

FLORIDA HOUSE OF REPRESENTATIVES

BILL ANALYSIS

This bill analysis was prepared by nonpartisan committee staff and does not constitute an official statement of legislative intent.

BILL #: [HB 1483](#)

TITLE: School Grades

SPONSOR(S): Valdés

COMPANION BILL: None

LINKED BILLS: None

RELATED BILLS: None

Committee References

[Education Administration](#)

12 Y, 4 N



[Student Academic Success](#)



[Education & Employment](#)

SUMMARY

Effect of the Bill:

The bill, to be known as the Schools Committed to Outstanding Results and Excellence (SCORE) Act, increases transparency surrounding the school grades earned by Florida schools. Between the 2025-26 school year and the 2028-29 school year, the bill provides for the transition from the current State Board of Education defined school grading scale to a traditional A-F grading system for school grades. During the transition, the bill requires that both the grade for the current year grading scale as well as that of the final scale be published by the Department of Education. Additionally, the bill requires that both the school's current grade as well as the grade that would have been earned under the traditional A-F grading scale be printed on all student report cards.

Fiscal or Economic Impact:

None

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ANALYSIS

EFFECT OF THE BILL:

The bill, to be known as the Schools Committed to Outstanding Results and Excellence (SCORE) Act, provides for the transition from the current [State Board of Education \(SBE\) defined grading scale](#) to a traditional A-F grading system for school grades. The transition will be incremental and take place over the next 5 years. For the 2024-25 and 2025-26 school years, all school grades will be calculated using the SBE adopted grading scale. For the subsequent school years, the bill requires the Department of Education (DOE) to use the following grading scales when calculating school grades:

- 2026-27 school year;
 - A = 70 percent of points or greater;
 - B = 60 percent to 69 percent of points;
 - C = 50 percent to 59 percent of points;
 - D = 40 percent to 49 percent of points;
 - F = 39 percent of points or less;
- 2027-28 school year;
 - A = 80 percent of points or greater;
 - B = 70 percent to 79 percent of points;
 - C = 60 percent to 69 percent of points;
 - D = 50 percent to 59 percent of points;
 - F = 49 percent of points or less;
- 2028-29 school year and thereafter;
 - A = 90 percent of points or greater;
 - B = 80 percent to 89 percent of points;
 - C = 70 percent to 79 percent of points;
 - D = 60 percent to 69 percent of points;

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- F = 59 percent of points or less.

The bill requires that each year the DOE publish the official school grade pursuant to the grading scale prescribed by law as well as the grade that the school would have earned under the final grading scale. The bill clarifies that the second grade, calculated using the final grading scale, is for informational purposes only.

The bill requires that along with the two grades awarded to each school the DOE must include whether a school needs intervention and support under Florida's [school improvement system](#) and the criteria used to make that determination. (Section [1](#) and [3](#))

Finally, the bill requires that all student report cards include the most recent school grade earned by the school along with the applicable grading scale and, during the transition to the new grading scale, the second informational grade based on the final grading scale. (Section [2](#))

The effective date of the bill is July 1, 2025. (Section [4](#))

RELEVANT INFORMATION

SUBJECT OVERVIEW:

[School Grades](#)

School grades are used to explain a school's performance in a familiar, easy-to-understand manner for parents and the public.¹ School grades are also used to determine whether a school must select or implement a turnaround option.² The annual reports³ must identify schools as having one of the following grades:⁴

- "A" for schools making excellent progress.
- "B" for schools making above average progress.
- "C" for schools making satisfactory progress.
- "D" for schools making less than satisfactory progress.
- "F" for schools failing to make adequate progress.

Each school that earns a grade of "A" or improves at least two letter grades may have greater authority over the allocation of the school's total budget generated from the Florida Education Finance Program (FEFP), state categoricals, lottery funds, grants, and local funds.⁵

Each school must assess at least 95 percent of its eligible students.⁶ Each school must receive a school grade based on the school's performance on the following components, each worth 100 points.⁷

2023-2024 School Grades Model

¹ Section [1008.34\(1\) and \(2\), F.S.](#)

² Section [1008.33\(4\), F.S.](#)

³ Pursuant to DOE Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. Pursuant to DOE Emergency Order No. 2021-EO-02, only schools for which an opt in request was submitted by the school district superintendent or charter school governing board have a letter grade assigned for the 2020-21 school year. Additionally, in April 2020, the U.S. Department of Education provided a waiver for requirements related to certain assessments and accountability that are based on data from the 2019-20 school year. *See DOE, Emergency Order No. 2020-EO-1* (March 2020), available at <https://www.fldoe.org/core/fileparse.php/19861/urlt/DOEORDERNO2020-EO-01.pdf>; DOE, *Emergency Order No. 2021-EO-2* (April 2021), available at <https://www.fldoe.org/core/fileparse.php/19861/urlt/2021-EO-02.pdf>; and DOE, *Waiver Request* (March 2020), available at <https://www.fldoe.org/core/fileparse.php/14196/urlt/FloridaWaiverRequestUSED.pdf>.

