

2022-23
**Guide to Calculating Informational Baseline
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. As outlined in state law, the 2022-23 school and district grades will incorporate results from the new statewide assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, which include the Florida Assessment of Student Thinking (FAST) and B.E.S.T.-aligned end-of-course (EOC) assessments. The new performance standards, or cut scores, for those assessments, shall serve as an informational baseline for schools and districts to work toward improved performance in future years. The 2022-23 informational baseline school and district grades shall result in no negative consequences.

Additionally, because of the transition to the FAST assessments, learning gains will not be available for inclusion in the school and district grades calculations until there are two years of data from these new assessments. As a result, section (s.) 1008.34(7), Florida Statutes (F.S.), stipulates the learning gains components will not be included in the 2022-23 informational baseline school and district grades. Learning gains will be included again beginning with the calculations of the 2023-24 school and district grades, and school improvement ratings will be calculated using learning gains in 2023-24.

The purpose of this technical guide is to provide a description of the procedures used to determine school grades for the 2022-23 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.

Because learning gains are not available, the 2022-23 informational baseline school grading system focuses the school grading formula on the following student success measures.

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

Table 1. The 2022-23 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%)	High School (0% to 100%) Middle School (0% to 100%)

Components

In 2022-23, a school's grade may include up to seven (7) components. There are four (4) achievement 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.

Four Achievement Components

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

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 initial school grading scale for 2022-23 informational baseline school grades be set so that the percentage of schools that earn an "A," "B," "C," "D" and "F" is statistically equivalent to the 2021-22 school grades results.

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, following the calculation of the informational baseline grades using the new assessment cut scores, school grade point thresholds will be established, by school type, to ensure the overall results mirror the 2021-22 results. The resulting grading scale for each school type is below.

Elementary Schools

- A = 62% of points or greater
- B = 50% to 61% of points
- C = 33% to 49% of points

- D = 22% to 32% of points
- F = 21% of points or less

Middle Schools

- A = 68% of points or greater
- B = 58% to 67% of points
- C = 40% to 57% of points
- D = 31% to 39% of points
- F = 30% of points or less

High Schools

- A = 70% of points or greater
- B = 60% to 69% of points
- C = 40% to 59% of points
- D = 23% to 39% of points
- F = 22% of points or less

Combination Schools

- A = 67% of points or greater
- B = 56% to 66% of points
- C = 35% to 55% of points
- D = 23% to 34% of points
- F = 22% 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 at <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

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 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 achievement.

Florida Standards Alternate Assessment

The FSAA – Performance Task for ELA, Mathematics, Science and EOC assessments are included in the achievement components. The FSAA – Datafolio is only included for the percent tested; when FSAA is referenced in the achievement components, it refers to the FSAA – Performance Task.

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 K-12 assessment schedules published by the Bureau of K-12 Student 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 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) who have been enrolled in a U.S. school less than two (2) years are included in the 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 FAST ELA Reading End-of-Year Comprehensive Progress Monitoring Assessment (PM3). The date used for the first day of the FAST ELA PM3 for the 2022-23 school year is May 1, 2023.

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.

FSAA Datafolio

Students who complete the FSAA ELA, FSAA Mathematics, FSAA Mathematics EOCs, FSAA Science, FSAA Biology 1 EOC, FSAA Civics EOC, or FSAA U.S. History EOC assessments using the Datafolio option are only included in the percent tested. The FSAA – Performance Task for ELA, Mathematics, Algebra 1 EOC, Geometry EOC, Science, Biology 1, Civics, and U.S. History assessments are included in the achievement components. When FSAA is referenced in the achievement components, it refers to the FSAA – Performance Task.

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 FSAA 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 FSAA ELA statewide testing window is the first day of the Grades 3-8 Performance Task. The first day of the Grades 9-10 FSAA 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.
- ELLs who have been enrolled in a U.S. school for less than two years are also included.

Numerator – The following students are included in the numerator:

