

Amendment No.

CHAMBER ACTION

Senate

House

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1 Representatives Pickens, Flores, and Vana offered the following:

2
3 **Substitute Amendment for Amendment (115333) to Senate Bill**
4 **(with title amendment)**

5 Remove everything after the enacting clause and insert:

6 Section 1. Section 1003.41, Florida Statutes, is amended
7 to read:

8 1003.41 Sunshine State Standards.--

9 (1) Public K-12 educational instruction in Florida is
10 based on the "Sunshine State Standards." The State Board of
11 Education shall review the Sunshine State Standards and replace
12 them with the Next Generation Sunshine State Standards that
13 establish the core content of the curricula to be taught in this
14 state and that specify the core content knowledge and skills
15 that K-12 public school students are expected to acquire. The
16 Next Generation Sunshine State Standards must, at a minimum:

198529

4/23/2008 1:12 PM

Amendment No.

17 (a) Establish the core curricular content for language
18 arts, science, mathematics, and social studies, as follows:

19 1. Language arts standards must establish specific
20 curricular content for, at a minimum, the reading process,
21 literary analysis, the writing process, writing applications,
22 communication, and information and media literacy. The standards
23 must include distinct grade-level expectations for the core
24 content knowledge and skills that a student is expected to have
25 acquired by each individual grade level from kindergarten
26 through grade 8. The language arts standards for grades 9
27 through 12 may be organized by grade clusters of more than one
28 grade level. The language arts standards must also identify
29 significant literary genres and authors that encompass a
30 comprehensive range of historical periods, from among which each
31 school district shall select specific works of literature that a
32 student is expected to read before high school graduation. The
33 State Board of Education shall, in accordance with the expedited
34 schedule established under subsection (2), review and replace
35 the language arts standards adopted by the state board in 2007
36 with Next Generation Sunshine State Standards that comply with
37 this subparagraph.

38 2. Science standards must establish specific curricular
39 content for, at a minimum, the nature of science, earth and
40 space science, physical science, and life science. The standards
41 must include distinct grade-level expectations for the core
42 content knowledge and skills that a student is expected to have
43 acquired by each individual grade level from kindergarten

198529
4/23/2008 1:12 PM

Amendment No.

44 through grade 8. The science standards for grades 9 through 12
45 may be organized by grade clusters of more than one grade level.

46 3. Mathematics standards must establish specific
47 curricular content for, at a minimum, algebra, geometry,
48 probability, statistics, calculus, discrete mathematics,
49 financial literacy, and trigonometry. The standards must include
50 distinct grade-level expectations for the core content knowledge
51 and skills that a student is expected to have acquired by each
52 individual grade level from kindergarten through grade 8. The
53 mathematics standards for grades 9 through 12 may be organized
54 by grade clusters of more than one grade level.

55 4. Social studies standards must establish specific
56 curricular content for, at a minimum, geography, United States
57 and world history, government, civics, economics, and
58 humanities. The standards must include distinct grade-level
59 expectations for the core content knowledge and skills that a
60 student is expected to have acquired by each individual grade
61 level from kindergarten through grade 8. The social studies
62 standards for grades 9 through 12 may be organized by grade
63 clusters of more than one grade level.

64 (b) Establish the core curricular content for visual and
65 performing arts, physical education, health, and foreign
66 languages. Standards for these subjects must establish specific
67 curricular content and include distinct grade-level expectations
68 for the core content knowledge and skills that a student is
69 expected to have acquired by each individual grade level from
70 kindergarten through grade 5. The standards for grades 6 through

Amendment No.

71 12 may be organized by grade clusters of more than one grade
72 level.

73 (c) Identify the core curricular content that a student is
74 expected to learn for each subject at each individual grade
75 level in order to acquire the broad background knowledge needed
76 for reading comprehension.

77 (d) Be rigorous and relevant and provide for the logical,
78 sequential progression of core curricular content that
79 incrementally increases a student's core content knowledge and
80 skills over time.

81 (e) Integrate critical-thinking and problem-solving
82 skills; communication, reading, and writing skills; mathematics
83 skills; collaboration skills; contextual and applied-learning
84 skills; technology-literacy skills; information and media-
85 literacy skills; and civic-engagement skills.

86 (f) Be organized according to a uniform structure and
87 format that is consistent for each subject. The Next Generation
88 Sunshine State Standards shall, for each subject and grade
89 level, use the same alphanumeric coding system.

90 (g) Be aligned to expectations for success in
91 postsecondary education and high-skill, high-wage employment.

92 (2) By December 31, 2008, the State Board of Education
93 shall establish an expedited schedule for adoption of the Next
94 Generation Sunshine State Standards and shall establish by rule
95 a schedule for the periodic review and revision of the
96 standards. The state board shall adopt the Next Generation
97 Sunshine State Standards for each subject by December 31, 2011.

Amendment No.

98 (3) (a) The Commissioner of Education shall develop and
99 submit to the State Board of Education proposed Next Generation
100 Sunshine State Standards, and periodically submit proposed
101 revisions to the standards, for adoption by the state board
102 according to the schedules established under subsection (2). The
103 commissioner, in developing the proposed standards, shall
104 consult with renowned experts on K-12 curricular standards and
105 content in each subject listed in paragraphs (1) (a) and (b) and
106 shall consider standards that are implemented by other states or
107 nations and regarded as exceptionally rigorous by the curricular
108 and content experts. The commissioner may also consult with
109 curricular and content experts in other subjects.

110 (b) The commissioner shall submit the proposed standards
111 for review and comment by Florida educators, school
112 administrators, representatives of community colleges and state
113 universities who have expertise in the content knowledge and
114 skills necessary to prepare a student for postsecondary
115 education, and leaders in business and industry. The
116 commissioner, after considering any comments and making any
117 revisions to the proposed standards, shall submit the standards
118 for written evaluation by renowned experts on K-12 curricular
119 standards and content.

120 (c) The commissioner, upon finalizing the proposed
121 standards, shall submit the standards and evaluations by the
122 curricular and content experts to the Governor, the President of
123 the Senate, and the Speaker of the House of Representatives at
124 least 21 days before the State Board of Education considers
125 adoption of the proposed standards.

198529

4/23/2008 1:12 PM

Amendment No.

126 (4) The State Board of Education may adopt rules under ss.
127 120.536(1) and 120.54 to administer this section. These
128 ~~standards have been adopted by the State Board of Education and~~
129 ~~delineate the academic achievement of students, for which the~~
130 ~~state will hold schools accountable, in grades K-2, 3-5, 6-8,~~
131 ~~and 9-12 in the subjects of language arts, mathematics, science,~~
132 ~~social studies, the arts, health and physical education, and~~
133 ~~foreign languages. They include standards in reading, writing,~~
134 ~~history, government, geography, economics, and computer~~
135 ~~literacy.~~

136 Section 2. Paragraph (i) of subsection (9) of section
137 220.187, Florida Statutes, is amended to read:

138 220.187 Credits for contributions to nonprofit
139 scholarship-funding organizations.--

140 (9) DEPARTMENT OF EDUCATION OBLIGATIONS.--The Department
141 of Education shall:

142 (i) In accordance with State Board of Education rule,
143 identify and select the nationally norm-referenced tests, and
144 ~~that are comparable to the norm referenced provisions of the~~
145 ~~Florida Comprehensive Assessment Test (FCAT) provided that the~~
146 ~~FCAT may be one of the tests selected. However, the Department~~
147 ~~of Education may approve schools to the use of an additional~~
148 ~~assessments, which meet assessment by the school if the~~
149 ~~assessment meets industry standards of quality and~~
150 ~~comparability.~~

151 Section 3. Subsection (7) of section 1000.21, Florida
152 Statutes, is amended to read:

Amendment No.

153 1000.21 Systemwide definitions.--As used in the Florida K-
154 20 Education Code:

155 (7) "Sunshine State Standards" or the "Next Generation
156 Sunshine State Standards" means the state's public K-12
157 curricular ~~are~~ standards adopted under s. 1003.41. The term
158 includes the Sunshine State Standards that are in place for a
159 subject until the standards for that subject are replaced under
160 s. 1003.41 by the Next Generation Sunshine State Standards. ~~that~~
161 ~~identify what public school students should know and be able to~~
162 ~~do. These standards delineate the academic achievement of~~
163 ~~students for which the state will hold its public schools~~
164 ~~accountable in grades K 2, 3 5, 6 8, and 9 12, in the subjects~~
165 ~~of language arts, mathematics, science, social studies, the~~
166 ~~arts, health and physical education, foreign languages, reading,~~
167 ~~writing, history, government, geography, economics, and computer~~
168 ~~literacy.~~

169 Section 4. Subsection (1) of section 1001.03, Florida
170 Statutes, is amended to read:

171 1001.03 Specific powers of State Board of Education.--
172 (1) PUBLIC K-12 CURRICULAR STUDENT PERFORMANCE
173 STANDARDS.--The State Board of Education shall adopt and
174 periodically review and revise ~~approve the student performance~~
175 ~~standards known as the Sunshine State Standards in accordance~~
176 with s. 1003.41 ~~key academic subject areas and grade levels.~~ The
177 ~~state board shall establish a schedule to facilitate the~~
178 ~~periodic review of the standards to ensure adequate rigor,~~
179 ~~relevance, logical student progression, and integration of~~
180 ~~reading, writing, and mathematics across all subject areas.~~ The

198529

4/23/2008 1:12 PM

Amendment No.

181 ~~standards review by subject area must include participation of~~
182 ~~curriculum leaders in other content areas, including the arts,~~
183 ~~to ensure valid content area integration and to address the~~
184 ~~instructional requirements of different learning styles. The~~
185 ~~process for review and proposed revisions must include~~
186 ~~leadership and input from the state's classroom teachers, school~~
187 ~~administrators, and community colleges and universities, and~~
188 ~~from representatives from business and industry who are~~
189 ~~identified by local education foundations. A report including~~
190 ~~proposed revisions must be submitted to the Governor, the~~
191 ~~President of the Senate, and the Speaker of the House of~~
192 ~~Representatives annually to coincide with the established review~~
193 ~~schedule. The review schedule and an annual status report must~~
194 ~~be submitted to the Governor, the President of the Senate, and~~
195 ~~the Speaker of the House of Representatives annually not later~~
196 ~~than January 1.~~

197 Section 5. Subsection (3) of section 1001.41, Florida
198 Statutes, is amended to read:

199 1001.41 General powers of district school board.--The
200 district school board, after considering recommendations
201 submitted by the district school superintendent, shall exercise
202 the following general powers:

203 (3) ~~Prescribe and~~ Adopt standards and policies that to
204 provide each student the opportunity to receive a complete
205 education program, including instruction in the core curricular
206 content established in language arts, mathematics, science,
207 social studies, health, physical education, foreign languages,
208 and the arts, as defined by the Next Generation Sunshine State
198529

4/23/2008 1:12 PM

Amendment No.

