

Amendment No.

CHAMBER ACTION

Senate

House

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1 Schools & Learning Council offered the following:

2
3 **Amendment (with title amendment)**

4 Remove lines 56-160 and insert:

5 b. As valid data becomes available, the performance and
6 participation of the school's students in College Board Advanced
7 Placement courses, International Baccalaureate courses, dual
8 enrollment courses, and Advanced International Certificate of
9 Education courses; the students' achievement of industry
10 certification, as determined by the Agency for Workforce
11 Innovation under s. 1003.492(2) in a career and professional
12 academy, as described in s. 1003.493; and the students'
13 achievement of the Florida Ready to Work Credential under s.
14 1004.99;

15 c. Postsecondary readiness of the school's students as
16 measured by the SAT, ACT, or the common placement test;

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

20 e. As valid data becomes available, the performance of the
21 school's students on statewide standardized end-of-course
22 assessments approved by the Department of Education; and

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

25 (b) ~~Student assessment data.~~ Student assessment data used
26 in determining school grades shall include:

27 1. The aggregate scores of all eligible students enrolled
28 in the school who have been assessed on the FCAT.

29 2. The aggregate scores of all eligible students enrolled
30 in the school who have been assessed on the FCAT, including
31 Florida Writes, and who have scored at or in the lowest 25th
32 percentile of students in the school in reading, math, or
33 writing, unless these students are exhibiting satisfactory
34 performance.

35 3. Effective with the 2005-2006 school year, the
36 achievement scores and learning gains of eligible students
37 attending alternative schools that provide dropout prevention
38 and academic intervention services pursuant to s. 1003.53. The
39 term "eligible students" in this subparagraph does not include
40 students attending an alternative school who are subject to
41 district school board policies for expulsion for repeated or
42 serious offenses, who are in dropout retrieval programs serving
43 students who have officially been designated as dropouts, or who
44 are in programs operated or contracted by the Department of

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45 Juvenile Justice. The student performance data for eligible
46 students identified in this subparagraph shall be included in
47 the calculation of the home school's grade. For purposes of this
48 section and s. 1008.341, "home school" means the school the
49 student was attending when assigned to an alternative school. If
50 an alternative school chooses to be graded pursuant to this
51 section, student performance data for eligible students
52 identified in this subparagraph shall not be included in the
53 home school's grade but shall be included only in the
54 calculation of the alternative school's grade. School districts
55 must require collaboration between the home school and the
56 alternative school in order to promote student success.

57 4. Beginning with the 2009-2010 school year for schools
58 comprised of high school grades 9, 10, 11, and 12, or grades 10,
59 11, and 12, the data listed in subparagraphs 1. through 3. and
60 the following data as the Department of Education determines
61 such data are valid and available:

62 a. The high school graduation rate of the school as
63 calculated by the Department of Education;

64 b. The participation rate of all eligible students
65 enrolled in the school and enrolled in College Board Advanced
66 Placement courses; International Baccalaureate courses; dual
67 enrollment courses; Advanced International Certificate of
68 Education courses; and courses or sequence of courses leading to
69 industry certification, as determined by the Agency for
70 Workforce Innovation under s. 1003.492(2) in a career and
71 professional academy, as described in s. 1003.493;

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72 c. The aggregate scores of all eligible students enrolled
73 in the school in College Board Advanced Placement courses,
74 International Baccalaureate courses, and Advanced International
75 Certificate of Education courses;

76 d. Earning of college credit by all eligible students
77 enrolled in the school in dual enrollment programs under s.
78 1007.271;

79 e. Earning of an industry certification, as determined by
80 the Agency for Workforce Innovation under s. 1003.492(2) in a
81 career and professional academy, as described in s. 1003.493;

82 f. Earning of the Florida Ready to Work Credential under
83 s. 1004.99;

84 g. The aggregate scores of all eligible students enrolled
85 in the school in reading, mathematics, and other subjects as
86 measured by the SAT, ACT, and common placement test for
87 postsecondary readiness;

88 h. The high school graduation rate of all eligible at-risk
89 students enrolled in the school who scored at Level 2 or lower
90 on the 8th grade FCAT Reading and Mathematics examinations;

91 i. The performance of the school's students on statewide
92 standardized end-of-course assessments approved by the
93 Department of Education; and

94 j. The growth or decline in the data components listed in
95 sub-subparagraphs a.-i. from year to year.

