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1 A bill to be entitled
2 An act relating to public school education; amending ss.
3 1002.33, 1003.03, 1003.413, and 1003.4156, F.S., relating
4 to discontinuance of administration of the Florida
5 Comprehensive Assessment Test (FCAT), to conform to
6 changes made by the act; deleting requirement that
7 district school boards establish policies for intensive
8 reading and mathematics intervention courses in high
9 school; providing for intervention services; amending s.
10 1003.428, F.S.; requiring that students be advised of the
11 availability of certain courses for purposes of high
12 school graduation; providing for remediation and
13 intervention services in certain circumstances; revising
14 general requirements for high school graduation;
15 conforming provisions relating to discontinuance of FCAT
16 administration; amending s. 1003.429, F.S.; requiring that
17 students be advised of the availability of certain courses
18 for purposes of accelerated high school graduation
19 options; revising general requirements for accelerated
20 high school graduation; conforming provisions relating to
21 discontinuance of FCAT administration; requiring the State
22 Board of Education to appoint a task force to develop high
23 school graduation standards for career-track students and
24 consider ways to provide unique curriculum offerings;
25 requiring the task force to submit recommendations to the
26 Legislature; amending s. 1003.433, F.S., relating to
27 discontinuance of FCAT administration and revised general
28 requirements for high school graduation, to conform to

29 | changes made by the act; amending s. 1008.22, F.S.;

30 | revising the statewide student assessment program to

31 | discontinue use of the FCAT; requiring the assessment

32 | program to consist of subject area assessments for

33 | students in grades 3 through 5, subject area assessments

34 | and end-of-course assessments in core and noncore subjects

35 | for students in grades 6 through 12, and diagnostic

36 | assessments for students in grades 6, 8, and 10; providing

37 | eligibility for exemption from certain assessment

38 | requirements; revising course grade and course credit

39 | requirements relating to student performance on end-of-

40 | course assessments; requiring school districts to provide

41 | intervention services to certain students; providing that

42 | results on end-of-course assessments are one component of

43 | requirements for high school graduation; revising

44 | provisions relating to test-preparation activities;

45 | deleting provisions relating to use of concordant scores

46 | for the FCAT; amending s. 1008.25, F.S.; requiring

47 | intervention services for certain students as part of the

48 | comprehensive program for student progression; conforming

49 | provisions relating to the revision of the statewide

50 | student assessment program; deleting mandatory retention

51 | for certain grade 3 students; authorizing promotion for

52 | good cause; providing for reporting; amending s. 1008.30,

53 | F.S.; revising provisions relating to use of the common

54 | placement test to conform to discontinuance of FCAT

55 | administration; amending ss. 1008.34 and 1008.341, F.S.;

56 | deleting use of the FCAT as a basis for determining school

57 | grades and school improvement ratings; providing for
58 | student results on subject area assessments and end-of-
59 | course assessments to partially determine school grades
60 | and school improvement ratings; providing additional
61 | factors for such determination; conforming provisions
62 | relating to revision of the Florida School Recognition
63 | Program; amending s. 1008.36, F.S.; changing the Florida
64 | School Recognition Program to the Every Child Matters
65 | Program; providing intent and purpose of the program;
66 | providing for financial assistance to schools providing
67 | remediation and intervention services to certain students;
68 | specifying the uses of program funds; providing Department
69 | of Education duties; amending s. 1009.531, F.S.; adding a
70 | cross-reference to high school graduation requirements;
71 | amending s. 1011.62, F.S.; conforming provisions relating
72 | to revision of the Florida School Recognition Program and
73 | discontinuance of FCAT administration; amending s.
74 | 1012.22, F.S.; conforming provisions relating to
75 | discontinuance of FCAT administration; providing for the
76 | appointment of a public school assessment and
77 | accountability alignment committee to develop standards
78 | for a revised statewide student assessment program,
79 | procedures for transitioning to the new program, and
80 | standards for determining school grades and school
81 | improvement ratings; providing for membership; providing
82 | duties of the alignment committee, the State Board of
83 | Education, and the Department of Education; providing a
84 | timetable for implementation; providing for future

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85 | expiration of the alignment committee; providing effective
86 | dates.

87 |

88 | Be It Enacted by the Legislature of the State of Florida:

89 |

90 | Section 1. Paragraph (a) of subsection (20) of section
91 | 1002.33, Florida Statutes, is amended to read:

92 | 1002.33 Charter schools.—

93 | (20) SERVICES.—

94 | (a)1. A sponsor shall provide certain administrative and
95 | educational services to charter schools. These services shall
96 | include contract management services; full-time equivalent and
97 | data reporting services; exceptional student education
98 | administration services; services related to eligibility and
99 | reporting duties required to ensure that school lunch services
100 | under the federal lunch program, consistent with the needs of
101 | the charter school, are provided by the school district at the
102 | request of the charter school, that any funds due to the charter
103 | school under the federal lunch program be paid to the charter
104 | school as soon as the charter school begins serving food under
105 | the federal lunch program, and that the charter school is paid
106 | at the same time and in the same manner under the federal lunch
107 | program as other public schools serviced by the sponsor or the
108 | school district; test administration services, including payment
109 | of the costs of state-required or district-required student
110 | assessments; processing of teacher certificate data services;
111 | and information services, including equal access to student
112 | information systems that are used by public schools in the

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113 district in which the charter school is located. Student
114 performance data for each student in a charter school,
115 including, but not limited to, subject area assessment scores,
116 end-of-course assessment ~~FCAT~~ scores, standardized test scores,
117 previous public school student report cards, and student
118 performance measures, shall be provided by the sponsor to a
119 charter school in the same manner provided to other public
120 schools in the district.

121 2. A total administrative fee for the provision of such
122 services shall be calculated based upon up to 5 percent of the
123 available funds defined in paragraph (17) (b) for all students.
124 However, a sponsor may only withhold up to a 5-percent
125 administrative fee for enrollment for up to and including 250
126 students. For charter schools with a population of 251 or more
127 students, the difference between the total administrative fee
128 calculation and the amount of the administrative fee withheld
129 may only be used for capital outlay purposes specified in s.
130 1013.62(2).

131 3. In addition, a sponsor may withhold only up to a 5-
132 percent administrative fee for enrollment for up to and
133 including 500 students within a system of charter schools which
134 meets all of the following:

- 135 a. Includes both conversion charter schools and
136 nonconversion charter schools;
- 137 b. Has all schools located in the same county;
- 138 c. Has a total enrollment exceeding the total enrollment
139 of at least one school district in the state;
- 140 d. Has the same governing board; and

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141 e. Does not contract with a for-profit service provider
 142 for management of school operations.

143 4. The difference between the total administrative fee
 144 calculation and the amount of the administrative fee withheld
 145 pursuant to subparagraph 3. may be used for instructional and
 146 administrative purposes as well as for capital outlay purposes
 147 specified in s. 1013.62(2).

148 5. Each charter school shall receive 100 percent of the
 149 funds awarded to that school pursuant to s. 1012.225. Sponsors
 150 shall not charge charter schools any additional fees or
 151 surcharges for administrative and educational services in
 152 addition to the maximum 5-percent administrative fee withheld
 153 pursuant to this paragraph.

154 Section 2. Paragraph (c) of subsection (3) of section
 155 1003.03, Florida Statutes, is amended to read:

156 1003.03 Maximum class size.—

157 (3) IMPLEMENTATION OPTIONS.—District school boards must
 158 consider, but are not limited to, implementing the following
 159 items in order to meet the constitutional class size maximums
 160 described in subsection (1):

161 (c)1. Repeal district school board policies that require
 162 students to have more than 24 credits to graduate from high
 163 school.

164 2. Adopt policies to allow students to graduate from high
 165 school as soon as they meet the requirements ~~pass the grade 10~~
 166 ~~FCAT and complete the courses required~~ for high school
 167 graduation.

168 Section 3. Paragraph (d) of subsection (3) of section

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169 1003.413, Florida Statutes, is amended to read:

170 1003.413 Florida Secondary School Redesign Act.—

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

175 (d) Credit recovery courses and ~~intensive~~ reading and
 176 mathematics intervention services ~~courses~~ based on student
 177 performance on diagnostic assessments, subject area assessments,
 178 or end-of-course assessments ~~FCAT Reading and Mathematics~~. These
 179 courses and intervention services should be competency based and
 180 offered through innovative delivery systems, including computer-
 181 assisted instruction. School districts should use learning gains
 182 as well as other appropriate data and provide incentives to
 183 identify and reward high-performing teachers who teach credit
 184 recovery courses and provide ~~intensive~~ intervention services
 185 ~~courses~~.

