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To: Robinson, Gerard
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Subject: 11-30-11 Differentiated Accountability Draft - FINAL
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Commissioner,

Thank you for letting us review the Department's DA draft bill.

I do want to point out one thing for the department's consideration in the draft. Should the bill also beef up some of the Commissioner/Department/State Board's authority in the turnaround models?

Specifically, in one of your first state board meetings, the board members asked you about how the department could ensure what happened in Miami-Dade does not happen again (where Miami-Dade decided to implement the charter school turnaround strategy but picked an unknown provider 4 weeks before the start of the school year.) In that meeting you pointed out that in other states, the State reviewed all the charter operators and selected the top ~~3~~ providers that would be state-authorized to help a district with a failing school and that school districts would then pick off that list.

I think that is a very good process; however, you have no authority to do that in Florida. I think we need to add a section to this bill to give you/the department authority to set a state-approved list of charter operators or private providers so districts can't pick poor performers to implement turnaround. Also, you/State Board should have more authority to enforce a strict timeline for turnaround models.

In other words, even if you got authority to set a list of quality charter operators, it's not going to do them any good, if Miami-Dade picks from the state approved list two weeks before the start of the school year. No provider would succeed under that timeline. It would be good for you/state board to have authority to approve or set a timeline that districts had to meet when implementing their turnaround options. You could ensure that a county at least selects a provider 4 months prior to the start of the next school year and that the provider has some access to data/information/staffing, etc to ensure a successful handoff when they take over.

Please consider beefing up the draft bill to include this authority for you, DOE, state board.

Thank you,

Patricia

p.s. I had one question on the calculation of district's grades that maybe one of the staff could explain to me.

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A bill to be entitled

An act relating to Assessment and Accountability

Be It Enacted by the Legislature of the State of Florida:

Section 1. Subsection (3) of Section 1008.22, Florida statues, is amended to read:

(3)STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall design and implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs. The commissioner may enter into contracts for the continued administration of the assessment, testing, and evaluation programs authorized and funded by the Legislature. Contracts may be initiated in 1 fiscal year and continue into the next and may be paid from the appropriations of either or both fiscal years. The commissioner is authorized to negotiate for the sale or lease of tests, scoring protocols, test scoring services, and related materials developed pursuant to law. Pursuant to the statewide assessment program, the commissioner shall:

(a)Submit proposed Next Generation Sunshine State Standards to the State Board of Education for adoption and periodic review and revision under s. 1003.41.

(b)Develop and implement a uniform system of indicators to describe the performance of public school students and the characteristics of the public school districts and the public schools. These indicators must include, without limitation, information gathered by the comprehensive management information system created pursuant to s. 1008.385 and student achievement information obtained pursuant to this section.

(c)Develop and implement a student achievement testing program as follows:

28 1. The Florida Comprehensive Assessment Test (FCAT) measures a student's
29 content knowledge and skills in reading, writing, science, and mathematics. The
30 content knowledge and skills assessed by the FCAT must be aligned to the core
31 curricular content established in the Next Generation Sunshine State Standards.
32 Other content areas may be included as directed by the commissioner.
33 Comprehensive assessments of reading and mathematics shall be administered
34 annually in grades 3 through 10 except, beginning with the 2010-2011 school year,
35 the administration of grade 9 FCAT Mathematics shall be discontinued, and
36 beginning with the 2011-2012 school year, the administration of grade 10 FCAT
37 Mathematics shall be discontinued, except as required for students who have not
38 attained minimum performance expectations for graduation as provided in
39 paragraph (9)(c). Students enrolled in High School courses with an End-of-Course
40 assessment, will not be required to take the corresponding statewide comprehensive
41 assessment described in this section. FCAT Writing and FCAT Science shall be
42 administered at least once at the elementary, middle, and high school levels except,
43 beginning with the 2011-2012 school year, the administration of FCAT Science at
44 the high school level shall be discontinued.

