

1 A bill to be entitled
 2 An act relating to education; amending s. 1001.03, F.S.;
 3 specifying the student performance standards that must be
 4 used for civics education; creating s. 1004.65, F.S.;
 5 establishing the Florida Joint Center for Citizenship;
 6 providing purpose and location; providing for a board of
 7 directors and an advisory committee; providing that the
 8 center shall solicit and may receive funding; requiring an
 9 annual report; amending s. 1008.22, F.S.; requiring the
 10 Commissioner of Education to include social studies as
 11 part of the Florida Comprehensive Assessment Test;
 12 providing an effective date.

13

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

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16 Section 1. Subsection (1) of section 1001.03, Florida
 17 Statutes, is amended to read:

18 1001.03 Specific powers of State Board of Education.--

19 (1) PUBLIC K-12 STUDENT PERFORMANCE STANDARDS.--The State
 20 Board of Education shall approve the student performance
 21 standards known as the Sunshine State Standards in key academic
 22 subject areas and grade levels. The state board shall establish
 23 a schedule to facilitate the periodic review of the standards to
 24 ensure adequate rigor, relevance, logical student progression,
 25 and the integration of reading, writing, and mathematics across
 26 all subject areas. The ~~standards~~ review by subject area must
 27 include participation of curriculum leaders in other content
 28 areas, including the arts, to ensure valid content area

29 integration and to address the instructional requirements of
30 different learners learning styles. The 2008 revision of the
31 curriculum standards for social studies must include an emphasis
32 on the integration of civics education at all grade levels,
33 based on the framework provided by the National Standards for
34 Civics and Government. The civics standards must be included in
35 all appropriate state testing provisions and assessments as they
36 are developed, with an emphasis on student application,
37 analysis, synthesis, and evaluation. The process and schedule
38 for review and the design and implementation of the proposed
39 revisions must include leadership and input from the state's
40 classroom teachers, school administrators, and community
41 colleges and universities, and from representatives from
42 business and industry who are identified by local education
43 foundations. A report including proposed revisions must be
44 submitted to the Governor, the President of the Senate, and the
45 Speaker of the House of Representatives annually to coincide
46 with the established review schedule. The review schedule and an
47 annual status report must be submitted to the Governor, the
48 President of the Senate, and the Speaker of the House of
49 Representatives annually not later than January 1.

50 Section 2. Section 1004.65, Florida Statutes, is created
51 to read:

52 1004.65 Florida Joint Center for Citizenship.--

53 (1) Subject to appropriation, the Florida Joint Center for
54 Citizenship is created at the Bob Graham Center for Public
55 Service at the University of Florida and the Lou Frey Institute
56 of Politics and Government at the University of Central Florida.

57 The center is established to promote civic learning and
 58 engagement among the public, especially young people. To
 59 accomplish this purpose, the center shall:

60 (a) Work in collaboration with the Department of
 61 Education, colleges and universities, school districts, and
 62 other public and private organizations to improve civic learning
 63 and engagement;

64 (b) Serve as an information resource and clearinghouse on
 65 activities and initiatives that promote civic learning and
 66 engagement;

67 (c) Offer and support programs that encourage civic and
 68 political engagement and leadership; and

69 (d) Undertake research on civic learning and engagement.

70 (2) The center shall operate under the leadership of a
 71 board of directors that meets at least two times per year. Board
 72 membership must include:

73 (a) The Governor or his or her designee;

74 (b) The President of the Senate or his or her designee;

75 (c) The Speaker of the House of Representatives or his or
 76 her designee;

77 (d) The Commissioner of Education or his or her designee;

78 (e) The President of the University of Florida or his or
 79 her designee;

80 (f) The President of the University of Central Florida or
 81 his or her designee;

82 (g) Former United States Senator Bob Graham or the chair
 83 of the board of directors of the Bob Graham Center for Public
 84 Service; and

85 (h) Former United States Congressman Louis Frey, Jr., or
 86 the chair of the board of directors of the Lou Frey Institute of
 87 Politics and Government.