186 Section 4. Subsection (1) of section 1003.4156, Florida
 187 Statutes, are amended to read:

188 1003.4156 General requirements for middle grades
 189 promotion.—

190 (1) ~~Beginning with students entering grade 6 in the 2006-~~
 191 ~~2007 school year,~~ Promotion from a school composed of middle
 192 grades 6, 7, and 8 requires that:

193 (a) The student must successfully complete academic
 194 courses as follows:

195 1. Three middle school or higher courses in English. These
 196 courses shall emphasize literature, composition, and technical

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197 | text.

198 | 2. Three middle school or higher courses in mathematics.
199 | Each middle school must offer at least one high school level
200 | mathematics course for which students may earn high school
201 | credit. Successful completion of a high school level Algebra I
202 | or geometry course is not contingent upon the student's
203 | performance on the end-of-course assessment required under s.
204 | 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012
205 | school year, to earn high school credit for an Algebra I course,
206 | a middle school student must pass the Algebra I end-of-course
207 | assessment, and beginning with the 2012-2013 school year, to
208 | earn high school credit for a geometry course, a middle school
209 | student must pass the geometry end-of-course assessment.

210 | 3. Three middle school or higher courses in social
211 | studies, one semester of which must include the study of state
212 | and federal government and civics education. Beginning with
213 | students entering grade 6 in the 2012-2013 school year, one of
214 | these courses must be at least a one-semester civics education
215 | course that a student successfully completes in accordance with
216 | s. 1008.22(3)(c) and that includes the roles and
217 | responsibilities of federal, state, and local governments; the
218 | structures and functions of the legislative, executive, and
219 | judicial branches of government; and the meaning and
220 | significance of historic documents, such as the Articles of
221 | Confederation, the Declaration of Independence, and the
222 | Constitution of the United States.

223 | 4. Three middle school or higher courses in science.
224 | Successful completion of a high school level Biology I course is

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225 not contingent upon the student's performance on the end-of-
226 course assessment required under s. 1008.22(3)(c)2.a.(II).
227 However, beginning with the 2012-2013 school year, to earn high
228 school credit for a Biology I course, a middle school student
229 must pass the Biology I end-of-course assessment.

230 5. One course in career and education planning to be
231 completed in 7th or 8th grade. The course may be taught by any
232 member of the instructional staff; must include career
233 exploration using Florida CHOICES or a comparable cost-effective
234 program; must include educational planning using the online
235 student advising system known as Florida Academic Counseling and
236 Tracking for Students at the Internet website FACTS.org; and
237 shall result in the completion of a personalized academic and
238 career plan. The required personalized academic and career plan
239 must inform students of high school graduation requirements,
240 high school assessment and college entrance test requirements,
241 Florida Bright Futures Scholarship Program requirements, state
242 university and Florida college admission requirements, and
243 programs through which a high school student can earn college
244 credit, including Advanced Placement, International
245 Baccalaureate, Advanced International Certificate of Education,
246 dual enrollment, career academy opportunities, and courses that
247 lead to national industry certification.

248
249 Each school must hold a parent meeting either in the evening or
250 on a weekend to inform parents about the course curriculum and
251 activities. Each student shall complete an electronic personal
252 education plan that must be signed by the student; the student's

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253 instructor, guidance counselor, or academic advisor; and the
254 student's parent. The Department of Education shall develop
255 course frameworks and professional development materials for the
256 career exploration and education planning course. The course may
257 be implemented as a stand-alone course or integrated into
258 another course or courses. The Commissioner of Education shall
259 collect longitudinal high school course enrollment data by
260 student ethnicity in order to analyze course-taking patterns.

261 (b) For each year in which a student's performance on a
262 diagnostic assessment or a subject area assessment in student
263 scores at Level 1 on FCAT reading does not meet grade-level
264 expectations, the student must be enrolled in and complete an
265 intensive reading course the following year. Placement of
266 students Level 2 readers in either an intensive reading course
267 or a content area course in which reading strategies are
268 delivered shall be determined by diagnosis of reading needs. The
269 department shall provide guidance on appropriate strategies for
270 diagnosing and meeting the varying instructional needs of
271 students reading below grade level. Reading courses shall be
272 designed and offered pursuant to the comprehensive reading plan
273 required by s. 1011.62(9).

274 (c) For each year in which a student's performance on a
275 diagnostic assessment, a subject area assessment, or an end-of-
276 course assessment in student scores at Level 1 or Level 2 on
277 FCAT mathematics does not meet grade-level expectations, the
278 student must receive remediation the following year, which may
279 be integrated into the student's required mathematics course.

280 Section 5. Subsection (1), paragraph (b) of subsection

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281 (2), paragraph (b) of subsection (4), and paragraph (b) of
 282 subsection (8) of section 1003.428, Florida Statutes, are
 283 amended to read:

284 1003.428 General requirements for high school graduation;
 285 revised.—

286 (1) Except as otherwise authorized pursuant to s.
 287 1003.429, beginning with students entering grade 9 in the 2007-
 288 2008 school year, graduation requires the successful completion
 289 of a minimum of 24 credits, an International Baccalaureate
 290 curriculum, or an Advanced International Certificate of
 291 Education curriculum. Students must be advised of the Advanced
 292 Placement courses, International Baccalaureate courses, Advanced
 293 International Certificate of Education courses, career academy
 294 courses that lead to national industry certification, and dual
 295 enrollment courses that are available, as well as the
 296 availability of course offerings through the Florida Virtual
 297 School. Students must also be advised of eligibility
 298 requirements for state scholarship programs and postsecondary
 299 admissions.

300 (2) The 24 credits may be earned through applied,
 301 integrated, and combined courses approved by the Department of
 302 Education. The 24 credits shall be distributed as follows:

303 (b) Eight credits in electives.

304 1. For each year in which a student's performance on a
 305 diagnostic assessment or subject area assessment in ~~student~~
 306 scores at Level 1 on FCAT reading does not meet grade-level
 307 expectations, the student must receive remediation and
 308 intervention services as soon as feasible but no later than ~~be~~

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309 ~~enrolled in and complete an intensive reading course~~ the
310 following year. Placement of students ~~Level 2 readers~~ in either
311 a ~~an intensive~~ reading course or a content area course in which
312 reading strategies are delivered shall be determined by
313 diagnosis of reading needs. The department shall provide
314 guidance on appropriate strategies for diagnosing and meeting
315 the varying instructional needs of students reading below grade
316 level. Reading courses shall be designed and offered pursuant to
317 the comprehensive reading plan required by s. 1011.62(9).

318 2. For each year in which a student's performance on a
319 diagnostic assessment, a subject area assessment, or an end-of-
320 course assessment in ~~student scores at Level 1 or Level 2 on~~
321 ~~FCAT~~ mathematics does not meet grade-level expectations, the
322 student must receive remediation and intervention services as
323 soon as feasible but no later than the following year.

324 Intervention ~~These~~ courses may be taught through applied,
325 integrated, or combined courses and are subject to approval by
326 the department for inclusion in the Course Code Directory.

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

329 (b) Successful overall academic performance based on end-
330 of-course assessments, grade point average, student portfolios,
331 and, if determined by the State Board of Education, other
332 measurable indicators of student progress. ~~Earning passing~~
333 ~~scores on the FCAT, as defined in s. 1008.22(3)(c), or scores on~~
334 ~~a standardized test that are concordant with passing scores on~~
335 ~~the FCAT as defined in s. 1008.22(10).~~

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

(8)

365 ~~(b)1. A student with a disability, as defined in s.~~
 366 ~~1007.02(2), for whom the individual education plan (IEP)~~
 367 ~~committee determines that the FCAT cannot accurately measure the~~
 368 ~~student's abilities taking into consideration all allowable~~
 369 ~~accommodations, shall have the FCAT requirement of paragraph~~
 370 ~~(4)(b) waived for the purpose of receiving a standard high~~
 371 ~~school diploma, if the student:~~

372 ~~a. Completes the minimum number of credits and other~~
 373 ~~requirements prescribed by subsections (1), (2), and (3).~~

374 ~~b. Does not meet the requirements of paragraph (4)(b)~~
 375 ~~after one opportunity in 10th grade and one opportunity in 11th~~
 376 ~~grade.~~

