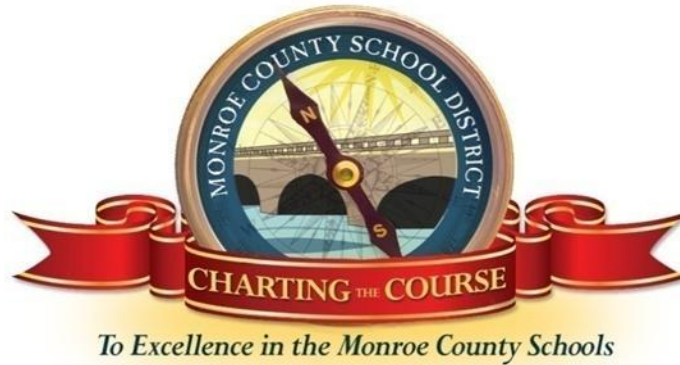


**MARK T. PORTER**  
*Superintendent of Schools*



**Members of the Board**

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*District # 5*  
**Dr. Suzanne Woltanski**

To Whom it May Concern:

On behalf of the Monroe County School System I am requesting the recalculation and release of the school grade for May Sands Montessori Charter School for the 2018-2019 school year. May Sands Montessori received a grade of Incomplete (I) because, according to accountability measurements, they failed to test 95% of their students.

After reviewing the information in the INDV file it was confirmed that the school 77 of 77 students in FSA English Language Arts, 67 of 77 students in FSA Mathematics, 26 of 26 students in Science. This equates to 170 assessments administered of a possible 180, equaling 94.4 percent of students assessed. However, the ten (10) students that did not test in mathematics did take an EOC assessment in either Algebra 1 (6 students) or Geometry (4 students). This information is contained in the INDV file and was provided to the accountability office for review.

May Sands Montessori was unable to hire a math teacher to provide instruction to advanced math students and entered into a contract with Florida Virtual School (attachment A) to provide mathematics instruction for their 8<sup>th</sup> grade and advanced mathematics (Algebra 1 and Geometry) students. They were also provided an explanation of the way in which the contracted services are paid for without the school losing the FTE (attachment B) and the FTE Reporting Instructions for Virtual Learning Labs offered through vendors such as FLVS (attachment C). The district Student Information System team attempted to offer guidance related to properly reflecting these services in the student information system. However, the school failed to enter the courses into the student master schedule.

According to the 2018-2019 Guide to Calculating School Grades the denominator for mathematics percent tested looks for students that are enrolled in Grades 3 through 8 during survey 3 and these ten students (seven Grade students and 3 grade 7 students) met that criteria. The denominator also looks for students that are enrolled in Algebra or Geometry in Survey 1, 2, or 3 and these students did not meet that criteria because the master schedule did not properly indicate that they were taking the courses at the school through contracted services with the Florida Virtual School teacher acting as the instructor of record for the school. Therefore, these students were expected to take the Grade 8 FSA Mathematics assessment. The two students that took Pre-Algebra through FLVS count in the percent tested and one of the two counts in both the achievement and learning gains (the other student was not full-year enrolled).

The inclusion of these ten students would bring the school's percent tested to 100% and would also alter the calculation of the school grade percentage of points earned. The district executive director of assessment and accountability discussed the matter with the FDOE accountability staff and following their advisement the attached appeals worksheet outlines the impact.

Should the commissioner choose to not include the students in the calculation as they were not reported properly in survey 2 and survey 3 then the school grade can be released based on the appeals memorandum guidance, however this would result in the school grade being a "B" rather than an "A".

The following documents form the basis for the appeal.

