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CHAMBER ACTION

<u>Senate</u>	.	<u>House</u>
Comm: RCS	.	
4/15/2008	.	
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1 The Committee on Education Pre-K - 12 Appropriations  
2 (Constantine) recommended the following **amendment**:

3  
4 **Senate Amendment (with title amendment)**

5 Delete everything after the enacting clause  
6 and insert:

7 Section 1. Subsection (7) of section 1000.21, Florida  
8 Statutes, is amended to read:

9 1000.21 Systemwide definitions.--As used in the Florida K-  
10 20 Education Code:

11 (7) "Sunshine State Standards" or the "Next Generation  
12 Sunshine State Standards" means the state's public K-12  
13 curricular are standards established under s. 1003.41. The term  
14 includes the Sunshine State Standards that are in place for a  
15 subject until the standards for that subject are replaced under  
16 s. 1003.41 by the Next Generation Sunshine State Standards. that  
17 identify what public school students should know and be able to



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18 ~~do. These standards delineate the academic achievement of~~  
19 ~~students for which the state will hold its public schools~~  
20 ~~accountable in grades K-2, 3-5, 6-8, and 9-12, in the subjects of~~  
21 ~~language arts, mathematics, science, social studies, the arts,~~  
22 ~~health and physical education, foreign languages, reading,~~  
23 ~~writing, history, government, geography, economics, and computer~~  
24 ~~literacy.~~

25 Section 2. Subsection (1) of section 1001.03, Florida  
26 Statutes, is amended to read:

27 1001.03 Specific powers of State Board of Education.--

28 (1) PUBLIC K-12 CURRICULAR STUDENT PERFORMANCE  
29 STANDARDS.--The State Board of Education shall adopt and  
30 periodically review and revise ~~approve the student performance~~  
31 ~~standards known as the Sunshine State Standards in accordance~~  
32 ~~with s. 1003.41 key academic subject areas and grade levels. The~~  
33 ~~state board shall establish a schedule to facilitate the periodic~~  
34 ~~review of the standards to ensure adequate rigor, relevance,~~  
35 ~~logical student progression, and integration of reading, writing,~~  
36 ~~and mathematics across all subject areas. The standards review by~~  
37 ~~subject area must include participation of curriculum leaders in~~  
38 ~~other content areas, including the arts, to ensure valid content~~  
39 ~~area integration and to address the instructional requirements of~~  
40 ~~different learning styles. The process for review and proposed~~  
41 ~~revisions must include leadership and input from the state's~~  
42 ~~classroom teachers, school administrators, and community colleges~~  
43 ~~and universities, and from representatives from business and~~  
44 ~~industry who are identified by local education foundations. A~~  
45 ~~report including proposed revisions must be submitted to the~~  
46 ~~Governor, the President of the Senate, and the Speaker of the~~  
47 ~~House of Representatives annually to coincide with the~~



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48 ~~established review schedule. The review schedule and an annual~~  
49 ~~status report must be submitted to the Governor, the President of~~  
50 ~~the Senate, and the Speaker of the House of Representatives~~  
51 ~~annually not later than January 1.~~

52 Section 3. Paragraph (a) of subsection (1) of section  
53 1001.452, Florida Statutes, is amended to read:

54 1001.452 District and school advisory councils.--

55 (1) ESTABLISHMENT.--

56 (a) The district school board shall establish an advisory  
57 council for each school in the district and shall develop  
58 procedures for the election and appointment of advisory council  
59 members. Each school advisory council shall include in its name  
60 the words "school advisory council." The school advisory council  
61 shall be the sole body responsible for final decisionmaking at  
62 the school relating to implementation of the provisions of ss.  
63 1001.42(16) and 1008.345. A majority of the members of each  
64 school advisory council must be persons who are not employed by  
65 the school district. Each advisory council shall be composed of  
66 the principal and an appropriately balanced number of teachers,  
67 education support employees, students, parents, and other  
68 business and community citizens who are representative of the  
69 ethnic, racial, and economic community served by the school.  
70 Career center and high school advisory councils shall include  
71 students, and middle and junior high school advisory councils may  
72 include students. School advisory councils of career centers and  
73 adult education centers are not required to include parents as  
74 members. Council members representing teachers, education support  
75 employees, students, and parents shall be elected by their  
76 respective peer groups at the school in a fair and equitable  
77 manner as follows:



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- 78 | 1. Teachers shall be elected by teachers.
- 79 | 2. Education support employees shall be elected by  
80 | education support employees.
- 81 | 3. Students shall be elected by students.
- 82 | 4. Parents shall be elected by parents.

83 |  
84 | The district school board shall establish procedures for use by  
85 | schools in selecting business and community members that include  
86 | means of ensuring wide notice of vacancies and of taking input on  
87 | possible members from local business, chambers of commerce,  
88 | community and civic organizations and groups, and the public at  
89 | large. The district school board shall review the membership  
90 | composition of each advisory council. If the district school  
91 | board determines that the membership elected by the school is not  
92 | representative of the ethnic, racial, and economic community  
93 | served by the school, the district school board shall appoint  
94 | additional members to achieve proper representation. The  
95 | commissioner shall determine if schools have maximized their  
96 | efforts to include on their advisory councils minority persons  
97 | and persons of lower socioeconomic status. Although schools are  
98 | strongly encouraged to establish school advisory councils, the  
99 | district school board of any school district that has a student  
100 | population of 10,000 or fewer may establish a district advisory  
101 | council which shall include at least one duly elected teacher  
102 | from each school in the district. For the purposes of school  
103 | advisory councils and district advisory councils, the term  
104 | "teacher" shall include classroom teachers, certified student  
105 | services personnel, and media specialists. For purposes of this  
106 | paragraph, "education support employee" means any person employed  
107 | by a school who is not defined as instructional or administrative



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108 personnel pursuant to s. 1012.01 and whose duties require 20 or  
109 more hours in each normal working week.

110 Section 4. Section 1003.41, Florida Statutes, is amended to  
111 read:

112 1003.41 Sunshine State Standards.--

113 (1) Public K-12 educational instruction in Florida is based  
114 on the "Sunshine State Standards." The State Board of Education  
115 shall review the Sunshine State Standards and replace them with  
116 the Next Generation Sunshine State Standards that establish the  
117 core content of the curricula to be taught in this state and that  
118 specify the core content knowledge and skills that the next  
119 generation of K-12 public school students are expected to  
120 acquire. The Next Generation Sunshine State Standards must, at a  
121 minimum:

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

124 1. Language arts standards must establish specific  
125 curricular content for, at a minimum, the reading process,  
126 literary analysis, the writing process, writing applications,  
127 communication, and information and media literacy. The standards  
128 must include distinct grade-level expectations for the core  
129 content knowledge and skills that a student is expected to have  
130 acquired by each individual grade level from kindergarten through  
131 grade 8. The standards for grades 9-12 may be organized by grade  
132 clusters of more than one grade level or strands within the  
133 content area. The State Board of Education shall, in accordance  
134 with the expedited schedule established under subsection (2),  
135 review and replace the reading and language arts standards  
136 adopted by the state board in 2007 with Next Generation Sunshine  
137 State Standards that comply with this subparagraph.



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138        2. Science standards must establish specific curricular  
139 content for, at a minimum, the nature of science, earth and space  
140 science, physical science, and life science. The standards must  
141 include distinct grade-level expectations for the core content  
142 knowledge and skills that a student is expected to have acquired  
143 by each individual grade level from kindergarten through grade 8.  
144 The science standards for grades 9 through 12 may be organized by  
145 grade clusters of more than one grade level.

146        3. Mathematics standards must establish specific curricular  
147 content for, at a minimum, algebra, geometry, probability,  
148 statistics, calculus, discrete mathematics, financial literacy,  
149 and trigonometry. The standards must include distinct grade-level  
150 expectations for the core content knowledge and skills that a  
151 student is expected to have acquired by each individual grade  
152 level from kindergarten through grade 8. The mathematics  
153 standards for grades 9 through 12 may be organized by grade  
154 clusters of more than one grade level.

155        4. Social studies standards must establish specific  
156 curricular content for, at a minimum, geography, United States  
157 and world history, government, civics, economics, and humanities.  
158 The standards must include distinct grade-level expectations for  
159 the core content knowledge and skills that a student is expected  
160 to have acquired by each individual grade level from kindergarten  
161 through grade 8. The social studies standards for grades 9  
162 through 12 may be organized by grade clusters of more than one  
163 grade level.

