

Notice of Development of Rulemaking

DEPARTMENT OF EDUCATION

State Board of Education

RULE NO.: RULE TITLE:

6A-5.0411 Calculations of Student Learning Growth Using Statewide Assessment Data for Use in School Personnel Evaluations

PURPOSE AND EFFECT: The purpose and effect of this rule development is to fulfill requirements under Section 1012.34, Florida Statutes, to adopt the student growth formula(s) for use with statewide assessment data and to set standards for student growth performance that must be met for personnel to earn specified performance ratings on annual evaluations, as well as the process for teacher to verify class rosters. It is anticipated that this rule will be revised annually as new formulas and performance standards are adopted for statewide assessments, including but not limited to, the Florida Comprehensive Achievement Test (FCAT), End-of-Course Examinations, and the Florida Alternate Assessment.

SUBJECT AREA TO BE ADDRESSED: Calculations of student learning growth for use in school personnel evaluations.

RULEMAKING AUTHORITY: 1012.34 FS.

LAW IMPLEMENTED: 1012.34 FS.

A RULE DEVELOPMENT WORKSHOP WILL BE HELD AT THE DATE, TIME AND PLACE SHOWN BELOW:

DATES AND TIMES: February 14, 2013, 9:00 a.m., EST; February 14, 2013, 4:00 p.m., EST; February 25, 2013, 4:00 p.m.; EST; February 25, 2013, 4:00 p.m., CST (local time)/(5:00 p.m., EST); February 26, 2013, 4:00 p.m., EST; February 26, 2013, 4:00 p.m., EST; and February 28, 2013, 4:00 p.m., EST.

PLACE: February 14th, 9:00 a.m. - Via webinar and conference call: To join the webinar go to:

<https://suncom.webex.com/suncom/j.php?ED=168775342&UID=1312048082&RT=MiMxMQ%3D%3D>, to join the conference call only: 1(866)510-0708, Passcode 606 078 54, anyone wishing to attend in person: Department of Education, 325 West Gaines Street, Room 1721, Tallahassee, FL, 32399-0400;

February 14th, 4:00 p.m.-Via webinar and conference call: To join the conference webinar go to:

<https://suncom.webex.com/suncom/j.php?ED=168775512&UID=1312049842&RT=MiMxMQ%3D%3D>, to join the conference call only: 1(866) 804-6924, Passcode 662 157 58, anyone wishing to attend in person: Department of Education, 325 West Gaines Street, Room 1721, Tallahassee, FL, 32399-0400;

February 25th, 4:00 p.m. - Broward College-Central Campus, Bldg 22, Room 136, 3501 S.W. Davie Road, Davie, FL 33314;

February 25th, 4:00 p.m., CST (local time)/(5:00 p.m. EST), Gulf Coast State College, Gibson Lecture Hall, 5230 West U.S. Highway 98, Panama City, FL 32401;

February 26th, 4:00 p.m., Florida Gulf Coast University, Sugden Resort & Hospitality Management Bldg, Room #110, 10501 FGCU Blvd. South, Fort Myers, FL 33965-6565;

February 26th, 4:00 p.m., Florida State College at Jacksonville, Advanced Technology Center, Room T-140, 401 W. State Street, Jacksonville, FL 32202; and

February 28th, 4:00 p.m., Valencia College, 8600 Valencia College Lane, Criminal Justice Institute Bldg, Room 152, Orlando, FL 32825. Workshops for this rule are being held in conjunction with workshops for Rule 6A-5.030, F.A.C.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE DEVELOPMENT AND A COPY OF THE PRELIMINARY DRAFT IS: Kathryn Hebda, Deputy Chancellor for Educator Quality, Florida Department of Education, Florida Department of Education, 325 West Gaines Street, Suite 1502, Tallahassee, Florida, 32399-0400, (850) 245-0509. Public comments concerning this rule development can be made at DistrictEvalSystRule@fldoe.org or <https://app1.fldoe.org/rules/default.aspx> or by contacting: Lynn Abbott, Agency Clerk, Department of Education, (850) 245-9661 or e-mail lynn.abbott@fldoe.org

THE PRELIMINARY TEXT OF THE PROPOSED RULE DEVELOPMENT IS:

6A-5.0411 Calculations of Student Learning Growth for Use in School Personnel Evaluations.

