

Gadsden County School District: 2017-2019



SCHOOL TURNAROUND

THE RENSSELAERVILLE INSTITUTE

Increasing Life Chances for Children Through Education and Community

County Information

Gadsden County

Florida's 43rd most populous county
with 0.2% of Florida's population



Population

Census Population	Gadsden County	Florida
1980 Census	41,674	9,746,961
1990 Census	41,116	12,938,071
% change 1980-90	-1.3%	32.7%
2000 Census	45,087	15,982,824
% change 1990-00	9.7%	23.5%
2010 Census	46,389	18,801,332
% change 2000-10	2.9%	17.6%
Age		
% Under 18 years of age	24.2%	21.3%
% 65 years of age and over	13.6%	17.3%
Race & Ethnicity		
% White alone	35.9%	75.0%
% Black or African American alone	56.0%	16.0%
% Hispanic or Latino (of any race)	9.5%	22.5%
Estimates and Projections		
2016 Estimate	48,486	20,148,654
% change 2010-16	4.5%	7.2%
2020 Projection based on 2016 estimate	49,158	21,438,743
% change 2015-20	1.4%	6.4%
2025 Projection based on 2016 estimate	49,917	22,943,880
% change 2020-25	1.5%	7.0%
2016 Median Age	40.1	41.6

Density

Persons per square mile	Gadsden County	Florida
2000	87.4	296.4
2010	89.8	350.6
2016	93.9	375.7

Households and Family Households

Households	Gadsden County	Florida
Total households, 2000 Census	15,867	6,338,075
Family households, 2000 Census	11,429	4,210,760
% with own children under 18	45.3%	42.3%
Total households, 2010 Census	16,952	7,420,802
Family households, 2010 Census	11,895	4,835,475
% with own children under 18	38.7%	40.0%
Average Household Size, 2010 Census	2.61	2.48
Average Family Size, 2010 Census	3.12	3.01

According to Census definitions, a household includes all of the people who occupy a housing unit. The occupants may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated people who share living quarters. A family includes a householder and one or more other people living in the same household who are related to the householder by birth, marriage, or adoption. Census counts may be corrected for Census Count Question Resolution (CCQR).

Number of Establishments

2016 preliminary	Gadsden County	Florida
All industries	825	670,061
Natural Resource & Mining	33	5,368
Construction	131	66,377
Manufacturing	23	20,584
Trade, Transportation and Utilities	210	141,643
Information	9	10,923
Financial Activities	45	71,938
Professional & Business Services	97	154,679
Education & Health Services	84	71,153
Leisure and Hospitality	60	55,437
Other Services	79	54,912
Government	52	6,137

Industries may not add to the total due to confidentiality and unclassified.

Housing

Housing Counts	Gadsden County	Florida
Housing units, 2000 Census	17,703	7,302,947
Occupied	15,867	6,337,929
Owner-occupied	12,372	4,441,799
Renter-occupied	3,495	1,896,130
Vacant	1,836	965,018
Housing units, 2010 Census	19,506	8,989,580
Occupied	16,952	7,420,802
Owner-occupied	12,437	4,998,979
Renter-occupied	4,515	2,421,823
Vacant	2,554	1,568,778
Units Permitted		
1990	160	126,384
2000	80	155,269
2010	89	38,679
2011	81	42,360
2012	65	64,810
2013	44	86,752
2014	23	84,075
2015	38	109,924
2016	41	116,240

Population Characteristics

Language spoken at home other than English	Gadsden County	Florida
Persons aged 5 and over	10.1% +/- 1.1%	28.1% +/- 0.1%
Place of birth		
Foreign born	5.9% +/- 0.8%	19.7% +/- 0.1%
Veteran status		
Civilian population 18 and over	9.7% +/- 1.0%	9.7% +/- 0.1%

Residence 1 Year Ago

Persons aged 1 and over	Gadsden County	Florida
Same house	88.9% +/- 1.9%	83.8% +/- 0.1%
Different house in the U.S.	10.7% +/- 1.9%	15.2% +/- 0.1%
Same county in Florida	3.5% +/- 1.0%	9.4% +/- 0.1%
Different county in Florida	6.4% +/- 1.3%	3.1% +/- 0.1%
Different county in another state	0.8% +/- 0.4%	2.8% +/- 0.1%
Abroad	0.4% +/- 0.2%	0.9% +/- 0.1%

+/- = margin of error based on a 90% confidence level.

Employment by Industry

Percent of All Establishments

2016 preliminary	Gadsden County	Florida
All industries	825	670,061
Natural Resource & Mining	4.0%	0.8%
Construction	15.9%	9.9%
Manufacturing	2.8%	3.1%
Trade, Transportation and Utilities	25.5%	21.1%
Information	1.1%	1.6%
Financial Activities	5.5%	10.7%
Professional & Business Services	11.8%	23.1%
Education & Health Services	10.2%	10.6%
Leisure and Hospitality	7.3%	8.3%
Other Services	9.6%	8.2%
Government	6.3%	0.9%

Employment by Industry

Average Annual Employment,
% of All Industries, 2016 preliminary

	Gadsden County	Florida
All industries	12,760	8,309,088
Natural Resource & Mining	11.1%	0.9%
Construction	7.3%	5.7%
Manufacturing	6.8%	4.3%
Trade, Transportation and Utilities	17.0%	20.6%
Information	0.8%	1.6%
Financial Activities	1.3%	6.5%
Professional & Business Services	8.5%	15.5%
Education & Health Services	5.6%	14.8%
Leisure and Hospitality	5.5%	14.1%
Other Services	1.7%	3.3%
Government	34.4%	12.6%

Industries may not add to the total due to confidentiality and unclassified.

Average Annual Wage
2016 preliminary

	Gadsden County	Florida
All industries	\$33,748	\$47,060
Natural Resource & Mining	\$29,159	\$31,501
Construction	\$42,118	\$47,342
Manufacturing	\$44,887	\$57,824
Trade, Transportation and Utilities	\$34,170	\$41,939
Information	\$45,333	\$77,256
Financial Activities	\$34,391	\$69,701
Professional & Business Services	\$33,320	\$56,930
Education & Health Services	\$29,299	\$48,616
Leisure and Hospitality	\$15,719	\$24,399
Other Services	\$24,027	\$33,996
Government	\$34,951	\$52,022

Labor Force

Labor Force as Percent of Population
Aged 18 and Older

	Gadsden County	Florida
1990	62.8%	64.3%
2000	60.1%	63.7%
2010	57.1%	62.2%
2016	48.7%	61.4%

	Gadsden County	Florida
1990	5.0%	6.1%
2000	4.0%	3.7%
2010	11.8%	11.1%
2016	6.3%	4.9%

Income and Financial Health

Personal Income (\$000s)

	Gadsden County	Florida
1990	\$523,698	\$260,093,568
2000	\$912,705	\$477,315,998
% change 1990-2000	74.3%	83.5%
2010	\$1,309,544	\$728,063,852
% change 2000-10	43.5%	52.5%
2011	\$1,374,044	\$773,315,948
% change 2010-11	4.9%	6.2%
2012	\$1,319,278	\$793,103,892
% change 2011-12	-4.0%	2.6%
2013	\$1,285,593	\$798,885,890
% change 2012-13	-2.6%	0.7%
2014	\$1,345,281	\$853,317,759
% change 2013-14	4.6%	6.8%
2015	\$1,396,470	\$900,636,248
% change 2014-15	3.8%	5.5%

Per Capita Personal Income

	Gadsden County	Florida
1990	\$12,690	\$19,956
2000	\$20,305	\$29,744
% change 1990-00	60.0%	49.0%
2010	\$27,401	\$38,624
% change 2000-10	34.9%	29.9%
2011	\$29,034	\$40,476
% change 2010-11	6.0%	4.8%
2012	\$28,335	\$40,983
% change 2011-12	-2.4%	1.3%
2013	\$27,916	\$40,771
% change 2012-13	-1.5%	-0.5%
2014	\$29,152	\$42,868
% change 2013-14	4.4%	5.1%
2015	\$30,334	\$44,429
% change 2014-15	4.1%	3.6%

Earnings by Place of Work (\$000s)

	Gadsden County	Florida
1990	\$333,981	\$161,317,329
2000	\$510,827	\$313,054,047
% change 1990-2000	53.0%	94.1%
2010	\$654,169	\$437,064,465
% change 2000-10	28.1%	39.6%
2011	\$651,812	\$447,731,548
% change 2010-11	-0.4%	2.4%
2012	\$657,610	\$465,347,164
% change 2011-12	0.9%	3.9%
2013	\$640,294	\$479,490,070
% change 2012-13	-2.6%	3.0%
2014	\$655,466	\$508,051,449
% change 2013-14	2.4%	6.0%
2015	\$669,939	\$544,852,833
% change 2014-15	2.2%	7.2%

Median Income

	Gadsden County	Florida
Median Household Income	\$35,567 +/- \$2,295	\$47,507 +/- \$202
Median Family Income	\$44,278 +/- \$2,668	\$57,504 +/- \$300

+/- = margin of error based on a 90% confidence level.

Percent in Poverty, 2015

	Gadsden County	Florida
All ages in poverty	24.5%	15.8%
Under age 18 in poverty	38.4%	23.4%
Ages 5-17 in families in poverty	37.2%	22.0%

Education

Personal Bankruptcy Filing Rate
(per 1,000 population)

	Gadsden County	Florida
12-Month Period Ending March 31, 2016	1.92	2.55
12-Month Period Ending March 31, 2017	1.89	2.10
State Rank	18	NA

Chapter 7 & Chapter 13

Public Education Schools

	Gadsden County School District	Florida
Traditional Setting (2016-17)		
Total (state total includes special districts)	18	3,245
Elementary	9	1,931
Middle	1	591
Senior High	4	723
Combination	4	472

Quality of Life

Crime

	Gadsden County	Florida
Crime rate, 2016 (index crimes per 100,000 population)	NA	3,181.4
Admissions to prison FY 2015-16	97	30,289
Admissions to prison per 100,000 population FY 2015-16	201.7	155.3

Workers Aged 16 and Over

	Gadsden County	Florida
Place of Work in Florida		
Worked outside county of residence	54.9% +/- 3.1%	17.5% +/- 0.1%
Travel Time to Work		
Mean travel time to work (minutes)	28.5 +/- 1.1	26.4 +/- 0.1

+/- = margin of error based on a 90% confidence level.

Educational attainment

	Gadsden County	Florida
Persons aged 25 and older		
% HS graduate or higher	78.0% +/- 1.9%	86.9% +/- 0.1%
% bachelor's degree or higher	17.0% +/- 1.6%	27.3% +/- 0.2%

+/- = margin of error based on a 90% confidence level.

Reported County Government Revenues and Expenditures

Revenue 2013-14			Expenditures 2013-14		
Total - All Revenue Account Codes (\$000s)	Gadsden County	Florida*	Total - All Expenditure Account Codes (\$000s)	Gadsden County	Florida*
Per Capita \$	\$60,576.3	\$35,078,190.1	Per Capita \$	\$60,178.26	\$34,556,603.54
% of Total	100.0%	100.0%	% of Total	99.3%	98.5%
Taxes (\$000s)	\$17,404.9	\$11,286,136.6	General Government Services** (\$000s)	\$7,676.95	\$6,044,766.46
Per Capita \$	\$361.88	\$606.22	Per Capita \$	\$159.62	\$324.69
% of Total	28.7%	32.2%	% of Total	12.7%	17.2%
Permits, Fee, and Special Assessments (\$000s)	\$286.9	\$1,428,842.6	Public Safety (\$000s)	\$13,088.74	\$8,265,802.04
Per Capita \$	\$5.97	\$76.75	Per Capita \$	\$272.14	\$443.98
% of Total	0.5%	4.1%	% of Total	21.6%	23.6%
Intergovernmental Revenues (\$000s)	\$18,921.5	\$3,867,086.6	Physical Environment (\$000s)	\$406.35	\$4,073,625.32
Per Capita \$	\$393.41	\$207.71	Per Capita \$	\$8.45	\$218.81
% of Total	31.2%	11.0%	% of Total	0.7%	11.6%
Charges for Services (\$000s)	\$4,674.6	\$11,657,880.3	Transportation (\$000s)	\$14,162.58	\$4,178,571.49
Per Capita \$	\$97.19	\$626.19	Per Capita \$	\$294.46	\$224.45
% of Total	7.7%	33.2%	% of Total	23.4%	11.9%
Judgments, Fines, and Forfeits (\$000s)	\$290.7	\$201,873.9	Economic Environment (\$000s)	\$666.39	\$1,255,781.59
Per Capita \$	\$6.04	\$10.84	Per Capita \$	\$13.86	\$67.45
% of Total	0.5%	0.6%	% of Total	1.1%	3.6%
Miscellaneous Revenues (\$000s)	\$975.4	\$865,473.4	Human Services (\$000s)	\$3,114.43	\$2,851,675.45
Per Capita \$	\$20.28	\$46.49	Per Capita \$	\$64.75	\$153.17
% of Total	1.6%	2.5%	% of Total	5.1%	8.1%
Other Sources (\$000s)	\$18,022.4	\$5,770,896.6	Culture / Recreation (\$000s)	\$1,296.13	\$1,399,673.23
Per Capita \$	\$374.72	\$309.97	Per Capita \$	\$26.95	\$75.18
% of Total	29.8%	16.5%	% of Total	2.1%	4.0%
			Other Uses and Non-Operating (\$000s)	\$17,837.39	\$5,491,499.16
			Per Capita \$	\$370.87	\$294.97
			% of Total	29.4%	15.7%
			Court-Related Expenditures (\$000s)	\$1,929.30	\$995,208.81
			Per Capita \$	\$40.11	\$53.46
			% of Total	3.2%	2.8%

* All County Governments Except Duval - The consolidated City of Jacksonville / Duval County figures are included in municipal totals rather than county government totals.