209 Standards. ~~The standards and policies must emphasize integration~~
210 ~~and reinforcement of reading, writing, and mathematics skills~~
211 ~~across all subjects, including career awareness, career~~
212 ~~exploration, and Career and technical education standards and~~
213 ~~policies must integrate with and reinforce the Next Generation~~
214 ~~Sunshine State Standards.~~

215 Section 6. Paragraph (a) of subsection (1) of section
216 1001.452, Florida Statutes, is amended to read:

217 1001.452 District and school advisory councils.--

218 (1) ESTABLISHMENT.--

219 (a) The district school board shall establish an advisory
220 council for each school in the district and shall develop
221 procedures for the election and appointment of advisory council
222 members. Each school advisory council shall include in its name
223 the words "school advisory council." The school advisory council
224 shall be the sole body responsible for final decisionmaking at
225 the school relating to implementation of the provisions of ss.
226 1001.42(16) and 1008.345. A majority of the members of each
227 school advisory council must be persons who are not employed by
228 the school district. Each advisory council shall be composed of
229 the principal and an appropriately balanced number of teachers,
230 education support employees, students, parents, and other
231 business and community citizens who are representative of the
232 ethnic, racial, and economic community served by the school.
233 Career center and high school advisory councils shall include
234 students, and middle and junior high school advisory councils
235 may include students. School advisory councils of career centers
236 and adult education centers are not required to include parents

198529

4/23/2008 1:12 PM

Amendment No.

237 as members. Council members representing teachers, education
238 support employees, students, and parents shall be elected by
239 their respective peer groups at the school in a fair and
240 equitable manner as follows:

241 1. Teachers shall be elected by teachers.

242 2. Education support employees shall be elected by
243 education support employees.

244 3. Students shall be elected by students.

245 4. Parents shall be elected by parents.
246

247 The district school board shall establish procedures for use by
248 schools in selecting business and community members that include
249 means of ensuring wide notice of vacancies and of taking input
250 on possible members from local business, chambers of commerce,
251 community and civic organizations and groups, and the public at
252 large. The district school board shall review the membership
253 composition of each advisory council. If the district school
254 board determines that the membership elected by the school is
255 not representative of the ethnic, racial, and economic community
256 served by the school, the district school board shall appoint
257 additional members to achieve proper representation. The
258 commissioner shall determine if schools have maximized their
259 efforts to include on their advisory councils minority persons
260 and persons of lower socioeconomic status. Although schools are
261 strongly encouraged to establish school advisory councils, the
262 district school board of any school district that has a student
263 population of 10,000 or fewer may establish a district advisory
264 council which shall include at least one duly elected teacher

198529

4/23/2008 1:12 PM

Amendment No.

265 from each school in the district. For the purposes of school
266 advisory councils and district advisory councils, the term
267 "teacher" shall include classroom teachers, certified student
268 services personnel, and media specialists. For purposes of this
269 paragraph, "education support employee" means any person
270 employed by a school who is not defined as instructional or
271 administrative personnel pursuant to s. 1012.01 and whose duties
272 require 20 or more hours in each normal working week.

273 Section 7. Paragraph (i) of subsection (3) of section
274 1003.413, Florida Statutes, is amended to read:

275 1003.413 Florida Secondary School Redesign Act.--

276 (3) Based on these guiding principles, district school
277 boards shall establish policies to implement the requirements of
278 ss. 1003.4156, 1003.428, and 1003.493. The policies must
279 address:

280 (i) An annual review of each high school student's
281 electronic personal education plan created pursuant to s.
282 1003.4156 and procedures for high school students who have not
283 prepared an electronic personal education plan pursuant to s.
284 1003.4156 to prepare such plan.

285 Section 8. Paragraph (a) of subsection (2), paragraph (b)
286 of subsection (4), and paragraph (a) of subsection (8) of
287 section 1003.428, Florida Statutes, are amended to read:

288 1003.428 General requirements for high school graduation;
289 revised.--

290 (2) The 24 credits may be earned through applied,
291 integrated, and combined courses approved by the Department of
292 Education and shall be distributed as follows:

198529

4/23/2008 1:12 PM

Amendment No.

- 293 (a) Sixteen core curriculum credits:
- 294 1. Four credits in English, with major concentration in
295 composition, reading for information, and literature.
- 296 2. Four credits in mathematics, one of which must be
297 Algebra I, a series of courses equivalent to Algebra I, or a
298 higher-level mathematics course. School districts are encouraged
299 to set specific goals to increase enrollments in, and successful
300 completion of, geometry and Algebra II.
- 301 3. Three credits in science, two of which must have a
302 laboratory component.
- 303 4. Three credits in social studies as follows: one credit
304 in American history; one credit in world history; one-half
305 credit in economics; and one-half credit in American government.
- 306 5. One credit in fine or performing arts, which may
307 include speech and debate or practical arts.
- 308 6. One credit in physical education to include integration
309 of health. Participation in an interscholastic sport at the
310 junior varsity or varsity level for two full seasons shall
311 satisfy the one-credit requirement in physical education if the
312 student passes a competency test on personal fitness with a
313 score of "C" or better. The competency test on personal fitness
314 must be developed by the Department of Education. A district
315 school board may not require that the one credit in physical
316 education be taken during the 9th grade year. Completion of one
317 semester with a grade of "C" or better in a marching band class,
318 in a physical activity class that requires participation in
319 marching band activities as an extracurricular activity, or in a
320 dance class shall satisfy one-half credit in physical education

198529

4/23/2008 1:12 PM

Amendment No.

321 or one-half credit in performing arts. This credit may not be
322 used to satisfy the personal fitness requirement or the
323 requirement for adaptive physical education under an individual
324 education plan (IEP) or 504 plan. Completion of 2 years in a
325 Reserve Officer Training Corps (R.O.T.C.) class, a significant
326 component of which is drills, shall satisfy the one-credit
327 requirement in physical education and the one-credit requirement
328 in performing arts. This credit may not be used to satisfy the
329 personal fitness requirement or the requirement for adaptive
330 physical education under an individual education plan (IEP) or
331 504 plan.

332 (4) Each district school board shall establish standards
333 for graduation from its schools, which must include:

334 (b) Earning passing scores on the FCAT, as defined in s.
335 1008.22(3)(c), or scores on a standardized test that are
336 concordant with passing scores on the FCAT as defined in s.
337 1008.22(10) ~~s. 1008.22(9)~~.

338
339 Each district school board shall adopt policies designed to
340 assist students in meeting the requirements of this subsection.
341 These policies may include, but are not limited to: forgiveness
342 policies, summer school or before or after school attendance,
343 special counseling, volunteers or peer tutors, school-sponsored
344 help sessions, homework hotlines, and study skills classes.
345 Forgiveness policies for required courses shall be limited to
346 replacing a grade of "D" or "F," or the equivalent of a grade of
347 "D" or "F," with a grade of "C" or higher, or the equivalent of
348 a grade of "C" or higher, earned subsequently in the same or

198529

4/23/2008 1:12 PM

Amendment No.

349 comparable course. Forgiveness policies for elective courses
350 shall be limited to replacing a grade of "D" or "F," or the
351 equivalent of a grade of "D" or "F," with a grade of "C" or
352 higher, or the equivalent of a grade of "C" or higher, earned
353 subsequently in another course. The only exception to these
354 forgiveness policies shall be made for a student in the middle
355 grades who takes any high school course for high school credit
356 and earns a grade of "C," "D," or "F" or the equivalent of a
357 grade of "C," "D," or "F." In such case, the district
358 forgiveness policy must allow the replacement of the grade with
359 a grade of "C" or higher, or the equivalent of a grade of "C" or
360 higher, earned subsequently in the same or comparable course. In
361 all cases of grade forgiveness, only the new grade shall be used
362 in the calculation of the student's grade point average. Any
363 course grade not replaced according to a district school board
364 forgiveness policy shall be included in the calculation of the
365 cumulative grade point average required for graduation.

366 (8) (a) Each district school board must provide instruction
367 to prepare students with disabilities to demonstrate proficiency
368 in the core content knowledge and skills ~~and competencies~~
369 necessary for successful grade-to-grade progression and high
370 school graduation.

371 Section 9. Section 1003.4285, Florida Statutes, is created
372 to read:

373 1003.4285 Standard high school diploma designations.--By
374 the 2008-2009 school year, each standard high school diploma
375 shall include, as applicable:

198529
4/23/2008 1:12 PM

Amendment No.

376 (1) A designation of the student's major area of interest
377 pursuant to the student's completion of credits as provided in
378 s. 1003.428.

379 (2) A designation reflecting completion of four or more
380 accelerated college credit courses if the student is eligible
381 for college credit pursuant to s. 1007.27 or s. 1007.271 in
382 Advanced Placement, International Baccalaureate, Advanced
383 International Certificate of Education, or dual enrollment
384 courses. The Commissioner of Education shall establish
385 guidelines for successful passage of examinations or coursework
386 in each of the accelerated college credit options for purposes
387 of this subsection.

388 (3) A designation reflecting career education
389 certification in accordance with s. 1003.431.

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

392 Section 10. Section 1003.4287, Florida Statutes, is
393 created to read:

394 1003.4287 Postsecondary education credit courses;
395 comprehensive plan.--

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

401 (2) For purposes of this section, the term "postsecondary
402 education credit course" means a course through which a high
403 school student may earn postsecondary credit and includes

198529

4/23/2008 1:12 PM

Amendment No.

404 Advanced Placement courses, International Baccalaureate courses,
405 Advanced International Certificate of Education courses, and
406 dual enrollment courses.

407 (3) By the 2009-2010 school year, each public high school
408 in the state must provide students access to at least four
409 Advanced Placement, International Baccalaureate, Advanced
410 International Certificate of Education, or dual enrollment
411 courses, one each in English, mathematics, science, and social
412 studies, and at least four courses in career and technical dual
413 enrollment. To fulfill this requirement, schools may utilize
414 course offerings provided by the Florida Virtual School, a
415 career center, a charter technical career center, a community
416 college, a state university, or an independent college or
417 university eligible for inclusion in the dual enrollment program
418 pursuant to s. 1011.62.

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

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

426 (b) Supports school administrators and guidance counselors
427 in the receipt of professional development that enables them to
428 create strong and effective postsecondary opportunities for
429 their students.

430 (c) Establishes guidelines and timelines for teachers and
431 school leaders in middle schools and high schools to receive

198529

4/23/2008 1:12 PM

Amendment No.

432 training in content knowledge and instructional skills to
433 prepare students for success in a rigorous curriculum that leads
434 to postsecondary education credit.

435 (d) Creates long-term and annual statewide goals for
436 increasing:

437 1. The number and percentage of students enrolling in and
438 completing postsecondary education credit courses.

439 2. The number and percentage of students receiving
440 postsecondary education credits in such courses.

441 3. The number and percentage of low-income and
442 underrepresented students enrolling in and completing
443 postsecondary education credit courses.

444 4. The number and percentage of low-income and
445 underrepresented students receiving postsecondary education
446 credit in such courses.

447 (e) Leverages federal and private funding available for
448 incentives and training.

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

452 (g) Provides a plan of communication that emphasizes the
453 importance of postsecondary education credit courses to a
454 student's ability to gain access to and succeed in postsecondary
455 education. The plan for such communication should include
456 information to students, teachers, counselors, administrators,
457 school districts, community colleges, and state universities.

458 (h) Requires annual evaluations of the impact of the
459 implementation of this section on the rates of student

198529

4/23/2008 1:12 PM

Amendment No.