(1) Purpose. The purpose of this rule is to provide the formulas for measuring student learning growth, the statewide standards for each performance level for use in each school district instructional personnel and school administrator evaluation systems developed under Section 1012.34, Florida Statutes, and procedures associated with implementing the formulas and standards.

(2) Formulas for measuring student learning growth.

(a) Student learning growth formula for use with Florida Comprehensive Assessment Test (“FCAT”) in Reading and Mathematics. The formula for measuring student learning growth using student FCAT Reading and FCAT Mathematics results shall be a value-added model from the class of covariate adjustment models. A value-added model is a statistical calculation employed for the purpose of determining an individual teacher’s or principal’s contribution to student learning. The value-added model begins by establishing the expected learning growth for each student, called a predicated score. As a covariate adjustment model, the predicted score is based on the typical learning growth seen among students who share characteristics enumerated in subparagraph (2)(a)2. of this rule. The predicted score is based on the FCAT developmental scale and is estimated from historical data each year. Differences, or residuals, between each student’s predicted score and his or her actual performance on the FCAT are combined for students assigned to a teacher to calculate each teacher’s value-added score.

(b) The FCAT Reading and FCAT Mathematics value-added model shall estimate a student’s performance based on specific characteristics, called variables. The variables to be included in the value-added model are:

1. The number of subject-relevant courses in which a student is enrolled. This variable counts, for each student, the number of courses in which he or she is enrolled that are associated with FCAT Reading and FCAT Mathematics. The courses associated with FCAT Reading and FCAT Mathematics for the purposes of this rule are listed in subsection (5) of this rule.

2. Up to two prior years of achievement scores for each student. This variable captures each student's most immediate prior developmental scale score on FCAT Reading and FCAT Mathematics, as well as the student's developmental scale score from two (2) years prior, if available.

3. A student's disability. This is a series of variables, each representing a student's disability as defined in Section 1003.01(3)(a), Florida Statutes, determined in accordance with State Board of Education Rules 6A-6.03011, 6A-6.03013, 6A-6.03014, 6A-6.03016, 6A-6.03018, and 6A-6.03023, F.A.C., and reported by school districts in the state student database. The model does not include variables for an orthopedic impairment, a speech impairment, or hospital/homebound. Additionally, the model does not include variables for children with developmental delays ages birth through 5 years, or children, ages birth through 2 years, with established conditions since those categories reflect student populations ineligible for FCAT due to age. The model includes variables for the student's primary exceptionality and other exceptionalities, if multiple exceptionalities have been identified for a student.

4. A student's English Language Learner (ELL) status. This variable indicates if a student has been identified as an ELL and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students. In addition to the identification of the student's ELL status, variables are also included for the amount of time the student has been receiving ELL services.

5. Gifted status. This variable indicates whether a student has been identified as Gifted, as determined in accordance with State Board of Education Rule 6A-6.03019, F.A.C., and reported by school districts in the state student database.

6. Student attendance. This variable indicates the percentage of days a student was in attendance during the school year.

7. Student mobility. This variable indicates the number of transitions a student experienced across schools within a school year.

8. Difference from modal age in grade. This variable indicates the difference in a student's age from the common age for students enrolled in the same grade across the state and is included as an indicator of retention or acceleration.

9. Class size. This variable is a count of the number of students assigned to the teacher.

10. Homogeneity of students' entering test scores in the class. This variable indicates the variation within a classroom in terms of students' performance on the prior year's FCAT.

(c) The formula produces a value-added score for a teacher. A teacher's value-added score reflects, one average, the amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model and listed in paragraph (2)(b) of this rule. A portion of the teacher's value-added score reflects the common school component of student growth. The common school component describes the amount of learning growth by grade and subject that is typical for students in each school that differs from the statewide expectation established by the variables listed in paragraph (2)(b) of this rule. Schools exhibit differential amounts of student learning growth that may be attributable to independent factors at the school outside of the teacher's control as well as a reflection of the teaching across the school. Fifty (50) percent of the common school component shall be attributed back to teachers and included in a teacher's value-added score. By

attributing only a portion of the common school component to a teacher's value-added score, the formula recognizes that some of the common school component is a result of a teacher's actions within his or her school and that some is attributable to other factors.

(d) The common school component described in paragraph (2)(c) of this rule reflects the principal's value-added score.