** (Not Court-Related)

State Infrastructure

	Gadsden County	Florida
Transportation		
State Highway		
Centerline Miles	139.6	12,109.9
Lane Miles	417.1	43,819.1
State Bridges		
Number	69	6,783
State Facilities		
Buildings/Facilities (min. 300 Square Feet)		
Number	313	9,319
Square Footage	2,853,915	63,971,860
State Owned Lands		
State Lands		
Conservation Lands		
Parcels	236	38,326
Acreage	20,315.5	3,140,422.9
Non-Conservation Lands		
Parcels	78	5,880
Acreage	4,496.9	160,353.7

State and Local Taxation

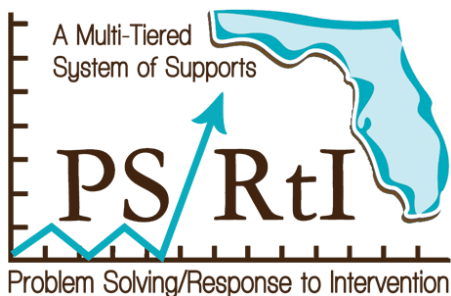
2016 Ad Valorem Millage Rates	Gadsden County	
	County-Wide	Not County-Wide*
County	8.9064	
School	6.7790	
Municipal		1.3945
Special Districts	0.0366	

*MSTU included in Not County-Wide "County" category



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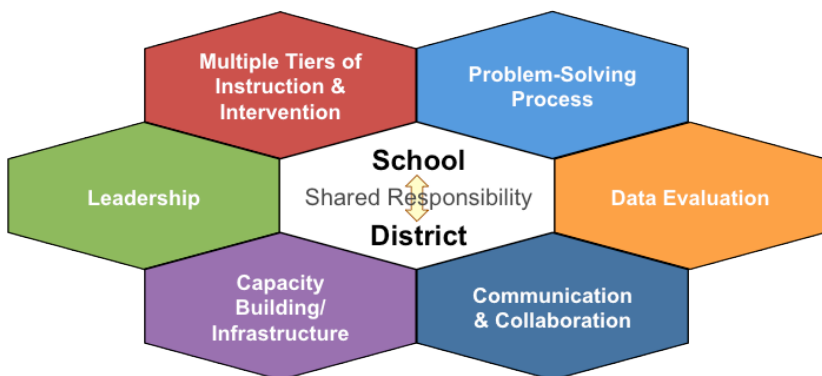
June 2017



A collaborative project between the Florida Department of Education and the University of South Florida, Institute for School Reform

The Florida Department of Education partnered with the University of South Florida in 2006 to create the Florida Problem Solving and Response to Intervention (PS/RtI) Project to help facilitate and inform implementation of a PS/RtI model in the state. Over time, the mission of the Project has evolved, through a partnership with the Florida Positive Behavior Interventions and Support (PBIS) and the PS/RtI Technology Learning Connections (PS/RtI-TLC) projects into a Multi-Tiered System of Supports (MTSS) initiative.

MTSS is an evidence-based framework designed to educate **all** students in an efficient and effective manner. MTSS uses a data-based problem-solving process to develop, implement, and evaluate academic and behavior instruction and interventions delivered in varying intensities (tiers), based on student need, that are aligned with state standards. The implementation of MTSS draws upon existing resources, skills and culture within a district. The MTSS structure enables a district to maximize the impact of its existing resources by increasing its capacity of to use data-based evaluation, strategic leadership, and efficient and effective communication and collaboration.



Project staff work to build the capacity of school districts to implement MTSS through the initiatives described below.

Statewide Professional Development, Technical Assistance, and Support for MTSS Implementation

One of the main goals of the Project is to provide professional development, technical assistance and support to increase district capacity to implement and sustain a multi-tiered system of supports. This initiative is primarily supported by Regional Coordinators (RCs) located in the northern, central, and southern areas of the state. The RCs increase the capacity of districts to implement MTSS through training, technical assistance, and support. Professional development modules and materials are created to support

“Your expertise and the resources shared help us build the capacity of our district!”

Adrienne T. Dixon
Specialist, Response to Intervention
Broward County Public Schools

MTSS implementation across the state. In addition, Project staff support the Florida Department of Education in their work with districts to improve the performance of student with disabilities.

PK-12 Alignment

This initiative focuses on the implementation of data-based problem solving within an MTSS designed to support students as they transition from PreK through 12th grade. Training and technical assistance is provided to districts to use data-based problem solving, and encourage the development and delivery of multi-tiered evidence-based instruction/intervention within the context of an MTSS. Support for the use of Early Warning Systems, Supplemental and Intensive Interventions in Reading and Math, Integrating Specially Designed Instruction for students with disabilities and Universal Design for Learning (UDL) across the tiers, Standards-based IEPs and Lesson Study help districts and schools to meet the needs of all students.

Differentiated Accountability (DA) Support for MTSS

The Florida Department of Education adopted the DA model to improve student performance in the state’s most struggling schools. Differentiated Accountability MTSS Specialists support the work of the regional DA teams to provide training, technical assistance, and evaluation support for the use of a data-based problem-solving process within a multi-tiered delivery system. This support is part of a comprehensive school improvement process. MTSS Specialists provide support to their regional teams on MTSS and collaborate with other content (e.g., reading, math) specialists to improve the performance of all students.

Technology to Support Improved Outcomes for All Students

The Technology and Learning Connections (TLC) team supports districts and schools in the development of a universally designed, differentiated core curriculum that meets the learning needs of all students and ensures that students with disabilities have equity in access to instruction aligned with the Florida Standards. Professional development, resources, and materials are available on the integration of assistive technology (AT), accessible instructional materials, and universal design for learning (UDL) to support appropriate and effective instructional decisions within an MTSS. The TLC team maintains five regional technology support centers and an online AT and UDL Loan Library.

Integrated MTSS Model for Academic and Behavior Supports

Instruction and interventions that integrate both academic and behavior content accelerate the performance of **all** students. This initiative focuses on developing and supporting the statewide implementation of an integrated MTSS model of academic, behavior, and technology supports in Florida’s schools. The Project collaborates with the Florida PBS: MTSS Project to support districts to implement a model that uses evidence-based practices to integrate academic and behavior instruction/interventions. The two projects also continue to develop relationships with and gather information from school districts to plan for systematic support of statewide implementation of an integrated MTSS.

Evaluation of MTSS Implementation

Support is provided to stakeholders who want to improve their program evaluation processes and procedures to assess the impact of the implementation of MTSS. We also provide support in terms of the development and delivery of professional development and products designed to facilitate effective program evaluation in an MTSS.

“The Florida PS/Rtl Project’s support in developing the needed infrastructure, sustaining implementation, and evaluating data is paramount to improving academic and behavioral outcomes for students in our district.”

Susan W. Voorhees
Director, Accountability & Special Programs
Baker County School District

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Connect with a couple of our partners!

Florida's Multi-Tiered System of Supports

www.florida-rti.org/

Florida's Positive Behavioral Interventions and Support Project

flpbs.fmhi.usf.edu/

DISTRICT INFORMATION

District Name: Gadsden County 5,004 students total

District Address: 35 Martin L. King Jr. Blvd, Quincy, FL 32351

District Number: 850.627.9651

Superintendent: Roger P. Milton

2016-17

4 Elementary Schools

2 Middle Schools

4 High Schools

1 K-12 School (Charter)

2 Magnet Schools (1 Elementary; other PreK-8)

2017-18 Reconfiguration

4 Elementary Schools

1 Middle School

1 High School

District Grade – C

Gadsden Independent School District
2017-2018

3rd- 7th District Closed
4th-Fourth of July
27th-Board Meeting
31st-Instructional Prep
7th, 14th, 21st - Off Days
[Off Days- 7:00 a.m. - 5:30 p.m.]

July				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1st -9th-Winter Break
8th &9th-Instr Prep/Prof Dev
10th-Classes K-12 Resume
11th & 25th-Board Meeting
15th-Martin Luther King Holiday

1st & 2nd -Instructional Prep
3rd-Classes Begin
3rd-Kindergarten Classes Begin
10th & 24th-Board Meeting

August				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

9th-Progress Reports
14th -120th Day of School
7th & 22nd-Board Meeting
15th-Elem Sch PTC
15th & 16th-Secondary ICAT Conference
16th-Elem Prof Dev
19th-Presidents Day

1st- Progress Reports
4th-Labor Day Holiday
14th & 28th -Board Meeting
21st -Elem-Middle Sch PTC/High School Prof Dev
22th-Elem-Middle Sch Prof Dev/High School PTC

September				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

March				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NMSBA Testing
8th & 22th-Board Meeting
16th -End of 3rd- 9 wk grading
26th- 30th- Spring Break

2nd-6th -Fall Break
11th -40th Day of School
12th & 26th-Board Meeting
13th- End of 1st 9wk grading period
13th -Report Cards

October				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2nd- Spring Holiday
12th & 26th-Board Meeting
25th -Progress Reports

15th -Progress Reports
9th-Board Meeting
10th-Veteran's Day
20th-24th-Thanksgiving Holiday

November				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

10th & 24th-Board Meeting
23rd & 24th-Middle School & High School
1/2 Day Students-All Day Teachers
23rd-Elem All Day Students & Teachers
24th-Elem Stud 1/2 Day-All Day Teachers
24th-End of 4th-9 wk grading period- Report Card:
28th-Memorial Day

1st-80th Day of School
14th-Board Meeting
21st-Half Day for Teachers and Students
21st-End of 2nd- 9 wk Grading Period
21st -Report Cards
22nd-29th-Winter Break

December				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

14th-Board Meeting

Teachers - 92 Days
Students -87 Days
Prof Dev - 4 Days
PTC - 1 Day

Inst. Support/Prof Development
Beginning and ending days
Break/Holiday
Parent-Teacher Conferences
Testing Window
Board Meetings

Teachers - 91 Days
Students - 87 Days
Prof Dev - 3 Days
PTC - 1 Day

T eacher 183
Student 174

Testing Information

Florida:

- **Next Generation Sunshine State Standards End-of-Course Assessments (NGSSS EOC): 9-12**
[NGSSS EOC Fact Sheet](#)
 - Biology 1
 - U.S. History
 - Civics
 - Algebra 1 Retake

Grading: Achievement Levels

Level 1	Level 2	Level 3	Level 4	Level 5
Indicates an inadequate level of success with the challenging content of the NGSSS.	Indicates a below satisfactory level of success with the challenging content of the NGSSS.	Indicates a satisfactory level of success with the challenging content of the NGSSS.	Indicates an above satisfactory level of success with the challenging content of the NGSSS.	Indicates mastery of the most challenging content of the NGSSS.

The lowest score in Level 3 is the passing score for each assessment.

Course	Level 1	Level 2	Level 3	Level 4	Level 5
Biology 1	325–368	369–394	395–420	421–430	431–475
Civics	325–375	376–393	394–412	413–427	428–475
U.S. History	325–377	378–396	397–416	417–431	432–475
Algebra	325–374	375–398	399–424	425–436	437–475

- **Florida Standards Assessments (FSA)**
[FSA English Language Arts and Mathematics Fact Sheet](#)
 - FSA ELA assessments: grades 3-10
 - FSA Math assessment: grades 3-8

Grading: Achievement Levels

Level 1	Level 2	Level 3	Level 4	Level 5
Inadequate: Highly likely to need substantial support for the next grade	Below Satisfactory: Likely to need substantial support for the next grade	Satisfactory: May need additional support for the next grade	Proficient: Likely to excel in the next grade	Mastery: Highly likely to excel in the next grade

The lowest score in Level 3 is the passing score for each grade level and subject.

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3 ELA	240-284	284-333	300-314	315-329	330-360
Grade 4 ELA	251-296	297-310	311-324	325-339	340-372
Grade 5 ELA	257-303	304-320	321-335	336-351	352-385
Grade 6 ELA	259-308	309-325	326-338	339-355	356-391

Grade 7 ELA	267-317	318-332	333-345	346-359	360-397
Grade 8 ELA	274-321	322-336	337-351	352-365	366-403
Grade 9 ELA	276-327	328-342	343-354	355-369	370-407
Grade 10 ELA	284-333	334-349	350-361	362-377	378-412

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3 Math	240-284	285-296	297-310	311-326	327-360
Grade 4 Math	251-298	299-309	310-324	325-339	340-376
Grade 5 Math	256-305	306-319	320-333	334-349	350-388
Grade 6 Math	260-309	310-324	325-338	339-355	356-390
Grade 7 Math	269-315	316-329	330-345	346-359	360-391
Grade 8 Math	273-321	322-336	337-352	353-364	365-393

[FSA EOC Fact Sheet](#)

- Algebra 1
- Algebra 2
- Geometry

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Algebra 1 EOC	425-486	487-496	497-517	518-531	532-575
Geometry EOC	425-485	486-498	499-520	521-532	533-575
Algebra 2 EOC	425-496	497-510	511-528	529-536	537-575

2016–17 FSA English Language Arts and Mathematics Fact Sheet

Florida Standards Assessments (FSA) English Language Arts (ELA) and Mathematics Overview

This fact sheet provides information regarding grades 3–10 ELA and grades 3–8 mathematics assessments that measure student achievement of the [Florida Standards](#). For information on FSA End-of-Course (EOC) assessments, see the [2016–17 FSA End-of-Course Assessments Fact Sheet](#).

Students to Be Tested in 2016–17

- Students enrolled in grades 3–10 will participate in FSA ELA assessments.
 - All students will participate in ELA Reading.
 - Students enrolled in grades 4–10 will also participate in ELA Writing.
 - Retained Grade 10 or Grades 11–12 students who have not yet passed the Grade 10 ELA assessment will participate in the ELA Retake assessment.
- Students enrolled in grades 3–8 will participate in FSA Mathematics assessments.
 - In accordance with Section 1008.22(3)(b)1, Florida Statutes, middle grades students will not be tested on both FSA Mathematics and a mathematics EOC assessment. Students enrolled in Algebra 1, Geometry, or Algebra 2 must take the corresponding EOC assessment, not the grade-level mathematics assessment.