- Attachment A: Florida Virtual Contract 18-19 Signed
- Attachment B: 2019 Contract Options for Charter Schools
- Attachment C: FTE General Instructions Virtual Learning
- INDV File for District 44, School 0351 (May Sands Montessori)
  - 0351 – INDV: Full unaltered INDV
  - 0351 – ALG-GEO STUDENTS: Algebra-Geometry Students Counted as not tested and their Spring EOC scores
  - 0351 – Grade 8: Grade 8 Students showing the Pre-Algebra student counting toward school grade
  - 0351 – Math ACH: Sheet showing the addition of 10 students to the denominator and 8 students to the numerator of the achievement calculation based on their 2019 EOC scores
  - 0351 – Math GAINS: Sheet showing the addition of 10 student to the denominator and 7 students to the numerator of the gains calculation based on their scores across the 2017-2018 and 2018-2019 school years
  - 0351 – RE\_RANKING-25 GAINS: Sheet identifying lowest 25% of math students following department methodology. Results in 3 additional students in the denominator and 1 additional student in the numerator
  - 0351 – MS ACC: Sheet follows department methodology to add 6 students to the denominator and 8 students to the numerator of the Middle School Acceleration component based on 2018-2019 EOC scores of those students
- Appeals Worksheet Guide 2019 (MONROE\_044\_0351): Completed worksheet guide for the recalculation of school grade including the missing tested students
- INCOMPLETE Appeal Only: Document follows departmental guidance in determining whether the grade based only the 94.4% tested (87.0% tested in mathematics) would result in a difference in school grade.

If you have any questions or concerns please contact MCSD's executive director of assessment and accountability, Dr. David Murphy. He can be reached by email at [dave.murphy@keysschools.com](mailto:dave.murphy@keysschools.com) or by phone at (305) 293-1400 extension 53444.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mark T. Porter". The signature is fluid and cursive, with the first name "Mark" being the most prominent.

Mark T. Porter  
Monroe County School District  
Superintendent of School



MEMORANDUM OF UNDERSTANDING  
BETWEEN  
FLORIDA VIRTUAL SCHOOL  
AND  
May Sands Montessori School (440351)

This 2018-2019 MEMORANDUM OF UNDERSTANDING (MOU) is hereby made and entered into by and between the May Sands Montessori School, hereinafter referred to as School, and FLORIDA VIRTUAL SCHOOL, hereinafter referred to as FLVS.

A. PURPOSE:

The purpose of this MOU is to form a relationship between the School and FLVS with the intent to ensure innovative learning solutions for all students within the Virtual Learning Lab (VLL). A Virtual Learning Lab (VLL) is a school whereby students are working on FLVS course(s) taught by FLVS instructor(s) at a school with a facilitator. FLVS's goal is to provide the necessary teachers for each VLL commencing on the School's preferred start date. To accommodate your preferred state date and hire the necessary teachers, the School principal is required to sign this MOU no later than seven days after document is received so that both parties are in agreement of this commitment.

B. FLVS is responsible for:

1. Training for the VLL school facilitator.
2. Training for the School Counselor(s).
3. A registration process specifically designed for VLL students.
4. Ongoing support from an FLVS instructor and/or a Blended Learning Specialist.
5. Highly-qualified, state-certified instructors.
6. Invoicing for successfully completed enrollments.
7. Providing data required for FTE reporting by school (as permitted by the FDLE).

C. School is responsible for providing:

1. Selecting academically appropriate courses by benchmark dates as stated above and within the enrollment period:
  - Fall: May 31 to September 1
  - Spring: November 15 to January 31
  - Summer: April 1 to June 1
2. Provide FLVS a complete student information roster with the minimum data requirements (last name, first name, date of birth, gender and grade level). Noncompliance will result in FTE reported by FLVS.
3. Accurate request for reservation to secure courses.
4. Virtual Learning Lab facilitator to monitor students – does not have to be a certified instructor.
5. Computer access and other minimum technology required as listed on the FLVS website for the students to take the courses. This includes computer access 4 to 6 hours each week per course.
6. Two-way long distance communication access for FLVS instructor – student phone calls.
7. Parent's notification of student's participation in FLVS course.
8. FTE submission associated with these enrollments.



D. Fees:

FLVS will invoice the school for each billable enrollment at \$325.00 per each half credit completion. School shall pay the bill/invoice in accordance with this contract at Net 30days.

- Billable Enrollments:** Any half credit completion issued by FLVS instructor through final grade report sent via Virtual School Administrator (VSA).
- Invoice Schedule:** School will be invoiced for enrollments that have completed during each billing cycle, identified by status 'Completed' in VSA. The billing cycle is outlined in the invoicing schedule section below. The final billing amount will be net of amount paid by the district in the first billing. (October 1/January 15; March 1/June 30; July 1/August 15).

