

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:

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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. The State Board of
31 Education shall, in accordance with the expedited schedule
32 established under subsection (2), review and replace the
33 language arts standards adopted by the state board in 2007 with
34 Next Generation Sunshine State Standards that comply with this
35 subparagraph.

36 2. Science standards must establish specific curricular
37 content for, at a minimum, the nature of science, earth and
38 space science, physical science, and life science. The standards
39 must include distinct grade-level expectations for the core
40 content knowledge and skills that a student is expected to have
41 acquired by each individual grade level from kindergarten
42 through grade 8. The science standards for grades 9 through 12
43 may be organized by grade clusters of more than one grade level.

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

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

62 (b) Establish the core curricular content for visual and
63 performing arts, physical education, health, and foreign
64 languages. Standards for these subjects must establish specific
65 curricular content and include distinct grade-level expectations
66 for the core content knowledge and skills that a student is
67 expected to have acquired by each individual grade level from
68 kindergarten through grade 5. The standards for grades 6 through
69 12 may be organized by grade clusters of more than one grade
70 level.

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

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

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

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

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

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

96 (3) (a) The Commissioner of Education shall develop and
97 submit to the State Board of Education proposed Next Generation
98 Sunshine State Standards, and periodically submit proposed

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

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

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

124 (4) The State Board of Education may adopt rules under ss.
125 120.536(1) and 120.54 to administer this section. These
126 standards have been adopted by the State Board of Education and

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127 ~~delineate the academic achievement of students, for which the~~
128 ~~state will hold schools accountable, in grades K-2, 3-5, 6-8,~~
129 ~~and 9-12 in the subjects of language arts, mathematics, science,~~
130 ~~social studies, the arts, health and physical education, and~~
131 ~~foreign languages. They include standards in reading, writing,~~
132 ~~history, government, geography, economics, and computer~~
133 ~~literacy.~~

134 Section 2. Paragraph (i) of subsection (9) of section
135 220.187, Florida Statutes, is amended to read:

136 220.187 Credits for contributions to nonprofit
137 scholarship-funding organizations.--

138 (9) DEPARTMENT OF EDUCATION OBLIGATIONS.--The Department
139 of Education shall:

140 (i) Maintain a list of ~~In accordance with State Board of~~
141 ~~Education rule, identify and select the nationally norm-~~
142 ~~referenced tests~~ identified for purposes of satisfying the
143 testing requirement in subparagraph (8)(c)2. The tests must meet
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 the use of an additional assessment by~~
148 ~~the school if the assessment meets industry standards of quality~~
149 in accordance with State Board of Education rule and
150 comparability.

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

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

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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~~
181 ~~standards review by subject area must include participation of~~
182 ~~curriculum leaders in other content areas, including the arts,~~

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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. Paragraph (a) of subsection (1) of section
198 1001.452, Florida Statutes, is amended to read:

199 1001.452 District and school advisory councils.--

200 (1) ESTABLISHMENT.--

201 (a) The district school board shall establish an advisory
202 council for each school in the district and shall develop
203 procedures for the election and appointment of advisory council
204 members. Each school advisory council shall include in its name
205 the words "school advisory council." The school advisory council
206 shall be the sole body responsible for final decisionmaking at
207 the school relating to implementation of the provisions of ss.
208 1001.42(16) and 1008.345. A majority of the members of each
209 school advisory council must be persons who are not employed by
210 the school district. Each advisory council shall be composed of

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211 the principal and an appropriately balanced number of teachers,
212 education support employees, students, parents, and other
213 business and community citizens who are representative of the
214 ethnic, racial, and economic community served by the school.
215 Career center and high school advisory councils shall include
216 students, and middle and junior high school advisory councils
217 may include students. School advisory councils of career centers
218 and adult education centers are not required to include parents
219 as members. Council members representing teachers, education
220 support employees, students, and parents shall be elected by
221 their respective peer groups at the school in a fair and
222 equitable manner as follows:

223 1. Teachers shall be elected by teachers.

224 2. Education support employees shall be elected by
225 education support employees.

226 3. Students shall be elected by students.

227 4. Parents shall be elected by parents.
228

229 The district school board shall establish procedures for use by
230 schools in selecting business and community members that include
231 means of ensuring wide notice of vacancies and of taking input
232 on possible members from local business, chambers of commerce,
233 community and civic organizations and groups, and the public at
234 large. The district school board shall review the membership
235 composition of each advisory council. If the district school
236 board determines that the membership elected by the school is
237 not representative of the ethnic, racial, and economic community
238 served by the school, the district school board shall appoint

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239 additional members to achieve proper representation. The
240 commissioner shall determine if schools have maximized their
241 efforts to include on their advisory councils minority persons
242 and persons of lower socioeconomic status. Although schools are
243 strongly encouraged to establish school advisory councils, the
244 district school board of any school district that has a student
245 population of 10,000 or fewer may establish a district advisory
246 council which shall include at least one duly elected teacher
247 from each school in the district. For the purposes of school
248 advisory councils and district advisory councils, the term
249 "teacher" shall include classroom teachers, certified student
250 services personnel, and media specialists. For purposes of this
251 paragraph, "education support employee" means any person
252 employed by a school who is not defined as instructional or
253 administrative personnel pursuant to s. 1012.01 and whose duties
254 require 20 or more hours in each normal working week.

255 Section 6. Paragraph (i) of subsection (3) of section
256 1003.413, Florida Statutes, is amended to read:

257 1003.413 Florida Secondary School Redesign Act.--

258 (3) Based on these guiding principles, district school
259 boards shall establish policies to implement the requirements of
260 ss. 1003.4156, 1003.428, and 1003.493. The policies must
261 address:

262 (i) An annual review of each high school student's
263 electronic personal education plan created pursuant to s.
264 1003.4156 and procedures for high school students who have not
265 prepared an electronic personal education plan pursuant to s.
266 1003.4156 to prepare such plan.

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267 Section 7. Paragraph (a) of subsection (2), paragraph (b)
268 of subsection (4), and paragraph (a) of subsection (8) of
269 section 1003.428, Florida Statutes, are amended to read:

270 1003.428 General requirements for high school graduation;
271 revised.--

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

275 (a) Sixteen core curriculum credits:

276 1. Four credits in English, with major concentration in
277 composition, reading for information, and literature.

278 2. Four credits in mathematics, one of which must be
279 Algebra I, a series of courses equivalent to Algebra I, or a
280 higher-level mathematics course. School districts are encouraged
281 to set specific goals to increase enrollments in, and successful
282 completion of, geometry and Algebra II.

283 3. Three credits in science, two of which must have a
284 laboratory component.

285 4. Three credits in social studies as follows: one credit
286 in American history; one credit in world history; one-half
287 credit in economics; and one-half credit in American government.

288 5. One credit in fine or performing arts, ~~which may~~
289 include speech and debate, or a practical arts course that
290 incorporates artistic content and techniques of creativity,
291 interpretation, and imagination. Eligible practical arts courses
292 shall be identified through the Course Code Directory.

293 6. One credit in physical education to include integration
294 of health. Participation in an interscholastic sport at the

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295 junior varsity or varsity level for two full seasons shall
296 satisfy the one-credit requirement in physical education if the
297 student passes a competency test on personal fitness with a
298 score of "C" or better. The competency test on personal fitness
299 must be developed by the Department of Education. A district
300 school board may not require that the one credit in physical
301 education be taken during the 9th grade year. Completion of one
302 semester with a grade of "C" or better in a marching band class,
303 in a physical activity class that requires participation in
304 marching band activities as an extracurricular activity, or in a
305 dance class shall satisfy one-half credit in physical education
306 or one-half credit in performing arts. This credit may not be
307 used to satisfy the personal fitness requirement or the
308 requirement for adaptive physical education under an individual
309 education plan (IEP) or 504 plan. Completion of 2 years in a
310 Reserve Officer Training Corps (R.O.T.C.) class, a significant
311 component of which is drills, shall satisfy the one-credit
312 requirement in physical education and the one-credit requirement
313 in performing arts. This credit may not be used to satisfy the
314 personal fitness requirement or the requirement for adaptive
315 physical education under an individual education plan (IEP) or
316 504 plan.

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

319 (b) Earning passing scores on the FCAT, as defined in s.
320 1008.22(3)(c), or scores on a standardized test that are
321 concordant with passing scores on the FCAT as defined in s.
322 1008.22(10) ~~s. 1008.22(9)~~.

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324 Each district school board shall adopt policies designed to
325 assist students in meeting the requirements of this subsection.
326 These policies may include, but are not limited to: forgiveness
327 policies, summer school or before or after school attendance,
328 special counseling, volunteers or peer tutors, school-sponsored
329 help sessions, homework hotlines, and study skills classes.
330 Forgiveness policies for required courses shall be limited to
331 replacing a grade of "D" or "F," or the equivalent of a grade of
332 "D" or "F," with a grade of "C" or higher, or the equivalent of
333 a grade of "C" or higher, earned subsequently in the same or
334 comparable course. Forgiveness policies for elective courses
335 shall be limited to replacing a grade of "D" or "F," or the
336 equivalent of a grade of "D" or "F," with a grade of "C" or
337 higher, or the equivalent of a grade of "C" or higher, earned
338 subsequently in another course. The only exception to these
339 forgiveness policies shall be made for a student in the middle
340 grades who takes any high school course for high school credit
341 and earns a grade of "C," "D," or "F" or the equivalent of a
342 grade of "C," "D," or "F." In such case, the district
343 forgiveness policy must allow the replacement of the grade with
344 a grade of "C" or higher, or the equivalent of a grade of "C" or
345 higher, earned subsequently in the same or comparable course. In
346 all cases of grade forgiveness, only the new grade shall be used
347 in the calculation of the student's grade point average. Any
348 course grade not replaced according to a district school board
349 forgiveness policy shall be included in the calculation of the
350 cumulative grade point average required for graduation.

