

CS/SB 790 by ED, Legg; (Compare to CS/CS/H 7015) Education

691062	A	S	RCS	AED, Legg	Delete L.194 - 250:	03/12 02:51 PM
288744	A	S	RCS	AED, Legg	Delete L.225 - 250.	03/12 02:51 PM
627080	A	S	RCS	AED, Legg	Delete L.253 - 298:	03/12 02:51 PM
957244	A	S L	RCS	AED, Montford	Delete L.147 - 150:	03/12 02:51 PM

SB 1148 by ED; Postsecondary Education

714502	D	S	RCS	AED, Galvano	Delete everything after	03/12 02:51 PM
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SB 1642 by ED; (Compare to H 0895) Education Accountability

420776	A	S	RS	AED, Legg	Delete L.219 - 233:	03/12 02:51 PM
418528	SA	S	RCS	AED, Legg	Delete L.219 - 233:	03/12 02:51 PM

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

Senator Galvano, Chair
Senator Montford, Vice Chair

MEETING DATE: Wednesday, March 12, 2014
TIME: 9:00 —11:00 a.m.
PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Galvano, Chair; Senator Montford, Vice Chair; Senators Abruzzo, Bean, Benacquisto, Bullard, Detert, Hukill, Legg, Richter, Sachs, Simmons, and Thrasher

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	CS/SB 790 Education / Legg (Compare CS/CS/H 7015, CS/S 860)	Education; Requiring a school district to adopt a district digital classrooms plan and submit the plan to the Department of Education for approval; requiring the State Board of Education to adopt a Florida digital classrooms plan that establishes certain protocols, parameters, requirements, and digital tools; authorizing public schools to provide students in grades K-12 opportunities for learning computer coding and programming; authorizing elementary schools and middle schools to establish digital classrooms for specified purposes, etc. ED 02/18/2014 Fav/CS AED 03/12/2014 Fav/CS AP	Fav/CS Yeas 11 Nays 1
2	SB 1148 Education	Postsecondary Education; Deleting a provision relating to the automatic rate of inflation increase in resident undergraduate tuition per credit hour at state universities; deleting a requirement that the Office of Economic and Demographic Research annually report the rate of inflation to the Governor, the Legislature, and the Board of Governors; lowering the annual percentage increase allowed in the aggregate sum of tuition and the tuition differential at state universities, etc. AED 03/12/2014 Fav/CS AP	Fav/CS Yeas 11 Nays 1
3	SB 1642 Education (Compare H 895, H 7031, S 1226, S 1446, S 1512)	Education Accountability; Providing definitions for the statewide, standardized assessment program and school grading system; requiring the Department of Education to develop a district report card; revising criteria that necessitate a school's improvement plan to include certain strategies; revising legislative intent for the K-20 education performance accountability system, etc. AED 03/12/2014 Fav/CS AP	Fav/CS Yeas 11 Nays 1
4	Schools for Educational Evolution and Development (SEED) Academy Update		Discussed

COMMITTEE MEETING EXPANDED AGENDA

Appropriations Subcommittee on Education
Wednesday, March 12, 2014, 9:00 —11:00 a.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
	Other Related Meeting Documents		

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: CS/SB 790

INTRODUCER: Education Committee and Senator Legg

SUBJECT: Education

DATE: March 5, 2014

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Graf</u>	<u>Klebacha</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Sikes</u>	<u>Elwell</u>	<u>AED</u>	<u>Pre-meeting</u>
3.	_____	_____	<u>AP</u>	_____

I. Summary:

CS/SB 790 elevates policy and funding for technology-enhanced classroom teaching and learning by requiring a plan and establishing a funding methodology for school districts' technology and digital instruction activities and purchases, and authorizes course substitution options for students to help equip Florida's students with the skills to succeed in a competitive economy.

The bill requires the State Board of Education to develop a Florida digital classrooms plan that establishes minimum protocols and parameters for the state and districts to meet statutory requirements and timelines for instruction, learning, assessments, and accountability. The Florida Department of Education (DOE or department) may consult with qualified experts to develop the Florida digital classrooms plan.

The bill also requires school districts to develop district digital classroom plans for activities resulting from purchases for digital learning and technology infrastructure, professional development, digital tools, and online assessments to measure student performance outcomes. Each district school board must seek input from district staff to develop the district digital classrooms plan and must include the strategy for meeting requirements of federal technology initiatives and grant programs if the district participates in such initiatives and grant programs.

An independent evaluation and validation of the reported outcomes and the districts' technology inventory and infrastructure needs must accompany the school districts' digital classrooms plan. The bill requires the Auditor General to verify compliance of the use of Florida digital classrooms allocation funds by the school districts in accordance with the DOE-approved district digital classrooms plan. The Commissioner of Education must work with education practitioners of this state to support implementation of district digital classrooms plans and annually report to the Legislature and the Governor a summary of each school district's use of funds, student performance outcomes, and progress toward meeting statutory requirements and timelines.

The bill creates the Florida digital classrooms allocation within the Florida Education Finance Program to fund and support the use of technology enhancements in Florida's classrooms. The Legislature will provide an annual allocation within the Florida Education Finance Program (FEFP) of up to one percent of the base student allocation multiplied by the total K-12 full-time equivalent student enrollment. For the 2014-2015 fiscal year, this allocation may be as much as \$100 million. The bill requires each school district to receive a minimum allocation of \$100,000.

Additionally, the bill authorizes public schools to establish digital classrooms to provide students opportunities to improve digital literacy and competency, and creates pathways for high school students to substitute computer programming language courses of sufficient rigor for certain courses, as approved by the commissioner, to meet high school graduation requirements.

The bill takes effect on July 1, 2014.

II. Present Situation:

Technology Plan

The Bureau of Educational Technology within the Florida Department of Education (DOE or department) provides "leadership, coordination, and guidance concerning the submission, technical review, and approval of local educational technology plans as a service to school districts."¹ *The Essential District Technology Plan Components*, developed by the department, is intended to provide a general framework for the technology plan content.² The components include the following:³

- Mission and vision.
- General introduction/background.
- Needs assessment/goals.
- Funding plan.
- Technology acquisition plan.
- Access.
- User support plan.
- Staff training plan.
- Program evaluation.
- E-Rate Program Planning Criteria (E-Rate Plan Addendum).

¹ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

² Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

³ Florida Department of Education, *The Essential District Technology Plan Components*, available at http://www.fldoe.org/BII/Instruct_Tech/downloads/EssentialDistrictTechnologyPlanComponents.doc.

Eligibility to participate in certain federal technology initiatives and grant programs (e.g., Enhancing Education Through Technology⁴ and E-Rate⁵ programs) requires that a local school district develop and maintain a long-range strategic district technology plan that adequately addresses prescribed planning criteria. Planning requirements and expectations vary from program to program, but many of the essential components of an effective technology planning process are consistent across programs.⁶ For the E-Rate program, the school districts submit a technology plan, which is required for the federal E-Rate application, to the DOE for approval.⁷

While participation in federal programs is optional, a majority of school districts participate to improve learning opportunities for all students, enhance technology resources needed in conjunction with existing initiatives (e.g., reading improvement), and address, in a targeted and focused way, significant challenges associated with impoverished and disadvantaged student populations.⁸

In addition to addressing federal program participation requirements, developing a strong technology planning process can assist a district with:⁹

- Establishing appropriate guidelines, standards, and policies regarding acquisition and infusion of new and emerging technologies.
- Managing complex technology infrastructure and telecommunications upgrades at schools.
- Addressing major transformations (e.g., one-to-one computing, wireless access, intensive laptop use, Internet-based instructional content delivery, and distance learning).

The department requests district school superintendents to encourage school principals and school district personnel to participate in the Florida Innovates Technology Resources Inventory which is used to annually gather school-level and school district-level technology resources inventory data.¹⁰ Schools and school districts report technology data regarding devices, bandwidth, wireless infrastructure, professional development, and computer-based assessment readiness to the department.¹¹ The department uses the technology resources inventory data to

⁴ U.S. Department of Education, *Enhancing Education Through Technology (Ed-Tech) State Program*, <http://www2.ed.gov/programs/edtech/index.html> (last visited Feb. 15, 2014).

⁵ U.S. Department of Education, *E-Rate Program – Discounted Telecommunications Services*, <http://www2.ed.gov/about/offices/list/oii/nonpublic/erate.html> (last visited Feb. 15, 2014). “The E-Rate technology plan describes the technologies and associated resources, both existing and planned, that will assist a school to provide educational services.” Email, Florida Department of Education, *2014 Agency Legislative Bill Analysis for SB 790* (Feb. 14, 2013), at 3, on file with the Committee on Education staff.

⁶ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

⁷ Email, Florida Department of Education, *2014 Agency Legislative Bill Analysis for SB 790* (Feb. 14, 2013), at 3, on file with the Committee on Education staff.

⁸ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

⁹ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

¹⁰ Florida Department of Education, *Memorandum: School Technology Resources Inventory* (Oct. 11, 2013), on file with the Committee on Education staff.

¹¹ Email, Florida Department of Education, *2014 Agency Legislative Bill Analysis for SB 790* (Feb. 14, 2013), at 3, on file with the Committee on Education staff.

prepare annual legislative budget requests.¹² In 2013, the Legislature appropriated \$11.3 million for district bandwidth support and \$6 million for Technology transformation grants for rural districts.¹³

Requirements for Standard High School Diploma

Beginning with students entering grade 9 in the 2013-2014 school year, receipt of standard high school diploma requires successful completion of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.¹⁴ Credit requirements for standard high school diploma are as follows:¹⁵

- Four credits in English Language Arts (ELA) I, II, III, and IV.
- Four credits in mathematics, which must include Algebra I and geometry.
- Three credits in science including Biology I.
- Three credits in social studies, which must include one credit each in United States History and World History; and 0.5 credit each in Economics, which must include financial literacy, and United States Government.
- One credit in fine or performing arts, speech and debate, or practical arts.
- One credit in physical education.
- Eight credits in electives¹⁶.

Requirements regarding Foreign Language

In addition to the general requirements for high school graduation¹⁷ and standard high school diploma¹⁸, current law provides criteria for students to earn either a Scholar designation or a Merit designation on the standard high school diploma.¹⁹ The criteria for earning the Scholar designation includes, but is not limited to, earning two credits in the same foreign language.²⁰

Additionally, beginning with students initially entering a Florida College System institution or a state university in 2014-2015, coursework for an associate in arts degree must include demonstration of competency in foreign language pursuant to Florida law.²¹

¹² Florida Department of Education, *Memorandum: School Technology Resources Inventory* (Oct. 11, 2013), on file with the Committee on Education staff.

¹³ Specific Appropriation 102A, ch. 2013-40, L.O.F.

¹⁴ Section 1003.4282(1)(a), F.S.

¹⁵ Section 1003.4282(3), F.S.

¹⁶ “School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement which lead to college credit.” Section 1003.4282(3)(g), F.S.

¹⁷ Section 1003.428

¹⁸ Section 1003.4282, F.S.

¹⁹ Section 1003.4285(1), F.S.

²⁰ Section 1003.4285(1)(a)5., F.S.

²¹ Section 1007.25(7), F.S., and Section 1007.262, F.S.

III. Effect of Proposed Changes:

This bill creates the Florida digital classrooms plan and allocation to establish a targeted and purposeful approach to technology enhancements in Florida's classrooms to improve student performance outcomes. The bill ties technology-enhanced classroom teaching and learning to measurable student performance outcomes and requires an independent evaluation of the school districts' outcomes and technology inventory and infrastructure needs, which the districts must report to the department. Consequently, the school districts must document how technology enhancements effect performance of students. In addition, the bill authorizes public schools to promote digital literacy and competency in Florida's schools, which will help equip Florida's students with skills to succeed in a competitive economy.

Florida Digital Classrooms Plan

The bill requires the State Board of Education (SBE) to adopt a targeted and purposeful Florida digital classrooms plan, which must establish the minimum protocols, parameters, and requirements, pursuant to Florida law, for district-level infrastructure, school-level infrastructure, and digital tools that accommodate statutory requirements and timelines for instruction, learning, assessments, and accountability. The department may consult with qualified experts to develop the Florida digital classrooms plan. The Florida digital classrooms plan must be updated annually, and must encompass the current academic year and the subsequent five academic years. The Florida digital classrooms plan must also specify the criteria for annual approval of the districts' digital classrooms plan, thus providing the school districts long-term goals and expectations within statewide technology and accountability frameworks and timelines.

District Digital Classrooms Plan

The bill requires each district school board to use the general parameters established in the Florida digital classrooms plan to adopt a district digital classrooms plan that may include unique components specific to the needs of individual schools and school districts. By permitting the customization of district digital classrooms plan to local needs, the bill promotes local control of targeted and purposeful technology enhancements in Florida's classrooms. However, to receive the Florida digital classrooms allocation funds, each school district must fulfill certain requirements. Each school district must:

- Attach to the district's digital classrooms plan, an independent evaluation of the district's student performance outcomes, technology inventory, and infrastructure needs.
- Submit to the Department of Education (DOE or department), the district digital classrooms plan in a format prescribed by the department, by October 1, 2014 (for implementation of the 2014-2015 fiscal year budget) and by March 1 (prior to legislative session) of each year thereafter, for approval. At a minimum, the district digital classrooms plan must be updated annually to include the following:
 - Measurable student performance outcomes which must be tied to improving student performance outcomes, including outcomes for students with disabilities, through the implementation of the district's digital classrooms plan for the current school year and subsequent three years. Results of the outcomes must be verified by an independent evaluation and reported at least annually.

- Digital learning and technology infrastructure purchases and operational activities which must be tied to the measurable student performance outcomes. The purchases and activities, which must include, but not be limited to, connectivity, broadband access, wireless capacity, Internet speed, and data security, must meet the minimum requirements and protocols established by the department. If a school district uses Florida digital classrooms allocation funds for infrastructure, the district's technology inventory and infrastructure must be verified by an independent evaluation annually and submitted to the department along with the district's digital classrooms plan.
- Professional development purchases and operational activities which must be tied to the measurable student performance outcomes. The purchases and activities must include, but not be limited to, using technology in the classroom and improving digital literacy and competency.
- Digital tool purchases and operational activities which must be tied to the measurable student performance outcomes. The purchases and activities, which must include, but not be limited to:
 - Competency-based credentials, which must measure and demonstrate digital competency and certifications;
 - Third-party assessments, which demonstrate acquired knowledge and use of digital applications; and
 - Devices that meet or exceed the minimum requirements and protocols established by the department.
- Online assessment-related purchases and operational activities which must be tied to measurable student performance outcomes. The purchases and activities, which must include, but not be limited to, expanding capacity to administer assessments and compatibility with the minimum requirements and protocols established by the department.

Each district school board must seek input from, at a minimum, the district's instructional, curriculum, and information technology staff to develop the district digital classrooms plan. If a school district participates in federal technology initiatives and grant programs, the district digital classrooms plan must include the plan for meeting requirements of such initiatives and grant programs.

Florida Digital Classrooms Allocation Funding

The bill creates a new categorical funding allocation in the Florida Education Finance program for the implementation of digital classrooms plans. The new Florida digital classrooms allocation will be provided annually in the General Appropriations Act (GAA) in an amount up to one percent of the base student allocation multiplied by the total K-12 full-time equivalent student enrollment or as provided in the GAA. From the Florida digital classrooms allocation, a minimum of \$100,000 is to be provided to each school district and the remaining balance is to be distributed based on each school district's proportion of the total K-12 full-time equivalent student enrollment.

Distribution of Florida digital classrooms allocation funds to a school district is contingent upon approval of the district's digital classrooms plan by the department. The district digital classrooms plan must include a formal verification of the district superintendent's approval of

the digital classrooms plan of each charter school within the district. Prior to the distribution of the Florida digital classrooms allocation funds, each district school superintendent must certify to the Commissioner of Education (commissioner) that the district digital classrooms plan supports the fidelity of implementation of the Florida digital classrooms allocation. District allocations must be recalculated during the fiscal year consistent with the periodic recalculation of the Florida Education Finance Program. School districts must provide a proportionate share of the Florida digital classrooms allocation to each charter school in the district as required for categorical programs under Florida law.²² District digital classrooms plans will vary across districts based on each district's unique needs, and the bill further promotes local control by authorizing each school district to use a competitive process to distribute the Florida digital classrooms allocation funds to the schools within the district.

The bill also requires each school district to report to the department, beginning with the 2015-2016 fiscal year, student performance outcomes and the district's use of the Florida digital classrooms allocation funds in accordance with the DOE-approved district digital classrooms plan. Additionally, the bill requires that the Auditor General verify compliance of the use of Florida digital classrooms allocation funds by the school districts in accordance with the DOE-approved district digital classrooms plan. By October 1, beginning with the 2015-2016 fiscal year, the commissioner must provide to the Governor, the President of the Senate, and the Speaker of the House of Representatives, a summary of each district's use of the Florida digital classrooms allocation funds, student performance outcomes, and progress toward meeting the statutory requirements and timelines. The content and timing of the annual report is intended as a tool to help monitor program performance and inform necessary legislative policy discussions and funding adjustments.

Statewide Partnerships

The bill promotes statewide partnerships among this state's education practitioners to implement the digital classrooms plans by requiring the commissioner to support the efforts of education practitioners (e.g., superintendents, principals, and teachers) to identify and share best practices, corrective actions, and other needs.

Digital Literacy and Competency

The bill authorizes public schools to promote digital literacy and competency in Florida's schools, which will help equip Florida's students with skills to succeed in a competitive economy. Public schools may provide students the opportunities for learning computer coding and programming. Such opportunities may include:

- Instruction regarding computer coding in elementary and middle school,
- Instruction to develop computer usage and digital literacy skills in middle school, and
- Courses in computer coding and programming in high school, including opportunities to earn industry certifications related to such courses.

The bill also authorizes:

²² Section 1002.33(17)(b), F.S.

- Elementary and middle schools to establish digital classrooms to help students improve digital literacy and competency, learn digital skills (e.g., coding, multiple media presentation, and the manipulation of multiple digital graphic images), and earn digital tools (e.g., recognitions and certifications pursuant to Florida law²³) and grade-appropriate, technology-related industry certifications.
- High schools to provide courses in computer programming to satisfy high school graduation requirements including, but not limited to:
 - Computer programming courses of sufficient rigor, as identified by the commissioner, such that one credit in computer programming language and earning of related industry certifications satisfies the one credit of mathematics requirement for high school graduation. Such computer programming language courses and related industry certifications must be listed in the Course Code Directory (CCD)²⁴.
 - Computer technology courses in 3D rapid prototype printing of sufficient rigor, as identified by the commissioner, such that one or more credits in such courses and earning of related industry certifications may satisfy up to two credits of the mathematics requirement for high school graduation. Such computer technology courses and related industry certifications must be listed in the CCD.
 - Computer programming language courses, at the discretion of the local district school board, such that 1 credit in a computer programming language may satisfy the one credit in physical education requirement for high school graduation.

The bill authorizes the SBE to adopt rules to implement the bill provisions regarding Florida digital classrooms allocation and digital literacy and competency in Florida's schools.

Additionally, the bill also encourages military installation commanders, school districts, the commissioner, and the SBE to work collaboratively to increase the academic achievement of students from military families, including the establishment of charter schools on military installations.

The bill takes effect on July 1, 2014.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

²³ Section 1003.4203, F.S.

²⁴ The Course Code Directory is the listing of all public preK-12 courses available for use by school districts. Programs and courses which are funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the CCD. The CCD maintains course listings for administration and service assignments, K-12 education, exceptional student education, career and technical education, and adult education, with details regarding appropriate teacher certification levels. The CCD provides for course information to schools, districts, and the state. Rule 6A-1.09441, F.A.C.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

CS/SB 790 requires the Legislature to appropriate an amount up to one percent of the base student allocation multiplied by the total K-12 full-time equivalent student enrollment included in the FEFPP calculations. For the 2014-2015 fiscal year, that amount may be as much as \$100 million. Each school district shall be provided with a minimum of \$100,000, with the remaining balance allocated based on the district's proportion of the total K-12 full-time equivalent student enrollment.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1011.62 and 1002.33.

This bill creates section 1007.2616 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education on February 18, 2014:

The committee substitute maintains the intent of the SB 790 with some modifications in that the committee substitute:

- Requires the State Board of Education, rather than the Commissioner of Education, to adopt the Florida digital classrooms plan.

- Authorizes the Department of Education to consult with qualified experts to develop the Florida digital classrooms plan.
- Requires school districts to seek input from, at a minimum, the districts' instructional, curriculum, and information technology staff to develop the district digital classrooms plan.
- Requires school districts to include in the district digital classrooms plan, the plan for meeting requirements of federal initiatives and grant programs if the districts participate in such initiatives and programs.
- Requires district school superintendents to certify to the commissioner that the district school board approved-district digital classrooms plan supports the fidelity of implementation of the Florida digital classrooms allocation, prior to the distribution of the Florida digital classrooms allocation funds.
- Requires the Auditor General to verify compliance of use of funds by school districts in accordance with the department-approved district digital classrooms plan.
- Authorizes, rather than requires, public schools to provide opportunities to students to learn computer coding and computer programming.
- Authorizes, rather than requires, elementary schools and middle schools to establish digital classrooms.
- Authorizes, rather than requires, high schools to provide students with opportunities to substitute computer programming language courses and computer technology courses, of sufficient rigor, as approved by the commissioner, and related industry certifications for some math and science courses to meet high school graduation requirements.
- Removes bill provisions regarding substituting computer programming language courses and related industry certifications to meet the foreign language requirement.
- Authorizes the State Board of Education to administer the bill provisions regarding the Florida digital classrooms allocation.
- Adds legislative findings and intent regarding the unique challenges faced by military families, encouraging military installation commanders, school districts, the commissioner, and the State Board of Education to work collaboratively to increase student achievement.

B. Amendments:

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/12/2014	.	
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Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment (with title amendment)

Delete lines 194 - 250

and insert:

Section 2. Paragraph (b) of subsection (17) and paragraph (a) of subsection (20) of section 1002.33, Florida Statutes, are amended to read:

1002.33 Charter schools.—

(17) FUNDING.—Students enrolled in a charter school, regardless of the sponsorship, shall be funded as if they are in



11 a basic program or a special program, the same as students
12 enrolled in other public schools in the school district. Funding
13 for a charter lab school shall be as provided in s. 1002.32.

