

By Representatives Wiles, Henriquez, Ritchie, Bush, Frankel, Chestnut, Wasserman Schultz, L. Miller, Gottlieb, Kosmas, Rayson, Reddick, Ritter, Greenstein, Hafner, Sobel, Bullard, Levine, Stafford, Effman and Hill

1                                   A bill to be entitled  
2           An act relating to school improvement; amending  
3           s. 229.57, F.S.; exempting certain students  
4           from the statewide assessment program;  
5           prohibiting a school that has shown at least a  
6           50 percent increase in performance from being  
7           designated as performance grade category "F";  
8           providing intent; revising the method for  
9           determining school performance categories;  
10          revising the timeframe for implementation of  
11          statewide assessments; requiring the  
12          Legislature to conduct public hearings;  
13          requiring the Department of Education to  
14          provide assistance to district school boards  
15          regarding the development of local assessments;  
16          amending s. 230.23, F.S., relating to powers  
17          and duties of district school boards;  
18          establishing a minimum percentage salary  
19          increase required to be paid by a district to  
20          employees who demonstrate outstanding  
21          performance; requiring district school boards  
22          to adopt a plan for compliance with  
23          performance-based pay provisions; providing  
24          additional mechanisms for providing assistance  
25          and intervention for schools needing  
26          improvement; deleting obsolete language;  
27          amending s. 231.17, F.S.; revising requirements  
28          for receipt of a temporary teaching  
29          certificate; amending s. 236.08104, F.S.;  
30          requiring that categorical funds for  
31          supplemental academic instruction be adjusted

1 for inflation; holding a district harmless for  
2 certain funds received; providing requirements  
3 for determining a district's allocation;  
4 requiring the University of South Florida to  
5 develop and establish a teacher preparation  
6 program; providing program requirements;  
7 providing legislative intent; providing an  
8 effective date.

9  
10 WHEREAS, since its passage in 1999, the "A+ Plan for  
11 Education" (chapter 98-398, Laws of Florida) has been  
12 criticized by parents, district school boards, educators, and  
13 school administrators for its many problems, and

14 WHEREAS, the issue of whether the opportunity  
15 scholarship program is constitutional is currently before the  
16 state courts, and

17 WHEREAS, the education community has come forth with  
18 recommendations to improve portions of the A+ Education Plan  
19 that do not encompass the opportunity scholarship program, and

20 WHEREAS, simple measures can be taken to improve the  
21 plan for our children, without compromising accountability,  
22 NOW, THEREFORE,

23  
24 Be It Enacted by the Legislature of the State of Florida:

25  
26 Section 1. Paragraph (c) of subsection (3), subsection  
27 (7), paragraph (a) of subsection (8), paragraph (i) of  
28 subsection (11), and subsection (12) of section 229.57,  
29 Florida Statutes, are amended to read:

30 229.57 Student assessment program.--  
31

1           (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner  
2 shall design and implement a statewide program of educational  
3 assessment that provides information for the improvement of  
4 the operation and management of the public schools, including  
5 schools operating for the purpose of providing educational  
6 services to youth in Department of Juvenile Justice programs.  
7 Pursuant to the statewide assessment program, the commissioner  
8 shall:

9           (c) Develop and implement a student achievement  
10 testing program as part of the statewide assessment program,  
11 to be administered annually in grades 3 through 10 to measure  
12 reading, writing, science, and mathematics. The testing  
13 program must be designed so that:

14           1. The tests measure student skills and competencies  
15 adopted by the state board as specified in paragraph (a). The  
16 tests must measure and report student proficiency levels in  
17 reading, writing, and mathematics. Science proficiency must be  
18 measured statewide beginning in 2003. Other content areas may  
19 be included as directed by the commissioner. The commissioner  
20 shall provide for the tests to be developed or obtained, as  
21 appropriate, through contracts and project agreements with  
22 private vendors, public vendors, public agencies,  
23 postsecondary institutions, or school districts. The  
24 commissioner shall obtain input with respect to the design and  
25 implementation of the testing program from state educators and  
26 the public.