Cycle	Enrollment Data Date Range	Invoice Sent
Cycle 1	July – October	Mid-November
Cycle 2	November – February	Mid-March
Cycle 3	March – June	End of June
Cycle 4	True-up/Enrollments not captured in previous cycle	Mid-July

- All fees associated with Advanced Placement and Industry Certification examinations will be the responsibility of the school or district reporting the FTE.

**BILLING CONTACT PERSONEL:**

School	Florida Virtual School
<b>Name:</b> Pam Niles	<b>Name:</b> Carmen Brehoi
<b>School:</b> May Sands Montessori 1400 United Street, #110 Key West, Florida 33040	<b>Address:</b> 2145 Metrocenter Blvd. Suite 100 Orlando, Florida 32835
<b>Email:</b> Pam.Niles@KeysSchools.com	<b>Email:</b> cbrehoi@flvs.net
<b>Telephone No.:</b> 305.293.1400, ext.53429	<b>Telephone No.:</b> 407-513-3615

E. FAILURE TO COMPLY WITH THE TERMS OF THIS MOU MAY RESULT IN DENIAL OF FUTURE VLL REQUESTS AT THE RATE STATE ABOVE.

F. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- ACADEMIC INTEGRITY IN THE VLL.** Each staff member has a stake in ensuring the highest standards of academic integrity. Teachers synchronize various aspects of FLVS to ensure the best possible experiences for their students.

**Instructors will:**

- Act as a resource for student questions.
- Submit various assignments into the **Turnitin.com** database.
- Coordinate any academic integrity issues with the lab facilitator, their Instructional Leader, and Academic Integrity Support Personnel.
- Verify student mastery of content through Discussion-Based Assessments and authentic assessments.
- Convey incidents and consequences to the student and facilitator.

**Facilitators will:**

- Provide supervision through close proximity while circulating the lab.
- Encourage students to seek support from FLVS instructors.
- Encourage students to seek support from the facilitator.
- Discourage inappropriate collaboration of students.
- Ensure students are provided with appropriate equipment and that equipment is not shared by students who are actively working in the same FLVS coursework.



- Require that students protect their password information and coursework.
- Protect students' user names, passwords, and other private information.
- Adjust seating arrangements to help promote students' integrity.
- Communicate with the student, FLVS Instructor and Academic Integrity Investigator with regard to concerns and consequences.

2. **MODIFICATION:** Modifications to this Agreement shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by authorized officials, prior to any changed being performed.
3. **PARTICIPATION IN SIMILAR ACTIVITIES:** This Agreement in no way restricts FLVS or School from participating in similar activities with other public or private agencies, organizations, and individuals.
4. **MAIN POINT OF CONTACT:** Contact your District Relations Manager (DRM) with questions concerning this agreement. The main point of contacts for this instrument are:

<b>School</b>	<b>FLVS</b>
<u>Authorized Official:</u>	<u>Authorized Official:</u>
X	X

5. **COMPLIANCE:** The parties agree to be bound by applicable state and federal rules governing Equal Employment Opportunity, Non-Discrimination and Immigration.
6. **COMMENCEMENT/EXPIRATION DATE:** This Agreement is executed as of the date of last signature and is effective through **6/30/2019** at which time it will expire unless extended.
7. **LIABILITES:** It is understood that neither part to this Memorandum of Understanding is the agent of the other and neither is liable for the wrongful acts or negligence of the other. Each party shall be responsible for its negligent acts or omissions and those of its officers, employees, agents or students (if applicable), however caused, to the extent allowed by their respective state laws.

8. **PUBLIC RECORDS:**  
Both parties are subject to Chapter 119, Florida Statutes. Both parties shall comply with Florida's Public Records Law including: (a) keeping and maintaining public records that ordinarily and necessarily would be required by the BOARD in order to perform the service; (b) providing the public with access to public records on the same terms and conditions that both parties would provide the records and at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes or as otherwise provided by law; (c) ensuring that public records that are exempt or that are confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and (d) meeting all requirements for retaining public records and transfer to both parties, at no cost, all public records in possession of both parties upon termination of the Agreement and destroying any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to both parties in a format that is compatible with the information technology systems of both parties. The parties agree that if either party fails to comply with a public records request, then the other party must enforce the contract provisions in accordance with the contract and as required by Section 119.0701, Florida Statutes.