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351 (8) (a) Each district school board must provide instruction
352 to prepare students with disabilities to demonstrate proficiency
353 in the core content knowledge and skills and competencies
354 necessary for successful grade-to-grade progression and high
355 school graduation.

356 Section 8. Section 1003.4285, Florida Statutes, is created
357 to read:

358 1003.4285 Standard high school diploma designations.--By
359 the 2008-2009 school year, each standard high school diploma
360 shall include, as applicable:

361 (1) A designation of the student's major area of interest
362 pursuant to the student's completion of credits as provided in
363 s. 1003.428.

364 (2) A designation reflecting completion of four or more
365 accelerated college credit courses if the student is eligible
366 for college credit pursuant to s. 1007.27 or s. 1007.271 in
367 Advanced Placement, International Baccalaureate, Advanced
368 International Certificate of Education, or dual enrollment
369 courses. The Commissioner of Education shall establish
370 guidelines for successful passage of examinations or coursework
371 in each of the accelerated college credit options for purposes
372 of this subsection.

373 (3) A designation reflecting career education
374 certification in accordance with s. 1003.431.

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

377 Section 9. Paragraph (a) of subsection (6) of section
378 1003.429, Florida Statutes, is amended to read:

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379 1003.429 Accelerated high school graduation options.--

380 (6) Students pursuing accelerated 3-year high school
381 graduation options pursuant to paragraph (1)(b) or paragraph
382 (1)(c) are required to:

383 (a) Earn passing scores on the FCAT as defined in s.
384 1008.22(3)(c) or scores on a standardized test that are
385 concordant with passing scores on the FCAT as defined in s.
386 1008.22(10) ~~s. 1008.22(9)~~.

387
388 Weighted grades referred to in paragraphs (b), (c), and (d)
389 shall be applied to those courses specifically listed or
390 identified by the department as rigorous pursuant to s.
391 1009.531(3) or weighted by the district school board for class
392 ranking purposes.

393 Section 10. Paragraph (a) of subsection (5) and paragraph
394 (a) of subsection (11) of section 1003.43, Florida Statutes, are
395 amended to read:

396 1003.43 General requirements for high school graduation.--

397 (5) Each district school board shall establish standards
398 for graduation from its schools, and these standards must
399 include:

400 (a) Earning passing scores on the FCAT, as defined in s.
401 1008.22(3)(c), or scores on a standardized test that are
402 concordant with passing scores on the FCAT as defined in s.
403 1008.22(10) ~~s. 1008.22(9)~~.

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405 The standards required in this subsection, and any subsequent
406 modifications, shall be reprinted in the Florida Administrative
407 Code even though not defined as "rules."

408 (11)(a) Each district school board must provide
409 instruction to prepare students with disabilities to demonstrate
410 proficiency in the core content knowledge and skills and
411 ~~competencies~~ necessary for successful grade-to-grade progression
412 and high school graduation.

413 Section 11. Subsection (1) of section 1003.433, Florida
414 Statutes, is amended to read:

415 1003.433 Learning opportunities for out-of-state and out-
416 of-country transfer students and students needing additional
417 instruction to meet high school graduation requirements.--

418 (1) Students who enter a Florida public school at the
419 eleventh or twelfth grade from out of state or from a foreign
420 country shall not be required to spend additional time in a
421 Florida public school in order to meet the high school course
422 requirements if the student has met all requirements of the
423 school district, state, or country from which he or she is
424 transferring. Such students who are not proficient in English
425 should receive immediate and intensive instruction in English
426 language acquisition. However, to receive a standard high school
427 diploma, a transfer student must earn a 2.0 grade point average
428 and pass the grade 10 FCAT required in s. 1008.22(3) or an
429 alternate assessment as described in s. 1008.22(10) ~~s.~~
430 ~~1008.22(9)~~.

431 Section 12. Paragraph (d) of subsection (6) of section
432 1003.63, Florida Statutes, is amended to read:

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433 1003.63 Deregulated public schools pilot program.--

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

437 (d) Upon receipt of the annual report required by
438 paragraph (b), the Department of Education shall provide the
439 State Board of Education, the Commissioner of Education, the
440 President of the Senate, and the Speaker of the House of
441 Representatives with a copy of each report and an analysis and
442 comparison of the overall performance of students, to include
443 all students in deregulated public schools whose scores are
444 counted as part of the statewide assessment tests, versus
445 comparable public school students in the district as determined
446 by statewide assessments administered under s. 1008.22(3) FCAT
447 ~~and district assessment tests and, as appropriate, the Florida~~
448 ~~Writes Assessment Test, and other assessments administered~~
449 ~~pursuant to s. 1008.22(3).~~

450 Section 13. Paragraphs (c) and (d) of subsection (3) of
451 section 1004.85, Florida Statutes, are amended to read:

452 1004.85 Postsecondary educator preparation institutes.--

453 (3) Educator preparation institutes approved pursuant to
454 this section may offer alternative certification programs
455 specifically designed for noneducation major baccalaureate
456 degree holders to enable program participants to meet the
457 educator certification requirements of s. 1012.56. Such programs
458 shall be competency-based educator certification preparation
459 programs that prepare educators through an alternative route. An
460 educator preparation institute choosing to offer an alternative

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461 certification program pursuant to the provisions of this section
462 must implement a program previously approved by the Department
463 of Education for this purpose or a program developed by the
464 institute and approved by the department for this purpose.
465 Approved programs shall be available for use by other approved
466 educator preparation institutes.

467 (c) Upon completion of an alternative certification
468 program approved pursuant to this subsection, a participant
469 shall receive a credential from the sponsoring institution
470 signifying satisfaction of the requirements of s. 1012.56(6) ~~s.~~
471 ~~1012.56(5)~~ relating to mastery of professional preparation and
472 education competence. A participant shall be eligible for
473 educator certification through the Department of Education upon
474 satisfaction of all requirements for certification set forth in
475 s. 1012.56(2), including demonstration of mastery of general
476 knowledge, subject area knowledge, and professional preparation
477 and education competence, through testing or other statutorily
478 authorized means.

479 (d) If an institution offers an alternative certification
480 program approved pursuant to this subsection, such program may
481 be used by the school district or districts served by that
482 institution in addition to the alternative certification program
483 as required in s. 1012.56(8) ~~s. 1012.56(7)~~.

484 Section 14. Subsection (3) of section 1004.91, Florida
485 Statutes, is amended to read:

486 1004.91 Career-preparatory instruction.--

487 (3) An adult student with a disability may be exempted
488 from the provisions of this section. A student who possesses a
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489 college degree at the associate in applied science level or
490 higher is exempt from this section. A student who has completed
491 or who is exempt from the college-level communication and
492 computation skills examination pursuant to s. 1008.29, or who is
493 exempt from the college entry-level examination pursuant to s.
494 1008.29, is exempt from the provisions of this section. Students
495 who have passed a state, national, or industry licensure exam
496 are exempt from this section. An adult student who is enrolled
497 in an apprenticeship program that is registered with the
498 Department of Education in accordance with the provisions of
499 chapter 446 is exempt from the provisions of this section.

500 Section 15. Paragraph (d) of subsection (3) of section
501 1004.99, Florida Statutes, is amended, present subsection (4) of
502 that section is renumbered as subsection (5), and a new
503 subsection (4) is added to that section, to read:

504 1004.99 Florida Ready to Work Certification Program.--

505 (3) The Florida Ready to Work Certification Program shall
506 be composed of:

507 (d) A Florida Ready to Work Credential ~~certificate~~ and
508 portfolio awarded to students upon successful completion of the
509 instruction. Each portfolio must delineate the skills
510 demonstrated by the student as evidence of the student's
511 preparation for employment.

512 (4) A Florida Ready to Work Credential shall be awarded to
513 a student who successfully passes assessments in Reading for
514 Information, Applied Mathematics, and Locating Information or
515 any other assessments of comparable rigor. Each assessment shall

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516 be scored on a scale of 3 to 7. The level of the credential each
517 student receives is based on the following:

518 (a) A bronze-level credential requires a minimum score of
519 3 or above on each of the assessments.

520 (b) A silver-level credential requires a minimum score of
521 4 or above on each of the assessments.

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

524 Section 16. Paragraph (c) of subsection (2) of section
525 1007.21, Florida Statutes, is amended to read:

526 1007.21 Readiness for postsecondary education and the
527 workplace.--

528 (2)

529 (c) The common placement test authorized in ss.
530 1001.03(10) and 1008.30 or a similar test may be administered to
531 ~~all~~ high school students ~~second semester sophomores~~ who have
532 chosen one of the four destinations. The results of the
533 placement test shall be used to target additional instructional
534 needs in reading, writing, and mathematics prior to graduation.