(e) Mathematically, the formula for this model is

$$y_i = \mu + \sum_{g=1}^M \theta_g x_{ig} + \sum_{j=1}^J \beta_j x_{ij} + \theta_{(k)i} + \omega_{(m)k} + \varepsilon_i$$
, where y_i denotes the test score for student i , θ_g is the coefficient associated with g^{th} prior test score, β_j is the coefficient associated with variable j , θ is the common school component of school k assumed $\theta \sim N(0, \sigma_\theta^2)$, ω is the effect of teacher m in school k assumed $\omega \sim N(0, \sigma_\omega^2)$, and ε is the random error term assumed $\varepsilon \sim N(0, \sigma_\varepsilon^2)$. A full technical description of how this formula estimates the score for an educator is provided in the "Methods" section of the Florida Comprehensive Assessment Test (FCAT) Value-Added Model Technical Report 2011–12 December 2012, pages 6 through 13, which is hereby incorporated by reference herein, available at <http://www.fldoe.org/profdev/studentgrowth.asp>.

(3) Data Calculated through the Student Learning Growth Formulas.

(a) Class Roster Verification Process. The Department will provide an online roster verification application to allow district personnel, school level personnel, and instructional personnel the ability to view class rosters for accuracy and correct mistakes relating to the assignment of students to teachers. The application shall be open, at a minimum, two times during the school year: a fall review cycle, using data collected during the fall FTE count (Survey 2), and a spring review cycle, using data collected during the spring FTE count (Survey 3). The application shall be available to district personnel, school personnel, and teachers through secure log-in credentials. The Department shall communicate directly to district accountability directors and information system directors the application's website address and the application's opening and closing dates during each review cycle. Each district must determine procedures for instructional personnel and school administrator verification of class rosters and notification to its employees of the opportunities to participate. Districts shall provide all instructional personnel a minimum of two weeks to review the accuracy of class rosters and correct mistakes relating to the assignment of students to teachers. The Department shall make the application available for a minimum of four weeks per review cycle.

(b) When student performance data are received from each statewide assessment for which a formula has been adopted and the deadline for the roster verification process has expired, the Department will calculate the results of each student learning growth formula and provide the results to each district for the district's instructional and school administrator personnel. Each district will use the results provided in that school year's personnel evaluations in accordance with Section 1012.34, Florida Statutes, and the district's evaluation plan approved under Rule 6A-5.030, F.A.C. Results provided to districts will include, at a minimum, the following information for each state assessment for which a formula has been adopted:

1. A value-added score for each instructional personnel employee for the current school year for each statewide assessment based on the course(s) that the employee taught which are associated with that statewide assessment, as described in subsection (5) of this rule. Based on the nature of the statewide assessment, this score may be reported for each grade level and subject area covered by the statewide assessment.

2. An aggregate value-added score for each instructional personnel employee and school administrator in the district, which combines all value added results for a particular statewide assessment from all courses and assigned students. An employee's aggregated value-added score will include data for that employee from the current school year and each of the two prior years for which data are available, for a total of three years of data for each instructional employee and school administrator. Though the aggregate value-added score provided by the Department each year is limited to the three most recent years of data, districts may include additional years of student learning growth data from statewide assessments within their local educator evaluation systems.

3. The standard error for each value-added score.

(c) For each employee, the number and percentage of students assigned to the employee who met or exceeded their expected growth as calculated by the value-added model.

(d) After the initial release of value-added scores to school districts, the school district shall have at least thirty (30) days to review the data on which the value-added scores were based. If the school district determines that students were inaccurately attributed to a teacher and included in a teacher's value-added score calculation, the district may provide that information to the Department in order for the Department to recalculate the score.

(e) The Department shall review annually the results of each student growth formula as calculated for purposes of teacher and principal evaluations. The Department shall provide statewide aggregate results and accompanying analyses to school districts for review and feedback. The Department shall consider results and the school district feedback when recommending improvements in the model and when implementing processes, as needed.

(4) Performance Level Standards. In accordance with Section 1012.34, Florida Statutes, standards must be set for the Performance of Students criterion for use in instructional and school administrator personnel evaluations. Specifically, for each of the performance levels of highly effective and effective, a student learning growth standard must be set for each statewide assessment that an individual who is being evaluated must at least achieve to be considered by the district as earning that performance level as a summative evaluation rating. In addition, a student learning growth standard must be set for each statewide assessment that, if not exceeded, will cause an individual who is being evaluated to earn from the district a summative rating of unsatisfactory.