460 enrollment and success in postsecondary education credit
461 courses, on high school graduation rates, and on college
462 enrollment rates. The evaluation must include a review of the
463 progress toward meeting goals established pursuant to paragraph
464 (d).

465 Section 11. Paragraph (a) of subsection (6) of section
466 1003.429, Florida Statutes, is amended to read:

467 1003.429 Accelerated high school graduation options.--

468 (6) Students pursuing accelerated 3-year high school
469 graduation options pursuant to paragraph (1)(b) or paragraph
470 (1)(c) are required to:

471 (a) Earn passing scores on the FCAT as defined in s.
472 1008.22(3)(c) or scores on a standardized test that are
473 concordant with passing scores on the FCAT as defined in s.
474 1008.22(10) ~~s. 1008.22(9)~~.

475
476 Weighted grades referred to in paragraphs (b), (c), and (d)
477 shall be applied to those courses specifically listed or
478 identified by the department as rigorous pursuant to s.
479 1009.531(3) or weighted by the district school board for class
480 ranking purposes.

481 Section 12. Paragraph (a) of subsection (5) and paragraph
482 (a) of subsection (11) of section 1003.43, Florida Statutes, are
483 amended to read:

484 1003.43 General requirements for high school graduation.--

485 (5) Each district school board shall establish standards
486 for graduation from its schools, and these standards must
487 include:

198529

4/23/2008 1:12 PM

Amendment No.

488 (a) Earning passing scores on the FCAT, as defined in s.
489 1008.22(3)(c), or scores on a standardized test that are
490 concordant with passing scores on the FCAT as defined in s.
491 1008.22(10) ~~s. 1008.22(9)~~.

492
493 The standards required in this subsection, and any subsequent
494 modifications, shall be reprinted in the Florida Administrative
495 Code even though not defined as "rules."

496 (11)(a) Each district school board must provide
497 instruction to prepare students with disabilities to demonstrate
498 proficiency in the core content knowledge and skills ~~and~~
499 ~~competencies~~ necessary for successful grade-to-grade progression
500 and high school graduation.

501 Section 13. Subsection (1) of section 1003.433, Florida
502 Statutes, is amended to read:

503 1003.433 Learning opportunities for out-of-state and out-
504 of-country transfer students and students needing additional
505 instruction to meet high school graduation requirements.--

506 (1) Students who enter a Florida public school at the
507 eleventh or twelfth grade from out of state or from a foreign
508 country shall not be required to spend additional time in a
509 Florida public school in order to meet the high school course
510 requirements if the student has met all requirements of the
511 school district, state, or country from which he or she is
512 transferring. Such students who are not proficient in English
513 should receive immediate and intensive instruction in English
514 language acquisition. However, to receive a standard high school
515 diploma, a transfer student must earn a 2.0 grade point average

198529

4/23/2008 1:12 PM

Amendment No.

516 and pass the grade 10 FCAT required in s. 1008.22(3) or an
517 alternate assessment as described in s. 1008.22(10) ~~s.~~
518 ~~1008.22(9)~~.

519 Section 14. Paragraph (d) of subsection (6) of section
520 1003.63, Florida Statutes, is amended to read:

521 1003.63 Deregulated public schools pilot program.--

522 (6) ELEMENTS OF THE PROPOSAL.--The major issues involving
523 the operation of a deregulated public school shall be considered
524 in advance and written into the proposal.

525 (d) Upon receipt of the annual report required by
526 paragraph (b), the Department of Education shall provide the
527 State Board of Education, the Commissioner of Education, the
528 President of the Senate, and the Speaker of the House of
529 Representatives with a copy of each report and an analysis and
530 comparison of the overall performance of students, to include
531 all students in deregulated public schools whose scores are
532 counted as part of the statewide assessment tests, versus
533 comparable public school students in the district as determined
534 by statewide assessments administered under s. 1008.22(3) FCAT
535 ~~and district assessment tests and, as appropriate, the Florida~~
536 ~~Writes Assessment Test, and other assessments administered~~
537 ~~pursuant to s. 1008.22(3).~~

538 Section 15. Paragraphs (c) and (d) of subsection (3) of
539 section 1004.85, Florida Statutes, are amended to read:

540 1004.85 Postsecondary educator preparation institutes.--

541 (3) Educator preparation institutes approved pursuant to
542 this section may offer alternative certification programs
543 specifically designed for noneducation major baccalaureate

198529

4/23/2008 1:12 PM

Amendment No.

544 degree holders to enable program participants to meet the
545 educator certification requirements of s. 1012.56. Such programs
546 shall be competency-based educator certification preparation
547 programs that prepare educators through an alternative route. An
548 educator preparation institute choosing to offer an alternative
549 certification program pursuant to the provisions of this section
550 must implement a program previously approved by the Department
551 of Education for this purpose or a program developed by the
552 institute and approved by the department for this purpose.
553 Approved programs shall be available for use by other approved
554 educator preparation institutes.

555 (c) Upon completion of an alternative certification
556 program approved pursuant to this subsection, a participant
557 shall receive a credential from the sponsoring institution
558 signifying satisfaction of the requirements of s. 1012.56(6) ~~s.~~
559 ~~1012.56(5)~~ relating to mastery of professional preparation and
560 education competence. A participant shall be eligible for
561 educator certification through the Department of Education upon
562 satisfaction of all requirements for certification set forth in
563 s. 1012.56(2), including demonstration of mastery of general
564 knowledge, subject area knowledge, and professional preparation
565 and education competence, through testing or other statutorily
566 authorized means.

567 (d) If an institution offers an alternative certification
568 program approved pursuant to this subsection, such program may
569 be used by the school district or districts served by that
570 institution in addition to the alternative certification program
571 as required in s. 1012.56(8) ~~s. 1012.56(7)~~.

198529

4/23/2008 1:12 PM

Amendment No.

572 Section 16. Subsection (3) of section 1004.91, Florida
573 Statutes, is amended to read:

574 1004.91 Career-preparatory instruction.--

575 (3) An adult student with a disability may be exempted
576 from the provisions of this section. A student who possesses a
577 college degree at the associate in applied science level or
578 higher is exempt from this section. A student who has completed
579 or who is exempt from the college-level communication and
580 computation skills examination pursuant to s. 1008.29, or who is
581 exempt from the college entry-level examination pursuant to s.
582 1008.29, is exempt from the provisions of this section. Students
583 who have passed a state, national, or industry licensure exam
584 are exempt from this section. An adult student who is enrolled
585 in an apprenticeship program that is registered with the
586 Department of Education in accordance with the provisions of
587 chapter 446 is exempt from the provisions of this section.

588 Section 17. Paragraph (d) of subsection (3) of section
589 1004.99, Florida Statutes, is amended, present subsection (4) of
590 that section is renumbered as subsection (5), and a new
591 subsection (4) is added to that section, to read:

592 1004.99 Florida Ready to Work Certification Program.--

593 (3) The Florida Ready to Work Certification Program shall
594 be composed of:

595 (d) A Florida Ready to Work Credential ~~certificate~~ and
596 portfolio awarded to students upon successful completion of the
597 instruction. Each portfolio must delineate the skills
598 demonstrated by the student as evidence of the student's
599 preparation for employment.

198529

4/23/2008 1:12 PM

Amendment No.

600 (4) A Florida Ready to Work Credential shall be awarded to
601 a student who successfully passes assessments in Reading for
602 Information, Applied Mathematics, and Locating Information or
603 any other assessments of comparable rigor. Each assessment shall
604 be scored on a scale of 3 to 7. The level of the credential each
605 student receives is based on the following:

606 (a) A bronze-level credential requires a minimum score of
607 3 or above on each of the assessments.

608 (b) A silver-level credential requires a minimum score of
609 4 or above on each of the assessments.

610 (c) A gold-level credential requires a minimum score of 5
611 or above on each of the assessments.

612 Section 18. Paragraph (c) of subsection (2) of section
613 1007.21, Florida Statutes, is amended to read:

614 1007.21 Readiness for postsecondary education and the
615 workplace.--

616 (2)

617 (c) The common placement test authorized in ss.
618 1001.03(10) and 1008.30 or a similar test may be administered to
619 ~~all~~ high school students ~~second semester sophomores~~ who have
620 chosen one of the four destinations. The results of the
621 placement test shall be used to target additional instructional
622 needs in reading, writing, and mathematics prior to graduation.

623 Section 19. Section 1007.212, Florida Statutes, is created
624 to read:

625 1007.212 Remediation Reform Pilot Project.--

626 (1) The Legislature finds that the cost to the state and
627 to students for remedial education has exceeded \$100 million in
198529

4/23/2008 1:12 PM

Amendment No.

628 recent years. The Legislature further finds that it is in the
629 public's best interest to identify policies and best practices
630 that reduce the need for and the cost of remediation for recent
631 high school graduates who enter postsecondary education.

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

636 (3) The Department of Education shall develop by August 1,
637 2008, an application process for community colleges and school
638 districts to participate in the pilot project. Each application
639 must represent a collaborative effort between one or more
640 community colleges and one or more school districts in each
641 community college's service area.

642 (4) Each application shall:

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

645 (b) Provide the most recent data available from the
646 postsecondary feedback reports produced pursuant to s. 1008.37
647 for each community college and school district that will
648 participate in the pilot project for the area or areas of
649 remediation that will be addressed during the course of the
650 project.

651 (c) Describe the strategies currently used by the
652 participating institutions to address remediation needs,
653 including mechanisms used to identify students who need
654 remediation, corrective actions employed to address identified

198529
4/23/2008 1:12 PM

Amendment No.

655 needs, and methods used to evaluate the effectiveness of these
656 strategies.

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

660 1. Specific intervention efforts that will be employed to
661 address identified deficiencies.

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

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

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

667 (f) Provide itemized estimates of the costs to each
668 participating community college and school district of
669 implementing the proposal.

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

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

675 (5) By October 1, 2008, the Commissioner of Education
676 shall evaluate the applications and recommend no more than four
677 proposals to the President of the Senate and the Speaker of the
678 House of Representatives for consideration and final approval.
679 To the extent possible, the proposals recommended by the
680 commissioner shall be representative of the geographic regions
681 of the state and representative of large, medium, and small
682 school districts.

198529

4/23/2008 1:12 PM

Amendment No.

683 (6) Each community college and school district
684 participating in the pilot project shall submit an annual status
685 report, including a description of the strategies implemented,
686 any costs incurred, and the effectiveness of the strategies used
687 in reducing the need for and the cost of postsecondary
688 remediation to students and the state. This report shall be
689 submitted to the Executive Office of the Governor, the President
690 of the Senate, the Speaker of the House of Representatives, the
691 Commissioner of Education, and the Office of Program Policy
692 Analysis and Government Accountability by September 1. The
693 Office of Program Policy Analysis and Government Accountability
694 shall analyze the reports submitted pursuant to this subsection
695 to identify the policies and practices that are most effective
696 in reducing the need for and the cost of remediation, including
697 any cost savings realized as a result of implementation.

698 (7) The pilot project shall be funded as provided in the
699 General Appropriations Act. The Department of Education, school
700 districts, and community colleges may redirect existing
701 resources for purposes of the pilot project and are encouraged
702 to seek and accept grants from additional public and private
703 sources to implement the pilot project.