96
97 The State Board of Education shall adopt appropriate criteria
98 for each school grade. The criteria must also give added weight
99 to student achievement in reading. Schools designated with a
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100 grade of "C," making satisfactory progress, shall be required to
101 demonstrate that adequate progress has been made by students in
102 the school who are in the lowest 25th percentile in reading,
103 math, or writing on the FCAT, including Florida Writes, unless
104 these students are exhibiting satisfactory performance.

105 Beginning with the 2009-2010 school year for schools comprised
106 of high school grades 9, 10, 11, and 12, or grades 10, 11, and
107 12, the criteria for school grades must also give added weight
108 to the graduation rate of all eligible at-risk students, as
109 defined in this paragraph. Beginning in the 2009-2010 school
110 year, in order for a high school to be designated as having a
111 grade of "A," making excellent progress, the school must
112 demonstrate that at-risk students, as defined in this paragraph,
113 in the school are making adequate progress.

114 Section 2. Paragraph (i) of subsection (3) of section
115 1003.413, Florida Statutes, is amended to read:

116 1003.413 Florida Secondary School Redesign Act.--

117 (3) Based on these guiding principles, district school
118 boards shall establish policies to implement the requirements of
119 ss. 1003.4156, 1003.428, and 1003.493. The policies must
120 address:

121 (i) An annual review of each high school student's
122 electronic personal education plan created pursuant to s.
123 1003.4156 and procedures for high school students who have not
124 prepared an electronic personal education plan pursuant to s.
125 1003.4156 to prepare such plan.

126 Section 3. Section 1003.4285, Florida Statutes, is created
127 to read:

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128 1003.4285 Standard high school diploma designations.--By
129 the 2008-2009 school year, each standard high school diploma
130 shall include, as applicable:

131 (1) A designation of the student's major area of interest
132 pursuant to the student's completion of credits as provided in
133 s. 1003.428.

134 (2) A designation reflecting completion of four or more
135 accelerated college credit courses if the student is eligible
136 for college credit pursuant to s. 1007.27 or s. 1007.271 in
137 Advanced Placement, International Baccalaureate, Advanced
138 International Certificate of Education, or dual enrollment
139 courses. The Commissioner of Education shall establish
140 guidelines for successful passage of examinations or coursework
141 in each of the accelerated college credit options for purposes
142 of this subsection.

143 (3) A designation reflecting career education
144 certification in accordance with s. 1003.431.

145 (4) A designation reflecting a Florida Ready to Work
146 Credential in accordance with s. 1004.99.

147 Section 4. Section 1003.4287, Florida Statutes, is created
148 to read:

149 1003.4287 Postsecondary education credit courses;
150 comprehensive plan.--

151 (1) The purpose of this section is to provide each public
152 high school student with access to a substantive and rigorous
153 curriculum that is designed to challenge the student's mind,
154 enhance the student's knowledge and skills, and prepare the
155 student for success in college and work.

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156 (2) For purposes of this section, the term "postsecondary
157 education credit course" means a course through which a high
158 school student may earn postsecondary credit and includes
159 Advanced Placement courses, International Baccalaureate courses,
160 Advanced International Certificate of Education courses, and
161 dual enrollment courses.

162 (3) By the 2009-2010 school year, each public high school
163 in the state must provide students access to at least four
164 Advanced Placement, International Baccalaureate, Advanced
165 International Certificate of Education, or dual enrollment
166 courses, one each in English, mathematics, science, and social
167 studies, and at least four courses in career and technical dual
168 enrollment. To fulfill this requirement, schools may utilize
169 course offerings provided by the Florida Virtual School, a
170 career center, a charter technical career center, a community
171 college, a state university, or an independent college or
172 university eligible for inclusion in the dual enrollment program
173 pursuant to s. 1011.62.