535 Section 17. Paragraph (b) of subsection (2) of section
536 1007.235, Florida Statutes, is amended to read:

537 1007.235 District interinstitutional articulation
538 agreements.--

539 (2) The district interinstitutional articulation agreement
540 for each school year must be completed before high school
541 registration for the fall term of the following school year. The
542 agreement must include, but is not limited to, the following
543 components:

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544 (b)1. A delineation of courses and programs available to
545 students eligible to participate in dual enrollment. This
546 delineation must include a plan for the community college to
547 provide guidance services to participating students on the
548 selection of courses in the dual enrollment program. The process
549 of community college guidance should make maximum use of the
550 automated advisement system for community colleges. The plan
551 must assure that each dual enrollment student is encouraged to
552 identify a postsecondary education objective with which to guide
553 the course selection. At a minimum, each student's plan should
554 include a list of courses that will result in an Applied
555 Technology Diploma, an Associate in Science degree, or an
556 Associate in Arts degree. If the student identifies a
557 baccalaureate degree as the objective, the plan must include
558 courses that will meet the general education requirements and
559 any prerequisite requirements for entrance into a selected
560 baccalaureate degree program.

561 2. A delineation of the process by which students and
562 their parents are informed about opportunities to participate in
563 articulated acceleration programs.

564 3. A delineation of the process by which students and
565 their parents exercise their option to participate in an
566 articulated acceleration program.

567 4. A delineation of high school credits earned for
568 completion of each dual enrollment course.

569 5. Provision for postsecondary courses that meet the
570 criteria for inclusion in a district articulated acceleration

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571 program to be counted toward meeting the graduation requirements
572 of s. 1003.43.

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

575 7. A delineation of institutional responsibilities
576 regarding student screening prior to enrollment and monitoring
577 student performance subsequent to enrollment in dual enrollment
578 courses and programs.

579 8. An identification of the criteria by which the quality
580 of dual enrollment courses and programs are to be judged and a
581 delineation of institutional responsibilities for the
582 maintenance of instructional quality.

583 9. A delineation of institutional responsibilities for
584 assuming the cost of dual enrollment courses and programs that
585 includes such responsibilities for student instructional
586 materials.

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

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

595 12. An identification of the responsibility of the
596 postsecondary educational institution for assigning letter
597 grades for dual enrollment courses and the responsibility of
598 school districts for posting dual enrollment course grades to

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599 the high school transcript as assigned by the postsecondary
600 institution awarding the credit.

601 Section 18. Section 1008.22, Florida Statutes, is amended
602 to read:

603 1008.22 Student assessment program for public schools.--

604 (1) PURPOSE.--The primary purposes of the student
605 assessment program are to provide information needed to improve
606 the public schools by enhancing the learning gains of all
607 students and to inform parents of the educational progress of
608 their public school children. The program must be designed to:

609 (a) Assess the annual learning gains of each student
610 toward achieving the Sunshine State Standards appropriate for
611 the student's grade level.

612 (b) Provide data for making decisions regarding school
613 accountability and recognition.

614 (c) Identify the educational strengths and needs of
615 students and the readiness of students to be promoted to the
616 next grade level or to graduate from high school with a standard
617 or special high school diploma.

618 (d) Assess how well educational goals and curricular
619 ~~performance~~ standards are met at the school, district, and state
620 levels.

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

623 (f) Provide information on the performance of Florida
624 students compared with that of other students across the United
625 States.

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626 (2) NATIONAL EDUCATION COMPARISONS.--It is Florida's
627 intent to participate in the measurement of national educational
628 goals. The Commissioner of Education shall direct Florida school
629 districts to participate in the administration of the National
630 Assessment of Educational Progress, or a similar national
631 assessment program, both for the national sample and for any
632 state-by-state comparison programs which may be initiated. The
633 ~~Such~~ assessments must be conducted using the data collection
634 procedures, the student surveys, the educator surveys, and other
635 instruments included in the National Assessment of Educational
636 Progress or similar program being administered in Florida. The
637 results of these assessments shall be included in the annual
638 report of the Commissioner of Education specified in this
639 section. The administration of the National Assessment of
640 Educational Progress or similar program shall be in addition to
641 and separate from the administration of the statewide assessment
642 program.

643 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall
644 design and implement a statewide program of educational
645 assessment that provides information for the improvement of the
646 operation and management of the public schools, including
647 schools operating for the purpose of providing educational
648 services to youth in Department of Juvenile Justice programs.
649 The commissioner may enter into contracts for the continued
650 administration of the assessment, testing, and evaluation
651 programs authorized and funded by the Legislature. Contracts may
652 be initiated in 1 fiscal year and continue into the next and may
653 be paid from the appropriations of either or both fiscal years.

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654 The commissioner is authorized to negotiate for the sale or
655 lease of tests, scoring protocols, test scoring services, and
656 related materials developed pursuant to law. Pursuant to the
657 statewide assessment program, the commissioner shall:

658 (a) Submit proposed Next Generation Sunshine State
659 Standards to the State Board of Education for adoption and
660 periodic review and revision under s. 1003.41 ~~a list that~~
661 ~~specifies student skills and competencies to which the goals for~~
662 ~~education specified in the state plan apply, including, but not~~
663 ~~limited to, reading, writing, science, and mathematics. The~~
664 ~~skills and competencies must include problem solving and higher-~~
665 ~~order skills as appropriate and shall be known as the Sunshine~~
666 ~~State Standards as defined in s. 1000.21. The commissioner shall~~
667 ~~select such skills and competencies after receiving~~
668 ~~recommendations from educators, citizens, and members of the~~
669 ~~business community. The commissioner shall submit to the State~~
670 ~~Board of Education revisions to the list of student skills and~~
671 ~~competencies in order to maintain continuous progress toward~~
672 ~~improvements in student proficiency.~~

673 (b) Develop and implement a uniform system of indicators
674 to describe the performance of public school students and the
675 characteristics of the public school districts and the public
676 schools. These indicators must include, without limitation,
677 information gathered by the comprehensive management information
678 system created pursuant to s. 1008.385 and student achievement
679 information obtained pursuant to this section.

680 (c) Develop and implement a student achievement testing
681 program known as the Florida Comprehensive Assessment Test

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682 (FCAT) as part of the statewide assessment program to measure a
683 student's content knowledge and skills in reading, writing,
684 science, and mathematics. Other content areas may be included as
685 directed by the commissioner. ~~Comprehensive assessments~~ The
686 assessment of reading and mathematics shall be administered
687 annually in grades 3 through 10. ~~Comprehensive assessments~~ The
688 assessment of writing and science shall be administered at least
689 once at the elementary, middle, and high school levels. ~~End-of-~~
690 course assessments for a subject may be administered in addition
691 to the comprehensive assessments required for that subject under
692 this paragraph. An end-of-course assessment must be rigorous,
693 statewide, standardized, and developed or approved by the
694 department. The content knowledge and skills assessed by
695 comprehensive and end-of-course assessments must be aligned to
696 the core curricular content established in the Sunshine State
697 Standards. The commissioner may select one or more nationally
698 developed comprehensive examinations, which may include, but
699 need not be limited to, examinations for a College Board
700 Advanced Placement course, International Baccalaureate course,
701 or Advanced International Certificate of Education course or
702 industry-approved examinations to earn national industry
703 certifications as defined in s. 1003.492, for use as end-of-
704 course assessments under this paragraph, if the commissioner
705 determines that the content knowledge and skills assessed by the
706 examinations meet or exceed the grade-level expectations for the
707 core curricular content established for the course in the Next
708 Generation Sunshine State Standards. The commissioner may
709 collaborate with the American Diploma Project in the adoption or

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710 development of rigorous end-of-course assessments that are
711 aligned to the Next Generation Sunshine State Standards ~~The~~
712 ~~commissioner must document the procedures used to ensure that~~
713 ~~the versions of the FCAT which are taken by students retaking~~
714 ~~the grade 10 FCAT are equally as challenging and difficult as~~
715 ~~the tests taken by students in grade 10 which contain~~
716 ~~performance tasks.~~ The testing program must be designed as
717 follows ~~so that:~~

718 1. The tests shall measure student skills and competencies
719 adopted by the State Board of Education as specified in
720 paragraph (a). The tests must measure and report student
721 proficiency levels of all students assessed in reading, writing,
722 mathematics, and science. The commissioner shall provide for the
723 tests to be developed or obtained, as appropriate, through
724 contracts and project agreements with private vendors, public
725 vendors, public agencies, postsecondary educational
726 institutions, or school districts. The commissioner shall obtain
727 input with respect to the design and implementation of the
728 testing program from state educators, assistive technology
729 experts, and the public.

730 2. The testing program shall be composed ~~will include a~~
731 ~~combination of norm-referenced and criterion-referenced tests~~
732 that shall and include, to the extent determined by the
733 commissioner, include test items ~~questions~~ that require the
734 student to produce information or perform tasks in such a way
735 that the core content knowledge and skills ~~and competencies~~ he
736 or she uses can be measured.