**IF EITHER PARTY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THEIR DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, EACH PARTY SHALL CONTACT THEIR**



**RESPECTIVE CUSTODIANS OF PUBLIC RECORDS. FOR FLVS, EMAIL [CustodianofRecords@flvs.net](mailto:CustodianofRecords@flvs.net) , OR BY PHONE 407-513-3325, OR BY MAIL TO: 2145 METROCENTER BLVD., SUITE 100, ORLANDO, FL 32835.**

- 9. THE PARTIES ACKNOWLEDGE THAT NEITHER PARTY MAKES A WARRANTY OF ANY KIND, EXPRESSED OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PUPRPOSE.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the last written date below.

FOR: **School:**

Date: 7/31/18

Lynn Marie Barras, Principal

**Name and Title**

For: **Florida Virtual School:**

Date: \_\_\_\_\_

\_\_\_\_\_  
**Dr. Jodi C. Marshall; President and CEO**



Dear Charter School Administrators and School Counselors,

FLVS offers charter schools in Florida the opportunity to contract with us to utilize Digital Learning Labs in your schools. These contracted labs allow the school to submit for the FTE and pay FLVS directly for our services. Please see the information below about the types of contracts offered.

The first type of contract we offer is the Blended Learning Community. In this model, there is a combination of traditional online and live (virtual office) lessons. The school submits the FTE for these students. FLVS bills the school \$267 per 1/2 credit enrollment after the student has been in the course for 30 days or has completed 20% of the course regardless of status. Students are not dropped without permission of the school since they have already been paid for, and FLVS will make every effort to ensure that the student completes the course.

The second type of contract is the Virtual Learning Lab. In this model, the school submits for the FTE for the student. FLVS will bill the school \$325 per 1/2 credit enrollment once the student completes the segment. Students are not dropped without permission of the school.

*In both models, reservations must be made for each course with approximate numbers, and schools must follow a different registration method called MARS. We have specific enrollment periods for lab students. We make every effort to assign the same teacher to all students in a school taking a particular course. Our teachers work closely with the facilitator of each lab and we provide training for the facilitators. We also have a team of Blended Learning Specialists who assist lab facilitators and visit as needed/requested. These reservations are tied to a teacher and students can start within a day or so of the first day of school instead of waiting for placement if the MARS process has been followed.*

To summarize, the BLC contract is based on seat time, while the VLL contract is based upon completion. In both cases, the school submits for the FTE and is billed by FLVS. **FLVS does not submit FTE for students under contract.** Schools **must** follow the lab registration procedure for students to be registered under the contract.

There are examples of both types of contracts attached. Please contact your District Relations Manager for additional information.

Thank you.



Florida Department of Education  
Bureau of PK-20 Education Data Warehouse  
and Office of Funding and Financial Reporting

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## FTE General Instructions 2017-18

### Florida Virtual School Courses Delivered on a Public School Campus

Districts should report students taking FLVS courses under contract between the district and FLVS to be delivered in brick-and-mortar schools during the regular school day using the proper indicator (**code "T"**) on the data element, *Location of Student*, as long as these courses are on the student's master schedule. These courses are reported by the school district with the district of enrollment and instruction and the school of enrollment and instruction equal to the location of the facility where the student is taking the course(s).

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If students in a public school district facility during the regular school day are taking a virtual instruction course (FLVS Flex or district virtual courses) that is **not** a FLVS course under contract with the district to be offered on the public school campus, use **code "S"**. In the instance where the FLVS Flex courses are not offered under contract with the district, and the student is actually enrolled in FLVS' Flex program, then FLVS will report the Student Course Schedule record(s).

School districts may not report FTE for direct instruction provided by the FLVS unless the instruction is provided by the district virtual instruction program through a contract with the FLVS or the instruction is provided through a virtual course delivered under contract on a public school campus.