45 2. a. End-of-course assessments for a subject shall be administered in addition to
46 the comprehensive assessments required under subparagraph 1. End-of-course
47 assessments must be rigorous, statewide, standardized, and developed or approved
48 by the department. The content knowledge and skills assessed by end-of-course
49 assessments must be aligned to the core curricular content established in the Next
50 Generation Sunshine State Standards.

51 (l) Statewide, standardized end-of-course assessments in mathematics shall be
52 administered according to this sub-sub-subparagraph. Beginning with the 2010-2011
53 school year, all students enrolled in Algebra I or an equivalent course must take the
54 Algebra I end-of-course assessment. For students entering grade 9 during the 2010-
55 2011 school year and who are enrolled in Algebra I or an equivalent, each student's
56 performance on the end-of-course assessment in Algebra I shall constitute 30
57 percent of the student's final course grade. Beginning with students entering grade 9
58 in the 2011-2012 school year, a student who is enrolled in Algebra I or an equivalent

59 must earn a passing score on the end-of-course assessment in Algebra I or attain
60 an equivalent score as described in subsection (11) in order to earn course credit.
61 Beginning with the 2011-2012 school year, all students enrolled in geometry or an
62 equivalent course must take the geometry end-of-course assessment. For students
63 entering grade 9 during the 2011-2012 school year, each student's performance on
64 the end-of-course assessment in geometry shall constitute 30 percent of the
65 student's final course grade. Beginning with students entering grade 9 during the
66 2012-2013 school year, a student must earn a passing score on the end-of-course
67 assessment in geometry or attain an equivalent score as described in subsection
68 (11) in order to earn course credit.

69 Section 2. Section 1008.33, Florida Statutes, is amended to read:

70 1008.33 Authority to enforce public school improvement.—

71 (1) The State Board of Education shall comply with the federal Elementary and
72 Secondary Education Act (ESEA), 20 U.S.C. ss. 6301 et seq., including any waivers
73 approved under the act, and its implementing regulations. The State Board of
74 Education is authorized to adopt rules in compliance with the ESEA and, after
75 evaluating and determining that the ESEA and its implementing regulations are
76 consistent with the statements of purpose set forth in the ESEA (2002), may adopt
77 rules to maintain compliance with the ESEA, and waivers granted under the act.

78 (2)(a) Pursuant to subsection (1) and ss. 1008.34, 1008.345, and 1008.385, the
79 State Board of Education shall hold all school districts and public schools
80 accountable for student performance. The state board is responsible for a state
81 system of school improvement and education accountability that assesses student
82 performance by school, identifies schools in which students are not making
83 adequate progress toward state standards, and institutes appropriate measures for
84 enforcing improvement.

85 (b) The state system of school improvement and education accountability must
86 provide for uniform accountability standards, provide assistance of escalating
87 intensity to low-performing schools, direct support to schools in order to improve and

88 sustain performance, focus on the performance of student subgroups, and enhance
89 student performance.

90 (c) School districts must be held accountable for improving the academic
91 achievement of all students and for identifying and turning around low-performing
92 schools.

93 (3)(a) The academic performance of all students has a significant effect on the
94 state school system. Pursuant to Art. IX of the State Constitution, which prescribes
95 the duty of the State Board of Education to supervise Florida's public school system,
96 the State Board of Education shall equitably enforce the accountability requirements
97 of the state school system and may impose state requirements on school districts in
98 order to improve the academic performance of all districts, schools, and students
99 based upon the provisions of the Florida K-20 Education Code, chapters 1000-1013,
100 and the federal Elementary and Secondary Education Act, 20 U.S.C. ss. 6301 et
101 seq., and its implementing regulations.