704 Section 20. Paragraph (b) of subsection (2) of section
705 1007.235, Florida Statutes, is amended to read:

706 1007.235 District interinstitutional articulation
707 agreements.--

708 (2) The district interinstitutional articulation agreement
709 for each school year must be completed before high school
710 registration for the fall term of the following school year. The
198529

4/23/2008 1:12 PM

Amendment No.

711 agreement must include, but is not limited to, the following
712 components:

713 (b)1. A delineation of courses and programs available to
714 students eligible to participate in dual enrollment. This
715 delineation must include a plan for the community college to
716 provide guidance services to participating students on the
717 selection of courses in the dual enrollment program. The process
718 of community college guidance should make maximum use of the
719 automated advisement system for community colleges. The plan
720 must assure that each dual enrollment student is encouraged to
721 identify a postsecondary education objective with which to guide
722 the course selection. At a minimum, each student's plan should
723 include a list of courses that will result in an Applied
724 Technology Diploma, an Associate in Science degree, or an
725 Associate in Arts degree. If the student identifies a
726 baccalaureate degree as the objective, the plan must include
727 courses that will meet the general education requirements and
728 any prerequisite requirements for entrance into a selected
729 baccalaureate degree program.

730 2. A delineation of the process by which students and
731 their parents are informed about opportunities to participate in
732 articulated acceleration programs.

733 3. A delineation of the process by which students and
734 their parents exercise their option to participate in an
735 articulated acceleration program.

736 4. A delineation of high school credits earned for
737 completion of each dual enrollment course.

Amendment No.

738 5. Provision for postsecondary courses that meet the
739 criteria for inclusion in a district articulated acceleration
740 program to be counted toward meeting the graduation requirements
741 of s. 1003.43.

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

744 7. A delineation of institutional responsibilities
745 regarding student screening prior to enrollment and monitoring
746 student performance subsequent to enrollment in dual enrollment
747 courses and programs.

748 8. An identification of the criteria by which the quality
749 of dual enrollment courses and programs are to be judged and a
750 delineation of institutional responsibilities for the
751 maintenance of instructional quality.

752 9. A delineation of institutional responsibilities for
753 assuming the cost of dual enrollment courses and programs that
754 includes such responsibilities for student instructional
755 materials.

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

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

764 12. An identification of the responsibility of the
765 postsecondary educational institution for assigning letter

198529

4/23/2008 1:12 PM

Amendment No.

766 grades for dual enrollment courses and the responsibility of
767 school districts for posting dual enrollment course grades to
768 the high school transcript as assigned by the postsecondary
769 institution awarding the credit.

770 Section 21. Subsection (16) of section 1007.271, Florida
771 Statutes, is amended to read:

772 1007.271 Dual enrollment programs.--

773 (16) Beginning with students entering grade 9 in the 2006-
774 2007 school year, school districts and community colleges must
775 weigh dual enrollment courses the same as advanced placement,
776 International Baccalaureate, and Advanced International
777 Certificate of Education courses when grade point averages are
778 calculated. Alternative grade calculation or weighting systems
779 that discriminate against dual enrollment courses are
780 prohibited. Beginning with students applying for admission to a
781 state university for the 2009-2010 academic year, state
782 universities must weigh dual enrollment courses the same as
783 comparable Advanced Placement, International Baccalaureate, and
784 Advanced International Certificate of Education courses when
785 calculating grade point averages for purposes of making
786 admissions decisions.

787 Section 22. Section 1008.22, Florida Statutes, is amended
788 to read:

789 1008.22 Student assessment program for public schools.--

790 (1) PURPOSE.--The primary purposes of the student
791 assessment program are to provide information needed to improve
792 the public schools by enhancing the learning gains of all

198529
4/23/2008 1:12 PM

Amendment No.

793 students and to inform parents of the educational progress of
794 their public school children. The program must be designed to:

795 (a) Assess the annual learning gains of each student
796 toward achieving the Sunshine State Standards appropriate for
797 the student's grade level.

798 (b) Provide data for making decisions regarding school
799 accountability and recognition.

800 (c) Identify the educational strengths and needs of
801 students and the readiness of students to be promoted to the
802 next grade level or to graduate from high school with a standard
803 or special high school diploma.

804 (d) Assess how well educational goals and curricular
805 ~~performance~~ standards are met at the school, district, and state
806 levels.

807 (e) Provide information to aid in the evaluation and
808 development of educational programs and policies.

809 (f) Provide information on the performance of Florida
810 students compared with that of other students across the United
811 States.

812 (2) NATIONAL EDUCATION COMPARISONS.--It is Florida's
813 intent to participate in the measurement of national educational
814 goals. The Commissioner of Education shall direct Florida school
815 districts to participate in the administration of the National
816 Assessment of Educational Progress, or a similar national
817 assessment program, both for the national sample and for any
818 state-by-state comparison programs which may be initiated. The
819 ~~Such~~ assessments must be conducted using the data collection
820 procedures, the student surveys, the educator surveys, and other
198529

4/23/2008 1:12 PM

Amendment No.

821 instruments included in the National Assessment of Educational
822 Progress or similar program being administered in Florida. The
823 results of these assessments shall be included in the annual
824 report of the Commissioner of Education specified in this
825 section. The administration of the National Assessment of
826 Educational Progress or similar program shall be in addition to
827 and separate from the administration of the statewide assessment
828 program.

829 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall
830 design and implement a statewide program of educational
831 assessment that provides information for the improvement of the
832 operation and management of the public schools, including
833 schools operating for the purpose of providing educational
834 services to youth in Department of Juvenile Justice programs.
835 The commissioner may enter into contracts for the continued
836 administration of the assessment, testing, and evaluation
837 programs authorized and funded by the Legislature. Contracts may
838 be initiated in 1 fiscal year and continue into the next and may
839 be paid from the appropriations of either or both fiscal years.
840 The commissioner is authorized to negotiate for the sale or
841 lease of tests, scoring protocols, test scoring services, and
842 related materials developed pursuant to law. Pursuant to the
843 statewide assessment program, the commissioner shall:

844 (a) Submit proposed Next Generation Sunshine State
845 Standards to the State Board of Education for adoption and
846 periodic review and revision under s. 1003.41 a list that
847 ~~specifies student skills and competencies to which the goals for~~
848 ~~education specified in the state plan apply, including, but not~~

198529

4/23/2008 1:12 PM

Amendment No.

849 ~~limited to, reading, writing, science, and mathematics. The~~
850 ~~skills and competencies must include problem solving and higher-~~
851 ~~order skills as appropriate and shall be known as the Sunshine~~
852 ~~State Standards as defined in s. 1000.21. The commissioner shall~~
853 ~~select such skills and competencies after receiving~~
854 ~~recommendations from educators, citizens, and members of the~~
855 ~~business community. The commissioner shall submit to the State~~
856 ~~Board of Education revisions to the list of student skills and~~
857 ~~competencies in order to maintain continuous progress toward~~
858 ~~improvements in student proficiency.~~

859 (b) Develop and implement a uniform system of indicators
860 to describe the performance of public school students and the
861 characteristics of the public school districts and the public
862 schools. These indicators must include, without limitation,
863 information gathered by the comprehensive management information
864 system created pursuant to s. 1008.385 and student achievement
865 information obtained pursuant to this section.

866 (c) Develop and implement a student achievement testing
867 program known as the Florida Comprehensive Assessment Test
868 (FCAT) as part of the statewide assessment program to measure a
869 student's content knowledge and skills in reading, writing,
870 science, and mathematics. Other content areas may be included as
871 directed by the commissioner. Comprehensive assessments ~~The~~
872 ~~assessment~~ of reading and mathematics shall be administered
873 annually in grades 3 through 10. Comprehensive assessments ~~The~~
874 ~~assessment~~ of writing and science shall be administered at least
875 once at the elementary, middle, and high school levels. End-of-
876 course assessments for a subject may be administered in addition

198529

4/23/2008 1:12 PM

Amendment No.

877 to the comprehensive assessments required for that subject under
878 this paragraph. An end-of-course assessment must be rigorous,
879 standardized, approved by the department, and administered
880 districtwide in any school district that administers the
881 assessment. The content knowledge and skills assessed by
882 comprehensive and end-of-course assessments must be aligned to
883 the core curricular content established in the Sunshine State
884 Standards. The commissioner may select one or more nationally
885 developed comprehensive examinations, which may include, but
886 need not be limited to, examinations for a College Board
887 Advanced Placement course, International Baccalaureate course,
888 or Advanced International Certificate of Education course or
889 industry-approved examinations to earn national industry
890 certifications as defined in s. 1003.492, for use as end-of-
891 course assessments under this paragraph, if the commissioner
892 determines that the content knowledge and skills assessed by the
893 examinations meet or exceed the grade-level expectations for the
894 core curricular content established for the course in the Next
895 Generation Sunshine State Standards. The commissioner may
896 collaborate with the American Diploma Project in the adoption or
897 development of rigorous end-of-course assessments that are
898 aligned to the Next Generation Sunshine State Standards ~~The~~
899 ~~commissioner must document the procedures used to ensure that~~
900 ~~the versions of the FCAT which are taken by students retaking~~
901 ~~the grade 10 FCAT are equally as challenging and difficult as~~
902 ~~the tests taken by students in grade 10 which contain~~
903 ~~performance tasks. The testing program must be designed as~~
904 follows so that:

198529

4/23/2008 1:12 PM

Amendment No.

905 1. The tests shall measure student skills and competencies
906 adopted by the State Board of Education as specified in
907 paragraph (a). The tests must measure and report student
908 proficiency levels of all students assessed in reading, writing,
909 mathematics, and science. The commissioner shall provide for the
910 tests to be developed or obtained, as appropriate, through
911 contracts and project agreements with private vendors, public
912 vendors, public agencies, postsecondary educational
913 institutions, or school districts. The commissioner shall obtain
914 input with respect to the design and implementation of the
915 testing program from state educators, assistive technology
916 experts, and the public.

917 2. The testing program shall be composed ~~will include a~~
918 ~~combination of norm-referenced and criterion-referenced tests~~
919 that shall and include, to the extent determined by the
920 commissioner, include test items ~~questions~~ that require the
921 student to produce information or perform tasks in such a way
922 that the core content knowledge and skills ~~and competencies~~ he
923 or she uses can be measured.

924 3. Beginning with the 2008-2009 school year, the
925 commissioner shall discontinue administration of the selected-
926 response test items on the comprehensive assessments of writing.
927 Beginning with the 2012-2013 school year, the comprehensive
928 assessments of writing shall be composed of a combination of
929 selected-response test items, short-response performance tasks,
930 and extended-response performance tasks, which shall measure a
931 student's content knowledge of writing, including, but not
932 limited to, paragraph and sentence structure, sentence

198529

4/23/2008 1:12 PM

Amendment No.

933 construction, grammar and usage, punctuation, capitalization,
934 spelling, parts of speech, verb tense, irregular verbs, subject-
935 verb agreement, and noun-pronoun agreement. ~~Each testing~~
936 ~~program, whether at the elementary, middle, or high school~~
937 ~~level, includes a test of writing in which students are required~~
938 ~~to produce writings that are then scored by appropriate and~~
939 ~~timely methods.~~

940 4. A score shall be ~~is~~ designated for each subject area
941 tested, below which score a student's performance is deemed
942 inadequate. The school districts shall provide appropriate
943 remedial instruction to students who score below these levels.

