

By Senator Mitchell

4-1338A-00

See HB

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 provisions;
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),
27 subsections (7) and (8), paragraph (i) of subsection (11), and
28 subsection (12) of section 229.57, Florida Statutes, are
29 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 (b) Student assessment data.--Student assessment data
28 used in determining school performance grade categories shall
29 include:

30 1. The median scores of all eligible students enrolled
31 in the school who have been assessed on the FCAT.

1 2. The median scores of all eligible students enrolled
2 in the school who have been assessed on the FCAT and who have
3 scored at or in the lowest 25th percentile of the state in the
4 previous school year.

5
6 The Department of Education shall study the effects of
7 mobility on the performance of highly mobile students and
8 recommend programs to improve the performance of such
9 students. The state board shall adopt appropriate criteria for
10 each school performance grade category. The criteria must also
11 give added weight to student achievement in reading. Schools
12 designated as performance grade category "C," making
13 satisfactory progress, shall be required to demonstrate that
14 adequate progress has been made by students who have scored
15 among the lowest 25 percent of students in the state as well
16 as by the overall population of students in the school.

17 (11) STATEWIDE ASSESSMENTS.--The Department of
18 Education is authorized, subject to appropriation, to
19 negotiate a multiyear contract for the development, field
20 testing, and implementation of annual assessments of students
21 in grades 3 through 10. Such assessments must comply with the
22 following criteria:

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

27 (12) LOCAL ASSESSMENTS.--Measurement of the learning
28 gains of students in all subjects and grade levels other than
29 subjects and grade levels required for the state assessment
30 program is the responsibility of the school districts. It is
31 the intent of the Legislature that the Department of Education

1 provide assistance in the development of the local
2 assessments.

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

6 230.23 Powers and duties of school board.--The school
7 board, acting as a board, shall exercise all powers and
8 perform all duties listed below:

9 (5) PERSONNEL.--Designate positions to be filled,
10 prescribe qualifications for those positions, and provide for
11 the appointment, compensation, promotion, suspension, and
12 dismissal of employees as follows, subject to the requirements
13 of chapter 231:

14 (c) Compensation and salary schedules.--Adopt a salary
15 schedule or salary schedules designed to furnish incentives
16 for improvement in training and for continued efficient
17 service to be used as a basis for paying all school employees
18 and fix and authorize the compensation of school employees on
19 the basis thereof. A district school board, in determining the
20 salary schedule for instructional personnel, must base a
21 portion of each employee's compensation on performance
22 demonstrated under s. 231.29 and must consider the prior
23 teaching experience of a person who has been designated state
24 teacher of the year by any state in the United States. In
25 developing the salary schedule, the school board shall seek
26 input from parents, teachers, and representatives of the
27 business community. By June 30, 2002, the salary schedule
28 adopted by the school board must base a percentage ~~at least 5~~
29 ~~percent~~ of the salary of school administrators and
30 instructional personnel on annual performance measured under
31 s. 231.29. The minimum percentage salary increase required to

1 be paid by each district to employees who demonstrate
2 outstanding performance shall be equal to the percentage
3 increase per weighted full-time equivalent student for that
4 same year.The district's performance-pay policy is subject to
5 negotiation as provided in chapter 447; however, the adopted
6 salary schedule must allow employees who demonstrate
7 outstanding performance to earn that percentage ~~5 percent~~ of
8 their individual salary. The Commissioner of Education shall
9 determine whether the board's adopted salary schedule complies
10 with the requirement for performance-based pay. If the board
11 fails to adopt a plan for compliance for the 2003-2004 school
12 year and thereafter ~~comply~~ by June 30, 2003 ~~2002~~, the
13 commissioner shall withhold disbursements from the Educational
14 Enhancement Trust Fund to the district until compliance is
15 verified.

16 (16) IMPLEMENT SCHOOL IMPROVEMENT AND
17 ACCOUNTABILITY.--Maintain a system of school improvement and
18 education accountability as provided by statute and State
19 Board of Education rule. This system of school improvement and
20 education accountability shall be consistent with, and
21 implemented through, the district's continuing system of
22 planning and budgeting required by this section and ss.
23 229.555 and 237.041. This system of school improvement and
24 education accountability shall include, but is not limited to,
25 the following:

26 (c) Assistance and intervention.--

27 1. Develop a 2-year plan of increasing individualized
28 assistance and intervention for each school in danger of not
29 meeting state standards or making adequate progress, as
30 defined pursuant to statute and State Board of Education rule,
31 toward meeting the goals and standards of its approved school

1 improvement plan. A school that is identified as being in
2 performance grade category "D" pursuant to s. 229.57 is in
3 danger of failing and must be provided assistance and
4 intervention.

5 2. Develop a plan to encourage teachers with
6 demonstrated mastery in improving student performance to
7 remain at or transfer to a school designated as performance
8 grade category "F." For purposes of this subparagraph,
9 teaching mastery shall be determined based upon positive
10 learning gains of students as measured by annual FCAT
11 assessments, according to rules adopted by the Department of
12 Education. In the absence of an FCAT assessment, measurement
13 of learning gains of students shall be as provided in s.
14 229.57(12). If a classroom teacher, as defined by s.
15 228.041(9)(a), who meets the definition of teaching mastery
16 requests assignment to a school designated as performance
17 grade category "F," the district school board and the
18 principal shall make every practical effort to grant the
19 request. Effective July 1, 2001, each classroom teacher who
20 meets the definition of teaching mastery is eligible to
21 receive an annual supplement of at least \$1,000 each year he
22 or she teaches in a school designated as performance grade
23 category "F," to the extent provided annually in the General
24 Appropriations Act. Such supplement shall be in addition to
25 any supplement or bonus received as a local or state
26 performance-based pay incentive.~~District school boards are~~
27 ~~encouraged to prioritize the expenditures of funds received~~
28 ~~from specific appropriation 110A of the General Appropriations~~
29 ~~Act of fiscal year 1999-2000 to improve student performance in~~
30 ~~schools that receive a performance grade category designation~~
31 ~~of "D" or "F."~~

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

4 231.17 Official statements of eligibility and
5 certificates granted on application to those meeting
6 prescribed requirements.--

7 (3) TEMPORARY CERTIFICATE.--

8 (c) To qualify for a temporary certificate, the
9 applicant must:

10 1. File a written statement under oath that the
11 applicant subscribes to and will uphold the principles
12 incorporated in the Constitutions of the United States and of
13 the State of Florida.