102 (b) For the purpose of determining whether a public school requires action to
103 achieve a sufficient level of school improvement, beginning with the 2011-2012
104 ~~2010-2011~~ school year, the Department of Education shall annually identify
105 ~~categorize a public schools~~ schools in one of six categories based on the following:

106 1. ~~A a school's grade based upon statewide assessments administered pursuant to~~
107 s. 1008.34 s. 1008.22; and

108 2. ~~The level and rate of change in student performance in the areas of reading and~~
109 ~~mathematics, disaggregated into student subgroups as described in the federal~~
110 ~~Elementary and Secondary Education Act, 20 U.S.C. s. 6311(b)(2)(C)(v)(II).~~

111 (c) Appropriate intervention and support strategies shall be applied to schools that
112 require action to achieve a sufficient level of improvement ~~as described in paragraph~~
113 ~~(b)~~. The intervention and support strategies must address student performance,
114 including, but not limited to, improvement planning, leadership quality improvement,
115 educator quality improvement, professional development, curriculum alignment and

116 pacing, and the use of continuous improvement and monitoring plans and
117 processes. The State Board of Education may prescribe reporting requirements to
118 review and monitor the progress of the schools.

119 (4) The Department of Education shall create a matrix that reflects intervention and
120 support strategies to address the particular needs of each school ~~schools in each~~
121 ~~category.~~

122 (a) Intervention and support strategies shall be applied to schools based upon the
123 school's grade school categorization pursuant to s. 1008.34 paragraph (3)(b). The
124 Department of Education shall apply the most intense intervention strategies to the
125 lowest-performing schools graded "F" and to schools where the performance
126 persists below acceptable standards. Districts with schools that persist for three
127 consecutive years with a "D" grade must implement the District Managed
128 Turnaround model and meet all of the plan's required elements, according to a
129 timeline prescribed in rule. For all but the lowest category and "F" schools in the
130 second lowest category, the intervention and support strategies shall be
131 administered solely by the districts and the schools.

132 (b) ~~The lowest performing schools are schools that are categorized pursuant to~~
133 ~~paragraph (3)(b) and have received:~~

134 1. ~~A grade of "F" in the most recent school year and in 4 of the last 6 years; or~~

135 2. ~~A grade of "D" or "F" in the most recent school year and meet at least three of~~
136 ~~the following criteria:~~

137 a. ~~The percentage of students who are not proficient in reading has increased~~
138 ~~when compared to measurements taken 5 years previously;~~

139 b. ~~The percentage of students who are not proficient in mathematics has increased~~
140 ~~when compared to measurements taken 5 years previously;~~

141 c. ~~At least 65 percent of the school's students are not proficient in reading; or~~

142 ~~d. At least 65 percent of the school's students are not proficient in mathematics.~~

143 (5)(a) ~~When in the school year after~~ a school is initially identified as an "F" a school
144 ~~in the lowest performing category,~~ the school district must select an option from
145 those provided in paragraph (c) and submit a plan, which is subject to approval by
146 the State Board of Education, according to a timeline prescribed in rule. ~~for~~
147 ~~implementing one of the following options at the beginning of the next school year.~~
148 ~~The plan must be implemented unless the school moves from the lowest performing~~
149 ~~category:~~

150 (b) The school will have two full school years after identification to fully implement
151 the plan. ~~for implementing one of the following options at the beginning of the next~~
152 ~~school year. The plan must be implemented unless the school moves from the~~
153 ~~lowest performing category.:~~

154 (c) The options a school district must select to address an "F" school are as follows:

- 155 1. Convert the school to a district-managed turnaround school by means that
156 include implementing a turnaround plan approved by the Commissioner of
157 Education which shall become the school's improvement plan;
- 158 2. Reassign students to another school and monitor the progress of each
159 reassigned student;
- 160 3. Close the school and reopen the school as one or more charter schools, each
161 with a governing board that has a demonstrated record of effectiveness; ~~or~~
- 162 4. Contract with an outside entity that has a demonstrated record of effectiveness
163 to operate the school.; or
- 164 5. A hybrid of the options set forth above or other turnaround models that have a
165 demonstrated record of effectiveness.

