

By Senator Baker

20-1532-05

1 A bill to be entitled

2 An act relating to pupil progression in grades

3 K-12; providing legislative intent; requiring

4 the State Board of Education periodically to

5 review student performance data; prescribing

6 the purposes of such reviews; prescribing the

7 focus for the state board's review of student

8 performance standards; providing requirements

9 for each school district's system of school

10 improvement and student progression;

11 prescribing limits on and conditions for

12 increases in the standards for student

13 promotion; providing for rulemaking; providing

14 an effective date.

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

18 Section 1. Pupil progression.--

19 (1) LEGISLATIVE INTENT.--The Legislature intends that

20 every student in grades K-12 achieve the standards for each

21 grade level in order to avoid unnecessary retention or social

22 promotion to the next grade.

23 (2) REVIEW OF STUDENT PERFORMANCE DATA.--The State

24 Board of Education shall annually review student performance

25 data for the purpose of:

26 (a) Determining whether student performance justifies

27 an increase in standards for school grading;

28 (b) Determining whether the school grading formula

29 continues to provide the most robust and equitable measure of

30 school performance;

31 (c) Adjusting FCAT achievement levels;

1 (d) Setting goals for improved student achievement;

2 and

3 (e) Proposing standards in selected grade levels as a
4 requirement for promotion to the next grade.

5 (3) REVIEW OF STUDENT PERFORMANCE STANDARDS.--In its
6 review of performance standards, the State Board of Education
7 shall consider whether:

8 (a) The proposed standards are capable of being
9 accurately and objectively measured and reported.

10 (b) Public schools have demonstrated the capacity to
11 significantly improve student performance so that it meets the
12 increased standards.

13 (c) Student achievement is at a level sufficient to
14 warrant increased standards.

15 (d) The proposed standards are in line with the
16 expectations for each grade level which are stated in the
17 Sunshine State Standards.

18 (4) SYSTEM REQUIREMENTS.--Each district school board's
19 system of school improvement and student progression must be
20 designed to provide frequent and accurate information to the
21 teacher and student regarding each student's progress toward
22 mastering the Sunshine State Standards. The system must
23 demonstrate the alignment of the Sunshine State Standards,
24 instructional strategies, assessment, and professional
25 development. Each school's school improvement plan must
26 identify the strategies for monitoring the progress of each
27 student. The process used by each school to monitor student
28 progression must, at a minimum, contain the following
29 components that are aimed at increasing student achievement:

30 (a) Disaggregated student achievement data related to
31 student performance which are used to identify each individual

1 student's strengths and weaknesses and to determine the
2 effectiveness of the teaching and learning strategies that are
3 being used in the classroom;

4 (b) The Sunshine State Standards instructional
5 calendar and timeline, using disaggregated student performance
6 data to focus instruction on the Sunshine State Standards,
7 manage instructional time, and allocate resources;

8 (c) Prioritized instructional focus to facilitate
9 explicit and systematic instruction using research-based
10 effective practices in the classroom;

11 (d) Mini-assessments of targeted Sunshine State
12 Standards benchmarks to monitor students' progress and
13 generate data to redesign instruction, if needed;

14 (e) Alternative in-school, tutorial, remediation, or
15 enrichment strategies for students which are based on each
16 student's individual academic needs as defined by the
17 mini-assessments; and

18 (f) Systematic monitoring of each teacher's
19 implementation of the comprehensive program for student
20 progression as described in paragraphs (a)-(e).

21 (5) LIMITATIONS ON RAISING STANDARDS.--

22 (a) Neither the State Board of Education nor the
23 district school board may increase standards to a level that
24 will cause more than 15 percent of the students in any grade
25 level to be retained or denied graduation. Before retaining a
26 student in the same grade, the school district must provide
27 the student with an opportunity for an alternative assessment
28 that will meet the standard for promotion.

29 (b) Any increase in the standards for promotion must
30 be adopted at least 1 year before its implementation and is
31 subject to legislative review before its implementation. If

1 the Legislature fails to act to postpone, adjust, or override
2 the proposed standard, the standard shall go into effect as
3 proposed by the state board.

4 (c) A school district school assignment program or
5 pupil progression plan that causes a middle school or high
6 school or secondary school to have more than 30 percent of its
7 entering class reading at achievement Level 1 must:

8 1. Provide every Level 1 student with additional
9 tutoring and intensive reading instruction;

10 2. Communicate to every parent of a student who
11 attends the school the composition of the entering class and
12 the need for a major revision of the secondary school
13 curriculum;

14 3. Ensure that high-quality reading staff are assigned
15 to the school; and

16 4. Organize the school according to research-based
17 best practices for improving student achievement.

18 (6) RULES.--The State Board of Education shall adopt
19 rules to administer this section.

20 Section 2. This act shall take effect July 1, 2005.

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23 SENATE SUMMARY

24 Revises provisions relating to pupil progression in
25 grades K-12. Provides legislative intent. Requires the
26 State Board of Education annually to review student
27 performance data. Prescribes the purposes of such
28 reviews. Prescribes the focus for the state board's
29 review of student performance standards. Provides
30 requirements for each school district's system of school
31 improvement and student progression. Places limits on and
conditions to the adoption of higher standards for
student promotion. Provides for the state board to adopt
rules.