The amount of FTE reported for the successful virtual course completion should be reflective of the student's schedule. Report full-year virtual courses with 1/6 FTE (0.1667) and semester virtual courses with 1/12 FTE (0.0834). However, grades K-8 may report minutes and FTE that would be comparable in the brick and mortar course.

For example, a reading course for a student in grades K-8 at the brick and mortar school is scheduled for 450 class minutes weekly (90 minutes a day/ five days a week), and the equivalent virtual reading course is covering the same amount of content as the brick and mortar course. The equivalent virtual reading course would be reported as 450 class minutes weekly with the appropriate FTE.

**Student Demographic Information**

District Number, Current Enrollment	District in which the student is officially enrolled for graduation.
District Number, Current Instruction/Service	District providing the virtual courses delivered on a public school campus.
School Number, Current Enrollment	Use the school number providing the virtual courses delivered on a public school campus.
Residence County	The county in which the student resides.

**Student Course Schedule**

	<b>Surveys 2 and 3</b>	<b>Survey 4</b>
School Number, Current Enrollment	Use the school number providing the virtual courses delivered on a public school campus.	Use the school number providing the virtual courses delivered on a public school campus.

School Number, Current Instruction	Use the school number providing the virtual courses delivered on a public school campus.	Use the school number providing the virtual courses delivered on a public school campus.
FEFP Program Number	Use 101-103, 111-113, 130, 254, 255 or 300.	Use 101-103, 111-113, 130, 254, 255 or 300.
Course Grade	Report the appropriate Course Grade code such as "I" (Incomplete), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.	Report the appropriate Course Grade code such as "I" (Incomplete), "IP" (In-Progress), "WF" (Withdrew Failing), WP, (Withdrew Passing), "A", "B", "C", etc.
End of Course Achievement Level	Code "Z"	Use 1 through 5 if credit is earned or course if successfully completed; "Z" if no credit is earned, course is not a successful completion, or the virtual course does not require an EOC assessment.
FTE Reported, Course	0.0000	0.0000 if no credit is earned or course content is not completed; A value greater than 0.0000 if credit is earned or course is successfully completed.

Location of Student	Use codes provided in the database documentation to designate the location of instruction.	Use codes provided in the database documentation to designate the location of instruction.
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Year: 2017-18

Data Element Number: **197241**

Data Element Name: **Location of Student**

The location of the student during the majority of the instructional time for the virtual instruction course.

<b>Code</b>	<b>Definition/Example</b>
N	The student is not located in a public school district facility during the regular school day for the virtual instruction course.
S	The student is located in a public school district facility during the regular school day for the virtual instruction course, excluding Florida Virtual School courses under contract with the district to be offered on the public school campus in a virtual learning lab.
T	The student is located in a public school district facility taking a Florida Virtual School (FLVS) course in a Virtual Learning Lab during the regular school day for the virtual instruction course. These are FLVS courses under contract with the district to be offered on the public school campus.
Z	Not applicable. This is not a virtual instruction course requiring this information.

This element is required for courses instructed in schools 7001, 7004, 7006 and 7023; for courses instructed in a virtual charter school; for courses instructed by the Florida Virtual School (district of instruction 71); and Florida Virtual School courses under contract with the district to be offered on the public school campus in Virtual Learning Labs.

## 2018-19 School Grades and School Improvement Ratings Appeals Guide Sheet

The purpose of this document is to aid districts and schools with determining whether or not a school grade or school improvement rating would be changed if an appeal is granted.

State Board of Education rule 6A-1.09981(7)(g)3., Florida Administrative Code (F.A.C.), states that an appeal shall not be granted if it would not result in a different grade. This section of rule also applies to school improvement ratings as referenced in rule 6A-1.09982(5), F.A.C. The checklist on page 2 will help identify if the proposed issue is an appeal that could be granted based on criteria outlined in rule 6A-1.09981.

Please read these directions thoroughly before filling out the checklist or either form. A separate checklist should be used for each appeal submitted.