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737 3. Beginning with the 2008-2009 school year, the
738 commissioner shall discontinue administration of the selected-
739 response test items on the comprehensive assessments of writing.
740 Beginning with the 2012-2013 school year, the comprehensive
741 assessments of writing shall be composed of a combination of
742 selected-response test items, short-response performance tasks,
743 and extended-response performance tasks, which shall measure a
744 student's content knowledge of writing, including, but not
745 limited to, paragraph and sentence structure, sentence
746 construction, grammar and usage, punctuation, capitalization,
747 spelling, parts of speech, verb tense, irregular verbs, subject-
748 verb agreement, and noun-pronoun agreement. ~~Each testing~~
749 ~~program, whether at the elementary, middle, or high school~~
750 ~~level, includes a test of writing in which students are required~~
751 ~~to produce writings that are then scored by appropriate and~~
752 ~~timely methods.~~

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

757 5. Except as provided in s. 1003.428(8)(b) or s.
758 1003.43(11)(b), students must earn a passing score on the grade
759 10 assessment test described in this paragraph or attain
760 concordant scores as described in subsection (9) in reading,
761 writing, and mathematics to qualify for a standard high school
762 diploma. The State Board of Education shall designate a passing
763 score for each part of the grade 10 assessment test. In
764 establishing passing scores, the state board shall consider any
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765 possible negative impact of the test on minority students. The
766 State Board of Education shall adopt rules which specify the
767 passing scores for the grade 10 FCAT. Any such rules, which have
768 the effect of raising the required passing scores, shall ~~only~~
769 apply only to students taking the grade 10 FCAT for the first
770 time after such rules are adopted by the State Board of
771 Education.

772 6. Participation in the testing program is mandatory for
773 all students attending public school, including students served
774 in Department of Juvenile Justice programs, except as otherwise
775 prescribed by the commissioner. If a student does not
776 participate in the statewide assessment, the district must
777 notify the student's parent and provide the parent with
778 information regarding the implications of such nonparticipation.
779 A parent must provide signed consent for a student to receive
780 classroom instructional accommodations that would not be
781 available or permitted on the statewide assessments and must
782 acknowledge in writing that he or she understands the
783 implications of such instructional accommodations. The State
784 Board of Education shall adopt rules, based upon recommendations
785 of the commissioner, for the provision of test accommodations
786 for students in exceptional education programs and for students
787 who have limited English proficiency. Accommodations that negate
788 the validity of a statewide assessment are not allowable in the
789 administration of the FCAT. However, instructional
790 accommodations are allowable in the classroom if included in a
791 student's individual education plan. Students using
792 instructional accommodations in the classroom that are not

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793 allowable as accommodations on the FCAT may have the FCAT
794 requirement waived pursuant to the requirements of s.
795 1003.428(8)(b) or s. 1003.43(11)(b).

796 7. A student seeking an adult high school diploma must
797 meet the same testing requirements that a regular high school
798 student must meet.

799 8. District school boards must provide instruction to
800 prepare students to demonstrate proficiency in the core
801 curricular content established in the Next Generation Sunshine
802 State Standards adopted under s. 1003.41, including the core
803 content knowledge and skills and ~~competencies~~ necessary for
804 successful grade-to-grade progression and high school
805 graduation. If a student is provided with instructional
806 accommodations in the classroom that are not allowable as
807 accommodations in the statewide assessment program, as described
808 in the test manuals, the district must inform the parent in
809 writing and must provide the parent with information regarding
810 the impact on the student's ability to meet expected proficiency
811 levels in reading, writing, and mathematics ~~math~~. The
812 commissioner shall conduct studies as necessary to verify that
813 the required core curricular content is ~~skills and competencies~~
814 ~~are~~ part of the district instructional programs.

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

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

824 11. For students seeking a special diploma pursuant to s.
825 1003.438, the Department of Education must develop or select and
826 implement an alternate assessment tool that accurately measures
827 the core curricular content ~~skills and competencies~~ established
828 in the Sunshine State Standards for students with disabilities
829 under s. 1003.438.

830 12. The Commissioner of Education shall establish
831 schedules for the administration of statewide assessments and
832 the reporting of student test results. The commissioner shall,
833 by August 1 of each year, notify each school district in writing
834 and publish on the department's Internet website the testing and
835 reporting schedules for, at a minimum, the school year following
836 the upcoming school year. The testing and reporting schedules
837 shall require that:

838 a. There is the latest possible administration of
839 statewide assessments and the earliest possible reporting to the
840 school districts of student test results which is feasible
841 within available technology and specific appropriations;
842 however, test results must be made available no later than the
843 final day of the regular school year for students.

844 b. Beginning with the 2010-2011 school year, a
845 comprehensive statewide assessment of writing is not
846 administered earlier than the week of March 1 and a
847 comprehensive statewide assessment of any other subject is not
848 administered earlier than the week of April 15.

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849 c. A statewide standardized end-of-course assessment is
850 administered within the last 2 weeks of the course.

851

852 The commissioner may, based on collaboration and input from
853 school districts, design and implement student testing programs,
854 for any grade level and subject area, necessary to effectively
855 monitor educational achievement in the state, including the
856 measurement of educational achievement of the Sunshine State
857 Standards for students with disabilities. Development and
858 refinement of assessments shall include universal design
859 principles and accessibility standards that will prevent any
860 unintended obstacles for students with disabilities while
861 ensuring the validity and reliability of the test. These
862 principles should be applicable to all technology platforms and
863 assistive devices available for the assessments. The field
864 testing process and psychometric analyses for the statewide
865 assessment program must include an appropriate percentage of
866 students with disabilities and an evaluation or determination of
867 the effect of test items on such students.

868 (d) Conduct ongoing research to develop improved methods
869 of assessing student performance, including, without limitation,
870 the use of technology to administer tests, score, or report the
871 results of, the use of electronic transfer of data, the
872 development of work-product assessments, and the development of
873 process assessments.

874 (e) Conduct ongoing research and analysis of student
875 achievement data, including, without limitation, monitoring
876 trends in student achievement by grade level and overall student

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877 achievement, identifying school programs that are successful,
878 and analyzing correlates of school achievement.

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

882 (g) Study the cost and student achievement impact of
883 secondary end-of-course assessments, including web-based and
884 performance formats, and report to the Legislature prior to
885 implementation.

886 (4) STATEWIDE ASSESSMENT PREPARATION; PROHIBITED
887 ACTIVITIES.--Beginning with the 2008-2009 school year, a
888 district school board shall prohibit each public school from
889 suspending a regular program of curricula for purposes of
890 administering practice tests or engaging in other test-
891 preparation activities for a statewide assessment. However, a
892 district school board may authorize a public school to engage in
893 the following test-preparation activities for a statewide
894 assessment:

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

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

901 (c) Providing individualized instruction in the content
902 knowledge and skills assessed, without suspending the school's
903 regular program of curricula, for a student who scores at Level
904 1 or Level 2 on a prior administration of the statewide

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905 assessment or a student who, through a diagnostic assessment
906 administered by the school district, is identified as having a
907 deficiency in the content knowledge and skills assessed.

908 (d) Incorporating test-taking exercises and strategies
909 into curricula for intensive reading and mathematics
910 intervention courses.

911 (e) Administering a practice test or engaging in other
912 test-preparation activities for the statewide assessment which
913 are determined necessary to familiarize students with the
914 organization of the assessment, the format of the test items,
915 and the test directions, or which are otherwise necessary for
916 the valid and reliable administration of the assessment, as set
917 forth in rules adopted by the State Board of Education with
918 specific reference to this paragraph.

919 (5)-(4) DISTRICT TESTING PROGRAMS.--Each district school
920 board shall periodically assess student performance and
921 achievement within each school of the district. The assessment
922 programs must be based on the core curricular content
923 established in the Next Generation Sunshine State Standards and
924 any ~~upon~~ local goals and objectives that are compatible with the
925 state plan for education and that supplement the core content
926 knowledge and skills necessary for successful grade-to-grade
927 progression and high school graduation and ~~competencies adopted~~
928 by the State Board of Education. All school districts must
929 participate in the statewide assessment program designed to
930 measure annual student learning and school performance. All
931 district school boards shall report assessment results as
932 required by the state management information system.

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933 ~~(6)~~(5) SCHOOL TESTING PROGRAMS.--Each public school shall
934 participate in the statewide assessment program in accordance
935 with the testing and reporting schedules published by the
936 Commissioner of Education under subparagraph (3)(c)12.7, unless
937 specifically exempted by state board rule based on serving a
938 specialized population for which standardized testing is not
939 appropriate. Student performance data shall be analyzed and
940 reported to parents, the community, and the state. Student
941 performance data shall be used in developing objectives of the
942 school improvement plan, evaluation of instructional personnel,
943 evaluation of administrative personnel, assignment of staff,
944 allocation of resources, acquisition of instructional materials
945 and technology, performance-based budgeting, and promotion and
946 assignment of students into educational programs. The analysis
947 of student performance data also must identify strengths and
948 needs in the educational program and trends over time. The
949 analysis must be used in conjunction with the budgetary planning
950 processes developed pursuant to s. 1008.385 and the development
951 of the programs of remediation.