164        (b) Establish the core curricular content for visual and  
165 performing arts, physical education, health, and foreign  
166 languages. Standards for these subjects must establish specific  
167 curricular content and include distinct grade-level expectations



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168 for the core content knowledge and skills that a student is  
169 expected to have acquired by each individual grade level from  
170 kindergarten through grade 5. The standards for grades 6 through  
171 12 may be organized by grade clusters of more than one grade  
172 level.

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

177 (d) Be rigorous and relevant and provide for the logical,  
178 sequential progression of core curricular content that  
179 incrementally increases a student's core content knowledge and  
180 skills over time.

181 (e) Integrate critical-thinking and problem-solving skills;  
182 communication, reading, and writing skills; mathematics skills;  
183 collaboration skills; contextual and applied-learning skills;  
184 technology-literacy skills; information and media-literacy  
185 skills; and civic-engagement skills.

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

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

192 (2) By December 31, 2008, the State Board of Education  
193 shall establish an expedited schedule for adoption of the Next  
194 Generation Sunshine State Standards and shall establish by rule a  
195 schedule for the periodic review and revision of the standards.  
196 The state board shall adopt the Next Generation Sunshine State  
197 Standards for each subject by December 31, 2011.



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198       (3) (a) The Commissioner of Education shall develop and  
199 submit to the State Board of Education proposed Next Generation  
200 Sunshine State Standards, and periodically submit proposed  
201 revisions to the standards, for adoption by the state board  
202 according to the schedules established under subsection (2). The  
203 commissioner, in developing the proposed standards, shall consult  
204 with renowned experts on K-12 curricular standards and content in  
205 each subject listed in paragraphs (1) (a) and (b) and shall  
206 consider standards that are implemented by other states or  
207 nations and regarded as exceptionally rigorous by the curricular  
208 and content experts. The commissioner may also consult with  
209 curricular and content experts in other subjects.

210       (b) The commissioner shall submit the proposed standards  
211 for review and comment by state educators, school administrators,  
212 representatives of community colleges and state universities who  
213 have expertise in the content knowledge and skills necessary to  
214 prepare a student for postsecondary education, and leaders in  
215 business and industry. The commissioner, after considering any  
216 comments and making any revisions to the proposed standards,  
217 shall submit the standards for written evaluation by renowned  
218 experts on K-12 curricular standards and content.

219       (c) The commissioner, upon finalizing the proposed  
220 standards, shall submit the standards and evaluations by the  
221 curricular and content experts to the Governor, the President of  
222 the Senate, and the Speaker of the House of Representatives at  
223 least 21 days before the State Board of Education considers  
224 adoption of the proposed standards.

225       (4) The State Board of Education may adopt rules under ss.  
226 120.536(1) and 120.54 to administer this section. These standards  
227 have been adopted by the State Board of Education and delineate





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228 ~~the academic achievement of students, for which the state will~~  
229 ~~hold schools accountable, in grades K-2, 3-5, 6-8, and 9-12 in~~  
230 ~~the subjects of language arts, mathematics, science, social~~  
231 ~~studies, the arts, health and physical education, and foreign~~  
232 ~~languages. They include standards in reading, writing, history,~~  
233 ~~government, geography, economics, and computer literacy.~~

234 Section 5. Paragraph (i) of subsection (3) of section  
235 1003.413, Florida Statutes, is amended to read:

236 1003.413 Florida Secondary School Redesign Act.--

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

240 (i) An annual review of each high school student's  
241 electronic personal education plan pursuant to s. 1003.4156 and  
242 procedures for high school students who have not prepared an  
243 electronic personal education plan pursuant to s. 1003.4156 to  
244 prepare such plan.

245 Section 6. Paragraph (a) of subsection (2) and paragraph  
246 (b) of subsection (4) of section 1003.428, Florida Statutes, are  
247 amended to read:

248 1003.428 General requirements for high school graduation;  
249 revised.--

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

253 (a) Sixteen core curriculum credits:

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

256 2. Four credits in mathematics, one of which must be  
257 Algebra I, a series of courses equivalent to Algebra I, or a



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258 higher-level mathematics course. School districts are encouraged  
259 to set specific goals to increase enrollments in, and successful  
260 completion of, geometry and Algebra II.

261 3. Three credits in science, two of which must have a  
262 laboratory component.

263 4. Three credits in social studies as follows: one credit  
264 in American history; one credit in world history; one-half credit  
265 in economics; and one-half credit in American government.

266 5. One credit in fine or performing arts, which may include  
267 speech and debate or practical arts.

268 6. One credit in physical education to include integration  
269 of health. Participation in an interscholastic sport at the  
270 junior varsity or varsity level for two full seasons shall  
271 satisfy the one-credit requirement in physical education if the  
272 student passes a competency test on personal fitness with a score  
273 of "C" or better. The competency test on personal fitness must be  
274 developed by the Department of Education. A district school board  
275 may not require that the one credit in physical education be  
276 taken during the 9th grade year. Completion of one semester with  
277 a grade of "C" or better in a marching band class, in a physical  
278 activity class that requires participation in marching band  
279 activities as an extracurricular activity, or in a dance class  
280 shall satisfy one-half credit in physical education or one-half  
281 credit in performing arts. This credit may not be used to satisfy  
282 the personal fitness requirement or the requirement for adaptive  
283 physical education under an individual education plan (IEP) or  
284 504 plan. Completion of 2 years in a Reserve Officer Training  
285 Corps (R.O.T.C.) class, a significant component of which is  
286 drills, shall satisfy the one-credit requirement in physical  
287 education and the one-credit requirement in performing arts. This



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288 credit may not be used to satisfy the personal fitness  
289 requirement or the requirement for adaptive physical education  
290 under an individual education plan (IEP) or 504 plan.

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

293 (b) Earning passing scores on the FCAT, as defined in s.  
294 1008.22(3)(c), or scores on a standardized test that are  
295 concordant with passing scores on the FCAT as defined in s.  
296 1008.22(10) ~~s. 1008.22(9)~~.

297  
298 Each district school board shall adopt policies designed to  
299 assist students in meeting the requirements of this subsection.  
300 These policies may include, but are not limited to: forgiveness  
301 policies, summer school or before or after school attendance,  
302 special counseling, volunteers or peer tutors, school-sponsored  
303 help sessions, homework hotlines, and study skills classes.  
304 Forgiveness policies for required courses shall be limited to  
305 replacing a grade of "D" or "F," or the equivalent of a grade of  
306 "D" or "F," with a grade of "C" or higher, or the equivalent of a  
307 grade of "C" or higher, earned subsequently in the same or  
308 comparable course. Forgiveness policies for elective courses  
309 shall be limited to replacing a grade of "D" or "F," or the  
310 equivalent of a grade of "D" or "F," with a grade of "C" or  
311 higher, or the equivalent of a grade of "C" or higher, earned  
312 subsequently in another course. The only exception to these  
313 forgiveness policies shall be made for a student in the middle  
314 grades who takes any high school course for high school credit  
315 and earns a grade of "C," "D," or "F" or the equivalent of a  
316 grade of "C," "D," or "F." In such case, the district forgiveness  
317 policy must allow the replacement of the grade with a grade of



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318 "C" or higher, or the equivalent of a grade of "C" or higher,  
319 earned subsequently in the same or comparable course. In all  
320 cases of grade forgiveness, only the new grade shall be used in  
321 the calculation of the student's grade point average. Any course  
322 grade not replaced according to a district school board  
323 forgiveness policy shall be included in the calculation of the  
324 cumulative grade point average required for graduation.

325 Section 7. Section 1003.4285, Florida Statutes, is created  
326 to read:

327 1003.4285 Standard high school diploma designations.--By  
328 the 2008-2009 school year, each standard high school diploma  
329 shall include, as applicable:

330 (1) A designation of the student's major area of interest  
331 pursuant to the student's completion of credits as provided in s.  
332 1003.428.

333 (2) A designation reflecting completion of accelerated  
334 college credit courses if the student is eligible for college  
335 credit pursuant to s. 1007.27 in four or more advanced placement,  
336 International Baccalaureate, Advanced International Certificate  
337 of Education, or dual enrollment courses. The Commissioner of  
338 Education shall establish guidelines for successful passage of  
339 examinations or coursework in each of the accelerated college  
340 credit options for purposes of this subsection.