14 (b) The basis for the agreement for funding students
15 enrolled in a charter school shall be the sum of the school
16 district's operating funds from the Florida Education Finance
17 Program as provided in s. 1011.62 and the General Appropriations
18 Act, including gross state and local funds, discretionary
19 lottery funds, and funds from the school district's current
20 operating discretionary millage levy; divided by total funded
21 weighted full-time equivalent students in the school district;
22 multiplied by the weighted full-time equivalent students for the
23 charter school. Charter schools whose students or programs meet
24 the eligibility criteria in law are ~~shall be~~ entitled to their
25 proportionate share of categorical program funds included in the
26 total funds available in the Florida Education Finance Program
27 by the Legislature, including transportation and the Florida
28 digital classrooms allocation. Total funding for each charter
29 school shall be recalculated during the year to reflect the
30 revised calculations under the Florida Education Finance Program
31 by the state and the actual weighted full-time equivalent
32 students reported by the charter school during the full-time
33 equivalent student survey periods designated by the Commissioner
34 of Education.

35 (20) SERVICES.—

36 (a)1. A sponsor shall provide certain administrative and
37 educational services to charter schools. These services shall
38 include contract management services; full-time equivalent and
39 data reporting services; exceptional student education



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40 administration services; services related to eligibility and
41 reporting duties required to ensure that school lunch services
42 under the federal lunch program, consistent with the needs of
43 the charter school, are provided by the school district at the
44 request of the charter school, that any funds due to the charter
45 school under the federal lunch program be paid to the charter
46 school as soon as the charter school begins serving food under
47 the federal lunch program, and that the charter school is paid
48 at the same time and in the same manner under the federal lunch
49 program as other public schools serviced by the sponsor or the
50 school district; test administration services, including payment
51 of the costs of state-required or district-required student
52 assessments; processing of teacher certificate data services;
53 and information services, including equal access to student
54 information systems that are used by public schools in the
55 district in which the charter school is located. Student
56 performance data for each student in a charter school,
57 including, but not limited to, FCAT scores, standardized test
58 scores, previous public school student report cards, and student
59 performance measures, shall be provided by the sponsor to a
60 charter school in the same manner provided to other public
61 schools in the district.

62 2. A total administrative fee for the provision of such
63 services shall be calculated based upon up to 5 percent of the
64 available funds defined in paragraph (17)(b) for all students,
65 except that when 75 percent or more of the students enrolled in
66 the charter school are exceptional students as defined in s.
67 1003.01(3), the 5 percent of those available funds shall be
68 calculated based on unweighted full-time equivalent students.



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69 However, a sponsor may only withhold up to a 5-percent
70 administrative fee for enrollment for up to and including 250
71 students. For charter schools with a population of 251 or more
72 students, the difference between the total administrative fee
73 calculation and the amount of the administrative fee withheld
74 may only be used for capital outlay purposes specified in s.
75 1013.62(2).

76 3. For high-performing charter schools, as defined in ch.
77 2011-232, a sponsor may withhold a total administrative fee of
78 up to 2 percent for enrollment up to and including 250 students
79 per school.

80 4. In addition, a sponsor may withhold only up to a 5-
81 percent administrative fee for enrollment for up to and
82 including 500 students within a system of charter schools which
83 meets all of the following:

84 a. Includes both conversion charter schools and
85 nonconversion charter schools;

86 b. Has all schools located in the same county;

87 c. Has a total enrollment exceeding the total enrollment of
88 at least one school district in the state;

89 d. Has the same governing board; and

90 e. Does not contract with a for-profit service provider for
91 management of school operations.

92 5. The difference between the total administrative fee
93 calculation and the amount of the administrative fee withheld
94 pursuant to subparagraph 4. may be used for instructional and
95 administrative purposes as well as for capital outlay purposes
96 specified in s. 1013.62(2).

97 6. For a high-performing charter school system that also



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98 meets the requirements in subparagraph 4., a sponsor may
99 withhold a 2-percent administrative fee for enrollments up to
100 and including 500 students per system.

101 7. Sponsors shall not charge charter schools any additional
102 fees or surcharges for administrative and educational services
103 in addition to the maximum 5-percent administrative fee withheld
104 pursuant to this paragraph.

105 8. The sponsor of a virtual charter school may withhold a
106 fee of up to 5 percent. The funds shall be used to cover the
107 cost of services provided under subparagraph 1. and
108 implementation of ~~for~~ the school district's digital classrooms
109 plan pursuant to s. 1011.62 ~~local instructional improvement~~
110 system pursuant to s. 1006.281 or other technological tools that
111 are required to access electronic and digital instructional
112 materials.

113 Section 3. Paragraph (e) of subsection (1) of section
114 1002.45, Florida Statutes, is amended to read:

115 1002.45 Virtual instruction programs.-

116 (1) PROGRAM.-

117 (e) Each school district shall:

118 1. Provide to the department by October 1, 2011, and by
119 each October 1 thereafter, a copy of each contract and the
120 amounts paid per unweighted full-time equivalent student for
121 services procured pursuant to subparagraphs (c)1. and 2.

122 2. Expend the difference in funds provided for a student
123 participating in the school district virtual instruction program
124 pursuant to subsection (7) and the price paid for contracted
125 services procured pursuant to subparagraphs (c)1. and 2. for
126 implementation of the school district's digital classrooms plan



691062

127 ~~pursuant to s. 1011.62 the district's local instructional~~
128 ~~improvement system pursuant to s. 1006.281 or other~~
129 ~~technological tools that are required to access electronic and~~
130 ~~digital instructional materials.~~

131 3. At the end of each fiscal year, but no later than
132 September 1, report to the department an itemized list of the
133 technological tools purchased with these funds.

134 Section 4. Section 1006.281, Florida Statutes, is repealed.

135 Section 5. Section 1006.282, Florida Statutes, is repealed.

136 Section 6. Paragraph (b) of subsection (3) of section
137 1006.38, Florida Statutes, is amended:

138 1006.38 Duties, responsibilities, and requirements of
139 instructional materials publishers and manufacturers.—This
140 section applies to both the state and district approval
141 processes. Publishers and manufacturers of instructional
142 materials, or their representatives, shall:

143 (3) Submit, at a time designated in s. 1006.33, the
144 following information:

145 (b) Evidence that the publisher or manufacturer has
146 provided materials that address the performance standards
147 provided for in s. 1001.03(1) and that can be accessed through
148 the school district's digital classrooms plan ~~local~~
149 ~~instructional improvement system~~ and a variety of electronic,
150 digital, and mobile devices.

151 Section 7. Paragraph (d) of subsection (2) of section
152 1011.71, Florida Statutes, is amended to read:

153 1011.71 District school tax.—

154 (2) In addition to the maximum millage levy as provided in
155 subsection (1), each school board may levy not more than 1.5



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156 mills against the taxable value for school purposes for district
157 schools, including charter schools at the discretion of the
158 school board, to fund:

159 (d) The purchase, lease-purchase, or lease of new and
160 replacement equipment; computer hardware, including electronic
161 hardware and other hardware devices necessary for gaining access
162 to or enhancing the use of electronic content and resources or
163 to facilitate the access to and the use of a school district's
164 digital classrooms plan pursuant to s. 1011.62 ~~electronic~~
165 ~~learning management system pursuant to s. 1006.281~~, excluding
166 software other than the operating system necessary to operate
167 the hardware or device; and enterprise resource software
168 applications that are classified as capital assets in accordance
169 with definitions of the Governmental Accounting Standards Board,
170 have a useful life of at least 5 years, and are used to support
171 districtwide administration or state-mandated reporting
172 requirements.

173
174 ===== T I T L E A M E N D M E N T =====

175 And the title is amended as follows:

176 Delete lines 34 - 39

177 and insert:

178 provisions to changes made by the act; amending s.
179 1002.45, F.S.; conforming provisions to changes made
180 by the act; repealing s. 1006.281, F.S., relating to
181 local instructional improvement systems; repealing s.
182 1006.282, F.S., relating to a pilot program for the
183 transition to electronic and digital instructional
184 materials; amending ss. 1006.38 and 1011.71, F.S.;



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185
186

conforming provisions to changes made by the act;
creating s.



288744

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/12/2014	.	
	.	
	.	
	.	

Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment (with directory and title amendments)

Delete lines 225 - 250.

===== **D I R E C T O R Y C L A U S E A M E N D M E N T**=====

And the directory clause is amended as follows:

Delete lines 194 - 197

and insert:

Section 2. Paragraph (b) of subsection (17) of section 1002.33, Florida Statutes, is amended to read:



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11
12
13
14
15
16

===== T I T L E A M E N D M E N T =====

And the title is amended as follows:

Delete lines 34 - 39

and insert:

provisions to changes made by the act; creating s.



627080

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/12/2014	.	
	.	
	.	
	.	

Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment (with title amendment)

Delete lines 253 - 298

and insert:

1007.2616 Computer science and technology instruction.-

(1) Public schools shall provide students in grades K-12 opportunities for learning computer science, including, but not limited to, computer coding and computer programming. Such opportunities may include coding instruction in elementary school and middle school, instruction to develop students'



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11 computer usage and digital literacy skills in middle school, and
12 courses in computer science, computer coding, and computer
13 programming in high school, including earning related industry
14 certifications.

15 (2) Elementary schools and middle schools may establish
16 digital classrooms in which students are provided opportunities
17 to improve digital literacy and competency; to learn digital
18 skills, such as coding, multiple media presentation, and the
19 manipulation of multiple digital graphic images; and to earn
20 digital tools, such as certificates and certifications pursuant
21 to s. 1003.4203 and grade-appropriate, technology-related
22 industry certifications.

23 (3) High schools may provide students with opportunities to
24 take computer science courses to satisfy high school graduation
25 requirements, including, but not limited to, the following:

26 (a) High school computer science courses of sufficient
27 rigor, as identified by the commissioner, such that one credit
28 in computer science and the earning of related industry
29 certifications constitute the equivalent of up to one credit of
30 mathematics requirement, with the exception of Algebra I or
31 higher level mathematics, or up to one credit of science
32 requirement, with the exception of Biology I or higher level
33 science, for high school graduation. Computer science courses
34 and technology-related industry certifications that are
35 identified as eligible for meeting mathematics or science
36 requirements for high school graduation shall be included in the
37 Course Code Directory.

38 (b) High school computer technology courses in 3D rapid
39 prototype printing of sufficient rigor, as identified by the



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40 commissioner, such that one or more credits in such courses and
41 related industry certifications earned may satisfy up to two
42 credits of mathematics required for high school graduation.
43 Computer technology courses in 3D rapid prototype printing and
44 related industry certifications that are identified as eligible
45 for meeting mathematics requirements for high school graduation
46 shall be included in the Course Code Directory.

47 (c) Courses in computer science, such that one credit, at
48 the discretion of the local district school board, may satisfy
49 one credit in physical education which is required for high
50 school graduation.

51
52 ===== T I T L E A M E N D M E N T =====

53 And the title is amended as follows:

54 Delete lines 40 - 48

55 and insert:

56 1007.2616, F.S.; requiring public schools to provide
57 students in grades K-12 opportunities for learning
58 computer science, including, but not limited to,
59 computer coding and computer programming; authorizing
60 grade-specific instruction in specified areas;
61 authorizing elementary schools and middle schools to
62 establish digital classrooms for specified purposes;
63 authorizing high schools to provide students with
64 opportunities to take certain computer science courses
65 to satisfy requirements for high school graduation;
66 providing



957244

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/12/2014	.	
	.	
	.	
	.	

Appropriations Subcommittee on Education (Montford) recommended the following:

Senate Amendment

Delete lines 147 - 150
and insert:
Appropriations Act. Each school district shall be provided a minimum of \$250,000, with the remaining balance of the allocation to be distributed based on each district's proportion of the total K-12 full-time equivalent student enrollment.

By the Committee on Education; and Senator Legg

581-01852-14

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1 A bill to be entitled
 2 An act relating to education; amending s. 1011.62,
 3 F.S.; providing the purpose for the Florida digital
 4 classrooms allocation; requiring a school district to
 5 adopt a district digital classrooms plan and submit
 6 the plan to the Department of Education for approval;
 7 providing requirements for the plan; requiring that
 8 allocated funds be used for a specified purpose;
 9 requiring a district school board to submit to the
 10 department the district's digital classrooms plan;
 11 providing requirements for the district's plan;
 12 requiring the State Board of Education to adopt a
 13 Florida digital classrooms plan that establishes
 14 certain protocols, parameters, requirements, and
 15 digital tools; authorizing the Department of Education
 16 to consult with qualified experts to develop the
 17 Florida digital classrooms plan; providing
 18 requirements for the plan; providing calculations for
 19 funding; requiring the commissioner to support
 20 statewide, coordinated partnerships and efforts of
 21 education practitioners to identify and share best
 22 practices, corrective actions, and other identified
 23 needs; requiring each district school board to report
 24 by a specified date to the department the district's
 25 use of funds and student performance outcomes;
 26 requiring the Auditor General to verify the use of
 27 Florida digital classrooms allocation funds; requiring
 28 the commissioner to provide by a specified date to the
 29 Governor and the Legislature a summary of each

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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30 district's use of funds, student performance outcomes,
 31 and progress toward meeting statutory requirements and
 32 timelines; authorizing the State Board of Education to
 33 adopt rules; amending s. 1002.33, F.S.; conforming
 34 provisions to changes made by the act; providing
 35 legislative findings and intent regarding the
 36 collaboration of the State Board of Education,
 37 Commissioner of Education, military installation
 38 commanders, and school districts to address the needs
 39 of children of military families; creating s.
 40 1007.2616, F.S.; authorizing public schools to provide
 41 students in grades K-12 opportunities for learning
 42 computer coding and programming; authorizing grade-
 43 specific instruction in specified areas; authorizing
 44 elementary schools and middle schools to establish
 45 digital classrooms for specified purposes; authorizing
 46 high schools to provide students with opportunities to
 47 take certain computer programming courses to satisfy
 48 requirements for high school graduation; providing
 49 exceptions for certain course requirements for high
 50 school graduation; authorizing the State Board of
 51 Education to adopt rules; providing an effective date.
 52
 53 Be It Enacted by the Legislature of the State of Florida:
 54
 55 Section 1. Subsection (15) is added to section 1011.62,
 56 Florida Statutes, to read:
 57 1011.62 Funds for operation of schools.—If the annual
 58 allocation from the Florida Education Finance Program to each

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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59 district for operation of schools is not determined in the
60 annual appropriations act or the substantive bill implementing
61 the annual appropriations act, it shall be determined as
62 follows:

63 (15) FLORIDA DIGITAL CLASSROOMS.-

64 (a) The Florida digital classrooms allocation is created to
65 support district and school efforts and strategies to improve
66 outcomes related to student performance by integrating
67 technology in classroom teaching and learning. The outcomes must
68 be measurable and may also be unique to the needs of individual
69 schools and school districts within the general parameters
70 established by the Department of Education.

71 (b) Each district school board shall adopt a district
72 digital classrooms plan that meets the unique needs of students,
73 schools, and personnel and submit the plan for approval to the
74 department. In addition, each district school board must, at a
75 minimum, seek input from the district's instructional,
76 curriculum, and information technology staff to develop the
77 district digital classrooms plan. The district's plan must be
78 within the general parameters established in the Florida digital
79 classrooms plan pursuant to paragraph (c). In addition, if the
80 district participates in federal technology initiatives and
81 grant programs, the district digital classrooms plan must
82 include a plan for meeting requirements of such initiatives and
83 grant programs. Funds allocated under this subsection must be
84 used to support implementation of district digital classrooms
85 plans. By October 1, 2014, and by March 1 of each year
86 thereafter, on a date determined by the department, each
87 district school board shall submit to the department, in a

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88 format prescribed by the department, a digital classrooms plan.
89 At a minimum, such plan must include, and be annually updated to
90 reflect, the following:

91 1. Measurable student performance outcomes. Outcomes
92 related to student performance, including outcomes for students
93 with disabilities, must be tied to the efforts and strategies to
94 improve outcomes related to student performance by integrating
95 technology in classroom teaching and learning. Results of the
96 outcomes shall be reported at least annually for the current
97 school year and subsequent 3 years and be accompanied by an
98 independent evaluation and validation of the reported results.

99 2. Digital learning and technology infrastructure purchases
100 and operational activities. Such purchases and activities must
101 be tied to the measurable outcomes under subparagraph 1.,
102 including, but not limited to, connectivity, broadband access,
103 wireless capacity, Internet speed, and data security, all of
104 which must meet or exceed minimum requirements and protocols
105 established by the department. For each year that the district
106 uses funds for infrastructure, a third-party, independent
107 evaluation of the district's technology inventory and
108 infrastructure needs must accompany the district's plan.

109 3. Professional development purchases and operational
110 activities. Such purchases and activities must be tied to the
111 measurable outcomes under subparagraph 1., including, but not
112 limited to, using technology in the classroom and improving
113 digital literacy and competency.

114 4. Digital tool purchases and operational activities. Such
115 purchases and activities must be tied to the measurable outcomes
116 under subparagraph 1., including, but not limited to,

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117 competency-based credentials that measure and demonstrate
 118 digital competency and certifications; third-party assessments
 119 that demonstrate acquired knowledge and use of digital
 120 applications; and devices that meet or exceed minimum
 121 requirements and protocols established by the department.

122 5. Online assessment-related purchases and operational
 123 activities. Such purchases and activities must be tied to the
 124 measurable outcomes under subparagraph 1., including, but not
 125 limited to, expanding the capacity to administer assessments and
 126 compatibility with minimum assessment protocols and requirements
 127 established by the department.

128 (c) The State Board of Education shall adopt a Florida
 129 digital classrooms plan that, at a minimum, establishes minimum
 130 protocols, parameters, and requirements for district-level
 131 infrastructure, school-level infrastructure, and digital tools
 132 that accommodate statutory requirements and timelines for
 133 instruction, learning, assessments, and accountability. The
 134 Department of Education may consult with qualified experts to
 135 develop the Florida digital classrooms plan. The Florida digital
 136 classrooms plan shall be prepared for the current school year
 137 and the subsequent 5 years. The plan shall be reviewed and
 138 updated annually and must specify the criteria for the annual
 139 review and approval of the districts' digital classrooms plans.

140 (d) The Legislature shall annually provide in the General
 141 Appropriations Act a Florida Education Finance Program (FEFP)
 142 allocation for implementation of the digital classrooms plan to
 143 be calculated in an amount up to 1 percent of the base student
 144 allocation multiplied by the total K-12 full-time equivalent
 145 student enrollment included in the FEFP calculations for the

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146 legislative appropriation or as provided in the General
 147 Appropriations Act. Each school district shall be provided a
 148 minimum of \$100,000, with the remaining balance of the
 149 allocation to be distributed based on each district's proportion
 150 of the total K-12 full-time equivalent student enrollment.
 151 Distribution of funds for the Florida digital classrooms
 152 allocation shall begin following submittal of each district's
 153 digital classrooms plan, which must include formal verification
 154 of the superintendent's approval of the digital classrooms plan
 155 of each charter school in the district, and approval of the plan
 156 by the department. Prior to the distribution of the Florida
 157 digital classrooms allocation funds, each district school
 158 superintendent shall certify to the Commissioner of Education
 159 that the district school board has approved a comprehensive
 160 district digital classrooms plan that supports the fidelity of
 161 implementation of the Florida digital classrooms allocation.
 162 District allocations shall be recalculated during the fiscal
 163 year consistent with the periodic recalculation of the FEFP.
 164 School districts shall provide a proportionate share of the
 165 digital classrooms allocation to each charter school in the
 166 district, as required for categorical programs in s.
 167 1002.33(17)(b). A school district may use a competitive process
 168 to distribute funds for the Florida digital classrooms
 169 allocation to the schools within the school district.

170 (e) To facilitate the implementation of the district
 171 digital classrooms plans and charter school digital classrooms
 172 plans, the commissioner shall support statewide, coordinated
 173 partnerships and efforts of this state's education practitioners
 174 in the field, including, but not limited to, superintendents,

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175 principals, and teachers, to identify and share best practices,
 176 corrective actions, and other identified needs.

177 (f) Beginning in the 2015-2016 fiscal year and each year
 178 thereafter, each district school board shall report to the
 179 department its use of funds provided through the Florida digital
 180 classrooms allocation and student performance outcomes in
 181 accordance with the district's digital classrooms plan. The
 182 Auditor General shall, during scheduled operational audits of
 183 the school districts, verify compliance of the use of Florida
 184 digital classrooms allocation funds in accordance with the
 185 district's digital classrooms plan. No later than October 1 of
 186 each year, beginning in the 2015-2016 fiscal year, the
 187 commissioner shall provide to the Governor, the President of the
 188 Senate, and the Speaker of the House of Representatives a
 189 summary of each district's use of funds, student performance
 190 outcomes, and progress toward meeting statutory requirements and
 191 timelines.

192 (g) The State Board of Education may adopt rules pursuant
 193 to ss. 120.536(1) and 120.54 to administer this subsection.

194 Section 2. Paragraph (b) of subsection (17) of section
 195 1002.33, Florida Statutes, is amended, and present subsection
 196 (27) of that section is renumbered as subsection (28), and a new
 197 subsection (27) is added to that section, to read:

198 1002.33 Charter schools.—

199 (17) FUNDING.—Students enrolled in a charter school,
 200 regardless of the sponsorship, shall be funded as if they are in
 201 a basic program or a special program, the same as students
 202 enrolled in other public schools in the school district. Funding
 203 for a charter lab school shall be as provided in s. 1002.32.