(a) Data elements used to set performance level standards for statewide assessments. Performance level standards for statewide assessments are set using four data elements which are produced during the value-added calculations.

1. The statewide average year's growth for students in each grade and subject. For each student learning growth formula an average year's growth for students across the state on the statewide assessment is calculated. The average year's growth for 2011-2012 shall be used as a benchmark to set the performance standards as shown below. The average year's growth during the 2011-2012 school year shall become the criterion upon which annual performance is evaluated for each educator.

2. The educator's value added score. As described in paragraph (2)(b) of this rule, a value added score reflects the average amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using the variables accounted for in the model. The value added score is converted to a proportion of a year's average growth. This conversion provides a common metric across grade levels and subjects covered by statewide assessments, and along with anchoring it to the benchmark of the 2011-12 school year as described in subparagraph (4)(a)1. of this rule, and provides the score a context to describe the magnitude of the gain or decrease in learning. To convert the scores, the value added scores calculated through the student learning growth formula are divided by the average year's growth for 2011-12 in that particular grade level and/or subject covered by the statewide assessment. That calculation produces a score expressed as a proportion that represent the degree to which students outperformed or underperformed the criterion of growth observed in 2011-12.

3. The confidence interval. A confidence interval is derived from using the standard error associated with the educator's value-added score. The standard error is a statistical representation of the variance in the score that could occur if the same teacher had been assigned to a different group of similar students. The standard error applied above and below the value-added score forms a confidence interval around the score. Because the confidence interval provides the numerical range within which the teacher's score could lie if assigned a different group of similar students, it provides a level of statistical confidence in using the educator's value-added score to evaluate his or her performance to an established performance level standard.

4. The percentage of students assigned to the teacher who met or exceeded their predicted score. The value-added calculation is built upon taking the difference between a student's actual score on a test and his or her predicted score on the test, which prediction is based upon the elements in the model as described in paragraph (2)(b). Therefore, for each educator, the model results provide the number and percentage of each educator's assigned students who met or exceeded their predicted test score. For teachers whose value-added score includes a larger degree of variance as determined by the confidence interval, the use of this data element can provide additional evidence of the teacher's performance during the time observed to assist in classification of the educator's performance.

(b) Performance level standards for Florida's FCAT value-added model. The performance level standards for the FCAT Reading and FCAT Mathematics value-added model are as follows:

1. Highly Effective. A value added score of greater than 0 with a confidence interval of two times the standard error, which is a 95 percent confidence interval. This represents that with 95 percent statistical certainty, an educator's value added score, including the range expressed by the confidence interval exceeded the standard of performance benchmark as described in subparagraph (4)(a)1. of this rule.

2. Effective.

a. A value added score of greater than or equal to 0, where the entire range of scores associated with a 95 percent confidence interval does not fall at or above 0. This represents that an educator's value-added score meets or exceeds the standard of performance for an average year's growth as described in subparagraph (4)(a)1. of this rule, though one cannot conclude with statistical certainty that the range of scores expressed by the confidence interval of two times the standard error lie at or above the standard; or

b. A value added score of less than 0, where a portion of the range of scores associated with a confidence interval of one standard error, which is a 68 percent confidence interval, lies above 0. This represents that though an educator's value-added score fails to meet the standard of performance as described in subparagraph (4)(a)1. of this rule, one cannot conclude with a degree of statistical certainty that the range expressed by the confidence interval of one standard error falls below the standard.

3. Unsatisfactory. A value added score of less than 0 with a confidence interval of two times the standard error, which is a 95 percent confidence interval. This represents that with 95 percent statistical certainty, an educator's value added score, including the range expressed by the confidence interval, failed to meet the standard of performance as described in subparagraph (4)(a)1. of this rule.

(c) District-established performance level standards for local assessments. Each district must establish and implement performance level standards that are comparable to the state level performance standards for each assessment adopted under Section 1008.22(8), Florida Statutes, that is used for purposes of personnel evaluation. Such standards must be submitted with the district's evaluation system for approval in accordance with Rule 6A-5.030, F.A.C. Comparable performance level standards must meet one of the following criteria:

1. The standard must reflect to an equal amount of student learning growth for a similar grade level and subject as established by the state; or

2. The standard must result in a comparable number or percent of students who meet or exceed their expected score for a similar grade level and subject as established by the state.

A district that submits a standard for a course that is not comparable as defined above, must present with its evaluation system documentation an instructional rationale for the alternate standards for the Department's consideration in the approval process.