341 (3) A designation reflecting career education certification  
342 in accordance with s. 1003.431.

343 (4) A designation reflecting Florida Ready to Work  
344 Certification in accordance with s. 1004.99.

345 Section 8. Paragraph (a) of subsection (6) of section  
346 1003.429, Florida Statutes, is amended to read:

347 1003.429 Accelerated high school graduation options.--



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348           (6) Students pursuing accelerated 3-year high school  
349 graduation options pursuant to paragraph (1) (b) or paragraph  
350 (1) (c) are required to:

351           (a) Earn passing scores on the FCAT as defined in s.  
352 1008.22 (3) (c) or scores on a standardized test that are  
353 concordant with passing scores on the FCAT as defined in s.  
354 1008.22 (10) ~~s. 1008.22 (9)~~.

355  
356 Weighted grades referred to in paragraphs (b), (c), and (d) shall  
357 be applied to those courses specifically listed or identified by  
358 the department as rigorous pursuant to s. 1009.531(3) or weighted  
359 by the district school board for class ranking purposes.

360           Section 9. Paragraph (a) of subsection (5) of section  
361 1003.43, Florida Statutes, is amended to read:

362           1003.43 General requirements for high school graduation.--

363           (5) Each district school board shall establish standards  
364 for graduation from its schools, and these standards must  
365 include:

366           (a) Earning passing scores on the FCAT, as defined in s.  
367 1008.22 (3) (c), or scores on a standardized test that are  
368 concordant with passing scores on the FCAT as defined in s.  
369 1008.22 (10) ~~s. 1008.22 (9)~~.

370  
371 The standards required in this subsection, and any subsequent  
372 modifications, shall be reprinted in the Florida Administrative  
373 Code even though not defined as "rules."

374           Section 10. Subsection (1) of section 1003.433, Florida  
375 Statutes, is amended to read:



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376 1003.433 Learning opportunities for out-of-state and out-  
377 of-country transfer students and students needing additional  
378 instruction to meet high school graduation requirements.--

379 (1) Students who enter a Florida public school at the  
380 eleventh or twelfth grade from out of state or from a foreign  
381 country shall not be required to spend additional time in a  
382 Florida public school in order to meet the high school course  
383 requirements if the student has met all requirements of the  
384 school district, state, or country from which he or she is  
385 transferring. Such students who are not proficient in English  
386 should receive immediate and intensive instruction in English  
387 language acquisition. However, to receive a standard high school  
388 diploma, a transfer student must earn a 2.0 grade point average  
389 and pass the grade 10 FCAT required in s. 1008.22(3) or an  
390 alternate assessment as described in s. 1008.22(10) ~~s.~~  
391 ~~1008.22(9)~~.

392 Section 11. Paragraph (d) of subsection (6) of section  
393 1003.63, Florida Statutes, is amended to read:

394 1003.63 Deregulated public schools pilot program.--

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

398 (d) Upon receipt of the annual report required by paragraph  
399 (b), the Department of Education shall provide the State Board of  
400 Education, the Commissioner of Education, the President of the  
401 Senate, and the Speaker of the House of Representatives with a  
402 copy of each report and an analysis and comparison of the overall  
403 performance of students, to include all students in deregulated  
404 public schools whose scores are counted as part of the statewide  
405 assessment tests, versus comparable public school students in the



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406 district as determined by statewide assessments administered  
407 under s. 1008.22(3) FCAT and district assessment tests and, ~~as~~  
408 ~~appropriate, the Florida Writes Assessment Test, and other~~  
409 ~~assessments administered pursuant to s. 1008.22(3).~~

410 Section 12. Paragraphs (c) and (d) of subsection (3) of  
411 section 1004.85, Florida Statutes, are amended to read:

412 1004.85 Postsecondary educator preparation institutes.--

413 (3) Educator preparation institutes approved pursuant to  
414 this section may offer alternative certification programs  
415 specifically designed for noneducation major baccalaureate degree  
416 holders to enable program participants to meet the educator  
417 certification requirements of s. 1012.56. Such programs shall be  
418 competency-based educator certification preparation programs that  
419 prepare educators through an alternative route. An educator  
420 preparation institute choosing to offer an alternative  
421 certification program pursuant to the provisions of this section  
422 must implement a program previously approved by the Department of  
423 Education for this purpose or a program developed by the  
424 institute and approved by the department for this purpose.  
425 Approved programs shall be available for use by other approved  
426 educator preparation institutes.

427 (c) Upon completion of an alternative certification program  
428 approved pursuant to this subsection, a participant shall receive  
429 a credential from the sponsoring institution signifying  
430 satisfaction of the requirements of s. 1012.56(6) ~~s. 1012.56(5)~~  
431 relating to mastery of professional preparation and education  
432 competence. A participant shall be eligible for educator  
433 certification through the Department of Education upon  
434 satisfaction of all requirements for certification set forth in  
435 s. 1012.56(2), including demonstration of mastery of general



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436 knowledge, subject area knowledge, and professional preparation  
437 and education competence, through testing or other statutorily  
438 authorized means.

439 (d) If an institution offers an alternative certification  
440 program approved pursuant to this subsection, such program may be  
441 used by the school district or districts served by that  
442 institution in addition to the alternative certification program  
443 as required in s. 1012.56 (8) ~~s. 1012.56(7)~~.

444 Section 13. Paragraph (d) of subsection (3) of section  
445 1004.99, Florida Statutes, is amended, present subsection (4) of  
446 that section is renumbered as subsection (5), and a new  
447 subsection (4) is added to that section, to read:

448 1004.99 Florida Ready to Work Certification Program.--

449 (3) The Florida Ready to Work Certification Program shall  
450 be composed of:

451 (d) A Florida Ready to Work Credential ~~certificate~~ and  
452 portfolio awarded to students upon successful completion of the  
453 instruction. Each portfolio must delineate the skills  
454 demonstrated by the student as evidence of the student's  
455 preparation for employment.

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

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

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





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

468            Section 14. Paragraph (c) of subsection (2) of section  
469 1007.21, Florida Statutes, is amended to read:

470            1007.21 Readiness for postsecondary education and the  
471 workplace.--

472            (2)

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

479            Section 15. Paragraph (b) of subsection (2) of section  
480 1007.235, Florida Statutes, is amended to read:

481            1007.235 District interinstitutional articulation  
482 agreements.--

483            (2) The district interinstitutional articulation agreement  
484 for each school year must be completed before high school  
485 registration for the fall term of the following school year. The  
486 agreement must include, but is not limited to, the following  
487 components:

488            (b)1. A delineation of courses and programs available to  
489 students eligible to participate in dual enrollment. This  
490 delineation must include a plan for the community college to  
491 provide guidance services to participating students on the  
492 selection of courses in the dual enrollment program. The process  
493 of community college guidance should make maximum use of the  
494 automated advisement system for community colleges. The plan must  
495 assure that each dual enrollment student is encouraged to



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496 identify a postsecondary education objective with which to guide  
497 the course selection. At a minimum, each student's plan should  
498 include a list of courses that will result in an Applied  
499 Technology Diploma, an Associate in Science degree, or an  
500 Associate in Arts degree. If the student identifies a  
501 baccalaureate degree as the objective, the plan must include  
502 courses that will meet the general education requirements and any  
503 prerequisite requirements for entrance into a selected  
504 baccalaureate degree program.

505 2. A delineation of the process by which students and their  
506 parents are informed about opportunities to participate in  
507 articulated acceleration programs.

508 3. A delineation of the process by which students and their  
509 parents exercise their option to participate in an articulated  
510 acceleration program.

511 4. A delineation of high school credits earned for  
512 completion of each dual enrollment course.

513 5. Provision for postsecondary courses that meet the  
514 criteria for inclusion in a district articulated acceleration  
515 program to be counted toward meeting the graduation requirements  
516 of s. 1003.43.

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

519 7. A delineation of institutional responsibilities  
520 regarding student screening prior to enrollment and monitoring  
521 student performance subsequent to enrollment in dual enrollment  
522 courses and programs.

523 8. An identification of the criteria by which the quality  
524 of dual enrollment courses and programs are to be judged and a



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525 delineation of institutional responsibilities for the maintenance  
526 of instructional quality.