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204 (b) The basis for the agreement for funding students
 205 enrolled in a charter school shall be the sum of the school
 206 district's operating funds from the Florida Education Finance
 207 Program as provided in s. 1011.62 and the General Appropriations
 208 Act, including gross state and local funds, discretionary
 209 lottery funds, and funds from the school district's current
 210 operating discretionary millage levy; divided by total funded
 211 weighted full-time equivalent students in the school district;
 212 multiplied by the weighted full-time equivalent students for the
 213 charter school. Charter schools whose students or programs meet
 214 the eligibility criteria in law are ~~shall be~~ entitled to their
 215 proportionate share of categorical program funds included in the
 216 total funds available in the Florida Education Finance Program
 217 by the Legislature, including transportation and the Florida
 218 digital classrooms allocation. Total funding for each charter
 219 school shall be recalculated during the year to reflect the
 220 revised calculations under the Florida Education Finance Program
 221 by the state and the actual weighted full-time equivalent
 222 students reported by the charter school during the full-time
 223 equivalent student survey periods designated by the Commissioner
 224 of Education.

225 (27) FINDINGS AND INTENT REGARDING CHILDREN OF MILITARY
 226 FAMILIES.—

227 (a) The Legislature finds that:

228 1. Military families face unique challenges due to the
 229 highly mobile nature of military service.

230 2. Among the many challenges military families face is
 231 providing a high-quality education for their children without
 232 disruption.

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233 3. The state has a compelling interest in assisting the
 234 development and enhancement of learning opportunities for
 235 children of military families and addressing their unique needs.

236 (b) It is the intent of the Legislature that:

237 1. A framework is established to address the needs of
 238 children of military families who, along with their families,
 239 face unique challenges due to the highly mobile nature of
 240 military service.

241 2. In establishing this framework, the Legislature finds it
 242 necessary to encourage military installation commanders to
 243 collaboratively work with the Commissioner of Education to
 244 increase military family student achievement, which may include
 245 the establishment of charter schools on military installations.

246 3. While the State Board of Education, through the
 247 Commissioner of Education, shall supervise this collaboration,
 248 the applicable school district shall operate and maintain
 249 control over any school that is established on the military
 250 installation.

251 Section 3. Section 1007.2616, Florida Statutes, is created
 252 to read:

253 1007.2616 Computer and technology-related coding,
 254 programming, and rapid prototype printing instruction.—

255 (1) Public schools may provide students in grades K-12
 256 opportunities for learning computer coding and computer
 257 programming. Such opportunities may include coding instruction
 258 in elementary school and middle school, instruction to develop
 259 students' computer usage and digital literacy skills in middle
 260 school, and courses in computer coding and computer programming
 261 in high school, including earning related industry

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262 certifications.

263 (2) Elementary schools and middle schools may establish
 264 digital classrooms in which students are provided opportunities
 265 to improve digital literacy and competency; to learn digital
 266 skills, such as coding, multiple media presentation, and the
 267 manipulation of multiple digital graphic images; and to earn
 268 digital tools, such as recognitions and certifications pursuant
 269 to s. 1003.4203 and grade-appropriate, technology-related
 270 industry certifications.

271 (3) High schools may provide students with opportunities to
 272 take computer programming courses to satisfy high school
 273 graduation requirements, including, but not limited to, the
 274 following:

275 (a) High school computer programming courses of sufficient
 276 rigor, as identified by the commissioner, such that one credit
 277 in computer programming language and the earning of related
 278 industry certifications constitute the equivalent of one credit
 279 of mathematics requirement, with the exception of Algebra I, or
 280 science requirement, with the exception of Biology I, for high
 281 school graduation. Computer programming language courses and
 282 technology-related industry certifications which are identified
 283 as eligible for meeting mathematics or science requirements for
 284 high school graduation shall be included in the Course Code
 285 Directory.

286 (b) High school computer technology courses in 3D rapid
 287 prototype printing of sufficient rigor, as identified by the
 288 commissioner, such that one or more credits in such courses and
 289 related industry certifications earned may satisfy up to two
 290 credits of mathematics required for high school graduation.

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291 Computer technology courses in 3D rapid prototype printing and
292 related industry certifications which are identified as eligible
293 for meeting mathematics requirements for high school graduation
294 shall be included in the Course Code Directory.

295 (c) Courses in computer programming language, such that one
296 credit, at the discretion of the local district school board,
297 may satisfy one credit in physical education which is required
298 for high school graduation.

299 (4) The State Board of Education may adopt rules pursuant
300 to ss. 120.536(1) and 120.54 to administer this section.

301 Section 4. This act shall take effect July 1, 2014.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: SB 1148

INTRODUCER: Education Committee

SUBJECT: Postsecondary Education

DATE: February 28, 2014

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Graf</u>	<u>Klebacha</u>		ED SPB 7036 as Introduced
2.	<u>Sikes</u>	<u>Elwell</u>	<u>AED</u>	Pre-meeting
3.	<u> </u>	<u> </u>	<u>AP</u>	<u> </u>

I. Summary:

Senate Bill 1148 eliminates the annual rate of inflation increase of the resident undergraduate tuition per credit hour at state universities and reduces the maximum aggregate sum that the tuition and tuition differential fee may increase for state universities from 15 percent to six percent. The bill also specifies that if the resident undergraduate tuition per credit hour at state universities is not provided in the General Appropriations Act, the tuition must remain the same as the prior fiscal year.

Based on 2013-2014 fiscal year tuition and tuition differential fees, this bill may save a state university student up to \$13.20 per credit hour in the 2014-2015 fiscal year, or a total of \$396 based on enrollment in 30 credit hours. The total student savings would be up to \$74,448,319, with state universities forgoing revenues of that same amount.¹

The bill takes effect on July 1, 2014.

II. Present Situation:

Resident Undergraduate Tuition Per Credit Hour

A student who enrolls in a college credit course at a state university is charged tuition² and other fees, unless the student is eligible for an exemption or a waiver.³ The amount of resident undergraduate tuition per credit hour is established by the Legislature.⁴ For the 2013-2014 fiscal

¹ Email, Board of Governors (March 4, 2014), on file with Appropriations Subcommittee on Education staff.

² Tuition means “the basic fee charged to a student for instruction provided by a public postsecondary educational institution in this state. A charge for any other purpose shall not be included within this fee.” Section 1009.01(1), F.S.

³ Sections 1009.24(1)-(2), 1009.25, and 1009.26, F.S.

⁴ Section 1009.24(4), F.S.

year, the resident undergraduate tuition is \$105.07 per credit hour for lower-level and upper-level coursework at a state university.⁵

The resident undergraduate tuition per credit hour for the state universities increases automatically at the beginning of each fall semester at a rate equal to inflation, unless otherwise provided in the General Appropriations Act. Current law requires the Office of Economic and Demographic Research to report the rate of inflation to the President of the Senate, the Speaker of the House of Representatives, the Governor, and the Board of Governors each year prior to March 1.⁶ The rate of inflation is defined as “the rate of the 12-month percentage change in the Consumer Price Index for All Urban Consumers, U.S. City Average, All Items, or successor reports as reported by the United States Department of Labor, Bureau of Labor Statistics, or its successor for December of the previous year.”⁷ If the percentage change is negative, the resident undergraduate tuition must remain the same as the prior fiscal year.⁸

In addition to the resident undergraduate tuition, the Legislature also establishes the financial aid fee, Capital Improvement Trust Fund fee, technology fee, and distance learning course fee as a specified dollar amount or percent of tuition.⁹ Additionally, the board of trustees for each state university may establish the following fees subject to the approval of the Board of Governors for the State University System of Florida (BOG): activity and service fee, health fee, athletic fee, and tuition differential fee.^{10, 11} The board of trustees for each State University System (SUS) institution may also assess additional fees upon approval by the BOG.¹² Revenue generated from these fees must be expended as provided in law.¹³

Tuition Differential Fee

Each state university board of trustees may establish a tuition differential fee for undergraduate courses upon receipt of approval from the BOG. The fee must promote improvements in the quality of undergraduate education and provide financial aid to undergraduate students who exhibit financial need.¹⁴ The aggregate sum of undergraduate tuition and fees per credit hour, including the tuition differential fee, must not exceed the national average of undergraduate tuition and fees at four-year degree-granting public postsecondary educational institutions.¹⁵

Increases to the tuition differential fee may be proposed by the state university board of trustees once each year. Such increases must be approved by the BOG. The tuition differential fee must

⁵ Section 1009.24(4)(a), F.S.

⁶ Section 1009.24(4)(b), F.S.

⁷ Section 1009.24(4)(b), F.S.

⁸ Section 1009.24(4)(b), F.S.

⁹ Section 1009.24 (7), (8), (13), and (17), F.S.

¹⁰ Tuition differential is defined as the “supplemental fee charged to a student by a public university in this state.” Section 1009.01(3), F.S. “The aggregate sum of undergraduate tuition and fees per credit hour, including the tuition differential [fee at a state university], may not exceed the national average of undergraduate tuition and fees at 4-year degree-granting public postsecondary educational institutions.” Section 1009.24(16)(b)4., F.S.

¹¹ Section 1009.24(4), (9)-(12), and (16), F.S.; Florida Board of Governors Regulations 7.001(6) and (14) and 7.003(4), (5), (16), (17), and (23).

¹² Section 1009.24 (14), F.S.

¹³ Section 1009.24, F.S.

¹⁴ Section 1009.24(16), F.S.

¹⁵ Section 1009.24(16)(b)4., F.S.

not result in an increase of the aggregate sum of tuition and the tuition differential fee by more than 15 percent of the total charged for such fees in the preceding fiscal year.¹⁶

III. Effect of Proposed Changes:

This bill eliminates the annual rate-of-inflation increase of the resident undergraduate tuition per credit hour at state universities and reduces the maximum annual increase in the aggregate sum of tuition and the tuition differential fee for state universities, from 15 percent to six percent.

The bill also specifies that if the resident undergraduate tuition per credit hour at state universities is not provided in the General Appropriations Act, the tuition must remain the same as the prior fiscal year.

The bill takes effect on July 1, 2014.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

Senate Bill 1148 makes college education more affordable and accessible to Florida's families by eliminating the automatic annual rate-of-inflation increase of the resident undergraduate tuition per credit hour at state universities. The bill reduces the maximum annual increase in the aggregate sum of tuition and the tuition differential fee for state universities, from 15 percent to six percent. Based on 2013-2014 tuition and tuition differential fees, this bill may save a state university student up to \$13.20 per credit hour in the 2014-2015 fiscal year, or a total of \$396 based on enrollment in 30 credit hours. The total student savings would be up to \$74,448,319.¹⁷

¹⁶ Section 1009.24(16)(b)3., F.S.; *see also* Florida Board of Governors Regulation 7.001(14).

¹⁷ Email, Board of Governors (March 4, 2014), on file with Appropriations Subcommittee on Education staff.

C. Government Sector Impact:

The resident undergraduate tuition per credit hour will only increase when specified in the General Appropriations Act, since the tuition increase at the rate of inflation will no longer be authorized. Furthermore, the reduction in the maximum allowed increase to the sum of tuition and the tuition differential fee from 15 percent to six percent may result in forgone revenues for the state universities. For the 2014-2015 fiscal year, state universities could forgo as much as \$74,448,319 in tuition and tuition differential fee revenue.¹⁸

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1009.24 of the Florida Statutes.

IX. Additional Information:**A. Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

¹⁸ Email, Board of Governors (March 4, 2014), on file with Appropriations Subcommittee on Education staff.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/12/2014	.	
	.	
	.	
	.	

Appropriations Subcommittee on Education (Galvano) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause and insert:

Section 1. Subsection (15) of section 1001.03, Florida Statutes, is amended to read:

1001.03 Specific powers of State Board of Education.—

(15) FLORIDA COLLEGE SYSTEM INSTITUTION BACCALAUREATE DEGREE PROGRAMS.—The State Board of Education shall provide for the review ~~and approval~~ of ~~proposals by~~ Florida College System



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11 ~~institution~~ ~~institutions to offer~~ baccalaureate degree programs
12 pursuant to s. 1007.33. A Florida College System institution, as
13 defined in s. 1000.21 ~~which, that~~ is approved to offer
14 baccalaureate degrees pursuant to s. 1007.33 remains under the
15 authority of the State Board of Education and the Florida
16 College System institution's board of trustees.

17 Section 2. Subsections (1) and (2) of section 1001.60,
18 Florida Statutes, are amended to read:

19 1001.60 Florida College System.—

20 (1) PURPOSES.—In order to maximize open access for
21 students, respond to community needs for postsecondary academic
22 education and career degree education, and provide associate ~~and~~
23 ~~baccalaureate~~ degrees that will best meet the state's employment
24 needs, the Legislature establishes a system of governance for
25 the Florida College System.

26 (2) FLORIDA COLLEGE SYSTEM.—There shall be a single Florida
27 College System comprised of the Florida College System
28 institutions identified in s. 1000.21(3). A Florida College
29 System institution may not offer graduate degree programs.

30 (a) The programs and services offered by Florida College
31 System institutions in providing ~~associate and~~ baccalaureate
32 degrees authorized on or before March 31, 2014, and associate
33 degrees shall be delivered in a cost-effective manner that
34 demonstrates substantial savings to the student and to the state
35 over the cost of providing the degree at a state university.

36 (b) ~~1. A With the approval of its district board of~~
37 ~~trustees, a Florida College System institution may change the~~
38 ~~institution's name set forth in s. 1000.21(3) and use the~~
39 ~~designation "college" or "state college" if it has been~~



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40 ~~authorized to grant baccalaureate degrees pursuant to s. 1007.33~~
41 ~~and has been accredited as a baccalaureate-degree-granting~~
42 ~~institution by the Commission on Colleges of the Southern~~
43 ~~Association of Colleges and Schools.~~

44 ~~2. With the approval of its district board of trustees, a~~
45 ~~Florida College System institution that does not meet the~~
46 ~~criteria in subparagraph 1. may request approval from the State~~
47 ~~Board of Education to change the institution's name set forth in~~
48 ~~s. 1000.21(3) and use the designation "college." The State Board~~
49 ~~of Education may approve the request if the Florida College~~
50 ~~System institution authorized to offer a baccalaureate degree on~~
51 ~~or before March 31, 2014, must maintain enters into an agreement~~
52 ~~with the State Board of Education to do the following:~~

53 ~~1.a.~~ Maintain as its primary mission responsibility for
54 responding to community needs for postsecondary academic
55 education and career degree education as prescribed in s.
56 1004.65(5).

57 ~~2.b.~~ Maintain an open-door admissions policy for associate-
58 level degree programs and workforce education programs.

59 ~~3.e.~~ Continue to provide outreach to underserved
60 populations.

61 ~~4.d.~~ Continue to provide remedial education.

62 ~~5.e.~~ Comply with all provisions of the statewide
63 articulation agreement that relate to 2-year and 4-year public
64 degree-granting institutions as adopted by the State Board of
65 Education pursuant to s. 1007.23.

66 ~~(c) A district board of trustees that approves a change to~~
67 ~~the name of an institution under paragraph (b) must seek~~
68 ~~statutory codification of such name change in s. 1000.21(3)~~



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69 ~~during the next regular legislative session.~~

70 ~~(c)-(d)~~ A Florida College System institution may not use the
71 designation "university."

72 Section 3. Section 1004.32, Florida Statutes, is repealed.

73 Section 4. Paragraph (f) of subsection (5), subsection (6),
74 and paragraph (d) of subsection (8) of section 1004.65, Florida
75 Statutes, are amended to read:

76 1004.65 Florida College System institutions; governance,
77 mission, and responsibilities.—

78 (5) The primary mission and responsibility of Florida
79 College System institutions is responding to community needs for
80 postsecondary academic education and career degree education.
81 This mission and responsibility includes being responsible for:

82 ~~(f) Providing upper level instruction and awarding~~
83 ~~baccalaureate degrees as specifically authorized by law.~~

84 (6) A separate and secondary role for Florida College
85 System institutions includes the providing of upper level
86 instruction, the awarding of baccalaureate degrees specifically
87 authorized by law, and the offering of programs in:

88 (a) Community services that are not directly related to
89 academic or occupational advancement.

90 (b) Adult education services, including adult basic
91 education, adult general education, adult secondary education,
92 and General Educational Development test instruction.

93 (c) Recreational and leisure services.

94 (8) Florida College System institutions are authorized to:

95 (d) Provide access to and award baccalaureate degrees for
96 the completion of baccalaureate degree programs that are
97 approved by the State Board of Education on or before March 31,



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98 ~~2014 in accordance with law.~~

99

100 Authority to offer one or more baccalaureate degree programs
101 does not alter the governance relationship of the Florida
102 College System institution with its district board of trustees
103 or the State Board of Education.

104 Section 5. Section 1007.33, Florida Statutes, is amended to
105 read:

106 1007.33 Site-determined baccalaureate degree access.—

107 (1)~~(a)~~ The State Board of Education may not approve of a
108 Florida College System institution's proposal to establish a new
109 baccalaureate degree program after March 31, 2014 ~~Legislature~~
110 ~~recognizes that public and private postsecondary educational~~
111 ~~institutions play an essential role in improving the quality of~~
112 ~~life and economic well-being of the state and its residents. The~~
113 ~~Legislature also recognizes that economic development needs and~~
114 ~~the educational needs of place-bound, nontraditional students~~
115 ~~have increased the demand for local access to baccalaureate~~
116 ~~degree programs. It is therefore the intent of the Legislature~~
117 ~~to further expand access to baccalaureate degree programs~~
118 ~~through the use of Florida College System institutions.~~

119 ~~(b) For purposes of this section, the term "district"~~
120 ~~refers to the county or counties served by a Florida College~~
121 ~~System institution pursuant to s. 1000.21(3).~~

122 (2) A Any Florida College System institution that offers
123 one or more baccalaureate degree programs that are approved by
124 the State Board of Education on or before March 31, 2014, must:

125 (a) Maintain as its primary mission:

126 1. Responsibility for responding to community needs for



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127 postsecondary academic education and career degree education as
128 prescribed in s. 1004.65(5).

129 2. The provision of associate degrees that provide access
130 to a university.

131 (b) Maintain an open-door admission policy for associate-
132 level degree programs and workforce education programs.

133 (c) Continue to provide outreach to underserved
134 populations.

135 (d) Continue to provide remedial education.

136 (e) Comply with all provisions of the statewide
137 articulation agreement which relate to 2-year and 4-year public
138 degree-granting institutions as adopted by the State Board of
139 Education pursuant to s. 1007.23.

140 (f) Not award graduate credit.

141 (g) Not participate in intercollegiate athletics beyond the
142 2-year level.

143 (3) A Florida College System institution may not terminate
144 its associate in arts or associate in science degree programs as
145 a result of being authorized to offer one or more baccalaureate
146 degree programs. The Legislature intends that the primary
147 responsibility of a Florida College System institution,
148 including a Florida College System institution that offers
149 baccalaureate degree programs, continues to be the provision of
150 associate degrees that provide access to a university.

151 (4) A Florida College System institution may:

152 (a) Offer specified baccalaureate degree programs through
153 formal agreements between the Florida College System institution
154 and other regionally accredited postsecondary educational
155 institutions pursuant to s. 1007.22.



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156 (b) Offer baccalaureate degree programs that were approved
157 by the State Board of Education on or before March 31, 2014
158 authorized by law prior to July 1, 2009.

159 ~~(c) Beginning July 1, 2009, establish a first or subsequent~~
160 ~~baccalaureate degree program for purposes of meeting district,~~
161 ~~regional, or statewide workforce needs if approved by the State~~
162 ~~Board of Education under this section.~~

163
164 ~~Beginning July 1, 2009, the Board of Trustees of the St.~~
165 ~~Petersburg College is authorized to establish one or more~~
166 ~~bachelor of applied science degree programs based on an analysis~~
167 ~~of workforce needs in Pinellas, Pasco, and Hernando Counties and~~
168 ~~other counties approved by the Department of Education. For each~~
169 ~~program selected, St. Petersburg College must offer a related~~
170 ~~associate in science or associate in applied science degree~~
171 ~~program, and the baccalaureate degree level program must be~~
172 ~~designed to articulate fully with at least one associate in~~
173 ~~science degree program. The college is encouraged to develop~~
174 ~~articulation agreements for enrollment of graduates of related~~
175 ~~associate in applied science degree programs. The Board of~~
176 ~~Trustees of the St. Petersburg College is authorized to~~
177 ~~establish additional baccalaureate degree programs if it~~
178 ~~determines a program is warranted and feasible based on each of~~
179 ~~the factors in paragraph (5) (d). Prior to developing or~~
180 ~~proposing a new baccalaureate degree program, St. Petersburg~~
181 ~~College shall engage in need, demand, and impact discussions~~
182 ~~with the state university in its service district and other~~
183 ~~local and regional, accredited postsecondary providers in its~~
184 ~~region. Documentation, data, and other information from inter-~~



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185 ~~institutional discussions regarding program need, demand, and~~
186 ~~impact shall be provided to the college's board of trustees to~~
187 ~~inform the program approval process. Employment at St.~~
188 ~~Petersburg College is governed by the same laws that govern~~
189 ~~Florida College System institutions, except that upper-division~~
190 ~~faculty are eligible for continuing contracts upon the~~
191 ~~completion of the fifth year of teaching. Employee records for~~
192 ~~all personnel shall be maintained as required by s. 1012.81.~~

193 ~~(5) The approval process for baccalaureate degree programs~~
194 ~~shall require:~~

195 ~~(a) Each Florida College System institution to submit a~~
196 ~~notice of its intent to propose a baccalaureate degree program~~
197 ~~to the Division of Florida Colleges at least 100 days before the~~
198 ~~submission of its proposal under paragraph (d). The notice must~~
199 ~~include a brief description of the program, the workforce demand~~
200 ~~and unmet need for graduates of the program to include evidence~~
201 ~~from entities independent of the institution, the geographic~~
202 ~~region to be served, and an estimated timeframe for~~
203 ~~implementation. Notices of intent may be submitted by a Florida~~
204 ~~College System institution at any time throughout the year. The~~
205 ~~notice must also include evidence that the Florida College~~
206 ~~System institution engaged in need, demand, and impact~~
207 ~~discussions with the state university and other regionally~~
208 ~~accredited postsecondary education providers in its service~~
209 ~~district.~~

210 ~~(b) The Division of Florida Colleges to forward the notice~~
211 ~~of intent within 10 business days after receiving such notice to~~
212 ~~the Chancellor of the State University System, the President of~~
213 ~~the Independent Colleges and Universities of Florida, and the~~



