student Succeeds Act (ESSA). Florida’s State Plan for meeting the new federal requirements introduced via ESSA fully incorporates the existing school grades calculation, thereby aligning as closely as possible with the state’s accountability system as required under Florida law. This required the addition of the federally required Progress in Achieving English Language Proficiency (ELP) indicator into the Federal Percent of Points Index (Federal Index). As a result, schools who receive a school grade may have up to one (1) additional component factored with their school grades components to produce their Federal Index. Additionally, in 2022-23 the Department introduced a stand-alone 3rd grade ELA Achievement component into the Federal Index. Finally, a school will have an adjustment to the ELA and/or Mathematics Achievement components if the school tests fewer than 95% of its students. Details regarding how the Federal Index is calculated are provided below and in [Florida’s State Plan](#).

Schools to Receive a Federal Index

In addition to all schools that already receive a school grade, the Federal Index will also be calculated for all schools that do not receive a school grade. This includes alternative schools and ESE Center schools that chose to receive a school improvement rating, Department of Juvenile Justice (DJJ) schools, and K-2 and K-3 feeder schools that do not receive a school grade. However, to receive a Federal Index, a school must have sufficient data for at least one (1) component used to compute the index. Sufficient data exists when at least ten (10) students are eligible for inclusion in the calculation of the component. Because the Federal Index is based on the school grades calculation, full-year enrollment is required for all components except the graduation rate. Therefore, a school selecting a school improvement rating may not receive a Federal Index if they do not have any components to compute it. If a school has less than ten (10) eligible students with data for a particular component, that component will not be calculated for the school.

Calculation

A school’s Federal Index 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 and will be the school’s Federal Index. Existing components used in Florida’s school grading system are aligned to the associated required federal indicators as shown in Tables 9-11.

Table 9. Federal Percent of Points Index for Elementary Schools

ESSA Indicator	Florida Component	Points
Academic Achievement (200 points)	ELA Achievement	100 points
	Mathematics Achievement	100 points
Academic Progress (500 points)	Grade 3 ELA Achievement	100 points
	ELA Learning Gains	100 points
	ELA Learning Gains Lowest 25%	100 points
	Mathematics Learning Gains	100 points
	Mathematics Learning Gains Lowest 25%	100 points
School Quality or Student Success (100 points)	Science	100 points
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points

Table 10. Federal Percent of Points Index for Middle Schools

ESSA Indicator	Florida Component	Points
Academic Achievement (180 points)	ELA Achievement	100 points
	Mathematics Achievement	80 points
Academic Progress (400 points)	ELA Learning Gains	100 points
	ELA Learning Gains Lowest 25%	100 points
	Mathematics Learning Gains	100 points
	Mathematics Learning Gains Lowest 25%	100 points
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	Middle School Acceleration	120 points
	Mathematics Achievement (20 points)	
Acceleration Success (100 points)		
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points

Table 11. Federal Percent of Points Index for High Schools

ESSA Indicator	Florida Component	Points
Academic Achievement (200 points)	ELA Achievement	100 points
	Mathematics Achievement	100 points
Academic Progress (400 points)	ELA Learning Gains	100 points
	ELA Learning Gains Lowest 25%	100 points
	Mathematics Learning Gains	100 points
	Mathematics Learning Gains Lowest 25%	100 points
Graduation Rate (80 points)	4-Year Graduation Rate (ACGR)	80 points
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	College and Career Acceleration	120 points
	4-Year Graduation Rate (ACGR) (20 points)	
Acceleration Success (100 points)		
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points

ELP Progress Component

The ELP Progress component is worth 100 points and is based on the percentage of students who met one of the following progress criteria for the WIDA ACCESS for ELLs 2.0 or Kindergarten ACCESS for ELLs, which are outlined below, respectively. Additional details may also be accessed on page 21 of the [Florida's State Plan](#).

Progress for WIDA ACCESS for ELLs 2.0 and Kindergarten ACCESS for ELLs

In order to show progress, students with valid assessment combinations of prior-year and current-year assessments, as detailed in Table 12, must either increase one or more composite proficiency levels to the next highest whole number or maintain a composite level of 4 or higher without decreasing a composite level. For students who are deaf or hard of hearing, who do not have a composite score, the reading scores will be used.