88 (3) The center shall solicit and may receive state,
 89 federal, and private funds for the purpose of promoting civic
 90 learning and engagement. Revenues and expenditures shall be
 91 reported to the board on a regular basis.

92 (4) The administrative headquarters of the center shall
 93 initially be located at the Lou Frey Institute of Politics and
 94 Government. The headquarters may subsequently be moved between
 95 the Lou Frey Institute of Politics and Government and the Bob
 96 Graham Center for Public Service at the discretion of the board.
 97 Administrative and management responsibility and support
 98 services for the center shall rest with the director of the unit
 99 where the center is headquartered and shall be provided as such
 100 services are normally provided to academic programs.

101 (5) A statewide advisory committee, whose members shall be
 102 annually appointed by the board, shall be convened to provide
 103 guidance and recommendations regarding initiatives to promote
 104 civic learning and engagement among members of the public.

105 (6) On or before January 31 of each year, the center shall
 106 provide a report of its activities to the Governor, the
 107 President of the Senate, and the Speaker of the House of
 108 Representatives.

109 Section 3. Paragraph (c) of subsection (3) of section
 110 1008.22, Florida Statutes, is amended to read:

111 1008.22 Student assessment program for public schools.--

112 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall

113 design and implement a statewide program of educational
114 assessment that provides information for the improvement of the
115 operation and management of the public schools, including
116 schools operating for the purpose of providing educational
117 services to youth in Department of Juvenile Justice programs.
118 The commissioner may enter into contracts for the continued
119 administration of the assessment, testing, and evaluation
120 programs authorized and funded by the Legislature. Contracts may
121 be initiated in 1 fiscal year and continue into the next and may
122 be paid from the appropriations of either or both fiscal years.
123 The commissioner is authorized to negotiate for the sale or
124 lease of tests, scoring protocols, test scoring services, and
125 related materials developed pursuant to law. Pursuant to the
126 statewide assessment program, the commissioner shall:

127 (c) Develop and implement a student achievement testing
128 program known as the Florida Comprehensive Assessment Test
129 (FCAT) as part of the statewide assessment program to measure
130 reading, writing, science, and mathematics. The commissioner
131 shall develop and administer a statewide assessment for social
132 studies that includes an emphasis on the integration of civics
133 education as required in s. 1001.03(1). Other content areas may
134 be included as directed by the commissioner. The assessment of
135 reading and mathematics shall be administered annually in grades
136 3 through 10. The assessment of writing and science shall be
137 administered at least once at the elementary, middle, and high
138 school levels. The assessment of social studies shall be
139 administered at least once at the elementary, middle, and high
140 school levels beginning with the 2013-2014 school year. The

141 commissioner must document the procedures used to ensure that
142 the versions of the FCAT which are taken by students retaking
143 the grade 10 FCAT are equally as challenging and difficult as
144 the tests taken by students in grade 10 which contain
145 performance tasks. The testing program must be designed so that:

146 1. The tests measure student skills and competencies
147 adopted by the State Board of Education as specified in
148 paragraph (a). The tests must measure and report student
149 proficiency levels ~~of all students assessed~~ in reading, writing,
150 mathematics, and science. The commissioner shall provide for the
151 tests to be developed or obtained, as appropriate, through
152 contracts and project agreements with private vendors, public
153 vendors, public agencies, postsecondary educational
154 institutions, or school districts. The commissioner shall obtain
155 input with respect to the design and implementation of the
156 testing program from state educators, assistive technology
157 experts, and the public.

158 2. The testing program will include a combination of norm-
159 referenced and criterion-referenced tests and include, to the
160 extent determined by the commissioner, questions that require
161 the student to produce information or perform tasks in ~~such~~ a
162 way that allows the skills and competencies he or she uses to
163 ~~can~~ be measured.

164 3. Each testing program, whether at the elementary,
165 middle, or high school level, must include a ~~includes a test of~~
166 writing test in which students are required to produce writings
167 that are ~~then~~ scored by appropriate and timely methods.

168 4. A minimum score is designated for each subject area

169 | tested, below which ~~score~~ a student's performance is deemed
170 | inadequate. The school districts shall provide appropriate
171 | remedial instruction to students who score below these levels.