- Students in the denominator who tested on the FAST ELA PM3 or the FSAA ELA assessments.
 - Second-year ELLs who took the English language proficiency assessment but did not take the FAST ELA PM3 assessment are not included.
- Tenth grade students in the denominator who tested on the FSA ELA Retake assessment.
- 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 FAST Mathematics PM3 or FSAA 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 FSAA mathematics EOC assessment is required, and enrolled in the school on the first day of Spring B.E.S.T. mathematics EOC or FSAA mathematics EOC testing.
- Students enrolled in a course where a B.E.S.T. mathematics EOC or FSAA mathematics EOC assessment is required during one (1) of the four (4) surveys and who tested in Summer (FSA), Fall (FSA), or Winter (B.E.S.T.).
- 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 6 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 FSAA Mathematics assessment and not enrolled in a mathematics course associated with a B.E.S.T. EOC or FSAA EOC assessment.
- Students enrolled in a mathematics course with a required B.E.S.T. EOC assessment who took the FSAA Mathematics or a FSAA mathematics EOC are only included if they also took the associated B.E.S.T. mathematics EOC assessment (FSA for Summer and Fall).
- 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 (FSA for Summer and Fall).
- Students in the denominator and enrolled in an Access mathematics course in which an FSAA EOC assessment is required must take the associated FSAA EOC assessment or the corresponding B.E.S.T. EOC assessment (FSA for Summer and Fall).
 - Students who completed their FSAA Mathematics or FSAA 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 NGSSS Biology 1 EOC.
 - Grade 5 students who took and passed the grade 5 science assessment in a prior year are not included.
 - Grade 8 students who took and passed the grade 8 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 NGSSS Statewide Science Assessment and the FSAA 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 NGSSS Biology 1 EOC assessment is required and enrolled in the school on the first day of Spring NGSSS Biology 1 EOC testing.
- Students enrolled in a course during one of the four surveys where the NGSSS 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 FSAA Biology 1 EOC assessment is required and enrolled in the school on the first day of Spring FSAA 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 NGSSS Biology 1 EOC assessment.
 - Please refer to Table 6 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 FSAA Science and not enrolled in a course associated with the NGSSS Biology 1 EOC assessment.
- Students in the denominator and enrolled in a course associated with the NGSSS Biology 1 EOC assessment who took the NGSSS Biology 1 EOC assessment.
- Students in the denominator and enrolled in an Access Biology 1 course in which a FSAA EOC assessment is required who take either the associated FSAA EOC assessment or the NGSSS Biology 1 EOC assessment.
 - Students who completed their FSAA Science or FSAA Biology 1 EOC assessment using the Datafolio option are included.
- Students enrolled in a NGSSS Biology 1 EOC course who took the FSAA Science or FSAA 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 FSAA Civics or U.S. History EOC assessment is required and enrolled in the school on the first day of Spring FSAA 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 6 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 FSAA EOC assessment is required who took either the associated FSAA EOC assessment or the corresponding NGSSS EOC assessment.
 - Students who completed their FSAA Civics EOC or FSAA 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. In order 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 United States for two 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 2022-23 school year is May 1, 2023.

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/FSAA ELA statewide testing windows and earn a valid FAST ELA PM3/FSAA ELA score.
 - Students who met the grade 10 graduation requirement prior to the FAST ELA PM3 testing window are not included.
 - The first day of the Grades 3-8 FSAA ELA statewide testing window is the first day of the Grades 3-8 FSAA ELA, and the first day of the Grades 9-10 FSAA ELA statewide testing window is the first day of the Grades 9-10 FSAA ELA.
- Students in grade 10 who are enrolled as of the first day of the FSA ELA Reading Retake statewide testing windows and earn a valid FSA ELA score.

Numerator – Students in the denominator who score a Level 3 or above on the FAST ELA PM3/FSAA ELA assessment, or are enrolled in grade 10 and score a Level 3 or above on the FSA ELA Retake 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/FSAA Mathematics 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).
 - If a student takes a FAST Mathematics PM3 assessment and an FSAA Mathematics assessment, then the FAST Mathematics PM3 assessment is the assessment used for inclusion in the denominator.
- Students enrolled in a B.E.S.T. mathematics/FSAA 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 (FSA) administration or the current-year Fall (FSA), Winter, or Spring administrations.
- Students who take a B.E.S.T. mathematics/FSAA EOC assessment during the Spring administration must be enrolled in the school as of the first day of B.E.S.T./FSAA EOC Spring testing.
 - Students enrolled in a B.E.S.T. mathematics EOC course who take a mathematics FSAA EOC will not be included.
 - Students enrolled in an Access mathematics FSAA 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/FSAA 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/FSAA Mathematics or B.E.S.T. mathematics (FSA for Summer and Fall)/FSAA EOC mathematics 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 (FSA for Summer and Fall)/FSAA EOC assessments during a school grades school year, then the student is included 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 NGSSS Statewide Science Assessment and not enrolled in a Biology 1 EOC course.
 - Applies to both the NGSSS Statewide Science Assessment and the FSAA Science.
 - Grade 5 students who took and passed the grade 5 NGSSS Statewide Science Assessment in a prior year are not included.
 - Grade 8 students who took and passed the grade 8 NGSSS Statewide Science Assessment or Biology 1 EOC in a prior year are not included.
- Students enrolled in an NGSSS/FSAA 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 NGSSS or FSAA EOC assessment.
 - Students enrolled in an NGSSS Biology 1 course who take the FSAA Biology 1 EOC assessment are not included.
 - Students enrolled in an Access Biology 1 EOC course who take the NGSSS 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 Point Civics or U.S. History course who take the FSAA EOC assessment are not included.

- Students with a valid test score for both Civics and U.S. History 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 once in the numerator.