27           2. The tests are a combination of norm-referenced and  
28 criterion-referenced and include, to the extent determined by  
29 the commissioner, items that require the student to produce  
30 information or perform tasks in such a way that the skills and  
31 competencies he or she uses can be measured.

1           3. Each testing program, whether at the elementary,  
2 middle, or high school level, includes a test of writing in  
3 which students are required to produce writings which are then  
4 scored by appropriate methods.

5           4. A score is designated for each subject area tested,  
6 below which score a student's performance is deemed  
7 inadequate. The school districts shall provide appropriate  
8 remedial instruction to students who score below these levels.

9           5. Except as provided in subparagraph 6., all 11th  
10 grade students take a high school competency test developed by  
11 the state board to test minimum student performance skills and  
12 competencies in reading, writing, and mathematics. The test  
13 must be based on the skills and competencies adopted by the  
14 state board pursuant to paragraph (a). Upon recommendation of  
15 the commissioner, the state board shall designate a passing  
16 score for each part of the high school competency test. In  
17 establishing passing scores, the state board shall consider  
18 any possible negative impact of the test on minority students.  
19 The commissioner may establish criteria whereby a student who  
20 successfully demonstrates proficiency in either reading or  
21 mathematics or both may be exempted from taking the  
22 corresponding section of the high school competency test or  
23 the college placement test. A student must earn a passing  
24 score or have been exempted from each part of the high school  
25 competency test in order to qualify for a regular high school  
26 diploma. The school districts shall provide appropriate  
27 remedial instruction to students who do not pass part of the  
28 competency test.

29           6. Students who enroll in grade 9 in the fall of 1999  
30 and thereafter must earn a passing score on the grade 10  
31 assessment test described in this paragraph instead of the

1 high school competency test described in subparagraph 5. Such  
2 students must earn a passing score in reading, writing, and  
3 mathematics to qualify for a regular high school diploma. Upon  
4 recommendation of the commissioner, the state board shall  
5 designate a passing score for each part of the grade 10  
6 assessment test. In establishing passing scores, the state  
7 board shall consider any possible negative impact of the test  
8 on minority students.

9           7. Participation in the testing program is mandatory  
10 for all students, including students served in Department of  
11 Juvenile Justice programs, except as otherwise prescribed by  
12 the commissioner. The commissioner shall recommend rules to  
13 the state board for the provision of test adaptations and  
14 modifications of procedures as necessary for students in  
15 exceptional education programs ~~and for students who have~~  
16 ~~limited English proficiency.~~ Students who have limited English  
17 proficiency and have participated in ESOL programs for less  
18 than 3 years are exempt from participation in statewide  
19 assessments, unless exemption is waived upon request of the  
20 school or the student's parent or guardian. Only those  
21 students continuously enrolled in a Florida public school  
22 after October 1 of the school year of the assessment shall be  
23 included in the statewide assessment program.

24           8. A student seeking an adult high school diploma must  
25 meet the same testing requirements that a regular high school  
26 student must meet.

27           9. School districts must provide instruction to  
28 prepare students to demonstrate proficiency in the skills and  
29 competencies necessary for successful grade-to-grade  
30 progression and high school graduation. The commissioner shall  
31 conduct studies as necessary to verify that the required

1 skills and competencies are part of the district instructional  
2 programs.

3 10. By January 1, 2000, the Department of Education  
4 must develop, or select, and implement a common battery of  
5 assessment tools which will be used in all juvenile justice  
6 programs in the state. These tools must accurately reflect  
7 criteria established in the Florida Sunshine State Standards.

8  
9 The commissioner may design and implement student testing  
10 programs for any grade level and subject area, based on  
11 procedures designated by the commissioner to monitor  
12 educational achievement in the state.

