

F.S.	Current Law	Recommended	Comments
SCHOOL GRADES			
Recommended beginning with the 2014-2015 school year			
Section 1008.34, School Grading	Schools graded A, B, C, D, or F	Retain	Provides consistency Clearly understood
	State Board adopts grading scale, in rule	Retain	
	Grades based on student performance which means achievement and learning gains on statewide assessments in Reading/English Language Arts (ELA) and Math and achievement in Writing and Science	Define terms, e.g., Learning Gains (LG), student performance, achievement level	Terms are not currently defined for purposes of school grades or testing
Elementary Grades			
	Components: <ul style="list-style-type: none"> • % Passing (100) & making Learning Gains (100), Reading assessment • % Passing (100), Writing assessment • % Passing (100) & making Learning Gains (100), Math assessment • % Passing (100), Science assessment • Low 25% making Learning Gains, Reading (100) & Math (100) assessments Total points possible: 800 Additional requirements: 50% of low 25% show Learning Gains in Reading & Math; ≥ 25% Level 3 or above in Reading; grade lowered if Learning Gains or Reading requirement not met; test at least 90%, 95% to earn an A	Components: <ul style="list-style-type: none"> • % Passing (100) & making Learning Gains (100), English Language Arts (ELA) assessment • % Passing (100) & making Learning Gains (100), Math assessment • % Passing (100), Science assessment • Low 25% making Learning Gains, ELA (100) & Math (100) assessments Total points possible: 700 Calculation of Learning Gains must include learning growth toward achievement levels 3, 4, and 5 by students who scored below each of those levels No additions; no subtractions; no weights	“assessments” mean statewide, standardized assessments Reading & Writing assessments eliminated, included in ELA assessment All schools must assess 95% of their students

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Middle Grades			
Section 1008.34, School Grading	<p>Components:</p> <ul style="list-style-type: none"> • % Passing (100) & making Learning Gains (100), Reading assessment • % Passing (100), Writing assessment • % Passing (100) & and making Learning Gains (100), Math assessments (includes Algebra I & Geometry) • % Passing (100), Science assessment, includes Biology • Low 25% making Learning Gains, Reading (100) & Math (100) assessments • Participation (50) Performance (50) on High School End-of-Course (EOC) assessments (Algebra I, Geometry, Biology) & Industry Certifications <p>Total points possible: 900</p> <p>Additional requirements: 50% of Low 25 % show Learning Gains in Reading/Math; \geq 25% Level 3 or above in Reading; grade lowered if Learning Gains or reading requirement not met; test at least 90%, 95% to earn A</p>	<p>Components:</p> <ul style="list-style-type: none"> • % Passing (100) & making Learning Gains (100), ELA assessment • % Passing (100) & making Learning Gains (100), Math assessments (includes Algebra I & Geometry) • % Passing (100), Science assessment, includes Biology • Low 25% making Learning Gains, ELA (100) & Math (100) assessments • % Passing (100) Social Studies (Civics) assessment <p>Total points possible: 800</p> <p>Calculation of Learning Gains must include learning growth toward achievement levels 3, 4, and 5 by students who scored below each of those levels</p> <p>No additions; no subtractions; no weights</p>	<p>“assessments” mean statewide, standardized assessments</p> <p>Reading & Writing assessments eliminated, included in ELA assessment</p> <p>All schools must assess 95% of their students</p>

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High School Grades	<p>Components:</p> <ul style="list-style-type: none"> • % Passing (100) & making Learning Gains (100), Reading • % Passing (100), Writing • % Passing (100) & making Learning Gains (100), Math (Algebra, Geometry) • % Passing (100), Science (Biology) • Low 25%, making Learning Gains (100) Reading & (100) Math <p>Total points possible: 800</p> <p>50%:</p> <ul style="list-style-type: none"> • Participation (100) & Performance (100), Acceleration courses • Graduation Rate Overall (4-yr 100, 5-yr 100), At-Risk (4-yr 50, 5-yr 50) • College Readiness (100) Reading & (100) Math (SAT, ACT, PERT) • Performance U.S. History EOC assessment (100) <p>Total points possible: 800</p> <p>Sum Total points possible: 1600 Additional requirements: 50% of Low 25% show Learning Gains in Reading & Math, ≥ 25% Level 3 or above in Reading; grade lowered if Learning Gains or reading requirement not met; meet at-risk graduation rate to earn A (65% or improvement target); test at least 90%, 95% to earn A</p>	<p>Components:</p> <ul style="list-style-type: none"> • % Passing (100) & making Learning Gains (100), ELA assessment • % Passing (100) & making Learning Gains (100), Math (Algebra, Geometry assessments) • % Passing (100), Science (Biology) assessment • Low 25%, making Learning Gains, (100) ELA, (100) Math • % Passing (100), Social Studies (US History) • Acceleration (100), % of students w/ acceleration success • Graduation Rate Overall, 4-year (100) <p>Total points possible: 1,000</p> <p>Calculation of Learning Gains must include learning growth toward achievement levels 3, 4, and 5 by students who scored below each of those levels</p> <p>No additions; no subtractions; no weights</p>	<p>“assessments” mean statewide, standardized assessments</p> <p>Reading & Writing assessments eliminated, included in ELA assessment</p> <p>All schools must assess 95% of their students</p> <p>Acceleration success means % of students who pass an AP, IB, AICE, or Industry Certification exam or who earn a C or better in Dual Enrollment courses</p>