Directions for Using the Appeals Checklist. *This will need to be completed for both School Grades and School Improvement Ratings.*

1. If “Yes” is checked for Question 1, then use the appropriate form on page 5 or 8 to demonstrate how and where the calculation would change and what the grade or rating would be if granted.
  - a. If an “I” was assigned to the school, proceed to Question 2.
  - b. If a grade or rating was assigned, proceed to Question 3.
2. If “No” is checked, for Question 1, then no appeal should be submitted.
3. If any answer is checked for Question 2,
  - a. then prepare the appropriate form on page 5 or 8,
  - b. and proceed to Question 3.
4. If each statement in Question 3 is true, then prepare the appeal and data submission, following the guidelines at the end of the checklist and submission instructions that were attached to the appeals memo sent out by the Commissioner.
5. Submission of student data:
  - a. Please include the student ID included in the INDV file. All appeals are submitted securely through ShareFile.
  - b. If the appeal includes data for more than 10 students, please submit an Excel spreadsheet. The spreadsheet should include the exact records from the INDV files and other than the student information, only the variables that are being appealed.

*Note: Reviewing the two calculation guides prior to completing the appeals worksheets, on pages 5 and 8, could assist in the identification of students to include in the calculations.*

# Appeals Submission Checklist

## SCHOOL INFORMATION

District Name: \_\_\_\_\_ School Name: \_\_\_\_\_  
 District School Number: \_\_\_\_\_ Filled out by: \_\_\_\_\_

**Rule 6A-1.09981, F.A.C. provides for two circumstances under which a district may successfully appeal**

***(7)(f) A successful grade appeal requires that the district clearly demonstrate the following:***

- 1. Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different grade would be assigned to a school; or***
- 2. Where the percent of students tested is less than ninety-five (95) percent at a school and the school did not receive a grade, that the student data accurately represents the progress of the school. [For school improvement ratings, the school must test at least eighty (80) percent of its students.]***

**Question 1. If the appeal is granted, will it change the school's grade/school improvement rating?**

- Yes. (Please provide the school grades/rating calculation form.)  
 No. (If no, then your appeal cannot be granted.)

**Question 2. If the school tested less than the required percentage of students: Does the data used to calculate the school grade/school improvement rating accurately represent the progress of the school?**

- Yes. If the students that were not tested were counted as not satisfactory, the grade/rating would remain the same.  
 Yes, but changes should be made to the calculation. (For example, include late reported results.)  
 No. Changes should be made to the calculation, which will result in a different grade than the grade/rating that was calculated. (For example, include late reported results or remove students from the tested denominator due to a district/school mistake.)  
 No. The data does not represent the progress of the school, please leave the school as an "I". An explanation is required.

**Rule 6A-1.09981, F.A.C. provides circumstances under which an appeal will not be granted**

***(7)(g) An appeal shall not be granted under the following circumstances:***

- 1. It was not timely received;***
- 2. It was not submitted by the district superintendent;***
- 3. It would not result in a different grade, if granted;***
- 4. It relies upon data that the district had the opportunity to correct but failed to do so, under the process described in paragraph (7)(c) of this rule or the data reporting processes as defined in Rule 6A-1.0014, F.A.C., Comprehensive Management Information Systems.***

**Question 3. Are all of the following statements true? Each must be true for an appeal to be granted:**

- The appeal and supporting documentation were uploaded to the district's school grades ShareFile folder no later than: XXXX, August XX, 2019.  
 The appeal was submitted by the district superintendent.  
 The changes requested will result in a different grade/improvement rating, or release of a school's grade/improvement rating that is currently listed as an "I" due to fewer than the required percentage of students tested, if granted.  
 The appeal does NOT contain a request to correct data that should have been corrected during survey reporting or updated during the web application processes.  
 The appeal does NOT request changes that would contradict law or rule.

**Data Submission for the Appeal (without this information we cannot evaluate the appeal appropriately)**

- The appeal includes the district of enrollment (DISTENRL), school of enrollment (SCHLENRL), and student ID number (SID) from the INDV file for each student included in the appeal.  
 The appeal includes specific and clear details about what changes are being requested for each student included in the appeal.  
 The student level data submitted for the appeal has been discussed with the Bureau of Accountability Reporting and a format has been agreed upon, which will provide the data needed to evaluate the appeal. (We recommend this be done as early in the appeals window as possible, giving the district as much time as necessary to provide useful data.)