527 9. A delineation of institutional responsibilities for  
528 assuming the cost of dual enrollment courses and programs that  
529 includes such responsibilities for student instructional  
530 materials.

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

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

539 12. An identification of the responsibility of the  
540 postsecondary educational institution for assigning letter grades  
541 for dual enrollment courses and the responsibility of school  
542 districts for posting dual enrollment course grades to the high  
543 school transcript as assigned by the postsecondary institution  
544 awarding the credit.

545 Section 16. Paragraphs (a) and (c) of subsection (3),  
546 subsections (4) and (5), paragraph (c) of subsection (6), and  
547 subsections (7), (8), (9), (10), and (11) of section 1008.22,  
548 Florida Statutes, are amended to read:

549 1008.22 Student assessment program for public schools.--

550 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall  
551 design and implement a statewide program of educational  
552 assessment that provides information for the improvement of the  
553 operation and management of the public schools, including schools  
554 operating for the purpose of providing educational services to



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555 youth in Department of Juvenile Justice programs. The  
556 commissioner may enter into contracts for the continued  
557 administration of the assessment, testing, and evaluation  
558 programs authorized and funded by the Legislature. Contracts may  
559 be initiated in 1 fiscal year and continue into the next and may  
560 be paid from the appropriations of either or both fiscal years.  
561 The commissioner is authorized to negotiate for the sale or lease  
562 of tests, scoring protocols, test scoring services, and related  
563 materials developed pursuant to law. Pursuant to the statewide  
564 assessment program, the commissioner shall:

565 (a) Submit proposed Next Generation Sunshine State  
566 Standards to the State Board of Education for adoption and  
567 periodic review and revision under s. 1003.41 ~~a list that~~  
568 ~~specifies student skills and competencies to which the goals for~~  
569 ~~education specified in the state plan apply, including, but not~~  
570 ~~limited to, reading, writing, science, and mathematics. The~~  
571 ~~skills and competencies must include problem-solving and higher-~~  
572 ~~order skills as appropriate and shall be known as the Sunshine~~  
573 ~~State Standards as defined in s. 1000.21. The commissioner shall~~  
574 ~~select such skills and competencies after receiving~~  
575 ~~recommendations from educators, citizens, and members of the~~  
576 ~~business community. The commissioner shall submit to the State~~  
577 ~~Board of Education revisions to the list of student skills and~~  
578 ~~competencies in order to maintain continuous progress toward~~  
579 ~~improvements in student proficiency.~~

580 (c) Develop and implement a student achievement testing  
581 program known as the Florida Comprehensive Assessment Test (FCAT)  
582 as part of the statewide assessment program to measure reading,  
583 writing, science, and mathematics. Other content areas may be  
584 included as directed by the commissioner. The assessment of



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585 reading and mathematics shall be administered annually in grades  
586 3 through 10. The assessment of writing and science shall be  
587 administered at least once at the elementary, middle, and high  
588 school levels. End-of-course assessments may be administered in  
589 addition to the comprehensive assessments required under this  
590 paragraph. An end-of-course assessment must be rigorous,  
591 standardized, and approved by the department. The content  
592 knowledge and skills assessed by comprehensive and end-of-course  
593 assessments must be aligned to the core curricular content  
594 established in the Sunshine State Standards. The Commissioner of  
595 Education may select one or more nationally developed  
596 comprehensive examinations, which may include, but need not be  
597 limited to, examinations for a College Board Advanced Placement  
598 course, International Baccalaureate course, industry-approved  
599 examinations to earn national industry certifications as defined  
600 in s. 1003.492, or Advanced International Certificate of  
601 Education course, for use as end-of-course assessments under this  
602 paragraph, if the Commissioner determines that the content  
603 knowledge and skills assessed by the examinations meet or exceed  
604 the grade-level expectations of the Sunshine State Standards for  
605 the course. ~~The commissioner must document the procedures used to~~  
606 ~~ensure that the versions of the FCAT which are taken by students~~  
607 ~~retaking the grade 10 FCAT are equally as challenging and~~  
608 ~~difficult as the tests taken by students in grade 10 which~~  
609 ~~contain performance tasks.~~ The testing program must be designed  
610 as follows ~~so that:~~

- 611 1. The tests shall measure student skills and competencies  
612 adopted by the State Board of Education as specified in paragraph  
613 (a). The tests must measure and report student proficiency levels  
614 of all students assessed in reading, writing, mathematics, and



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615 science. The commissioner shall provide for the tests to be  
616 developed or obtained, as appropriate, through contracts and  
617 project agreements with private vendors, public vendors, public  
618 agencies, postsecondary educational institutions, or school  
619 districts. The commissioner shall obtain input with respect to  
620 the design and implementation of the testing program from state  
621 educators, assistive technology experts, and the public.

622 2. The testing program shall be composed ~~will include a~~  
623 ~~combination of norm-referenced and criterion-referenced tests~~  
624 that shall and include, to the extent determined by the  
625 commissioner, include test items ~~questions~~ that require the  
626 student to produce information or perform tasks in such a way  
627 that the core content knowledge and skills ~~and competencies~~ he or  
628 she uses can be measured.

629 3. Beginning with the 2008-2009 school year, the  
630 commissioner shall discontinue administration of the selected-  
631 response test items on the comprehensive assessments of writing.  
632 Beginning with the 2012-2013 school year, the comprehensive  
633 assessments of writing shall be composed of a combination of  
634 selected-response test items, short-response performance tasks,  
635 and extended-response performance tasks, which shall measure a  
636 student's content knowledge of writing, including, but not  
637 limited to, paragraph and sentence structure, sentence  
638 construction, grammar and usage, punctuation, capitalization,  
639 spelling, parts of speech, verb tense, irregular verbs, subject-  
640 verb agreement, and noun-pronoun agreement. ~~Each testing program,~~  
641 ~~whether at the elementary, middle, or high school level, includes~~  
642 ~~a test of writing in which students are required to produce~~  
643 ~~writings that are then scored by appropriate and timely methods.~~



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

648           5. Except as provided in s. 1003.428(8)(b) or s.  
649 1003.43(11)(b), students must earn a passing score on the grade  
650 10 assessment test described in this paragraph or attain  
651 concordant scores as described in subsection (9) in reading,  
652 writing, and mathematics to qualify for a standard high school  
653 diploma. The State Board of Education shall designate a passing  
654 score for each part of the grade 10 assessment test. ~~In~~  
655 ~~establishing passing scores, the state board shall consider any~~  
656 ~~possible negative impact of the test on minority students.~~ The  
657 State Board of Education shall adopt rules which specify the  
658 passing scores for the grade 10 FCAT. Any such rules, which have  
659 the effect of raising the required passing scores, shall ~~only~~  
660 apply only to students taking the grade 10 FCAT for the first  
661 time after such rules are adopted by the State Board of  
662 Education.

663           6. Participation in the testing program is mandatory for  
664 all students attending public school, including students served  
665 in Department of Juvenile Justice programs, except as otherwise  
666 prescribed by the commissioner. If a student does not participate  
667 in the statewide assessment, the district must notify the  
668 student's parent and provide the parent with information  
669 regarding the implications of such nonparticipation. A parent  
670 must provide signed consent for a student to receive classroom  
671 instructional accommodations that would not be available or  
672 permitted on the statewide assessments and must acknowledge in  
673 writing that he or she understands the implications of such



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674 instructional accommodations. The State Board of Education shall  
675 adopt rules, based upon recommendations of the commissioner, for  
676 the provision of test accommodations for students in exceptional  
677 education programs and for students who have limited English  
678 proficiency. Accommodations that negate the validity of a  
679 statewide assessment are not allowable in the administration of  
680 the FCAT. However, instructional accommodations are allowable in  
681 the classroom if included in a student's individual education  
682 plan. Students using instructional accommodations in the  
683 classroom that are not allowable as accommodations on the FCAT  
684 may have the FCAT requirement waived pursuant to the requirements  
685 of s. 1003.428(8)(b) or s. 1003.43(11)(b).

686 7. A student seeking an adult high school diploma must meet  
687 the same testing requirements that a regular high school student  
688 must meet.