Test Administration Schedule

For a full schedule of all statewide assessments, see the [2016–17 Statewide Assessment Schedule](#). The 2016–17 FSA ELA and Mathematics assessments will be administered during the following windows:

- **October 10–21, 2016**
 - FSA ELA Writing Retake
- **October 10–28, 2016**
 - FSA ELA Reading Retake
- **February 27–March 3, 2017**
 - Grades 4–7 FSA ELA Writing
- **February 27–March 10, 2017**
 - Grades 8–10 & Retake FSA ELA Writing
- **March 27–April 7, 2017**
 - Grade 3 FSA ELA Reading
 - FSA ELA Reading Retake
- **April 10–May 12, 2017**
 - Grades 4–10 FSA ELA Reading & Grades 3–8 FSA Mathematics

Test Administration Information

- In 2016–17, the following FSA assessments are delivered in a paper-based format:
 - Grade 3 ELA Reading
 - Grades 4–7 ELA Writing
- In 2016–17, the following FSA assessments are delivered in a computer-based format:
 - Grades 8–10 & Retake ELA Writing
 - Grades 4–10 & Retake ELA Reading
 - Grades 3–8 Mathematics

- Paper-based versions (regular print, large print, one-item-per-page and braille) of computer-based tests (CBT) are provided for students with disabilities who cannot access assessments on the computer, as specified in their Individual Educational Plans (IEPs) or Section 504 plans.
- CBT accommodations (e.g., text-to-speech) are available for students whose IEPs indicate these accommodations.
- **ELA Writing**
 - The ELA Writing test consists of one text-based constructed-response item (students read a variety of texts and respond to a prompt).
 - Grades 4–10 ELA Writing tests are administered in one 120-minute session.
 - The ELA Writing Retake is one 120-minute session, but students may use up to half the length of a typical school day to complete the test.
 - All students (PBT and CBT) are provided with a planning sheet to plan their writing. A sample of the Writing Planning Sheet is available on the [FSA Portal](#).
- **ELA Reading and Mathematics**
 - ELA Reading and Mathematics assessments contain 56–66 items.
 - More information, including the number-of-items range for each assessment, can be found in the Test Design Summary located on the [FSA Portal](#).
 - FSA ELA and Mathematics sessions are administered over two days. Test session lengths are as follows:
 - **ELA Reading**
 - Grades 3–5—Two 80-minute sessions
 - Grades 6–8 —Two 85-minute sessions
 - Grades 9–10—Two 90-minute sessions
 - The ELA Reading Retake is administered in two 90-minute sessions, but students may use up to half the length of a typical school day to complete each session.
 - **ELA Mathematics**
 - Grades 3–5—Two 80-minute sessions
 - Grades 6–8—Three 60-minute sessions*
 - * Schools are required to administer Session 1 (non-calculator session) on day one and Sessions 2 and 3 (calculator sessions) on day two.
 - CBT Work Folders are provided for each mathematics session. A sample of the work folder is available on the [FSA Portal](#).
 - CBT Worksheets are provided for each reading session for note-taking. A sample of the worksheet is available on the [FSA Portal](#).
 - For ELA Reading tests, students will respond to some items associated with listening passages. Students must have headphones or earbuds to access the passages. For information about the types of accommodations available for ELA Reading listening items for students with the appropriate IEP or Section 504 plan, see the Assessment Accommodations Frequently Asked Questions (FAQ) document on the [FSA Portal](#).
 - Scientific calculators are provided as part of the CBT platform for **Sessions 2 and 3 only** of grades 7 and 8 FSA Mathematics. The calculator is available for practice on the [FSA Portal](#). In addition, reference sheets are provided for some mathematics assessments. Please see the [Calculator and Reference Sheet Policies for Florida Standards Assessments \(FSA\) Mathematics Assessments](#) for more information. Calculators are not permitted for Grades 3–6 Mathematics.

Practice Tests

- Computer-based and paper-based **practice tests**, as well as paper-based **test item practice** handouts, for each assessment are available on the [FSA Portal](#). Practice tests allow teachers, parents/guardians, and students to become familiar with the system, functionality, tools, and item types that will be encountered on the FSA. For resources to help students better understand the Florida Standards to which the assessments are aligned, please visit [CPALMS](#).
- Students are required to participate in a practice test session at their school prior to testing.

Achievement Levels and FSA Scale Scores

Student performance on Florida's statewide assessments is categorized into five achievement levels. Table 1 provides information regarding student performance at each achievement level; this information is provided on student reports so that students, parents, and educators may interpret student results in a meaningful way.

Table 1. Achievement Levels

Level 1	Level 2	Level 3	Level 4	Level 5
Inadequate: Highly likely to need substantial support for the next grade	Below Satisfactory: Likely to need substantial support for the next grade	Satisfactory: May need additional support for the next grade	Proficient: Likely to excel in the next grade	Mastery: Highly likely to excel in the next grade

Achievement Level Descriptions (ALDs) further specify what students should know and be able to do in each grade level and subject as indicated in the Florida Standards. The FSA ALDs are available on the [FSA Portal](#).

Achievement level cut scores for FSA assessments were adopted in [State Board of Education Rule 6A-1.09422](#), Florida Administrative Code, in January 2016. The lowest score in Level 3 is the passing score for each grade level and subject. The table below shows the score ranges for each achievement level on the FSA score scale. For grades 4-10 ELA, a combined score is reported that includes student performance on both the Writing and Reading components.

Table 2. FSA Scale Scores for Each Achievement Level

Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts Scale Scores (240-412) for Each Achievement Level	Grade 3 ELA	240-284	285-299	300 -314	315-329	330-360
	Grade 4 ELA	251-296	297-310	311 -324	325-339	340-372
	Grade 5 ELA	257-303	304-320	321 -335	336-351	352-385
	Grade 6 ELA	259-308	309-325	326 -338	339-355	356-391
	Grade 7 ELA	267-317	318-332	333 -345	346-359	360-397
	Grade 8 ELA	274-321	322-336	337 -351	352-365	366-403
	Grade 9 ELA	276-327	328-342	343 -354	355-369	370-407
	Grade 10 ELA	284-333	334-349	350 -361	362-377	378-412
Mathematics Scale Scores (240-393) for Each Achievement Level	Grade 3 Mathematics	240-284	285-296	297 -310	311-326	327-360
	Grade 4 Mathematics	251-298	299-309	310 -324	325-339	340-376
	Grade 5 Mathematics	256-305	306-319	320 -333	334-349	350-388
	Grade 6 Mathematics	260-309	310-324	325 -338	339-355	356-390
	Grade 7 Mathematics	269-315	316-329	330 -345	346-359	360-391
	Grade 8 Mathematics	273-321	322-336	337 -352	353-364	365-393

Additional Information

- Students in grade 3 must achieve a Level 2 or higher on the FSA ELA Reading Assessment for promotion purposes. For more information on this requirement, as well as good cause exemption information for students who score in Level 1, please see the [Third Grade Guidance page](#) on the FDOE website.
- Students in grade 10 must pass the FSA ELA for graduation purposes. For more information, including concordant score and alternate passing score information, please see [Graduation Requirements for Statewide Assessments](#).
- Achievement level cut scores for FSA ELA and Mathematics assessments were established in January 2016 (see Table 2). For more information on these scores, please see [Understanding FSA Reports](#). For more information on the standard-setting process, please visit the [Standard Setting page](#) on the FDOE website.
- Students with IEPs or Section 504 plans, as well as English Language Learners (ELLs), may be eligible for allowable accommodations on statewide assessments. For more information about accommodations, see the Assessment Accommodations FAQ document on the [FSA Portal](#).

Please visit the [FDOE website](#) and the [FSA Portal](#) for more information about the statewide assessment program.

Florida School Leader Assessment (FSLA)

A Multidimensional Leadership Assessment

4 Domains - 10 Proficiency Areas - 45 Indicators

A summative performance level is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- Florida School Leader Assessment (FSLA)
- Deliberate Practice Score

The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1.1 – <u>Academic Standards</u> : The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
Indicator 1.2 – <u>Performance Data</u> : The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 – <u>Planning and Goal Setting</u> : The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 - <u>Student Achievement Results</u> : The leader demonstrates evidence of student improvement through student achievement results.
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
Indicator 2.1 - <u>Learning Organization</u> : The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 2.2 - <u>School Climate</u> : The leader maintains a school climate that supports student engagement in learning.
Indicator 2.3 - <u>High Expectations</u> : The leader generates high expectations for learning growth by all students.
Indicator 2.4 - <u>Student Performance Focus</u> : The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators This domain contributes 40% of the FSLA Score	
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.	
Indicator 3.1 – <u>FEAPs</u> :	The leader aligns the school’s instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of Florida’s common language of instruction to guide faculty and staff implementation of the foundational principles and practices.
Indicator 3.2 - <u>Standards-based Instruction</u> :	The leader delivers an instructional program that implements the state’s adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.
Indicator 3.3 - <u>Learning Goals Alignments</u> :	The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 3.4 - <u>Curriculum Alignments</u> :	The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
Indicator 3.5 - <u>Quality Assessments</u> :	The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 3.6 - <u>Faculty Effectiveness</u> :	The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.	
Indicator 4.1 - <u>Recruitment and Retention</u> :	The leader employs a faculty with the instructional proficiencies needed for the school population served.
Indicator 4.2 - <u>Feedback Practices</u> :	The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 4.3 - <u>High Effect Size Strategies</u> :	Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
Indicator 4.4 - <u>Instructional Initiatives</u> :	District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 4.5 - <u>Facilitating and Leading Professional Learning</u> :	The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
Indicator 4.6 - <u>Faculty Development Alignments</u> :	The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
Indicator 4.7 - <u>Actual Improvement</u> :	The leader improves the percentage of effective and highly effective teachers on the faculty.

Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
Indicator 5.1 - <u>Student Centered</u> : The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.
Indicator 5.2 - <u>Success Oriented</u> : The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
Indicator 5.3 - <u>Diversity</u> : To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.
Indicator 5.4 - <u>Achievement Gaps</u> : The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

<p style="text-align: center;">Domain 3 – Organizational Leadership 4 Proficiency Areas – 16 Indicators This domain contributes 20% of the FSLA Score</p>
Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.
Indicator 6.1- <u>Prioritization Practices</u> : The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
Indicator 6.2 - <u>Problem Solving</u> : The leader uses critical thinking and problem solving techniques to define problems and identify solutions.
Indicator 6.3 - <u>Quality Control</u> : The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.
Indicator 6.4 - <u>Distributive Leadership</u> : The leader empowers others and distributes leadership when appropriate.
Indicator 6.5 - <u>Technology Integration</u> : The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.
Indicator 7.1 - <u>Leadership Team</u> : The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.
Indicator 7.2 – <u>Delegation</u> : The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.
Indicator 7.3 - <u>Succession Planning</u> : The leader plans for and implements succession management in key positions.
Indicator 7.4 - <u>Relationships</u> : The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.
Indicator 8.1 - <u>Organizational Skills</u> : The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 8.2 - <u>Strategic Instructional Resourcing</u> : The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 8.3 – <u>Collegial Learning Resources</u> : The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.
Indicator 9.1 - <u>Constructive Conversations</u> : The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
Indicator 9.2 - <u>Clear Goals and Expectations</u> : The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 9.3 - <u>Accessibility</u> : The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 9.4 - <u>Recognitions</u> : The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Domain 4: The focus is on the leader’s professional conduct and leadership practices that represent quality leadership.

<p align="center">Domain 4 - Professional and Ethical Behaviors</p> <p align="center">1 Proficiency Area – 4 Indicators</p> <p align="center">This domain contributes 20% of the FSLA Score</p>
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Indicator 10.1 – <u>Resiliency</u> : The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership , and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
Indicator 10.2 - <u>Professional Learning</u> : The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Indicator 10.3 – <u>Commitment</u> : The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.
Indicator 10.4 - <u>Professional Conduct</u> : The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the education profession (Rule 6B-1.006, F.A.C.).

The FSLA Domain scores (combining ratings on all 4 FSLA domains) generates 80% of Leadership Practice Score. The other 20% is based on **the Deliberate Practice score.**

Additional Metric

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice	
Proficiency Area(s) and Target(s) for Growth selected by School Leader	
<p><u>Deliberate Practice Priorities:</u> The leader identifies a short list of specific and measurable priority learning goals related to teaching, learning, or school leadership that target growth in the leader toward highly effective levels of personal mastery; takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. <u>The targets are “thin slices” of specific gains sought</u> – not broad overviews or long term goals taking years to accomplish. Where FSLA indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needed and 10.2 addresses the leader’s pursuit of learning aligned with school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership.</p> <p>Growth target 1: An issue that addresses a school improvement need and approved by leader’s supervisor</p> <p>Growth target 2: An issue related to a knowledge base or skill set relevant to educational leaders and selected by the leader.</p> <p>Growth target 3-5: Optional: additional issues as appropriate.</p> <ul style="list-style-type: none"> • The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s). • The description of a target should be modeled along the lines of learning goals. <ul style="list-style-type: none"> ○ A concise description (rubric) of what the leader will know or be able to do ○ Of sufficient substance to take at least 6 weeks to accomplish ○ Includes scales or progressive levels of progress that mark progress toward mastery of the goal. • Rating Scheme <ul style="list-style-type: none"> ○ Unsatisfactory = no significant effort to work on the targets ○ Needs Improvement = evidence some of the progress points were accomplished but not all of the targets ○ Effective = targets accomplished ○ Highly effective = exceeded the targets and able to share what was learned with others 	

FSLA Score

Domain 1 – 20%

Domain 2 – 40%

Domain 3 – 20%

Domain 4 – 20%

Leadership Practice Score

FSLA Score (80%) + Deliberate Practice Score (20%) = Leadership Practice Score

Performance Level

Leadership Practice Score (50%) + Student Growth Measure Score (50%) = Summative performance Level

Highly Effective

Effective

Needs Improvement

Unsatisfactory

2016–17 Florida Standards Assessments End-of-Course Assessments Fact Sheet

Florida Standards Assessments (FSA) End-of-Course (EOC) Overview

This fact sheet provides information about the Algebra 1, Geometry, and Algebra 2 EOC assessments that measure student achievement of the [Florida Standards](#), as outlined in their [course descriptions](#).