952 ~~(7)~~(6) REQUIRED ANALYSES.--The commissioner shall provide,
953 at a minimum, for the following analyses of data produced by the
954 student achievement testing program:

955 (a) The statistical system for the annual assessments
956 shall use measures of student learning, such as the FCAT, to
957 determine teacher, school, and school district statistical
958 distributions, which shall be determined using available data
959 from the FCAT, and other data collection as deemed appropriate
960 by the Department of Education, to measure the differences in

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961 student prior year achievement compared to the current year
962 achievement for the purposes of accountability and recognition.

963 (b) The statistical system shall provide the best
964 estimates of teacher, school, and school district effects on
965 student progress. The approach used by the department shall be
966 approved by the commissioner before implementation.

967 (c) The annual testing program shall be administered to
968 provide for valid statewide comparisons of learning gains to be
969 made for purposes of accountability and recognition. ~~The~~
970 ~~commissioner shall establish a schedule for the administration~~
971 ~~of the statewide assessments. In establishing such schedule, the~~
972 ~~commissioner is charged with the duty to accomplish the latest~~
973 ~~possible administration of the statewide assessments and the~~
974 ~~earliest possible provision of the results to the school~~
975 ~~districts feasible within available technology and specific~~
976 ~~appropriation.~~ District school boards shall not establish school
977 calendars that jeopardize or limit the valid testing and
978 comparison of student learning gains.

979 (8)-(7) LOCAL ASSESSMENTS.--Measurement of the learning
980 gains of students in all subjects and grade levels other than
981 subjects and grade levels required for the state student
982 achievement testing program is the responsibility of the school
983 districts.

984 (9)-(8) APPLICABILITY OF TESTING STANDARDS.--

985 (a) If the Commissioner of Education revises a statewide
986 assessment and the revisions require the State Board of
987 Education to modify the assessment's proficiency levels or
988 modify the passing scores required for a standard high school

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989 diploma, until the state board adopts the modifications by rule,
990 the commissioner shall use calculations for scoring the
991 assessment which adjust student scores on the revised assessment
992 for statistical equivalence to student scores on the former
993 assessment.

994 (b) A student must attain ~~meet~~ the passing scores on the
995 statewide assessment required testing requirements for a
996 standard high school diploma which are graduation that were in
997 effect at the time the student enters entered 9th grade 9 if,
998 ~~provided~~ the student's enrollment is ~~was~~ continuous.

999 (c) If the commissioner revises a statewide assessment and
1000 the revisions require the State Board of Education to modify the
1001 passing scores required for a standard high school diploma, the
1002 commissioner may, with approval of the state board, discontinue
1003 administration of the former assessment upon the graduation,
1004 based on normal student progression, of students participating
1005 in the final regular administration of the former assessment.
1006 The state board shall adopt by rule passing scores for the
1007 revised assessment which are statistically equivalent to passing
1008 scores on the discontinued assessment for a student required
1009 under paragraph (b) to attain passing scores on the discontinued
1010 assessment.

1011 ~~(10)-(9)~~ CONCORDANT SCORES FOR THE FCAT.--

1012 (a) The State Board of Education shall analyze the content
1013 and concordant data sets for widely used high school achievement
1014 tests, including, but not limited to, the PSAT, PLAN, SAT, ACT,
1015 and College Placement Test, to assess if concordant scores for
1016 FCAT scores can be determined for high school graduation,

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1017 college placement, and scholarship awards. In cases where
1018 content alignment and concordant scores can be determined, the
1019 Commissioner of Education shall adopt those scores as meeting
1020 the graduation requirement in lieu of achieving the FCAT passing
1021 score and may adopt those scores as being sufficient to achieve
1022 additional purposes as determined by rule. Each time that test
1023 content or scoring procedures change ~~are changed~~ for the FCAT or
1024 for a high school achievement test for which a concordant score
1025 is determined ~~one of the identified tests~~, new concordant scores
1026 must be determined.

1027 (b) In order to use a concordant subject area score
1028 pursuant to this subsection to satisfy the assessment
1029 requirement for a standard high school diploma as provided in s.
1030 1003.429(6)(a), s. 1003.43(5)(a), or s. 1003.428, a student must
1031 take each subject area of the grade 10 FCAT a total of three
1032 times without earning a passing score. The requirements of this
1033 paragraph shall not apply to a new student who enters the
1034 Florida public school system in grade 12, who may either achieve
1035 a passing score on the FCAT or use an approved subject area
1036 concordant score to fulfill the graduation requirement.

1037 (c) The State Board of Education may define by rule the
1038 allowable uses, other than to satisfy the high school graduation
1039 requirement, for concordant scores as described in this
1040 subsection. Such uses may include, but need not be limited to,
1041 achieving appropriate standardized test scores required for the
1042 awarding of Florida Bright Futures Scholarships and college
1043 placement.

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1044 (11)~~(10)~~ REPORTS.--The Department of Education shall
1045 annually provide a report to the Governor, the President of the
1046 Senate, and the Speaker of the House of Representatives on the
1047 following:

1048 (a) Longitudinal performance of students in mathematics
1049 and reading.

1050 (b) Longitudinal performance of students by grade level in
1051 mathematics and reading.

1052 (c) Longitudinal performance regarding efforts to close
1053 the achievement gap.

1054 ~~(d) Longitudinal performance of students on the norm-~~
1055 ~~referenced component of the FCAT.~~

1056 (d)~~(e)~~ Other student performance data based on national
1057 norm-referenced and criterion-referenced tests, when available,
1058 and numbers of students who after 8th grade enroll in adult
1059 education rather than other secondary education.

1060 (12)~~(11)~~ RULES.--The State Board of Education shall adopt
1061 rules pursuant to ss. 120.536(1) and 120.54 to implement the
1062 provisions of this section.

1063 Section 19. Subsection (3) of section 1008.30, Florida
1064 Statutes, is amended to read:

1065 1008.30 Common placement testing for public postsecondary
1066 education.--

1067 (3) The State Board of Education shall adopt rules that
1068 ~~would~~ require high schools to evaluate before the beginning of
1069 grade 12 the college readiness of each student who indicates an
1070 interest in postsecondary education and scores at Level 2 or
1071 Level 3 on the reading portion of the grade 10 FCAT or Level 2,

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1072 Level 3, or Level 4 on the mathematics portion of the grade 10
1073 FCAT. High schools shall perform this evaluation using results
1074 from give the corresponding component of the common placement
1075 test prescribed in this section, or an equivalent test
1076 identified by the State Board of Education. The Department of
1077 Education shall purchase or develop the assessments necessary to
1078 perform the evaluations required by this subsection and shall
1079 work with the school districts to administer the assessments.
1080 The State Board of Education shall establish by rule the minimum
1081 test scores a student must achieve to demonstrate readiness.
1082 Students who demonstrate readiness by achieving the minimum test
1083 scores established by the state board and enroll in a community
1084 college within 2 years of achieving such scores shall not be
1085 required to enroll in remediation courses as a condition of
1086 acceptance to any community college. The high school shall use
1087 the results of the test to advise the students of any identified
1088 deficiencies and to the maximum extent practicable provide 12th
1089 grade students access to appropriate remedial instruction prior
1090 to high school graduation. The remedial instruction provided
1091 under this subsection shall be a collaborative effort between
1092 secondary and postsecondary educational institutions. To the
1093 extent courses are available, the Florida Virtual School may be
1094 used to provided the remedial instruction required by this
1095 subsection, at the beginning of the tenth grade year before
1096 enrollment in the eleventh grade year in public high school for
1097 the purpose of obtaining remedial instruction prior to entering
1098 public postsecondary education.

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1099 Section 20. Paragraph (c) of subsection (1) of section
1100 1008.31, Florida Statutes, is amended to read:

1101 1008.31 Florida's K-20 education performance
1102 accountability system; legislative intent; mission, goals, and
1103 systemwide measures; data quality improvements.--

1104 (1) LEGISLATIVE INTENT.--It is the intent of the
1105 Legislature that:

1106 (c) The K-20 education performance accountability system
1107 comply with the ~~accountability~~ requirements of the "No Child
1108 Left Behind Act of 2001," Pub. L. No. 107-110, and the
1109 Individuals with Disabilities Education Act (IDEA).

1110 Section 21. Subsection (3) of section 1008.34, Florida
1111 Statutes, is amended, and subsection (8) is added to that
1112 section, to read:

1113 1008.34 School grading system; school report cards;
1114 district grade.--

1115 (3) DESIGNATION OF SCHOOL GRADES.--

1116 (a) Each school that has students who are tested and
1117 included in the school grading system, ~~except an alternative~~
1118 ~~school that receives a school improvement rating pursuant to s.~~
1119 ~~1008.341,~~ shall receive a school grade, except as follows:

1120 1. A school shall not receive a school grade if the number
1121 of its students tested and included in the school grading system
1122 are fewer than the minimum sample size necessary, based on
1123 accepted professional practice, for statistical reliability and
1124 prevention of the unlawful release of personally identifiable
1125 student data under s. 1002.22 or 20 U.S.C. s. 1232g., however,

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1126 2. An alternative school may choose to receive a school
1127 grade under this section or ~~in lieu of~~ a school improvement
1128 rating under s. 1008.341.