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214 ~~Executive Director of the Commission for Independent Education.~~
215 ~~State universities shall have 60 days following receipt of the~~
216 ~~notice by the Chancellor of the State University System to~~
217 ~~submit objections to the proposed new program or submit an~~
218 ~~alternative proposal to offer the baccalaureate degree program.~~
219 ~~If a proposal from a state university is not received within the~~
220 ~~60-day period, the State Board of Education shall provide~~
221 ~~regionally accredited private colleges and universities 30 days~~
222 ~~to submit objections to the proposed new program or submit an~~
223 ~~alternative proposal. Objections or alternative proposals shall~~
224 ~~be submitted to the Division of Florida Colleges and must be~~
225 ~~considered by the State Board of Education in making its~~
226 ~~decision to approve or deny a Florida College System~~
227 ~~institution's proposal.~~

228 ~~(c) An alternative proposal submitted by a state university~~
229 ~~or private college or university to adequately address:~~

230 ~~1. The extent to which the workforce demand and unmet need~~
231 ~~described in the notice of intent will be met.~~

232 ~~2. The extent to which students will be able to complete~~
233 ~~the degree in the geographic region proposed to be served by the~~
234 ~~Florida College System institution.~~

235 ~~3. The level of financial commitment of the college or~~
236 ~~university to the development, implementation, and maintenance~~
237 ~~of the specified degree program, including timelines.~~

238 ~~4. The extent to which faculty at both the Florida College~~
239 ~~System institution and the college or university will~~
240 ~~collaborate in the development and offering of the curriculum.~~

241 ~~5. The ability of the Florida College System institution~~
242 ~~and the college or university to develop and approve the~~



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243 ~~curriculum for the specified degree program within 6 months~~
244 ~~after an agreement between the Florida College System~~
245 ~~institution and the college or university is signed.~~

246 ~~6. The extent to which the student may incur additional~~
247 ~~costs above what the student would expect to incur if the~~
248 ~~program were offered by the Florida College System institution.~~

249 ~~(d) Each proposal submitted by a Florida College System~~
250 ~~institution to, at a minimum, include:~~

251 ~~1. A description of the planning process and timeline for~~
252 ~~implementation.~~

253 ~~2. An analysis of workforce demand and unmet need for~~
254 ~~graduates of the program on a district, regional, or statewide~~
255 ~~basis, as appropriate, including evidence from entities~~
256 ~~independent of the institution.~~

257 ~~3. Identification of the facilities, equipment, and library~~
258 ~~and academic resources that will be used to deliver the program.~~

259 ~~4. The program cost analysis of creating a new~~
260 ~~baccalaureate degree when compared to alternative proposals and~~
261 ~~other program delivery options.~~

262 ~~5. The program's admission requirements, academic content,~~
263 ~~curriculum, faculty credentials, student-to-teacher ratios, and~~
264 ~~accreditation plan.~~

265 ~~6. The program's enrollment projections and funding~~
266 ~~requirements.~~

267 ~~7. A plan of action if the program is terminated.~~

268 ~~(e) The Division of Florida Colleges to review the~~
269 ~~proposal, notify the Florida College System institution of any~~
270 ~~deficiencies in writing within 30 days following receipt of the~~
271 ~~proposal, and provide the Florida College System institution~~



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272 ~~with an opportunity to correct the deficiencies. Within 45 days~~
273 ~~following receipt of a completed proposal by the Division of~~
274 ~~Florida Colleges, the Commissioner of Education shall recommend~~
275 ~~approval or disapproval of the proposal to the State Board of~~
276 ~~Education. The State Board of Education shall consider such~~
277 ~~recommendation, the proposal, and any objections or alternative~~
278 ~~proposals at its next meeting. If the State Board of Education~~
279 ~~disapproves the Florida College System institution's proposal,~~
280 ~~it shall provide the Florida College System institution with~~
281 ~~written reasons for that determination.~~

282 ~~(f) The Florida College System institution to obtain from~~
283 ~~the Commission on Colleges of the Southern Association of~~
284 ~~Colleges and Schools accreditation as a baccalaureate degree-~~
285 ~~granting institution if approved by the State Board of Education~~
286 ~~to offer its first baccalaureate degree program.~~

287 ~~(g) The Florida College System institution to notify the~~
288 ~~Commission on Colleges of the Southern Association of Colleges~~
289 ~~and Schools of subsequent degree programs that are approved by~~
290 ~~the State Board of Education and to comply with the~~
291 ~~association's required substantive change protocols for~~
292 ~~accreditation purposes.~~

293 ~~(4)(h) A The Florida College System institution authorized~~
294 ~~to offer baccalaureate degrees must ~~to~~ annually, and upon~~
295 ~~request of the State Board of Education, the Commissioner of~~
296 ~~Education, the Chancellor of the Florida College System, or the~~
297 ~~Legislature, report its status using the following performance~~
298 ~~and compliance indicators:~~

299 ~~(a)1. Obtaining and maintaining appropriate Southern~~
300 ~~Association of Colleges and Schools accreditation;~~



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- 301 (b)2. Maintaining qualified faculty and institutional
302 resources;
303 (c)3. Maintaining enrollment in previously approved
304 programs;
305 (d)4. Managing fiscal resources appropriately;
306 (e)5. Complying with the primary mission and responsibility
307 requirements in subsections (1) and (2) and (3); and
308 (f)6. Other indicators of success, including program
309 completions, placements, and surveys of graduates and employers.
310

311 The State Board of Education, upon review of the performance and
312 compliance indicators specified in this subsection, may require
313 a Florida College System institution's board of trustees to
314 modify or terminate a baccalaureate degree program authorized
315 under this section.

316 (5)(6) The State Board of Education shall adopt rules to
317 administer this section ~~prescribe format and content~~
318 ~~requirements and submission procedures for notices of intent,~~
319 ~~proposals, alternative proposals, and compliance reviews under~~
320 ~~subsection (5).~~

321 Section 6. Paragraph (d) of subsection (3) of section
322 1009.22, Florida Statutes, is amended to read:

323 1009.22 Workforce education postsecondary student fees.—

324 (3)

325 (d) Beginning with the 2008-2009 fiscal year and in the
326 fall semester of each year thereafter, the rate for the tuition
327 and the out-of-state fee per contact hour shall be increase at
328 ~~the beginning of each fall semester at a rate equal to~~
329 ~~inflation, unless otherwise provided in the General~~



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330 Appropriations Act. If the rate is not provided in the General
331 Appropriations Act ~~The Office of Economic and Demographic~~
332 ~~Research shall report the rate of inflation to the President of~~
333 ~~the Senate, the Speaker of the House of Representatives, the~~
334 ~~Governor, and the State Board of Education each year prior to~~
335 ~~March 1. For purposes of this paragraph, the rate of inflation~~
336 ~~shall be defined as the rate of the 12-month percentage change~~
337 ~~in the Consumer Price Index for All Urban Consumers, U.S. City~~
338 ~~Average, All Items, or successor reports as reported by the~~
339 ~~United States Department of Labor, Bureau of Labor Statistics,~~
340 ~~or its successor for December of the previous year. In the event~~
341 ~~the percentage change is negative, the tuition and out-of-state~~
342 ~~fee must ~~shall~~ remain at the same level as the prior fiscal~~
343 ~~year.~~

344 Section 7. Paragraph (b) of subsection (2) and paragraph
345 (c) of subsection (3) of section 1009.23, Florida Statutes, are
346 amended to read:

347 1009.23 Florida College System institution student fees.—

348 (2)

349 (b) Tuition and out-of-state fees for upper-division
350 courses must reflect the fact that the Florida College System
351 institution has a less expensive cost structure than that of a
352 state university. Therefore, the board of trustees shall
353 establish tuition and out-of-state fees for upper-division
354 courses in baccalaureate degree programs approved pursuant to s.
355 1007.33 at the same rate as lower-division courses unless
356 otherwise established by law or ~~consistent with law and provide~~
357 ~~language in the General Appropriations Act. However, the board~~
358 ~~of trustees may vary tuition and out-of-state fees only as~~



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359 provided in subsection (6) and s. 1009.26(11).

360 (3)

361 (c) Beginning with the 2008-2009 fiscal year and in the
362 fall semester of each year thereafter, the rate for the tuition
363 and the out-of-state fee shall be increase at the beginning of
364 each fall semester at a rate equal to inflation, unless
365 otherwise provided in the General Appropriations Act. If the
366 rate is not provided in the General Appropriations Act ~~The~~
367 ~~Office of Economic and Demographic Research shall report the~~
368 ~~rate of inflation to the President of the Senate, the Speaker of~~
369 ~~the House of Representatives, the Governor, and the State Board~~
370 ~~of Education each year prior to March 1. For purposes of this~~
371 ~~paragraph, the rate of inflation shall be defined as the rate of~~
372 ~~the 12-month percentage change in the Consumer Price Index for~~
373 ~~All Urban Consumers, U.S. City Average, All Items, or successor~~
374 ~~reports as reported by the United States Department of Labor,~~
375 ~~Bureau of Labor Statistics, or its successor for December of the~~
376 ~~previous year. In the event the percentage change is negative,~~
377 the tuition and the out-of-state fee per credit hour must shall
378 remain at the same levels as the prior fiscal year.

379 Section 8. Paragraph (b) of subsection (4) and paragraph
380 (b) of subsection (16) of section 1009.24, Florida Statutes, are
381 amended to read:

382 1009.24 State university student fees.—

383 (4)

384 (b) Beginning with the 2008-2009 fiscal year and in the
385 fall semester of each year thereafter, the rate for the resident
386 undergraduate tuition per credit hour shall be increase at the
387 beginning of each fall semester at a rate equal to inflation,



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388 ~~unless otherwise~~ provided in the General Appropriations Act. If
389 ~~the rate is not provided in the General Appropriations Act~~ The
390 ~~Office of Economic and Demographic Research shall report the~~
391 ~~rate of inflation to the President of the Senate, the Speaker of~~
392 ~~the House of Representatives, the Governor, and the Board of~~
393 ~~Governors each year prior to March 1. For purposes of this~~
394 ~~paragraph, the rate of inflation shall be defined as the rate of~~
395 ~~the 12-month percentage change in the Consumer Price Index for~~
396 ~~All Urban Consumers, U.S. City Average, All Items, or successor~~
397 ~~reports as reported by the United States Department of Labor,~~
398 ~~Bureau of Labor Statistics, or its successor for December of the~~
399 ~~previous year. In the event the percentage change is negative,~~
400 the resident undergraduate tuition must ~~shall~~ remain at the same
401 level as the prior fiscal year.

402 (16) Each university board of trustees may establish a
403 tuition differential for undergraduate courses upon receipt of
404 approval from the Board of Governors. The tuition differential
405 must ~~shall~~ promote improvements in the quality of undergraduate
406 education and shall provide financial aid to undergraduate
407 students who exhibit financial need.

408 (b) Each tuition differential is subject to the following
409 conditions:

410 1. The tuition differential may be assessed on one or more
411 undergraduate courses or on all undergraduate courses at a state
412 university.

413 2. The tuition differential may vary by course or courses,
414 campus or center location, and by institution. Each university
415 board of trustees shall strive to maintain and increase
416 enrollment in degree programs related to math, science, high



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417 technology, and other state or regional high-need fields when
418 establishing tuition differentials by course.

419 3. For each state university that has total research and
420 development expenditures for all fields of at least \$100 million
421 per year as reported annually to the National Science
422 Foundation, the aggregate sum of tuition and the tuition
423 differential may not be increased by more than 6 ~~15~~ percent of
424 the total charged for the aggregate sum of these fees in the
425 preceding fiscal year. For each state university that has total
426 research and development expenditures for all fields of less
427 than \$100 million per year as reported annually to the National
428 Science Foundation, the aggregate sum of tuition and the tuition
429 differential may not be increased by more than 6 ~~15~~ percent of
430 the total charged for the aggregate sum of these fees in the
431 preceding fiscal year.

432 4. The aggregate sum of undergraduate tuition and fees per
433 credit hour, including the tuition differential, may not exceed
434 the national average of undergraduate tuition and fees at 4-year
435 degree-granting public postsecondary educational institutions.

436 5. The tuition differential may ~~shall~~ not be included in
437 any award under the Florida Bright Futures Scholarship Program
438 established pursuant to ss. 1009.53-1009.538.

439 6. Beneficiaries having prepaid tuition contracts pursuant
440 to s. 1009.98(2)(b) which were in effect on July 1, 2007, and
441 which remain in effect, are exempt from the payment of the
442 tuition differential.

443 7. The tuition differential may not be charged to any
444 student who was in attendance at the university before July 1,
445 2007, and who maintains continuous enrollment.



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446 8. The tuition differential may be waived by the university
447 for students who meet the eligibility requirements for the
448 Florida public student assistance grant established in s.
449 1009.50.

450 9. Subject to approval by the Board of Governors, the
451 tuition differential authorized pursuant to this subsection may
452 take effect with the 2009 fall term.

453 Section 9. This act shall take effect upon becoming a law
454 and shall apply retroactively to March 31, 2014.

455
456 ===== T I T L E A M E N D M E N T =====

457 And the title is amended as follows:

458 Delete everything before the enacting clause
459 and insert:

460 A bill to be entitled
461 An act relating to postsecondary education; amending
462 s. 1001.03, F.S.; requiring the State Board of
463 Education to review baccalaureate degree programs
464 currently offered by Florida College System
465 institutions, rather than proposed baccalaureate
466 degree programs; amending s. 1001.60, F.S.; revising
467 the purpose of the Florida College System with regard
468 to baccalaureate degrees; conforming provisions to
469 changes made by the act; deleting provisions that
470 authorize a Florida College System institution to
471 change its name; requiring a Florida College System
472 institution authorized to offer a baccalaureate degree
473 before a specified date to maintain an agreement with
474 the State Board of Education; repealing s. 1004.32,



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475 F.S., relating to New College of Florida; amending s.
476 1004.65, F.S.; revising a Florida College System
477 institution's primary responsibilities and secondary
478 role as they relate to providing upper-level
479 instruction and awarding baccalaureate degrees;
480 authorizing a Florida College System institution to
481 provide access to and award baccalaureate degrees for
482 the completion of baccalaureate degree programs that
483 are approved by the State Board of Education on or
484 before a specified date; amending s. 1007.33, F.S.;
485 prohibiting the State Board of Education from
486 approving a Florida College System institution's
487 proposal to establish a new baccalaureate degree
488 program after a specified date; deleting legislative
489 intent relating to expanding access to baccalaureate
490 degree programs through Florida College System
491 institutions; authorizing a Florida College System
492 institution to offer baccalaureate degree programs
493 that are authorized by law before a specified date;
494 deleting provisions relating to the authorization of
495 the Board of Trustees of St. Petersburg College to
496 establish certain baccalaureate degree programs and
497 associate degree programs; deleting provisions
498 relating to the approval process for proposed
499 baccalaureate degree programs; conforming provisions
500 to changes made by the act; amending s. 1009.22, F.S.;
501 deleting a provision relating to the automatic rate of
502 inflation increase in tuition and out-of-state fee per
503 contact hour for workforce education programs;



714502

504 deleting a requirement that the Office of Economic and
505 Demographic Research annually report the rate of
506 inflation to the Governor, the Legislature, and the
507 State Board of Education; deleting the definition of
508 the term "rate of inflation"; amending s. 1009.23,
509 F.S.; requiring the board of trustees of a Florida
510 College System institution to establish tuition and
511 out-of-state fees for upper-division courses in
512 baccalaureate degree programs at the same rate as
513 lower-division courses; deleting a provision relating
514 to the automatic rate of inflation increase in tuition
515 and out-of-state fees at Florida College System
516 institutions; deleting a requirement that the Office
517 of Economic and Demographic Research annually report
518 the rate of inflation to the Governor, the
519 Legislature, and the State Board of Education;
520 deleting the definition of the term "rate of
521 inflation"; amending s. 1009.24, F.S.; deleting a
522 provision relating to the automatic rate of inflation
523 increase in resident undergraduate tuition per credit
524 hour at state universities; deleting a requirement
525 that the Office of Economic and Demographic Research
526 annually report the rate of inflation to the Governor,
527 the Legislature, and the Board of Governors; deleting
528 the definition of the term "rate of inflation";
529 revising the annual percentage increase allowed in the
530 aggregate sum of tuition and the tuition differential
531 at state universities; providing for retroactive
532 application; providing an effective date.

By the Committee on Education

581-01853-14

20141148__

1 A bill to be entitled
 2 An act relating to postsecondary education; amending
 3 s. 1009.24, F.S.; deleting a provision relating to the
 4 automatic rate of inflation increase in resident
 5 undergraduate tuition per credit hour at state
 6 universities; deleting a requirement that the Office
 7 of Economic and Demographic Research annually report
 8 the rate of inflation to the Governor, the
 9 Legislature, and the Board of Governors; deleting the
 10 definition of the term "rate of inflation"; lowering
 11 the annual percentage increase allowed in the
 12 aggregate sum of tuition and the tuition differential
 13 at state universities; providing an effective date.

14
 15 Be It Enacted by the Legislature of the State of Florida:

16
 17 Section 1. Paragraph (b) of subsection (4) and paragraph
 18 (b) of subsection (16) of section 1009.24, Florida Statutes, are
 19 amended to read:

20 1009.24 State university student fees.—

21 (4)

22 (b) Beginning with the 2008-2009 fiscal year and each year
 23 thereafter, the resident undergraduate tuition per credit hour
 24 shall increase at the beginning of each fall semester at a rate
 25 ~~equal to inflation, unless otherwise~~ provided in the General
 26 Appropriations Act. If the rate is not provided in the General
 27 Appropriations Act ~~The Office of Economic and Demographic~~
 28 ~~Research shall report the rate of inflation to the President of~~
 29 ~~the Senate, the Speaker of the House of Representatives, the~~

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30 ~~Governor, and the Board of Governors each year prior to March 1.~~
 31 ~~For purposes of this paragraph, the rate of inflation shall be~~
 32 ~~defined as the rate of the 12-month percentage change in the~~
 33 ~~Consumer Price Index for All Urban Consumers, U.S. City Average,~~
 34 ~~All Items, or successor reports as reported by the United States~~
 35 ~~Department of Labor, Bureau of Labor Statistics, or its~~
 36 ~~successor for December of the previous year. In the event the~~
 37 ~~percentage change is negative, the resident undergraduate~~
 38 tuition shall remain at the same level as the prior fiscal year.

39 (16) Each university board of trustees may establish a
 40 tuition differential for undergraduate courses upon receipt of
 41 approval from the Board of Governors. The tuition differential
 42 shall promote improvements in the quality of undergraduate
 43 education and shall provide financial aid to undergraduate
 44 students who exhibit financial need.

45 (b) Each tuition differential is subject to the following
 46 conditions:

47 1. The tuition differential may be assessed on one or more
 48 undergraduate courses or on all undergraduate courses at a state
 49 university.

50 2. The tuition differential may vary by course or courses,
 51 campus or center location, and by institution. Each university
 52 board of trustees shall strive to maintain and increase
 53 enrollment in degree programs related to math, science, high
 54 technology, and other state or regional high-need fields when
 55 establishing tuition differentials by course.

56 3. For each state university that has total research and
 57 development expenditures for all fields of at least \$100 million
 58 per year as reported annually to the National Science

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59 Foundation, the aggregate sum of tuition and the tuition
 60 differential may not be increased by more than 6 ~~15~~ percent of
 61 the total charged for the aggregate sum of these fees in the
 62 preceding fiscal year. For each state university that has total
 63 research and development expenditures for all fields of less
 64 than \$100 million per year as reported annually to the National
 65 Science Foundation, the aggregate sum of tuition and the tuition
 66 differential may not be increased by more than 6 ~~15~~ percent of
 67 the total charged for the aggregate sum of these fees in the
 68 preceding fiscal year.

69 4. The aggregate sum of undergraduate tuition and fees per
 70 credit hour, including the tuition differential, may not exceed
 71 the national average of undergraduate tuition and fees at 4-year
 72 degree-granting public postsecondary educational institutions.

73 5. The tuition differential shall not be included in any
 74 award under the Florida Bright Futures Scholarship Program
 75 established pursuant to ss. 1009.53-1009.538.

76 6. Beneficiaries having prepaid tuition contracts pursuant
 77 to s. 1009.98(2)(b) which were in effect on July 1, 2007, and
 78 which remain in effect, are exempt from the payment of the
 79 tuition differential.

80 7. The tuition differential may not be charged to any
 81 student who was in attendance at the university before July 1,
 82 2007, and who maintains continuous enrollment.

83 8. The tuition differential may be waived by the university
 84 for students who meet the eligibility requirements for the
 85 Florida public student assistance grant established in s.
 86 1009.50.

87 9. Subject to approval by the Board of Governors, the

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88 tuition differential authorized pursuant to this subsection may
 89 take effect with the 2009 fall term.

90 Section 2. This act shall take effect July 1, 2014.

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The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: SB 1642

INTRODUCER: Education Committee

SUBJECT: Education Accountability

DATE: March 6, 2014

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>deMarsh-Mathues</u>	<u>Klebacha</u>	<u>ED</u>	<u>ED SPB 7060 as Introduced</u>
2.	<u>Sikes</u>	<u>Elwell</u>	<u>AED</u>	<u>Pre-meeting</u>
3.	_____	_____	<u>AP</u>	_____

I. Summary:

Senate Bill 1642 makes substantial changes to Florida's public school statewide assessment and accountability system, including revisions to school grading and school improvement rating systems. The bill provides for a one-year transition period to new statewide, standardized assessments.

The bill does not have a fiscal impact on overall public school funding, but may impact individual school eligibility for existing Florida School Recognition Program awards.

The bill takes effect July 1, 2014.

II. Present Situation:

Florida Statewide Assessment and Accountability System

Florida's school grading system was created in 1999 as a part of substantial changes to the state's school improvement and accountability system.¹ The law designated school grade categories and specified the metrics used to measure school performance.² Since that time, the school grading system has undergone a number of significant changes.³

¹ Section 7 of chapter 99-398, L.O.F., codified in s. 229.57, F.S., subsequently repealed by s. 378, ch. 2002-387, L.O.F, and codified in s. 1008.34, F.S.