ELP Progress (100 points)

Denominator – The following students are included in the denominator:

- Students who are in grades kindergarten through 12th grade and are full-year-enrolled in the school, with a valid current-year WIDA score and a valid prior-year WIDA score, and who have a valid combination of assessments as described in Table 5 below.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and show progress according to the information beginning on page 22 above.

Table 12. Assessment Combinations for English Language Proficiency Progress

Assessment	WIDA ACCESS for ELLs (2.0 and Kindergarten)	WIDA Alternate ACCESS for ELLs
WIDA ACCESS for ELLs (2.0 and Kindergarten)	Y	N
WIDA Alternate ACCESS for ELLs	N	N

If a school does not assess 95% of all students, then the achievement component of the Federal Index will be modified to count non-tested students in the denominator representing the difference between the percent of students actually tested and the 95% minimum required as non-proficient for both the ELA and Mathematics Achievement components. Schools that test at least 95% of their students and receive a school grade will not see a difference in these components between their school grade and their Federal Index.

Student Subgroup Definitions

In compliance with ESSA’s additional focus on the reporting of student subgroup performance, a school’s aggregated Federal Index will also be disaggregated by select student demographic subgroups. The definitions for each of the codes below can be found on the [Student Demographic Information](#) reporting format.

The following information will be used to determine the inclusion of students in each of the subgroups identified:

Students with Disabilities (SWD) Subgroup

All students with an exceptionality other than gifted on Survey 3. Students will not be included if their only classification is a combination of “L – gifted,” “U – Established Conditions,” “D – occupational therapy,” and/or “E – physical therapy.”

English Language Learners (ELL) Subgroup

All students with a code of “LY,” “LF,” or “LA” on Survey 3.

Economically Disadvantaged (FRL) Subgroup

All students with a lunch status code of “C,” “R,” “3,” “D,” “E,” “F,” or “4” on Survey 3.

Race/Ethnicity Subgroups

- All students reported with a “Y” for the ethnicity data element on Survey 3 will be included in the Hispanic student subgroup.
- All students reported with an “N” for the ethnicity data element on Survey 3 will be included in one of the following racial demographic subgroups: American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, or Multiracial (if the student has a “Y” for more than one race reported).

- A student will be included in only one race/ethnicity subgroup, but may be included in the SWD, ELL, and/or FRL subgroups if they also meet the inclusionary requirements for one or more of those subgroups.

School District Responsibility and Review Process

Each school district shall be responsible for providing the Department with accurate, complete, and timely school district data so that the Department can calculate school grades in accordance with the requirements of s. 1008.34, F.S., and Rule 6A-1.09981, F.A.C. 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 with school grades for the schools in the district. Districts shall be afforded an opportunity to contest or appeal a school grade within thirty (30) days of the release of the school grades.

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.
- Where the percentage of students tested is less than 95 percent at a school and the school did not receive a grade, that the student data accurately represent 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, 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 on the [School Grades website](#). Districts shall be afforded a minimum of fourteen (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 grades, 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, 2023-24 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.

“Passing” means that the student must attain a statewide standardized assessment score of Achievement Level 3 or higher as defined in Rule 6A-1.09422, F.A.C.

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

- English Language Arts Achievement,
- Grade 3 English Language Arts Achievement
- Mathematics Achievement,
- English Language Arts Learning Gains
- English Language Arts Learning Gains of the Lowest 25%,
- Mathematics Learning Gains
- 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 end-of-year (PM3) comprehensive progress monitoring assessments, the EOC assessments, and the alternate assessments.

“Subject areas” means the four (4) areas of ELA (grades 3 through 10), Mathematics (grades 3 through 8, Algebra 1, and Geometry), Science (grades 5 and 8, and Biology 1), and Social Studies (Civics and U.S. History). All subject areas include both standard and, in the case of percent tested only, alternate assessments.