13 (7) SCHOOL PERFORMANCE GRADE CATEGORIES.--Beginning  
14 with the 1998-1999 school year's student and school  
15 performance data, the annual report shall identify schools as  
16 being in one of the following grade categories defined  
17 according to rules of the state board:

18 (a) "A," schools making excellent progress.

19 (b) "B," schools making above average progress.

20 (c) "C," schools making satisfactory progress.

21 (d) "D," schools making less than satisfactory  
22 progress.

23 (e) "F," schools failing to make adequate progress.

24  
25 Beginning in the 1999-2000 school year, each school designated  
26 in performance grade category "A," making excellent progress,  
27 or as having improved at least two performance grade  
28 categories, shall have greater authority over the allocation  
29 of the school's total budget generated from the FEFP, state  
30 categoricals, lottery funds, grants, and local funds, as  
31 specified in state board rule. The rule must provide that the

1 increased budget authority shall remain in effect until the  
2 school's performance grade declines. Beginning in the  
3 1999-2000 school year, a school that has been designated as  
4 performance grade category "F" in a prior school year shall  
5 not be designated as performance grade category "F" using the  
6 current year's data if that school has shown at least a 50  
7 percent increase toward the baseline score in each subject  
8 area. Beginning in the 1999-2000 school year, schools  
9 designated as performance grade categories "A" through "D"  
10 whose performance in the areas of attendance, parental  
11 involvement, and dropout rates meets or exceeds the state  
12 average, shall receive a plus sign designation in addition to  
13 the letter-grade designation.

14 (8) DESIGNATION OF SCHOOL PERFORMANCE GRADE  
15 CATEGORIES.--For purposes of determining school performance,  
16 student performance should be based on a student's annual  
17 learning gains when the gain can be measured with an accurate  
18 and consistent assessment system. Currently, the statewide  
19 assessment system cannot measure a year's worth of knowledge  
20 because not all grades are tested and there is not sufficient  
21 data to create a baseline to measure improvement. Therefore,  
22 it is the intent of the Legislature that an alternative system  
23 should be created until 2 years of assessment data are  
24 available to start measuring actual student learning gains.

25 School performance grade category designations itemized in  
26 subsection (7) shall be based on the following:

27 (a) Timeframes.--

28 1. School performance grade category designations  
29 shall be based on one school year of performance.

30 2. In school years 1998-1999 ~~and 1999-2000~~, a school's  
31 performance grade category designation shall be determined by

1 the student achievement levels on the FCAT, and on other  
2 appropriate performance data, including, but not limited to,  
3 attendance, dropout rate, school discipline data, and student  
4 readiness for college, in accordance with state board rule.

5 3. In the 1999-2000 school year, a school's  
6 performance grade category designation shall be determined  
7 based upon the following weighted factors for the following  
8 grade levels, according to rules adopted by the Department of  
9 Education:

10 a. Kindergarten.--Sixty percent of the performance  
11 grade shall be based on the percentage of classes for which  
12 there is a ratio of 1 teacher to 20 students, attendance shall  
13 be weighted at 20 percent, and parental involvement and safety  
14 shall both be weighted at 10 percent.

15 b. Grade 1.--Sixty percent of the performance grade  
16 shall be based on the percentage of classes for which there is  
17 a ratio of 1 teacher to 20 students, attendance shall be  
18 weighted at 20 percent, and parental involvement and safety  
19 shall both be weighted at 10 percent.

20 c. Grade 2.--Sixty percent of the performance grade  
21 shall be based on the percentage of classes for which there is  
22 a ratio of 1 teacher to 20 students, attendance shall be  
23 weighted at 20 percent, and parental involvement and safety  
24 shall both be weighted at 10 percent.

25 d. Grade 3.--Sixty percent of the performance grade  
26 shall be based on the percentage of classes for which there is  
27 a ratio of 1 teacher to 20 students, attendance shall be  
28 weighted at 20 percent, and parental involvement and safety  
29 shall both be weighted at 10 percent.