377 ~~2. A student with a disability, as defined in s.~~
 378 ~~1007.02(2), for whom the IEP committee determines that an end-~~
 379 ~~of-course assessment cannot accurately measure the student's~~
 380 ~~abilities, taking into consideration all allowable~~
 381 ~~accommodations, shall have the end-of-course assessment results~~
 382 ~~that are used as a partial basis for determining successful~~
 383 ~~overall academic performance waived for the purpose of~~
 384 ~~determining the student's course grade and credit as required in~~
 385 ~~paragraph (4)(a).~~

386 Section 6. Subsection (1), paragraph (a) of subsection
 387 (6), and subsection (8) of section 1003.429, Florida Statutes,
 388 are amended to read:

389 1003.429 Accelerated high school graduation options.—

390 (1) Students who enter grade 9 in the 2006-2007 school
 391 year and thereafter may select, upon receipt of each consent
 392 required by this section, one of the following three high school

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393 graduation options:

394 (a) Completion of the general requirements for high school
395 graduation pursuant to s. 1003.428 or s. 1003.43, as applicable;

396 (b) Completion of a 3-year standard college preparatory
397 program requiring successful completion of a minimum of 18
398 academic credits in grades 9 through 12. At least 6 of the 18
399 credits required for completion of this program must be received
400 in classes that are offered pursuant to the International
401 Baccalaureate Program, the Advanced Placement Program, dual
402 enrollment, or the Advanced International Certificate of
403 Education Program, or specifically listed or identified by the
404 Department of Education as rigorous pursuant to s. 1009.531(3).
405 Students must be advised of the Advanced Placement courses,
406 International Baccalaureate courses, Advanced International
407 Certificate of Education courses, career academy courses that
408 lead to national industry certification, and dual enrollment
409 courses that are available, as well as the availability of
410 course offerings through the Florida Virtual School. The 18
411 credits required for completion of this program shall be primary
412 requirements and shall be distributed as follows:

413 1. Four credits in English, with major concentration in
414 composition and literature;

415 2. Three credits and, beginning with students entering
416 grade 9 in the 2010-2011 school year, four credits in
417 mathematics at the Algebra I level or higher from the list of
418 courses that qualify for state university admission. Beginning
419 with students entering grade 9 in the 2010-2011 school year, in
420 addition to the Algebra I credit requirement, one of the four

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421 credits in mathematics must be geometry or a series of courses
422 equivalent to geometry as approved by the State Board of
423 Education. Beginning with students entering grade 9 in the 2010-
424 2011 school year, the end-of-course assessment requirements
425 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
426 to earn the required credit in Algebra I. Beginning with
427 students entering grade 9 in the 2011-2012 school year, the end-
428 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
429 must be met in order for a student to earn the required credit
430 in geometry. Beginning with students entering grade 9 in the
431 2012-2013 school year, in addition to the Algebra I and geometry
432 credit requirements, one of the four credits in mathematics must
433 be Algebra II or a series of courses equivalent to Algebra II as
434 approved by the State Board of Education;

435 3. Three credits in science, two of which must have a
436 laboratory component. Beginning with students entering grade 9
437 in the 2011-2012 school year, one of the three credits in
438 science must be Biology I or a series of courses equivalent to
439 Biology I as approved by the State Board of Education. Beginning
440 with students entering grade 9 in the 2011-2012 school year, the
441 end-of-course assessment requirements under s.
442 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
443 the required credit in Biology I. Beginning with students
444 entering grade 9 in the 2013-2014 school year, one of the three
445 credits must be Biology I or a series of courses equivalent to
446 Biology I as approved by the State Board of Education, one
447 credit must be chemistry or physics or a series of courses
448 equivalent to chemistry or physics as approved by the State

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449 Board of Education, and one credit must be an equally rigorous
450 course, as approved by the State Board of Education;

451 4. Three credits in social sciences, which must include
452 one credit in United States history, one credit in world
453 history, one-half credit in United States government, and one-
454 half credit in economics;

455 5. Two credits in the same second language unless the
456 student is a native speaker of or can otherwise demonstrate
457 competency in a language other than English. If the student
458 demonstrates competency in another language, the student may
459 replace the language requirement with two credits in other
460 academic courses; and

461 6. Three credits in electives and, beginning with students
462 entering grade 9 in the 2010-2011 school year, two credits in
463 electives; or

464 (c) Completion of a 3-year career preparatory program
465 requiring successful completion of a minimum of 18 academic
466 credits in grades 9 through 12. The 18 credits shall be primary
467 requirements and shall be distributed as follows:

468 1. Four credits in English, with major concentration in
469 composition and literature;

470 2. Three credits and, beginning with students entering
471 grade 9 in the 2010-2011 school year, four credits in
472 mathematics, one of which must be Algebra I. Beginning with
473 students entering grade 9 in the 2010-2011 school year, in
474 addition to the Algebra I credit requirement, one of the four
475 credits in mathematics must be geometry or a series of courses
476 equivalent to geometry as approved by the State Board of

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477 Education. Beginning with students entering grade 9 in the 2010-
478 2011 school year, the end-of-course assessment requirements
479 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
480 to earn the required credit in Algebra I. Beginning with
481 students entering grade 9 in the 2011-2012 school year, the end-
482 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
483 must be met in order for a student to earn the required credit
484 in geometry. Beginning with students entering grade 9 in the
485 2012-2013 school year, in addition to the Algebra I and geometry
486 credit requirements, one of the four credits in mathematics must
487 be Algebra II or a series of courses equivalent to Algebra II as
488 approved by the State Board of Education;

489 3. Three credits in science, two of which must have a
490 laboratory component. Beginning with students entering grade 9
491 in the 2011-2012 school year, one of the three credits in
492 science must be Biology I or a series of courses equivalent to
493 Biology I as approved by the State Board of Education. Beginning
494 with students entering grade 9 in the 2011-2012 school year, the
495 end-of-course assessment requirements under s.
496 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
497 the required credit in Biology I. Beginning with students
498 entering grade 9 in the 2013-2014 school year, one of the three
499 credits must be Biology I or a series of courses equivalent to
500 Biology I as approved by the State Board of Education, one
501 credit must be chemistry or physics or a series of courses
502 equivalent to chemistry or physics as approved by the State
503 Board of Education, and one credit must be an equally rigorous
504 course, as approved by the State Board of Education;

505 4. Three credits in social sciences, which must include
 506 one credit in United States history, one credit in world
 507 history, one-half credit in United States government, and one-
 508 half credit in economics;

509 5. Three credits in a single vocational or career
 510 education program, three credits in career and technical
 511 certificate dual enrollment courses, or five credits in
 512 vocational or career education courses; and

513 6. Two credits and, beginning with students entering grade
 514 9 in the 2010-2011 school year, one credit in electives unless
 515 five credits are earned pursuant to subparagraph 5.

516
 517 Any student who selected an accelerated graduation program
 518 before July 1, 2004, may continue that program, and all
 519 statutory program requirements that were applicable when the
 520 student made the program choice shall remain applicable to the
 521 student as long as the student continues that program.

522 (6) Students pursuing accelerated 3-year high school
 523 graduation options pursuant to paragraph (1)(b) or paragraph
 524 (1)(c) are required to:

525 (a) Achieve successful overall academic performance based
 526 on end-of-course assessments, grade point average, student
 527 portfolios, and, if determined by the State Board of Education,
 528 other measurable indicators of student progress. ~~Earn passing~~
 529 ~~scores on the FCAT as defined in s. 1008.22(3)(c) or scores on a~~
 530 ~~standardized test that are concordant with passing scores on the~~
 531 ~~FCAT as defined in s. 1008.22(10).~~

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533 Weighted grades referred to in paragraphs (b), (c), and (d)
534 shall be applied to those courses specifically listed or
535 identified by the department as rigorous pursuant to s.
536 1009.531(3) or weighted by the district school board for class
537 ranking purposes.

538 (8) A student who selected one of the accelerated 3-year
539 graduation options shall automatically move to the 4-year
540 program set forth in s. 1003.428 or s. 1003.43, if applicable,
541 if the student:

542 (a) Exercises his or her right to change to the 4-year
543 program;

544 (b) Fails to earn 5 credits by the end of grade 9 or fails
545 to earn 11 credits by the end of grade 10;

546 (c) Does not achieve a passing score of 3 or higher on an
547 end-of-course assessment in language arts the grade 10 FCAT
548 Writing assessment; or

549 (d) By the end of grade 11 does not meet the requirements
550 of subsections (1) and (6).