944 5. Except as provided in s. 1003.428(8)(b) or s.
945 1003.43(11)(b), students must earn a passing score on the grade
946 10 assessment test described in this paragraph or attain
947 concordant scores as described in subsection (9) in reading,
948 writing, and mathematics to qualify for a standard high school
949 diploma. The State Board of Education shall designate a passing
950 score for each part of the grade 10 assessment test. In
951 establishing passing scores, the state board shall consider any
952 possible negative impact of the test on minority students. The
953 State Board of Education shall adopt rules which specify the
954 passing scores for the grade 10 FCAT. Any such rules, which have
955 the effect of raising the required passing scores, shall ~~only~~
956 apply only to students taking the grade 10 FCAT for the first
957 time after such rules are adopted by the State Board of
958 Education.

959 6. Participation in the testing program is mandatory for
960 all students attending public school, including students served
198529

4/23/2008 1:12 PM

Amendment No.

961 in Department of Juvenile Justice programs, except as otherwise
962 prescribed by the commissioner. If a student does not
963 participate in the statewide assessment, the district must
964 notify the student's parent and provide the parent with
965 information regarding the implications of such nonparticipation.
966 A parent must provide signed consent for a student to receive
967 classroom instructional accommodations that would not be
968 available or permitted on the statewide assessments and must
969 acknowledge in writing that he or she understands the
970 implications of such instructional accommodations. The State
971 Board of Education shall adopt rules, based upon recommendations
972 of the commissioner, for the provision of test accommodations
973 for students in exceptional education programs and for students
974 who have limited English proficiency. Accommodations that negate
975 the validity of a statewide assessment are not allowable in the
976 administration of the FCAT. However, instructional
977 accommodations are allowable in the classroom if included in a
978 student's individual education plan. Students using
979 instructional accommodations in the classroom that are not
980 allowable as accommodations on the FCAT may have the FCAT
981 requirement waived pursuant to the requirements of s.
982 1003.428(8)(b) or s. 1003.43(11)(b).

983 7. A student seeking an adult high school diploma must
984 meet the same testing requirements that a regular high school
985 student must meet.

986 8. District school boards must provide instruction to
987 prepare students to demonstrate proficiency in the core
988 curricular content established in the Next Generation Sunshine

198529

4/23/2008 1:12 PM

Amendment No.

989 State Standards adopted under s. 1003.41, including the core
990 content knowledge and skills and ~~competencies~~ necessary for
991 successful grade-to-grade progression and high school
992 graduation. If a student is provided with instructional
993 accommodations in the classroom that are not allowable as
994 accommodations in the statewide assessment program, as described
995 in the test manuals, the district must inform the parent in
996 writing and must provide the parent with information regarding
997 the impact on the student's ability to meet expected proficiency
998 levels in reading, writing, and mathematics ~~math~~. The
999 commissioner shall conduct studies as necessary to verify that
1000 the required core curricular content is ~~skills and competencies~~
1001 ~~are~~ part of the district instructional programs.

1002 9. District school boards must provide opportunities for
1003 students to demonstrate an acceptable level of performance on an
1004 alternative standardized assessment approved by the State Board
1005 of Education following enrollment in summer academies.

1006 10. The Department of Education must develop, or select,
1007 and implement a common battery of assessment tools that will be
1008 used in all juvenile justice programs in the state. These tools
1009 must accurately measure the core curricular content ~~skills and~~
1010 ~~competencies~~ established in the Sunshine State Standards.

1011 11. For students seeking a special diploma pursuant to s.
1012 1003.438, the Department of Education must develop or select and
1013 implement an alternate assessment tool that accurately measures
1014 the core curricular content ~~skills and competencies~~ established
1015 in the Sunshine State Standards for students with disabilities
1016 under s. 1003.438.

198529

4/23/2008 1:12 PM

Amendment No.

1017 12. The Commissioner of Education shall establish
1018 schedules for the administration of statewide assessments and
1019 the reporting of student test results. The commissioner shall,
1020 by August 1 of each year, notify each school district in writing
1021 and publish on the department's Internet website the testing and
1022 reporting schedules for, at a minimum, the school year following
1023 the upcoming school year. The testing and reporting schedules
1024 shall require that:

1025 a. There is the latest possible administration of
1026 statewide assessments and the earliest possible reporting to the
1027 school districts of student test results which is feasible
1028 within available technology and specific appropriations;
1029 however, test results must be made available no later than the
1030 final day of the regular school year for students.

1031 b. Beginning with the 2010-2011 school year, a
1032 comprehensive statewide assessment of writing is not
1033 administered earlier than the week of March 1 and a
1034 comprehensive statewide assessment of any other subject is not
1035 administered earlier than the week of April 15.

1036 c. The department-approved end-of-course assessment is
1037 administered within the last 2 weeks of the course.

1038
1039 The commissioner may, based on collaboration and input from
1040 school districts, design and implement student testing programs,
1041 for any grade level and subject area, necessary to effectively
1042 monitor educational achievement in the state, including the
1043 measurement of educational achievement of the Sunshine State
1044 Standards for students with disabilities. Development and

198529

4/23/2008 1:12 PM

Amendment No.

1045 refinement of assessments shall include universal design
1046 principles and accessibility standards that will prevent any
1047 unintended obstacles for students with disabilities while
1048 ensuring the validity and reliability of the test. These
1049 principles should be applicable to all technology platforms and
1050 assistive devices available for the assessments. The field
1051 testing process and psychometric analyses for the statewide
1052 assessment program must include an appropriate percentage of
1053 students with disabilities and an evaluation or determination of
1054 the effect of test items on such students.

1055 (d) Conduct ongoing research to develop improved methods
1056 of assessing student performance, including, without limitation,
1057 the use of technology to administer tests, score, or report the
1058 results of, the use of electronic transfer of data, the
1059 development of work-product assessments, and the development of
1060 process assessments.

1061 (e) Conduct ongoing research and analysis of student
1062 achievement data, including, without limitation, monitoring
1063 trends in student achievement by grade level and overall student
1064 achievement, identifying school programs that are successful,
1065 and analyzing correlates of school achievement.

1066 (f) Provide technical assistance to school districts in
1067 the implementation of state and district testing programs and
1068 the use of the data produced pursuant to such programs.

1069 (g) Study the cost and student achievement impact of
1070 secondary end-of-course assessments, including web-based and
1071 performance formats, and report to the Legislature prior to
1072 implementation.

198529

4/23/2008 1:12 PM

Amendment No.

1073 (4) STATEWIDE ASSESSMENT PREPARATION; PROHIBITED
1074 ACTIVITIES.--Beginning with the 2008-2009 school year, a
1075 district school board shall prohibit each public school from
1076 suspending a regular program of curricula for purposes of
1077 administering practice tests or engaging in other test-
1078 preparation activities for a statewide assessment. However, a
1079 district school board may authorize a public school to engage in
1080 the following test-preparation activities for a statewide
1081 assessment:

1082 (a) Distributing to students the sample test books and
1083 answer keys published by the Department of Education.

1084 (b) Providing individualized instruction in test-taking
1085 strategies, without suspending the school's regular program of
1086 curricula, for a student who scores at Level 1 or Level 2 on a
1087 prior administration of the statewide assessment.

1088 (c) Providing individualized instruction in the content
1089 knowledge and skills assessed, without suspending the school's
1090 regular program of curricula, for a student who scores at Level
1091 1 or Level 2 on a prior administration of the statewide
1092 assessment or a student who, through a diagnostic assessment
1093 administered by the school district, is identified as having a
1094 deficiency in the content knowledge and skills assessed.

1095 (d) Incorporating test-taking exercises and strategies
1096 into curricula for intensive reading and mathematics
1097 intervention courses.

1098 (e) Administering a practice test or engaging in other
1099 test-preparation activities for the statewide assessment which
1100 are determined necessary to familiarize students with the

198529

4/23/2008 1:12 PM

Amendment No.

1101 organization of the assessment, the format of the test items,
1102 and the test directions, or which are otherwise necessary for
1103 the valid and reliable administration of the assessment, as set
1104 forth in rules adopted by the State Board of Education with
1105 specific reference to this paragraph.

1106 (5)-(4) DISTRICT TESTING PROGRAMS.--Each district school
1107 board shall periodically assess student performance and
1108 achievement within each school of the district. The assessment
1109 programs must be based on the core curricular content
1110 established in the Next Generation Sunshine State Standards and
1111 any ~~upon~~ local goals and objectives that are compatible with the
1112 state plan for education and that supplement the core content
1113 knowledge and skills necessary for successful grade-to-grade
1114 progression and high school graduation and ~~competencies adopted~~
1115 by the State Board of Education. All school districts must
1116 participate in the statewide assessment program designed to
1117 measure annual student learning and school performance. All
1118 district school boards shall report assessment results as
1119 required by the state management information system.

1120 (6)-(5) SCHOOL TESTING PROGRAMS.--Each public school shall
1121 participate in the statewide assessment program in accordance
1122 with the testing and reporting schedules published by the
1123 Commissioner of Education under subparagraph (3)(c)12.7 unless
1124 specifically exempted by state board rule based on serving a
1125 specialized population for which standardized testing is not
1126 appropriate. Student performance data shall be analyzed and
1127 reported to parents, the community, and the state. Student
1128 performance data shall be used in developing objectives of the

198529

4/23/2008 1:12 PM

Amendment No.

1129 school improvement plan, evaluation of instructional personnel,
1130 evaluation of administrative personnel, assignment of staff,
1131 allocation of resources, acquisition of instructional materials
1132 and technology, performance-based budgeting, and promotion and
1133 assignment of students into educational programs. The analysis
1134 of student performance data also must identify strengths and
1135 needs in the educational program and trends over time. The
1136 analysis must be used in conjunction with the budgetary planning
1137 processes developed pursuant to s. 1008.385 and the development
1138 of the programs of remediation.

1139 (7)~~(6)~~ REQUIRED ANALYSES.--The commissioner shall provide,
1140 at a minimum, for the following analyses of data produced by the
1141 student achievement testing program:

1142 (a) The statistical system for the annual assessments
1143 shall use measures of student learning, such as the FCAT, to
1144 determine teacher, school, and school district statistical
1145 distributions, which shall be determined using available data
1146 from the FCAT, and other data collection as deemed appropriate
1147 by the Department of Education, to measure the differences in
1148 student prior year achievement compared to the current year
1149 achievement for the purposes of accountability and recognition.

1150 (b) The statistical system shall provide the best
1151 estimates of teacher, school, and school district effects on
1152 student progress. The approach used by the department shall be
1153 approved by the commissioner before implementation.

1154 (c) The annual testing program shall be administered to
1155 provide for valid statewide comparisons of learning gains to be
1156 made for purposes of accountability and recognition. ~~The~~

198529

4/23/2008 1:12 PM

Amendment No.