14 2. Be at least 18 years of age.

15 3. Document receipt of a bachelor's or higher degree
16 from an accredited institution of higher learning, as defined
17 by state board rule. Credits and degrees awarded by a newly
18 created Florida state institution that is part of the State
19 University System shall be considered as granted by an
20 accredited institution of higher learning during the first 2
21 years of course offerings while accreditation is gained.
22 Degrees from foreign institutions, or degrees from other
23 institutions of higher learning that are in the accreditation
24 process, may be validated by a process established in state
25 board rule. Once accreditation is gained, the institution
26 shall be considered as accredited beginning with the 2-year
27 period prior to the date of accreditation. The bachelor's or
28 higher degree may not be required in areas approved in rule by
29 the State Board of Education as nondegreed areas. Each
30 applicant seeking initial certification must have attained at
31 least a 2.5 overall grade point average on a 4.0 scale in the

1 applicant's major field of study. The applicant may document
2 the required education by submitting official transcripts from
3 institutions of higher education or by authorizing the direct
4 submission of such official transcripts through established
5 electronic network systems.

6 4. Be competent and capable of performing the duties,
7 functions, and responsibilities of a teacher.

8 5. Be of good moral character.

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

14 Acceptable means of demonstrating such mastery is an
15 individual's achievement of passing scores on another state's
16 general knowledge examinations or a valid standard teaching
17 certificate issued by another state that requires mastery of
18 general knowledge.

19
20 Rules adopted pursuant to this section shall provide for the
21 review and acceptance of credentials from foreign institutions
22 of higher learning.

23 (4) PROFESSIONAL CERTIFICATE.--The department shall
24 issue a professional certificate for a period not to exceed 5
25 years to any applicant who meets the requirements for a
26 temporary certificate and documents mastery of the minimum
27 competencies required by subsection (5). Mastery of the
28 minimum competencies must be documented on a comprehensive
29 written examination or through other criteria as specified by
30 rules of the state board. Mastery of minimum competencies

31

1 required under subsection (5) must be demonstrated in the
2 following areas:

3 (a) General knowledge, including the ability to read,
4 write, and compute, and use technology for classroom
5 instruction. ~~However, individuals who apply for certification~~
6 ~~on or after July 1, 2000, must demonstrate these minimum~~
7 ~~competencies in order to receive a temporary certificate.~~
8 Acceptable means of demonstrating such mastery is an
9 individual's achievement of passing scores on another state's
10 general knowledge examinations or a valid standard teaching
11 certificate issued by another state that requires mastery of
12 general knowledge.

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

15 236.08104 Supplemental academic instruction;
16 categorical fund.--

17 (2) Categorical funds for supplemental academic
18 instruction shall be allocated annually to each school
19 district in the amount provided in the General Appropriations
20 Act.

21 (a) These funds shall be in addition to the funds
22 appropriated on the basis of full-time equivalent student
23 (FTE) membership in the Florida Education Finance Program, and
24 shall be included in the total potential funds of each
25 district, and shall be adjusted for inflation. Districts shall
26 be held harmless for funds received pursuant to this section
27 in fiscal year 1999-2000.

28 (b) A district's allocation shall be based on the
29 following:

30 1. One-third of a district's allocation shall be based
31 on the weighted FTE membership enrolled in schools in the

1 district that have been designated as performance grade
2 categories "D" and "F" for the prior year. Such portion of a
3 district's allocation shall be held harmless for a 2-year
4 period.

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

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

11 (c) These funds shall be used only to provide
12 supplemental academic instruction to students enrolled in the
13 K-12 program. Supplemental instruction strategies may include,
14 but are not limited to: modified curriculum, reading
15 instruction, after-school instruction, tutoring, mentoring,
16 class size reduction, extended school year, intensive skills
17 development in summer school, and other methods for improving
18 student achievement. Supplemental instruction may be provided
19 to a student in any manner and at any time during or beyond
20 the regular 180-day term identified by the school as being the
21 most effective and efficient way to best help that student
22 progress from grade to grade and to graduate.

23 Section 5. By July 1, 2001, the University of South
24 Florida shall develop and establish at its Tampa campus a
25 rigorous teacher preparation program for highly talented
26 students. The program shall be conducted in conformance with
27 the following requirements:

28 (1) When fully operational, the program must serve 40
29 students annually.

30
31

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

4 (3) Participants in the program shall be required to
5 teach at least 4 years in a Florida public school that has
6 been designated as performance grade category "D" or
7 performance grade category "F," according to section 229.57,
8 Florida Statutes. Participants who fail to fulfill this
9 requirement shall be required to repay the University of South
10 Florida the amount of annual assistance received for each year
11 of the unfulfilled teaching commitment.

12
13 It is the intent of the Legislature to encourage other
14 universities to review, and consider for adoption, the program
15 established by this section.

16 Section 6. This act shall take effect upon becoming a
17 law.

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LEGISLATIVE 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. 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.