166 ~~(b)-(d)~~ If a school does not improve to a grade of "C" and meet State Board of
167 Education adopted reading and mathematics performance targets during the

168 implementation period ~~move from the lowest performing category during the initial~~
169 ~~year of implementing one of the options in paragraph (a), the school district must~~
170 ~~submit a plan, which is subject to approval by the State Board of Education, for~~
171 ~~implementing a different option in paragraph (5)(c) (a). The approved plan must be~~
172 ~~implemented at the beginning of the next school year following the implementation~~
173 ~~period of the previous option, unless the school qualifies for a hold status according~~
174 ~~to subsection (7) or the State Board of Education determines that the school is likely~~
175 ~~to improve to a grade of "C" and meet reading and mathematics performance targets~~
176 ~~set by the State Board of Education ~~move from the lowest performing category if~~~~
177 ~~additional time is provided to implement intervention and support strategies. The~~
178 ~~State Board of Education shall determine whether a school district may continue to~~
179 ~~implement an option beyond 1 year while a school remains in the lowest performing~~
180 ~~category.~~

181 (6) Implementation of turnaround options set forth in paragraph (5)(c) shall no longer
182 be required when an "F" school achieves a grade of "C" and meets performance
183 targets ~~In order to advance to a higher category, a school must make significant~~
184 ~~progress by improving its school grade and by increasing student performance in~~
185 ~~mathematics and reading. Student performance must be evaluated for each student~~
186 ~~subgroup as set forth in paragraph (3)(b).~~

187 (a) The State Board of Education shall establish reading and mathematics
188 performance targets that must be met in order for a school to advance to a higher-
189 performing category.

190 (b) The performance targets for an "F" school shall be established in the year that a
191 school receives the "F" grade and is identified in the lowest-performing category;
192 these targets shall not change until the school meets the criteria set forth in
193 paragraph (6) and advances to a higher-performing category.

194 (7) A district may apply to the Department for a hold status, which would authorize a
195 district to implement a turnaround option in a school beyond the two year
196 implementation period.

197 (a) The Department shall grant a district's request for a hold status when one of the
198 following conditions is met:

199 1. The school improves a letter grade or;

200 2. The performance targets for both reading and mathematics are met

201 (b) A school may not remain in a hold status for a period of time longer than two
202 school years. The approved plan must be implemented at the beginning of the
203 school year following the hold period, unless the State Board of Education
204 determines that the school is likely to improve to a grade of "C" and meet reading
205 and mathematics performance targets set by the State Board of Education if
206 additional time is provided to implement intervention and support strategies.

207 (8) Beginning July 1, 2009, the Department of Education shall commence its duties
208 under this section.

209 (9) By July 1, 2010, the State Board of Education shall adopt rules pursuant to ss.
210 120.536(1) and 120.54 to administer this section. The state board shall consult with
211 education stakeholders in developing the rules.

212 (10) A school in the lowest-performing category before July 1, 2012, shall be
213 required to continue to implement the turnaround options provided in (5)(c),
214 regardless of whether it is graded an "F" school, unless the school achieves a grade
215 of "C" and meets the performance targets for reading and mathematics set in 2012
216 or unless it meets the exit criteria previously set forth in administrative rule.

217 Section 3. Section 1008.34, Florida Statutes, is amended to read:

218 1008.34 School grading system; school report cards; district grade.—

219 (1) ANNUAL REPORTS.—The Commissioner of Education shall prepare annual
220 reports of the results of the statewide assessment program which describe student
221 achievement in the state, each district, and each school. The commissioner shall
222 prescribe the design and content of these reports, which must include, without
223 limitation, descriptions of the performance of all schools participating in the

224 assessment program and all of their major student populations as determined by the
225 Commissioner of Education, and must also include the median scores of all eligible
226 students who scored at or in the lowest 25th percentile of the state in the previous
227 school year; provided, however, that the provisions of s. 1002.22 pertaining to
228 student records apply to this section.