² *Id.*

³ *Florida School Grades' History of Change*, Florida Department of Education, April 2013, [Approval of Amendment to Rule 6A-1.09981, Implementation of Florida's System of School Improvement and Accountability](#). (last visited March 1, 2014)

School Grades

The measure of school accountability is the school grade.⁴ The following letter grades are used to designate school performance:⁵

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

The criteria for designating school performance grades are based on a combination of the following:⁶

- Student achievement scores on statewide, standardized assessments under s. 1008.22, F.S., and the achievement scores for students seeking a special diploma.⁷
- Student learning gains in Reading or English Language Arts and Mathematics as measured by statewide, standardized assessments administered pursuant to s. 1008.22, F.S., including gains for students seeking a special diploma, as measured by an alternate assessment.⁸
- Improvement of the lowest 25th percentile of students in the school in Reading or English Language Arts and Mathematics, as measured by standardized statewide assessments pursuant to s. 1008.22, F.S., unless these students are exhibiting satisfactory performance.⁹
- Performance and participation of middle school students enrolled in high school level courses with end-of-course (EOC) assessments and attainment of industry certification, when data are available.¹⁰

In addition to the above, a high school grade is based on the following:

- 4-year and 5-year high school graduation rate and a 4-year and 5-year high school graduation rate for at-risk students, defined as students who scored Level 1 or 2 on the grade 8 assessment in English Language Arts and Mathematics.¹¹

⁴ Rule 6A-1.09981(3), F.A.C.

⁵ Section 1008.34(2), F.S. Rule 6A-1.09981(6)(a), F.A.C.

⁶ Section 1008.34(3)(b), F.S. Rule 6A-6.0909, F.A.C., provides that English Language Learners (ELL) who have been enrolled in school in the U.S. for less than 12 months may be exempted from the statewide assessment in Reading and must take the annual Comprehensive English Language Learning Assessment (CELLA) assessment, which measures the progress of a student’s proficiency in English. An exemption from participation in any component of the statewide assessment program for an individual student may only be made by specific action of an ELL committee and only for a student whose date of classification as an English Language Learner falls within one year prior to the assessment date. Rule 6A-1.09432, F.A.C. See <http://www.fldoe.org/aala/cella.asp> (last visited March 1, 2014).

⁷ Section 1008.34(3)(b)1.a., F.S. and Rule 6A-1.09981(1)(a)1.a., F.A.C. Based on FCAT 2.0 Reading in grades 3 through 10, and FCAT 2.0 Mathematics in grades 3 through 8; FCAT 2.0 Science in grades 5 and 8; FCAT Writing in grades 4, 8, and 10; Florida Alternate Assessment; statewide high school end-of-course (EOC) assessments in Algebra 1, Biology, and Geometry; and middle school statewide EOC assessment in Civics (beginning 2014-15). Statewide EOC assessment scores for students who pass statewide high school EOC assessments in middle school will be banked for inclusion in the high school performance measures addressed in this paragraph when these students enroll in grade 9.

⁸ Section 1008.34(3)(b)1.b., F.S. Rule 6A-1.09981(1)(b)1.b., F.A.C., provides for annual student learning gains as measured by Reading and Mathematics (including Algebra I and Geometry end-of-course (EOC) assessments) in applicable grades.

⁹ Section 1008.34(3)(b)1.c., F.S. Rule 6A-1.09981(1)(a)1.c., F.A.C.

¹⁰ Section 1008.34(3)(b)2., F.S. Performance and participation must be weighted equally.

¹¹ Section 1008.34(3)(b)3.a. and 3.d., F.S. Rule 6A-1.09981(1)(a)1.d. and (4)(c)1.a. and b., F.A.C.

- Performance and participation of high school students in College Board Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual enrollment courses, and Advanced International Certificate of Education (AICE) courses; and the students' achievement of national industry certification identified in the Industry Certification Funding List, pursuant to State Board of Education rules.¹²
- Postsecondary readiness of all on-time graduates, as measured by SAT, ACT, PERT, common placement test (CPT).¹³
- Performance on statewide, standardized EOC assessments;¹⁴ and
- Growth or decline in high school components.¹⁵

Currently, the procedure for calculating the school grade and the scale used to determine a school grade are specified in State Board of Education rule.¹⁶ Additionally, the award of bonus points to schools is specified in rule.¹⁷

School Improvement Ratings

Alternative schools, may choose to receive either a school grade or a school improvement rating.¹⁸ An alternative school that earns a school improvement rating receives one of the following:¹⁹

- “Improving” – students are making more academic progress at the alternative school than when the students were served in their home schools;
- “Maintaining” – students are making progress at the alternative school equivalent to academic progress made when the students were served in their home schools; or
- “Declining” – students are making less academic progress at the alternative school than when the students were served in their home schools.

School improvement ratings are indicators of whether an alternative school's performance has improved, remained the same, or declined compared to the prior year based on student statewide, standardized assessment scores.²⁰

An alternative school is any school that provides dropout prevention and academic intervention services. However, for accountability purposes, the definition of an alternative school excludes “second chance schools”, educational programs operated or contracted by Department of

¹² Section 1008.34(3)(b)3.b., F.S. Rule 6A-1.09981(1)(a)1.d., F.A.C.

¹³ Section 1008.34(3)(b)3.c., F.S. Rule 6A-1.09981(1)(a)1.d., F.A.C.

¹⁴ Section 1008.34(3)(b)3.e., F.S.

¹⁵ Section 1008.34(3)(b)3.f., F.S.

¹⁶ Rule 6A-1.09981(5) and (6), F.A.C.

¹⁷ For example, Rule 6A-1.09981(5)(c)8., F.A.C., provides that bonus points are awarded if at least 50 percent of the 11th and 12th grade students in the school retaking the grade 10 Reading assessment and at least half of students in the school retaking other statewide assessments required for graduation meet the graduation requirement.

¹⁸ Sections 1008.34(3)(a)2. and 1008.341(2), F.S. For charter schools that meet the definition of an alternative school, i.e., charter alternative schools, the decision to receive a school grade is the decision of the charter school governing board. Section 1008.34(3)(a)2., F.S.

¹⁹ Section 1008.341(2), F.S.

²⁰ Section 1008.341(2), F.S.; *see also* Rule 6A-1.099822, F.A.C.

Juvenile Justice facilities, and district school board programs that serve students officially enrolled in dropout retrieval programs.^{21,22}

If an alternative school chooses to receive a school improvement rating instead of a school grade, student performance is also included in the school grade of the student's home school.^{23,24}

The achievement scores and learning gains of eligible students attending alternative schools that provide dropout prevention and academic intervention services are credited back to the home school for inclusion in the home school's grade calculation.²⁵

District Grades

Under the statewide accountability system, school districts are also graded.²⁶ A school district's grade is calculated using student performance and learning gains data on statewide assessments used for determining school grades for each eligible student enrolled for a full school year in the district.²⁷ This calculation methodology captures each eligible student in the district who may have transferred among schools within the district or is enrolled in a school that does not receive a grade.²⁸

Florida School Recognition Program

The program provides financial awards to public schools that sustain high performance by receiving a school grade of "A," or demonstrate exemplary improvement due to innovation and effort by improving at least one letter grade or by improving more than one letter grade and sustaining the improvement the following school year.²⁹ All public schools, including charter schools that receive a school grade are eligible to participate in the program.³⁰ Schools that improve at least one level or maintain an "improving" rating are also eligible for school recognition awards.³¹

²¹ A "second chance school" means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. Section 1003.53(1)(d)1., F.S.

²² Section 1008.341(2), F.S.; Rule 6A-1.099822(2)(a), F.A.C.; *cf.* s. 1008.341(3), F.S. (stating that the assessment scores of students who are subject to district school board policies for expulsion for repeated or serious offenses, who are in dropout retrieval programs serving students who have officially been designated as dropouts, or who are in programs operated or contracted by the Department of Juvenile Justice may not be included in an alternative school's school improvement rating.)

²³ "Home school" means the school to which the student would be assigned if the student were not assigned to an alternative school. Section 1008.34(3)(c)3., F.S.

²⁴ Section 1008.34(3)(c)3., F.S.; *see also* s. 1008.341, F.S.

²⁵ Section 1008.34(3)(c)3., F.S.; *cf.* rule 6A-1.099822(6), F.A.C. (stating that the student performance of eligible students shall be included in the students' home school's grade as well as the school's school improvement rating, if the school is not a charter alternative school). This presumes that students are not assigned to charter alternative schools.

²⁶ Section 1008.34(7), F.S.

²⁷ *Id.*

²⁸ *Id.*

²⁹ Section 1008.36, F.S.

³⁰ *Id.*

³¹ Section 1008.341(2), F.S.

The charts below describe the current models used for calculating school grades for elementary, middle, and high school grades.

Current Elementary School Grade Model³² (800 possible points)

Reading	Math	Writing	Science
Achievement			
(100 points)	100 points)	(100 points)	(100 points)
Learning Gains – with additional weights for certain types of gains			
(100 points)	(100 points)		
Low 25% Learning Gains – with additional weights for certain types of gains			
(100 points)	(100 points)		
(300 points)	(300 points)	(100 points)	(100 points)
A school grade is lowered one letter grade below what the point total indicate if: <ul style="list-style-type: none"> • Fewer than 50% of the Low 25% demonstrate gains in reading and mathematics (or show annual improvement) • Fewer than 25% of students are reading at or above grade level • Fewer than 95% of eligible students are tested, and the school earned enough points for an “A” 			

Current Middle School Model 2013-14 (900 possible points)

Reading	Math	Writing	Science	Acceleration
Achievement				
(100 points)	(100 points)	(100 points)	(100 points)	Middle School Students’ Participation in and Performance on High School Level EOC assessments and Industry Certifications (100 points)
Learning Gains - with additional weights for certain types of gains				
(100 points)	(100 points)			
Low 25% Learning Gains - with additional weights for certain types of gains				
(100 points)	(100 points)			
(300 points)	(300 points)	(100 points)	(100 points)	(100 points)
A school grade is lowered one letter grade below what the point total indicate if: <ul style="list-style-type: none"> • Fewer than 50% of the Low 25% demonstrate gains in reading and mathematics (or show annual improvement) • Fewer than 25% of students are reading at or above grade level • Fewer than 95% of eligible students are tested, and the school earned enough points for an “A” 				

³² Florida Department of Education, *Proposed Florida School Accountability Plan*, Commissioner of Education, February 18, 2014 , See http://www.fldoe.org/board/meetings/2014_02_18/agenda.asp , (last visited March 2, 2014)

Current High School Model 2013-14 (1600 possible points)

Assessment Components – 50%				“Other” Components – 50%			
Reading	Mathematics (Algebra, Geometry)	Writing	Science (Biology)	Acceleration	Graduation Rate	College Readiness	Social Studies (US History)
Achievement				Participation & Performance in AP, IB, AICE, dual enrollment, and/or industry certification – with additional weights for multiple participation & performance (100 points for Participation) (100 points for Performance)	A total of four graduation rates (200 points)	Percent of graduates that are “college ready” based on SAT, ACT, and/or PERT Reading (100 points) Math (100 points)	EOC (100 points)
(100 points)	(100 points)	(100 points)	(100 points)		Overall, 4-year (100 points)		
Learning Gains - with additional weights for certain types of gain					Overall, 5-year (100 points)		
(100 points)	(100 points)						
Low 25% Learning Gains – with additional weights for certain types of gains				At-Risk, 4-year (50 points)			
(100 points)	(100 points)			At-risk, 5-year (50 points)			
(300 points)	(300 points)	(100 points)	(100 points)	(200 points)	(300 points)	(200 points)	(100 points)
A school grade is lowered one letter grade below what the point total indicate if: <ul style="list-style-type: none"> • Fewer than 50% of the Low 25% demonstrate gains in reading and mathematics (or show annual improvement) • Fewer than 25% of students are reading at or above grade level • Fewer than 65% of at-risk students graduate from high school, and the school earned enough points for an “A” • Fewer than 95% of eligible students are tested, and the school earned enough points for an “A” 							

Students with Disabilities

Current law provides a process for granting an extraordinary exemption from administration of a statewide, standardized assessment for a student with a disability who has not had allowable accommodations offered due to technology limitations in the testing administration program or whose assessment results would reflect the student’s condition rather than student achievement.³³ The law also provides for an exemption, based on an individual education plan (IEP) team determination, as well as a process for requesting an exemption from testing during a particular testing window.³⁴ The latter request must be made to the district superintendent before each testing window with a recommendation by him or her to the Commissioner of Education. A parent is permitted to appeal the Commissioner’s decision.

³³ Section 1008.212, F.S.

³⁴ *Id.*

III. Effect of Proposed Changes:

Senate Bill 1642 makes substantial changes to Florida's public school statewide assessment and accountability system, including revisions to school grading and school improvement rating systems. The bill provides for a one-year transition period to new statewide, standardized assessments. By clarifying definitions and removing extraneous calculation components, the bill ultimately simplifies how school grades are calculated and reported.

School Grades

Definitions

For purposes of the statewide, standardized assessment program and the school grading system, the bill defines "achievement level" as the level of content mastery a student has acquired in a particular subject as measured by a statewide, standardized assessment. There are five achievement levels. Level 1 is the lowest achievement level, level 5 is the highest achievement level, and level 3 indicates satisfactory performance. Under the bill, a student passes an assessment if the student achieves a level 3, level 4, or level 5. The State Board of Education must provide, in rule, the number of achievement levels and identify the achievement levels that are considered passing on the Florida Alternate Assessment.³⁵

The bill also defines "learning gains" as the degree of student learning growth occurring from one school year to the next as required by State Board rule for purposes of calculating school grades. Additionally, the bill defines "student performance" to include student learning growth, achievement levels, and learning gains on statewide, standardized assessments administered pursuant to s. 1008.22, F.S.

School Grade Calculations

The bill substantially revises the school grading system, beginning with the 2014-2015 school year. The bill re-focuses the school grading formula on student success measures of achievement, learning gains, graduation, and earning college credit and/or industry certifications.

Specifically, the bill bases the grades on the percentage of total points earned, rather than the raw score of total points. Provisions in the current grade calculation that may raise or lower a school's grade beyond what the percentage of points would indicate are not included in the revised grade model (i.e., no additional requirements, no additional weights or bonus points, no automatic adjustments). Writing is included with the English/Language Arts components.

³⁵ The FAA is also a statewide standardized assessment for a student with a significant cognitive disability, if specific criteria are met, such as requiring direct instruction in academics based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings. Rule 6A-1.0943(1)(a) and (5), F.A.C.

The charts below describe the components of the new grading models established in the bill.

Revised Elementary School Grade Model (700 possible points, compared to current 800)

English Language Arts (ELA)	Math	Science
Achievement		
(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to (100%) (100 points)
Learning Gains All Students		
(0% to 100%) (100 points)	(0% to 100%) (100 points)	
Lowest 25% Learning Gains		
(0% to 100%) (100 points)	(0% to 100%) (100 points)	
(300 points)	(300 points)	(100 points)

Revised Middle School Grade Model (900 possible points, compared to current 900)

ELA	Math	Social Studies (Civics)	Science	Acceleration
Achievement				Percent of Students with an Acceleration Success (0% to 100%) (100 points)
(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to 100%) (100 points)	
Learning Gains All Students				
(0% to 100%) (100 points)	(0% to 100%) (100 points)			
Low 25% Learning Gains				
(0% to 100%) (100 points)	(0% to 100%) (100 points)			
(300 points)	(300 points)	(100 points)	(100 points)	(100 points)

Revised High School Grade Model (1000 possible points, compared to current 1600)

Assessment Components				Graduation Rate	Acceleration
ELA	Math (Algebra, Geometry)	Social Studies (U.S. History)	Science (Biology)		
Achievement				4 Year Graduation Rate (0% to 100%) (100 points)	Percent of Students with an Acceleration Success (0% to 100%) (100 points)
(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to 100%) (100 points)		
Learning Gains All Students					
(0% to 100%) (100 points)	(0% to 100%) (100 points)				
Low 25% Learning Gains					
(0% to 100%) (100 points)	(0% to 100%) (100 points)				
(300 points)	(300 points)	(100 points)	(100 points)	(100 points)	(100 points)

The bill establishes specific parameters for calculating school grades.

- The calculation must be based on the percentage of points earned from the components applicable to the grade level (e.g., elementary, middle, or high school).
- There must be at least five percentage points to separate the percentage thresholds needed to earn each school grade.
- There must not be any provision that would raise or lower the school’s grade beyond the percentage of points earned.
- Extra weight may not be added to the calculation of any components.
- For a school that does not have at least ten students with complete data for one or more of the components that comprise the school grade, those components may not be used in the calculation.

The State Board of Education is charged with periodically reviewing the school grading scale to determine if the scale needs to be adjusted upward to meet raised expectations and encourage increased student performance. Additionally, the State Board must adopt by rule a school grading scale that sets the percentage of points needed to earn each school grade.

The bill also provides that the performance of students attending alternative schools are used to calculate the home school’s grade. The performance of students designated as hospital or homebound is attributed to the home school.

The bill provides that a school district has discretion in granting greater authority over the allocation of the total budget generated from the Florida Education Finance Program (FEFP), state categoricals, lottery funds, grants, and local funds to a school that earns a grade of “A” or improves at least two letter grades.

School Improvement Rating

The bill revises the current school improvement ratings and definitions to the following:

- “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; and
- “Unsatisfactory” – an insufficient percentage of the students attending the school are making learning gains.

The ratings under current law compare a student’s progress at the alternative school with his or her progress at the student’s home school. Under the bill, the ratings are based upon the student’s learning gains at the alternative school. The bill provides for the calculation of a school improvement rating if an alternative school does not have at least 10 students with complete data for a school grade component. The calculation of the school improvement rating must be based on the percentage of points earned from the existing data components.

Beginning with the 2016-2017 school year, an alternative school that does not meet the requirements for receiving a school improvement rating in the current year, and has failed to receive a school improvement rating for the prior two consecutive years, receives a rating for the current year. The rating is based upon a compilation of all student learning gains, for all grade levels, for those three years. Similarly, if the school fails to meet the requirements for a rating the following year or any year thereafter, the school’s rating is based on a compilation of student learning gains achieved during the current and prior two years. Current law requires the ratings to be based upon a comparison of data for the current year and previous year.

Student learning gains must be used in determining an alternative school’s school improvement rating, which is based on the following components:

- The percentage of eligible students who make learning gains in English Language Arts, as measured by statewide, standardized assessments; and
- The percentage of eligible students who make learning gains in mathematics, as measured by statewide, standardized assessments.

Transition

The bill provides for a one-year transition period, during which the calculation of school grades and school improvement ratings for the 2013-2014 school year are based on the law and rules in effect on June 30, 2014. School grades are calculated based on new statewide, standardized assessments. The 2014-2015 school grades serve as an informational baseline for schools to work toward improved performance in future years.

The bill provides hold-harmless provisions during the transition for schools subject to a turnaround option, virtual schools or approved virtual instruction providers, and high performing charter school systems or school districts. The bill permits the Florida School Recognition Program to be implemented as provided in the General Appropriations Act. Student performance on the 2014-2015 statewide, standardized assessments must be linked to the 2013-2014 student performance expectations in determining third grade retention and high school graduation.

School District Grades

School district grades must include a district-level calculation of the school grade components, beginning with the 2014-2015 school year. The DOE is required to develop a district report card that, in addition to the district grade, includes the following:

- Measures of district progress in closing the achievement gap between higher-performing student subgroups and lower-performing student subgroups;
- Measures of district progress in demonstrating learning gains of its highest-performing students;
- Measures of district success in improving student attendance;
- District grade-level promotion of students scoring achievement levels 1 and 2 on statewide, standardized English Language Arts and mathematics assessments; and
- Measures of district performance in preparing students for the transition from elementary to middle school, middle to high school, and high school to postsecondary institutions and careers.

School Report Card

The bill provides that school report cards must include student performance in English Language Arts, Mathematics, Science, and Social Studies.

Students with Disabilities

The bill requires the Commissioner of Education to grant two additional types of exemptions from the statewide, standardized assessments for specific students with disabilities. The exemptions must be based on documentation from a physician who is licensed under chapter 458, F.S., and a review of the district school board superintendent's recommendation.

A permanent exemption must be granted to a student who, as determined by a licensed physician, is a "child with medical complexity." A child with medical complexity is a child who has medical fragility and intensive care needs due to a congenital or acquired multisystem disease, a severe neurologic condition with marked functional impairment, or technology dependent for activities of daily living. Under the bill, a one-year exemption must be granted to a student who suffers from such a significant cognitive or physical disability that the student temporarily lacks the capacity to take statewide, standardized assessments. A parent may request that the student participate in statewide, standardized assessments during the term of the exemption.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

SB 1642 revises the school grading system which may impact individual school grades. The Florida School Recognition Program provides financial awards to public schools that:

- Sustain high performance by receiving a school grade of “A,” making excellent progress; or
- Demonstrate exemplary improvement due to innovation and effort by improving at least one letter grade or by improving more than one letter grade and sustaining the improvement the following school year.

Therefore, since this bill may influence individual school grades, it may also impact a school’s eligibility for financial awards under the Florida School Recognition Program. However, the bill does not affect the funding of the Florida School Recognition Program, which has been held constant at \$134,582,877 for the 2012-2013 and 2013-2014 fiscal years.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.42, 1002.33, 1003.621, 1008.31, 1008.33, 1008.34, 1008.341, and 1008.3415.

This bill also creates an unnumbered section of the Florida Statutes.

IX. Additional Information:

- A. **Committee Substitute – Statement of Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

- B. **Amendments:**

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.



420776

LEGISLATIVE ACTION

Senate	.	House
Comm: RS	.	
03/12/2014	.	
	.	
	.	
	.	

Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment

Delete lines 219 - 233
and insert:

(c)1. The calculation of a school grade shall be based on the percentage of points earned from the components listed in subparagraph (b)1. and, if applicable, subparagraph (b)2. The State Board of Education shall adopt in rule a school grading scale that sets the percentage of points needed to earn each of the school grades listed in subsection (2). There shall be at



420776

11 least 5 percentage points separating the percentage thresholds
12 needed to earn each of the school grades. Each school year, the
13 percentage of schools earning "A" and "B" grades shall be
14 reviewed to determine whether to adjust the school grading scale
15 upward for the following school year's calculation of school
16 grades. An adjustment must be made if the percentage of schools
17 earning an "A" or "B" in the current year represents 75 percent
18 or more of all graded schools within a particular school type
19 used for accountability. The adjustment must reset the minimum
20 required percentage of points for each grade at a percentage
21 threshold that would yield less than 75 percent of schools
22 earning an "A" and "B" if applied in the year mandating the
23 adjustment. The adjustments shall end when the following grade
24 scale is achieved:

- 25 a. Ninety percent or more of the points for an "A."
26 b. Eighty to 89 percent of the points for a "B."
27 c. Seventy to 79 percent of the points for a "C."
28 d. Sixty to 69 percent of the points for a "D."
29 e. Fifty-nine percent or less of the points for an "F."
30 2. The calculation of school grades may not include any
31 provision that would raise or lower the school's grade beyond
32 the percentage of points earned. Extra weight may not be added
33 in the calculation of any components.



418528

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/12/2014	.	
	.	
	.	
	.	

Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Substitute for Amendment (420776)

Delete lines 219 - 233

and insert:

(c)1. The calculation of a school grade shall be based on the percentage of points earned from the components listed in subparagraph (b)1. and, if applicable, subparagraph (b)2. The State Board of Education shall adopt in rule a school grading scale that sets the percentage of points needed to earn each of the school grades listed in subsection (2). There shall be at



418528

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17 earning an "A" and "B" in the current year represents 75 percent
18 or more of all graded schools within a particular school type
19 used for accountability. The adjustment must reset the minimum
20 required percentage of points for each grade at a percentage
21 threshold that would yield less than 75 percent of schools
22 earning an "A" and "B" if applied in the year mandating the
23 adjustment. The adjustments shall end when the following grade
24 scale is achieved:

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- 27 c. Seventy to 79 percent of the points for a "C."
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- 29 e. Fifty-nine percent or less of the points for an "F."

30 2. The calculation of school grades may not include any
31 provision that would raise or lower the school's grade beyond
32 the percentage of points earned. Extra weight may not be added
33 in the calculation of any components.

By the Committee on Education

581-02100-14

20141642__

1 A bill to be entitled
 2 An act relating to education accountability; amending
 3 s. 1008.34, F.S.; providing definitions for the
 4 statewide, standardized assessment program and school
 5 grading system; deleting annual reports; revising
 6 authority over allocation of a school's budget based
 7 on school grades; revising the basis for the
 8 calculation of school grades; revising the contents of
 9 the school report card; revising the basis for the
 10 calculation of district grades; requiring the
 11 Department of Education to develop a district report
 12 card; providing for transition to the revised school
 13 grading system; amending s. 1001.42, F.S.; revising
 14 criteria that necessitate a school's improvement plan
 15 to include certain strategies; amending s. 1002.33,
 16 F.S.; revising cross-references; amending s.
 17 1003.621, F.S.; revising cross-references; amending s.
 18 1008.31, F.S.; revising legislative intent for the K-
 19 20 education performance accountability system;
 20 amending s. 1008.33, F.S.; conforming provisions
 21 relating to school improvement and education
 22 accountability; amending s. 1008.341, F.S.; revising
 23 provisions relating to the school improvement rating
 24 for alternative schools; amending s. 1008.3415, F.S.;
 25 correcting cross-references; requiring the
 26 Commissioner of Education to exempt students from
 27 taking statewide, standardized assessments under
 28 certain circumstances; authorizing a parent to request
 29 that a student who is granted an exemption participate

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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30 in statewide, standardized assessments; requiring the
 31 State Board of Education to adopt rules; providing an
 32 effective date.
 33
 34 Be It Enacted by the Legislature of the State of Florida:
 35
 36 Section 1. Section 1008.34, Florida Statutes, is amended to
 37 read:
 38 1008.34 School grading system; school report cards;
 39 district grade.-
 40 (1) DEFINITIONS.—For purposes of the statewide,
 41 standardized assessment program and school grading system, the
 42 following terms are defined:
 43 (a) "Achievement level," "student achievement," or
 44 "achievement" describes the level of content mastery a student
 45 has acquired in a particular subject as measured by a statewide,
 46 standardized assessment administered pursuant to s.
 47 1008.22(3) (a) and (b). There are five achievement levels. Level
 48 1 is the lowest achievement level, level 5 is the highest
 49 achievement level, and level 3 indicates satisfactory
 50 performance. A student passes an assessment if the student
 51 achieves a level 3, level 4, or level 5. For purposes of the
 52 Florida Alternate Assessment administered pursuant to s.
 53 1008.22(3) (c), the state board shall provide, in rule, the
 54 number of achievement levels and identify the achievement levels
 55 that are considered passing.
 56 (b) "Learning Gains," "annual learning gains," or "student
 57 learning gains" means the degree of student learning growth
 58 occurring from one school year to the next as required by state

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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59 board rule for purposes of calculating school grades under this
60 section.

61 (c) "Student performance," "student academic performance,"
62 or "academic performance" includes, but is not limited to,
63 student learning growth, achievement levels, and Learning Gains
64 on statewide, standardized assessments administered pursuant to
65 s. 1008.22.

66 ~~(1) ANNUAL REPORTS. The Commissioner of Education shall~~
67 ~~prepare annual reports of the results of the statewide~~
68 ~~assessment program which describe student achievement in the~~
69 ~~state, each district, and each school. The commissioner shall~~
70 ~~prescribe the design and content of these reports, which must~~
71 ~~include descriptions of the performance of all schools~~
72 ~~participating in the assessment program and all of their major~~
73 ~~student populations as determined by the commissioner. The~~
74 ~~report must also include the percent of students performing at~~
75 ~~or above grade level and making learning gains in reading and~~
76 ~~mathematics. The provisions of s. 1002.22 pertaining to student~~
77 ~~records apply to this section.~~

78 ~~(2) SCHOOL GRADES. The annual report shall identify Schools~~
79 ~~shall be graded using as having~~ one of the following grades,
80 defined according to rules of the State Board of Education:

- 81 (a) "A," schools making excellent progress.
- 82 (b) "B," schools making above average progress.
- 83 (c) "C," schools making satisfactory progress.
- 84 (d) "D," schools making less than satisfactory progress.
- 85 (e) "F," schools failing to make adequate progress.

86
87 Each school that earns a grade of "A" or improves at least two

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88 letter grades ~~may shall~~ have greater authority over the
89 allocation of the school's total budget generated from the FEFP,
90 state categoricals, lottery funds, grants, and local funds, ~~as~~
91 ~~specified in state board rule. The rule must provide that the~~
92 ~~increased budget authority shall remain in effect until the~~
93 ~~school's grade declines.~~

94 (3) DESIGNATION OF SCHOOL GRADES.—

95 (a) Each school must assess at least 95 percent of its
96 eligible students, except as provided under s. 1008.341 for
97 alternative schools. Beginning with the 2013-2014 school year,
98 Each school that has students who are tested and included in the
99 school grading system shall receive a school grade based on the
100 school's performance on the components listed in subparagraphs
101 (b)1. and 2. If a school does not have at least 10 students with
102 complete data for one or more of the components listed in
103 subparagraphs (b)1. and 2., those components may not be used in
104 calculating the school's grade. if the number of its students
105 tested on statewide assessments pursuant to s. 1008.22 meets or
106 exceeds the minimum sample size of 10, except as follows:

107 1. An alternative school may choose to receive a school
108 grade under this section or a school improvement rating under s.
109 1008.341. For charter schools that meet the definition of an
110 alternative school pursuant to State Board of Education rule,
111 the decision to receive a school grade is the decision of the
112 charter school governing board.

113 2. A school that serves any combination of students in
114 kindergarten through grade 3 that which does not receive a
115 school grade because its students are not tested and included in
116 the school grading system shall receive the school grade

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 117 designation of a K-3 feeder pattern school identified by the
 118 Department of Education and verified by the school district. A
 119 school feeder pattern exists if at least 60 percent of the
 120 students in the school serving a combination of students in
 121 kindergarten through grade 3 are scheduled to be assigned to the
 122 graded school.

123 3. If a collocated school does not earn a school grade or
 124 school improvement rating for the performance of its students,
 125 the student performance data of all schools operating at the
 126 same facility must be aggregated to develop a school grade that
 127 will be assigned to all schools at that location. A collocated
 128 school is a school that has its own unique master school
 129 identification number, provides for the education of each of its
 130 enrolled students, and operates at the same facility as another
 131 school that has its own unique master school identification
 132 number and provides for the education of each of its enrolled
 133 students.

134 (b)1. Beginning with the 2014-2015 school year, a school's
 135 grade shall be based on the following components, each worth 100
 136 points a combination of:

137 a. The percentage of eligible students passing Student
 138 achievement scores on statewide, standardized assessments in
 139 English Language Arts under s. 1008.22(3) ~~1008.22~~ and
 140 achievement scores for students seeking a special diploma.

141 b. The percentage of eligible students passing statewide,
 142 standardized assessments in mathematics under s. 1008.22(3).

143 c. The percentage of eligible students passing statewide,
 144 standardized assessments in science under s. 1008.22(3).

145 d. The percentage of eligible students passing the

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 146 statewide, standardized assessments in social studies under s.
 147 1008.22(3).

148 ~~e.b.~~ The percentage of eligible students who make Student
 149 Learning Gains in FCAT Reading or, upon transition to common
 150 core assessments, the common core English Language Arts and
 151 Mathematics assessments as measured by statewide, standardized
 152 assessments administered under pursuant to s. 1008.22(3)
 153 1008.22, including learning gains for students seeking a special
 154 diploma, as measured by an alternate assessment.

155 f. The percentage of eligible students who make Learning
 156 Gains in mathematics as measured by statewide, standardized
 157 assessments administered under s. 1008.22(3).

158 ~~g.e.~~ The percentage of eligible students in Improvement of
 159 the lowest 25 percent in English Language Arts, as identified by
 160 prior year performance on statewide, standardized assessments,
 161 who make Learning Gains as measured by statewide, standardized
 162 English Language Arts assessments administered under s.
 163 1008.22(3) 25th percentile of students in the school in reading
 164 or, upon transition to common core assessments, English Language
 165 Arts and Mathematics assessments administered pursuant to s.
 166 1008.22, unless these students are exhibiting satisfactory
 167 performance.

168 h. The percentage of eligible students in the lowest 25
 169 percent in mathematics, as identified by prior year performance
 170 on statewide, standardized assessments, who make Learning Gains
 171 as measured by statewide, standardized mathematics assessments
 172 administered under s. 1008.22(3).

173 i. For schools comprised of middle grades 6 through 8 or
 174 grades 7 and 8, the school's grade shall include the percentage

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 175 of eligible students passing high school level courses with
 176 statewide, standardized assessments required for high school
 177 graduation. As valid data becomes available, the school grades
 178 shall include the students' attainment of national industry
 179 certifications that satisfy high school graduation requirements
 180 and are identified in the Industry Certification Funding List
 181 pursuant to rules adopted by the state board.

182
 183 In calculating Learning Gains for the components listed in sub-
 184 paragraphs e.-i., the State Board of Education shall require
 185 that learning growth toward achievement levels 3, 4, and 5 is
 186 demonstrated by students who scored below each of those levels
 187 in the prior year.

188 2. Beginning with the 2011-2012 school year, for schools
 189 comprised of middle grades 6 through 8 or grades 7 and 8, the
 190 school's grade shall include the performance and participation
 191 of its students enrolled in high school level courses with
 192 statewide, standardized assessments administered under s.
 193 1008.22. Performance and participation must be weighted equally.
 194 As valid data becomes available, the school grades shall include
 195 the students' attainment of national industry certification
 196 identified in the Industry Certification Funding List pursuant
 197 to rules adopted by the state board.

198 2.3. Beginning with the 2009-2010 school year For a school
 199 schools comprised of high school grades 9, 10, 11, and 12, or
 200 grades 10, 11, and 12, the school's grade at least 50 percent of
 201 the school grade shall be based on sub-paragraphs 1.a.-h. and
 202 a combination of the factors listed in sub-paragraphs 1.a.-c.
 203 and the remaining percentage on the following components, each

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 204 worth 100 points factors:

205 a. The four-year high school graduation rate of the school,
 206 as defined by state board rule.

207 b. The percentage of students who were eligible to earn
 208 college credit through ~~As valid data becomes available, the~~
 209 ~~performance and participation of the school's students in~~
 210 College Board Advanced Placement examinations courses,
 211 International Baccalaureate examinations courses, dual
 212 enrollment courses, or and Advanced International Certificate of
 213 Education examinations courses; or who, at any time during high
 214 school, earned and the students' achievement of national
 215 industry certification for which there is a statewide
 216 articulation agreement and that is identified in the Industry
 217 Certification Funding List, pursuant to rules adopted by the
 218 state board.

219 (c)1. The calculation of a school grade shall be based on
 220 the percentage of points earned from the components listed in
 221 subparagraph (b)1. and, if applicable, subparagraph (b)2. The
 222 State Board of Education shall adopt in rule a school grading
 223 scale that sets the percentage of points needed to earn each of
 224 the school grades listed in subsection (2). There shall be at
 225 least five percentage points separating the percentage
 226 thresholds needed to earn each of the school grades. The state
 227 board shall periodically review the school grading scale to
 228 determine if the scale should be adjusted upward to meet raised
 229 expectations and encourage increased student performance.

230 2. The calculation of school grades may not include any
 231 provision that would raise or lower the school's grade beyond
 232 the percentage of points earned. Extra weight may not be added

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233 to the calculation of any components.

234 ~~e. Postsecondary readiness of all of the school's on-time~~
 235 ~~graduates as measured by the SAT, the ACT, the Postsecondary~~
 236 ~~Education Readiness Test, or the common placement test;~~

237 ~~d. The high school graduation rate of at risk students, who~~
 238 ~~score Level 1 or Level 2 on grade 8 FCAT Reading or the English~~
 239 ~~Language Arts and mathematics assessments administered under s.~~
 240 ~~1008.22;~~

241 ~~e. As valid data becomes available, the performance of the~~
 242 ~~school's students on statewide, standardized end-of-course~~
 243 ~~assessments administered under s. 1008.22(3)(b)4. and 5.; and~~

244 ~~f. The growth or decline in the components listed in sub-~~
 245 ~~paragraphs a. e. from year to year.~~

246 ~~(c) Student assessment data used in determining school~~
 247 ~~grades shall include:~~

248 ~~1. The aggregate scores of all eligible students enrolled~~
 249 ~~in the school who have been assessed on statewide, standardized~~
 250 ~~assessments in courses required for high school graduation,~~
 251 ~~including, beginning with the 2011-2012 school year, the end-of-~~
 252 ~~course assessment in Algebra I; and beginning with the 2012-2013~~
 253 ~~school year, the end-of-course assessments in Geometry and~~
 254 ~~Biology I; and beginning with the 2014-2015 school year, on the~~
 255 ~~statewide, standardized end-of-course assessment in civics~~
 256 ~~education at the middle grades level.~~

257 ~~2. The aggregate scores of all eligible students enrolled~~
 258 ~~in the school who have been assessed on statewide, standardized~~
 259 ~~assessments under s. 1008.22 and who have scored at or in the~~
 260 ~~lowest 25th percentile of students in the school in reading and~~
 261 ~~mathematics, unless these students are exhibiting satisfactory~~

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262 ~~performance.~~

263 (d) The performance of students attending alternative
 264 schools and students designated as hospital or homebound shall
 265 be factored into a school grade as follows:

266 ~~1.3. The student performance data for achievement scores~~
 267 ~~and learning gains of eligible students attending alternative~~
 268 ~~schools that provide dropout prevention and academic~~
 269 ~~intervention services pursuant to s. 1003.53 shall be included~~
 270 ~~in the calculation of the home school's grade. The term~~
 271 ~~"eligible students" in this subparagraph does not include~~
 272 ~~students attending an alternative school who are subject to~~
 273 ~~district school board policies for expulsion for repeated or~~
 274 ~~serious offenses, who are in dropout retrieval programs serving~~
 275 ~~students who have officially been designated as dropouts, or who~~
 276 ~~are in programs operated or contracted by the Department of~~
 277 ~~Juvenile Justice. The student performance data for eligible~~
 278 ~~students identified in this subparagraph shall be included in~~
 279 ~~the calculation of the home school's grade. As used in this~~
 280 ~~subparagraph and s. 1008.341, the term "home school" means the~~
 281 ~~school to which the student would be assigned if the student~~
 282 ~~were not assigned to an alternative school. If an alternative~~
 283 ~~school chooses to be graded under this section, student~~
 284 ~~performance data for eligible students identified in this~~
 285 ~~subparagraph shall not be included in the home school's grade~~
 286 ~~but shall be included only in the calculation of the alternative~~
 287 ~~school's grade. A school district that fails to assign~~
 288 ~~statewide, standardized end-of-course assessment scores of each~~
 289 ~~of its students to his or her home school or to the alternative~~
 290 ~~school that receives a grade shall forfeit Florida School~~

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291 Recognition Program funds for one † fiscal year. School
 292 districts must require collaboration between the home school and
 293 the alternative school in order to promote student success. This
 294 collaboration must include an annual discussion between the
 295 principal of the alternative school and the principal of each
 296 student's home school concerning the most appropriate school
 297 assignment of the student.

298 2.4. Student performance data for ~~The achievement scores~~
 299 ~~and learning gains of~~ students designated as hospital or
 300 homebound ~~hospital or homebound~~. Student assessment data for
 301 ~~students designated as hospital or homebound~~ shall be assigned
 302 to their home school for the purposes of school grades. As used
 303 in this subparagraph, the term "home school" means the school to
 304 which a student would be assigned if the student were not
 305 assigned to a hospital or homebound ~~hospital or homebound~~
 306 program.

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

311 ~~a. The high school graduation rate of the school as~~
 312 ~~calculated by the department;~~

313 ~~b. The participation rate of all eligible students enrolled~~
 314 ~~in the school and enrolled in College Board Advanced Placement~~
 315 ~~courses; International Baccalaureate courses; dual enrollment~~
 316 ~~courses; Advanced International Certificate of Education~~
 317 ~~courses; and courses or sequences of courses leading to national~~
 318 ~~industry certification identified in the Industry Certification~~
 319 ~~Funding List, pursuant to rules adopted by the State Board of~~

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320 ~~Education;~~

321 ~~e. The aggregate scores of all eligible students enrolled~~
 322 ~~in the school in College Board Advanced Placement courses,~~
 323 ~~International Baccalaureate courses, and Advanced International~~
 324 ~~Certificate of Education courses;~~

325 ~~d. Earning of college credit by all eligible students~~
 326 ~~enrolled in the school in dual enrollment programs under s.~~
 327 ~~1007.271;~~

328 ~~e. Earning of a national industry certification identified~~
 329 ~~in the Industry Certification Funding List, pursuant to rules~~
 330 ~~adopted by the State Board of Education;~~

331 ~~f. The aggregate scores of all eligible students enrolled~~
 332 ~~in the school in reading, mathematics, and other subjects as~~
 333 ~~measured by the SAT, the ACT, the Postsecondary Education~~
 334 ~~Readiness Test, and the common placement test for postsecondary~~
 335 ~~readiness;~~

336 ~~g. The high school graduation rate of all eligible at-risk~~
 337 ~~students enrolled in the school who scored Level 2 or lower on~~
 338 ~~grade 8 FCAT Reading and FCAT Mathematics;~~

339 ~~h. The performance of the school's students on statewide,~~
 340 ~~standardized end-of-course assessments administered under s.~~
 341 ~~1008.22(3)(b)4. and 5.; and~~

342 ~~i. The growth or decline in the data components listed in~~
 343 ~~sub-subparagraphs a.-h. from year to year.~~

344

345 ~~The State Board of Education shall adopt appropriate criteria~~
 346 ~~for each school grade. The criteria must also give added weight~~
 347 ~~to student achievement in reading. Schools earning a grade of~~
 348 ~~"C," making satisfactory progress, shall be required to~~

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 349 demonstrate that adequate progress has been made by students in
 350 the school who are in the lowest 25th percentile in reading and
 351 mathematics on statewide, standardized assessments under s.
 352 1008.22, unless these students are exhibiting satisfactory
 353 performance. For schools comprised of high school grades 9, 10,
 354 11, and 12, or grades 10, 11, and 12, the criteria for school
 355 grades must also give added weight to the graduation rate of all
 356 eligible at-risk students. In order for a high school to earn a
 357 grade of "A," the school must demonstrate that its at-risk
 358 students, as defined in this paragraph, are making adequate
 359 progress.

360 (4) SCHOOL IMPROVEMENT RATINGS. The annual report shall
 361 identify each school's performance as having improved, remained
 362 the same, or declined. This school improvement rating shall be
 363 based on a comparison of the current year's and previous year's
 364 student and school performance data. A school that improves its
 365 rating by at least one level is eligible for school recognition
 366 awards pursuant to s. 1008.36.

367 (4)(5) SCHOOL REPORT CARD.—The Department of Education
 368 shall annually develop, in collaboration with the school
 369 districts, a school report card to be provided by the school
 370 district to parents within the district. The report card shall
 371 include the school's grade; student performance in English
 372 Language Arts, mathematics, science, and social studies;
 373 information regarding school improvement; an explanation of
 374 school performance as evaluated by the federal Elementary and
 375 Secondary Education Act (ESEA), 20 U.S.C. ss. 6301 et seq.; and
 376 indicators of return on investment. Each school's report card
 377 shall be published annually by the department on its website

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 378 based upon the most recent data available.
 379 ~~(6) PERFORMANCE-BASED FUNDING.—The Legislature may factor~~
 380 ~~in the performance of schools in calculating any performance-~~
 381 ~~based funding policy that is provided for annually in the~~
 382 ~~General Appropriations Act.~~
 383 (5)(7) DISTRICT GRADE.—The annual report required by
 384 subsection (1) shall include the school district's grade.
 385 Beginning with the 2014-2015 school year, a school district's
 386 grade shall include a district-level calculation of the
 387 components under paragraph (3)(b) be calculated using student
 388 performance and learning gains data on statewide assessments
 389 used for determining school grades under subparagraph (3)(b)1.
 390 for each eligible student enrolled for a full school year in the
 391 district. This calculation methodology captures each eligible
 392 student in the district who may have transferred among schools
 393 within the district or is enrolled in a school that does not
 394 receive a grade. The department shall develop a district report
 395 card that includes the district's grade; measures of the
 396 district's progress in closing the achievement gap between
 397 higher-performing student subgroups and lower-performing student
 398 subgroups; measures of the district's progress in demonstrating
 399 Learning Gains of its highest-performing students; measures of
 400 the district's success in improving student attendance; the
 401 district's grade-level promotion of students scoring achievement
 402 levels 1 and 2 on statewide, standardized English Language Arts
 403 and mathematics assessments; and measures of the district's
 404 performance in preparing students for the transition from
 405 elementary to middle school, middle to high school, and high
 406 school to postsecondary institutions and careers.