689 8. District school boards must provide instruction to  
690 prepare students to demonstrate proficiency in the skills and  
691 competencies necessary for successful grade-to-grade progression  
692 and high school graduation. If a student is provided with  
693 instructional accommodations in the classroom that are not  
694 allowable as accommodations in the statewide assessment program,  
695 as described in the test manuals, the district must inform the  
696 parent in writing and must provide the parent with information  
697 regarding the impact on the student's ability to meet expected  
698 proficiency levels in reading, writing, and math. The  
699 commissioner shall conduct studies as necessary to verify that  
700 the required skills and competencies are part of the district  
701 instructional programs.

702 9. District school boards must provide opportunities for  
703 students to demonstrate an acceptable level of performance on an





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704 alternative standardized assessment approved by the State Board  
705 of Education following enrollment in summer academies.

706 10. The Department of Education must develop, or select,  
707 and implement a common battery of assessment tools that will be  
708 used in all juvenile justice programs in the state. These tools  
709 must accurately measure the skills and competencies established  
710 in the Sunshine State Standards.

711 11. For students seeking a special diploma pursuant to s.  
712 1003.438, the Department of Education must develop or select and  
713 implement an alternate assessment tool that accurately measures  
714 the skills and competencies established in the Sunshine State  
715 Standards for students with disabilities under s. 1003.438.

716 12. The Commissioner of Education shall establish schedules  
717 for the administration of statewide assessments and the reporting  
718 of student test results. The commissioner shall, by August 1 of  
719 each year, notify each school district in writing and publish on  
720 the department's Internet website the testing and reporting  
721 schedules for, at a minimum, the school year following the  
722 upcoming school year. The testing and reporting schedules shall  
723 require that:

724 a. There is the latest possible administration of statewide  
725 assessments and the earliest possible reporting to the school  
726 districts of student test results which is feasible within  
727 available technology and specific appropriations; however, test  
728 results must be made available no later than the final day of the  
729 regular school year for students.

730 b. Beginning with the 2012-2011 school year, a  
731 comprehensive statewide assessment of writing is not administered  
732 earlier than the week of March 1 and a comprehensive statewide



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733 assessment of any other subject is not administered earlier than  
734 the week of April 15.

735 c. The department-approved, end-of-course assessment is  
736 administered within the last 2 weeks of the course.

737  
738 The commissioner may, based on collaboration and input from  
739 school districts, design and implement student testing programs,  
740 for any grade level and subject area, necessary to effectively  
741 monitor educational achievement in the state, including the  
742 measurement of educational achievement of the Sunshine State  
743 Standards for students with disabilities. Development and  
744 refinement of assessments shall include universal design  
745 principles and accessibility standards that will prevent any  
746 unintended obstacles for students with disabilities while  
747 ensuring the validity and reliability of the test. These  
748 principles should be applicable to all technology platforms and  
749 assistive devices available for the assessments. The field  
750 testing process and psychometric analyses for the statewide  
751 assessment program must include an appropriate percentage of  
752 students with disabilities and an evaluation or determination of  
753 the effect of test items on such students.

754 (4) STATEWIDE ASSESSMENT PREPARATION; PROHIBITED  
755 ACTIVITIES.--Beginning with the 2008-2009 school year, a district  
756 school board shall prohibit each public school from suspending a  
757 regular program of curricula for purposes of administering  
758 practice tests or engaging in other test-preparation activities  
759 for a statewide assessment. However, a district school board may  
760 authorize a public school to engage in the following test-  
761 preparation activities for a statewide assessment:



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762        (a) Distributing to students the sample test books and  
763 answer keys published by the Department of Education;

764        (b) Providing individualized instruction in test-taking  
765 strategies, without suspending the school's regular program of  
766 curricula, for a student who scores at Level 1 or Level 2 on a  
767 prior administration of the statewide assessment;

768        (c) Providing individualized instruction in the content  
769 knowledge and skills assessed, without suspending the school's  
770 regular program of curricula, for a student who scores at Level 1  
771 or Level 2 on a prior administration of the statewide assessment,  
772 or a student who, through a diagnostic assessment administered by  
773 the school district, is identified as having a deficiency in the  
774 content knowledge and skills assessed;

775        (d) Incorporating test-taking exercises and strategies  
776 into curricula for intensive reading and mathematics intervention  
777 courses; and

778        (e) Administering a practice test or engaging in other  
779 test-preparation activities for the statewide assessment which  
780 are determined necessary to familiarize students with the  
781 organization of the assessment, the format of the test items, and  
782 the test directions, or which are otherwise necessary for the  
783 valid and reliable administration of the assessment, as set forth  
784 in rules adopted by the State Board of Education with specific  
785 reference to this paragraph.

786        (5) ~~(4)~~ DISTRICT TESTING PROGRAMS.--Each district school  
787 board shall periodically assess student performance and  
788 achievement within each school of the district. The assessment  
789 programs must be based upon local goals and objectives that are  
790 compatible with the state plan for education and that supplement  
791 the skills and competencies adopted by the State Board of



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792 Education. All school districts must participate in the statewide  
793 assessment program designed to measure annual student learning  
794 and school performance. All district school boards shall report  
795 assessment results as required by the state management  
796 information system.

797 (6)~~(5)~~ SCHOOL TESTING PROGRAMS.--Each public school shall  
798 participate in the statewide assessment program, unless  
799 specifically exempted by state board rule based on serving a  
800 specialized population for which standardized testing is not  
801 appropriate. Student performance data shall be analyzed and  
802 reported to parents, the community, and the state. Student  
803 performance data shall be used in developing objectives of the  
804 school improvement plan, evaluation of instructional personnel,  
805 evaluation of administrative personnel, assignment of staff,  
806 allocation of resources, acquisition of instructional materials  
807 and technology, performance-based budgeting, and promotion and  
808 assignment of students into educational programs. The analysis of  
809 student performance data also must identify strengths and needs  
810 in the educational program and trends over time. The analysis  
811 must be used in conjunction with the budgetary planning processes  
812 developed pursuant to s. 1008.385 and the development of the  
813 programs of remediation.

814 (7)~~(6)~~ REQUIRED ANALYSES.--The commissioner shall provide,  
815 at a minimum, for the following analyses of data produced by the  
816 student achievement testing program:

817 (c) The annual testing program shall be administered to  
818 provide for valid statewide comparisons of learning gains to be  
819 made for purposes of accountability and recognition. ~~The~~  
820 ~~commissioner shall establish a schedule for the administration of~~  
821 ~~the statewide assessments. In establishing such schedule, the~~



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822 ~~commissioner is charged with the duty to accomplish the latest~~  
823 ~~possible administration of the statewide assessments and the~~  
824 ~~earliest possible provision of the results to the school~~  
825 ~~districts feasible within available technology and specific~~  
826 ~~appropriation.~~ District school boards shall not establish school  
827 calendars that jeopardize or limit the valid testing and  
828 comparison of student learning gains.

829 (8) ~~(7)~~ LOCAL ASSESSMENTS.--Measurement of the learning  
830 gains of students in all subjects and grade levels other than  
831 subjects and grade levels required for the state student  
832 achievement testing program is the responsibility of the school  
833 districts.

834 (9) ~~(8)~~ APPLICABILITY OF TESTING STANDARDS.--

835 (a) If the Commissioner of Education revises a statewide  
836 assessment and the revisions require the State Board of Education  
837 to modify the assessment's proficiency levels or modify the  
838 passing scores required for a standard high school diploma, until  
839 the state board adopts the modifications by rule the commissioner  
840 shall use calculations for scoring the assessment which adjust  
841 student scores on the revised assessment for statistical  
842 equivalence to student scores on the former assessment.

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

848 (c) If the commissioner revises a statewide assessment and  
849 the revisions require the State Board of Education to modify the  
850 passing scores required for a standard high school diploma, the  
851 commissioner may, with approval of the state board, discontinue



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852 administration of the former assessment upon the graduation,  
853 based on normal student progression, of students participating in  
854 the final regular administration of the former assessment. The  
855 state board shall adopt by rule passing scores for the revised  
856 assessment which are statistically equivalent to passing scores  
857 on the discontinued assessment for a student required under  
858 paragraph (b) to attain passing scores on the discontinued  
859 assessment.