551 Section 7. Effective upon this act becoming a law, the
552 State Board of Education shall appoint a task force to develop
553 high school graduation standards for students who plan to enroll
554 in a trade school or postsecondary technical institution after
555 high school. In addition, the task force shall consider ways to
556 allow school districts to provide unique curriculum offerings
557 for specific career opportunities and needs that are present in
558 a school district's area. The task force shall be comprised of
559 no less than 15 members representing, but not limited to,
560 academic experts in workforce education, high school principals,

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561 teachers, and industry experts and shall be chaired by the
562 Chancellor for Career and Adult Education. The task force shall
563 prepare a report with recommendations for high school graduation
564 standards for career-track students and ways to incorporate
565 unique career curriculum offerings into a school district's
566 curriculum to be submitted by January 1, 2012, to the President
567 of the Senate, the Speaker of the House of Representative, and
568 the Governor.

569 Section 8. Subsections (1), (2), and (3) of section
570 1003.433, Florida Statutes, are amended to read:

571 1003.433 Learning opportunities for out-of-state and out-
572 of-country transfer students and students needing additional
573 instruction to meet high school graduation requirements.-

574 (1) Students who enter a Florida public school at the
575 eleventh or twelfth grade from out of state or from a foreign
576 country shall not be required to spend additional time in a
577 Florida public school in order to meet the high school course
578 requirements if the student has met all requirements of the
579 school district, state, or country from which he or she is
580 transferring. Such students who are not proficient in English
581 should receive immediate and intensive instruction in English
582 language acquisition. However, to receive a standard high school
583 diploma, a transfer student must achieve successful overall
584 academic performance based on end-of-course assessments, earn a
585 2.0 or higher grade point average, student portfolios, and, if
586 determined by the State Board of Education, other measurable
587 indicators of student progress ~~and pass the grade 10 FCAT~~
588 ~~required in s. 1008.22(3) or an alternate assessment as~~

589 ~~described in s. 1008.22(10).~~

590 (2) Students who do not meet ~~have met~~ all requirements for
 591 the standard high school diploma ~~except for passage of the grade~~
 592 ~~10 FCAT or an alternate assessment~~ by the end of grade 12 must
 593 be provided the following learning opportunities:

594 (a) Participation in an accelerated high school
 595 equivalency diploma preparation program during the summer.

596 (b) Upon receipt of a certificate of completion, be
 597 allowed to take the College Placement Test and be admitted to
 598 remedial or credit courses at a state community college, as
 599 appropriate.

600 (c) Participation in an adult general education program as
 601 provided in s. 1004.93 for such time as the student requires to
 602 master English, reading, mathematics, or any other subject
 603 required for high school graduation. Students attending adult
 604 basic, adult secondary, or vocational-preparatory instruction
 605 are exempt from any requirement for the payment of tuition and
 606 fees, including lab fees, pursuant to s. 1009.25. ~~A student~~
 607 ~~attending an adult general education program shall have the~~
 608 ~~opportunity to take the grade 10 FCAT an unlimited number of~~
 609 ~~times in order to receive a standard high school diploma.~~

610 (3) Students who have been enrolled in an ESOL program for
 611 less than 2 school years and have not met all requirements for
 612 the standard high school diploma ~~except for passage of the grade~~
 613 ~~10 FCAT or alternate assessment~~ may receive immersion English
 614 language instruction during the summer following their senior
 615 year. Students receiving such instruction are eligible to ~~take~~
 616 ~~the FCAT or alternate assessment~~ and receive a standard high

617 school diploma upon achievement of successful overall academic
 618 performance pursuant to subsection (1) ~~passage of the grade 10~~
 619 ~~FCAT or the alternate assessment~~. This subsection shall be
 620 implemented to the extent funding is provided in the General
 621 Appropriations Act.

622 Section 9. Paragraph (a) of subsection (1), paragraphs (c)
 623 and (g) of subsection (3), paragraphs (b) and (c) of subsection
 624 (4), paragraph (a) of subsection (7), paragraphs (b) and (c) of
 625 subsection (9), and subsections (10) through (13) of section
 626 1008.22, Florida Statutes, are amended to read:

627 1008.22 Student assessment program for public schools.—

628 (1) PURPOSE.—The primary purposes of the student
 629 assessment program are to provide information needed to improve
 630 the public schools by enhancing the learning gains of all
 631 students and to inform parents of the educational progress of
 632 their public school children. The program must be designed to:

633 (a) Assess the annual learning gains of each student
 634 toward achieving the Next Generation Sunshine State Standards
 635 appropriate for the student's grade level.

636 (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall
 637 design and implement a statewide program of educational
 638 assessment that provides information for the improvement of the
 639 operation and management of the public schools, including
 640 schools operating for the purpose of providing educational
 641 services to youth in Department of Juvenile Justice programs.
 642 The commissioner may enter into contracts for the continued
 643 administration of the assessment, testing, and evaluation
 644 programs authorized and funded by the Legislature. Contracts may

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645 be initiated in 1 fiscal year and continue into the next and may
646 be paid from the appropriations of either or both fiscal years.
647 The commissioner is authorized to negotiate for the sale or
648 lease of tests, scoring protocols, test scoring services, and
649 related materials developed pursuant to law. Pursuant to the
650 statewide assessment program, the commissioner shall:

651 (c) Develop and implement a student achievement testing
652 program as follows:

653 1. Subject area assessments for students in grades 3
654 through 5, subject area assessments and end-of-course
655 assessments for students in grades 6 through 12, and diagnostic
656 assessments for students in grades 6, 8, and 10 shall measure
657 ~~The Florida Comprehensive Assessment Test (FCAT) measures a~~
658 ~~student's content knowledge and skills in language arts reading,~~
659 ~~writing, science, and mathematics, and other core and noncore~~
660 subject areas as determined by the State Board of Education. The
661 content knowledge and skills assessed ~~by the FCAT~~ must be
662 aligned to the core curricular content established in the Next
663 Generation Sunshine State Standards. ~~Other content areas may be~~
664 ~~included as directed by the commissioner.~~ Comprehensive
665 assessments of reading and mathematics shall be administered
666 annually in grades 3 through 10 ~~except, beginning with the 2010-~~
667 ~~2011 school year, the administration of grade 9 FCAT Mathematics~~
668 ~~shall be discontinued, and beginning with the 2011-2012 school~~
669 ~~year, the administration of grade 10 FCAT Mathematics shall be~~
670 ~~discontinued, except as required for students who have not~~
671 ~~attained minimum performance expectations for graduation as~~
672 ~~provided in paragraph (9)(c).~~ FCAT Writing and FCAT Science

673 ~~shall be administered at least once at the elementary, middle,~~
 674 ~~and high school levels except, beginning with the 2011-2012~~
 675 ~~school year, the administration of FCAT Science at the high~~
 676 ~~school level shall be discontinued.~~

677 2.a. End-of-course assessments for a subject shall be
 678 administered in addition to the comprehensive assessments
 679 required under subparagraph 1. End-of-course assessments must be
 680 rigorous, statewide, standardized, and developed or approved by
 681 the department. The content knowledge and skills assessed by
 682 end-of-course assessments must be aligned to the core curricular
 683 content established in the Next Generation Sunshine State
 684 Standards.

685 (I) Statewide, standardized end-of-course assessments in
 686 mathematics shall be administered according to this sub-sub-
 687 subparagraph. Beginning with the 2010-2011 school year, all
 688 students enrolled in Algebra I or an equivalent course must take
 689 the Algebra I end-of-course assessment. ~~Students who earned high~~
 690 ~~school credit in Algebra I while in grades 6 through 8 during~~
 691 ~~the 2007-2008 through 2009-2010 school years and who have not~~
 692 ~~taken Grade 10 FCAT Mathematics must take the Algebra I end-of-~~
 693 ~~course assessment during the 2010-2011 school year. For students~~
 694 ~~entering grade 9 during the 2010-2011 school year and who are~~
 695 ~~enrolled in Algebra I or an equivalent,~~ Each student's
 696 performance on the end-of-course assessment in Algebra I shall
 697 constitute 20 ~~30~~ percent of the student's final course grade.
 698 ~~Beginning with students entering grade 9 in the 2011-2012 school~~
 699 ~~year, a student who is enrolled in Algebra I or an equivalent~~
 700 ~~must earn a passing score on the end-of-course assessment in~~

701 ~~Algebra I or attain an equivalent score as described in~~
 702 ~~subsection (11) in order to earn course credit.~~ Beginning with
 703 the 2011-2012 school year, all students enrolled in geometry or
 704 an equivalent course must take the geometry end-of-course
 705 assessment. ~~For students entering grade 9 during the 2011-2012~~
 706 ~~school year,~~ Each student's performance on the end-of-course
 707 assessment in geometry shall constitute 20 ~~30~~ percent of the
 708 student's final course grade. ~~Beginning with students entering~~
 709 ~~grade 9 during the 2012-2013 school year,~~ a student must earn a
 710 ~~passing score on the end-of-course assessment in geometry or~~
 711 ~~attain an equivalent score as described in subsection (11) in~~
 712 ~~order to earn course credit.~~