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407 ~~(6)(8)~~ RULES.—The State Board of Education shall adopt
 408 rules under ss. 120.536(1) and 120.54 to administer this
 409 section.

410 (7) TRANSITION.—School grades and school improvement
 411 ratings pursuant to s. 1008.341 for the 2013-2014 school year
 412 shall be calculated based on statutes and rules in effect on
 413 June 30, 2014. To assist in the transition to 2014-2015 school
 414 grades, calculated based on new statewide, standardized
 415 assessments administered pursuant to s. 1008.22, the 2014-2015
 416 school grades shall serve as an informational baseline for
 417 schools to work toward improved performance in future years.
 418 Accordingly, notwithstanding any other provision of law:

419 (a) A school may not be required to select and implement a
 420 turnaround option pursuant to s. 1008.33 in the 2015-2016 school
 421 year based on the school's 2014-2015 grade or school improvement
 422 rating under s. 1008.341, as applicable.

423 (b)1. A school or approved provider under s. 1002.45 that
 424 receives the same or a lower school grade or school improvement
 425 rating for the 2014-2015 school year compared to the 2013-2014
 426 school year is not subject to sanctions or penalties that would
 427 otherwise occur as a result of the 2014-2015 school grade or
 428 rating. A charter school system or a school district designated
 429 as high performing may not lose the designation based on the
 430 2014-2015 school grades of any of the schools within the charter
 431 school system or school district, as applicable.

432 2. The Florida School Recognition Program established under
 433 s. 1008.36 shall continue to be implemented as otherwise
 434 provided in the General Appropriations Act.

435 (c) For purposes of determining grade 3 retention pursuant

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436 to s. 1008.25(5) and high school graduation pursuant to s.
 437 1003.4282, student performance on the 2014-2015 statewide,
 438 standardized assessments shall be linked to 2013-2014 student
 439 performance expectations.

440
 441 This subsection is repealed July 1, 2017.

442 Section 2. Subsection (18) of section 1001.42, Florida
 443 Statutes, is amended to read:

444 1001.42 Powers and duties of district school board.—The
 445 district school board, acting as a board, shall exercise all
 446 powers and perform all duties listed below:

447 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
 448 Maintain a ~~state~~ system of school improvement and education
 449 accountability as provided by statute and State Board of
 450 Education rule. This system of school improvement and education
 451 accountability shall be consistent with, and implemented
 452 through, the district's continuing system of planning and
 453 budgeting required by this section and ss. 1008.385, 1010.01,
 454 and 1011.01. This system of school improvement and education
 455 accountability shall comply with the provisions of ss. 1008.33,
 456 1008.34, 1008.345, and 1008.385 and include the following:

457 (a) *School improvement plans.*—The district school board
 458 shall annually approve and require implementation of a new,
 459 amended, or continuation school improvement plan for each school
 460 in the district. If a school has a significant gap in
 461 achievement on statewide, standardized assessments administered
 462 pursuant to s. 1008.22 ~~1008.34(3)(b)~~ by one or more student
 463 subgroups, as defined in the federal Elementary and Secondary
 464 Education Act (ESEA), 20 U.S.C. s. 6311(b) (2) (C) (v) (II); has not

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465 significantly increased ~~decreased~~ the percentage of students
 466 passing scoring below satisfactory on statewide, standardized
 467 assessments; has not significantly increased the percentage of
 468 students demonstrating Learning Gains, as defined in s. 1008.34
 469 and as calculated under s. 1008.34(3)(b), who passed statewide,
 470 standardized assessments; or has significantly lower graduation
 471 rates for a subgroup when compared to the state's graduation
 472 rate, that school's improvement plan shall include strategies
 473 for improving these results. The state board shall adopt rules
 474 establishing thresholds and for determining compliance with this
 475 paragraph.

476 (b) *Public disclosure.*—The district school board shall
 477 provide information regarding the performance of students and
 478 educational programs as required pursuant to ss. 1008.22 and
 479 1008.385 and implement a system of school reports as required by
 480 statute and State Board of Education rule which shall include
 481 schools operating for the purpose of providing educational
 482 services to youth in Department of Juvenile Justice programs,
 483 and for those schools, report on the elements specified in s.
 484 1003.52(19). Annual public disclosure reports shall be in an
 485 easy-to-read report card format and shall include the school's
 486 grade, high school graduation rate calculated without GED tests,
 487 disaggregated by student ethnicity, and performance data as
 488 specified in state board rule.

489 (c) *School improvement funds.*—The district school board
 490 shall provide funds to schools for developing and implementing
 491 school improvement plans. Such funds shall include those funds
 492 appropriated for the purpose of school improvement pursuant to
 493 s. 24.121(5)(c).

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494 Section 3. Paragraph (n) of subsection (9) and paragraph
 495 (b) of subsection (21) of section 1002.33, Florida Statutes, are
 496 amended to read:

497 1002.33 Charter schools.—

498 (9) CHARTER SCHOOL REQUIREMENTS.—

499 (n)1. The director and a representative of the governing
 500 board of a charter school that has earned a grade of "D" or "F"
 501 pursuant to s. 1008.34 ~~1008.34(2)~~ shall appear before the
 502 sponsor to present information concerning each contract
 503 component having noted deficiencies. The director and a
 504 representative of the governing board shall submit to the
 505 sponsor for approval a school improvement plan to raise student
 506 performance achievement. Upon approval by the sponsor, the
 507 charter school shall begin implementation of the school
 508 improvement plan. The department shall offer technical
 509 assistance and training to the charter school and its governing
 510 board and establish guidelines for developing, submitting, and
 511 approving such plans.

512 2.a. If a charter school earns three consecutive grades of
 513 "D," two consecutive grades of "D" followed by a grade of "F,"
 514 or two nonconsecutive grades of "F" within a 3-year period, the
 515 charter school governing board shall choose one of the following
 516 corrective actions:

517 (I) Contract for educational services to be provided
 518 directly to students, instructional personnel, and school
 519 administrators, as prescribed in state board rule;

520 (II) Contract with an outside entity that has a
 521 demonstrated record of effectiveness to operate the school;

522 (III) Reorganize the school under a new director or

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523 principal who is authorized to hire new staff; or
 524 (IV) Voluntarily close the charter school.

525 b. The charter school must implement the corrective action
 526 in the school year following receipt of a third consecutive
 527 grade of "D," a grade of "F" following two consecutive grades of
 528 "D," or a second nonconsecutive grade of "F" within a 3-year
 529 period.

530 c. The sponsor may annually waive a corrective action if it
 531 determines that the charter school is likely to improve a letter
 532 grade if additional time is provided to implement the
 533 intervention and support strategies prescribed by the school
 534 improvement plan. Notwithstanding this sub-subparagraph, a
 535 charter school that earns a second consecutive grade of "F" is
 536 subject to subparagraph 4.

537 d. A charter school is no longer required to implement a
 538 corrective action if it improves by at least one letter grade.
 539 However, the charter school must continue to implement
 540 strategies identified in the school improvement plan. The
 541 sponsor must annually review implementation of the school
 542 improvement plan to monitor the school's continued improvement
 543 pursuant to subparagraph 5.

544 e. A charter school implementing a corrective action that
 545 does not improve by at least one letter grade after 2 full
 546 school years of implementing the corrective action must select a
 547 different corrective action. Implementation of the new
 548 corrective action must begin in the school year following the
 549 implementation period of the existing corrective action, unless
 550 the sponsor determines that the charter school is likely to
 551 improve a letter grade if additional time is provided to

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552 implement the existing corrective action. Notwithstanding this
 553 sub-subparagraph, a charter school that earns a second
 554 consecutive grade of "F" while implementing a corrective action
 555 is subject to subparagraph 4.

556 3. A charter school with a grade of "D" or "F" that
 557 improves by at least one letter grade must continue to implement
 558 the strategies identified in the school improvement plan. The
 559 sponsor must annually review implementation of the school
 560 improvement plan to monitor the school's continued improvement
 561 pursuant to subparagraph 5.

562 4. The sponsor shall terminate a charter if the charter
 563 school earns two consecutive grades of "F" unless:

564 a. The charter school is established to turn around the
 565 performance of a district public school pursuant to s.
 566 1008.33(4)(b)3. Such charter schools shall be governed by s.
 567 1008.33;

568 b. The charter school serves a student population the
 569 majority of which resides in a school zone served by a district
 570 public school that earned a grade of "F" in the year before the
 571 charter school opened and the charter school earns at least a
 572 grade of "D" in its third year of operation. The exception
 573 provided under this sub-subparagraph does not apply to a charter
 574 school in its fourth year of operation and thereafter; or

575 c. The state board grants the charter school a waiver of
 576 termination. The charter school must request the waiver within
 577 15 days after the department's official release of school
 578 grades. The state board may waive termination if the charter
 579 school demonstrates that the Learning Gains of its students on
 580 statewide assessments are comparable to or better than the

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 581 Learning Gains of similarly situated students enrolled in nearby
 582 district public schools. The waiver is valid for 1 year and may
 583 only be granted once. Charter schools that have been in
 584 operation for more than 5 years are not eligible for a waiver
 585 under this sub-subparagraph.

586 5. The director and a representative of the governing board
 587 of a graded charter school that has implemented a school
 588 improvement plan under this paragraph shall appear before the
 589 sponsor at least once a year to present information regarding
 590 the progress of intervention and support strategies implemented
 591 by the school pursuant to the school improvement plan and
 592 corrective actions, if applicable. The sponsor shall communicate
 593 at the meeting, and in writing to the director, the services
 594 provided to the school to help the school address its
 595 deficiencies.

596 6. Notwithstanding any provision of this paragraph except
 597 sub-subparagraphs 4.a.-c., the sponsor may terminate the charter
 598 at any time pursuant to subsection (8).

599 (21) PUBLIC INFORMATION ON CHARTER SCHOOLS.-

600 (b)1. The Department of Education shall report to each
 601 charter school receiving a school grade pursuant to s. 1008.34
 602 or a school improvement rating pursuant to s. 1008.341 the
 603 school's student assessment data pursuant to s. 1008.34(3)(c)
 604 which is reported to schools that receive a school grade or
 605 student assessment data pursuant to s. 1008.341(3) which is
 606 reported to alternative schools that receive a school
 607 improvement rating to each charter school that:

608 a. ~~Does not receive a school grade pursuant to s. 1008.34~~
 609 ~~or a school improvement rating pursuant to s. 1008.341; and~~

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 610 ~~b. Serves at least 10 students who are tested on the~~
 611 ~~statewide assessment test pursuant to s. 1008.22.~~

612 2. The charter school shall report the information in
 613 subparagraph 1. to each parent of a student at the charter
 614 school, the parent of a child on a waiting list for the charter
 615 school, the district in which the charter school is located, and
 616 the governing board of the charter school. This paragraph does
 617 not abrogate the provisions of s. 1002.22, relating to student
 618 records, or the requirements of 20 U.S.C. s. 1232g, the Family
 619 Educational Rights and Privacy Act.

620 3.a. Pursuant to this paragraph, the Department of
 621 Education shall compare the charter school student performance
 622 data for each charter school in subparagraph 1. with the student
 623 performance data in traditional public schools in the district
 624 in which the charter school is located and other charter schools
 625 in the state. For alternative charter schools, the department
 626 shall compare the student performance data described in this
 627 paragraph with all alternative schools in the state. The
 628 comparative data shall be provided by the following grade
 629 groupings:

630 (I) Grades 3 through 5;

631 (II) Grades 6 through 8; and

632 (III) Grades 9 through 11.

633 b. Each charter school shall provide the information
 634 specified in this paragraph on its Internet website and also
 635 provide notice to the public at large in a manner provided by
 636 the rules of the State Board of Education. The State Board of
 637 Education shall adopt rules to administer the notice
 638 requirements of this subparagraph pursuant to ss. 120.536(1) and

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639 120.54. The website shall include, through links or actual
 640 content, other information related to school performance.

641 Section 4. Paragraphs (a) and (d) of subsection (1) of
 642 section 1003.621, Florida Statutes, are amended to read:

643 1003.621 Academically high-performing school districts.—It
 644 is the intent of the Legislature to recognize and reward school
 645 districts that demonstrate the ability to consistently maintain
 646 or improve their high-performing status. The purpose of this
 647 section is to provide high-performing school districts with
 648 flexibility in meeting the specific requirements in statute and
 649 rules of the State Board of Education.

650 (1) ACADEMICALLY HIGH-PERFORMING SCHOOL DISTRICT.—

651 (a) A school district is an academically high-performing
 652 school district if it meets the following criteria:

653 1.a. ~~Beginning with the 2004-2005 school year,~~ Earns a
 654 grade of "A" under s. 1008.34 ~~1008.34(7)~~ for 2 consecutive
 655 years; and

656 b. Has no district-operated school that earns a grade of
 657 "F" under s. 1008.34;

658 2. Complies with all class size requirements in s. 1, Art.
 659 IX of the State Constitution and s. 1003.03; and

660 3. Has no material weaknesses or instances of material
 661 noncompliance noted in the annual financial audit conducted
 662 pursuant to s. 11.45 or s. 218.39.

663 (d) In order to maintain the designation as an academically
 664 high-performing school district pursuant to this section, a
 665 school district must meet the following requirements:

666 1. Comply with the provisions of subparagraphs (a)2. and
 667 3.; and

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668 2. Earn a grade of "A" under s. 1008.34 ~~1008.34(7)~~ for 2
 669 years within a 3-year period.

670

671 However, a district in which a district-operated school earns a
 672 grade of "F" under s. 1008.34 during the 3-year period may not
 673 continue to be designated as an academically high-performing
 674 school district during the remainder of that 3-year period. The
 675 district must meet the criteria in paragraph (a) in order to be
 676 redesignated as an academically high-performing school district.

677 Section 5. Paragraph (b) of subsection (1) of section
 678 1008.31, Florida Statutes, is amended to read:

679 1008.31 Florida's K-20 education performance accountability
 680 system; legislative intent; mission, goals, and systemwide
 681 measures; data quality improvements.—

682 (1) LEGISLATIVE INTENT.—It is the intent of the Legislature
 683 that:

684 (b) The K-20 education performance accountability system be
 685 established as a single, unified accountability system with
 686 multiple components, including, but not limited to, ~~measures of~~
 687 ~~adequate yearly progress, individual~~ student performance
 688 ~~learning gains~~ in public schools and, school and district
 689 ~~grades, and return on investment.~~

690 Section 6. Subsection (2) of section 1008.33, Florida
 691 Statutes, is amended to read:

692 1008.33 Authority to enforce public school improvement.—

693 (2) (a) Pursuant to subsection (1) and ss. 1008.34,
 694 1008.345, and 1008.385, the State Board of Education shall hold
 695 all school districts and public schools accountable for student
 696 performance. The state board is responsible for a state system

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 697 of school improvement and education accountability that assesses
 698 student performance by school, identifies schools ~~that in which~~
 699 ~~students are not meeting accountability making adequate progress~~
 700 ~~toward state standards~~, and institutes appropriate measures for
 701 enforcing improvement.

(b) The state system of school improvement and education
 703 accountability must provide for uniform accountability
 704 standards, provide assistance of escalating intensity to ~~low-~~
 705 ~~performing~~ schools not meeting accountability standards, direct
 706 support to schools in order to improve and sustain performance,
 707 focus on the performance of student subgroups, and enhance
 708 student performance.

(c) School districts must be held accountable for improving
 710 the academic performance achievement of all students and for
 711 identifying and improving ~~turning around low-performing~~ schools
 712 that fail to meet accountability standards.

Section 7. Subsections (2), (3), and (4) of section
 714 1008.341, Florida Statutes, are amended to read:

1008.341 School improvement rating for alternative
 716 schools.—

(2) SCHOOL IMPROVEMENT RATING.—An alternative school is a
 718 school that provides dropout prevention and academic
 719 intervention services pursuant to s. 1003.53. An alternative
 720 school shall receive a school improvement rating pursuant to
 721 this section unless the school earns a school grade pursuant to
 722 s. 1008.34. ~~Beginning with the 2013-2014 school year, each An~~
 723 alternative school that chooses to receive a school improvement
 724 rating shall receive a school improvement rating if the number
 725 of its students for whom student performance data on statewide,

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 726 standardized assessments pursuant to s. 1008.22 which is
 727 available for the current year and previous year meets or
 728 exceeds the minimum sample size of 10. If an alternative school
 729 does not have at least 10 students with complete data for a
 730 component listed in subsection (3), that component may not be
 731 used in calculating the school's improvement rating. The
 732 calculation of the school improvement rating shall be based on
 733 the percentage of points earned from the components listed in
 734 subsection (3). An alternative school that tests at least 80
 735 percent of its students may receive a school improvement rating.
 736 If an alternative school tests less than 90 percent of its
 737 students, the school may not earn a rating higher than
 738 "maintaining." Beginning with the 2016-2017 school year, if an
 739 alternative school does not meet the requirements for the
 740 issuance of a school improvement rating in the current year, and
 741 has failed to receive a school improvement rating for the prior
 742 two consecutive years, the school shall receive a rating for the
 743 current year based upon a compilation of all student Learning
 744 Gains, for all grade levels, for those three years. Likewise, if
 745 the school fails to meet the requirements for a rating the
 746 following year or any year thereafter, the school's rating shall
 747 be based on a compilation of student Learning Gains achieved
 748 during the current and prior two years. The school improvement
 749 rating shall identify an alternative school as having one of the
 750 following ratings defined according to rules of the State Board
 751 of Education:

(a) "Commendable" ~~"Improving"~~ means a significant
 753 percentage of the students attending the school are making
 754 Learning Gains ~~more academic progress than when the students~~

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755 ~~were served in their home schools.~~

756 (b) "Maintaining" means a sufficient percentage of the
757 students attending the school are making Learning Gains ~~progress~~
758 ~~equivalent to the progress made when the students were served in~~
759 ~~their home schools.~~

760 (c) "Unsatisfactory" "Declining" means an insufficient
761 percentage of the students attending the school are making
762 Learning Gains ~~less academic progress than when the students~~
763 ~~were served in their home schools.~~

764

765 ~~The school improvement rating shall be based on a comparison of~~
766 ~~student performance data for the current year and previous year.~~
767 Schools that improve at least one level or maintain a
768 "commendable" ~~an "improving"~~ rating pursuant to this section are
769 eligible for school recognition awards pursuant to s. 1008.36.

770 (3) DESIGNATION OF SCHOOL IMPROVEMENT RATING.—~~Student data~~
771 ~~used in determining an alternative school's school improvement~~
772 ~~rating shall include:~~

773 ~~(a) student~~ Learning Gains performance results based on
774 statewide, standardized assessments, including retakes,
775 administered under s. 1008.22 for all eligible students who were
776 assigned to and enrolled in the school during the October or
777 February FTE count and who have assessment scores or comparable
778 scores for the preceding school year shall be used in
779 determining an alternative school's school improvement rating.
780 An alternative school's rating shall be based on the following
781 components:

782 (a) The percentage of eligible students who make Learning
783 Gains in English Language Arts as measured by statewide,

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784 standardized assessments under s. 1008.22(3).

785 (b) The percentage of eligible students who make Learning
786 Gains in mathematics as measured by statewide, standardized
787 assessments under s. 1008.22(3). Student performance results
788 ~~based on statewide, standardized assessments, including retakes,~~
789 ~~administered under s. 1008.22 for all eligible students who were~~
790 ~~assigned to and enrolled in the school during the October or~~
791 ~~February FTE count and who have scored in the lowest 25th~~
792 ~~percentile of students in the state on FCAT Reading.~~

793

794 Student performance results of students who are subject to
795 district school board policies for expulsion for repeated or
796 serious offenses, who are in dropout retrieval programs serving
797 students who have officially been designated as dropouts, or who
798 are in programs operated or contracted by the Department of
799 Juvenile Justice may not be included in an alternative school's
800 school improvement rating.

801 (4) IDENTIFICATION OF STUDENT LEARNING GAINS.—For each
802 alternative school receiving a school improvement rating, the
803 Department of Education shall annually identify the percentage
804 of students making Learning Gains consistent with the provisions
805 in s. 1008.34(3) as compared to the percentage of the same
806 ~~students making learning gains in their home schools in the year~~
807 ~~prior to being assigned to the alternative school.~~

808 Section 8. Subsection (2) of section 1008.3415, Florida
809 Statutes, is amended to read:

810 1008.3415 School grade or school improvement rating for
811 exceptional student education centers.—

812 (2) Notwithstanding s. 1008.34 ~~1008.34(3)(c)3.~~, the

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 813 achievement ~~levels scores~~ and Learning Gains of a student with a
 814 disability who attends an exceptional student education center
 815 and has not been enrolled in or attended a public school other
 816 than an exceptional student education center for grades K-12
 817 within the school district shall not be included in the
 818 calculation of the home school's grade if the student is
 819 identified as an emergent student on the alternate assessment
 820 tool described in s. 1008.22(3)(c) ~~1008.22(3)(e)~~13.

821 Section 9. (1) Based on documentation from a physician
 822 licensed under chapter 458, Florida Statutes, and after
 823 reviewing the district school board superintendent's
 824 recommendation, the Commissioner of Education must grant:

825 (a) A permanent exemption from taking statewide,
 826 standardized assessments to a student who, as determined by a
 827 physician licensed pursuant to chapter 458, Florida Statutes, is
 828 a "child with medical complexity." For purposes of this
 829 paragraph, the term "child with medical complexity" means a
 830 child who has medical fragility and intensive care needs due to
 831 a congenital or acquired multisystem disease, a severe
 832 neurologic condition with marked functional impairment, or
 833 technology dependent for activities of daily living.