860 (10)(9) CONCORDANT SCORES FOR THE FCAT.--

861 (a) The State Board of Education shall analyze the content  
862 and concordant data sets for widely used high school achievement  
863 tests, including, but not limited to, the PSAT, PLAN, SAT, ACT,  
864 and College Placement Test, to assess if concordant scores for  
865 FCAT scores can be determined for high school graduation, college  
866 placement, and scholarship awards. In cases where content  
867 alignment and concordant scores can be determined, the  
868 Commissioner of Education shall adopt those scores as meeting the  
869 graduation requirement in lieu of achieving the FCAT passing  
870 score and may adopt those scores as being sufficient to achieve  
871 additional purposes as determined by rule. Each time that test  
872 content or scoring procedures change ~~are changed~~ for the FCAT or  
873 for a high school achievement test for which a concordant score  
874 is determined ~~one of the identified tests~~, new concordant scores  
875 must be determined.

876 (b) In order to use a concordant subject area score  
877 pursuant to this subsection to satisfy the assessment requirement  
878 for a standard high school diploma as provided in s.  
879 1003.429(6) (a), s. 1003.43(5) (a), or s. 1003.428, a student must  
880 take each subject area of the grade 10 FCAT a total of three  
881 times without earning a passing score. The requirements of this



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882 paragraph shall not apply to a new student who enters the Florida  
883 public school system in grade 12, who may either achieve a  
884 passing score on the FCAT or use an approved subject area  
885 concordant score to fulfill the graduation requirement.

886 (c) The State Board of Education may define by rule the  
887 allowable uses, other than to satisfy the high school graduation  
888 requirement, for concordant scores as described in this  
889 subsection. Such uses may include, but need not be limited to,  
890 achieving appropriate standardized test scores required for the  
891 awarding of Florida Bright Futures Scholarships and college  
892 placement.

893 ~~(11)-(10)~~ REPORTS.--The Department of Education shall  
894 annually provide a report to the Governor, the President of the  
895 Senate, and the Speaker of the House of Representatives on the  
896 following:

897 (a) Longitudinal performance of students in mathematics and  
898 reading.

899 (b) Longitudinal performance of students by grade level in  
900 mathematics and reading.

901 (c) Longitudinal performance regarding efforts to close the  
902 achievement gap.

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

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

909 ~~(12)-(11)~~ RULES.--The State Board of Education shall adopt  
910 rules pursuant to ss. 120.536(1) and 120.54 to implement the  
911 provisions of this section.



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912 Section 17. Paragraph (c) of subsection (1) of section  
913 1008.31, Florida Statutes, is amended to read:

914 1008.31 Florida's K-20 education performance accountability  
915 system; legislative intent; mission, goals, and systemwide  
916 measures; data quality improvements.--

917 (1) LEGISLATIVE INTENT.--It is the intent of the  
918 Legislature that:

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

923 Section 18. Subsection (3) of section 1008.34, Florida  
924 Statutes, is amended, and subsection (8) is added to that  
925 section, to read:

926 1008.34 School grading system; school report cards;  
927 district grade.--

928 (3) DESIGNATION OF SCHOOL GRADES.--

929 (a) Schools receiving a school grade.--Each school that has  
930 students who are tested and included in the school grading  
931 system, ~~except an alternative school that receives a school~~  
932 ~~improvement rating pursuant to s. 1008.341,~~ shall receive a  
933 school grade, except as follows:

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





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940           2. An alternative school may choose to receive a school  
941 grade under this section or in lieu of a school improvement  
942 rating under s. 1008.341.

943           3. ~~Additionally,~~ A school that serves any combination of  
944 students in kindergarten through grade 3 which does not receive a  
945 school grade because its students are not tested and included in  
946 the school grading system shall receive the school grade  
947 designation of a K-3 feeder pattern school identified by the  
948 Department of Education and verified by the school district. A  
949 school feeder pattern exists if at least 60 percent of the  
950 students in the school serving a combination of students in  
951 kindergarten through grade 3 are scheduled to be assigned to the  
952 graded school. ~~School grades itemized in subsection (2) shall be~~  
953 ~~based on the following:~~

954           (b)(a) Criteria.--A school's grade shall be based on a  
955 combination of:

956           1. Student achievement scores, including achievement scores  
957 for students seeking a special diploma.

958           2. Student learning gains as measured by annual FCAT  
959 assessments in grades 3 through 10; learning gains for students  
960 seeking a special diploma, as measured by an alternate assessment  
961 tool, shall be included not later than the 2009-2010 school year.

962           3. Improvement of the lowest 25th percentile of students in  
963 the school in reading, math, or writing on the FCAT, unless these  
964 students are exhibiting satisfactory performance.

965           (c)(b) Student assessment data.--Student assessment data  
966 used in determining school grades shall include:

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



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969           2. The aggregate scores of all eligible students enrolled  
970 in the school who have been assessed on the FCAT, ~~including~~  
971 ~~Florida Writes,~~ and who have scored at or in the lowest 25th  
972 percentile of students in the school in reading, math, or  
973 writing, unless these students are exhibiting satisfactory  
974 performance.

975           3. Effective with the 2005-2006 school year, the  
976 achievement scores and learning gains of eligible students  
977 attending alternative schools that provide dropout prevention and  
978 academic intervention services pursuant to s. 1003.53. The term  
979 "eligible students" in this subparagraph does not include  
980 students attending an alternative school who are subject to  
981 district school board policies for expulsion for repeated or  
982 serious offenses, who are in dropout retrieval programs serving  
983 students who have officially been designated as dropouts, or who  
984 are in programs operated or contracted by the Department of  
985 Juvenile Justice. The student performance data for eligible  
986 students identified in this subparagraph shall be included in the  
987 calculation of the home school's grade. As used in ~~For purposes~~  
988 ~~of~~ this section and s. 1008.341, the term "home school" means the  
989 school to which the student would be assigned if the student were  
990 not was attending when assigned to an alternative school. If an  
991 alternative school chooses to be graded under ~~pursuant to~~ this  
992 section, student performance data for eligible students  
993 identified in this subparagraph shall not be included in the home  
994 school's grade but shall be included only in the calculation of  
995 the alternative school's grade. A school district that fails to  
996 assign the FCAT scores of all students back to their home school  
997 or to the alternative school that receives a grade shall forfeit  
998 school recognition funds for 1 fiscal year. School districts must



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999 | require collaboration between the home school and the alternative  
1000 | school in order to promote student success. This collaboration  
1001 | must include an annual discussion between the principal of the  
1002 | alternative school and the principal of each student's home  
1003 | school concerning the most appropriate school assignment of the  
1004 | student.

1005 |  
1006 | The State Board of Education shall adopt appropriate criteria for  
1007 | each school grade. The criteria must also give added weight to  
1008 | student achievement in reading. Schools designated with a grade  
1009 | of "C," making satisfactory progress, shall be required to  
1010 | demonstrate that adequate progress has been made by students in  
1011 | the school who are in the lowest 25th percentile in reading,  
1012 | math, or writing on the FCAT, including Florida Writes, unless  
1013 | these students are exhibiting satisfactory performance.

1014 | (8) RULES.--The State Board of Education shall adopt rules  
1015 | under ss. 120.536(1) and 120.54 to administer this section.

1016 | Section 19. Subsections (2) and (3) of section 1008.341,  
1017 | Florida Statutes, are amended, and subsection (6) is added to  
1018 | that section, to read:

1019 | 1008.341 School improvement rating for alternative  
1020 | schools.--

1021 | (2) SCHOOL IMPROVEMENT RATING.--An alternative school  
1022 | schools that provides provide dropout prevention and academic  
1023 | intervention services pursuant to s. 1003.53 shall receive a  
1024 | school improvement rating pursuant to this section. However, an  
1025 | alternative school shall not receive a school improvement rating  
1026 | if the number of its students for whom student performance data  
1027 | is available for the current year and previous year are fewer  
1028 | than the minimum sample size necessary, based on acceptable



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1029 | professional practice, for statistical reliability and prevention  
1030 | of the unlawful release of personally identifiable student data  
1031 | under s. 1002.22 or 20 U.S.C. s. 1232g. The school improvement  
1032 | rating shall identify an alternative school ~~schools~~ as having one  
1033 | of the following ratings defined according to rules of the State  
1034 | Board of Education:

1035 |       (a) "Improving" means the ~~schools with~~ students attending  
1036 | the school are making more academic progress than when the  
1037 | students were served in their home schools.

1038 |       (b) "Maintaining" means the ~~schools with~~ students attending  
1039 | the school are making progress equivalent to the progress made  
1040 | when the students were served in their home schools.

1041 |       (c) "Declining" means the ~~schools with~~ students attending  
1042 | the school are making less academic progress than when the  
1043 | students were served in their home schools.