713 (II) Statewide, standardized end-of-course assessments in
 714 science shall be administered according to this sub-sub-
 715 subparagraph. Beginning with the 2011-2012 school year, all
 716 students enrolled in Biology I or an equivalent course must take
 717 the Biology I end-of-course assessment. ~~For the 2011-2012 school~~
 718 ~~year,~~ Each student's performance on the end-of-course assessment
 719 in Biology I shall constitute 20 ~~30~~ percent of the student's
 720 final course grade. ~~Beginning with students entering grade 9~~
 721 ~~during the 2012-2013 school year,~~ a student must earn a passing
 722 ~~score on the end-of-course assessment in Biology I in order to~~
 723 ~~earn course credit.~~

724 b. During the 2012-2013 school year, an end-of-course
 725 assessment in civics education shall be administered as a field
 726 test at the middle school level. During the 2013-2014 school
 727 year, each student's performance on the statewide, standardized
 728 end-of-course assessment in civics education shall constitute 20

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729 ~~30 percent of the student's final course grade. Beginning with~~
730 ~~the 2014-2015 school year, a student must earn a passing score~~
731 ~~on the end-of-course assessment in civics education in order to~~
732 ~~pass the course and receive course credit.~~

733 c. The commissioner may select one or more nationally
734 developed comprehensive examinations, which may include, but
735 need not be limited to, examinations for a College Board
736 Advanced Placement course, International Baccalaureate course,
737 or Advanced International Certificate of Education course, or
738 industry-approved examinations to earn national industry
739 certifications identified in the Industry Certification Funding
740 List, pursuant to rules adopted by the State Board of Education,
741 for use as end-of-course assessments under this paragraph, if
742 the commissioner determines that the content knowledge and
743 skills assessed by the examinations meet or exceed the grade
744 level expectations for the core curricular content established
745 for the course in the Next Generation Sunshine State Standards.
746 The commissioner may collaborate with the American Diploma
747 Project in the adoption or development of rigorous end-of-course
748 assessments that are aligned to the Next Generation Sunshine
749 State Standards.

750 d. Contingent upon funding provided in the General
751 Appropriations Act, including the appropriation of funds
752 received through federal grants, the Commissioner of Education
753 shall establish an implementation schedule for the development
754 and administration of additional statewide, standardized end-of-
755 course assessments in English/Language Arts II, Algebra II,
756 chemistry, physics, earth/space science, United States history,

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757 and world history. Priority shall be given to the development of
758 end-of-course assessments in English/Language Arts II. ~~The~~
759 ~~Commissioner of Education shall evaluate the feasibility and~~
760 ~~effect of transitioning from the grade 9 and grade 10 FCAT~~
761 ~~Reading and high school level FCAT Writing to an end-of-course~~
762 ~~assessment in English/Language Arts II. The commissioner shall~~
763 ~~report the results of the evaluation to the President of the~~
764 ~~Senate and the Speaker of the House of Representatives no later~~
765 ~~than July 1, 2011.~~

766 3. The testing program shall measure student content
767 knowledge and skills adopted by the State Board of Education as
768 specified in paragraph (a) and measure and report student
769 performance levels of all students assessed ~~in reading, writing,~~
770 ~~mathematics, and science.~~ The commissioner shall provide for the
771 tests to be developed or obtained, as appropriate, through
772 contracts and project agreements with private vendors, public
773 vendors, public agencies, postsecondary educational
774 institutions, or school districts. The commissioner shall obtain
775 input with respect to the design and implementation of the
776 testing program from education stakeholders and experts, state
777 educators, assistive technology experts, and the public.

778 4.a. The testing program shall be composed of criterion-
779 referenced tests that shall, to the extent determined by the
780 commissioner, include test items that require the student to
781 produce information or perform tasks in such a way that the core
782 content knowledge and skills he or she uses can be measured.

783 b. The State Board of Education shall develop diagnostic
784 assessments for students in grades 6, 8, and 10 in language

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785 arts, mathematics, and science content knowledge and skills to
786 be used to keep students on track to graduate from high school.
787 The diagnostic assessments shall be administered during the
788 first month of the school year and shall be designed to identify
789 specific academic weaknesses in individual students and to
790 provide specific diagnostic information to help focus
791 instruction most effectively to meet the needs of individual
792 students. A school district that demonstrates success by keeping
793 85 percent or more of its students on track to graduate is
794 eligible for an exemption from the diagnostic assessment
795 requirements if the State Board of Education determines that the
796 district has sufficient local assessments to maintain success. A
797 district that meets the exemption criteria of this sub-
798 subparagraph shall receive an amount of discretionary funds from
799 the state equal to the amount that would be required to carry
800 out the diagnostic assessments.

801 c. To ensure that students are progressing and meeting
802 international benchmarks, the testing program may include use of
803 international assessments, including the Program for
804 International Student Assessment and the Trends in International
805 Mathematics and Science Study, as diagnostic tools.

806 ~~5. FCAT Reading, Mathematics, and Science and All~~
807 ~~statewide, standardized end-of-course assessments shall measure~~
808 ~~the content knowledge and skills a student has attained on the~~
809 ~~assessment by the use of scaled scores and achievement levels.~~
810 ~~Achievement levels shall range from 1 through 5, with level 1~~
811 ~~being the lowest achievement level, level 5 being the highest~~
812 ~~achievement level, and level 3 indicating satisfactory~~

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813 performance on an assessment. ~~For purposes of FCAT Writing,~~
814 ~~student achievement shall be scored using a scale of 1 through 6~~
815 ~~and the score earned shall be used in calculating school grades.~~
816 A score shall be designated for each subject area tested, below
817 which score a student's performance is deemed inadequate. The
818 school districts shall provide appropriate remedial instruction
819 and intervention services to students who score below these
820 levels.

821 6. The State Board of Education shall, by rule, designate
822 a passing score for each ~~part of the grade 10 assessment test~~
823 ~~and~~ end-of-course assessments. Any rule that has the effect of
824 raising the required passing scores may apply only to students
825 taking the assessment for the first time after the rule is
826 adopted by the State Board of Education. Except as otherwise
827 provided in this subparagraph and as provided in s.
828 1003.428(8)(b) ~~or s. 1003.43(11)(b)~~, students must achieve
829 successful overall academic performance based partially on end-
830 of-course assessments ~~earn a passing score on grade 10 FCAT~~
831 ~~Reading and grade 10 FCAT Mathematics~~ or attain equivalent
832 ~~concordant~~ scores as described in subsection (10) in order to
833 qualify for a standard high school diploma.

834 7. In addition to designating a passing score under
835 subparagraph 6., the State Board of Education shall also
836 designate, by rule, a score for each statewide, standardized
837 end-of-course assessment which indicates that a student is high
838 achieving and has the potential to meet college-readiness
839 standards by the time the student graduates from high school.

840 8. Participation in the testing program is mandatory for

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841 all students attending public school, including students served
842 in Department of Juvenile Justice programs, except as otherwise
843 prescribed by the commissioner. ~~A student who has not earned~~
844 ~~passing scores on the grade 10 FCAT as provided in subparagraph~~
845 ~~6. must participate in each retake of the assessment until the~~
846 ~~student earns passing scores or achieves scores on a~~
847 ~~standardized assessment which are concordant with passing scores~~
848 ~~pursuant to subsection (10).~~ If a student does not participate
849 in the statewide assessment, the district must notify the
850 student's parent and provide the parent with information
851 regarding the implications of such nonparticipation. A parent
852 must provide signed consent for a student to receive classroom
853 instructional accommodations that would not be available or
854 permitted on the statewide assessments and must acknowledge in
855 writing that he or she understands the implications of such
856 instructional accommodations. The State Board of Education shall
857 adopt rules, based upon recommendations of the commissioner, for
858 the provision of test accommodations for students in exceptional
859 education programs and for students who have limited English
860 proficiency. Accommodations that negate the validity of a
861 statewide assessment are not allowable in the administration of
862 a subject area assessment ~~the FCAT~~ or an end-of-course
863 assessment. However, instructional accommodations are allowable
864 in the classroom if included in a student's individual education
865 plan. Students using instructional accommodations in the
866 classroom that are not allowable as accommodations on ~~the FCAT~~
867 ~~or~~ an end-of-course assessment may have ~~the FCAT or~~ an end-of-
868 course assessment requirement waived pursuant to the

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869 requirements of s. 1003.428(8)(b) ~~or s. 1003.43(11)(b)~~.