(d) Applying the performance level standards in the evaluation system. The three criteria for performance evaluations, Performance of Students, Instructional Practice and Professional and Job responsibilities are combined to produce each individual's summative evaluation rating based on the requirements of Section 1012.34(3) and (7), Florida Statutes, and methodologies described in each district's evaluation system procedures as approved under Rule 6A-5.030, F.A.C., and adopted by the district school board. In addition, Section 1012.34(8), Florida Statutes, requires that the State Board of Education establish a student learning growth standard that if not met will result in the employee receiving an unsatisfactory performance evaluation rating. In like manner, the State Board of Education shall establish a student learning growth standard that if not met will result in the employee receiving an unsatisfactory performance evaluation rating. The following provides the conditions under which the state level performance standards are applied in personnel evaluations.

1. For all instructional personnel who teach courses associated with state assessments and for school administrators, the performance standards adopted under this rule for the FCAT value-added model will apply to determining educator performance in those courses for the Performance of Students criterion of the evaluation.

2. For all instructional personnel and school administrators whose Performance of Students criterion is based upon both state and local assessment results, the district's evaluation system must reflect the method by which the

results and performance standards described in this rule for multiple assessments will be appropriately apportioned and combined to determine educator performance for the Performance of Students criterion.

3. For all instructional personnel and school administrators, the performance level standards must be applied to result in annual performance evaluation ratings of Highly Effective, Effective, and Unsatisfactory in accordance with Section 1012.34(8), Florida Statutes under the following circumstances:

a. For classroom teachers whose Performance of Students criterion is based on state assessments, local assessments selected under Section 1008.22(8), Florida Statutes, or a combination of the two, the performance level standards apply for the purpose of this paragraph only when the evaluation is based on at least three years of data.

b. For classroom teachers whose evaluation includes a majority of Performance of Students measures implemented under Section 1012.34(7)(e), Florida Statutes, the state performance level standards do not apply for the purposes of this subparagraph.

c. For school administrators, the performance level standards apply for the purpose of this subparagraph when the Performance of Students criterion is based on at least three years of data.

d. For non-classroom instructional personnel, the performance level standards apply only when calculating the Performance of Students criterion, and do not determine the educator's final evaluation result evaluation for the purpose of this subparagraph.

(e) Implementing the performance level standards.

1. Beginning in the 2013-14 school year, each district school board will implement the performance level standards for Florida's FCAT Reading and FCAT Mathematics value-added model as described in paragraph (5)(b) of this rule.

2. In school years during which a state assessment is administered and a calculation for measuring student learning growth has been approved by the Commissioner of Education, but statewide performance levels standards have not been adopted into this rule, each district shall use the results of the student growth calculation as required in Section 1012.34(7), F.S., and shall select performance level standards for use in the district's personnel evaluation systems.

(f) Review and revision of performance level standards. For each set of performance level standards adopted for statewide assessments, the Department shall conduct an annual review of the results from implementing those standards in evaluation systems, and shall provide the results of the review to school districts and the State Board of Education.

(5) Courses associated with FCAT Reading and FCAT Mathematics for the purposes of this rule.

(a) The courses associated with FCAT Reading for the purposes of this rule that are incorporated in the calculation beginning with the 2011-2012 school year are as follows:

<u>Course Number</u>	<u>Course Name</u>
500960	Reading and Writing Across the Curriculum
1000000	M/J Intensive Language Arts (MC)