229 (2) SCHOOL GRADES.—The annual report shall identify schools as having one of
230 the following grades, defined according to rules of the State Board of Education:

- 231 (a) “A,” schools making excellent progress.
- 232 (b) “B,” schools making above average progress.
- 233 (c) “C,” schools making satisfactory progress.
- 234 (d) “D,” schools making less than satisfactory progress.
- 235 (e) “F,” schools failing to make adequate progress.

236 Each school designated with a grade of “A,” making excellent progress, or having
237 improved at least two grade levels, shall have greater authority over the allocation of
238 the school’s total budget generated from the FEFP, state categoricals, lottery funds,
239 grants, and local funds, as specified in state board rule. The rule must provide that
240 the increased budget authority shall remain in effect until the school’s grade
241 declines.

242
243 (3) DESIGNATION OF SCHOOL GRADES.—

244 (a) Each school that has students who are tested and included in the school
245 grading system shall receive a school grade, except as follows:

- 246 1. A school shall not receive a school grade if the number of its students tested
247 and included in the school grading system is less than the minimum sample size
248 necessary, based on accepted professional practice, for statistical reliability and

249 prevention of the unlawful release of personally identifiable student data under s.
250 1002.22 or 20 U.S.C. s. 1232g.

251 2. An alternative school may choose to receive a school grade under this section
252 or a school improvement rating under s. 1008.341. For charter schools that meet the
253 definition of an alternative school pursuant to State Board of Education rule, the
254 decision to receive a school grade is the decision of the charter school governing
255 board.

256 3. A school that serves any combination of students in kindergarten through grade
257 3 which does not receive a school grade because its students are not tested and
258 included in the school grading system shall receive the school grade designation of
259 a K-3 feeder pattern school identified by the Department of Education and verified
260 by the school district. A school feeder pattern exists if at least 60 percent of the
261 students in the school serving a combination of students in kindergarten through
262 grade 3 are scheduled to be assigned to the graded school.

263 (b)1. A school's grade shall be based on a combination of:

264 a. Student achievement scores, including achievement on all FCAT assessments
265 administered under s. 1008.22(3)(c)1., end-of-course assessments administered
266 under s. 1008.22(3)(c)2.a., and achievement scores for students seeking a special
267 diploma.

268 b. Student learning gains in reading and mathematics as measured by FCAT and
269 end-of-course assessments, as described in s. 1008.22(3)(c)1. and 2.a. Learning
270 gains for students seeking a special diploma, as measured by an alternate
271 assessment tool, shall be included ~~not later than the 2009-2010 school year.~~

272 c. Improvement of the lowest 25th percentile of students in the school in reading
273 and mathematics on the FCAT or end-of-course assessments described in s.
274 1008.22(3)(c)2.a., unless these students are exhibiting satisfactory performance.

275 2. Beginning with the 2011-2012 school year, for schools comprised of middle
276 school grades 6 through 8 or grades 7 and 8, the school's grade shall include the
277 performance and participation of its students enrolled in high school level courses
278 with end-of-course assessments administered under s. 1008.22(3)(c)2.a.

279 Performance and participation must be weighted equally. As valid data becomes
280 available, the school grades shall include the students' attainment of national
281 industry certification identified in the Industry Certification Funding List pursuant to
282 rules adopted by the State Board of Education.