FSA EOC Assessments—Students to Be Tested

All students enrolled in and completing one of the following courses aligned to the Florida Standards participate in the appropriate assessment as follows:

Table 1: FSA EOC Assessment Corresponding Course List

Assessments	Course
Algebra 1*	Algebra 1 – 1200310 Algebra 1 Honors – 1200320 Algebra 1-B – 1200380 Pre-AICE Mathematics 1 – 1209810 IB Middle Years Program/Algebra 1 Honors – 1200390
Algebra 2	Algebra 2 – 1200330 Algebra 2 Honors – 1200340 Pre-AICE Mathematics 3 IGCSE Level – 1209825 IB Middle Years Program Algebra 2 – 1200395
Geometry	Geometry – 1206310 Geometry Honors – 1206320 IB Middle Years Program Geometry Honors – 1206810 Pre-AICE Mathematics 2 – 1209820
*Students who completed one of these courses prior to fall 2014 participate in the Next Generation Sunshine State Standards (NGSSS) Algebra 1 Retake EOC. Information about the NGSSS Algebra 1 Retake EOC is provided in the 2016–17 NGSSS EOC Assessments Fact Sheet .	

In accordance with Section 1008.22(3)(b)1, Florida Statutes, middle grades students will not be tested on both FSA Mathematics and a mathematics EOC assessment. Students enrolled in Algebra 1, Geometry, or Algebra 2 must take the corresponding EOC assessment, not the grade-level mathematics assessment.

The following students are eligible to participate in FSA EOC assessments:

- Students who need to retake an assessment for graduation purposes (Algebra 1 only)
- Students who have not yet taken an assessment to be averaged as 30% of their course grade
- Students who are in grade forgiveness programs and wish to retake an assessment to improve their course grade
- Students who need to earn a passing score for a standard diploma with a Scholar designation (Algebra 2 and Geometry only)
- Students in a credit acceleration program (CAP) who wish to take the assessment to earn course credit

Test Administration Schedule

For a full schedule of EOC assessments, see the [2016-17 Statewide Assessment Schedule](#). The 2016–17 FSA EOC assessments will be administered as follows:

- **September 12–23, 2016**
 - Algebra 1, Geometry, Algebra 2
- **November 28–December 16, 2016**
 - Algebra 1, Geometry, Algebra 2
- **March 27–April 7, 2017**
 - Algebra 1 Retake*
- **April 17–May 12, 2017**
 - Algebra 1 (for non-retakers), Geometry, Algebra 2
- **July 10–21, 2017**
 - Algebra 1, Geometry, Algebra 2

*The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the established EOC administration window. Students who need to retake a Geometry or Algebra 2 EOC assessment may participate in any administration.

Test Administration Information

- The FSA EOC assessments are delivered via a computer-based test (CBT) platform called the Test Delivery System (TDS).
- Paper-based versions (regular print, large print, braille, and one-item-per-page) of CBT assessments are provided for students with disabilities who cannot access assessments on the computer, as specified in their Individual Educational Plans (IEPs) or Section 504 plans.
- CBT accommodations (e.g., text-to-speech) are available for students whose IEPs indicate these accommodations.
- Each assessment is administered in two 90-minute sessions with one session per day over two days.
- Any student not finished by the end of each 90-minute session may continue working for up to half the length of a typical school day.
- There are multiple test forms for each assessment, with a maximum of 68 items on each test form. For more information, see the Test Design Summary located on the [FSA Portal](#).
- CBT Work Folders are provided for each EOC session for students. An example of the work folder is available on the [FSA Portal](#).
- Scientific calculators are provided as part of the CBT platform for **Session 2 only** of all FSA EOC assessments. The calculator is available for practice on the [FSA Portal](#). Please see the [Calculator and Reference Sheet Policies for Florida Standards Assessments \(FSA\) Mathematics Assessments](#) for more information.

Practice Tests

- Computer-based and paper-based **practice tests** and answer keys for each assessment, as well as paper-based **test item practice** handouts, are available on the [FSA Portal](#). Practice tests allow teachers, parents/guardians, and students to become familiar with the system, functionality, tools, and item types that will be encountered on the FSA. For resources to help your student better understand the Florida Standards to which the assessments are aligned, please visit [CPALMS](#).
- Students are required to participate in a practice test session at their school prior to testing.

Achievement Levels and FSA Scale Scores

Student performance on Florida's statewide assessments is categorized into five achievement levels. Table 2 provides information regarding student performance at each achievement level; this information is provided on student reports so that students, parents, and educators may interpret student results in a meaningful way.

Table 2. Achievement Levels

Level 1	Level 2	Level 3	Level 4	Level 5
Inadequate: Highly likely to need substantial support for the next grade	Below Satisfactory: Likely to need substantial support for the next grade	Satisfactory: May need additional support for the next grade	Proficient: Likely to excel in the next grade	Mastery: Highly likely to excel in the next grade

Achievement Level Descriptions (ALDs) further specify what students should know and be able to do in each grade level and subject as indicated in the Florida Standards. The FSA ALDs are available on the [FSA Portal](#).

Achievement level cut scores for FSA assessments were adopted in [State Board of Education Rule 6A-1.09422](#), Florida Administrative Code, in January 2016. The lowest score in Level 3 is the passing score for each grade level and subject. The table below shows the score ranges for each achievement level on the FSA score scale.

Table 3. FSA EOC Scale Scores for Each Achievement Level

Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
End-of-Course Assessment Scale Scores (425-575) for Each Achievement Level	Algebra 1 EOC	425-486	487-496	497-517	518-531	532-575
	Geometry EOC	425-485	486-498	499-520	521-532	533-575
	Algebra 2 EOC	425-496	497-510	511-528	529-536	537-575

Additional Information

- For more information about graduation requirements related to EOC assessments, including information about earning a standard diploma with a scholar designation as well as comparative score and alternate passing score information, please see [Graduation Requirements for Statewide Assessments](#).
- Achievement level cut scores for FSA EOC assessments were established in January 2016 (see Table 3). For more information on these scores, please see [Understanding FSA Reports](#). For more information on the standard-setting process, please visit the [Standard Setting page](#) on the FDOE website.

Please visit the [FDOE website](#) and the [FSA Portal](#) for more information about the statewide assessment program.

Graduation Requirements for Florida's Statewide Assessments

Overview

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

Graduation Requirements

Reading/English Language Arts (ELA) Assessment Requirement

The reading/ELA assessments students must pass to graduate with a standard high school diploma are determined by each student's year of enrollment in grade 9. Table 1 lists the required reading/ELA assessments for each grade 9 cohort and the passing score for each assessment.

Grade 10 FCAT 2.0 Reading

Students who entered grade 9 in 2010-11 through 2012-13 are required to pass the Grade 10 FCAT 2.0 Reading assessment aligned to the Next Generation Sunshine State Standards (NGSSS). The State Board of Education established performance standards for FCAT 2.0 Reading on December 19, 2011. Students may satisfy this requirement by earning a concordant score (as described on the following page) or by earning the alternate passing score of 349 on the Florida Standards Assessments (FSA) ELA Retake. For more information on the FCAT 2.0 and NGSSS assessments, please see the [NGSSS Statewide Science Assessment and FCAT 2.0 Reading Retake Fact Sheet](#).

FSA Grade 10 English Language Arts

In 2014-15, the Florida Standards Assessments, aligned to the Florida Standards, were introduced, and the Grade 10 FSA ELA assessment was administered for the first time in spring 2015. Passing status was determined by linking student performance on the 2015 Grade 10 FSA ELA test to student performance on the 2014 Grade 10 FCAT 2.0 Reading test, using a linked passing score of 245 on the Grade 10 FCAT 2.0 Reading test. These students, as well as students who took the Retake assessment in fall 2015, are eligible for an alternate passing score.

New performance standards were adopted in State Board of Education rule in January 2016. Beginning with students who entered grade 9 in 2014-15 and beyond, students must pass the Grade 10 FSA ELA by earning the score established in the State Board of Education rule, as indicated below. For more information on the FSA ELA, please see the [FSA English Language Arts and Mathematics Fact Sheet](#).

Table 1: Reading/ELA Assessment Requirement and Passing Score by School Year

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
2010-11 to 2012-13	Grade 10 FCAT 2.0 Reading	245
2013-14	Grade 10 FSA ELA	349*
2014-15 and beyond	Grade 10 FSA ELA	350

*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

Algebra 1 End-of-Course (EOC) Assessment Requirement

Beginning with students entering grade 9 in 2011-12 and beyond, students must take and pass the Algebra 1 EOC Assessment to satisfy this graduation requirement.

NGSSS Algebra 1 EOC Assessment

The State Board of Education established performance standards for the Algebra 1 EOC assessment aligned to the NGSSS on December 19, 2011. Only students who took an Algebra 1 course aligned to the NGSSS who need to achieve a passing score (399) will take the NGSSS Algebra 1 EOC Assessment Retake. For more information on the NGSSS Algebra 1 EOC, please see the [NGSSS End-Of-Course Assessments Fact Sheet](#). Students whose graduation requirement is the NGSSS Algebra 1 EOC may also satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC assessment.

FSA Algebra 1 EOC Assessment

The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Passing status was determined by linking student performance on the FSA Algebra 1 EOC to student performance on the NGSSS Algebra 1 EOC, using a linked passing score of 399 on the NGSSS Algebra 1 EOC Assessment. These students, as well as students who took the assessment in summer, fall, or winter 2015, are eligible for an alternate passing score of 489. Students taking the assessment for the first time after performance standards were set in January 2016 must pass the Algebra 1 EOC by earning the passing score of 497, adopted in State Board of Education rule in January 2016. For more information on the FSA Algebra 1 EOC, please see the [FSA End-of-Course Assessments Fact Sheet](#).

Table 2: Algebra 1 EOC Assessment Requirement and Passing Score by Implementation Year

Implementation Year	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
2011-12*	NGSSS Algebra 1 EOC	399
2014-15	FSA Algebra 1 EOC Assessment	489**
2014-15 and beyond	FSA Algebra 1 EOC Assessment	497

*Students who entered Grade 9 in the 2010-11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students' final course grades, but there is not a passing requirement for this cohort of students.

**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

Graduation Options

- Retaking the Statewide Assessments**—Students can retake the Grade 10 Reading/ELA test or Algebra 1 EOC Assessment (NGSSS or FSA, as appropriate) each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students currently have up to five opportunities to pass the Grade 10 Reading/ELA test before their scheduled graduation. Students who do not pass the Grade 10 Reading/ELA in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC Assessment will depend on the grade students are in when they first take the test, since it is taken at the conclusion of the course. The Algebra 1 EOC Assessment is currently administered four times each year: in the fall, winter, spring and summer.

- **Concordant and Comparative Scores Option**—A student can also meet assessment graduation requirements by receiving a score concordant to the FCAT 2.0 Reading passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC Assessment (NGSSS) passing score on the Postsecondary Education Readiness Test (PERT). FCAT 2.0 Reading concordant scores for students entering grade 9 in 2010-11 and after and the Algebra 1 EOC Assessment comparative score for students entering grade 9 in 2011-12 and after were established in rule by the State Board of Education in September 2013. **New concordant and comparative scores will be established for the new assessments once a sufficient number of students have participated in both the new assessment and the alternate assessment(s) to conduct the concordant/comparative score study. Until these new scores are established, the current scores may be used by all students.**

Table 3 shows the concordant and comparative scores students must achieve to satisfy graduation requirements. All students enrolled in grade 10 are required to participate in the Grade 10 FSA ELA assessment in accordance with section 1008.22, Florida Statutes (F.S.), regardless of whether they have a passing concordant score on file.

Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S.

Table 3: Concordant and Comparative Scores

Grade 10 FCAT 2.0 Reading or Grade 10 FSA ELA	
Old SAT Critical Reading*	430
New SAT Evidence-Based Reading and Writing**	430
New SAT Reading Subtest**	24
ACT	19
Algebra 1 EOC (NGSSS or FSA)	
PERT Mathematics	97

*Administered prior to March 2016.

** Administered in March 2016 or beyond; either the 430 score on Evidence-Based Reading and Writing **OR** the 24 score on Reading may be used.

- **Scholar Diploma Designation**—To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 4.

Table 4: Passing Scores Required for a Scholar Diploma Designation

Students Entered Ninth Grade	EOC Assessment			
	Geometry	Biology 1*	U.S. History*	Algebra 2
2010-2011 through 2013-2014		X	X	
2014-2015 and beyond	X	X	X	X
* A student meets this requirement without passing the Biology 1 or U.S. History EOC Assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student: <ul style="list-style-type: none"> o Takes the respective AP, IB, or AICE assessment, and o Earns the minimum score to earn college credit. 				

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see <http://www.fldoe.org/core/fileparse.php/3/urlt/achlevel.pdf>). For students who took an EOC assessment during its implementation year, districts may opt to convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned on the new scale, or a district may allow these students to retake the test to earn a passing score. Districts have received a formula that may be used to convert students' T scores to the established scale scores. Additionally, districts may choose to administer an EOC assessment to students who did not have an opportunity to take it if they wish to qualify for the Scholar

designation. Passing scores for FSA Geometry and Algebra 2 were adopted in State Board of Education rule in January 2016.

For students who took the FSA Geometry EOC (2014-15) prior to the adoption of passing scores, the alternate passing score is 492 and above, which corresponds to the passing score of 396 and above for the NGSSS Geometry EOC (2010-11), last administered December 2014.