1129 3. ~~Additionally,~~ A school that serves any combination of
1130 students in kindergarten through grade 3 which does not receive
1131 a school grade because its students are not tested and included
1132 in the school grading system shall receive the school grade
1133 designation of a K-3 feeder pattern school identified by the
1134 Department of Education and verified by the school district. A
1135 school feeder pattern exists if at least 60 percent of the
1136 students in the school serving a combination of students in
1137 kindergarten through grade 3 are scheduled to be assigned to the
1138 graded school. ~~School grades itemized in subsection (2) shall be~~
1139 ~~based on the following:~~

1140 ~~(b)1.(a) Criteria.~~—A school's grade shall be based on a
1141 combination of:

1142 ~~a.1.~~ Student achievement scores, including achievement
1143 scores for students seeking a special diploma.

1144 ~~b.2.~~ Student learning gains as measured by annual FCAT
1145 assessments in grades 3 through 10; learning gains for students
1146 seeking a special diploma, as measured by an alternate
1147 assessment tool, shall be included not later than the 2009-2010
1148 school year.

1149 ~~c.3.~~ Improvement of the lowest 25th percentile of students
1150 in the school in reading, mathematics ~~math~~, or writing on the
1151 FCAT, unless these students are exhibiting satisfactory
1152 performance.

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1153 2. Beginning with the 2009-2010 school year for schools
1154 comprised of high school grades 9, 10, 11, and 12, or grades 10,
1155 11, and 12, 50 percent of the school grade shall be based on a
1156 combination of the factors listed in sub-subparagraphs 1.a.-c.
1157 and the remaining 50 percent on the following factors:

1158 a. The high school graduation rate of the school;

1159 b. As valid data becomes available, the performance and
1160 participation of the school's students in College Board Advanced
1161 Placement courses, International Baccalaureate courses, dual
1162 enrollment courses, and Advanced International Certificate of
1163 Education courses; and the students' achievement of industry
1164 certification, as determined by the Agency for Workforce
1165 Innovation under s. 1003.492(2) in a career and professional
1166 academy, as described in s. 1003.493;

1167 c. Postsecondary readiness of the school's students as
1168 measured by the SAT, ACT, or the common placement test;

1169 d. The high school graduation rate of at-risk students who
1170 scored at Level 2 or lower on the grade 8 FCAT Reading and
1171 Mathematics examinations;

1172 e. As valid data becomes available, the performance of the
1173 school's students on statewide standardized end-of-course
1174 assessments administered under s. 1008.22; and

1175 f. The growth or decline in the components listed in sub-
1176 paragraphs a.-e. from year to year.

1177 (c)-(b) Student assessment data.—Student assessment data
1178 used in determining school grades shall include:

1179 1. The aggregate scores of all eligible students enrolled
1180 in the school who have been assessed on the FCAT.

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1181 2. The aggregate scores of all eligible students enrolled
1182 in the school who have been assessed on the FCAT, ~~including~~
1183 ~~Florida Writes~~, and who have scored at or in the lowest 25th
1184 percentile of students in the school in reading, mathematics
1185 ~~math~~, or writing, unless these students are exhibiting
1186 satisfactory performance.

1187 3. Effective with the 2005-2006 school year, the
1188 achievement scores and learning gains of eligible students
1189 attending alternative schools that provide dropout prevention
1190 and academic intervention services pursuant to s. 1003.53. The
1191 term "eligible students" in this subparagraph does not include
1192 students attending an alternative school who are subject to
1193 district school board policies for expulsion for repeated or
1194 serious offenses, who are in dropout retrieval programs serving
1195 students who have officially been designated as dropouts, or who
1196 are in programs operated or contracted by the Department of
1197 Juvenile Justice. The student performance data for eligible
1198 students identified in this subparagraph shall be included in
1199 the calculation of the home school's grade. As used in ~~For~~
1200 ~~purposes of~~ this section and s. 1008.341, the term "home school"
1201 means the school to which the student would be assigned if the
1202 student were not ~~was attending when~~ assigned to an alternative
1203 school. If an alternative school chooses to be graded under
1204 ~~pursuant to~~ this section, student performance data for eligible
1205 students identified in this subparagraph shall not be included
1206 in the home school's grade but shall be included only in the
1207 calculation of the alternative school's grade. A school district
1208 that fails to assign the FCAT scores of each of its students to

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1209 his or her home school or to the alternative school that
1210 receives a grade shall forfeit Florida School Recognition
1211 Program funds for 1 fiscal year. School districts must require
1212 collaboration between the home school and the alternative school
1213 in order to promote student success. This collaboration must
1214 include an annual discussion between the principal of the
1215 alternative school and the principal of each student's home
1216 school concerning the most appropriate school assignment of the
1217 student.

1218 4. Beginning with the 2009-2010 school year for schools
1219 comprised of high school grades 9, 10, 11, and 12, or grades 10,
1220 11, and 12, the data listed in subparagraphs 1.-3. and the
1221 following data as the Department of Education determines such
1222 data are valid and available:

1223 a. The high school graduation rate of the school as
1224 calculated by the Department of Education;

1225 b. The participation rate of all eligible students
1226 enrolled in the school and enrolled in College Board Advanced
1227 Placement courses; International Baccalaureate courses; dual
1228 enrollment courses; Advanced International Certificate of
1229 Education courses; and courses or sequence of courses leading to
1230 industry certification, as determined by the Agency for
1231 Workforce Innovation under s. 1003.492(2) in a career and
1232 professional academy, as described in s. 1003.493;

1233 c. The aggregate scores of all eligible students enrolled
1234 in the school in College Board Advanced Placement courses,
1235 International Baccalaureate courses, and Advanced International
1236 Certificate of Education courses;

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1237 d. Earning of college credit by all eligible students
1238 enrolled in the school in dual enrollment programs under s.
1239 1007.271;

1240 e. Earning of an industry certification, as determined by
1241 the Agency for Workforce Innovation under s. 1003.492(2) in a
1242 career and professional academy, as described in s. 1003.493;

1243 f. The aggregate scores of all eligible students enrolled
1244 in the school in reading, mathematics, and other subjects as
1245 measured by the SAT, the ACT, and the common placement test for
1246 postsecondary readiness;

1247 g. The high school graduation rate of all eligible at-risk
1248 students enrolled in the school who scored at Level 2 or lower
1249 on the grade 8 FCAT Reading and Mathematics examinations;

1250 h. The performance of the school's students on statewide
1251 standardized end-of-course assessments administered under s.
1252 1008.22; and

1253 i. The growth or decline in the data components listed in
1254 sub-subparagraphs a.-h. from year to year.

1255
1256 The State Board of Education shall adopt appropriate criteria
1257 for each school grade. The criteria must also give added weight
1258 to student achievement in reading. Schools designated with a
1259 grade of "C," making satisfactory progress, shall be required to
1260 demonstrate that adequate progress has been made by students in
1261 the school who are in the lowest 25th percentile in reading,
1262 mathematics math, or writing on the FCAT, ~~including Florida~~
1263 ~~writes~~, unless these students are exhibiting satisfactory
1264 performance. Beginning with the 2009-2010 school year for

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1265 schools comprised of high school grades 9, 10, 11, and 12, or
1266 grades 10, 11, and 12, the criteria for school grades must also
1267 give added weight to the graduation rate of all eligible at-risk
1268 students, as defined in this paragraph. Beginning in the 2009-
1269 2010 school year, in order for a high school to be designated as
1270 having a grade of "A," making excellent progress, the school
1271 must demonstrate that at-risk students, as defined in this
1272 paragraph, in the school are making adequate progress.

1273 (8) RULES.--The State Board of Education shall adopt rules
1274 under ss. 120.536(1) and 120.54 to administer this section.

1275 Section 22. Subsection (2) and paragraph (b) of subsection
1276 (3) of section 1008.341, Florida Statutes, are amended, and
1277 subsection (6) is added to that section, to read:

1278 1008.341 School improvement rating for alternative
1279 schools.--

1280 (2) SCHOOL IMPROVEMENT RATING.--An alternative school
1281 schools that provides provide dropout prevention and academic
1282 intervention services pursuant to s. 1003.53 shall receive a
1283 school improvement rating pursuant to this section. However, an
1284 alternative school shall not receive a school improvement rating
1285 if the number of its students for whom student performance data
1286 is available for the current year and previous year are fewer
1287 than the minimum sample size necessary, based on accepted
1288 professional practice, for statistical reliability and
1289 prevention of the unlawful release of personally identifiable
1290 student data under s. 1002.22 or 20 U.S.C. s. 1232g. The school
1291 improvement rating shall identify an alternative school schools

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1292 as having one of the following ratings defined according to
1293 rules of the State Board of Education:

1294 (a) "Improving" means the schools with students attending
1295 the school are making more academic progress than when the
1296 students were served in their home schools.

1297 (b) "Maintaining" means the schools with students
1298 attending the school are making progress equivalent to the
1299 progress made when the students were served in their home
1300 schools.

1301 (c) "Declining" means the schools with students attending
1302 the school are making less academic progress than when the
1303 students were served in their home schools.

1304
1305 The school improvement rating shall be based on a comparison of
1306 student performance data for the current year and previous year.
1307 Schools that improve at least one level or maintain an
1308 "improving" rating pursuant to this section are eligible for
1309 school recognition awards pursuant to s. 1008.36.