⁴ Section [1008.34\(2\), F.S.](#); r. 6A-1.09981(4), F.A.C. *See DOE, 2023 Informational Baseline School Grades Overview*, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesOverview23.pdf>.

⁵ Section [1008.34\(2\), F.S.](#) (flush-left provision).

⁶ Section [1008.34\(3\)\(a\), F.S.](#)

⁷ Section [1008.34\(3\)\(b\)1., F.S.](#)

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	4-year Graduation Rate (0% to 100%)	High School (0% to 100%)
Grade 3 Achievement (0% to 100%)	Learning Gains (0% to 100%)				Middle School (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains of the Lowest 25% (0% to 100%)				
Learning Gains of the Lowest 25% (0% to 100%)					

The “Achievement” components of the school grade 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.⁸

The “Learning Gains” components of the school grade 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.⁹ Students with 2 consecutive years of valid scores on the end-of-year progress monitoring assessments or the mathematics EOC assessments may demonstrate learning gains in four ways:¹⁰

- Increasing at least one achievement level on the statewide, standardized assessment in the same subject area.
- For students who score below Level 3, improving by at least one subcategory within Level 1 or Level 2, based on the student’s scale score, on the next year’s assessment for that subject area.
- For students who score a Level 3 or a Level 4, improving the scale score on the next year’s assessment for that subject area.
- For students who score a Level 5, scoring a Level 5 on the next year’s assessment for that subject area.

To be included in the “Achievement” and “Learning Gains” components of a school grade, a student must be present for both the second and third period full-time equivalent (FTE) student membership surveys and who is still enrolled at the time of statewide, standardized testing.¹¹

The “Middle School Acceleration” component is based on the percentage of eligible students attending a middle school who passed a high school level EOC assessment or industry certification.¹²

For a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school’s grade is also based on the following, each worth 100 points:¹³

- The “4-year Graduation Rate” component which is the 4-year high school graduation rate as defined by SBE rule.
- The “High School Acceleration” component which is the percentage of students who:

⁸ Florida Department of Education, *2024 School Grades Overview*, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesOverview24.pdf>.

⁹ *Id.*

¹⁰ Rule 6A-1.09981(2)(b)1., F.A.C.

¹¹ Rule 6A-1.09981(2)(a) and (4)(a), F.A.C.

¹² Rule 6A-1.09981(2)(b)1., F.A.C.

¹³ Section [1008.34\(3\)\(b\)2., F.S.](#)

- were eligible to earn college and career credit through an assessment identified by the DOE,¹⁴ College Board Advanced Placement examinations, International Baccalaureate examinations, dual enrollment courses, including career dual enrollment courses resulting in the completion of 300 or more clock hours during high school, or Advanced International Certificate of Education examinations;
- at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List; or
- earned an Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery and earned a minimum of two credits in Junior Reserve Officers' Training Corps courses from the same branch of the United States Armed Forces.

The SBE must annually review the school grading scale to determine if the scale should be adjusted upward to meet raised expectations and encourage increased student performance. Current law requires that an adjustment must be made if the percentage of schools earning a grade of A or B in the current year represents 75 percent or more of all graded schools within a particular school type, which consists of elementary, middle, high, and combination.¹⁵ This required adjust must continue until the grading scale reaches the following scale for each school type:

- A = 90 percent of points or greater;
- B = 80 percent to 89 percent of points;
- C = 70 percent to 79 percent of points;
- D = 60 percent to 69 percent of points;
- F = 59 percent of points or less.¹⁶

To assist in the transition to 2022-2023 school grades and district grades calculated based on the comprehensive, end-of-year progress monitoring assessment, the 2022-2023 school grades and district grades served as an informational baseline for schools and districts to work toward improved performance in future years.¹⁷