174 (4) To assist with implementation of this section, the
175 State Board of Education shall develop and adopt a comprehensive
176 plan that:

177 (a) Provides all students with access to a substantive and
178 rigorous curriculum that is designed to challenge their minds
179 and enhance their knowledge and skills and with opportunities to
180 acquire postsecondary education credits while in high school.

181 (b) Supports school administrators and guidance counselors
182 in the receipt of professional development that enables them to

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183 create strong and effective postsecondary opportunities for
184 their students.

185 (c) Establishes guidelines and timelines for teachers and
186 school leaders in middle schools and high schools to receive
187 training in content knowledge and instructional skills to
188 prepare students for success in a rigorous curriculum that leads
189 to postsecondary education credit.

190 (d) Creates long-term and annual statewide goals for
191 increasing:

192 1. The number and percentage of students enrolling in and
193 completing postsecondary education credit courses.

194 2. The number and percentage of students receiving
195 postsecondary education credits in such courses.

196 3. The number and percentage of low-income and
197 underrepresented students enrolling in and completing
198 postsecondary education credit courses.

199 4. The number and percentage of low-income and
200 underrepresented students receiving postsecondary education
201 credit in such courses.

202 (e) Leverages federal and private funding available for
203 incentives and training.

204 (f) Focuses state and federal funding to carry out
205 activities that target school districts serving high
206 concentrations of low-income and underrepresented students.

207 (g) Provides a plan of communication that emphasizes the
208 importance of postsecondary education credit courses to a
209 student's ability to gain access to and succeed in postsecondary
210 education. The plan for such communication should include

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211 information to students, teachers, counselors, administrators,
212 school districts, community colleges, and state universities.

213 (h) Requires annual evaluations of the impact of the
214 implementation of this section on the rates of student
215 enrollment and success in postsecondary education credit
216 courses, on high school graduation rates, and on college
217 enrollment rates. The evaluation must include a review of the
218 progress toward meeting goals established pursuant to paragraph

219 (d).

220 Section 5. Subsection (3) of section 1004.91, Florida
221 Statutes, is amended to read:

222 1004.91 Career-preparatory instruction.--

223 (3) An adult student with a disability may be exempted
224 from the provisions of this section. A student who possesses a
225 college degree at the associate in applied science level or
226 higher is exempt from this section. A student who has completed
227 or who is exempt from the college-level communication and
228 computation skills examination pursuant to s. 1008.29, or who is
229 exempt from the college entry-level examination pursuant to s.
230 1008.29, is exempt from the provisions of this section. Students
231 who have passed a state, national, or industry licensure exam
232 are exempt from this section. An adult student who is enrolled
233 in an apprenticeship program that is registered with the
234 Department of Education in accordance with the provisions of
235 chapter 446 is exempt from the provisions of this section.

236 Section 6. Paragraph (c) of subsection (2) of section
237 1007.21, Florida Statutes, is amended to read:

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238 1007.21 Readiness for postsecondary education and the
239 workplace.--

240 (2)

241 (c) The common placement test authorized in ss.
242 1001.03(10) and 1008.30 or a similar test may be administered to
243 ~~all~~ high school students ~~second semester sophomores~~ who have
244 chosen one of the four destinations. The results of the
245 placement test shall be used to target additional instructional
246 needs in reading, writing, and mathematics prior to graduation.

247 Section 7. Section 1007.212, Florida Statutes, is created
248 to read:

249 1007.212 Remediation Reform Pilot Project.--

250 (1) The Legislature finds that the cost to the state and
251 to students for remedial education has exceeded \$100 million in
252 recent years. The Legislature further finds that it is in the
253 public's best interest to identify policies and best practices
254 that reduce the need for and the cost of remediation for recent
255 high school graduates who enter postsecondary education.