1310 (3) DESIGNATION OF SCHOOL IMPROVEMENT RATING.--Student
1311 data used in determining an alternative school's school
1312 improvement rating shall include:

1313 (b) The aggregate scores of all eligible students who were
1314 assigned to and enrolled in the school during the October or
1315 February FTE count, who have been assessed on the FCAT,
1316 ~~including Florida Writes,~~ and who have scored in the lowest 25th
1317 percentile of students in the state on FCAT Reading.

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1319 The assessment scores of students who are subject to district
1320 school board policies for expulsion for repeated or serious
1321 offenses, who are in dropout retrieval programs serving students
1322 who have officially been designated as dropouts, or who are in
1323 programs operated or contracted by the Department of Juvenile
1324 Justice may not be included in an alternative school's school
1325 improvement rating.

1326 (6) RULES.--The State Board of Education shall adopt rules
1327 under ss. 120.536(1) and 120.54 to administer this section.

1328 Section 23. Paragraph (a) of subsection (8) of section
1329 1008.345, Florida Statutes, is amended to read:

1330 1008.345 Implementation of state system of school
1331 improvement and education accountability.--

1332 (8) As a part of the system of educational accountability,
1333 the Department of Education shall:

1334 (a) Develop minimum ~~performance~~ standards for various
1335 grades and subject areas, as required in ss. 1001.03, 1008.22,
1336 and 1008.34.

1337 Section 24. Subsection (2) of section 1008.36, Florida
1338 Statutes, is amended to read:

1339 1008.36 Florida School Recognition Program.--

1340 (2) The Florida School Recognition Program is created to
1341 provide financial awards to public schools that:

1342 (a) Sustain high performance by receiving a school grade
1343 of "A," making excellent progress; or

1344 (b) Demonstrate exemplary improvement due to innovation
1345 and effort by improving at least one a letter grade or by

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1346 improving more than one letter grade and sustaining the
1347 improvement the following school year.

1348

1349 Notwithstanding statutory provisions to the contrary, incentive
1350 awards are not subject to collective bargaining.

1351 Section 25. Subsection (4) of section 1012.56, Florida
1352 Statutes, is renumbered as subsection (5) and amended, present
1353 subsections (5) through (16) are renumbered as subsections (6)
1354 through (17), respectively, and a new subsection (4) is added to
1355 that section, to read:

1356 1012.56 Educator certification requirements.--

1357 (4) ALIGNMENT OF SUBJECT AREAS.--As the Sunshine State
1358 Standards are replaced by the Next Generation Sunshine State
1359 Standards under s. 1003.41, the State Board of Education shall
1360 align the subject area examinations to the Next Generation
1361 Sunshine State Standards.

1362 (5)~~(4)~~ MASTERY OF SUBJECT AREA KNOWLEDGE.--Acceptable
1363 means of demonstrating mastery of subject area knowledge are:

1364 (a) Achievement of passing scores on subject area
1365 examinations required by state board rule, which may include,
1366 but need not be limited to, world languages in Arabic, Chinese,
1367 Farsi, French, German, Greek, Haitian Creole, Hebrew, Hindi,
1368 Italian, Japanese, Portuguese, Russian, and Spanish;

1369 (b) Completion of a bachelor's degree or higher and
1370 verification of the attainment of an oral proficiency interview
1371 score above the intermediate level and a written proficiency
1372 score above the intermediate level on a test administered by the

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1373 American Council on the Teaching of Foreign Languages for which
1374 there is no Florida-developed examination;

1375 (c)~~(b)~~ Completion of the subject area specialization
1376 requirements specified in state board rule and verification of
1377 the attainment of the essential subject matter competencies by
1378 the district school superintendent of the employing school
1379 district or chief administrative officer of the employing state-
1380 supported or private school for a subject area for which a
1381 subject area examination has not been developed and required by
1382 state board rule;

1383 (d)~~(e)~~ Completion of the subject area specialization
1384 requirements specified in state board rule for a subject
1385 coverage requiring a master's or higher degree and achievement
1386 of a passing score on the subject area examination specified in
1387 state board rule;

1388 (e)~~(d)~~ A valid professional standard teaching certificate
1389 issued by another state; or

1390 (f)~~(e)~~ A valid certificate issued by the National Board
1391 for Professional Teaching Standards or a national educator
1392 credentialing board approved by the State Board of Education.

1393
1394 School districts are encouraged to provide mechanisms for those
1395 middle school teachers holding only a K-6 teaching certificate
1396 to obtain a subject area coverage for middle grades through
1397 postsecondary coursework or district add-on certification.

1398 Section 26. Subsection (1) of section 1012.57, Florida
1399 Statutes, is amended to read:

1400 1012.57 Certification of adjunct educators.--

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1401 (1) Notwithstanding the provisions of ss. 1012.32,
1402 1012.55, and 1012.56, or any other provision of law or rule to
1403 the contrary, district school boards shall adopt rules to allow
1404 for the issuance of an adjunct teaching certificate to any
1405 applicant who fulfills the requirements of s. 1012.56(2)(a)-(f)
1406 and (10) ~~(9)~~ and who has expertise in the subject area to be
1407 taught. An applicant shall be considered to have expertise in
1408 the subject area to be taught if the applicant demonstrates
1409 sufficient subject area mastery through passage of a subject
1410 area test. The adjunct teaching certificate shall be used for
1411 part-time teaching positions. The intent of this provision is to
1412 allow school districts to tap the wealth of talent and expertise
1413 represented in Florida's citizens who may wish to teach part-
1414 time in a Florida public school by permitting school districts
1415 to issue adjunct certificates to qualified applicants. Adjunct
1416 certificateholders should be used as a strategy to reduce the
1417 teacher shortage; thus, adjunct certificateholders should
1418 supplement a school's instructional staff, not supplant it. Each
1419 school principal shall assign an experienced peer mentor to
1420 assist the adjunct teaching certificateholder during the
1421 certificateholder's first year of teaching, and an adjunct
1422 certificateholder may participate in a district's new teacher
1423 training program. District school boards shall provide the
1424 adjunct teaching certificateholder an orientation in classroom
1425 management prior to assigning the certificateholder to a school.
1426 Each adjunct teaching certificate is valid for 5 school years
1427 and is renewable if the applicant has received satisfactory

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1428 performance evaluations during each year of teaching under
1429 adjunct teaching certification.

1430 Section 27. Subsection (1) of section 1012.586, Florida
1431 Statutes, is amended to read:

1432 1012.586 Additions or changes to certificates; duplicate
1433 certificates.--A school district may process via a Department of
1434 Education website certificates for the following applications of
1435 public school employees:

1436 (1) Addition of a subject coverage or endorsement to a
1437 valid Florida certificate on the basis of the completion of the
1438 appropriate subject area testing requirements of s.
1439 1012.56(5)(a) ~~s. 1012.56(4)(a)~~ or the completion of the
1440 requirements of an approved school district program or the
1441 inservice components for an endorsement.

1442
1443 The employing school district shall charge the employee a fee
1444 not to exceed the amount charged by the Department of Education
1445 for such services. Each district school board shall retain a
1446 portion of the fee as defined in the rules of the State Board of
1447 Education. The portion sent to the department shall be used for
1448 maintenance of the technology system, the web application, and
1449 posting and mailing of the certificate.

1450 Section 28. Effective upon this act becoming a law,
1451 section 1012.71, Florida Statutes, is amended to read:

1452 (Substantial rewording of section. See
1453 s. 1012.71, F.S., for present text.)

1454 1012.71 The Florida Teachers Lead Program.--

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1455 (1) For purposes of the Florida Teachers Lead Program, the
1456 term "classroom teacher" means a certified teacher employed by a
1457 public school district or a public charter school in that
1458 district on or before September 1 of each year whose full-time
1459 or job-share responsibility is the classroom instruction of
1460 students in prekindergarten through grade 12, including full-
1461 time media specialists and guidance counselors serving students
1462 in prekindergarten through grade 12, who are funded through the
1463 Florida Education Finance Program. A "job-share" classroom
1464 teacher is one of two teachers whose combined full-time
1465 equivalent employment for the same teaching assignment equals
1466 one full-time classroom teacher.

1467 (2) The Legislature, in the General Appropriations Act,
1468 shall determine funding for the Florida Teachers Lead Program.
1469 The funds appropriated are for classroom teachers to purchase,
1470 on behalf of the school district or charter school, classroom
1471 materials and supplies for the public school students assigned
1472 to them and may not be used to purchase equipment. The funds
1473 appropriated shall be used to supplement the materials and
1474 supplies otherwise available to classroom teachers. From the
1475 funds appropriated for the Florida Teachers Lead Program, the
1476 Commissioner of Education shall calculate an amount for each
1477 school district based upon each school district's proportionate
1478 share of the state's total unweighted FTE student enrollment and
1479 shall disburse the funds to the school districts by July 15.