On July 24, 2024, the State Board of Education amended its rule, so that elementary schools are graded using the scale that was in place from 2014-2015 to 2021-2022, and all other school types are graded using a new scale.¹⁸ This approach takes into consideration the different components included in the school grade formula for different school types. The resulting grading scales are as follows:¹⁹

- Elementary Schools;
 - A = 62 percent of points or greater;
 - B = 54 percent to 61 percent of points;
 - C = 41 percent to 53 percent of points;
 - D = 32 percent to 40 percent of points;
 - F = 31 percent of points or less;
- Middle, High and Combination Schools;
 - A = 64 percent of points or greater;
 - B = 57 percent to 63 percent of points;

¹⁴ The DOE has identified the College Level Examination Program (CLEP) subject examination, College Board Advanced Placement Program examination, Advanced International Certificate of Education examination, International Baccalaureate examination, Excelsior College subject examination, Defense Activity for Non-Traditional Education Support (DANTES) subject standardized test, and Defense Language Proficiency Test (DLPT) as eligible assessments. See [s. 1007.27\(2\), F.S.](#)

¹⁵ Section [1008.34\(3\)\(c\), F.S.](#) The adjustment must reset the minimum required percentage of points for each grade of A, B, C, or D at the next highest percentage ending in the numeral 5 or 0, whichever is closest to the current percentage.

¹⁶ *Id.*

¹⁷ Section [1008.34\(7\), F.S.](#) This provision holds school districts, charter schools, and providers harmless for 2022-23 school grades with regard to school turnaround, sanctions and penalties, and designation of charter schools or school districts as high performing. However, a charter school or school district could earn the designation as high performing based off of the 2022-23 school grade. Finally, the provision describes how mandatory third grade retention will function during the transition. This provision expires July 1, 2025.

¹⁸ Rule 6A-1.09981(4)(e)3., F.A.C.

¹⁹ Florida Department of Education, *Florida School Grades: 2023-24 School Grades and School Improvement Rating*, p. 2, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesResultsPacket24.pdf>.

- C = 44 percent to 56 percent of points;
- D = 34 percent to 43 percent of points;
- F = 33 percent of points or less.

Most Recent School Grades²⁰

Grades	2023 Number	2023 Percent	2024 Number	2024 Percent	Number Change	Percent Change
A	1,102	32%	1,299	38%	197	6%
B	859	25%	916	27%	57	2%
C	1,247	36%	1,119	32%	-128	-4%
D	184	5%	109	3%	-75	-2%
F	27	0.8%	8	0.2%	-19	-0.6%
Total	3,419		3,451		32	

School Grades and School Improvement

If a school earns two consecutive grades of “D” or a grade of “F”, it must immediately implement a differentiated matrix of intervention and support strategies.²¹ Districts with a school improvement designated school must coordinate with the DOE, the Regional Executive Director or designee, and the school to identify and implement tailored support and improvement strategies designed to address low performance at the school.²²

Florida law specifies several intervention and support strategies for traditional public schools. These strategies include school improvement planning; leadership and educator quality improvement; professional development; curriculum review, pacing, and alignment across grade levels to improve background knowledge in social studies, science, and the arts; and the use of continuous improvement and monitoring plans and processes. In addition, the SBE may prescribe reporting requirements to review and monitor the progress of the schools.²³

School Improvement Ratings

An alternative school, exceptional student education (ESE) center school, or DJJ education program may opt for a school improvement rating instead of a school grade.²⁴ The school improvement rating is calculated using student learning gains²⁵ on statewide, standardized English Language Arts (ELA) and mathematics assessments for all eligible students who were assigned to and enrolled in the school and who have assessment scores, concordant scores, or comparable scores for the preceding school year.²⁶ The school improvement rating identifies such schools as having one of the following ratings:²⁷

- **Commendable:** a significant percentage of the students attending the school are making learning gains.
- **Maintaining:** a sufficient percentage of the students attending the school are making learning gains.
- **Unsatisfactory:** an insufficient percentage of the students attending the school are making learning gains.

School Report Cards

²⁰ Florida Department of Education, *Florida School Grades: 2023-24 School Grades and School Improvement Rating*, p. 4, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesResultsPacket24.pdf>.

²¹ Section 1008.33(4)(a), F.S.; r. 6A-1.099811(1), F.A.C.

²² Rule 6A-1.099811(5)(a), F.A.C.

²³ Section 1008.33(3)(c), F.S.; r. 6A-1.099811(5), F.A.C.