[“Dropout prevention/juvenile justice program codes”](#) are those codes reported on the student demographic format that identify students in alternative education programs.

“Economically disadvantaged” means those students who, as identified by the [Lunch Status](#) data element, qualify for free or reduced-price lunches, which is the indicator used to calculate the percentage of students classified as economically disadvantaged.

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

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 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 grades if they take the associated EOC assessment.

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.

Table 13. Courses Associated with EOC Assessments

Course #	Course Name	Subject	Category
1200310	Algebra 1	Algebra 1	Required
1200315	Algebra 1 for Credit Recovery	Algebra 1	Optional
1200320	Algebra 1 Honors	Algebra 1	Required
1200380	Algebra 1-B	Algebra 1	Required
1200385	Algebra 1B for Credit Recovery	Algebra 1	Optional
1200386	Pre-Advanced Placement Algebra 1	Algebra 1	Required
1200390	IB Middle Years Program Algebra 1 Honors	Algebra 1	Required
1206310	Geometry	Geometry	Required
1206315	Geometry for Credit Recovery	Geometry	Optional
1206320	Geometry Honors	Geometry	Required
1206810	IB Middle Years Program Geometry Honors	Geometry	Required
1209810	Pre-Advanced International Certificate of Education (pre-AICE) Mathematics 1	Algebra 1	Required
1209820	Pre-Advanced International Certificate of Education (pre-AICE) Mathematics 2	Geometry	Required
2000310	Biology 1	Biology	Required
2000315	Biology 1 for Credit Recovery	Biology	Optional
2000320	Biology 1 Honors	Biology	Required
2000321	AICE Biology 1 AS Level	Biology	Optional
2000322	Pre-Advanced International Certificate of Education (pre-AICE) Biology	Biology	Required
2000323	AICE Biology 2 A Level	Biology	Optional
2000330	Biology 2 Honors	Biology	Optional
2000340	AP Biology	Biology	Optional
2000430	Biology Technology	Biology	Required
2000800	Florida's Preinternational Baccalaureate Biology 1	Biology	Required
2000805	International Baccalaureate Biology 1	Biology	Optional
2000810	International Baccalaureate Biology 2	Biology	Optional
2000820	International Baccalaureate Biology 3	Biology	Optional
2000850	IB Middle Years Program Biology Honors	Biology	Optional
2002440	Integrated Science 3	Biology	Required
2002450	Integrated Science 3 Honors	Biology	Required

Course #	Course Name	Subject	Category
2100045	M/J U.S. History & Civics	Civics	Required
2100310	United States History	US History	Required
2100315	United States History for Credit Recovery	US History	Optional
2100320	United States History Honors	US History	Required
2100330	Advanced Placement United States History	US History	Optional
2100480	Visions and Countervisions: Europe, U.S. and the World from 1848 Honors	US History	Required
2100485	Pre-AICE American History IGCSE Level	US History	Optional
2100500	AICE United States History 1 AS Level	US History	Optional
2100505	AICE United States History 2 A Level	US History	Optional
2100800	International Baccalaureate History of the Americas	US History	Optional
2106010	M/J Civics (year long)	Civics	Required
2106015	M/J Civics (semester long)	Civics	Required
2106016	M/J Civics & Career Planning	Civics	Required
2106020	M/J Civics, Advanced (year long)	Civics	Required
2106025	M/J Civics, Advanced (semester long)	Civics	Required
2106026	M/J Civics, Advanced & Career Planning	Civics	Required
2106027	M/J IB Middle Years Program Civics Advanced	Civics	Required
2106028	M/J IB Middle Years Program Civics Advanced & Career Planning	Civics	Required
2106029	Civics and Digital Technologies	Civics	Required
2106310	United States Government	FCLE	Required
2106315	United States Government for Credit Recovery	FCLE	Optional
2106320	United States Government Honors	FCLE	Required
2106410	Humane Letters 1 History	FCLE	Required
2106415	Humane Letters 1 History Honors	FCLE	Required
2106420	AP United States Government and Politics	FCLE	Required
2106460	American Political Systems: Process and Power Honors	FCLE	Required
2106800	Florida Preinternational Baccalaureate United States Government	FCLE	Required
7821021	Access M/J Civics	Civics	Access
7821023	Access M/J Civics and Career Planning	Civics	Access
7912065	Access Geometry	Geometry	Access
7912075	Access Algebra 1	Algebra 1	Access
7912090	Access Algebra 1B	Algebra 1	Access
7920015	Access Biology	Biology	Access
7921015	Access United States Government	FCLE	Access
7921025	Access US History	US History	Access
AMH1010	Introductory Survey To 1877	US History	Optional
AMH1011	Introductory Survey To 1877: Honors	US History	Optional
AMH1020	Introductory Survey Since 1877	US History	Optional
AMH1041	Survey of the American Experience I	US History	Optional