- Waivers for Students with Disabilities**—Students with disabilities who entered grade 9 in 2014-15 and succeeding years are required to work toward a standard high school diploma and are expected to participate in statewide, standardized assessments. (Students with disabilities who entered grade 9 in 2013-14 or earlier and are working toward a standard high school diploma are also expected to participate in statewide, standardized assessments.) Legislation, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, contact the Bureau of Exceptional Education and Student Services at <http://www.fldoe.org/academics/exceptional-student-edu>.
- High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a State of Florida High School Diploma, the state’s equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® Test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Local adult education programs sponsored by school districts, colleges and community organizations may assist students with determining how to best prepare for the test. Additional information and resources regarding the GED® Test and the high school equivalency program may be accessed at <http://www.fldoe.org/academics/career-adult-edu/hse/>.

Previous Scores Required for Graduation

Students Originally Scheduled to Graduate between 2004 and 2013—Students who entered grade 9 in the 2008-09 school year or prior and were originally scheduled to graduate between 2004 and 2013 must earn passing scores on Grade 10 FCAT Reading and Mathematics, or their equivalents. Students who entered grade 9 in the 2009-10 school year or prior must earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics. The FCAT Mathematics retake is no longer administered. Students who still need to satisfy this requirement must earn a concordant score on the SAT or ACT. **Students may also meet the FCAT Mathematics requirement by passing the NGSSS or FSA Algebra 1 EOC Assessment.** The required passing and concordant scores for students who entered grade 9 from 2001-01 to 2009-10 are provided in Table 5 (on the following page).

Table 5: Passing Scores for Students Entering Grade 9 from 2000-01 to 2009-10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above	1889 (scale score of 300) or above
FCAT 2.0	241 or above*	N/A
SAT Concordant Score	<p><u>SAT administered prior to March 2016</u> 410 (for students who entered grade 9 in 2006-07 or earlier)</p> <p>420 (for students who entered grade 9 in 2007-08, 2008-09, or 2009-10)</p> <p><u>SAT administered after March 2016</u> For students who entered grade 9 in 2006-07 or earlier: 410 – New SAT Evidence-Based Reading and Writing OR 22 – New SAT Critical Reading</p> <p>For students who entered grade 9 in 2007-08, 2008-09, or 2009-10: 420 – New SAT Evidence-Based Reading and Writing OR 23 – New SAT Critical Reading</p>	340**
ACT Concordant Score	15 (for students who entered grade 9 in 2006-07 or earlier) 18 (for students who entered grade 9 in 2007-08, 2008-09, or 2009-10)	15

*Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading test received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

**A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond.

Class of 2003—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirements by earning a Grade 10 FCAT 2.0 Reading score of 236 or higher.

High School Competency Test (HSCT) Requirement—The HSCT State Board Rule (6A-1.09421) was repealed in Fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with Rule 6A-6.020, F.A.C., those who enter adult high school after their ninth grade cohort has graduated or who are not part of a ninth grade cohort must meet the current grade 12 cohort's graduation requirements that are in effect the year they enter adult high school.


Helpful Resources

- Academic advisement flyers for students entering ninth grade and other information related to graduation requirements are available on the [Graduation Requirements](#) webpage.
- The [FSA Portal](#), [FSA Homepage](#), [FCAT 2.0 Homepage](#), and [Florida EOC Assessments Homepage](#) provide information about the assessments currently administered and serve as valuable resources to students, parents/guardians, and educators. For previous assessments, please visit the [Historical FCAT 2.0 Homepage](#) and the [FCAT Homepage](#).
- [Schedules](#) for FSA, FCAT 2.0, and EOC assessment administrations are accessible from the Florida Department of Education website.
- [FloridaStudents.org](#) provides student tutorials and resources for the Florida Standards.
- [CPALMS.org](#) is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.

PRELIMINARY

FLORIDA STATEWIDE ASSESSMENT PROGRAM

2017–2018 SCHEDULE

		Florida Standards Assessments (FSA)	
FSA English Language Arts and Mathematics			
Dates		Assessment	
September 11–22, 2017		English Language Arts Grade 10 Retake – Writing	
September 11–29, 2017		English Language Arts Grade 10 Retake – Reading	
February 26–March 1, 2018		Grades 4–7 English Language Arts – Writing	
February 26–March 7, 2018		Grades 8–10 & Retake English Language Arts – Writing	
March 19–April 6, 2018		English Language Arts Grade 10 Retake – Reading	
April 9–20, 2018		Grade 3 English Language Arts – Reading	
April 9–May 4, 2018		Grades 4–10 English Language Arts – Reading Grades 3–8 Mathematics	
FSA End-of-Course Assessments			
Dates		Assessment	
March 19–April 6, 2018		Algebra 1 Retake*	
September 11–22, 2017 November 27–December 15, 2017 April 16–May 11, 2018 July 9–20, 2018		Algebra 1, Geometry, Algebra 2	

* Spring administration only; students retaking the FSA Algebra 1 EOC in Fall, Winter or Summer participate in the regular EOC administration.

Next Generation Sunshine State Standards (NGSSS) Assessments	
Reading Retakes and Statewide Science Assessments	
Dates	Assessment
September 18–29, 2017	FCAT 2.0 Reading Retake
March 19–April 6, 2018	FCAT 2.0 Reading Retake
April 30–May 4, 2018	Grades 5 & 8 Science
End-of-Course Assessments	
Dates	Assessment
September 18–29, 2017 November 27–December 15, 2017 July 9–20, 2018	Algebra 1 Retake, Biology 1, Civics, U.S. History
March 19–April 6, 2018	Algebra 1 Retake
April 16–May 11, 2018	Biology 1, Civics, U.S. History

2016–17 Next Generation Sunshine State Standards End-of-Course Assessments Fact Sheet

Next Generation Sunshine State Standards End-of-Course Assessments Overview

This fact sheet provides information for the following end-of-course (EOC) assessments that measure student achievement of the [Next Generation Sunshine State Standards](#) (NGSSS), as outlined in their [course descriptions](#):

- Biology 1 EOC assessment
- Civics EOC assessment
- U.S. History EOC assessment
- Algebra 1 EOC Retake

For information about the Florida Standards Assessments (FSA) Algebra 1, Geometry, and Algebra 2 EOC assessments, please see the [FSA EOC Fact Sheet](#).

Students to Be Tested—Biology 1, U.S. History, and Civics

All students enrolled in and completing one of the following courses aligned to the NGSSS will participate in the appropriate assessment:

Table 1: NGSSS EOC Assessment Corresponding Course List

Assessment	Course
Biology 1	Biology 1 – 2000310 Biology 1 Honors – 2000320 Pre-AICE Biology IGCSE Level – 2000322 Biology Technology – 2000430 Florida’s PreIB Biology 1 – 2000800 IB Middle Years Program Biology – 2000850 Integrated Science 3 – 2002440 Integrated Science 3 Honors – 2002450
U.S. History	United States History – 2100310 United States History Honors – 2100320 Visions and Countervisions: Europe, U.S. and the World from 1848 – 2100390 Visions and Countervisions: Europe, U.S. and the World from 1848 Honors – 2100480
Civics	M/J Civics – 2106010 M/J Civics – 2106015 M/J Civics & Career Planning – 2106016 M/J Civics, Advanced – 2106020 M/J Civics, Advanced – 2106025 M/J Civics, Advanced & Career Planning – 2106026 M/J Civics and Digital Technologies – 2106029 M/J U.S. History & Civics – 2100045 M/J IB Middle Years Program Civics Advanced – 2106027 M/J IB Middle Years Program Civics Advanced & Career Planning – 2106028

The following students are eligible to participate in the NGSSS Biology 1, Civics, and U.S. History EOC assessments:

- Students who have not yet taken the assessment to be averaged as 30% of their course grade
- Students who are in grade forgiveness programs and wish to retake the assessment to improve their course grade
- Students who need to earn a passing score for a standard diploma with a Scholar designation (Biology 1 and U.S. History only)
- Students in a credit acceleration program (CAP) who wish to take the assessment to earn course credit (Biology 1 and U.S. History only)
- Students enrolled in an accelerated course that satisfies the appropriate course requirement but does not require participation in the EOC assessment (Biology 1 only)

Students to Be Tested – Algebra 1 EOC Retake

The following students are eligible to participate in the NGSSS Algebra 1 EOC Retake:

- Students who need to retake the assessment for graduation purposes
- Students who have not yet taken the assessment to be averaged as 30% of their course grade
- Students who are in grade forgiveness programs and wish to retake the assessment to improve their course grade

The assessment is appropriate for students who meet the criteria above and were enrolled in one of the following courses prior to Fall 2014:

Table 2: Algebra 1 EOC Retake Corresponding Course List

Course*
Algebra 1 – 1200310
Algebra 1 Honors – 1200320
Algebra 1-B – 1200380
Pre-AICE Mathematics 1 IGCSE Level– 1209810
IB Middle Years Program Algebra 1 – 1200390

*Students completing one of these courses for the first time beginning in Spring 2015 and beyond participate in the **FSA Algebra 1 EOC Assessment**.

Test Administration Schedule

For a full schedule of all statewide assessments, see the [2016-17 Statewide Assessment Schedule](#). The 2016–2017 NGSSS EOC assessments will be administered as follows:

- **September 12–23, 2016**
 - Algebra 1 Retake, Biology 1, Civics, U.S. History
- **November 28–December 16, 2016**
 - Algebra 1 Retake, Biology 1, Civics, U.S. History
- **March 27–April 7, 2017**
 - Algebra 1 Retake
- **April 17–May 19, 2017**
 - Biology 1, Civics, U.S. History
- **July 10–21, 2017**
 - Algebra 1 Retake, Biology 1, Civics, U.S. History

Test Administration Information

- The NGSSS EOC assessments are delivered via a computer-based test (CBT) platform called TestNav8.
- Paper-based versions (regular print, large print, braille, and one-item-per-page) of CBT assessments are provided for students with disabilities who cannot access assessments on the computer, as specified in their Individual Educational Plans (IEPs) or Section 504 plans.
- CBT accommodations (e.g., text-to-speech) are available for students whose IEPs or 504 plans indicate these accommodations.
- Each NGSSS EOC assessment is given in one 160-minute session with a 10-minute break after the first 80 minutes.
- Any student not finished by the end of the 160-minute session may continue working for up to the length of a typical school day.
- There are multiple forms of each NGSSS EOC assessment. The number and type of items are as described below:
 - For Biology 1, there are 60–66 multiple-choice items.
 - For U.S. History, there are 50–60 multiple-choice items.
 - For Civics, there are 52–56 multiple-choice items.
 - For Algebra 1 Retake, there are 35–40 multiple-choice items and 20–25 fill-in response items.
- Students are provided with the following resources during testing:
 - Biology 1 EOC – Four-function calculator, Periodic Table of the Elements, and CBT Work Folder
 - Civics EOC and U.S. History EOC – CBT Worksheet
 - Algebra 1 EOC Retake – Four-function calculator, reference sheet, and CBT Work Folder

Practice Tests

- Computer-based practice tests (ePATs) are available at www.FLAssessments.com/ePATs. Teachers, parents/guardians, and students can review the browser-based ePAT for each assessment.
- Students are required to participate in an ePAT practice session at their school prior to testing.
- Paper-based regular print practice tests are available on the Florida Department of Education (FDOE) [EOC page](#). Districts may order paper-based practice materials for students participating with large print or braille accommodations.

Achievement Levels and Scale Scores

Student performance on Florida’s statewide assessments is categorized into five achievement levels. Table 4 provides information regarding student performance at each achievement level for the NGSSS EOC assessments; this information is provided on student reports so that students, parents, and educators may interpret student results in a meaningful way.

Table 4. Achievement Levels

Level 1	Level 2	Level 3	Level 4	Level 5
Indicates an inadequate level of success with the challenging content of the NGSSS.	Indicates a below satisfactory level of success with the challenging content of the NGSSS.	Indicates a satisfactory level of success with the challenging content of the NGSSS.	Indicates an above satisfactory level of success with the challenging content of the NGSSS.	Indicates mastery of the most challenging content of the NGSSS.

Achievement level scale score ranges for NGSSS EOC assessments are provided in the table below. The lowest score in Level 3 is the passing score for each assessment.

Table 5: Achievement Levels for the EOC Assessment Scale Scores (325–475)

Course	Level 1	Level 2	Level 3	Level 4	Level 5
Biology 1	325–368	369–394	395–420	421–430	431–475
Civics	325–375	376–393	394–412	413–427	428–475
U.S. History	325–377	378–396	397–416	417–431	432–475
Algebra 1 Retake	325–374	375–398	399–424	425–436	437–475

Additional Information

- For more information regarding graduation requirements, please see [Graduation Requirements for Florida's Statewide Assessments](#).
- For more information about student reports, reporting categories, and achievement levels, please see [Understanding NGSSS Science and EOC Reports](#) for Biology 1, Civics, and U.S. History EOC assessments and [Understanding NGSSS Retake Reports](#) for the NGSSS Algebra 1 EOC Retake.
- For information about the FSA EOC assessments, please visit the [FSA Portal](#).

Please visit the [FDOE website](#) for more information about the statewide assessment program.



FLORIDA SCHOOL GRADES

2016-17 SCHOOL GRADES
AND
SCHOOL IMPROVEMENT RATINGS

JUNE 2017

GRADING FLORIDA PUBLIC SCHOOLS

2016-17

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 school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments (FSA). The 2016-17 school grades model uses the school grades model adopted for 2014-15.

The school grading system focuses the school grading formula on student success measures:

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

The 2016-17 School Grades Model

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

Components

In 2016-17, a school's grade may include up to 11 components. There are four achievement components, as well as components for learning gains, learning gains of the lowest 25% of students, 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, Mathematics, Science and Social Studies. These components include student performance on statewide standardized assessments, including the comprehensive 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 English Language Arts and Mathematics, as well as learning gains for the lowest performing 25% of students in English Language Arts and Mathematics. These components include student performance on statewide standardized assessments, including the comprehensive 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 middle school students who passed a high school level EOC assessment or industry certification.