²⁴ Sections 1003.51(2)(p), 1008.341, and 1008.3415, F.S.; rr. 6A-1.099822 and 6A-1.099828, F.A.C. School improvement ratings, which do not include an academic achievement component but instead focus on learning gains, are offered to alternative schools because the students at these schools are often enrolled in more than one school within the school year. All alternative students' learning gains scores are included in either the alternative school or home school accountability report.

²⁵ The learning gains measures in ELA and mathematics for the 2020- 2021 school year were revised to reflect learning gains across two school years (2018-2019 to 2020-2021) due to the nationwide Spring 2020 suspension of assessment and accountability. See DOE, *Accountability Update* (2020), available at <https://www.fldoe.org/core/fileparse.php/7506/urlt/Statewide-Accountability-Updates.pdf>.

²⁶ Section 1008.341(3), F.S.

²⁷ Section 1008.341(2)(a)-(c), F.S. Concordant and comparative scores may be used to demonstrate learning gains for students in grades 9 through 12 who scored a Level 1 or 2 in the prior year in the same subject area. See r. 6A-1.099822(2)(c), F.A.C.

The DOE must annually develop, in collaboration with the school districts, a school report card that each school district must provide to parents within the district. The report card must include:²⁸

- the school's grade;
- student performance in ELA, mathematics, science, and social studies;
- information regarding school improvement;
- an explanation of school performance as evaluated by Every Student Succeeds Act;²⁹ and
- indicators of return on investment.

Each school's report card must be published annually by the DOE on its website based upon the most recent data available.³⁰

District Grades and Report Cards

Each school district must annually receive a district grade (A-F) as part of a district report card.³¹ The grade is calculated based on the same components used to grade the district's schools using data from each eligible student in the district, including students enrolled in charter schools.³² In addition to the district's grade, the district report card must also include:³³

- the percentage of students in the district, by school and grade level, demonstrating learning growth in ELA and mathematics;³⁴
- the percentage of students in the district, by school and grade level, in both the highest and lowest quartiles demonstrating learning growth in ELA and mathematics;³⁵
- measures of the district's progress in closing the achievement gap between higher- and lower-performing subgroups;
- measures of the district's progress in demonstrating learning gains of its highest-performing students;
- measures of the district's success in improving student attendance;
- the district's grade-level promotion of students scoring achievement levels 1 and 2 on statewide, standardized ELA and mathematics assessments; and
- measures of the district's performance in preparing students for the transition from elementary to middle school, middle to high school, and high school to postsecondary institutions and careers.

On July 24, 2024, the State Board of Education amended its rule, so that the grading scale used to determine district grades is the same scale used to determine grades for combination schools.³⁶ The resulting grading scale is as follows:³⁷

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

²⁸ Section [1008.34\(4\), F.S.](#)

²⁹ 20 U.S.C. s. 6301 et seq.

³⁰ Section [1008.34\(4\), F.S.](#)

³¹ Section [1008.34\(5\), F.S.](#)

³² Rule 6A-1.09981(5), F.A.C. The calculation includes students who transfer between schools in the district or who are enrolled in a school that does not receive a grade. Section [1008.34\(5\), F.S.](#) However, students who are enrolled in a School of Hope pursuant to [s. 1002.333, F.S.](#) are not included in a district's grade. See [s. 1002.333\(6\)\(a\), F.S.](#)

³³ Section [1008.34\(5\), F.S.](#)

³⁴ Section [1008.34\(5\), F.S.](#)

³⁵ *Id.*

³⁶ Rule 6A-1.09981(4)(e)3., F.A.C.

³⁷ Florida Department of Education, *Florida School Grades: 2023-24 School Grades and School Improvement Rating*, p. 12, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesResultsPacket24.pdf>.

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2022	CS/SB 1048	Plasencia	Diaz	Became law on July 1, 2022, except as otherwise provided.
2022	SB 2524	Fine	Perry	Became law on July 1, 2022, except as otherwise provided.
2023	CS/CS/CS/HB 1537	Rizo, Daniels	Avila	Became law on July 1, 2023.
2024	CS/CS/HB 1285	Canady	Burgess	Became law on July 1, 2024.

OTHER RESOURCES:

- [2023-24 School Grades Overview](#)
- [2023-24 School Grades Results Packet](#)
- [2023-24 Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index](#)
- [Florida School Accountability Reports](#)
- [Know Your Schools Portal](#)

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Education Administration Subcommittee	12 Y, 4 N	3/19/2025	Sleap	Wolff
Student Academic Success Subcommittee				
Education & Employment Committee				