Course #	Course Name	Subject	Category
AMH1042	Survey of Social and Cultural History Since 1865	US History	Optional
AMH1050	Survey of the American Experience II	US History	Optional
AMH2010	Introductory Survey To 1877	US History	Optional
AMH2011	Introductory Survey To 1877: Honors	US History	Optional
AMH2020	Introductory Survey Since 1877	US History	Optional
AMH2041	Survey of the American Experience I	US History	Optional
AMH2042	Survey of Social and Cultural History Since 1865	US History	Optional
AMH2050	Survey of the American Experience II	US History	Optional
AMH3010	Introductory Survey To 1877	US History	Optional
AMH3011	Introductory Survey To 1877: Honors	US History	Optional
AMH3020	Introductory Survey Since 1877	US History	Optional
AMH3041	Survey of the American Experience I	US History	Optional
AMH3042	Survey of Social and Cultural History Since 1865	US History	Optional
AMH3050	Survey of the American Experience II	US History	Optional
AMH4010	Introductory Survey To 1877	US History	Optional
AMH4011	Introductory Survey To 1877: Honors	US History	Optional
AMH4020	Introductory Survey Since 1877	US History	Optional
AMH4041	Survey of the American Experience I	US History	Optional
AMH4042	Survey of Social and Cultural History Since 1865	US History	Optional
AMH4050	Survey of the American Experience II	US History	Optional
AMHX020	Introductory Survey Since 1877	FCLE	Required
BSC1005	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSC1005C	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSC1006	General Biology (Lecture and Lab Course)	Biology	Optional
BSC1006C	General Biology (Combined Lecture And Lab)	Biology	Optional
BSC1007	Life Sciences (Lecture and Lab Course)	Biology	Optional
BSC1007C	Life Sciences (Combined Lecture and Lab)	Biology	Optional
BSC1008	Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course)	Biology	Optional
BSC1008C	Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab)	Biology	Optional
BSC1009	Introduction To Biology (Lecture and Lab Course)	Biology	Optional
BSC1009C	Introduction To Biology (Combined Lecture and Lab)	Biology	Optional
BSC1010	General Biology (Lecture and Lab Course)	Biology	Optional
BSC1010C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSC1011	General Biology (Lecture and Lab Course)	Biology	Optional
BSC1011C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSC1012	General Biology: Habitats & Organisms (Lecture and Lab Course)	Biology	Optional
BSC1012C	General Biology: Habitats & Organisms (Combined Lecture and Lab)	Biology	Optional
BSC1020	Human Biology (Lecture and Lab Course)	Biology	Optional