Graduation Rate – The graduation rate is based on a four-year adjusted cohort of ninth grade students, and the rate 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 score on an acceleration examination (AP, IB, or AICE), a grade in a dual enrollment course that qualified for college credit or earned an industry certification.

School Grades Calculation

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

School Grading Percentages

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

Percent Tested

Schools must test 95 percent of their students.

Resources

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

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

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

School Grade Distribution

2016 and 2017 School Grades¹

All Schools²

Grade	2016		2017		Change	
	Number	Percent	Number	Percent	Number	Percentage Point
A	763	23%	969	30%	206	7%
B	768	23%	865	27%	97	4%
C	1,292	39%	1,138	35%	-154	-4%
D	386	12%	216	7%	-170	-5%
F	111	3%	43	1%	-68	-2
Total	3,320		3,231			

Elementary Schools

Grade	2016		2017		Change	
	Number	Percent	Number	Percent	Number	Percentage Point
A	386	21%	542	30%	156	9%
B	427	23%	485	27%	58	4%
C	710	38%	636	35%	-74	-3%
D	249	13%	131	7%	-118	-6%
F	73	4%	30	2%	-43	-2%
Total	1,845		1,824			

Middle Schools

Grade	2016		2017		Change	
	Number	Percent	Number	Percent	Number	Percentage Point
A	147	25%	164	29%	17	4%
B	140	24%	136	24%	-4	0%
C	218	37%	215	39%	-3	2%
D	69	12%	40	7%	-29	-5%
F	9	2%	3	1%	-6	-1%
Total	583		558			

High Schools

Grade	2016		2017		Change	
	Number	Percent	Number	Percent	Number	Percentage Point
A	97	20%	105	23%	8	3%
B	112	23%	149	33%	37	10%
C	232	48%	172	38%	-60	-10%
D	31	6%	21	5%	-10	-1%
F	10	2%	3	1%	-7	-1%
Total	482		450			

¹ All 2016-17 data reflect pre-appeals school grades and school improvement ratings.

² Percentages may not add to 100 due to rounding.

Combination Schools³

Grade	2016		2017		Change	
	Number	Percent	Number	Percent	Number	Percentage Point
A	133	32%	158	40%	25	8%
B	89	22%	95	24%	6	2%
C	132	32%	115	29%	-17	-3%
D	37	9%	24	6%	-13	-3%
F	19	5%	7	2%	-12	-3%
Total	410		399			

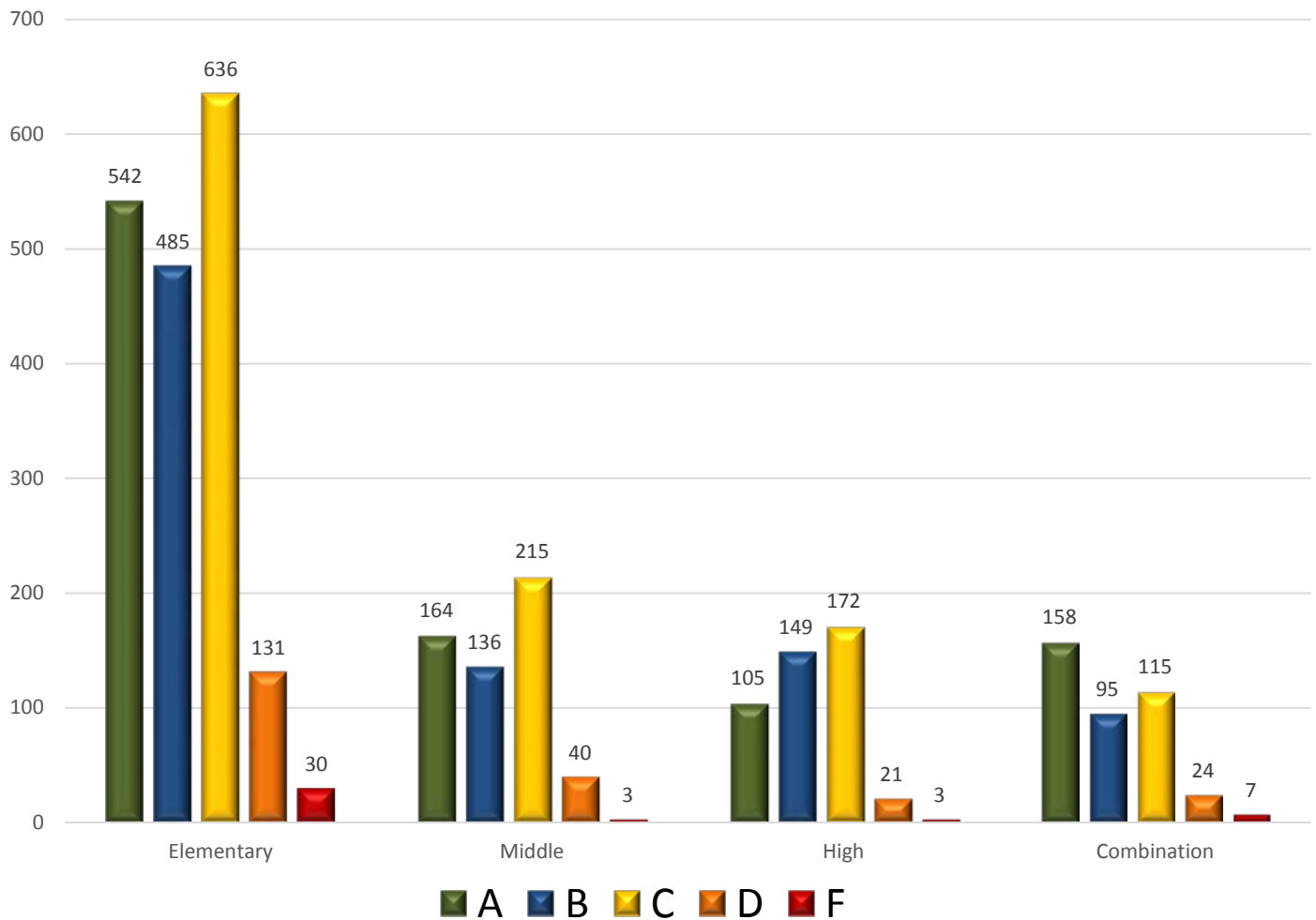
Average Percent of Points Earned 2016 and 2017 School Grades

Percent of Points Earned by Letter Grade

Grade	Scale	Average Percent of Points Earned		Change
		2016	2017	
A	62% of points or greater	69%	70%	1%
B	54% to 61% of points	57%	57%	0%
C	41% to 53% of points	47%	48%	1%
D	32% to 40% of points	37%	37%	0%
F	31% of points or less	24%	24%	0%
All Graded Schools		53%	56%	3%

³ Percentages may not add to 100 due to rounding.

School Grades by School Type in 2017



Source: Florida Department of Education

All Schools 2016 Compared to 2017

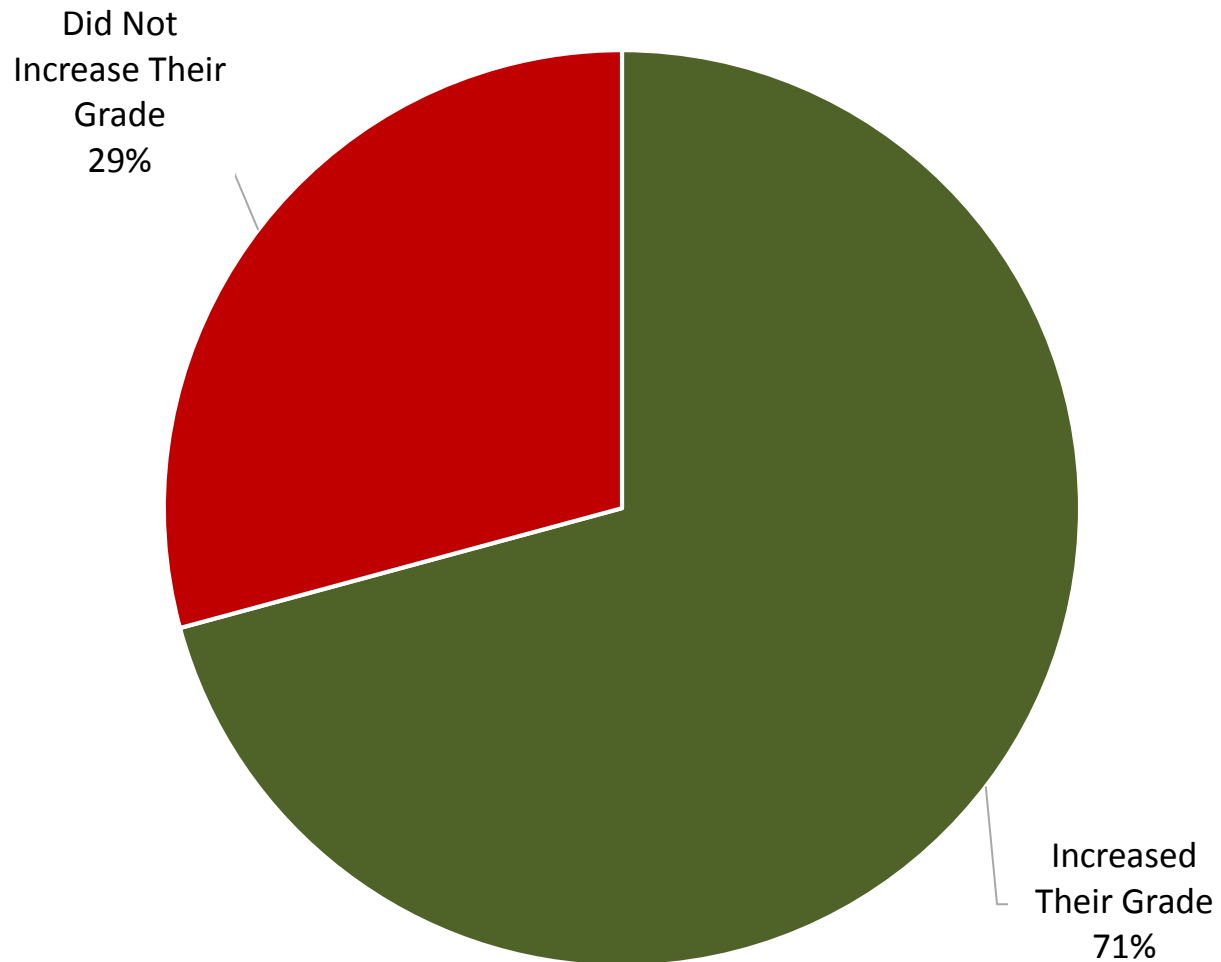
		2017 School Grade					
		A	B	C	D	F	Total
2016 School Grade	A	660	75	12	0	0	747
	B	226	406	110	2	0	744
	C	65	323	766	90	5	1,249
	D	5	42	205	103	10	365
	F	2	9	36	16	17	80
	Total	958	855	1,129	211	32	3,185

The chart above compares the grades schools earned in 2016 with the grades they earned in 2017. Schools in the cells shaded green increased their school grade in 2017. Schools in the cells shaded red had a reduction in their school grade. Schools in the cells shaded yellow had no change in their school grade.

- 929 schools (29%) increased their grade in 2017
- 304 schools (10%) decreased their grade in 2017
- 1,952 schools (61%) had no change in their grade in 2017

Source: Florida Department of Education

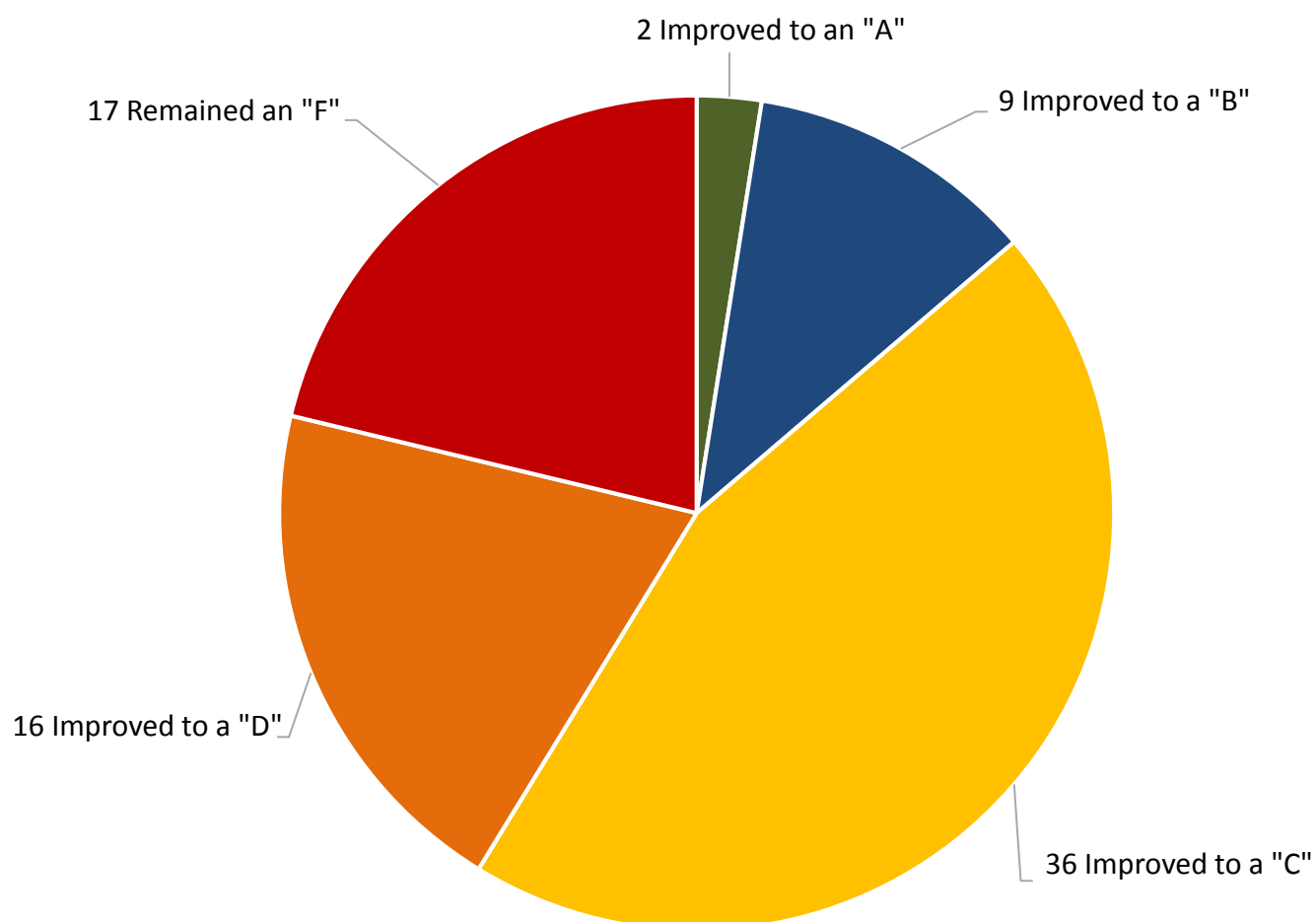
71% of Schools Graded “D” or “F” in 2016 Improved Their Grade in 2017



There were 445 “D” or “F” schools in 2016 that received a school grade in 2017. Of these “D” or “F” schools in 2016, 315 improved their grade.