Directions for Completing the School Grades Worksheet: Using the School Grades INDV file:

*School Grades Columns*

1. Select all students who have a SCHLENRL value for the school you would like to appeal. Do not remove any students.
2. Add up (Sum) all students with an ELA\_ACH\_NUM and put the total number in the 1-A.
3. Add up (Sum) all students with an ELA\_ACH\_DEN and put the total number in 1-B.
4. If 1-B has a value of 10 or more, then divide 1-A by 1-B and multiply by 100  $[(1-A/1-B)*100]$ .
  - a. Enter the resulting value in the Component Value cell.
5. Repeat steps 2 through 4 for each component listed (2 through 11).
  - a. Refer to the "2018-19 INDV Data Element Dictionary.xlsx" for numerator and denominator variable labels.
  - b. Please note that not all schools will have data for each component.
6. Add up the Component Values, and enter the total in Points Earned.
7. Count the number of components (minimum is 1 maximum is 11) and enter the total in Total Components.
8. Divide "Total Points Earned" by "Total Components" and multiple by 100. Enter the resulting value in "Percent of Total Possible Points."
9. Enter the grade (refer to the guide to calculations) based on the percent of possible points.
10. To calculate percent tested:
  - a. Sum the percent tested numerators for each subject area, adding the total numerators for each subject area to find the total percent tested numerator. Enter this value into 12-A.
  - b. Sum the percent tested denominators for each subject area, adding the total denominators for each subject area to find the total percent tested denominator. Enter this value into 12-B.
  - c. Divide 12-A by 12-B and multiple by 100  $[(12-A/12-B)*100]$ . Enter this value into 12-C.
11. If you have done this correctly, all values in column C will match up with the school grades Excel file. If this is not the case, please review steps 1 through 10 before contacting the Bureau.

*School Grades Appeals Columns*

12. Save a separate copy of the INDV file and select the students who have the SCHLENRL value for the school you are appealing.
13. Identify the students you are appealing and change their numerators and denominators to what you are asking for in the appeal.
  - a. If you are removing or adding a student from the learning gains denominator, you will need to re-rank the students in order to identify your new Learning Gains of the Lowest 25%. For instructions on how to calculate the ranking, refer to the "2018-19 Guide to Calculating School and District Grades."
  - b. Once the ranking has been adjusted, you will need to change the numerator and denominator flags for all students included in the ranking. (A 1 means the student is included, and a 0 means the student is not included.)
  - c. Not doing so may result in an incorrect calculation of the grade.
14. Highlight the cells that you are changing, as you will be including this information in your data submission.
15. Once you have the numerators and denominators set, follow steps 1 through 10 above and enter the values in the corresponding cells.
16. If the "Recalculated Appeal 2019 Grade" is higher than the "2019 Grade," then an appeal can be submitted.
  - a. The recalculated grade must be higher than the grade in order for the appeal to be granted.

- b. If the recalculated percent of total possible points is higher than the percent of total possible points, but the letter grade remains the same, the appeal cannot be granted.

*Schools that Tested less than 95%*

The following instructions are to assist in determining whether or not the students who had tested are representative of the progress of the school.

1. To determine if the students tested represent the progress of the school, select all students who have a SCHLENRL value for the school that received an "I."
2. Sum the percent-tested numerators and denominators (separately) for each subject area: English language arts, mathematics, science, and social studies.
  - a. Determine the percent tested for each subject.
  - b. For each subject where percent tested is less than 95%, proceed with the rest of the instructions.
3. Identify how many students would need to be added to the percent-tested numerator to equal 95%.
  - a. Use the following equation, solving for "X" and where "D" equals the denominator:

$$\frac{X}{D} = \frac{95}{100}$$

If  $X$  equals a number with decimals, increase the number to the next whole number.