30 e. Grade 4.--Sixty percent of the performance grade  
31 shall be based on FCAT scores, attendance shall be weighted at

1 20 percent, and parental involvement and safety shall both be  
2 weighted at 10 percent.

3 f. Grade 5.--Sixty percent of the performance grade  
4 shall be based on FCAT scores, attendance shall be weighted at  
5 20 percent, and parental involvement and safety shall both be  
6 weighted at 10 percent.

7 g. Grade 8.--Sixty percent of the performance grade  
8 shall be based on FCAT scores; attendance, dropout rate,  
9 parental involvement, and safety shall each be weighted at 10  
10 percent.

11 h. Grade 10.--Sixty percent of the performance grade  
12 shall be based on FCAT scores; attendance, dropout rate,  
13 parental involvement, and safety shall each be weighted at 10  
14 percent.

15 i. Grade 11.--Thirty-five percent of the performance  
16 grade shall be based on dropout rate; 35 percent shall be  
17 based on the number of acceleration mechanisms available to  
18 students; attendance, parental involvement, and school safety  
19 shall each be weighted at 10 percent.

20 j. Grade 12.--Thirty-five percent of the performance  
21 grade shall be based on dropout rate; 35 percent shall be  
22 based on the number of acceleration mechanisms available to  
23 students; attendance, parental involvement, and school safety  
24 shall each be weighted at 10 percent.~~Beginning with the~~  
25 ~~2000-2001 school year, a school's performance grade category~~  
26 ~~designation shall be based on a combination of student~~  
27 ~~achievement scores as measured by the FCAT, on the degree of~~  
28 ~~measured learning gains of the students, and on other~~  
29 ~~appropriate performance data, including, but not limited to,~~  
30 ~~attendance, dropout rate, school discipline data, and student~~  
31 ~~readiness for college.~~

1           4. In school years 2000-2001 and 2001-2002, a school's  
2 performance grade category designation shall be determined  
3 based upon the following weighted factors for the following  
4 grade levels, according to rules adopted by the Department of  
5 Education:

6           a. Kindergarten.--Sixty percent of the performance  
7 grade shall be based on the percentage of classes for which  
8 there is a ratio of 1 teacher to 20 students, attendance shall  
9 be weighted at 20 percent, and parental involvement and safety  
10 shall both be weighted at 10 percent.

11           b. Grade 1.--Sixty percent of the performance grade  
12 shall be based on the percentage of classes for which there is  
13 a ratio of 1 teacher to 20 students, attendance shall be  
14 weighted at 20 percent, and parental involvement and safety  
15 shall both be weighted at 10 percent.

16           c. Grade 2.--Sixty percent of the performance grade  
17 shall be based on the percentage of classes for which there is  
18 a ratio of 1 teacher to 20 students, attendance shall be  
19 weighted at 20 percent, and parental involvement and safety  
20 shall both be weighted at 10 percent.

21           d. Grade 3.--Sixty percent of the performance grade  
22 shall be based on FCAT scores, attendance shall be weighted at  
23 20 percent, and parental involvement and safety shall both be  
24 weighted at 10 percent.

25           e. Grade 4.--Sixty percent of the performance grade  
26 shall be based on FCAT scores, attendance shall be weighted at  
27 20 percent, and parental involvement and safety shall both be  
28 weighted at 10 percent.

29           f. Grade 5.--Sixty percent of the performance grade  
30 shall be based on FCAT scores, attendance shall be weighted at  
31

1 20 percent, and parental involvement and safety shall both be  
2 weighted at 10 percent.

3 g. Grade 6.--Sixty percent of the performance grade  
4 shall be based on FCAT scores; attendance, dropout rate,  
5 parental involvement, and safety shall each be weighted at 10  
6 percent.

7 h. Grade 7.--Sixty percent of the performance grade  
8 shall be based on FCAT scores; attendance, dropout rate,  
9 parental involvement, and safety shall each be weighted at 10  
10 percent.