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. The information guide for calculating the Florida graduation rate can be found here: <http://www.fldoe.org/core/fileparse.php/7584/urlt/2021GradRateInfoGuide.pdf>.

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 reporting format table here: <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2021-22-student-info-system/student-assessment.stml>.

Approved industry certifications can be found at:
<http://fldoe.org/core/fileparse.php/8904/urlt/2122icfl.pdf>.

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 can be found at
<https://www.flrules.org/gateway/readRefFile.asp?refId=14908&filename=Clock%20Hour%20E%20List%206A-6.0575.pdf>.

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.

[Senate Bill 1048 \(2022\)](#) amended [s. 1008.34, F.S.](#), to require that the initial school grading scale for 2022-23 informational baseline school grades be set so that the percentage of schools that earn an “A,” “B,” “C,” “D” and “F” is statistically equivalent to the 2021-22 school grades results.

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 or not 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).

[Senate Bill 1048 \(2022\)](#) amended [s. 1008.34, F.S.](#), to require that the initial school grading scale for 2022-23 informational baseline school grades be set so that the percentage of schools that earn an “A,” “B,” “C,” “D” and “F” is statistically equivalent to the 2021-22 school grades results. Given this, the initial district grading scale is also adjusted to ensure the overall results mirror the 2021-22 results. The resulting grading scale for district grades is below.

- A = 68% of points or greater
- B = 58% to 67% of points
- C = 57% 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). In addition, due to the absence of learning gains components which normally fulfill the Academic Progress indicator requirement, the department is introducing the stand-alone 3rd grade ELA Achievement component into the Federal Index to meet this requirement one year earlier than statute incorporates it into the school grades calculation. As a result, schools who receive a school grade may have up to two additional components factored with their school grades components to produce their 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 centers 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, in order to receive a Federal Index, a school must have sufficient data for at least one component used to compute the index. Sufficient data exists when at least 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 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 Table 2-4.

Table 2. 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 (100 points)	Grade 3 ELA Achievement	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 3. 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
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	Middle School Acceleration Mathematics Achievement (20 points) Acceleration Success (100 points)	120 points
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points

Table 4. 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
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 4-Year Graduation Rate (ACGR) (20 points) Acceleration Success (100 points)	120 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, Kindergarten ACCESS for ELLs, or the Alternate ACCESS for ELLs, which are outlined below, respectively. Additional details may also be accessed on pages 15 through 16 of the State Plan at:

<http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf>.

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 5, 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.

Progress on the Alternate ACCESS for ELLs

In order to show progress on the Alternate ACCESS for ELLs, students with valid assessment combinations of prior-year and current-year assessments, as detailed in Table 5, must move up one composite scoring category or remain at Proficiency Level P1 (“Entering”) or above without decreasing a scoring category. 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 5. 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	Y

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.

Grade 3 ELA Achievement Component

The grade 3 ELA achievement component is worth 100 points and is based on the number of students who took and passed the grade 3 ELA statewide, standardized assessment. To be included in the grade 3 ELA achievement component, 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) and must be included in the denominator of the overall ELA achievement component.

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 centers are included in the achievement of the students' home-zoned schools. In order 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 United States for two 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 assessment. The date used for the first day of the FAST ELA PM3 assessment for the 2022-23 school year is May 1, 2023.

Grade 3 ELA Achievement (100 points)

Denominator – The following students are included in the denominator:

- Students in grades 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/FSAA ELA statewide testing windows and earn a valid score on the grade 3 FAST ELA PM3/FSAA ELA.

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

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 found here: <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2022-23-student-info-system/student-demographic-info.stml>.

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 Native Alaskan, 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 informational baseline school grades for the schools in the district. Districts shall be afforded an opportunity to contest or appeal a school grade within 30 days of the release of the informational baseline 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 percent of students tested is less than 95 percent at a school and the school did not receive a grade, that the student data accurately 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 at: <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>. 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 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, 2022-23 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 (<https://www.fldoe.org/core/fileparse.php/20077/urlt/2223-115629.pdf>).

“Passing” means that the student must attain a statewide standardized assessment score of Achievement Level 3 or higher.

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

- English Language Arts Achievement,
- Mathematics Achievement,
- Science Achievement,
- Social Studies Achievement,
- Middle School Acceleration,
- Graduation Rate, and
- College and Career Acceleration.

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

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

“Dropout prevention/juvenile justice program codes” are those codes reported on the student demographic format that identify students in alternative education programs (<https://www.fldoe.org/core/fileparse.php/20077/urlt/2223-115680.pdf>).

“Economically disadvantaged” means those students who qualify for free or reduced-price lunches, which is the indicator used to calculate the percentage of students classified as economically disadvantaged (<https://www.fldoe.org/core/fileparse.php/20077/urlt/2223-146025.pdf>).

“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 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 grades 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.

Table 6. 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