1157 ~~commissioner shall establish a schedule for the administration~~
1158 ~~of the statewide assessments. In establishing such schedule, the~~
1159 ~~commissioner is charged with the duty to accomplish the latest~~
1160 ~~possible administration of the statewide assessments and the~~
1161 ~~earliest possible provision of the results to the school~~
1162 ~~districts feasible within available technology and specific~~
1163 ~~appropriation.~~ District school boards shall not establish school
1164 calendars that jeopardize or limit the valid testing and
1165 comparison of student learning gains.

1166 (8)-(7) LOCAL ASSESSMENTS.--Measurement of the learning
1167 gains of students in all subjects and grade levels other than
1168 subjects and grade levels required for the state student
1169 achievement testing program is the responsibility of the school
1170 districts.

1171 (9)-(8) APPLICABILITY OF TESTING STANDARDS.--

1172 (a) If the Commissioner of Education revises a statewide
1173 assessment and the revisions require the State Board of
1174 Education to modify the assessment's proficiency levels or
1175 modify the passing scores required for a standard high school
1176 diploma, until the state board adopts the modifications by rule,
1177 the commissioner shall use calculations for scoring the
1178 assessment which adjust student scores on the revised assessment
1179 for statistical equivalence to student scores on the former
1180 assessment.

1181 (b) A student must attain meet the passing scores on the
1182 statewide assessment required testing requirements for a
1183 standard high school diploma which are graduation that were in

Amendment No.

1184 effect at the time the student enters ~~entered~~ 9th grade 9 if,
1185 ~~provided~~ the student's enrollment is ~~was~~ continuous.

1186 (c) If the commissioner revises a statewide assessment and
1187 the revisions require the State Board of Education to modify the
1188 passing scores required for a standard high school diploma, the
1189 commissioner may, with approval of the state board, discontinue
1190 administration of the former assessment upon the graduation,
1191 based on normal student progression, of students participating
1192 in the final regular administration of the former assessment.
1193 The state board shall adopt by rule passing scores for the
1194 revised assessment which are statistically equivalent to passing
1195 scores on the discontinued assessment for a student required
1196 under paragraph (b) to attain passing scores on the discontinued
1197 assessment.

1198 (10) ~~(9)~~ CONCORDANT SCORES FOR THE FCAT.--

1199 (a) The State Board of Education shall analyze the content
1200 and concordant data sets for widely used high school achievement
1201 tests, including, but not limited to, the PSAT, PLAN, SAT, ACT,
1202 and College Placement Test, to assess if concordant scores for
1203 FCAT scores can be determined for high school graduation,
1204 college placement, and scholarship awards. In cases where
1205 content alignment and concordant scores can be determined, the
1206 Commissioner of Education shall adopt those scores as meeting
1207 the graduation requirement in lieu of achieving the FCAT passing
1208 score and may adopt those scores as being sufficient to achieve
1209 additional purposes as determined by rule. Each time that test
1210 content or scoring procedures change ~~are changed~~ for the FCAT or
1211 for a high school achievement test for which a concordant score

198529

4/23/2008 1:12 PM

Amendment No.

1212 is determined ~~one of the identified tests~~, new concordant scores
1213 must be determined.

1214 (b) In order to use a concordant subject area score
1215 pursuant to this subsection to satisfy the assessment
1216 requirement for a standard high school diploma as provided in s.
1217 1003.429(6)(a), s. 1003.43(5)(a), or s. 1003.428, a student must
1218 take each subject area of the grade 10 FCAT a total of three
1219 times without earning a passing score. The requirements of this
1220 paragraph shall not apply to a new student who enters the
1221 Florida public school system in grade 12, who may either achieve
1222 a passing score on the FCAT or use an approved subject area
1223 concordant score to fulfill the graduation requirement.

1224 (c) The State Board of Education may define by rule the
1225 allowable uses, other than to satisfy the high school graduation
1226 requirement, for concordant scores as described in this
1227 subsection. Such uses may include, but need not be limited to,
1228 achieving appropriate standardized test scores required for the
1229 awarding of Florida Bright Futures Scholarships and college
1230 placement.

1231 (11) ~~(10)~~ REPORTS.--The Department of Education shall
1232 annually provide a report to the Governor, the President of the
1233 Senate, and the Speaker of the House of Representatives on the
1234 following:

1235 (a) Longitudinal performance of students in mathematics
1236 and reading.

1237 (b) Longitudinal performance of students by grade level in
1238 mathematics and reading.

Amendment No.

1239 (c) Longitudinal performance regarding efforts to close
1240 the achievement gap.

1241 ~~(d) Longitudinal performance of students on the norm-~~
1242 ~~referenced component of the FCAT.~~

1243 (d)~~(e)~~ Other student performance data based on national
1244 norm-referenced and criterion-referenced tests, when available,
1245 and numbers of students who after 8th grade enroll in adult
1246 education rather than other secondary education.

1247 (12)~~(11)~~ RULES.--The State Board of Education shall adopt
1248 rules pursuant to ss. 120.536(1) and 120.54 to implement the
1249 provisions of this section.

1250 Section 23. Subsections (1), (2), and (3) of section
1251 1008.30, Florida Statutes, are amended to read:

1252 1008.30 Common placement testing for public postsecondary
1253 education.--

1254 (1) The State Board of Education, in conjunction with the
1255 Board of Governors, shall develop and implement a common
1256 placement test for the purpose of assessing the basic
1257 computation and communication skills students need to continue
1258 their education at the postsecondary level or enter the
1259 workforce ~~of students who intend to enter a degree program at~~
1260 ~~any public postsecondary educational institution.~~ Public
1261 postsecondary educational institutions shall provide appropriate
1262 modifications of the test instruments or test procedures for
1263 students with disabilities.

1264 (2) The common placement testing program shall include at
1265 a minimum the following: the capacity to diagnose basic
1266 competencies in the areas of English, reading, and mathematics

198529

4/23/2008 1:12 PM

Amendment No.

1267 which are essential to perform at the postsecondary level or
1268 enter the workforce ~~college-level work~~; prerequisite skills that
1269 relate to progressively advanced instruction in mathematics,
1270 such as algebra and geometry; prerequisite skills that relate to
1271 progressively advanced instruction in language arts, such as
1272 English composition and literature; prerequisite skills which
1273 relate to the College Level Academic Skills Test (CLAST); and
1274 provision of test information to students on the specific
1275 deficiencies.

1276 (3) The State Board of Education shall adopt rules that
1277 ~~would~~ require high schools to evaluate prior to the beginning of
1278 grade 12 the college or career readiness of each student scoring
1279 at Level 2 or Level 3 on the reading portion of the grade 10
1280 FCAT or Level 2, Level 3, or Level 4 on the mathematics portion
1281 of the grade 10 FCAT. High schools shall perform this evaluation
1282 using results from ~~give~~ the corresponding component of the
1283 common placement test prescribed in this section, or an
1284 equivalent test identified by the State Board of Education. The
1285 State Board of Education shall establish in rule the minimum
1286 test scores a student must achieve to demonstrate readiness.
1287 Students who demonstrate readiness by achieving the minimum test
1288 scores established by the State Board of Education shall not be
1289 required to enroll in remediation courses as a condition of
1290 acceptance to any community college. The high school shall use
1291 the results of the test to advise the students of any identified
1292 deficiencies and provide students any necessary remedial
1293 instruction prior to, or the summer immediately following, high
1294 school graduation. The remedial instruction provided pursuant to

198529

4/23/2008 1:12 PM

Amendment No.

1295 this subsection shall be developed as a collaborative effort
1296 between secondary and postsecondary educational institutions.
1297 Contingent upon appropriation of funds in the General
1298 Appropriations Act, the Florida Virtual School shall partner
1299 with one or more community colleges to develop remedial content
1300 that may be offered online, at the beginning of the tenth grade
1301 year before enrollment in the eleventh grade year in public high
1302 school for the purpose of obtaining remedial instruction prior
1303 to entering public postsecondary education.

1304 Section 24. Paragraph (c) of subsection (1) of section
1305 1008.31, Florida Statutes, is amended to read:

1306 1008.31 Florida's K-20 education performance
1307 accountability system; legislative intent; mission, goals, and
1308 systemwide measures; data quality improvements.--

1309 (1) LEGISLATIVE INTENT.--It is the intent of the
1310 Legislature that:

1311 (c) The K-20 education performance accountability system
1312 comply with the ~~accountability~~ requirements of the "No Child
1313 Left Behind Act of 2001," Pub. L. No. 107-110, and the
1314 Individuals with Disabilities Education Act (IDEA).

1315 Section 25. Subsection (3) of section 1008.34, Florida
1316 Statutes, is amended, and subsection (8) is added to that
1317 section, to read:

1318 1008.34 School grading system; school report cards;
1319 district grade.--

1320 (3) DESIGNATION OF SCHOOL GRADES.--

1321 (a) Each school that has students who are tested and
1322 included in the school grading system, ~~except an alternative~~

198529

4/23/2008 1:12 PM

Amendment No.

1323 ~~school that receives a school improvement rating pursuant to s.~~
1324 ~~1008.341,~~ shall receive a school grade, except as follows:

1325 1. A school shall not receive a school grade if the number
1326 of its students tested and included in the school grading system
1327 are fewer than the minimum sample size necessary, based on
1328 accepted professional practice, for statistical reliability and
1329 prevention of the unlawful release of personally identifiable
1330 student data under s. 1002.22 or 20 U.S.C. s. 1232g., however,

1331 2. An alternative school may choose to receive a school
1332 grade under this section or in lieu of a school improvement
1333 rating under s. 1008.341.

1334 3. Additionally, A school that serves any combination of
1335 students in kindergarten through grade 3 which does not receive
1336 a school grade because its students are not tested and included
1337 in the school grading system shall receive the school grade
1338 designation of a K-3 feeder pattern school identified by the
1339 Department of Education and verified by the school district. A
1340 school feeder pattern exists if at least 60 percent of the
1341 students in the school serving a combination of students in
1342 kindergarten through grade 3 are scheduled to be assigned to the
1343 graded school. ~~School grades itemized in subsection (2) shall be~~
1344 ~~based on the following:~~

1345 (b)1.(a) Criteria.—A school's grade shall be based on a
1346 combination of:

1347 a.1. Student achievement scores, including achievement
1348 scores for students seeking a special diploma.

1349 b.2. Student learning gains as measured by annual FCAT
1350 assessments in grades 3 through 10; learning gains for students
198529

4/23/2008 1:12 PM

Amendment No.

1351 seeking a special diploma, as measured by an alternate
1352 assessment tool, shall be included not later than the 2009-2010
1353 school year.

1354 ~~c.3-~~ Improvement of the lowest 25th percentile of students
1355 in the school in reading, mathematics math, or writing on the
1356 FCAT, unless these students are exhibiting satisfactory
1357 performance.