1044 |  
1045 | The school improvement rating shall be based on a comparison of  
1046 | student performance data for the current year and previous year.  
1047 | Schools that improve at least one level or maintain an  
1048 | "improving" rating pursuant to this section are eligible for  
1049 | school recognition awards pursuant to s. 1008.36.

1050 |       (3) DESIGNATION OF SCHOOL IMPROVEMENT RATING.--Student data  
1051 | used in determining an alternative school's school improvement  
1052 | rating shall include:

1053 |       (a) The aggregate scores of all eligible students who were  
1054 | assigned to and enrolled in the school during the October or  
1055 | February FTE count, who have been assessed on the FCAT, and who  
1056 | have FCAT or comparable scores for the preceding school year.

1057 |       (b) The aggregate scores of all eligible students who were  
1058 | assigned to and enrolled in the school during the October or



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1059 February FTE count, who have been assessed on the FCAT, ~~including~~  
1060 ~~Florida Writes~~, and who have scored in the lowest 25th percentile  
1061 of students in the state on FCAT Reading.

1062  
1063 The assessment scores of students who are subject to district  
1064 school board policies for expulsion for repeated or serious  
1065 offenses, who are in dropout retrieval programs serving students  
1066 who have officially been designated as dropouts, or who are in  
1067 programs operated or contracted by the Department of Juvenile  
1068 Justice may not be included in an alternative school's school  
1069 improvement rating.

1070 (6) RULES.--The State Board of Education shall adopt rules  
1071 under ss. 120.536(1) and 120.54 to administer this section.

1072 Section 20. Present subsections (4) through (16) of section  
1073 1012.56, Florida Statutes, are renumbered as subsections (5)  
1074 through (17), respectively, and a new subsection (4) is added to  
1075 that section, to read:

1076 1012.56 Educator certification requirements.--

1077 (4) ALIGNMENT OF SUBJECT AREAS.--As the Sunshine State  
1078 Standards are replaced by the Next Generation Sunshine State  
1079 Standards under s.1001.03, the State Board of Education shall  
1080 align the subject area examinations to the Next Generation  
1081 Sunshine State Standards.

1082 Section 21. Subsection (1) of section 1012.57, Florida  
1083 Statutes, is amended to read:

1084 1012.57 Certification of adjunct educators.--

1085 (1) Notwithstanding the provisions of ss. 1012.32, 1012.55,  
1086 and 1012.56, or any other provision of law or rule to the  
1087 contrary, district school boards shall adopt rules to allow for  
1088 the issuance of an adjunct teaching certificate to any applicant



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1089 | who fulfills the requirements of s. 1012.56(2)(a)-(f) and (10)  
1090 | ~~(9)~~ and who has expertise in the subject area to be taught. An  
1091 | applicant shall be considered to have expertise in the subject  
1092 | area to be taught if the applicant demonstrates sufficient  
1093 | subject area mastery through passage of a subject area test. The  
1094 | adjunct teaching certificate shall be used for part-time teaching  
1095 | positions. The intent of this provision is to allow school  
1096 | districts to tap the wealth of talent and expertise represented  
1097 | in Florida's citizens who may wish to teach part-time in a  
1098 | Florida public school by permitting school districts to issue  
1099 | adjunct certificates to qualified applicants. Adjunct  
1100 | certificateholders should be used as a strategy to reduce the  
1101 | teacher shortage; thus, adjunct certificateholders should  
1102 | supplement a school's instructional staff, not supplant it. Each  
1103 | school principal shall assign an experienced peer mentor to  
1104 | assist the adjunct teaching certificateholder during the  
1105 | certificateholder's first year of teaching, and an adjunct  
1106 | certificateholder may participate in a district's new teacher  
1107 | training program. District school boards shall provide the  
1108 | adjunct teaching certificateholder an orientation in classroom  
1109 | management prior to assigning the certificateholder to a school.  
1110 | Each adjunct teaching certificate is valid for 5 school years and  
1111 | is renewable if the applicant has received satisfactory  
1112 | performance evaluations during each year of teaching under  
1113 | adjunct teaching certification.

1114 |       Section 22. Subsection (1) of section 1012.586, Florida  
1115 | Statutes, is amended to read:

1116 |       1012.586 Additions or changes to certificates; duplicate  
1117 | certificates.--A school district may process via a Department of



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1118 Education website certificates for the following applications of  
1119 public school employees:

1120 (1) Addition of a subject coverage or endorsement to a  
1121 valid Florida certificate on the basis of the completion of the  
1122 appropriate subject area testing requirements of ~~s. 1012.56(4)(a)~~  
1123 s. 1012.56(5)(a) or the completion of the requirements of an  
1124 approved school district program or the inservice components for  
1125 an endorsement.

1126  
1127 The employing school district shall charge the employee a fee not  
1128 to exceed the amount charged by the Department of Education for  
1129 such services. Each district school board shall retain a portion  
1130 of the fee as defined in the rules of the State Board of  
1131 Education. The portion sent to the department shall be used for  
1132 maintenance of the technology system, the web application, and  
1133 posting and mailing of the certificate.

1134 Section 23. Effective upon this act becoming a law, section  
1135 1012.71, Florida Statutes, is amended to read:

1136 (Substantial rewording of section. See  
1137 s. 1012.71, F.S., for present text.)

1138 1012.71 The Florida Teachers Lead Program.--

1139 (1) For purposes of the Florida Teachers Lead Program, the  
1140 term "classroom teacher" means a certified teacher employed by a  
1141 public school district or a public charter school in that  
1142 district on or before September 1 of each year whose full-time or  
1143 job-share responsibility is the classroom instruction of students  
1144 in prekindergarten through grade 12, including full-time media  
1145 specialists and guidance counselors serving students in  
1146 prekindergarten through grade 12, who are funded through the  
1147 Florida Education Finance Program. A "job-share classroom



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1148 teacher" is one of two teachers whose combined full-time  
1149 equivalent employment for the same teaching assignment equals one  
1150 full-time classroom teacher.

1151 (2) The Legislature, in the General Appropriations Act,  
1152 shall determine funding for the Florida Teachers Lead Program.  
1153 The funds appropriated are for classroom teachers to purchase, on  
1154 behalf of the school district or charter school, classroom  
1155 materials and supplies for the public school students assigned to  
1156 them and may not be used to purchase equipment. The funds  
1157 appropriated shall be used to supplement the materials and  
1158 supplies otherwise available to classroom teachers. From the  
1159 funds appropriated for the Florida Teachers Lead Program, the  
1160 Commissioner of Education shall calculate an amount for each  
1161 school district based upon each school district's proportionate  
1162 share of the state's total unweighted FTE student enrollment and  
1163 shall disburse the funds to the school districts by July 15.

1164 (3) From the funds allocated to each school district for  
1165 the Florida Teachers Lead Program, the district school board  
1166 shall calculate an identical amount for each classroom teacher,  
1167 which is that teacher's proportionate share of the total amount  
1168 allocated to the district. A job-share classroom teacher may  
1169 receive a prorated share of the amount provided to a full-time  
1170 classroom teacher. The district school board and each charter  
1171 school board shall provide each classroom teacher with his or her  
1172 total proportionate share by September 30 of each year by any  
1173 means determined appropriate by the district school board or  
1174 charter school board, including, but not limited to, direct  
1175 deposit, check, debit card, or purchasing card, notwithstanding  
1176 any law to the contrary. Expenditures under the program are not  
1177 subject to state or local competitive bidding requirements. Funds





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1178 received by a classroom teacher do not affect wages, hours, or  
1179 terms and conditions of employment and, therefore, are not  
1180 subject to collective bargaining. Any classroom teacher may  
1181 decline receipt of or return the funds without explanation or  
1182 cause. This subsection applies retroactively to July 1, 2007.

1183 (4) Each classroom teacher must sign a statement  
1184 acknowledging receipt of the funds, keep receipts for no less  
1185 than 4 years to show that funds expended meet the requirements of  
1186 this section, and return any unused funds to the district school  
1187 board at the end of the regular school year. Any unused funds  
1188 that are returned to the district school board shall be deposited  
1189 into the school advisory council account of the school at which  
1190 the classroom teacher returning the funds was employed when that  
1191 teacher received the funds or shall be deposited into the Florida  
1192 Teachers Lead Program account of the school district in which a  
1193 charter school is sponsored, as applicable.