870 9. A student seeking an adult high school diploma must
871 meet the same testing requirements that a regular high school
872 student must meet.

873 10. District school boards must provide instruction to
874 prepare students in the core curricular content established in
875 the Next Generation Sunshine State Standards adopted under s.
876 1003.41, including the core content knowledge and skills
877 necessary for successful grade-to-grade progression and high
878 school graduation. If a student is provided with instructional
879 accommodations in the classroom that are not allowable as
880 accommodations in the statewide assessment program, as described
881 in the test manuals, the district must inform the parent in
882 writing and must provide the parent with information regarding
883 the impact on the student's ability to meet expected performance
884 levels ~~in reading, writing, mathematics, and science~~. The
885 commissioner shall conduct studies as necessary to verify that
886 the required core curricular content is part of the district
887 instructional programs.

888 11. District school boards must provide opportunities for
889 students to demonstrate an acceptable performance level on an
890 alternative standardized subject area assessment or an end-of-
891 course assessment approved by the State Board of Education
892 following enrollment in summer academies.

893 12. The Department of Education must develop, or select,
894 and implement a common battery of assessment tools that will be
895 used in all juvenile justice programs in the state. These tools
896 must accurately measure the core curricular content established

897 in the Next Generation Sunshine State Standards.

898 13. For students seeking a special diploma pursuant to s.
 899 1003.438, the Department of Education must develop or select and
 900 implement an alternate assessment tool that accurately measures
 901 the core curricular content established in the Next Generation
 902 Sunshine State Standards for students with disabilities under s.
 903 1003.438.

904 14. The Commissioner of Education shall establish
 905 schedules for the administration of statewide assessments and
 906 the reporting of student test results. When establishing the
 907 schedules for the administration of statewide assessments, the
 908 commissioner shall consider the observance of religious and
 909 school holidays. The commissioner shall, by August 1 of each
 910 year, notify each school district in writing and publish on the
 911 department's Internet website the testing and reporting
 912 schedules for, at a minimum, the school year following the
 913 upcoming school year. The testing and reporting schedules shall
 914 require that:

915 a. There is the latest possible administration of
 916 statewide assessments and the earliest possible reporting to the
 917 school districts of student test results which is feasible
 918 within available technology and specific appropriations;
 919 ~~however, test results for the FCAT must be made available no~~
 920 ~~later than the week of June 8.~~ Student results for end-of-course
 921 assessments must be provided no later than 1 week after the
 922 school district completes testing for each course.

923 b. Beginning with the 2010-2011 school year, a statewide
 924 comprehensive assessment in FCAT writing is not administered

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925 earlier than the week of March 1 and a comprehensive statewide
926 assessment of any other subject is not administered earlier than
927 the week of April 15.

928 c. A statewide, standardized end-of-course assessment is
929 administered during a 3-week period at the end of the course.
930 The commissioner shall select a 3-week administration period for
931 assessments that meets the intent of end-of-course assessments
932 and provides student results prior to the end of the course.
933 School districts shall select 1 testing week within the 3-week
934 administration period for each end-of-course assessment. For an
935 end-of-course assessment administered at the end of the first
936 semester, the commissioner shall determine the most appropriate
937 testing dates based on a school district's academic calendar.

938
939 The commissioner may, based on collaboration and input from
940 school districts, design and implement student testing programs,
941 for any grade level and subject area, necessary to effectively
942 monitor educational achievement in the state, including the
943 measurement of educational achievement of the Next Generation
944 Sunshine State Standards for students with disabilities.

945 Development and refinement of assessments shall include
946 universal design principles and accessibility standards that
947 will prevent any unintended obstacles for students with
948 disabilities while ensuring the validity and reliability of the
949 test. These principles should be applicable to all technology
950 platforms and assistive devices available for the assessments.
951 The field testing process and psychometric analyses for the
952 statewide assessment program must include an appropriate

953 percentage of students with disabilities and an evaluation or
 954 determination of the effect of test items on such students.

955 (g) Conduct ongoing analysis of the ~~Study the cost and~~
 956 ~~student achievement~~ impact of secondary end-of-course
 957 assessments, including web-based and performance formats, and
 958 report such information to the Legislature ~~prior to~~
 959 ~~implementation.~~

960 (4) STATEWIDE ASSESSMENT PREPARATION; PROHIBITED
 961 ACTIVITIES.—Beginning with the 2008-2009 school year, a district
 962 school board shall prohibit each public school from suspending a
 963 regular program of curricula for purposes of administering
 964 practice tests or engaging in other test-preparation activities
 965 for a statewide assessment. However, a district school board may
 966 authorize a public school to engage in the following test-
 967 preparation activities for a statewide assessment:

968 (b) Providing individualized instruction in test-taking
 969 strategies, without suspending the school's regular program of
 970 curricula, for a student who is identified through performance
 971 on a subject area assessment or an end-of-course assessment as
 972 having a deficiency in test-taking skills ~~scores at Level 1 or~~
 973 ~~Level 2 on a prior administration of the statewide assessment.~~

974 (c) Providing individualized instruction in the content
 975 knowledge and skills assessed, without suspending the school's
 976 regular program of curricula, for a ~~student who scores at Level~~
 977 ~~1 or Level 2 on a prior administration of the statewide~~
 978 ~~assessment~~ or a student who, through a diagnostic assessment
 979 administered by the school district, is identified as having a
 980 deficiency in the content knowledge and skills assessed.

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981 (7) REQUIRED ANALYSES.—The commissioner shall provide, at
 982 a minimum, for the following analyses of data produced by the
 983 student achievement testing program:

984 (a) The statistical system for the annual assessments
 985 shall use measures of student learning, such as subject area
 986 assessments and end-of-course assessments ~~the FCAT~~, to determine
 987 teacher, school, and school district statistical distributions,
 988 which shall be determined using available data from the
 989 assessments ~~FCAT~~, and other data collection as deemed
 990 appropriate by the Department of Education, to measure the
 991 differences in student prior year achievement compared to the
 992 current year achievement for the purposes of accountability and
 993 recognition.

994 (9) APPLICABILITY OF TESTING STANDARDS.—

995 (b) A student must attain the passing scores ~~on the~~
 996 ~~statewide assessment required for a standard high school diploma~~
 997 ~~or~~ for high school course credits under sub-sub-subparagraphs
 998 (3)(c)2.a.(I) and (II) which are in effect at the time the
 999 student enters grade 9. If a student transfers into a high
 1000 school, the school principal shall determine, in accordance with
 1001 State Board of Education rule, whether the student must take an
 1002 end-of-course assessment in a course for which the student has
 1003 credit that was earned from the previous school.

1004 (c) If the commissioner revises a statewide assessment and
 1005 the revisions require the State Board of Education to modify the
 1006 passing scores required for ~~a standard high school diploma or~~
 1007 ~~for~~ high school course credits under sub-sub-subparagraphs
 1008 (3)(c)2.a.(I) and (II), the commissioner may, with approval of

1009 the state board, discontinue administration of the former
 1010 assessment upon the graduation, based on normal student
 1011 progression, of students participating in the final regular
 1012 administration of the former assessment. The state board shall
 1013 adopt by rule passing scores for the revised assessment which
 1014 are statistically equivalent to passing scores on the
 1015 discontinued assessment for a student required under paragraph
 1016 (b) to attain passing scores on the discontinued assessment.