1358 2. Beginning with the 2009-2010 school year for schools
1359 comprised of high school grades 9, 10, 11, and 12, or grades 10,
1360 11, and 12, 50 percent of the school grade shall be based on a
1361 combination of the factors listed in sub-subparagraphs 1.a.-c.
1362 and the remaining 50 percent on the following factors:

1363 a. The high school graduation rate of the school;

1364 b. As valid data becomes available, the performance and
1365 participation of the school's students in College Board Advanced
1366 Placement courses, International Baccalaureate courses, dual
1367 enrollment courses, and Advanced International Certificate of
1368 Education courses; the students' achievement of industry
1369 certification, as determined by the Agency for Workforce
1370 Innovation under s. 1003.492(2) in a career and professional
1371 academy, as described in s. 1003.493; and the students'
1372 achievement of the Florida Ready to Work Credential under s.
1373 1004.99;

1374 c. Postsecondary readiness of the school's students as
1375 measured by the SAT, ACT, or the common placement test;

1376 d. The high school graduation rate of at-risk students who
1377 scored at Level 2 or lower on the grade 8 FCAT Reading and
1378 Mathematics examinations;

198529

4/23/2008 1:12 PM

Amendment No.

1379 e. As valid data becomes available, the performance of the
1380 school's students on statewide standardized end-of-course
1381 assessments approved by the Department of Education; and

1382 f. The growth or decline in the components listed in sub-
1383 subparagraphs a.-e. from year to year.

1384 (c) (b) Student assessment data.—Student assessment data
1385 used in determining school grades shall include:

1386 1. The aggregate scores of all eligible students enrolled
1387 in the school who have been assessed on the FCAT.

1388 2. The aggregate scores of all eligible students enrolled
1389 in the school who have been assessed on the FCAT, ~~including~~
1390 ~~Florida Writes~~, and who have scored at or in the lowest 25th
1391 percentile of students in the school in reading, mathematics
1392 ~~math~~, or writing, unless these students are exhibiting
1393 satisfactory performance.

1394 3. Effective with the 2005-2006 school year, the
1395 achievement scores and learning gains of eligible students
1396 attending alternative schools that provide dropout prevention
1397 and academic intervention services pursuant to s. 1003.53. The
1398 term "eligible students" in this subparagraph does not include
1399 students attending an alternative school who are subject to
1400 district school board policies for expulsion for repeated or
1401 serious offenses, who are in dropout retrieval programs serving
1402 students who have officially been designated as dropouts, or who
1403 are in programs operated or contracted by the Department of
1404 Juvenile Justice. The student performance data for eligible
1405 students identified in this subparagraph shall be included in
1406 the calculation of the home school's grade. As used in ~~For~~

198529

4/23/2008 1:12 PM

Amendment No.

1407 ~~purposes of~~ this section and s. 1008.341, the term "home school"
1408 means the school to which the student would be assigned if the
1409 student were not ~~was attending when~~ assigned to an alternative
1410 school. If an alternative school chooses to be graded under
1411 ~~pursuant to~~ this section, student performance data for eligible
1412 students identified in this subparagraph shall not be included
1413 in the home school's grade but shall be included only in the
1414 calculation of the alternative school's grade. A school district
1415 that fails to assign the FCAT scores of each of its students to
1416 his or her home school or to the alternative school that
1417 receives a grade shall forfeit Florida School Recognition
1418 Program funds for 1 fiscal year. School districts must require
1419 collaboration between the home school and the alternative school
1420 in order to promote student success. This collaboration must
1421 include an annual discussion between the principal of the
1422 alternative school and the principal of each student's home
1423 school concerning the most appropriate school assignment of the
1424 student.

1425 4. Beginning with the 2009-2010 school year for schools
1426 comprised of high school grades 9, 10, 11, and 12, or grades 10,
1427 11, and 12, the data listed in subparagraphs 1.-3. and the
1428 following data as the Department of Education determines such
1429 data are valid and available:

1430 a. The high school graduation rate of the school as
1431 calculated by the Department of Education;

1432 b. The participation rate of all eligible students
1433 enrolled in the school and enrolled in College Board Advanced
1434 Placement courses; International Baccalaureate courses; dual

198529

4/23/2008 1:12 PM

Amendment No.

1435 enrollment courses; Advanced International Certificate of
1436 Education courses; and courses or sequence of courses leading to
1437 industry certification, as determined by the Agency for
1438 Workforce Innovation under s. 1003.492(2) in a career and
1439 professional academy, as described in s. 1003.493;

1440 c. The aggregate scores of all eligible students enrolled
1441 in the school in College Board Advanced Placement courses,
1442 International Baccalaureate courses, and Advanced International
1443 Certificate of Education courses;

1444 d. Earning of college credit by all eligible students
1445 enrolled in the school in dual enrollment programs under s.
1446 1007.271;

1447 e. Earning of an industry certification, as determined by
1448 the Agency for Workforce Innovation under s. 1003.492(2) in a
1449 career and professional academy, as described in s. 1003.493;

1450 f. Earning of the Florida Ready to Work Credential under
1451 s. 1004.99;

1452 g. The aggregate scores of all eligible students enrolled
1453 in the school in reading, mathematics, and other subjects as
1454 measured by the SAT, the ACT, and the common placement test for
1455 postsecondary readiness;

1456 h. The high school graduation rate of all eligible at-risk
1457 students enrolled in the school who scored at Level 2 or lower
1458 on the grade 8 FCAT Reading and Mathematics examinations;

1459 i. The performance of the school's students on statewide
1460 standardized end-of-course assessments approved by the
1461 Department of Education; and

198529
4/23/2008 1:12 PM

Amendment No.

1462 j. The growth or decline in the data components listed in
1463 sub-subparagraphs a.-i. from year to year.

1464
1465 The State Board of Education shall adopt appropriate criteria
1466 for each school grade. The criteria must also give added weight
1467 to student achievement in reading. Schools designated with a
1468 grade of "C," making satisfactory progress, shall be required to
1469 demonstrate that adequate progress has been made by students in
1470 the school who are in the lowest 25th percentile in reading,
1471 mathematics math, or writing on the FCAT, ~~including Florida~~
1472 ~~Writes~~, unless these students are exhibiting satisfactory
1473 performance. Beginning with the 2009-2010 school year for
1474 schools comprised of high school grades 9, 10, 11, and 12, or
1475 grades 10, 11, and 12, the criteria for school grades must also
1476 give added weight to the graduation rate of all eligible at-risk
1477 students, as defined in this paragraph. Beginning in the 2009-
1478 2010 school year, in order for a high school to be designated as
1479 having a grade of "A," making excellent progress, the school
1480 must demonstrate that at-risk students, as defined in this
1481 paragraph, in the school are making adequate progress.

1482 (8) RULES.--The State Board of Education shall adopt rules
1483 under ss. 120.536(1) and 120.54 to administer this section.

1484 Section 26. Subsection (2) and paragraph (b) of subsection
1485 (3) of section 1008.341, Florida Statutes, are amended, and
1486 subsection (6) is added to that section, to read:

1487 1008.341 School improvement rating for alternative
1488 schools.--

198529
4/23/2008 1:12 PM

Amendment No.

1489 (2) SCHOOL IMPROVEMENT RATING.--An alternative school
1490 ~~schools~~ that provides ~~provide~~ dropout prevention and academic
1491 intervention services pursuant to s. 1003.53 shall receive a
1492 school improvement rating pursuant to this section. However, an
1493 alternative school shall not receive a school improvement rating
1494 if the number of its students for whom student performance data
1495 is available for the current year and previous year are fewer
1496 than the minimum sample size necessary, based on accepted
1497 professional practice, for statistical reliability and
1498 prevention of the unlawful release of personally identifiable
1499 student data under s. 1002.22 or 20 U.S.C. s. 1232g. The school
1500 improvement rating shall identify an alternative school ~~schools~~
1501 as having one of the following ratings defined according to
1502 rules of the State Board of Education:

1503 (a) "Improving" means the ~~schools with~~ students attending
1504 the school are making more academic progress than when the
1505 students were served in their home schools.

1506 (b) "Maintaining" means the ~~schools with~~ students
1507 attending the school are making progress equivalent to the
1508 progress made when the students were served in their home
1509 schools.

1510 (c) "Declining" means the ~~schools with~~ students attending
1511 the school are making less academic progress than when the
1512 students were served in their home schools.

1513
1514 The school improvement rating shall be based on a comparison of
1515 student performance data for the current year and previous year.
1516 Schools that improve at least one level or maintain an

198529

4/23/2008 1:12 PM

Amendment No.

1517 "improving" rating pursuant to this section are eligible for
1518 school recognition awards pursuant to s. 1008.36.

1519 (3) DESIGNATION OF SCHOOL IMPROVEMENT RATING.--Student
1520 data used in determining an alternative school's school
1521 improvement rating shall include:

1522 (b) The aggregate scores of all eligible students who were
1523 assigned to and enrolled in the school during the October or
1524 February FTE count, who have been assessed on the FCAT~~7~~
1525 ~~including Florida Writes~~, and who have scored in the lowest 25th
1526 percentile of students in the state on FCAT Reading.

1527

1528 The assessment scores of students who are subject to district
1529 school board policies for expulsion for repeated or serious
1530 offenses, who are in dropout retrieval programs serving students
1531 who have officially been designated as dropouts, or who are in
1532 programs operated or contracted by the Department of Juvenile
1533 Justice may not be included in an alternative school's school
1534 improvement rating.

1535 (6) RULES.--The State Board of Education shall adopt rules
1536 under ss. 120.536(1) and 120.54 to administer this section.

1537 Section 27. Paragraph (a) of subsection (8) of section
1538 1008.345, Florida Statutes, is amended to read:

1539 1008.345 Implementation of state system of school
1540 improvement and education accountability.--

1541 (8) As a part of the system of educational accountability,
1542 the Department of Education shall:

198529

4/23/2008 1:12 PM

Amendment No.

1543 (a) Develop minimum ~~performance~~ standards for various
1544 grades and subject areas, as required in ss. 1001.03, 1008.22,
1545 and 1008.34.

1546 Section 28. Subsection (2) of section 1008.36, Florida
1547 Statutes, is amended to read:

1548 1008.36 Florida School Recognition Program.--

1549 (2) The Florida School Recognition Program is created to
1550 provide financial awards to public schools that:

1551 (a) Sustain high performance by receiving a school grade
1552 of "A," making excellent progress; or

1553 (b) Demonstrate exemplary improvement due to innovation
1554 and effort by improving at least one a letter grade or by
1555 improving more than one letter grade and sustaining the
1556 improvement the following school year.

1557
1558 Notwithstanding statutory provisions to the contrary, incentive
1559 awards are not subject to collective bargaining.

1560 Section 29. Subsections (4) through (16) of section
1561 1012.56, Florida Statutes, are renumbered as subsections (5)
1562 through (17), respectively, and a new subsection (4) is added to
1563 that section to read:

1564 1012.56 Educator certification requirements.--

1565 (4) ALIGNMENT OF SUBJECT AREAS.--As the Sunshine State
1566 Standards are replaced by the Next Generation Sunshine State
1567 Standards under s. 1003.41, the State Board of Education shall
1568 align the subject area examinations to the Next Generation
1569 Sunshine State Standards.

198529
4/23/2008 1:12 PM

Amendment No.