834 (b) A one-year exemption from taking statewide,
 835 standardized assessments to a student who suffers from such a
 836 significant cognitive or physical disability that the student
 837 temporarily lacks the capacity to take statewide, standardized
 838 assessments.

839 (2) A parent may request that the student participate in
 840 statewide, standardized assessments, including, but not limited
 841 to, the Florida Alternate Assessment, during the term of the

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 842 exemption.

843 (3) The State Board of Education shall adopt rules to
 844 administer this section, including, but not limited to,
 845 expediting the exemption process to demonstrate the utmost
 846 compassion and consideration for meeting the parent's and
 847 student's needs, and establishing deadlines for the
 848 superintendent to provide a recommendation to the commissioner.

849 Section 10. This act shall take effect July 1, 2014.



The SEED School of Miami
24 hours to grow...
Opening in August 2014

Why Build SEED Schools?

SEED Schools are designed for students who benefit from access to a 24-hour learning environment.

- Nearly 25% of students in South Florida do not graduate from high school.
- Only 11% of first-generation college students from low-income backgrounds graduate college
- Average lifetime earnings for college graduates are nearly more than double those of high school dropouts
- Nearly all SEED graduates are accepted to college. More than 90% of graduates enroll in college, and nearly 60% remain enrolled or have earned college degrees.



What are SEED schools?

SEED schools are public, college-prep boarding schools that prepare underserved students to succeed in college and in 21st century careers, building brighter futures for themselves and for their families.



SEED Schools

The SEED School of Washington, DC

- Opened in 1998
- 330+ students in grades 6-12
- 90% high school graduation rate



The SEED School of Maryland

- Opened in 2008
- 400 students in grades 6-11
- First class graduates in 2015

The SEED School of Miami

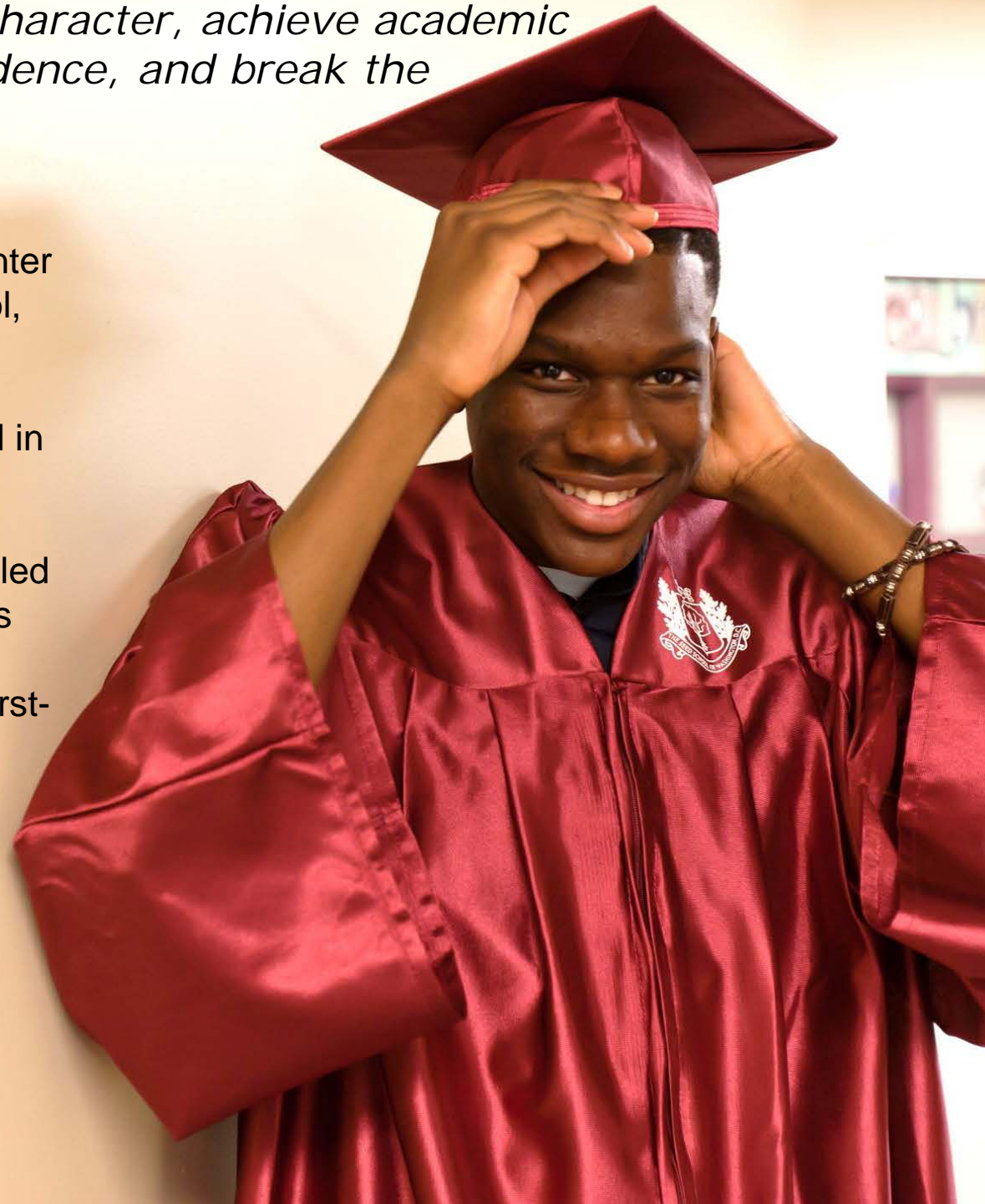
- Opens in August 2014
- Will enroll an inaugural class of 60 students in grade 6
- Will grow to serve 400 students in grades 6-12



SEED Results

SEED prepares students to build character, achieve academic success, attain economic independence, and break the cycle of poverty.

- More than **90%** of SEED students who enter the ninth grade graduate from high school, compared with 43% (DC) and 76% (US)
- More than **90%** of SEED graduates enroll in college.
- Nearly **60%** of SEED graduates are enrolled in college or have earned college degrees
- More than **80%** of SEED graduates are first-generation, low-income college students.
 - Nationally, only 11% of low-income, first-generation students who enroll in college earn a bachelor's degree within six years.



SEED Miami: An Example of Public Innovation



SEED schools are funded by a unique private-public partnership. Private funds cover the cost of construction and start-up, while public funds sustain the program over time.

In 2011, the **Florida Legislature** enacts **SB 404** (sponsored by **Senators Wise and Siplin**) to authorize the state's first College-Preparatory Boarding Academy for at-risk students (Program).

- The law (F.S. s. 1002.3305) defines the Program's student eligibility requirements, requiring the Program to target historically underserved and low-income students.
- The law was further amended in 2013 to specifically permit the Program to partner with the Department of Children and Families to enroll students covered by Florida's unique federal Child Welfare Demonstration Waiver Project.

In 2012, the **Florida Department of Education**, the **Florida Department of Children and Families**, and the **Florida Department of Juvenile Justice** collaborate to develop the Program's funding model.

- The **Florida Legislature** subsequently authorized this funding model, which includes an appropriation of \$25,000 per-student per-year to support the Program's boarding program. In addition, the Program will receive funds from the local school district.





SEED Miami: Countdown to Opening

- **In 2011, SEED** is selected as the operator of Florida's first public, college-prep boarding school through a competitive RFP process.
- **In 2012, SEED's** charter application is approved by Miami-Dade County Public Schools.

In 2013, SEED:

- Receives \$5 million grant from the William R. Kenan, Jr. Charitable Trust
- Receives a \$375,000 state planning grant from the Department of Education, which supports the Program's student recruitment and community-based after-school activities, community outreach, board development, curriculum development, and leadership recruitment
- Hires Head of School Kara Locke, former Principal of SEED DC
- Executes a lease with Miami-Dade County for a portion of the County-owned Kendall Cottages site

In February 2014, SEED:

- Hires School President Fran Allegra, former CEO, Our Kids of Miami-Dade/Monroe

In March 2014, SEED:

- Executes charter contract with Miami-Dade County Public Schools
- Executes agreement with the Dept. of Children and Families that permits SEED to reserve up to 1/3 of slots for students in the child welfare system

In April 2014, SEED:

- Conducts student admissions lotteries
- Executes Operating Contract with State Board of Education

Sunday, August 17, 2014: First day of school



WE ARE GOING TO
College!

For more information contact:
Lesley Poole, Director of Outreach
202-785-4123 x15
lesley@seedfoundation.com



24 Hours to Grow



SEED schools—college-preparatory, public boarding schools—are designed to serve underrepresented students, who are typically the first in their families to go to college. SEED is the only organization in the nation that has opened and sustained public, college-prep boarding schools for at-risk students. More than 80 percent of SEED graduates are first-generation, college-bound students. **SEED empowers students to build character, achieve academic success, attain economic independence, and break the cycle of poverty.**

SEED MODEL

SEED believes that some students need a 24-hour learning environment to achieve their full potential. Our model provides them with holistic services to achieve success:

- | | |
|-----------------------------|---------------------------------------|
| Academic Curriculum | Physical Health Services |
| Residential Programs | Mental Health Services |
| College Counseling Services | College Transition & Success Services |
| Social/Enrichment Programs | |

SEED SUCCESSES

High School

Of the students that start ninth grade, their high school graduation rates are:



SEED HISTORY AND ACCOLADES

The SEED Foundation opened its first school in 1998 in Washington, D.C. and its second in 2008 in Baltimore, Maryland. The SEED School of Miami will be the third of its kind in the country, serving as a model for additional SEED schools in the state and across the nation. SEED has received national recognition, including:

- Harvard University’s “Innovations in Government” Award
- Fast Company/Monitor Group’s “Top 25 Non-Profits in the World”
- Edna McConnell Clark Foundation and the U.S. government Social Innovation Fund grant

College

- **82%** of SEED graduates have enrolled immediately in college. **Only 52% of their peers immediately enroll.**
- **67%** of all SEED graduates have earned college degrees or postsecondary credentials, are enrolled in college or an alternative postsecondary program, or are in the military.
- **61%** have a bachelor of arts, **32%** have a bachelor of science; **7%** have an associate of applied science.
- **64%** have completed requirements for more than just a major—earning master’s degrees, double degrees, double majors, minors, certificates, and concentrations. An additional **6%** are enrolled in the military.

RETURN ON INVESTMENT

“SEED has the power to eliminate the achievement gap in four years.”

-- *Harvard Economist Roland Fryer, January 2011*

A SEED graduate is three times more likely to graduate from college than low-income, first-generation students who enroll. More than 80 percent of SEED graduates are first-generation, college-bound students, and SEED graduates who go on to college can expect to earn annually \$40,000 to \$50,000 more than their low-income peers.

SUPPORT FOR SEED

“Education is a key protective factor to keeping youth out of the juvenile justice system. Children and teenagers have endless potential, but they often need a strong support system to help them set and achieve goals for the future. I am grateful that SEED provides a structured and encouraging environment where children can thrive and grow.”

- *Secretary Wansley Walters,
Florida Department of Juvenile Justice*

BRINGING SEED TO SOUTH FLORIDA

In 2011, the Florida General Assembly enacted Senate Bill 404, which authorized the Department of Education (DOE) to establish the state's first College-Preparatory Boarding Academy Pilot Program for at-risk students (Program). SB 404 passed with overwhelming bipartisan support (38-1 in the Senate and 118-1 in the House). The Bill defines the Program's academic and boarding components, funding model, governance structure, and outlines student eligibility requirements. Later that year, DOE selected The SEED School of Miami as the operator of the Program via a competitive RFP process.

Following the direction of the legislature, DOE partnered with the Department of Children and Families (DCF) and the Department of Juvenile Justice (DJJ) to develop a funding plan for the program and outlined the cost of its boarding component at \$25,000 per-student per-year.

In 2013, the Florida General Assembly appropriated \$375,000 for SEED Miami start-up activities and approved SB 1514, which included amendments to SB 404.

These are the amendments:

- Adds an additional eligibility criterion that opens the Program to any child covered under the state's Child Welfare Waiver (Title IV-E) Demonstration project waiver, providing the Program with greater flexibility in the students it serves.
- Permits a state agency to transfer money between agencies to support the Program.
- Allows the Program to negotiate an alternative admission process (other than lottery) with DCF and designate a specific number of slots for children covered by the waiver.

In a demonstration of support for the Program, Governor Scott enacted SB 1514 and approved the General Assembly's recommendation for the Program's start-up funding. For Fiscal Year 2014-15, the Program's first year funding (\$1.5 million) is proposed to come through DOE. SEED Miami's funding is included the DOE State Board of Education's 2014-15 Legislative Budget Request.

SEED PUBLIC FUNDS IN ACTION: Accomplishments Under \$375K Start-Up Funds

Community Outreach

SEED Miami has used start up funds to develop and execute a robust community outreach plan that directly engages the students and families SEED seeks to serve.

- SEED Miami has partnered with community-based organizations in Homestead and Overtown to provide weekly tutoring assistance and college exposure activities to local students. This interaction fuels student recruitment efforts and helps staff understand the unique supports/ services students may need at SEED.
- SEED Miami has partnered with the Department of Children and Families to enroll students covered by the Department's federal Child Welfare Demonstration Waiver Project.
- SEED has signed an MOU with Our Kids, a South Florida child welfare service provider; Our Kids will refer its students covered under the waiver to SEED.
- Two full-time Outreach Associates - each of whom are local - are conducting home visits with prospective students and families.
- SEED graduates have been enlisted to assist in student recruitment efforts.

Curriculum Development

SEED's community outreach efforts have exposed staff to South Florida's specific academic and social needs. Such knowledge will help staff develop SEED's curriculum, which will continue to be refined throughout the spring.

Organizational Leadership

Frances P. Allegra has been hired as the President of SEED Miami. She brings twenty years of experience in child welfare and advocacy in Florida. She serves on Governor-Elect Rick Scott's Health and Human Services Transition Team, Children and Families Subcommittee, and has received numerous local honors and awards.

Kara Locke has been hired as the Head of School for SEED Miami. Mrs. Locke is an accomplished educator and her school leadership experience includes seven years as Principal of The SEED School of Washington DC.

Board Development

SEED Miami has recruited seven local leaders to the SEED Miami Board of Trustees. Its members bring diverse expertise to the management of SEED Miami in areas including but not limited to real estate, finance, and law. We seek to recruit a total of ten members by June.

①

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/12/14
Meeting Date

Topic Education

Bill Number CS/5B790
(if applicable)

Name Fely Curva, Ph.D.

Amendment Barcode 627080
(if applicable)

Job Title Partner, Curva & Associates LLC

Address 1212 Piedmont Dr.

Phone (850) 508-2256

1 allchasse, FL 32312
City State Zip

E-mail Curva@mindspring.com

Speaking: For Against Information

Representing FL Alliance for Health, Physical Education, Recreation, Dance & Sports (FAHPERDS)

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/12/14
Meeting Date

Topic Education - Digital

Bill Number 790
(if applicable)

Name Mindy Gould

Amendment Barcode _____
(if applicable)

Job Title Legislation Chair

Address 18181 NE 31st Court

Phone 305-439-8919

Aventura FL 33166
City State Zip

E-mail mindygouldpta@aol.com

Speaking: For Against Information

Representing Florida AA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE
APPEARANCE RECORD

✓ (3)

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/12/14

Meeting Date

Topic SB 1148

Bill Number 1148
(if applicable)

Name DR. JIM HENNINGSEN

Amendment Barcode 714502
(if applicable)

Job Title PRESIDENT, COLLEGE OF CENTRAL FLORIDA

Address _____
Street

Phone _____

City _____ State _____ Zip _____

E-mail _____

Speaking: For Against Information

Representing FLORIDA COLLEGE SYSTEM COUNCIL OF PRESIDENTS

Appearing at request of Chair: Yes No

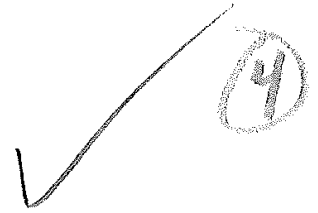
Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)



3/12/14
Meeting Date

Topic BACCALAUREATE PROGRAMS AT COLLEGES

Bill Number SB 1148
(if applicable)

Name Tom Auxter

Amendment Barcode 714502
(if applicable)
(STRIKE ALL)

Job Title President, United Faculty of Florida
Representing SUS faculty and faculty at 10 public colleges

Address 2130 SW 78 Terrace
Street
Gainesville, FL 32607
City State Zip

Phone 352 219 0020
E-mail tauxter@aol.com

Speaking: For Against Information

Representing faculty at SUS universities and 10 public colleges in Florida

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/12/14

Meeting Date

Topic SEED School of Miami

Bill Number N/A (if applicable)

Name Lesley Poole

Amendment Barcode N/A (if applicable)

Job Title Director of Outreach

Address 1770 Massachusetts Ave Street

Phone 202/785-4123

Washington DC 20036 City State Zip

E-mail lesley@seedfoundation.com

Speaking: For Against Information

Representing The SEED Foundation

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

CourtSmart Tag Report

Room: KN 412 Case:
Caption: Appropriations Subcommittee on Education

Type:
Judge:

Started: 3/12/2014 9:02:40 AM
Ends: 3/12/2014 10:12:00 AM Length: 01:09:21

9:02:44 AM Meeting Called to Order
9:02:52 AM Roll Call
9:03:17 AM Opening Remarks by Chair Galvano
9:03:32 AM Tab 1: CS/SB 790 - Sen Legg, Education
9:04:19 AM Chair Galvano
9:04:24 AM Amendment # 1 - 691062 - FAVORABLE
9:05:00 AM Amendment # 2 - 288744 - FAVORABLE
9:05:25 AM Amendment # 3 - 627080 - FAVORABLE
9:06:07 AM Amendment # 4 - 957244 by Sen. Montford (Late Filed) - FAVORABLE
9:06:28 AM Sen. Montford Speaks
9:07:11 AM Chair Galvano Comments
9:08:02 AM Public Testimony
9:08:34 AM Dr. Fely Curva, Curva & Associates LLC
9:12:18 AM Mindy Gould, Legislation Chair, Florida PTA
9:13:25 AM Roll Call on CS/SB 790
9:13:57 AM CS/SB 790 - Fav/CS
9:14:09 AM Tab 3: SB 1642 - Education Accountability by Sen Legg
9:15:17 AM Amendment # 1 - 420776, Substitute Amendment # 418528 - FAVORABLE
9:15:36 AM Sen Legg Speaks
9:16:05 AM Chair Galvano Speaks
9:17:02 AM Sen Detert Question
9:17:30 AM Sen Legg Comments
9:17:48 AM Sen Detert Comments
9:17:59 AM Sen Legg Comments
9:18:23 AM Sen Bullard Question
9:19:03 AM Sen Legg Comments
9:20:08 AM Sen Montford Comments
9:21:32 AM Sen Bullard Comments
9:22:49 AM Sen Legg Comments
9:24:17 AM Roll Call on SB 1642
9:24:19 AM SB 1642 - Fav/CS
9:24:50 AM Tab 2: SB 1148 Post Secondary Education by Sen Legg
9:25:10 AM Sen Richter - Motion
9:25:37 AM Amendment #1 714502, Strike-All Amendment by Sen Galvano
9:25:38 AM Sen Galvano Speaks
9:26:46 AM Sen Bullard Question
9:27:46 AM Sen Galvano Comments
9:28:14 AM Sen Bullard Question
9:28:58 AM Sen Galvano Comments
9:29:58 AM Sen Bullard Question
9:30:45 AM Sen Galvano Comments
9:31:33 AM Sen Thrasher Question
9:33:11 AM Sen Galvano Comments
9:33:19 AM Vice Chair Montford Speaks
9:33:31 AM Public Testimony
9:33:43 AM Dr. Jim Henningsen, President, College fo Central Florida
9:36:29 AM Tom Auxter, President, United Faculty of Florida
9:37:01 AM Sen Galvano Speaks
9:37:39 AM Chair Galvano Comments
9:38:10 AM Vice Chair Montford Speaks
9:38:21 AM Chair Galvano Speaks
9:38:48 AM Sen Bullard Question

9:41:39 AM	Chair Galvano Speaks
9:42:24 AM	Roll Call on SB 1148
9:42:48 AM	SB 1148 - Fav/CS
9:42:53 AM	Sen Abruzzo - Motion
9:43:22 AM	Lesley Poole, Director of Outreach
9:47:20 AM	Sen Detert Question
9:52:08 AM	Sen Bean Question
9:54:26 AM	Sen Montford Question
9:57:56 AM	Sen Bullard Question
10:02:29 AM	Sen Detert Question
10:03:48 AM	Sen Bean Question
10:05:35 AM	Sen Bullard Question
10:06:44 AM	Sen Benacquisto Comment
10:07:58 AM	Sen Montford Question
10:09:30 AM	Sen Hukill Question
10:11:29 AM	Chair Galvano Speaks
10:11:51 AM	Meeting Adjourned



THE FLORIDA SENATE

Senator Maria Lorts Sachs
Minority Leader Pro Tempore
District 34

Committees:

Gaming
Vice Chair

Agriculture

Education

Appropriations
Subcommittee on
Education

Appropriations
Subcommittee on
Finance and Tax

Military Affairs, Space,
and Domestic Security

Regulated Industries

STAFF:

Joshua Freeman
Legislative Assistant

Matthew Damsky
Legislative Assistant

Laura Jimenéz
Legislative Assistant

March 11, 2014

The Honorable Bill Galvano
326 Senate Office Building
404 South Monroe Street
Tallahassee, FL 32399-1100

Dear Chair Galvano,

I will not be able to attend the Appropriations Subcommittee on Education meeting taking place at 9:00AM on March 12, 2014, as I have a previously scheduled conflict in my district.

Very truly yours,

A handwritten signature in black ink, appearing to read "Maria Lorts Sachs".

State Senator Maria Sachs
District 34

CC: Tim Elwell,
Staff Director

100 NW 1st Avenue, Delray Beach, Florida 33444 (561) 279-1427
216 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5091

Senate's Website: www.flsenate.gov

Don Gaetz
President of the Senate

Garrett Richter
President Pro Tempore