<u>100010</u>	<u>M/J Intensive Reading (MC)</u>
<u>100020</u>	<u>M/J Intensive Reading and Career Planning</u>
<u>100040</u> In	<u>ntensive Language Arts</u>
<u>1000410</u> In	<u>ntensive Reading</u>
<u>1001010</u>	<u>M/J Language Arts 1</u>
<u>1001020</u>	<u>M/J Language Arts, 1 Adv.</u>
<u>1001030</u>	<u>M/J Language Arts 1, International Baccalaureate</u>
<u>1001040</u>	<u>M/J Language Arts 2</u>
<u>1001050</u>	<u>M/J Language Arts 2, Adv</u>
<u>1001060</u>	<u>M/J Language Arts 2, International Baccalaureate</u>
<u>1001070</u>	<u>M/J Language Arts 3</u>
<u>1001080</u>	<u>M/J Language Arts 3, Adv</u>
<u>1001090</u>	<u>M/J Language Arts 3, International Baccalaureate</u>
<u>1001300</u> Eng	<u>lish Skills I</u>
<u>1001310</u> Eng	<u>lish I</u>
<u>1001320</u> Eng	<u>lish Honors I</u>
<u>1001330</u> Eng	<u>lish Skills II</u>
<u>1001340</u> Eng	<u>lish II</u>
<u>1001350</u> Eng	<u>lish Honors II</u>
<u>1001360</u> Eng	<u>lish Skills III</u>
<u>1001370</u> Eng	<u>lish III</u>
<u>1001380</u> Eng	<u>lish Honors III</u>
<u>1001390</u> Eng	<u>lish Skills IV</u>
<u>1001400</u> Eng	<u>lish IV</u>
<u>1001410</u> Eng	<u>lish Honors IV</u>
<u>1001440</u> B	<u>usiness English I</u>
<u>1001450</u> B	<u>usiness English II</u>
<u>1001560</u>	<u>Pre-AICE English Language</u>
<u>1001800</u> English	<u>I Pre-International Baccalaureate</u>
<u>1001810</u>	<u>English II Pre-International Baccalaureate</u>
<u>1001840</u>	<u>IB Middle Years Program English I</u>
<u>1001845</u>	<u>IB Middle Years Program English II</u>
<u>1002000</u>	<u>M/J Language Arts 1 through ESOL</u>
<u>1002010</u>	<u>M/J Language Arts 2 through ESOL</u>
<u>1002020</u>	<u>M/J Language Arts 3 through ESOL</u>
<u>1002180</u>	<u>M/J Developmental Language Arts Through ESOL (MC)</u>

<u>1002300</u>	<u>English I through ESOL</u>
<u>1002310</u>	<u>English II through ESOL</u>
<u>1002320</u>	<u>English III through ESOL</u>
<u>1002380</u>	<u>Developmental Language Arts Through ESOL</u>
<u>1002520</u>	<u>English IV through ESOL</u>
<u>1005375</u>	<u>AICE English Literature II</u>
<u>1008010</u> M/J	<u>Reading 1</u>
<u>1008020</u>	<u>M/J Reading 1, Advanced</u>
<u>1008040</u> M/J	<u>Reading 2</u>
<u>1008050</u>	<u>M/J Reading 2, Advanced</u>
<u>1008070</u> M/J	<u>Reading 3</u>
<u>1008080</u> M/J	<u>Reading, Advanced</u>
<u>1008300</u> Reading	<u>I</u>
<u>1008310</u> Reading	<u>II</u>
<u>1008320</u> Ad	<u>vanced Reading</u>
<u>1008330</u> Reading	<u>III</u>
<u>1008350</u>	<u>Reading for College Success</u>
<u>2400000</u> Si	<u>xth Grade</u>
<u>5010010</u>	<u>ESOL English for Speakers of Other Language-Elementary</u>
<u>5010020</u>	<u>Functional Basic Skills in Reading-Elementary</u>
<u>5010040</u> Lan	<u>guage Arts-Elementary</u>
<u>5010050</u> Reading	<u>-Elementary</u>
<u>5010060</u> Int	<u>egrated Language Arts-Elementary</u>
<u>7710010</u> Lan	<u>guage Arts K-5</u>
<u>7755010</u> Academ	<u>ics K-5</u>
<u>7755030</u>	<u>Academic Skills K-5</u>
<u>7755040</u>	<u>Advanced Academic Skills K-5</u>
<u>7755050</u> Dev	<u>elopmental Skills K-5</u>
<u>7810010</u> Lan	<u>guage Arts 6-8</u>
<u>7810020</u> Reading:	<u>6-8</u>
<u>7910100</u> R	<u>ading 9-12</u>
<u>7910110</u> En	<u>glish 9-12</u>
<u>7910400</u>	<u>Life Skills Reading: 9-12</u>
<u>1001405</u>	<u>English 4: Florida College Prep</u>
<u>1001420</u>	<u>Advanced Placement English Language and Composition</u>
<u>1001430</u>	<u>Advanced Placement English Literature and Composition</u>