11 i. Grade 8.--Sixty percent of the performance grade  
12 shall be based on FCAT scores; attendance, dropout rate,  
13 parental involvement, and safety shall each be weighted at 10  
14 percent.

15 j. Grade 9.--Sixty percent of the performance grade  
16 shall be based on FCAT scores; attendance, dropout rate,  
17 parental involvement, and safety shall each be weighted at 10  
18 percent.

19 k. Grade 10.--Sixty percent of the performance grade  
20 shall be based on FCAT scores; attendance, dropout rate,  
21 parental involvement, and safety shall each be weighted at 10  
22 percent.

23 l. Grade 11.--Thirty-five percent of the performance  
24 grade shall be based on dropout rate; 35 percent shall be  
25 based on the number of acceleration mechanisms available to  
26 students; attendance, parental involvement, and school safety  
27 shall each be weighted at 10 percent.

28 m. Grade 12.--Thirty-five percent of the performance  
29 grade shall be based on dropout rate; 35 percent shall be  
30 based on the number of acceleration mechanisms available to  
31 students; attendance, parental involvement, and school safety

1 ~~shall each be weighted at 10 percent. Beginning with the~~  
2 ~~2001-2002 school year and thereafter, a school's performance~~  
3 ~~grade category designation shall be based on student learning~~  
4 ~~gains as measured by annual FCAT assessments in grades 3~~  
5 ~~through 10, and on other appropriate performance data,~~  
6 ~~including, but not limited to, attendance, dropout rate,~~  
7 ~~school discipline data, cohort graduation rate, and student~~  
8 ~~readiness for college.~~

9 5. During the 2001-2002 school year, the Legislature  
10 shall conduct public hearings on the school performance grade  
11 requirements of this subsection to receive recommendations for  
12 revisions to improve the program. The recommendations shall be  
13 considered prior to adopting the program for the 2002-2003  
14 school year and thereafter.

15  
16 For the purpose of implementing ss. 229.0535 and 229.0537, if  
17 any of the four schools that were identified as critically low  
18 performing, based on both 1996-1997 and 1997-1998 school  
19 performance data and state board adopted criteria, receives a  
20 performance grade category designation of "F," based on  
21 1998-1999 school performance data, that school shall be  
22 considered as having failed to make adequate progress for 2  
23 years in a 4-year period. All other schools that receive a  
24 performance grade category designation of "F," based on  
25 1998-1999 school performance data, shall be considered as  
26 having failed to make adequate progress for 1 year.

27 (11) STATEWIDE ASSESSMENTS.--The Department of  
28 Education is authorized, subject to appropriation, to  
29 negotiate a multiyear contract for the development, field  
30 testing, and implementation of annual assessments of students  
31

1 in grades 3 through 10. Such assessments must comply with the  
2 following criteria:

3 (i) Assessments shall be implemented statewide no  
4 earlier ~~later~~ than April 1 ~~the spring~~ of the 2000-2001 school  
5 year and results must be provided to districts no later than  
6 May 15 annually, beginning in the 2000-2001 school year.

7 (12) LOCAL ASSESSMENTS.--Measurement of the learning  
8 gains of students in all subjects and grade levels other than  
9 subjects and grade levels required for the state assessment  
10 program is the responsibility of the school districts. It is  
11 the intent of the Legislature that the Department of Education  
12 provide assistance in the development of the local  
13 assessments.

14 Section 2. Paragraph (c) of subsection (5) and  
15 paragraph (c) of subsection (16) of section 230.23, Florida  
16 Statutes, are amended to read:

17 230.23 Powers and duties of school board.--The school  
18 board, acting as a board, shall exercise all powers and  
19 perform all duties listed below:

20 (5) PERSONNEL.--Designate positions to be filled,  
21 prescribe qualifications for those positions, and provide for  
22 the appointment, compensation, promotion, suspension, and  
23 dismissal of employees as follows, subject to the requirements  
24 of chapter 231:

25 (c) Compensation and salary schedules.--Adopt a salary  
26 schedule or salary schedules designed to furnish incentives  
27 for improvement in training and for continued efficient  
28 service to be used as a basis for paying all school employees  
29 and fix and authorize the compensation of school employees on  
30 the basis thereof. A district school board, in determining the  
31 salary schedule for instructional personnel, must base a

1 portion of each employee's compensation on performance  
2 demonstrated under s. 231.29 and must consider the prior  
3 teaching experience of a person who has been designated state  
4 teacher of the year by any state in the United States. In  
5 developing the salary schedule, the school board shall seek  
6 input from parents, teachers, and representatives of the  
7 business community. By June 30, 2002, the salary schedule  
8 adopted by the school board must base a percentage ~~at least 5~~  
9 ~~percent~~ of the salary of school administrators and  
10 instructional personnel on annual performance measured under  
11 s. 231.29. The minimum percentage salary increase required to  
12 be paid by each district to employees who demonstrate  
13 outstanding performance shall be equal to the percentage  
14 increase per weighted full-time equivalent student for that  
15 same year.The district's performance-pay policy is subject to  
16 negotiation as provided in chapter 447; however, the adopted  
17 salary schedule must allow employees who demonstrate  
18 outstanding performance to earn that percentage ~~5 percent~~ of  
19 their individual salary. The Commissioner of Education shall  
20 determine whether the board's adopted salary schedule complies  
21 with the requirement for performance-based pay. If the board  
22 fails to adopt a plan for compliance for the 2003-2004 school  
23 year and thereafter ~~comply~~ by June 30, 2003 ~~2002~~, the  
24 commissioner shall withhold disbursements from the Educational  
25 Enhancement Trust Fund to the district until compliance is  
26 verified.

27 (16) IMPLEMENT SCHOOL IMPROVEMENT AND  
28 ACCOUNTABILITY.--Maintain a system of school improvement and  
29 education accountability as provided by statute and State  
30 Board of Education rule. This system of school improvement and  
31 education accountability shall be consistent with, and

1 implemented through, the district's continuing system of  
2 planning and budgeting required by this section and ss.  
3 229.555 and 237.041. This system of school improvement and  
4 education accountability shall include, but is not limited to,  
5 the following:

6 (c) Assistance and intervention.--

7 1. Develop a 2-year plan of increasing individualized  
8 assistance and intervention for each school in danger of not  
9 meeting state standards or making adequate progress, as  
10 defined pursuant to statute and State Board of Education rule,  
11 toward meeting the goals and standards of its approved school  
12 improvement plan. A school that is identified as being in  
13 performance grade category "D" pursuant to s. 229.57 is in  
14 danger of failing and must be provided assistance and  
15 intervention.

16 2. Develop a plan to encourage teachers with  
17 demonstrated mastery in improving student performance to  
18 remain at or transfer to a school designated as performance  
19 grade category "F." For purposes of this subparagraph,  
20 teaching mastery shall be determined based upon positive  
21 learning gains of students as measured by annual FCAT  
22 assessments, according to rules adopted by the Department of  
23 Education. In the absence of an FCAT assessment, measurement  
24 of learning gains of students shall be as provided in s.  
25 229.57(12). If a classroom teacher, as defined by s.  
26 228.041(9)(a), who meets the definition of teaching mastery  
27 requests assignment to a school designated as performance  
28 grade category "F," the district school board and the  
29 principal shall make every practical effort to grant the  
30 request. Effective July 1, 2001, each classroom teacher who  
31 meets the definition of teaching mastery is eligible to

1 receive an annual supplement of at least \$1,000 each year he  
2 or she teaches in a school designated as performance grade  
3 category "F," to the extent provided annually in the General  
4 Appropriations Act. Such supplement shall be in addition to  
5 any supplement or bonus received as a local or state  
6 performance-based pay incentive.~~District school boards are~~  
7 ~~encouraged to prioritize the expenditures of funds received~~  
8 ~~from specific appropriation 110A of the General Appropriations~~  
9 ~~Act of fiscal year 1999-2000 to improve student performance in~~  
10 ~~schools that receive a performance grade category designation~~  
11 ~~of "D" or "F."~~