Source: Florida Department of Education

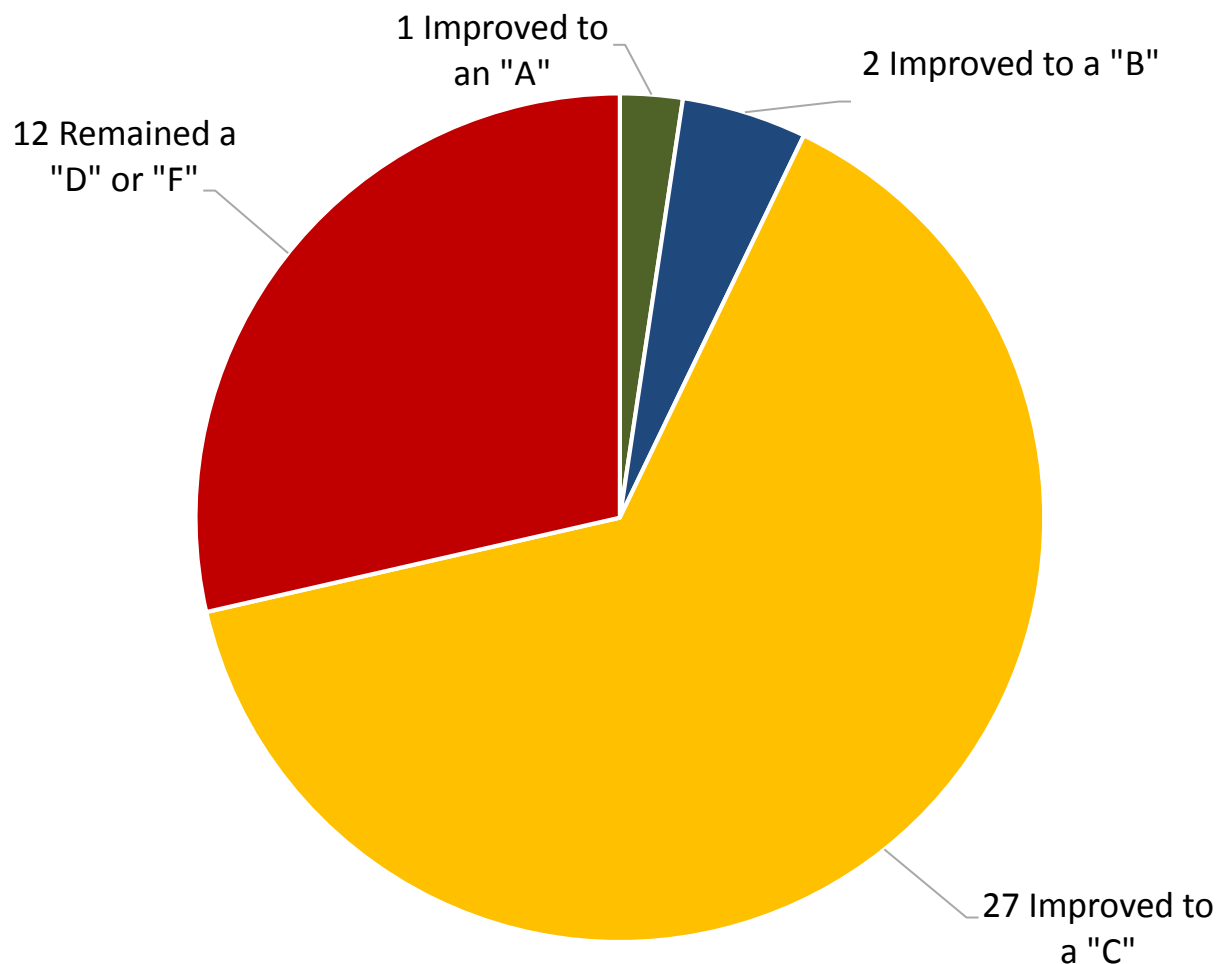
79% of Schools Graded “F” in 2016 Improved Their Grade in 2017



There were 80 “F” schools in 2016 that received a school grade in 2017. Of these “F” schools in 2016, 2 improved to an “A”, 9 improved to a “B”, 36 improved to a “C”, 16 improved to a “D” and 17 remained an “F.”

Source: Florida Department of Education

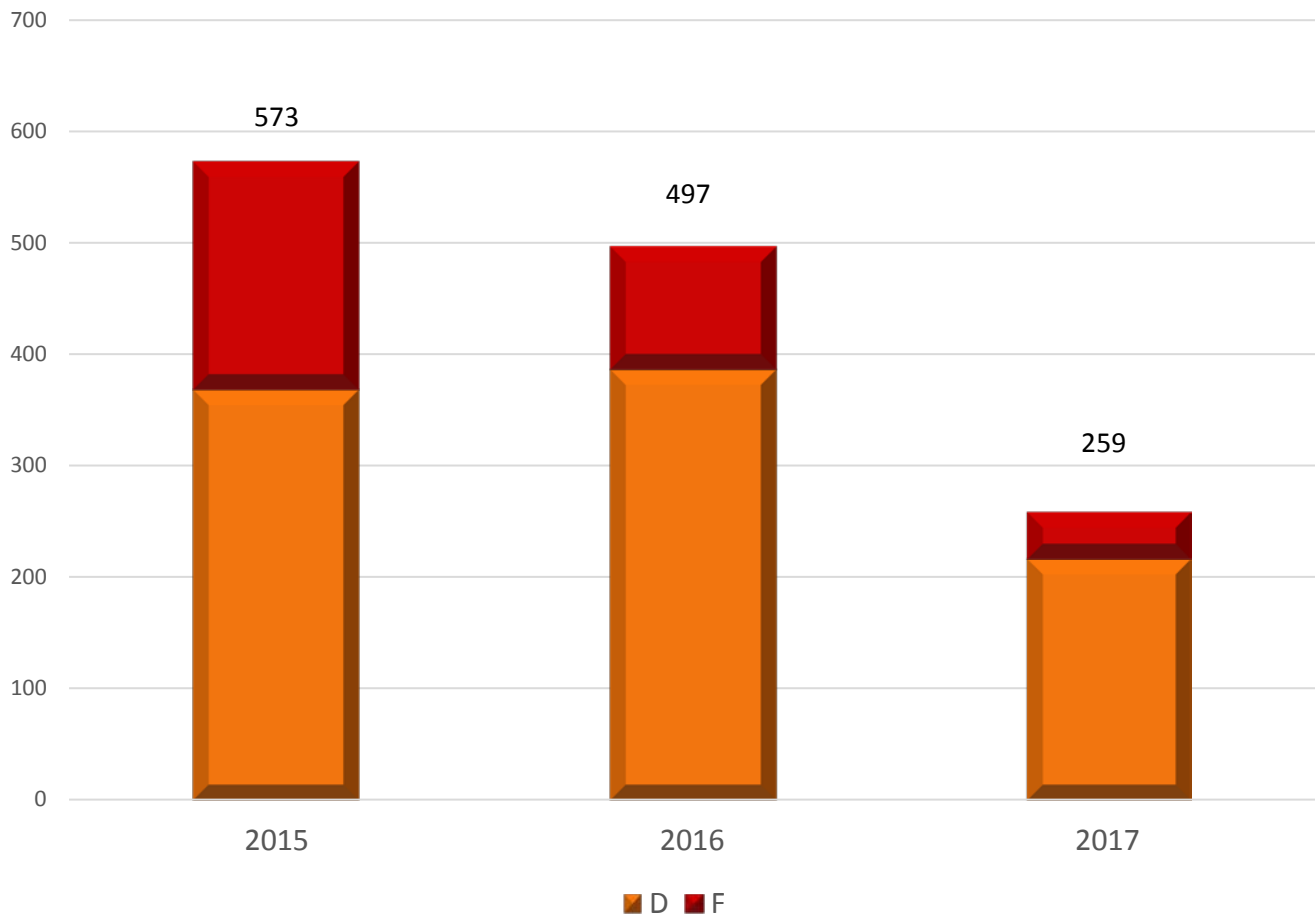
**71% of Low-Performing Schools for which Turnaround Plans were
presented before the State Board of Education in July 2016
Improved to a "C" or Greater**



Of the 42 low-performing schools for which turnaround plans were presented before the State Board of Education July 2016 meeting, 1 improved to an "A," 2 improved to a "B," 27 improved to a "C" in 2017. Twelve schools remained a "D" or "F" in 2017. Note, an additional 3 schools reconfigured or closed prior to the start of the 2016-17 school year.

Florida's Focus on Low-Performing Schools is Paying Off

The number of "D" or "F" schools has declined 55% since 2015 and the number of "F" schools has declined 79% since 2015.



In 2017, there were a total of 259 "D" or "F" schools, down from 497 in 2016 and 573 in 2015. In 2017, there were a total of 43 "F" schools, down from 111 in 2016 and 205 in 2015.

School Improvement Ratings for Alternative Schools and Exceptional Student Education Center Schools

School improvement ratings are calculated for alternative schools and exceptional student education (ESE) center schools that choose to receive a school improvement rating in lieu of a school grade, as defined in Rule 6A-1.099822, Florida Administrative Code (F.A.C.), Rule 6A-1.099828, F.A.C., and under the authority of Sections 1008.341 and 1008.3415, Florida Statutes (F.S.).

Components

Schools that elect a school improvement rating in lieu of a school grade will have the rating based on student learning gains for English language arts and/or mathematics, including retake assessments and concordant scores; schools will be rated on only those components for which they have sufficient data. Sufficient data exists when at least ten students are eligible for inclusion in the calculation for the component; eligibility criteria are described within the guide to calculations, which can be found at <http://schoolgrades.fldoe.org/>.

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

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

School Improvement Ratings Calculation

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

School Improvement Ratings Percentages

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

Percent Tested

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

Resources

The Florida statutes that provide the framework for the school improvement rating calculations are at the following links: [Section 1008.341, F.S.](#) and [Section 1008.3415, F.S.](#) The rule State Board of Education rule that more specifically defines the school improvement rating calculation and can be found at the following link: [Rule 6A-1.099822, F.A.C.](#)

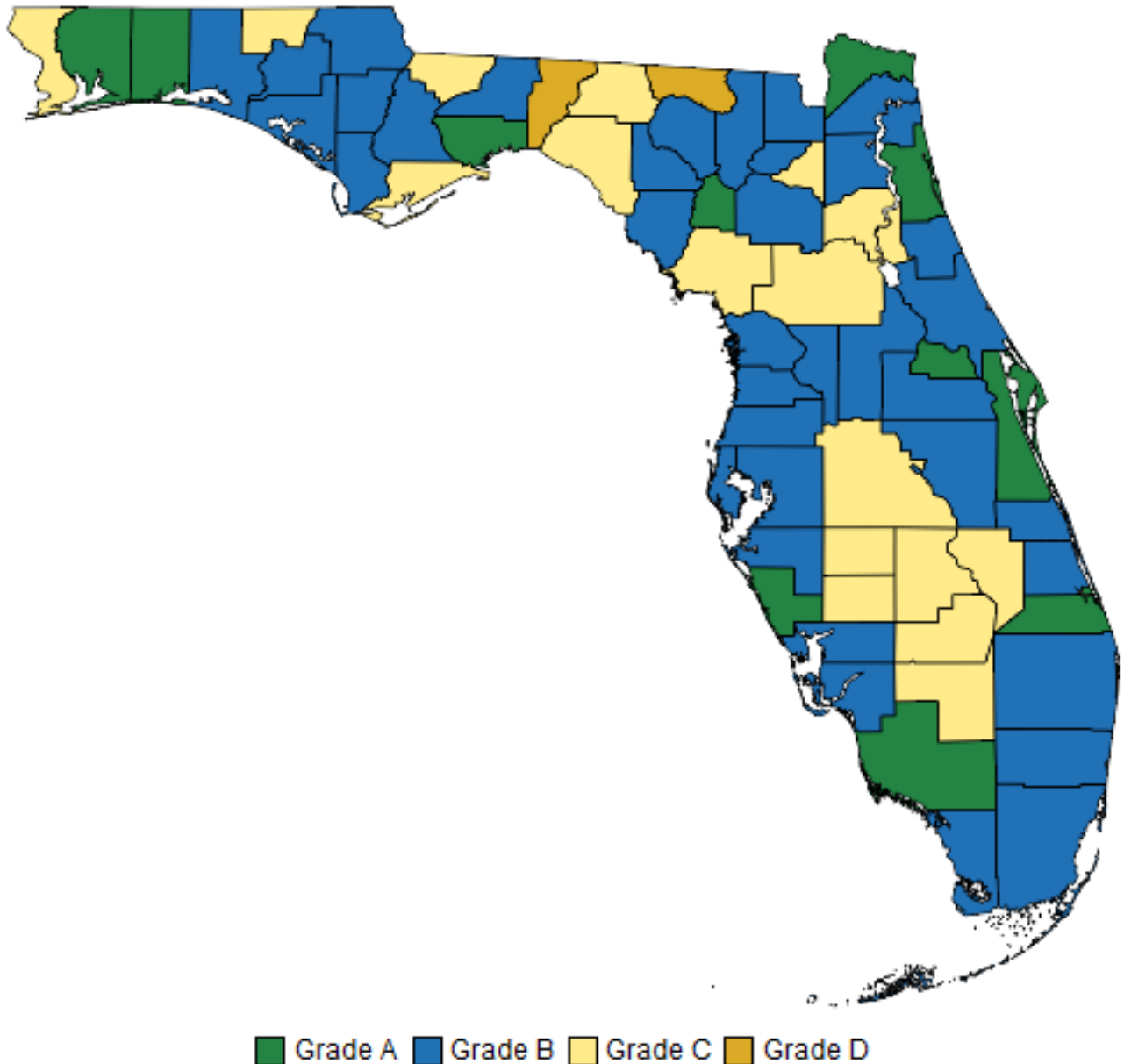
School Improvement Rating Distribution: All Schools⁴

Rating	2016		2017		Change	
	Number	Percent	Number	Percent	Number	Percentage Point
Commendable	5	4%	39	23%	34	19%
Maintaining	69	53%	103	61%	34	8%
Unsatisfactory	55	43%	27	16%	-28	-27%
Total	129		169			

⁴ Percentages may not add to 100 due to rounding.