172 | 5. Except as provided in s. 1003.428(8)(b) or s.
173 | 1003.43(11)(b), students must earn a passing score on the grade
174 | 10 assessment test described in this paragraph or attain
175 | concordant scores as described in subsection (9) in reading,
176 | writing, and mathematics to qualify for a standard high school
177 | diploma. The State Board of Education shall designate a passing
178 | score for each part of the grade 10 assessment test. In
179 | establishing passing scores, the state board shall consider any
180 | possible negative impact of the test on minority students. The
181 | State Board of Education shall adopt rules that ~~which~~ specify
182 | the passing scores for the grade 10 FCAT. Any ~~such~~ rules that,
183 | ~~which~~ have the effect of raising the required passing scores,
184 | shall only apply to students taking the grade 10 FCAT for the
185 | first time after such rules are adopted ~~by the State Board of~~
186 | ~~Education.~~

187 | 6. Participation in the testing program is mandatory for
188 | all students attending public school, including students served
189 | in Department of Juvenile Justice programs, except as otherwise
190 | prescribed by the commissioner. If a student does not
191 | participate in the statewide assessment, the district must
192 | notify the student's parent and provide the parent with
193 | information regarding the implications of such nonparticipation.
194 | A parent must provide signed consent for a student to receive
195 | classroom instructional accommodations that would not be
196 | available or permitted on the statewide assessments and must

197 acknowledge in writing that he or she understands the
198 implications of such instructional accommodations. The State
199 Board of Education shall adopt rules, based upon recommendations
200 of the commissioner, for the provision of test accommodations
201 for students in exceptional education programs and for students
202 who have limited English proficiency. Accommodations that negate
203 the validity of a statewide assessment are not allowable in the
204 administration of the FCAT. However, instructional
205 accommodations are allowable in the classroom if included in a
206 student's individual education plan. Students using
207 instructional accommodations in the classroom that are not
208 allowable as accommodations on the FCAT may have the FCAT
209 requirement waived pursuant to the requirements of s.
210 1003.428(8)(b) or s. 1003.43(11)(b).

211 7. A student seeking an adult high school diploma must
212 meet the same testing requirements that a regular high school
213 student must meet.

214 8. District school boards must provide instruction to
215 prepare students to demonstrate proficiency in the skills and
216 competencies necessary for successful grade-to-grade progression
217 and high school graduation. If a student is provided with
218 instructional accommodations in the classroom that are not
219 allowable as accommodations in the statewide assessment program,
220 as described in the test manuals, the district must inform the
221 parent in writing and must provide the parent with information
222 regarding the impact on the student's ability to meet expected
223 proficiency levels in reading, writing, and math. The
224 commissioner shall conduct studies as necessary to verify that

225 the required skills and competencies are part of the district
226 instructional programs.

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

231 10. The Department of Education must develop~~,~~ or select~~,~~
232 and implement a common battery of assessment tools that will be
233 used in all juvenile justice programs in the state. These tools
234 must accurately measure the skills and competencies established
235 in the Sunshine State Standards.

236 11. For students seeking a special diploma pursuant to s.
237 1003.438, the Department of Education must develop or select and
238 implement an alternate assessment tool that accurately measures
239 the skills and competencies established in the Sunshine State
240 Standards for students with disabilities under s. 1003.438.

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242 The commissioner may, based on collaboration and input from
243 school districts, design and implement student testing programs,
244 for any grade level and subject area, necessary to effectively
245 monitor educational achievement in the state, including the
246 measurement of educational achievement of the Sunshine State
247 Standards for students with disabilities. Development and
248 refinement of assessments shall include universal design
249 principles and accessibility standards that will prevent any
250 unintended obstacles for students with disabilities while
251 ensuring the validity and reliability of the test. These
252 principles should be applicable to all technology platforms and

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253 assistive devices available for the assessments. The field
254 testing process and psychometric analyses for the statewide
255 assessment program must include an appropriate percentage of
256 students with disabilities and an evaluation or determination of
257 the effect of test items on such students.

258 Section 4. This act shall take effect upon becoming a law.