Course #	Course Name	Subject	Category
BSC1020C	Human Biology (Combined Lecture and Lab)	Biology	Optional
BSC2005	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSC2005C	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSC2006	General Biology (Lecture And Lab Course)	Biology	Optional
BSC2006C	General Biology (Combined Lecture And Lab)	Biology	Optional
BSC2007	Life Sciences (Lecture and Lab Course)	Biology	Optional
BSC2007C	Life Sciences (Combined Lecture and Lab)	Biology	Optional
BSC2008	Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course)	Biology	Optional
BSC2008C	Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab)	Biology	Optional
BSC2009	Introduction To Biology (Lecture and Lab Course)	Biology	Optional
BSC2009C	Introduction To Biology (Combined Lecture and Lab)	Biology	Optional
BSC2010	General Biology (Lecture and Lab Course)	Biology	Optional
BSC2010C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSC2011	General Biology (Lecture and Lab Course)	Biology	Optional
BSC2011C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSC2012	General Biology: Habitats & Organisms (Lecture and Lab Course)	Biology	Optional
BSC2012C	General Biology: Habitats & Organisms (Combined Lecture and Lab)	Biology	Optional
BSC2020	Human Biology (Lecture and Lab Course)	Biology	Optional
BSC2020C	Human Biology (Combined Lecture and Lab)	Biology	Optional
BSC3005	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSC3005C	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSC3006	General Biology (Lecture And Lab Course)	Biology	Optional
BSC3006C	General Biology (Combined Lecture And Lab)	Biology	Optional
BSC3007	Life Sciences (Lecture and Lab Course)	Biology	Optional
BSC3007C	Life Sciences (Combined Lecture and Lab)	Biology	Optional
BSC3008	Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course)	Biology	Optional
BSC3008C	Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab)	Biology	Optional
BSC3009	Introduction To Biology (Lecture and Lab Course)	Biology	Optional
BSC3009C	Introduction To Biology (Combined Lecture and Lab)	Biology	Optional
BSC3010	General Biology (Lecture and Lab Course)	Biology	Optional
BSC3010C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSC3011	General Biology (Lecture and Lab Course)	Biology	Optional
BSC3011C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSC3012	General Biology: Habitats & Organisms (Lecture and Lab Course)	Biology	Optional

Course #	Course Name	Subject	Category
BSC3012C	General Biology: Habitats & Organisms (Combined Lecture and Lab)	Biology	Optional
BSC3020	Human Biology (Lecture and Lab Course)	Biology	Optional
BSC3020C	Human Biology (Combined Lecture and Lab)	Biology	Optional
BSC4005	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSC4005C	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSC4006	General Biology (Lecture And Lab Course)	Biology	Optional
BSC4006C	General Biology (Combined Lecture And Lab)	Biology	Optional
BSC4007	Life Sciences (Lecture and Lab Course)	Biology	Optional
BSC4007C	Life Sciences (Combined Lecture and Lab)	Biology	Optional
BSC4008	Bio Sci II: Evolution, Ecology & Behavior (Lecture and Lab Course)	Biology	Optional
BSC4008C	Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab)	Biology	Optional
BSC4009	Introduction To Biology (Lecture and Lab Course)	Biology	Optional
BSC4009C	Introduction To Biology (Combined Lecture and Lab)	Biology	Optional
BSC4010	General Biology (Lecture and Lab Course)	Biology	Optional
BSC4010C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSC4011	General Biology (Lecture and Lab Course)	Biology	Optional
BSC4011C	General Biology (Combined Lecture and Lab)	Biology	Optional
BSC4012	General Biology: Habitats & Organisms (Lecture and Lab Course)	Biology	Optional
BSC4012C	General Biology: Habitats & Organisms (Combined Lecture and Lab)	Biology	Optional
BSC4020	Human Biology (Lecture and Lab Course)	Biology	Optional
BSC4020C	Human Biology (Combined Lecture and Lab)	Biology	Optional
BSCC005	General Biology (Non-Majors) (Combined Lecture and Lab)	Biology	Optional
BSCC006	General Biology (Combined Lecture And Lab)	Biology	Optional
BSCC007	Life Sciences (Combined Lecture and Lab)	Biology	Optional
BSCC008	Bio Sci II: Evolution, Ecology & Behavior (Combined Lecture and Lab)	Biology	Optional
BSCC009	Introduction To Biology (Combined Lecture and Lab)	Biology	Optional
BSCC010	General Biology (Combined Lecture and Lab)	Biology	Optional
BSCC011	General Biology (Combined Lecture and Lab)	Biology	Optional
BSCC012	General Biology: Habitats & Organisms (Combined Lecture and Lab)	Biology	Optional
BSCC020	Human Biology (Combined Lecture and Lab)	Biology	Optional
POSX041	American Government 1 (GE Core)	FCLE	Required