283 3. Beginning with the 2009-2010 school year for schools comprised of high school
284 grades 9, 10, 11, and 12, or grades 10, 11, and 12, 50 percent of the school grade
285 shall be based on a combination of the factors listed in sub-subparagraphs 1.a.-c.
286 and the remaining 50 percent on the following factors:

287 a. The high school graduation rate of the school;

288 b. As valid data becomes available, the performance and participation of the
289 school's students in College Board Advanced Placement courses, International
290 Baccalaureate courses, dual enrollment courses, and Advanced International
291 Certificate of Education courses; and the students' achievement of national industry
292 certification identified in the Industry Certification Funding List, pursuant to rules
293 adopted by the State Board of Education;

294 c. Postsecondary readiness of all of the school's on time graduates ~~students~~-as
295 measured by the SAT, ACT, or the common placement test;

296 d. The high school graduation rate of at-risk students who scored at Level 2 or
297 lower on the grade 8 FCAT Reading and Mathematics examinations;

298 e. As valid data becomes available, the performance of the school's students on
299 statewide standardized end-of-course assessments administered under s.
300 1008.22(3)(c)2.c. and d.; and

301 f. The growth or decline in the components listed in sub-subparagraphs a.-e. from
302 year to year.

303 (c) Student assessment data used in determining school grades shall include:

304 1. The aggregate scores of all eligible students enrolled in the school who have
305 been assessed on the FCAT and statewide, standardized end-of-course
306 assessments in courses required for high school graduation, including, beginning
307 with the ~~2010-2011~~2012 school year, the end-of-course assessment in Algebra I;
308 and beginning with the ~~2011-2012~~2013 school year, the end-of-course
309 assessments in geometry and Biology; and beginning with the ~~2013-2014~~2015
310 school year, on the statewide, standardized end-of-course assessment in civics
311 education at the middle school level.

312 2. The aggregate scores of all eligible students enrolled in the school who have
313 been assessed on the FCAT and end-of-course assessments as described in s.
314 1008.22(3)(c)2.a., and who have scored at or in the lowest 25th percentile of
315 students in the school in reading and mathematics, unless these students are
316 exhibiting satisfactory performance.

317 3. The achievement scores and learning gains of eligible students attending
318 alternative schools that provide dropout prevention and academic intervention
319 services pursuant to s. 1003.53. The term "eligible students" in this subparagraph
320 does not include students attending an alternative school who are subject to district
321 school board policies for expulsion for repeated or serious offenses, who are in
322 dropout retrieval programs serving students who have officially been designated as
323 dropouts, or who are in programs operated or contracted by the Department of
324 Juvenile Justice. The student performance data for eligible students identified in this
325 subparagraph shall be included in the calculation of the home school's grade. As
326 used in this subparagraph and s. 1008.341, the term "home school" means the
327 school to which the student would be assigned if the student were not assigned to
328 an alternative school. If an alternative school chooses to be graded under this
329 section, student performance data for eligible students identified in this

330 subparagraph shall not be included in the home school's grade but shall be included
331 only in the calculation of the alternative school's grade. A school district that fails to
332 assign the FCAT and end-of-course assessment as described in s.

333 1008.22(3)(c)2.a. scores of each of its students to his or her home school or to the
334 alternative school that receives a grade shall forfeit Florida School Recognition
335 Program funds for 1 fiscal year. School districts must require collaboration between
336 the home school and the alternative school in order to promote student success.
337 This collaboration must include an annual discussion between the principal of the
338 alternative school and the principal of each student's home school concerning the
339 most appropriate school assignment of the student.

340 4. The achievement scores and learning gains of students designated as hospital-
341 or homebound. Student assessment data for students designated as hospital- or
342 homebound shall be assigned to their home school for the purposes of school
343 grades. As used in this subparagraph, the term "home school" means the school to
344 which a student would be assigned if the student were not assigned to a hospital- or
345 homebound program.