256 (2) Beginning with the 2008-2009 school year, there is
257 created the Remediation Reform Pilot Project with the goal of
258 reducing the need for and the cost of remediation for recent
259 high school graduates who enter postsecondary education.

260 (3) The Department of Education shall develop by August 1,
261 2008, an application process for community colleges and school
262 districts to participate in the pilot project. Each application
263 must represent a collaborative effort between one or more
264 community colleges and one or more school districts in each
265 community college's service area.

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266 (4) Each application shall:

267 (a) Identify the specific area or areas of remediation to
268 be addressed as part of the pilot project.

269 (b) Provide the most recent data available from the
270 postsecondary feedback reports produced pursuant to s. 1008.37
271 for each community college and school district that will
272 participate in the pilot project for the area or areas of
273 remediation that will be addressed during the course of the
274 project.

275 (c) Describe the strategies currently used by the
276 participating institutions to address remediation needs,
277 including mechanisms used to identify students who need
278 remediation, corrective actions employed to address identified
279 needs, and methods used to evaluate the effectiveness of these
280 strategies.

281 (d) Describe any proposed changes to current strategies
282 that have been designed to reduce the need for postsecondary
283 remediation, including, but not limited to:

284 1. Specific intervention efforts that will be employed to
285 address identified deficiencies.

286 2. The process the community college and the school
287 district will use to determine the effectiveness of the changes.

288 3. A projected timeline for implementation of the changes.

289 (e) Describe specific professional development activities
290 that will be provided for secondary education faculty.

291 (f) Provide itemized estimates of the costs to each
292 participating community college and school district of
293 implementing the proposal.

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294 (g) Identify any local, federal, or private funding that
295 may be available to support the project.

296 (h) Project any reductions in the need for and the cost of
297 remediation that are anticipated following implementation and
298 describe the method used to develop the projections.

299 (5) By October 1, 2008, the Commissioner of Education
300 shall evaluate the applications and recommend no more than four
301 proposals to the President of the Senate and the Speaker of the
302 House of Representatives for consideration and final approval.
303 To the extent possible, the proposals recommended by the
304 commissioner shall be representative of the geographic regions
305 of the state and representative of large, medium, and small
306 school districts.

307 (6) Each community college and school district
308 participating in the pilot project shall submit an annual status
309 report, including a description of the strategies implemented,
310 any costs incurred, and the effectiveness of the strategies used
311 in reducing the need for and the cost of postsecondary
312 remediation to students and the state. This report shall be
313 submitted to the Executive Office of the Governor, the President
314 of the Senate, the Speaker of the House of Representatives, the
315 Commissioner of Education, and the Office of Program Policy
316 Analysis and Government Accountability by September 1. The
317 Office of Program Policy Analysis and Government Accountability
318 shall analyze the reports submitted pursuant to this subsection
319 to identify the policies and practices that are most effective
320 in reducing the need for and the cost of remediation, including
321 any cost savings realized as a result of implementation.

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322 (7) The pilot project shall be funded as provided in the
323 General Appropriations Act. The Department of Education, school
324 districts, and community colleges may redirect existing
325 resources for purposes of the pilot project and are encouraged
326 to seek and accept grants from additional public and private
327 sources to implement the pilot project.

328 Section 8. Paragraph (b) of subsection (2) of section
329 1007.235, Florida Statutes, is amended to read:

330 1007.235 District interinstitutional articulation
331 agreements.--

332 (2) The district interinstitutional articulation agreement
333 for each school year must be completed before high school
334 registration for the fall term of the following school year. The
335 agreement must include, but is not limited to, the following
336 components:

337 (b)1. A delineation of courses and programs available to
338 students eligible to participate in dual enrollment. This
339 delineation must include a plan for the community college to
340 provide guidance services to participating students on the
341 selection of courses in the dual enrollment program. The process
342 of community college guidance should make maximum use of the
343 automated advisement system for community colleges. The plan
344 must assure that each dual enrollment student is encouraged to
345 identify a postsecondary education objective with which to guide
346 the course selection. At a minimum, each student's plan should
347 include a list of courses that will result in an Applied
348 Technology Diploma, an Associate in Science degree, or an
349 Associate in Arts degree. If the student identifies a

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350 baccalaureate degree as the objective, the plan must include
351 courses that will meet the general education requirements and
352 any prerequisite requirements for entrance into a selected
353 baccalaureate degree program.