- b. Once the number has been identified, subtract the existing numerator ( $X - N = Y$ ) to determine the number of students to be added as proficient and not proficient to each subject area achievement.
4. To determine the adjusted achievement points, sum the achievement numerators and denominators (separately) for each subject area where less than 95% of students were tested.
  - a. Add the appropriate number ( $Y$ ) from 3b. to the achievement denominators.
  - b. Divide the original numerator by the adjusted denominator.
  - c. Add the number ( $Y$ ) from 3b. to the numerator and divide by the adjusted denominator.
5. Calculate the percent of possible points using all the original numerators and denominators and then using the adjusted points. If the grade is the same across all three calculations, then the district can appeal the "I," asking that the grade be released as is.



District School Number: \_\_\_\_\_

District Name: MONROE

School Name: MAY SANDS MONTESSORI

School Grades Components	School Grades Calculation			School Grade Appeals Calculation		
	Sum of the Numerator from the INDV file	Sum of the Denominator from the INDV file	Component Value	Recalculated Appeal Numerator	Recalculated Appeal Denominator	Recalculated Appeal Component Value
English Language Arts Achievement	1-A	1-B	1-C	1-D	1-E	1-F
English Language Arts Learning Gains	2-A	2-B	2-C	2-D	2-E	2-F
English Language Arts Learning Gains of the Lowest 25%	3-A	3-B	3-C	3-D	3-E	3-F
Mathematics Achievement	4-A	4-B	4-C	4-D	4-E	4-F
Mathematics Learning Gains	5-A	5-B	5-C	5-D	5-E	5-F
Mathematics Learning Gains of the Lowest 25%	6-A	6-B	6-C	6-D	6-E	6-F
Science Achievement	7-A	7-B	7-C	7-D	7-E	7-F
Social Studies Achievement	8-A	8-B	8-C	8-D	8-E	8-F
Middle School Acceleration	9-A	9-B	9-C	9-D	9-E	9-F
Graduation Rate 2017-18	10-A	10-B	10-C	10-D; cannot be appealed.	10-E; cannot be appealed.	10-F
College and Career Acceleration 2017-18	11-A	11-B	11-C	11-D	11-E	11-F
<b>Total Points Earned</b>				<b>Recalculated Appeal Total Points Earned</b>		
<b>Total Components</b>				<b>Recalculated Appeal Total Components</b>		
<b>Percent of Total Possible Points</b>				<b>Recalculated Appeal Percent of Total Possible Points</b>		
<b>2019 Grade</b>				<b>Recalculated Appeal 2019 Grade</b>		
Percent Tested	12-A	12-B	12-C	12-D	12-E	12-F

\*If adding or removing students to the gain calculation, all students must be re-ranked for the gains in the lowest 25%. Adding and removing students from the lowest 25% without re-ranking can cause inaccurate results.

ONLY APPEALING THE INCOMPLETE

SCHOOL GRADES COMPONENT	NUMERATOR	DENOMINATOR	COMPONENT VALUE
ELA Achievement	53	73	73
ELA Gains	42	59	71
ELA Gains L25	10	13	77
Math Achievement	32	63	51
Math Gains	25	48	52
Math Gains L25	2	10	20
Science	14	25	56
Social Studies	Not tested	Not tested	Not tested
MS Acceleration	0	4	n/a
Grad Rate	n/a	n/a	n/a
CC Acceleration	n/a	n/a	n/a
Total Points Earned			400
Total Components			7
Percent Possible Points			57
School Grade			B

Mathematics was the area where 67/77 students tested (according to INDV).

$$\frac{X}{D} = \frac{95}{100} \quad \frac{X}{77} = \frac{95}{100} \quad (95 * 77) = 100x \quad 7315 = 100x \quad \frac{7315}{100} = x \quad x = 73.15 \quad x = 74$$

$$X - N = Y \quad 74 - 67 = 7$$

$$63 + 7 = 70$$

SCHOOL GRADES COMPONENT	NUMERATOR	DENOMINATOR	COMPONENT VALUE	Total Points	Percent	Grade
Math Achievement ORIGINAL	32	63	51	400	57	B
Math Achievement ADJUSTED 1	32	70	46	395	56	B
Math Achievement ADJUSTED 2	39	70	56	405	58	B