346 5. For schools comprised of high school grades 9, 10, 11, and 12, or grades 10,
347 11, and 12, the data listed in subparagraphs 1.-3. and the following data as the
348 Department of Education determines such data are valid and available:

349 a. The high school graduation rate of the school as calculated by the Department
350 of Education;

351 b. The participation rate of all eligible students enrolled in the school and enrolled
352 in College Board Advanced Placement courses; International Baccalaureate
353 courses; dual enrollment courses; Advanced International Certificate of Education
354 courses; and courses or sequences of courses leading to national industry
355 certification identified in the Industry Certification Funding List, pursuant to rules
356 adopted by the State Board of Education;

- 357 c. The aggregate scores of all eligible students enrolled in the school in College
358 Board Advanced Placement courses, International Baccalaureate courses, and
359 Advanced International Certificate of Education courses;
- 360 d. Earning of college credit by all eligible students enrolled in the school in dual
361 enrollment programs under s. 1007.271;
- 362 e. Earning of a national industry certification identified in the Industry Certification
363 Funding List, pursuant to rules adopted by the State Board of Education;
- 364 f. The aggregate scores of all eligible students enrolled in the school in reading,
365 mathematics, and other subjects as measured by the SAT, the ACT, and the
366 common placement test for postsecondary readiness;
- 367 g. The high school graduation rate of all eligible at-risk students enrolled in the
368 school who scored at Level 2 or lower on the grade 8 FCAT Reading and
369 Mathematics examinations;
- 370 h. The performance of the school's students on statewide standardized end-of-
371 course assessments administered under s. 1008.22(3)(c)2.c. and d.; and
- 372 i. The growth or decline in the data components listed in sub-subparagraphs a.-h.
373 from year to year.

374 The State Board of Education shall adopt appropriate criteria for each school grade.
375 The criteria must also give added weight to student achievement in reading. Schools
376 designated with a grade of "C," making satisfactory progress, shall be required to
377 demonstrate that adequate progress has been made by students in the school who
378 are in the lowest 25th percentile in reading and mathematics on the FCAT and end-
379 of-course assessments as described in s. 1008.22(3)(c)2.a., unless these students
380 are exhibiting satisfactory performance. Beginning with the 2009-2010 school year
381 for schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and
382 12, the criteria for school grades must also give added weight to the graduation rate
383 of all eligible at-risk students, as defined in rule this paragraph. ~~Beginning in the~~

384 ~~2009-2010 school year, in~~ In order for a high school to be designated as having a
385 grade of "A," making excellent progress, the school must demonstrate that at-risk
386 students, as defined in ~~this paragraph rule, in the school~~ are making adequate
387 progress on the graduation rate.

388 (4) SCHOOL IMPROVEMENT RATINGS.—The annual report shall identify each
389 school's performance as having improved, remained the same, or declined. This
390 school improvement rating shall be based on a comparison of the current year's and
391 previous year's student and school performance data. Schools that improve at least
392 one grade level are eligible for school recognition awards pursuant to s. 1008.36.

393 (5) SCHOOL REPORT CARD.—The Department of Education shall annually
394 develop, in collaboration with the school districts, a school report card to be
395 delivered to parents throughout each school district. The report card shall include the
396 school's grade, information regarding school improvement, an explanation of school
397 performance as evaluated by the federal No Child Left Behind Act of 2001, and
398 indicators of return on investment. Each school's report card shall be published
399 annually by the department on its website, and the school district shall provide the
400 school report card to each parent.

401 (6) PERFORMANCE-BASED FUNDING.—The Legislature may factor in the
402 performance of schools in calculating any performance-based funding policy that is
403 provided for annually in the General Appropriations Act.

404 (7) DISTRICT GRADE.—The annual report required by subsection (1) shall include
405 district grades, which shall be calculated using student achievement and learning
406 gains measures used for grading schools and will include all full year enrolled
407 students in the district who meet other criteria for inclusion in school grading. ~~consist~~
408 ~~of weighted district average grades, by level, for all elementary schools, middle~~
409 ~~schools, and high schools in the district. A district's weighted average grade shall be~~
410 ~~calculated by weighting individual school grades determined pursuant to subsection~~
411 ~~(2) by school enrollment.~~

412 (8) RULES.—The State Board of Education shall adopt rules under ss. 120.536(1)
413 and 120.54 to administer this section.

414 Section 4. This act shall take effect upon becoming law.

DRAFT