354 2. A delineation of the process by which students and
355 their parents are informed about opportunities to participate in
356 articulated acceleration programs.

357 3. A delineation of the process by which students and
358 their parents exercise their option to participate in an
359 articulated acceleration program.

360 4. A delineation of high school credits earned for
361 completion of each dual enrollment course.

362 5. Provision for postsecondary courses that meet the
363 criteria for inclusion in a district articulated acceleration
364 program to be counted toward meeting the graduation requirements
365 of s. 1003.43.

366 6. An identification of eligibility criteria for student
367 participation in dual enrollment courses and programs.

368 7. A delineation of institutional responsibilities
369 regarding student screening prior to enrollment and monitoring
370 student performance subsequent to enrollment in dual enrollment
371 courses and programs.

372 8. An identification of the criteria by which the quality
373 of dual enrollment courses and programs are to be judged and a
374 delineation of institutional responsibilities for the
375 maintenance of instructional quality.

376 9. A delineation of institutional responsibilities for
377 assuming the cost of dual enrollment courses and programs that

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378 includes such responsibilities for student instructional
379 materials.

380 10. An identification of responsibility for providing
381 student transportation if the dual enrollment instruction is
382 conducted at a facility other than the high school campus.

383 11. A delineation of the process for converting college
384 credit hours earned through dual enrollment and early admission
385 programs to high school credit based on mastery of course
386 outcomes as determined by the Department of Education in
387 accordance with s. 1007.271(6).

388 12. An identification of the responsibility of the
389 postsecondary educational institution for assigning letter
390 grades for dual enrollment courses and the responsibility of
391 school districts for posting dual enrollment course grades to
392 the high school transcript as assigned by the postsecondary
393 institution awarding the credit.

394 Section 9. Subsection (16) of section 1007.271, Florida
395 Statutes, are amended to read:

396 1007.271 Dual enrollment programs.--

397 (16) Beginning with students entering grade 9 in the 2006-
398 2007 school year, school districts and community colleges must
399 weigh dual enrollment courses the same as advanced placement,
400 International Baccalaureate, and Advanced International
401 Certificate of Education courses when grade point averages are
402 calculated. Alternative grade calculation or weighting systems
403 that discriminate against dual enrollment courses are
404 prohibited. Beginning with students applying for admission to a
405 state university for the 2009-2010 academic year, state

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406 universities must weigh dual enrollment courses the same as
407 comparable Advanced Placement, International Baccalaureate, and
408 Advanced International Certificate of Education courses when
409 calculating grade point averages for purposes of making
410 admissions decisions.

411 Section 10. Subsections (1), (2), and (3) of section
412 1008.30, Florida Statutes, are amended to read:

413 1008.30 Common placement testing for public postsecondary
414 education.--

415 (1) The State Board of Education, in conjunction with the
416 Board of Governors, shall develop and implement a common
417 placement test for the purpose of assessing the basic
418 computation and communication skills students need to continue
419 their education at the postsecondary level or enter the
420 workforce of students who intend to enter a degree program at
421 any public postsecondary educational institution. Public
422 postsecondary educational institutions shall provide appropriate
423 modifications of the test instruments or test procedures for
424 students with disabilities.

425 (2) The common placement testing program shall include at
426 a minimum the following: the capacity to diagnose basic
427 competencies in the areas of English, reading, and mathematics
428 which are essential to perform at the postsecondary level or
429 enter the workforce ~~college-level work~~; prerequisite skills that
430 relate to progressively advanced instruction in mathematics,
431 such as algebra and geometry; prerequisite skills that relate to
432 progressively advanced instruction in language arts, such as
433 English composition and literature; prerequisite skills which

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434 relate to the College Level Academic Skills Test (CLAST); and
435 provision of test information to students on the specific
436 deficiencies.