12 Section 3. Paragraph (c) of subsection (3) and  
13 paragraph (a) of subsection (4) of section 231.17, Florida  
14 Statutes, are amended to read:

15 231.17 Official statements of eligibility and  
16 certificates granted on application to those meeting  
17 prescribed requirements.--

18 (3) TEMPORARY CERTIFICATE.--

19 (c) To qualify for a temporary certificate, the  
20 applicant must:

21 1. File a written statement under oath that the  
22 applicant subscribes to and will uphold the principles  
23 incorporated in the Constitutions of the United States and of  
24 the State of Florida.

25 2. Be at least 18 years of age.

26 3. Document receipt of a bachelor's or higher degree  
27 from an accredited institution of higher learning, as defined  
28 by state board rule. Credits and degrees awarded by a newly  
29 created Florida state institution that is part of the State  
30 University System shall be considered as granted by an  
31 accredited institution of higher learning during the first 2

1 years of course offerings while accreditation is gained.  
2 Degrees from foreign institutions, or degrees from other  
3 institutions of higher learning that are in the accreditation  
4 process, may be validated by a process established in state  
5 board rule. Once accreditation is gained, the institution  
6 shall be considered as accredited beginning with the 2-year  
7 period prior to the date of accreditation. The bachelor's or  
8 higher degree may not be required in areas approved in rule by  
9 the State Board of Education as nondegreed areas. Each  
10 applicant seeking initial certification must have attained at  
11 least a 2.5 overall grade point average on a 4.0 scale in the  
12 applicant's major field of study. The applicant may document  
13 the required education by submitting official transcripts from  
14 institutions of higher education or by authorizing the direct  
15 submission of such official transcripts through established  
16 electronic network systems.

17 4. Be competent and capable of performing the duties,  
18 functions, and responsibilities of a teacher.

19 5. Be of good moral character.

20 6. Demonstrate mastery of general knowledge, including  
21 the ability to read, write, compute, and use technology for  
22 classroom instruction. ~~Individuals who apply for certification~~  
23 ~~on or after July 1, 2000, must demonstrate these minimum~~  
24 ~~competencies in order to receive a temporary certificate.~~

25 Acceptable means of demonstrating such mastery is an  
26 individual's achievement of passing scores on another state's  
27 general knowledge examinations or a valid standard teaching  
28 certificate issued by another state that requires mastery of  
29 general knowledge. An applicant who is unable to demonstrate  
30 mastery of general knowledge according to this subparagraph

31

1 must demonstrate such mastery within 2 years after receiving a  
2 temporary certificate.

3

4 Rules adopted pursuant to this section shall provide for the  
5 review and acceptance of credentials from foreign institutions  
6 of higher learning.

7 (4) PROFESSIONAL CERTIFICATE.--The department shall  
8 issue a professional certificate for a period not to exceed 5  
9 years to any applicant who meets the requirements for a  
10 temporary certificate and documents mastery of the minimum  
11 competencies required by subsection (5). Mastery of the  
12 minimum competencies must be documented on a comprehensive  
13 written examination or through other criteria as specified by  
14 rules of the state board. Mastery of minimum competencies  
15 required under subsection (5) must be demonstrated in the  
16 following areas:

17 (a) General knowledge, including the ability to read,  
18 write, and compute, and use technology for classroom  
19 instruction. ~~However, individuals who apply for certification~~  
20 ~~on or after July 1, 2000, must demonstrate these minimum~~  
21 ~~competencies in order to receive a temporary certificate.~~

22 Acceptable means of demonstrating such mastery is an  
23 individual's achievement of passing scores on another state's  
24 general knowledge examinations or a valid standard teaching  
25 certificate issued by another state that requires mastery of  
26 general knowledge.