1194 (5) The statement must be signed and dated by each  
1195 classroom teacher before receipt of the Florida Teachers Lead  
1196 Program funds and shall include the wording: "I, (name of  
1197 teacher) , am employed by the County District School Board  
1198 or by the Charter School as a full-time classroom teacher. I  
1199 acknowledge that Florida Teachers Lead Program funds are  
1200 appropriated by the Legislature for the sole purpose of  
1201 purchasing classroom materials and supplies to be used in the  
1202 instruction of students assigned to me. In accepting custody of  
1203 these funds, I agree to keep the receipts for all expenditures  
1204 for no less than 4 years. I understand that if I do not keep the  
1205 receipts, it will be my personal responsibility to pay any  
1206 federal taxes due on these funds. I also agree to return any  
1207 unexpended funds to the district school board at the end of the



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1208 regular school year for deposit into the school advisory council  
1209 account of the school where I was employed at the time I received  
1210 the funds or for deposit into the Florida Teachers Lead Program  
1211 account of the school district in which the charter school is  
1212 sponsored, as applicable."

1213 Section 24. Present paragraphs (b) and (c) of subsection  
1214 (2) of section 1013.12, Florida Statutes, are redesignated as  
1215 paragraphs (c) and (d), respectively, and a new paragraph (b) is  
1216 added to that subsection, to read:

1217 1013.12 Casualty, safety, sanitation, and firesafety  
1218 standards and inspection of property.--

1219 (2) PERIODIC INSPECTION OF PROPERTY BY DISTRICT SCHOOL  
1220 BOARDS.--

1221 (b) Each school cafeteria must post in a visible location  
1222 and on the school website the school's semiannual sanitation  
1223 certificate and a copy of its most recent sanitation inspection  
1224 report.

1225 Section 25. Except as otherwise expressly provided in this  
1226 act and except for this section, which shall take effect upon  
1227 becoming a law, this act shall take effect July 1, 2008.

1229 ===== T I T L E A M E N D M E N T =====

1230 And the title is amended as follows:

1231 Delete everything before the enacting clause  
1232 and insert:

1233 A bill to be entitled  
1234 An act relating to education; amending s. 1000.21, F.S.;  
1235 providing and revising definitions; amending s. 1001.03,  
1236 F.S.; requiring the State Board of Education to  
1237 periodically review and revise state curriculum standards;



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1238 | eliminating provisions requiring that the state board  
1239 | report proposed revisions to the Governor and the  
1240 | Legislature; amending s. 1001.452, F.S.; revising  
1241 | provisions relating to membership of school advisory  
1242 | councils; amending s. 1003.41, F.S.; requiring that the  
1243 | State Board of Education replace the Sunshine State  
1244 | Standards with the Next Generation Sunshine State  
1245 | Standards; providing for application of the Sunshine State  
1246 | Standards pending adoption of the Next Generation Sunshine  
1247 | State Standards; providing requirements concerning the  
1248 | content and organization of the Next Generation Sunshine  
1249 | State Standards; requiring that the Next Generation  
1250 | Sunshine State Standards establish core curricular content  
1251 | in specified areas for certain grades or grade clusters;  
1252 | requiring that the state board establish schedules for the  
1253 | adoption and revision of the Next Generation Sunshine  
1254 | State Standards; requiring that the state board adopt the  
1255 | Next Generation Sunshine State Standards by a specified  
1256 | date; requiring the Commissioner of Education to provide  
1257 | proposed Next Generation Sunshine State Standards or  
1258 | proposed revisions of such standards to the state board;  
1259 | providing requirements concerning the commissioner's  
1260 | development of the proposed standards or revisions;  
1261 | requiring consultation with certain experts; requiring  
1262 | distribution of a proposal developed by the commissioner  
1263 | for review and comment by certain experts; requiring a  
1264 | written evaluation of the proposal developed by the  
1265 | commissioner by a research institution meeting specified  
1266 | criteria; requiring provision of the commissioner's  
1267 | proposed standards and the written evaluation and comments



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1268 | to the Governor, the President of the Senate, and the  
1269 | Speaker of the House of Representatives; authorizing  
1270 | rulemaking by the State Board of Education; amending s.  
1271 | 1003.413, F.S.; requiring policies of each district school  
1272 | board to address an annual review of student education  
1273 | plans; amending s. 1003.428, F.S.; revising courses that  
1274 | are acceptable for high school graduation; conforming a  
1275 | cross-reference; creating s. 1003.4285, F.S.; providing  
1276 | for high school diploma designations; amending ss.  
1277 | 1003.429, 1003.43, and 1003.433, F.S.; conforming cross-  
1278 | reference; amending s. 1003.63, F.S.; revising the type of  
1279 | assessment tests reported to the Governor and the  
1280 | Legislature relating to the deregulated public schools  
1281 | pilot program; amending 1004.85, F.S.; conforming cross-  
1282 | references; amending s. 1004.99, F.S.; providing  
1283 | designations of Florida Ready to Work credentials;  
1284 | amending s. 1007.21, F.S., relating to postsecondary  
1285 | placement tests for high school students; authorizing the  
1286 | common placement test to be administered to high school  
1287 | students and not just second semester sophomores; amending  
1288 | s. 1007.235, F.S.; revising the components for the  
1289 | district interinstitutional articulation agreement to  
1290 | include secondary school and postsecondary institution  
1291 | responsibilities for calculation of grades; amending s.  
1292 | 1008.22, F.S.; revising provisions governing application  
1293 | of testing requirements for high school graduation;  
1294 | providing criteria concerning the testing and scores  
1295 | required for a continuously enrolled student to earn a  
1296 | standard high school diploma; authorizing the commissioner  
1297 | to administer comprehensive end-of-course assessments;



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1298 providing requirements for comprehensive and end-of-course  
1299 assessments; authorizing the commissioner to select a  
1300 nationally developed comprehensive examination for use as  
1301 an end-of-course assessment; revising the design of the  
1302 testing program; authorizing the commissioner to  
1303 discontinue administration of an outdated assessment under  
1304 certain conditions; requiring the commissioner to  
1305 establish schedules for the administration of statewide  
1306 assessments and the reporting of student test results;  
1307 providing requirements for the testing and reporting  
1308 schedules; requiring district school boards to prohibit  
1309 public schools from suspending a program of curricula for  
1310 the administration of practice tests; authorizing a  
1311 district school board to permit a school to engage in  
1312 certain test-preparation activities; revising the  
1313 applicability of testing standards under certain  
1314 conditions; revising the requirements contained in the  
1315 annual report by the department to the Governor and the  
1316 Legislature; amending s. 1008.31, F.S.; declaring the  
1317 legislative intent that the K-20 education system comply  
1318 with the Individuals with Disabilities Education Act;  
1319 amending s. 1008.34, F.S.; revising the exceptions for a  
1320 school to receive a school grade; revising the student  
1321 assessment data used in determining school grades;  
1322 requiring a school district that fails to assign FCAT  
1323 scores back to students' schools to forfeit school  
1324 recognition funds for a specified time; requiring the  
1325 collaboration between a home school and alternative school  
1326 to be between the principals of each school in order to  
1327 promote student success; authorizing the state board to



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1328 | adopt rules; amending s. 1008.341, F.S.; revising  
1329 | provisions for a school improvement rating for an  
1330 | alternative school; authorizing the state board to adopt  
1331 | rules; amending s. 1012.56, F.S.; requiring teacher  
1332 | certification exams to be aligned to revised curriculum  
1333 | standards; amending ss. 1012.57 and 1012.586, F.S.;  
1334 | conforming cross-reference; amending s. 1012.71, F.S.;  
1335 | providing definitions; revising requirements for the use  
1336 | of program funds by classroom teachers; providing for the  
1337 | disbursement of funds to school districts; specifying the  
1338 | means for providing a classroom teacher with his or her  
1339 | proportionate share of program funds; providing that funds  
1340 | received are not subject to competitive bidding  
1341 | requirements or collective bargaining; requiring each  
1342 | classroom teacher to sign a statement acknowledging  
1343 | receipt of funds; providing requirements for accounting of  
1344 | expenditures and reimbursement of funds under certain  
1345 | conditions; amending s. 1013.12, F.S.; requiring that a  
1346 | school cafeteria post certain information concerning its  
1347 | sanitation certificate and inspection; providing effective  
1348 | dates.