1017 ~~(10) CONCORDANT SCORES FOR THE FCAT.—~~

1018 ~~(a) The Commissioner of Education shall analyze the~~
 1019 ~~content and concordant data sets for nationally recognized high~~
 1020 ~~school achievement tests, including, but not limited to, the~~
 1021 ~~PSAT, PLAN, SAT, ACT, and College Placement Test, to assess if~~
 1022 ~~concordant scores for FCAT scores can be determined for high~~
 1023 ~~school graduation. When content alignment and concordant scores~~
 1024 ~~can be determined, the Commissioner of Education shall adopt~~
 1025 ~~those scores as meeting the graduation requirement in lieu of~~
 1026 ~~achieving the FCAT passing score and may adopt those scores as~~
 1027 ~~being sufficient to achieve additional purposes as determined by~~
 1028 ~~rule. Each time that test content or scoring procedures change~~
 1029 ~~for the FCAT or for a high school achievement test for which a~~
 1030 ~~concordant score is determined, new concordant scores must be~~
 1031 ~~determined.~~

1032 ~~(b) The State Board of Education may define by rule the~~
 1033 ~~allowable uses, other than to satisfy the high school graduation~~
 1034 ~~requirement, for concordant scores as described in this~~
 1035 ~~subsection. Such uses may include, but need not be limited to,~~
 1036 ~~achieving appropriate standardized test scores required for the~~

1037 ~~awarding of Florida Bright Futures Scholarships and college~~
 1038 ~~placement.~~

1039 (10) ~~(11)~~ EQUIVALENT SCORES FOR END-OF-COURSE ASSESSMENTS.—

1040 (a) The Commissioner of Education shall analyze the
 1041 content and equivalent data sets for nationally recognized high
 1042 school achievement tests and industry certification tests under
 1043 the Industry Certification Funding List, pursuant to rules
 1044 adopted by the State Board of Education, including, but not
 1045 limited to, ~~grade 10 FCAT Mathematics retakes until such retakes~~
 1046 ~~are discontinued pursuant to subsection (9)~~, the PSAT, the PLAN,
 1047 the SAT, the ACT, and the College Placement Test, to assess if
 1048 equivalent scores for end-of-course assessment scores can be
 1049 determined for passage of an end-of-course assessment. When
 1050 content alignment and equivalent scores can be determined, the
 1051 Commissioner of Education shall adopt those scores as meeting
 1052 the requirement to pass the end-of-course assessment and as
 1053 being sufficient to achieve additional purposes as determined by
 1054 rule. Each time that assessment content or scoring procedures
 1055 change for an end-of-course assessment or for a high school
 1056 achievement test or an industry certification test under the
 1057 Industry Certification Funding List, pursuant to rules adopted
 1058 by the State Board of Education for which an equivalent score is
 1059 determined, new equivalent scores must be determined.

1060 (b) Use of an equivalent score adopted by the State Board
 1061 of Education under paragraph (a) for purposes of grade
 1062 adjustment, grade forgiveness, or course credit recovery is
 1063 contingent upon and subject to district school board rules.

1064 (11) ~~(12)~~ REPORTS.—The Department of Education shall

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1065 annually provide a report to the Governor, the President of the
 1066 Senate, and the Speaker of the House of Representatives on the
 1067 following:

1068 (a) Longitudinal performance of students in mathematics
 1069 and reading.

1070 (b) Longitudinal performance of students by grade level in
 1071 mathematics and reading.

1072 (c) Longitudinal performance regarding efforts to close
 1073 the achievement gap.

1074 (d) Other student performance data based on national norm-
 1075 referenced and criterion-referenced tests, when available, and
 1076 numbers of students who after 8th grade enroll in adult
 1077 education rather than other secondary education.

1078 (12)~~(13)~~ RULES.—The State Board of Education shall adopt
 1079 rules pursuant to ss. 120.536(1) and 120.54 to implement the
 1080 provisions of this section.

1081 Section 10. Subsection (1), paragraph (b) of subsection
 1082 (2), subsections (3) and (4), paragraphs (b) and (c) of
 1083 subsection (5), paragraphs (b) and (c) of subsection (6),
 1084 paragraph (b) of subsection (7), and paragraphs (a) and (b) of
 1085 subsection (8) of section 1008.25, Florida Statutes, are amended
 1086 to read:

1087 1008.25 Public school student progression; remedial
 1088 instruction; reporting requirements.—

1089 (1) INTENT.—It is the intent of the Legislature that each
 1090 student's progression from one grade to another be determined,
 1091 in part, upon proficiency in language arts ~~reading, writing,~~
 1092 science, and mathematics; that district school board policies

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1093 facilitate such proficiency; and that each student and his or
 1094 her parent be informed of that student's academic progress.

1095 (2) COMPREHENSIVE PROGRAM.—Each district school board
 1096 shall establish a comprehensive program for student progression
 1097 which must include:

1098 (b) Specific levels of performance in language arts
 1099 ~~reading, writing,~~ science, and mathematics for each grade level,
 1100 including the levels of performance on statewide assessments as
 1101 defined by the commissioner, below which a student must receive
 1102 remediation or intervention services, or be retained within an
 1103 intensive program that is different from the previous year's
 1104 program and that takes into account the student's learning
 1105 style.

1106 (3) ALLOCATION OF RESOURCES.—District school boards shall
 1107 allocate remedial and supplemental instruction and intervention
 1108 resources to students in the following priority:

1109 (a) Students who are deficient in reading by the end of
 1110 grade 3.

1111 (b) Students who fail to meet performance levels required
 1112 for promotion consistent with the district school board's plan
 1113 for student progression required in paragraph (2) (b).

1114 (4) ASSESSMENT AND REMEDIATION.—

1115 (a) Each student must participate in the statewide
 1116 assessment program tests required by s. 1008.22. Each student
 1117 who does not meet specific levels of performance as determined
 1118 by the district school board in language arts ~~FCAT reading,~~
 1119 ~~writing,~~ science, and mathematics for each grade level, ~~or who~~
 1120 ~~scores below Level 3 in FCAT reading or FCAT mathematics,~~ must

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1121 be provided with additional diagnostic assessments to determine
 1122 the nature of the student's difficulty, the areas of academic
 1123 need, and strategies for appropriate intervention and
 1124 instruction as described in paragraph (b).

1125 (b) The school in which the student is enrolled must
 1126 develop, in consultation with the student's parent, and must
 1127 implement a progress monitoring plan. A progress monitoring plan
 1128 is intended to provide the school district and the school
 1129 flexibility in meeting the academic needs of the student and to
 1130 reduce paperwork. A student who is not meeting the school
 1131 district or state requirements for proficiency in reading and
 1132 math shall be covered by one of the following plans to target
 1133 instruction and identify ways to improve his or her academic
 1134 achievement:

1135 1. A federally required student plan such as an individual
 1136 education plan;

1137 2. A schoolwide system of progress monitoring for all
 1138 students; or

1139 3. An individualized progress monitoring plan.

1140

1141 The plan chosen must be designed to assist the student or the
 1142 school in meeting state and district expectations for
 1143 proficiency. If the student has been identified as having a
 1144 deficiency in reading, the K-12 comprehensive reading plan
 1145 required by s. 1011.62(9) shall include instructional and
 1146 support services to be provided to meet the desired levels of
 1147 performance. District school boards may require low-performing
 1148 students to attend remediation or intervention programs held

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1149 before or after regular school hours or during the summer if
 1150 transportation is provided.

1151 (c) Upon subsequent evaluation, if the documented
 1152 deficiency has not been remediated, the student may be retained.
 1153 Each student who does not meet the minimum performance
 1154 expectations defined by the Commissioner of Education for the
 1155 statewide assessment tests in language arts ~~reading, writing,~~
 1156 science, and mathematics must continue to be provided with
 1157 remedial or supplemental instruction or intervention services
 1158 until the expectations are met or the student graduates from
 1159 high school or is not subject to compulsory school attendance.

1160 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

1161 (b) ~~Beginning with the 2002-2003 school year,~~ If the
 1162 student's reading deficiency, as identified in paragraph (a), is
 1163 not remedied by the end of grade 3, as demonstrated ~~by scoring~~
 1164 ~~at Level 2 or higher~~ on the statewide subject area assessment
 1165 ~~test~~ in reading for grade 3, the student may ~~must~~ be retained at
 1166 the discretion of the principal after consultation with the
 1167 student's teacher and parent.

1168 (c) The parent of any student who exhibits a substantial
 1169 deficiency in reading, as described in paragraph (a), must be
 1170 notified in writing of the following:

1171 1. That his or her child has been identified as having a
 1172 substantial deficiency in reading.

1173 2. A description of the current services that are provided
 1174 to the child.

1175 3. A description of the proposed supplemental
 1176 instructional services and supports that will be provided to the

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1177 | child that are designed to remediate the identified area of
 1178 | reading deficiency.

1179 | 4. That if the child's reading deficiency is not
 1180 | remediated by the end of grade 3, the child may ~~must~~ be retained
 1181 | ~~unless he or she is exempt from mandatory retention for good~~
 1182 | ~~cause.~~

1183 | 5. Strategies for parents to use in helping their child
 1184 | succeed in reading proficiency.

1185 | 6. That the statewide subject area assessment ~~Florida~~
 1186 | ~~Comprehensive Assessment Test (FCAT)~~ is not the sole determiner
 1187 | of promotion and that additional evaluations, portfolio reviews,
 1188 | and assessments are available to the child to assist parents and
 1189 | the school district in knowing when a child is reading at or
 1190 | above grade level and ready for grade promotion.