27 Section 4. Subsection (2) of section 236.08104,  
28 Florida Statutes, is amended to read:

29 236.08104 Supplemental academic instruction;  
30 categorical fund.--

31

1           (2) Categorical funds for supplemental academic  
2 instruction shall be allocated annually to each school  
3 district in the amount provided in the General Appropriations  
4 Act.

5           (a) These funds shall be in addition to the funds  
6 appropriated on the basis of full-time equivalent student  
7 (FTE) membership in the Florida Education Finance Program, and  
8 shall be included in the total potential funds of each  
9 district, and shall be adjusted for inflation. Districts shall  
10 be held harmless for funds received pursuant to this section  
11 in fiscal year 1999-2000.

12           (b) A district's allocation shall be based on the  
13 following:

14           1. One-third of a district's allocation shall be based  
15 on the weighted FTE membership enrolled in schools in the  
16 district that have been designated as performance grade  
17 categories "D" and "F" for the prior year. Such portion of a  
18 district's allocation shall be held harmless for a 2-year  
19 period.

20           2. One-third of a district's allocation shall be based  
21 on the weighted FTE membership participating in the district's  
22 remediation programs, including tutoring, mentoring,  
23 after-school, extended year, and summer school programs.

24           3. One-third of a district's allocation shall be based  
25 on the total district weighted FTE membership.

26           (c) These funds shall be used only to provide  
27 supplemental academic instruction to students enrolled in the  
28 K-12 program. Supplemental instruction strategies may include,  
29 but are not limited to: modified curriculum, reading  
30 instruction, after-school instruction, tutoring, mentoring,  
31 class size reduction, extended school year, intensive skills

1 development in summer school, and other methods for improving  
2 student achievement. Supplemental instruction may be provided  
3 to a student in any manner and at any time during or beyond  
4 the regular 180-day term identified by the school as being the  
5 most effective and efficient way to best help that student  
6 progress from grade to grade and to graduate.

7           Section 5. By July 1, 2001, the University of South  
8 Florida shall develop and establish at its Tampa campus a  
9 rigorous teacher preparation program for highly talented  
10 students. The program shall be conducted in conformance with  
11 the following requirements:

12           (1) When fully operational, the program must serve 40  
13 students annually.

14           (2) Participants must receive full scholarships funded  
15 through private donations and other outside sources to cover  
16 the cost of in-state tuition and mandatory student fees.

17           (3) Participants in the program shall be required to  
18 teach at least 4 years in a Florida public school that has  
19 been designated as performance grade category "D" or  
20 performance grade category "F," according to s. 229.57,  
21 Florida Statutes. Participants who fail to fulfill this  
22 requirement shall be required to repay the University of South  
23 Florida the amount of annual assistance received for each year  
24 of the unfulfilled teaching commitment.

25  
26 It is the intent of the Legislature to encourage other  
27 universities to review, and consider for adoption, the program  
28 established by this section.

29           Section 6. This act shall take effect upon becoming a  
30 law.

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HOUSE SUMMARY

Exempts certain students from the statewide assessment program. Prohibits a school that has shown at least a 50 percent increase in performance from being designated as performance grade category "F." Revises the method for determining school performance categories. Revises the timeframe for implementation of statewide assessments. Requires the Legislature to conduct public hearings. Requires the Department of Education to provide assistance to district school boards regarding the development of local assessments. Revises powers and duties of district school boards: establishes a minimum percentage salary increase required to be paid by a district to employees who demonstrate outstanding performance; requires district school boards to adopt a plan for compliance with performance-based pay provisions; provides additional mechanisms for providing assistance and intervention for schools needing improvement; and deletes obsolete language. Revises requirements for receipt of a temporary teaching certificate. Requires that categorical funds for supplemental academic instruction be adjusted for inflation, provides requirements for determining a district's allocation, and holds the district harmless for certain funds received. Requires the University of South Florida to develop and establish a teacher preparation program. Provides program requirements and legislative intent.