District Grades for 2017

The commissioner assigns a letter grade of A, B, C, D, or F to each school district annually as provided in s. 1008.34(5), F.S., and rule 6A-1.09981 School and District Accountability, F.A.C., based on the components and processes 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.



Detailed information on district grades is available at <http://schoolgrades.fldoe.org> (see the link "District Grades").

Source: Florida Department of Education

2017 School Grades by District

District Name	School Grades within the District (Counts)				
	A	B	C	D	F
ALACHUA	16	17	11	3	0
BAKER	2	1	2	0	0
BAY	11	10	14	2	1
BRADFORD	0	1	6	0	0
BREVARD	36	27	22	6	0
BROWARD	87	58	120	11	5
CALHOUN	1	3	1	0	1
CHARLOTTE	4	10	4	1	0
CITRUS	1	14	4	0	0
CLAY	12	19	11	0	1
COLLIER	25	15	13	1	0
COLUMBIA	5	4	4	1	0
DADE	165	118	121	22	2
DESOTO	0	0	2	3	0
DIXIE	0	1	2	0	0
DUVAL	46	40	65	16	2
ESCAMBIA	9	9	22	9	2
FLAGLER	2	5	3	1	0
FRANKLIN	1	0	1	0	0
GADSDEN	2	1	5	2	2
GILCHRIST	2	2	0	0	0
GLADES	0	2	3	0	0
GULF	0	3	1	0	0
HAMILTON	0	0	0	2	1
HARDEE	1	4	1	1	0
HENDRY	0	1	7	2	0
HERNANDO	5	9	10	1	0
HIGHLANDS	0	5	10	1	0
HILLSBOROUGH	63	43	103	33	4
HOLMES	1	2	4	0	0
INDIAN RIVER	5	6	12	1	0
JACKSON	2	5	4	0	0
JEFFERSON	0	0	0	2	0
LAFAYETTE	0	1	1	0	0
LAKE	6	16	23	0	0
LEE	24	25	38	8	0
LEON	15	9	15	4	0
LEVY	0	3	7	0	0
LIBERTY	0	0	2	0	1
MADISON	2	0	4	1	0
MANATEE	14	13	21	11	0
MARION	5	12	29	4	2

2017 School Grades by District

District Name	School Grades within the District (Counts)				
	A	B	C	D	F
MARTIN	9	9	3	0	0
MONROE	8	7	1	0	0
NASSAU	7	5	0	0	0
OKALOOSA	25	8	2	0	0
OKEECHOBEE	1	0	7	0	0
ORANGE	63	53	72	14	5
OSCEOLA	11	21	27	1	0
PALM BEACH	71	48	67	8	5
PASCO	19	22	36	1	0
PINELLAS	31	30	54	6	5
POLK	24	23	56	17	3
PUTNAM	3	0	6	10	1
ST. JOHNS	25	7	5	0	0
ST. LUCIE	5	18	14	3	0
SANTA ROSA	12	12	3	0	0
SARASOTA	28	14	7	1	0
SEMINOLE	26	25	9	2	0
SUMTER	3	3	2	0	0
SUWANNEE	1	3	2	0	0
TAYLOR	0	0	2	0	0
UNION	1	2	0	0	0
VOLUSIA	11	29	28	3	0
WAKULLA	3	3	2	0	0
WALTON	7	4	2	1	0
WASHINGTON	0	4	2	0	0
FAU LAB SCH	2	0	0	0	0
FSU LAB SCH	2	0	0	0	0
FAMU LAB SCH	0	0	1	0	0
UF LAB SCH	1	0	0	0	0

2017 School Grades by District

District Name	Preliminary School Grades within the District (Percentages) ⁵				
	A	B	C	D	F
ALACHUA	34%	36%	23%	6%	0%
BAKER	40%	20%	40%	0%	0%
BAY	29%	26%	37%	5%	3%
BRADFORD	0%	14%	86%	0%	0%
BREVARD	40%	30%	24%	7%	0%
BROWARD	31%	21%	43%	4%	2%
CALHOUN	17%	50%	17%	0%	17%
CHARLOTTE	21%	53%	21%	5%	0%
CITRUS	5%	74%	21%	0%	0%
CLAY	28%	44%	26%	0%	2%
COLLIER	46%	28%	24%	2%	0%
COLUMBIA	36%	29%	29%	7%	0%
DADE	39%	28%	28%	5%	0%
DESOTO	0%	0%	40%	60%	0%
DIXIE	0%	33%	67%	0%	0%
DUVAL	27%	24%	38%	9%	1%
ESCAMBIA	18%	18%	43%	18%	4%
FLAGLER	18%	45%	27%	9%	0%
FRANKLIN	50%	0%	50%	0%	0%
GADSDEN	17%	8%	42%	17%	17%
GILCHRIST	50%	50%	0%	0%	0%
GLADES	0%	40%	60%	0%	0%
GULF	0%	75%	25%	0%	0%
HAMILTON	0%	0%	0%	67%	33%
HARDEE	14%	57%	14%	14%	0%
HENDRY	0%	10%	70%	20%	0%
HERNANDO	20%	36%	40%	4%	0%
HIGHLANDS	0%	31%	63%	6%	0%
HILLSBOROUGH	26%	17%	42%	13%	2%
HOLMES	14%	29%	57%	0%	0%
INDIAN RIVER	21%	25%	50%	4%	0%
JACKSON	18%	45%	36%	0%	0%
JEFFERSON	0%	0%	0%	100%	0%
LAFAYETTE	0%	50%	50%	0%	0%
LAKE	13%	36%	51%	0%	0%
LEE	25%	26%	40%	8%	0%
LEON	35%	21%	35%	9%	0%
LEVY	0%	30%	70%	0%	0%
LIBERTY	0%	0%	67%	0%	33%
MADISON	29%	0%	57%	14%	0%

⁵ Percentages may not add to 100 due to rounding.

2017 School Grades by District

District Name	Preliminary School Grades within the District (Percentages) ⁵				
	A	B	C	D	F
MANATEE	24%	22%	36%	19%	0%
MARION	10%	23%	56%	8%	4%
MARTIN	43%	43%	14%	0%	0%
MONROE	50%	44%	6%	0%	0%
NASSAU	58%	42%	0%	0%	0%
OKALOOSA	71%	23%	6%	0%	0%
OKEECHOBEE	13%	0%	88%	0%	0%
ORANGE	30%	26%	35%	7%	2%
OSCEOLA	18%	35%	45%	2%	0%
PALM BEACH	36%	24%	34%	4%	3%
PASCO	24%	28%	46%	1%	0%
PINELLAS	25%	24%	43%	5%	4%
POLK	20%	19%	46%	14%	2%
PUTNAM	15%	0%	30%	50%	5%
ST. JOHNS	68%	19%	14%	0%	0%
ST. LUCIE	13%	45%	35%	8%	0%
SANTA ROSA	44%	44%	11%	0%	0%
SARASOTA	56%	28%	14%	2%	0%
SEMINOLE	42%	40%	15%	3%	0%
SUMTER	38%	38%	25%	0%	0%
SUWANNEE	17%	50%	33%	0%	0%
TAYLOR	0%	0%	100%	0%	0%
UNION	33%	67%	0%	0%	0%
VOLUSIA	15%	41%	39%	4%	0%
WAKULLA	38%	38%	25%	0%	0%
WALTON	50%	29%	14%	7%	0%
WASHINGTON	0%	67%	33%	0%	0%
FAU LAB SCH	100%	0%	0%	0%	0%
FSU LAB SCH	100%	0%	0%	0%	0%
FAMU LAB SCH	0%	0%	100%	0%	0%
UF LAB SCH	100%	0%	0%	0%	0%

School Information

George Munroe ES

1830 Wet King St.

Quincy, FL 32351

850-875-8800

www.gwmes.gcps.k12.fl.us

Principal: Dr. Ronald Peterson

Principal Email: petersonr@gcpsmail.com

Total Enrollment: 627

Students Tested (ELA and Math):

Grades PK-5

African American: 60%

Hispanic: 36%

White: 3%

Free or Reduced Lunch: 70%

Grade	17	18	17 District	18 District
Grade 3 Reading	15%	31%	34%	40%
Grade 3 Math	22%	46%	56%	56%
Grade 4 Reading	21%		34%	38%
Grade 4 Math	39%		59%	49%
Grade 5 Reading	11%		30%	33%
Grade 5 Math	11%		54%	33%
Grade 5 Science	8%		28%	30%

Gadsden County HS

27001 Blue Star Memorial Hwy

Havana, FL 32333

<http://www.gchs.gadsdenschools.org/>

Principal: Pamela Jones

Principal Email: jonesp@gcpsmail.com

Total Enrollment: 1020

Students Tested (ELA and Math):

Grades 9-12

African American:

Hispanic:

White:

Pacific Islander

Free or Reduced Lunch:

Grade	Fall 17	Winter 17	Spring 18	Spring 17 District Avg.	18 District Avg.
Algebra 1	13%	5 Kids took test	14%	32%	33%
Algebra 2	15%			10%	
Geometry	9%	1 Kid took test	22%	13%	2 Kids took test

SCHOOL INFORMATION

School

Number of Students

Grades

Location:

Demographics (include race, ethnicity, poverty, etc.)

History—What's the Story?

PRINCIPAL INFORMATION

Years at school as principal

Additional years at school

Education Experience

Personal Background

Why are you at School Turnaround?

PRINCIPAL'S RESPONSE

Name:

School:

As a results-focused leader there are things at your school that you want to improve. It may be that your school has been identified as low performing or recognized as exemplary. However, you as leader perceive that your students are not yet achieving enough success in your eyes. And you want to do something about it now!

Spend some time (no more than 30 minutes) jotting down your thoughts about the area(s) that you think most need urgent change. Keep the following in mind:

- Focus on academics
- Talk about what you know—not just what you feel
- List your thoughts about causes for the shortcoming(s)—be sure to focus on internal factors versus external ones

Feel free to use additional space.

James A. Shanks MS 1400 W
King St. Quincy, FL 32351
850-875-8737

Principal: Maurice Stokes

Principal Email: stokesm@gcpsmail.com

Total Enrollment: 589
Students Tested (ELA and Math):

Grades 6-8

African American: 78%
Hispanic: 19%
White: 2%
Free or Reduced Lunch: 74%

Grade	2017	2018	2017 District Avg.	2018 District Avg.
4 th Grade Reading		16%	34%	38%
4 th Grade Math		14%	59%	49%
5 th Grade Reading		21%	30%	33%
5 th Grade Math		19%	54%	48%
5 th Grade Science		13%	28%	30%
6 th Grade Rdg	16%	18%	28%	31%
6 th Grade Math	29%	32%	39%	49%
7 th Grade Rdg.	20%	20%	30%	33%
7 th Grade Math	19%	28%	36%	40%
8 th Grade Rdg.	24%	27%	33%	34%
8 th Grade Math	32%	31%	32%	33%
8 th Grade Science	13%	NA	11%	7%

West Gadsden County MS

200 Providence Road
Quincy, FL 32351

Principal: Sonya Jackson

Principal Email: jacksonsonya@gcpsmail.com

Total Enrollment: 482

Students Tested (ELA and Math):

Grades 6-8

African American: 233

Hispanic: 183

White: 35

American Indian: 2

Grade	2017	2018	2017 District Avg.	2018 District Avg.
4 th Grade Reading		20%	34%	38%
4 th Grade Math		31%	59%	49%
5 th Grade Reading		21%	30%	33%
5 th Grade Math		31%	54%	48%
5 th Grade Science		8%	28%	30%
6 th Grade Rdg	18%	18%	28%	31%
6 th Grade Math	22%	33%	39%	49%
7 th Grade Rdg.	14%	33%	30%	33%
7 th Grade Math	18%	34%	36%	40%
8 th Grade Rdg.	20%	19%	33%	34%
8 th Grade Math	12%	17%	32%	33%
8 th Grade Science			11%	7%