1480 (3) From the funds allocated to each school district for
1481 the Florida Teachers Lead Program, the district school board
1482 shall calculate an identical amount for each classroom teacher,

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1483 which is that teacher's proportionate share of the total amount
1484 allocated to the district. A job-share classroom teacher may
1485 receive a prorated share of the amount provided to a full-time
1486 classroom teacher. The district school board and each charter
1487 school board shall provide each classroom teacher with his or
1488 her total proportionate share by September 30 of each year by
1489 any means determined appropriate by the district school board or
1490 charter school board, including, but not limited to, direct
1491 deposit, check, debit card, or purchasing card, notwithstanding
1492 any law to the contrary. Expenditures under the program are not
1493 subject to state or local competitive bidding requirements.
1494 Funds received by a classroom teacher do not affect wages,
1495 hours, or terms and conditions of employment and, therefore, are
1496 not subject to collective bargaining. Any classroom teacher may
1497 decline receipt of or return the funds without explanation or
1498 cause. This subsection shall apply retroactively to July 1,
1499 2007.

1500 (4) Each classroom teacher must sign a statement
1501 acknowledging receipt of the funds, keep receipts for no less
1502 than 4 years to show that funds expended meet the requirements
1503 of this section, and return any unused funds to the district
1504 school board at the end of the regular school year. Any unused
1505 funds that are returned to the district school board shall be
1506 deposited into the school advisory council account of the school
1507 at which the classroom teacher returning the funds was employed
1508 when that teacher received the funds or deposited into the
1509 Florida Teachers Lead Program account of the school district in
1510 which a charter school is sponsored, as applicable.

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1511 (5) The statement must be signed and dated by each
1512 classroom teacher before receipt of the Florida Teachers Lead
1513 Program funds and shall include the wording: "I, (name of
1514 teacher) , am employed by the County District School
1515 Board or by the Charter School as a full-time classroom
1516 teacher. I acknowledge that Florida Teachers Lead Program funds
1517 are appropriated by the Legislature for the sole purpose of
1518 purchasing classroom materials and supplies to be used in the
1519 instruction of students assigned to me. In accepting custody of
1520 these funds, I agree to keep the receipts for all expenditures
1521 for no less than 4 years. I understand that if I do not keep the
1522 receipts, it will be my personal responsibility to pay any
1523 federal taxes due on these funds. I also agree to return any
1524 unexpended funds to the district school board at the end of the
1525 regular school year for deposit into the school advisory council
1526 account of the school where I was employed at the time I
1527 received the funds or for deposit into the Florida Teachers Lead
1528 Program account of the school district in which the charter
1529 school is sponsored, as applicable."

1530 Section 29. Paragraphs (b) and (c) of subsection (2) of
1531 section 1013.12, Florida Statutes, are redesignated as
1532 paragraphs (c) and (d), respectively, and a new paragraph (b) is
1533 added to that subsection to read:

1534 1013.12 Casualty, safety, sanitation, and firesafety
1535 standards and inspection of property.--

1536 (2) PERIODIC INSPECTION OF PROPERTY BY DISTRICT SCHOOL
1537 BOARDS.--

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1566 requiring a written evaluation of the proposal developed by the
1567 commissioner by certain experts; requiring provision of the
1568 commissioner's proposed standards and the written evaluation and
1569 comments to the Governor, the President of the Senate, and the
1570 Speaker of the House of Representatives; authorizing rulemaking
1571 by the State Board of Education; amending s. 220.187, F.S.;
1572 revising requirements for the selection of norm-referenced tests
1573 administered by private schools for purposes of the Corporate
1574 Income Tax Credit Scholarship Program; amending s. 1000.21,
1575 F.S.; providing and revising definitions; providing for
1576 application of the Sunshine State Standards pending adoption of
1577 the Next Generation Sunshine State Standards; amending s.
1578 1001.03, F.S.; requiring the State Board of Education to
1579 periodically review and revise state curriculum standards;
1580 eliminating provisions requiring that the state board report
1581 proposed revisions to the Governor and the Legislature; amending
1582 s. 1001.452, F.S.; revising provisions relating to membership of
1583 school advisory councils; amending s. 1003.413, F.S.; requiring
1584 policies of each district school board to address an annual
1585 review of student education plans; amending s. 1003.428, F.S.;
1586 revising courses that are acceptable for high school graduation;
1587 conforming provisions and a cross-reference; creating s.
1588 1003.4285, F.S.; providing for high school diploma designations;
1589 amending ss. 1003.429, 1003.43, and 1003.433, F.S.; conforming
1590 provisions and cross-references; amending s. 1003.63, F.S.;
1591 revising the type of assessment tests reported to the Governor
1592 and the Legislature relating to the deregulated public schools
1593 pilot program; amending s. 1004.85, F.S.; conforming cross-

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1594 references; amending s. 1004.91, F.S.; providing an exemption
1595 relating to career-preparatory instruction; amending s. 1004.99,
1596 F.S.; providing designations of Florida Ready to Work
1597 credentials; amending s. 1007.21, F.S., relating to
1598 postsecondary placement tests for high school students;
1599 authorizing the common placement test to be administered to high
1600 school students meeting certain criteria; amending s. 1007.235,
1601 F.S.; requiring district interinstitutional articulation
1602 agreements to include responsibility for assignment of grades
1603 for dual enrollment courses; amending s. 1008.22, F.S.; revising
1604 provisions governing application of testing requirements for
1605 high school graduation; providing criteria concerning the
1606 testing and scores required for a continuously enrolled student
1607 to earn a standard high school diploma; authorizing the
1608 commissioner to administer end-of-course assessments; providing
1609 requirements for comprehensive assessments and end-of-course
1610 assessments; authorizing the commissioner to select a nationally
1611 developed comprehensive examination for use as an end-of-course
1612 assessment; revising the design of the testing program;
1613 authorizing the commissioner to collaborate with the American
1614 Diploma Project to develop end-of-course assessments; deleting
1615 requirements for norm-referenced tests; revising assessments of
1616 writing; requiring the commissioner to establish schedules for
1617 the administration of statewide assessments and the reporting of
1618 student test results; providing requirements for the testing and
1619 reporting schedules; requiring district school boards to
1620 prohibit public schools from suspending a program of curricula
1621 for the administration of practice tests or certain test-

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1622 preparation activities; authorizing a district school board to
1623 permit a school to engage in certain test-preparation
1624 activities; requiring public schools to comply with statewide
1625 assessment and reporting schedules; revising the applicability
1626 of testing standards under certain conditions; establishing
1627 requirements for calculating student scores on revised statewide
1628 assessments; authorizing the commissioner to discontinue
1629 administration of an outdated assessment under certain
1630 circumstances; requiring the state board to adopt rules
1631 establishing passing scores on revised assessments required for
1632 a standard high school diploma; clarifying determination of
1633 concordant scores for the FCAT; revising the requirements
1634 contained in the annual report by the department to the Governor
1635 and the Legislature; amending s. 1008.30, F.S.; revising
1636 provisions relating to administration and use of the results of
1637 the common placement test; requiring the State Board of
1638 Education to adopt rules requiring high school evaluation of
1639 student college readiness and establishing minimum test scores
1640 for such readiness; authorizing the purchase or development of
1641 assessments; providing for remedial instruction; amending s.
1642 1008.31, F.S.; declaring the legislative intent that the K-20
1643 education system comply with the Individuals with Disabilities
1644 Education Act; amending s. 1008.34, F.S.; revising the
1645 exceptions for a school to receive a school grade; providing for
1646 a revised high school grading system beginning with the 2009-
1647 2010 school year which includes the statewide standardized
1648 assessment, graduation rates, performance and participation in
1649 certain courses, postsecondary readiness as measured by certain

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1650 examinations, and the change in these factors from year to year;
1651 specifying the data components to be used in determining the
1652 revised high school grading system; requiring that the criteria
1653 for school grades give added weight to the graduation rate of
1654 all eligible at-risk students; revising the student assessment
1655 data used in determining school grades; requiring a school
1656 district that fails to assign FCAT scores to students' schools
1657 to forfeit Florida School Recognition Program funds for a
1658 specified time; requiring the collaboration between a home
1659 school and alternative school to be between the principals of
1660 each school in order to promote student success; authorizing the
1661 state board to adopt rules; amending s. 1008.341, F.S.; revising
1662 provisions for a school improvement rating for an alternative
1663 school; authorizing the state board to adopt rules; amending s.
1664 1008.345, F.S.; conforming provisions; amending s. 1008.36,
1665 F.S.; revising criteria for financial awards under the Florida
1666 School Recognition Program; amending s. 1012.56, F.S.; requiring
1667 teacher certification examinations to be aligned to the Next
1668 Generation Sunshine State Standards; revising provisions
1669 relating to the means for demonstrating mastery of subject area
1670 knowledge; specifying world languages for which subject area
1671 examinations may be required by State Board of Education rule;
1672 authorizing degree completion and attainment of foreign language
1673 proficiency on specified national tests; amending ss. 1012.57
1674 and 1012.586, F.S.; conforming cross-reference; amending s.
1675 1012.71, F.S., relating to the Florida Teachers Lead Program;
1676 revising requirements for use of program funds by classroom
1677 teachers; providing for disbursement of funds to school

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1678 districts; specifying means for providing a classroom teacher
1679 with his or her proportionate share of program funds and
1680 providing that funds received are not subject to collective
1681 bargaining; providing for retroactive effect; providing
1682 requirements for accounting of expenditures; amending s.
1683 1013.12, F.S.; requiring that a school cafeteria post certain
1684 information concerning its sanitation certificate and
1685 inspection; providing effective dates.