<u>1001550</u> AICE	<u>E English Language</u>
<u>1001820</u>	<u>English 3: International Baccalaureate</u>
<u>1001830</u>	<u>English 4: International Baccalaureate</u>
<u>1002181</u>	<u>M/J Developmental Language Arts Through ESOL (Reading)</u>
<u>1002381</u>	<u>Developmental Language Arts ESOL (Reading)</u>
<u>1005370</u>	<u>AICE English Literature I</u>
<u>1005380</u>	<u>Pre-AICE English Literature</u>
<u>5010045</u> Lan	<u>guage Arts-Grade Four</u>
<u>5010046</u> Lan	<u>guage Arts-Grade Five</u>
<u>7710015</u>	<u>Access Language Arts - Grade 4</u>
<u>7710016</u>	<u>Access Language Arts - Grade 5</u>
<u>7710020</u> Reading:	<u>K-5</u>
<u>7810011</u>	<u>Access M/J Language Arts 1</u>
<u>7810012</u>	<u>Access M/J Language Arts 2</u>
<u>7810013</u>	<u>Access M/J Language Arts 3</u>
<u>7855010</u> Academ	<u>ics: 6-8</u>
<u>7855030</u>	<u>Academic Skills: 6-8</u>
<u>7855040</u>	<u>Advanced Academics: 6-8 for Gifted Students</u>
<u>7855050</u>	<u>Developmental Skills: 6-8</u>
<u>7910111</u> Access	<u>English 1/2</u>
<u>7910112</u> Access	<u>English 3/4</u>

(b) The courses associated with FCAT Mathematics for the purposes of this rule that are incorporated in the calculation beginning with the 2011-2012 school year are as follows:

<u>Course Number</u>	<u>Course Name</u>
<u>1200300</u> Pre-Alge	<u>bra</u>
<u>1200310</u> Al	<u>gebra I</u>
<u>1200320</u> Al	<u>gebra I Honors</u>
<u>1200330</u> Al	<u>gebra II</u>
<u>1200340</u> Al	<u>gebra II Honors</u>
<u>1200370</u> Al	<u>gebra Ia</u>
<u>1200380</u> Al	<u>gebra Ib</u>
<u>1200400</u> In	<u>tensive Mathematics</u>
<u>1200410</u>	<u>Math for College Success</u>
<u>1200500</u>	<u>Advanced Algebra with Financial Applications</u>

<u>1200700</u> Math	<u>College Readiness</u>
<u>1201300</u> Math	<u>Analysis</u>
<u>1201310</u> An	<u>alysis of Functions</u>
<u>1202300</u> C	<u>alculus</u>
<u>1202340</u> Pre-C	<u>alculus</u>
<u>1202371</u>	<u>Pre-AICE Additional Math III</u>
<u>1204000</u>	<u>M/J Intensive Mathematics (MC)</u>
<u>1205010</u>	<u>M/J Mathematics 1</u>
<u>1205020</u>	<u>M/J Mathematics 1, Advanced</u>
<u>1205040</u>	<u>M/J Mathematics 2</u>
<u>1205050</u>	<u>M/J Mathematics 2, Advanced</u>
<u>1205070</u>	<u>M/J Mathematics 3</u>
<u>1205080</u>	<u>M/J Mathematics 3, Advanced</u>
<u>1205090</u>	<u>M/J Mathematics IB</u>
<u>1205100</u>	<u>M/J Pre-algebra IB</u>
<u>1205370</u> Cons	<u>umer Mathematics</u>
<u>1205400</u>	<u>Applied Mathematics I</u>
<u>1205410</u>	<u>Applied Mathematics II</u>
<u>1205420</u>	<u>Applied Mathematics III</u>
<u>1205500</u>	<u>Explorations in Mathematics I</u>
<u>1205510</u>	<u>Explorations in Mathematics II</u>
<u>1205540</u> Bu	<u>siness Mathematics</u>
<u>1206300</u> In	<u>ormal Geometry</u>
<u>1206310</u> Geom	<u>etry</u>
<u>1206320</u> Geom	<u>etry Honors</u>
<u>1206330</u> Analy	<u>tic Geometry</u>
<u>1207310</u>	<u>Integrated Mathematics I</u>
<u>1207320</u>	<u>Integrated Mathematics II</u>
<u>1207330</u>	<u>Integrated Mathematics III</u>
<u>1208300</u> Lib	<u>eral Arts Mathematics</u>
<u>1209810</u>	<u>Pre-AICE Mathematics I</u>
<u>1209820</u>	<u>Pre-AICE Mathematics II</u>
<u>1210300</u>	<u>Probability & Statistics with</u>
<u>1211300</u> Tri	<u>gonometry</u>
<u>1220610</u> Linear	<u>Algebra</u>
<u>1220612</u> Abst	<u>ract Algebra</u>