437 (3) The State Board of Education shall adopt rules that
438 ~~would~~ require high schools to evaluate prior to the beginning of
439 grade 12 the college or career readiness of each student scoring
440 at Level 2 or Level 3 on the reading portion of the grade 10
441 FCAT or Level 2, Level 3, or Level 4 on the mathematics portion
442 of the grade 10 FCAT. High schools shall perform this evaluation
443 using results from give the corresponding component of the
444 common placement test prescribed in this section, or an
445 equivalent test identified by the State Board of Education. The
446 State Board of Education shall establish in rule the minimum
447 test scores a student must achieve to demonstrate readiness.
448 Students who demonstrate readiness by achieving the minimum test
449 scores established by the State Board of Education shall not be
450 required to enroll in remediation courses as a condition of
451 acceptance to any community college. The high school shall use
452 the results of the test to advise the students of any identified
453 deficiencies and provide students any necessary remedial
454 instruction prior to, or the summer immediately following, high
455 school graduation. The remedial instruction provided pursuant to
456 this subsection shall be developed as a collaborative effort
457 between secondary and postsecondary educational institutions.
458 Contingent upon appropriation of funds in the General
459 Appropriations Act, the Florida Virtual School shall partner
460 with one or more community colleges to develop remedial content
461 that may be offered online, ~~at the beginning of the tenth grade~~

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462 ~~year before enrollment in the eleventh grade year in public high~~
463 ~~school for the purpose of obtaining remedial instruction prior~~
464 ~~to entering public postsecondary education.~~

466 -----
467 **T I T L E A M E N D M E N T**

468 Remove lines 2-14 and insert:

469 An act relating to education; amending s. 1008.34, F.S, relating
470 to the school grading system; providing for a revised high
471 school grading system beginning with the 2009-2010 school year
472 which includes the statewide standardized assessment, graduation
473 rates, performance and participation in certain courses,
474 postsecondary readiness as measured by certain examinations, and
475 the change in these factors from year to year; specifying the
476 data components to be used in determining the revised high
477 school grading system; requiring that the criteria for school
478 grades give added weight to the graduation rate of all eligible
479 at-risk students; amending s. 1003.413, F.S.; providing for an
480 annual review of a high school student's electronic personal
481 education plan; creating s. 1003.4285, F.S.; providing for
482 designations on standard high school diplomas; creating s.
483 1003.4287, F.S.; providing for access to postsecondary education
484 credit courses in public high schools; specifying courses that
485 may be accessed; requiring the State Board of Education to
486 develop a comprehensive plan; amending s. 1004.91, F.S.;
487 providing an exemption relating to career-preparatory
488 instruction; amending s. 1007.21, F.S.; conforming provisions
489 relating to administration of the common placement test;

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490 creating s. 1007.212, F.S.; creating the Remediation Reform
491 Pilot Project with participation by community colleges and
492 school districts; requiring the Department of Education to
493 develop an application process; specifying contents of the
494 application; requiring the Commissioner of Education to evaluate
495 applications and recommend proposals to the Legislature for
496 final approval; requiring annual status reports by participants
497 and analysis by the Office of Program Policy Analysis and
498 Government Accountability; providing for funding; amending s.
499 1007.235, F.S.; requiring district interinstitutional
500 articulation agreements to include responsibility for assignment
501 of grades for dual enrollment courses; amending s. 1007.271,
502 F.S.; providing requirements for state universities to weigh
503 dual enrollment courses; amending s. 1008.30, F.S.; revising
504 provisions relating to administration and use of the results of
505 the common placement test; requiring the State Board of
506 Education to adopt rules requiring high school evaluation of
507 student college or career readiness and establishing minimum
508 test scores for such readiness; providing for remedial
509 instruction; providing for development of remedial content to be
510 offered online; providing an effective date.

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