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	DISTRICT GRADE		
	Recommended beginning with the 2014-2015 school year		
Section 1008.34	For all students in all schools in the district: Calculate % passing & making Learning Gains on Reading & Math assessments and % passing Writing & Science assessments	Retain but include in district report card other indicators of success; e.g., closing the achievement gap among subgroups, improved student attendance, grade level promotion of low achieving students	
	TRANSITION YEAR		
	2015-2016		
Section 1008.34	Not Addressed	For 2015-2016 school year only, establish a hold harmless provision that insulates schools from any penalty or reclassification based on the school's 2014-2015 grade	Need hold harmless because 2014-2015 first year for new ELA/Math assessments
	SCHOOL IMPROVEMENT RATING		
	Recommended beginning 2014-2015		
Section 1008.341 School Improvement Rating	An alternative school or ESE Center may opt for a School Improvement Rating instead of a grade. There are 3 ratings: Improving, Maintaining, & Declining. Results of statewide, standardized assessments to be used in determining rating; state board to identify in rule the standards for each rating which must include a comparison of student performance in the "home school."	Review ratings for clarity; state in law what is to be included in determining the rating and retain state board rulemaking; provide a mechanism to make sure alternative schools receive a rating; focus on each student's learning gains	Cell size must be at least 10 in order to calculate a rating based on student performance on state assessments.

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TEACHER EVALUATIONS Recommended beginning with the 2014-2015 school year			
Local Assessments			
Section 1008.22 (6), Local Assessments	Local assessments for courses not tested by state exams must be in place by 2014-2015 and may include: statewide assessments, national assessments, industry certification assessments, and district-developed/selected EOC assessments	Authorize school board to adopt additional teacher- or principal-selected EOC assessments which could include e.g., practical application assignments; require school boards to adopt policies regarding the selection, development, administration, and scoring of local assessments and collection of results	Need additional flexibility with regard to hard to assess subjects; e.g., Chorus, Band, Art, Drama
Student Learning Targets			
Section 1012.34 Personnel evaluation procedures & criteria	Until July 1, 2015, districts authorized to establish learning targets to evaluate student performance for courses not tested by state or local assessments, as approved by the principal.	Retain By retaining this provision, learning targets could be established for the 2014-2015 school year for the newly added teacher- or principal-selected assessments	This provision relates to the “performance of student” portion of a classroom teacher’s evaluation
Student Performance Data Flexibility			
Section 1012.34	Not Addressed	Allow some percentage of flexibility regarding the type of student data used in the “performance of students” portion of a teacher’s evaluation if the district’s students perform above average on state assessments	Flexibility would still need to relate to academic outcomes but would not need to be based upon state or local assessments

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<p>Establishing Performance Levels for Teacher Evaluations for the 2014-2015 school year Section 1012.34 Not Applicable</p>		<p>Authorize school districts to establish their own performance standards for teacher evaluation ratings for the 2014-2015 school year; require state board, beginning with the 2015-2016 school year, to establish performance levels for teacher evaluation ratings (highly effective, effective, needs improvement, unsatisfactory)</p>	<p>97% of state's teachers evaluated highly effective/effective which does not reflect in student performance</p>
<p>Bonus Rewards for Districts, Pursuant to GAA Section 1012.34 Not Applicable</p>		<p>Provide bonus money to school districts that more effectively align teacher evaluations to student performance, including performance on local assessments when state assessments are not administered, and implement salary schedules based on teacher performance</p>	