<u>1220910</u>	<u>Discrete Mathematics</u>
<u>1298310</u>	<u>Advanced Topics in Mathematics</u>
<u>5012020</u>	<u>Math Grade K</u>
<u>5012030</u>	<u>Math Grade 1</u>
<u>5012040</u>	<u>Math Grade 2</u>
<u>5012050</u>	<u>Math Grade 3</u>
<u>5012060</u>	<u>Math Grade 4</u>
<u>5012070</u>	<u>Math Grade 5</u>
<u>7712010</u>	<u>Mathematics K-5</u>
<u>7755010</u>	<u>Academic Skills K-5</u>
<u>7755030</u>	<u>Academic Skills K-5</u>
<u>7755040</u>	<u>Advanced Academic Skills K-5</u>
<u>7755050</u>	<u>Developmental Skills K-5</u>
<u>7812010</u>	<u>Mathematics: 6-8</u>
<u>7855010</u>	<u>Academic Skills 6-8</u>
<u>7855030</u>	<u>Academic Skills 6-8</u>
<u>7855040</u>	<u>Advanced Academics 6-8</u>
<u>7855050</u>	<u>Developmental Skills 6-8</u>
<u>7912050</u>	<u>Mathematics 9-12</u>
<u>7912340</u>	<u>Life Skills Math: 9-12</u>
<u>1200390</u>	<u>International Baccalaureate Mid Yrs Program Algebra 1 Honors</u>
<u>1200395</u>	<u>International Baccalaureate Mid Yrs Program Algebra 2 Honors</u>
<u>1201320</u>	<u>International Baccalaureate Math Analysis</u>
<u>1202310</u>	<u>Advanced Placement Calculus AB</u>
<u>1202320</u>	<u>Advanced Placement Calculus BC</u>
<u>1202352</u>	<u>AICE Mathematics 1</u>
<u>1202354</u>	<u>AICE Mathematics & Mechanics 1</u>
<u>1202356</u>	<u>AICE Mathematics & Mechanics 2</u>
<u>1202362</u>	<u>AICE Mathematics & Probability & Statistics 1</u>
<u>1202364</u>	<u>AICE Mathematics & Probability & Statistics 2</u>
<u>1202366</u>	<u>AICE Mathematics & Mechanics & Probability & Statistics 2</u>
<u>1202370</u>	<u>AICE Further Math</u>
<u>1202375</u>	<u>International Baccalaureate Pre-Calculus</u>
<u>1202800</u>	<u>Calculus - International Baccalaureate</u>
<u>1202810</u>	<u>International Baccalaureate Calculus and Descriptive Statistics</u>
<u>1202820</u>	<u>International Baccalaureate Further Mathematics</u>

<u>1202830</u>	<u>International Baccalaureate Advanced Calculus</u>
<u>1206800</u>	<u>Analytic Geometry - International Baccalaureate</u>
<u>1206810</u>	<u>International Baccalaureate Mid Yrs Program Geometry Honors</u>
<u>1209800</u>	<u>Mathematics Studies - International Baccalaureate</u>
<u>1209830</u>	<u>International Baccalaureate Mathematics Higher Level</u>
<u>1210310</u>	<u>IB Statistics and Introductory Differential Calculus</u>
<u>1210320</u>	<u>Advanced Placement Statistics</u>
<u>1210330</u>	<u>AICE Mathematics Statistics</u>
<u>1211800</u>	<u>Trigonometry International Baccalaureate</u>
<u>2400000</u>	<u>Si _____ xth Grade</u>
<u>7712050</u>	<u>Access Mathematics Grade 4</u>
<u>7712060</u>	<u>Access Mathematics Grade 5</u>
<u>7812015</u>	<u>Access M/J Mathematics 1</u>
<u>7812020</u>	<u>Access M/J Mathematics 2</u>
<u>7812030</u>	<u>Access M/J Mathematics 3</u>
<u>7912060</u>	<u>Access _____ Informal Geometry</u>
<u>7912070</u>	<u>Access Liberal Arts Mathematics</u>
<u>7912080</u>	<u>Access _____ Algebra 1A</u>
<u>7912090</u>	<u>Access _____ Algebra 1B</u>

Rulemaking Authority 1012.34 FS. Law Implemented 1012.34 FS. History–New_____.