1570 Section 30. Subsection (1) of section 1012.57, Florida
1571 Statutes, is amended to read:

1572 1012.57 Certification of adjunct educators.--

1573 (1) Notwithstanding the provisions of ss. 1012.32,
1574 1012.55, and 1012.56, or any other provision of law or rule to
1575 the contrary, district school boards shall adopt rules to allow
1576 for the issuance of an adjunct teaching certificate to any
1577 applicant who fulfills the requirements of s. 1012.56(2)(a)-(f)
1578 and (10) ~~(9)~~ and who has expertise in the subject area to be
1579 taught. An applicant shall be considered to have expertise in
1580 the subject area to be taught if the applicant demonstrates
1581 sufficient subject area mastery through passage of a subject
1582 area test. The adjunct teaching certificate shall be used for
1583 part-time teaching positions. The intent of this provision is to
1584 allow school districts to tap the wealth of talent and expertise
1585 represented in Florida's citizens who may wish to teach part-
1586 time in a Florida public school by permitting school districts
1587 to issue adjunct certificates to qualified applicants. Adjunct
1588 certificateholders should be used as a strategy to reduce the
1589 teacher shortage; thus, adjunct certificateholders should
1590 supplement a school's instructional staff, not supplant it. Each
1591 school principal shall assign an experienced peer mentor to
1592 assist the adjunct teaching certificateholder during the
1593 certificateholder's first year of teaching, and an adjunct
1594 certificateholder may participate in a district's new teacher
1595 training program. District school boards shall provide the
1596 adjunct teaching certificateholder an orientation in classroom
1597 management prior to assigning the certificateholder to a school.

198529

4/23/2008 1:12 PM

Amendment No.

1598 Each adjunct teaching certificate is valid for 5 school years
1599 and is renewable if the applicant has received satisfactory
1600 performance evaluations during each year of teaching under
1601 adjunct teaching certification.

1602 Section 31. Subsection (1) of section 1012.586, Florida
1603 Statutes, is amended to read:

1604 1012.586 Additions or changes to certificates; duplicate
1605 certificates.--A school district may process via a Department of
1606 Education website certificates for the following applications of
1607 public school employees:

1608 (1) Addition of a subject coverage or endorsement to a
1609 valid Florida certificate on the basis of the completion of the
1610 appropriate subject area testing requirements of s.
1611 1012.56(5)(a) ~~s. 1012.56(4)(a)~~ or the completion of the
1612 requirements of an approved school district program or the
1613 inservice components for an endorsement.

1614
1615 The employing school district shall charge the employee a fee
1616 not to exceed the amount charged by the Department of Education
1617 for such services. Each district school board shall retain a
1618 portion of the fee as defined in the rules of the State Board of
1619 Education. The portion sent to the department shall be used for
1620 maintenance of the technology system, the web application, and
1621 posting and mailing of the certificate.

1622 Section 32. Paragraphs (b) and (c) of subsection (2) of
1623 section 1013.12, Florida Statutes, are redesignated as
1624 paragraphs (c) and (d), respectively, and a new paragraph (b) is
1625 added to that subsection to read:

198529

4/23/2008 1:12 PM

Amendment No.

1626 1013.12 Casualty, safety, sanitation, and firesafety
1627 standards and inspection of property.--

1628 (2) PERIODIC INSPECTION OF PROPERTY BY DISTRICT SCHOOL
1629 BOARDS.--

1630 (b) Each school cafeteria must post in a visible location
1631 and on the school website the school's semiannual sanitation
1632 certificate and a copy of its most recent sanitation inspection
1633 report.

1634 Section 33. This act shall take effect July 1, 2008.

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1638 **T I T L E A M E N D M E N T**

1639 Remove the entire title and insert:

1640 A bill to be entitled

1641 An act relating to education; amending s. 1003.41, F.S.;

1642 requiring that the State Board of Education replace the Sunshine

1643 State Standards with the Next Generation Sunshine State

1644 Standards; providing requirements for the content and

1645 organization of the standards; requiring that the standards

1646 establish core curricular content in specified areas for certain

1647 grades or grade clusters; requiring that the state board

1648 establish schedules for the adoption and revision of the Next

1649 Generation Sunshine State Standards; requiring that the state

1650 board adopt the standards by a specified date; requiring the

1651 Commissioner of Education to provide proposed Next Generation

1652 Sunshine State Standards or proposed revisions of such standards

1653 to the state board; providing requirements for the

198529

4/23/2008 1:12 PM

Amendment No.

1654 commissioner's development of the proposed standards or
1655 revisions; requiring consultation with certain experts;
1656 requiring distribution of a proposal developed by the
1657 commissioner for review and comment by certain experts;
1658 requiring a written evaluation of the proposal developed by the
1659 commissioner by certain experts; requiring provision of the
1660 commissioner's proposed standards and the written evaluation and
1661 comments to the Governor, the President of the Senate, and the
1662 Speaker of the House of Representatives; authorizing rulemaking
1663 by the State Board of Education; amending s. 220.187, F.S.;
1664 revising requirements for the selection of norm-referenced tests
1665 administered by private schools for purposes of the Corporate
1666 Income Tax Credit Scholarship Program; amending s. 1000.21,
1667 F.S.; providing and revising definitions; providing for
1668 application of the Sunshine State Standards pending adoption of
1669 the Next Generation Sunshine State Standards; amending s.
1670 1001.03, F.S.; requiring the State Board of Education to
1671 periodically review and revise state curriculum standards;
1672 eliminating provisions requiring that the state board report
1673 proposed revisions to the Governor and the Legislature; amending
1674 s. 1001.41, F.S.; conforming provisions relating to district
1675 school board adoption of standards and policies; amending s.
1676 1001.452, F.S.; revising provisions relating to membership of
1677 school advisory councils; amending s. 1003.413, F.S.; requiring
1678 policies of each district school board to address an annual
1679 review of student education plans; amending s. 1003.428, F.S.;
1680 revising courses that are acceptable for high school graduation;
1681 conforming provisions and a cross-reference; creating s.

198529

4/23/2008 1:12 PM

Amendment No.

1682 1003.4285, F.S.; providing for high school diploma designations;
1683 creating s. 1003.4287, F.S.; providing for access to
1684 postsecondary education credit courses in public high schools;
1685 specifying courses that may be accessed; requiring the State
1686 Board of Education to develop a comprehensive plan; amending ss.
1687 1003.429, 1003.43, and 1003.433, F.S.; conforming provisions and
1688 cross-references; amending s. 1003.63, F.S.; revising the type
1689 of assessment tests reported to the Governor and the Legislature
1690 relating to the deregulated public schools pilot program;
1691 amending s. 1004.85, F.S.; conforming cross-references; amending
1692 s. 1004.91, F.S.; providing an exemption relating to career-
1693 preparatory instruction; amending s. 1004.99, F.S.; providing
1694 designations of Florida Ready to Work credentials; amending s.
1695 1007.21, F.S., relating to postsecondary placement tests for
1696 high school students; authorizing the common placement test to
1697 be administered to high school students meeting certain
1698 criteria; creating s. 1007.212, F.S.; creating the Remediation
1699 Reform Pilot Project with participation by community colleges
1700 and school districts; requiring the Department of Education to
1701 develop an application process; specifying contents of the
1702 application; requiring the Commissioner of Education to evaluate
1703 applications and recommend proposals to the Legislature for
1704 final approval; requiring annual status reports by participants
1705 and analysis by the Office of Program Policy Analysis and
1706 Government Accountability; providing for funding; amending s.
1707 1007.235, F.S.; requiring district interinstitutional
1708 articulation agreements to include responsibility for assignment
1709 of grades for dual enrollment courses; amending s. 1007.271,
198529

4/23/2008 1:12 PM

Amendment No.

1710 F.S.; providing requirements for state universities to weigh
1711 dual enrollment courses; amending s. 1008.22, F.S.; revising
1712 provisions governing application of testing requirements for
1713 high school graduation; providing criteria concerning the
1714 testing and scores required for a continuously enrolled student
1715 to earn a standard high school diploma; authorizing the
1716 commissioner to administer comprehensive end-of-course
1717 assessments; providing requirements for comprehensive and end-
1718 of-course assessments; authorizing the commissioner to select a
1719 nationally developed comprehensive examination for use as an
1720 end-of-course assessment; revising the design of the testing
1721 program; authorizing the commissioner to collaborate with the
1722 American Diploma Project to develop end-of-course assessments;
1723 deleting requirements for norm-referenced tests; revising
1724 assessments of writing; requiring the commissioner to establish
1725 schedules for the administration of statewide assessments and
1726 the reporting of student test results; providing requirements
1727 for the testing and reporting schedules; requiring district
1728 school boards to prohibit public schools from suspending a
1729 program of curricula for the administration of practice tests or
1730 certain test-preparation activities; authorizing a district
1731 school board to permit a school to engage in certain test-
1732 preparation activities; requiring public schools to comply with
1733 statewide assessment and reporting schedules; revising the
1734 applicability of testing standards under certain conditions;
1735 establishing requirements for calculating student scores on
1736 revised statewide assessments; authorizing the commissioner to
1737 discontinue administration of an outdated assessment under
198529

4/23/2008 1:12 PM

Amendment No.

1738 certain circumstances; requiring the state board to adopt rules
1739 establishing passing scores on revised assessments required for
1740 a standard high school diploma; clarifying determination of
1741 concordant scores for the FCAT; revising the requirements
1742 contained in the annual report by the department to the Governor
1743 and the Legislature; amending s. 1008.30, F.S.; revising
1744 provisions relating to administration and use of the results of
1745 the common placement test; requiring the State Board of
1746 Education to adopt rules requiring high school evaluation of
1747 student college or career readiness and establishing minimum
1748 test scores for such readiness; providing for remedial
1749 instruction; providing for development of remedial content to be
1750 offered online; amending s. 1008.31, F.S.; declaring the
1751 legislative intent that the K-20 education system comply with
1752 the Individuals with Disabilities Education Act; amending s.
1753 1008.34, F.S.; revising the exceptions for a school to receive a
1754 school grade; providing for a revised high school grading system
1755 beginning with the 2009-2010 school year which includes the
1756 statewide standardized assessment, graduation rates, performance
1757 and participation in certain courses, postsecondary readiness as
1758 measured by certain examinations, and the change in these
1759 factors from year to year; specifying the data components to be
1760 used in determining the revised high school grading system;
1761 requiring that the criteria for school grades give added weight
1762 to the graduation rate of all eligible at-risk students;
1763 revising the student assessment data used in determining school
1764 grades; requiring a school district that fails to assign FCAT
1765 scores to students' schools to forfeit Florida School

198529

4/23/2008 1:12 PM

Amendment No.

1766 Recognition Program funds for a specified time; requiring the
1767 collaboration between a home school and alternative school to be
1768 between the principals of each school in order to promote
1769 student success; authorizing the state board to adopt rules;
1770 amending s. 1008.341, F.S.; revising provisions for a school
1771 improvement rating for an alternative school; authorizing the
1772 state board to adopt rules; amending s. 1008.345, F.S.;
1773 conforming provisions; amending s. 1008.36, F.S.; revising
1774 criteria for financial awards under the Florida School
1775 Recognition Program; amending s. 1012.56, F.S.; requiring
1776 teacher certification examinations to be aligned to the Next
1777 Generation Sunshine State Standards; amending ss. 1012.57 and
1778 1012.586, F.S.; conforming cross-reference; amending s. 1013.12,
1779 F.S.; requiring that a school cafeteria post certain information
1780 concerning its sanitation certificate and inspection; providing
1781 an effective date.