1191 | 7. The district's specific criteria and policies for
 1192 | midyear promotion. Midyear promotion means promotion of a
 1193 | retained student at any time during the year of retention once
 1194 | the student has demonstrated ability to read at grade level.

1195 | (6) ELIMINATION OF SOCIAL PROMOTION.-

1196 | (b) The district school board may promote students ~~only~~
 1197 | ~~exempt students from mandatory retention~~, as provided in
 1198 | paragraph (5) (b), for good cause. Students promoted for good
 1199 | cause may include, but are not limited to, exemptions shall be
 1200 | ~~limited to~~ the following:

1201 | 1. Limited English proficient students who have had less
 1202 | than 2 years of instruction in an English for Speakers of Other
 1203 | Languages program.

1204 | 2. Students with disabilities whose individual education

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1205 plan indicates that participation in the statewide assessment
 1206 program is not appropriate, consistent with the requirements of
 1207 State Board of Education rule.

1208 3. Students who demonstrate an acceptable level of
 1209 performance on an alternative standardized reading assessment
 1210 approved by the State Board of Education.

1211 4. Students who demonstrate, through a student portfolio,
 1212 that the student is reading on grade level as evidenced by
 1213 demonstration of mastery of the Next Generation Sunshine State
 1214 Standards in reading ~~equal to at least a Level 2 performance on~~
 1215 ~~the FCAT.~~

1216 5. Students with disabilities ~~who participate in the FCAT~~
 1217 ~~and~~ who have an individual education plan or a Section 504 plan
 1218 that reflects that the student has received intensive
 1219 remediation or intervention services in reading for more than 2
 1220 years but still demonstrates a deficiency in reading and was
 1221 previously retained in kindergarten, grade 1, grade 2, or grade
 1222 3.

1223 6. Students who have received intensive remediation or
 1224 intervention services in reading for 2 or more years but still
 1225 demonstrate a deficiency in reading and who were previously
 1226 retained in kindergarten, grade 1, grade 2, or grade 3 for a
 1227 total of 2 years. Intensive reading instruction or intervention
 1228 services for students so promoted must include an altered
 1229 instructional day that includes specialized diagnostic
 1230 information and specific reading strategies for each student.
 1231 The district school board shall assist schools and teachers to
 1232 implement reading strategies that research has shown to be

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1233 successful in improving reading among low-performing readers.

1234 (c) Promotions for good cause ~~Requests for good cause~~
 1235 ~~exemptions for students from the mandatory retention requirement~~
 1236 as described in subparagraphs (b)3. and 4. shall be made
 1237 consistent with the following:

1238 1. Documentation shall be submitted from the student's
 1239 teacher to the school principal that indicates that the
 1240 promotion of the student is appropriate and is based upon the
 1241 student's academic record. In order to minimize paperwork
 1242 requirements, such documentation shall consist only of the
 1243 existing progress monitoring plan, individual educational plan,
 1244 if applicable, report card, or student portfolio.

1245 2. The school principal shall review and discuss such
 1246 recommendation with the teacher and make the determination as to
 1247 whether the student should be promoted or retained. If the
 1248 school principal determines that the student should be promoted,
 1249 the school principal shall make such recommendation in writing
 1250 to the district school superintendent. The district school
 1251 superintendent shall accept or reject the school principal's
 1252 recommendation in writing.

1253 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.—

1254 (b) ~~Beginning with the 2004-2005 school year,~~ Each school
 1255 district shall:

1256 1. Conduct a review of student progress monitoring plans
 1257 for all students who ~~did not score above Level 1 on the reading~~
 1258 ~~portion of the FCAT and did not meet the criteria for a one of~~
 1259 ~~the good cause promotion exemptions~~ in paragraph (6) (b). The
 1260 review shall address additional supports and services, as

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1261 described in this subsection, needed to remediate the identified
 1262 areas of reading deficiency. The school district shall require a
 1263 student portfolio to be completed for each such student.

1264 2. Provide students who are retained under the provisions
 1265 of paragraph (5) (b) with intensive instructional services and
 1266 supports to remediate the identified areas of reading
 1267 deficiency, including a minimum of 90 minutes of daily,
 1268 uninterrupted, scientifically research-based reading instruction
 1269 and other strategies prescribed by the school district, which
 1270 may include, but are not limited to:

- 1271 a. Small group instruction.
- 1272 b. Reduced teacher-student ratios.
- 1273 c. More frequent progress monitoring.
- 1274 d. Tutoring or mentoring.
- 1275 e. Transition classes containing 3rd and 4th grade
 1276 students.
- 1277 f. Extended school day, week, or year.
- 1278 g. Summer reading camps.

1279 3. Provide written notification to the parent of any
 1280 student who is retained under the provisions of paragraph (5) (b)
 1281 that his or her child has not met the proficiency level required
 1282 for promotion and the reasons the child is not eligible for a
 1283 good cause promotion ~~exemption~~ as provided in paragraph (6) (b).
 1284 The notification must comply with the provisions of s.
 1285 1002.20(15) and must include a description of proposed
 1286 interventions and supports that will be provided to the child to
 1287 remediate the identified areas of reading deficiency.

1288 4. Implement a policy for the midyear promotion of any

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1289 student retained under the provisions of paragraph (5) (b) who
 1290 can demonstrate that he or she is a successful and independent
 1291 reader, reading at or above grade level, and ready to be
 1292 promoted to grade 4. Tools that school districts may use in
 1293 reevaluating any student retained may include subsequent
 1294 assessments, alternative assessments, and portfolio reviews, in
 1295 accordance with rules of the State Board of Education. Students
 1296 promoted during the school year after November 1 must
 1297 demonstrate proficiency ~~above that required to score at Level 2~~
 1298 ~~on the grade 3 FCAT~~, as determined by the State Board of
 1299 Education. The State Board of Education shall adopt standards
 1300 that provide a reasonable expectation that the student's
 1301 progress is sufficient to master appropriate 4th grade level
 1302 reading skills.

1303 5. Provide students who are retained under the provisions
 1304 of paragraph (5) (b) with a high-performing teacher as determined
 1305 by student performance data and above-satisfactory performance
 1306 appraisals.

1307 6. In addition to required reading enhancement and
 1308 acceleration strategies, provide parents of students to be
 1309 retained with at least one of the following instructional
 1310 options:

1311 a. Supplemental tutoring in scientifically research-based
 1312 reading services in addition to the regular reading block,
 1313 including tutoring before and/or after school.

1314 b. A "Read at Home" plan outlined in a parental contract,
 1315 including participation in "Families Building Better Readers
 1316 Workshops" and regular parent-guided home reading.

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1317 c. A mentor or tutor with specialized reading training.
 1318 7. Establish a Reading Enhancement and Acceleration
 1319 Development (READ) Initiative. The focus of the READ Initiative
 1320 shall be to prevent the retention of grade 3 students and to
 1321 offer intensive accelerated reading instruction to grade 3
 1322 students who failed to meet standards for promotion to grade 4
 1323 and to each K-3 student who is assessed as exhibiting a reading
 1324 deficiency. The READ Initiative shall:
 1325 a. Be provided to all K-3 students at risk of retention as
 1326 identified by the statewide assessment system used in Reading
 1327 First schools. The assessment must measure phonemic awareness,
 1328 phonics, fluency, vocabulary, and comprehension.
 1329 b. Be provided during regular school hours in addition to
 1330 the regular reading instruction.
 1331 c. Provide a state-identified reading curriculum that has
 1332 been reviewed by the Florida Center for Reading Research at
 1333 Florida State University and meets, at a minimum, the following
 1334 specifications:
 1335 (I) Assists students assessed as exhibiting a reading
 1336 deficiency in developing the ability to read at grade level.
 1337 (II) Provides skill development in phonemic awareness,
 1338 phonics, fluency, vocabulary, and comprehension.
 1339 (III) Provides scientifically based and reliable
 1340 assessment.
 1341 (IV) Provides initial and ongoing analysis of each
 1342 student's reading progress.
 1343 (V) Is implemented during regular school hours.
 1344 (VI) Provides a curriculum in core academic subjects to

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1345 assist the student in maintaining or meeting proficiency levels
 1346 for the appropriate grade in all academic subjects.

1347 8. Establish at each school, where applicable, an
 1348 Intensive Acceleration Class for retained grade 3 students ~~who~~
 1349 ~~subsequently score at Level 1 on the reading portion of the~~
 1350 ~~FCAT~~. The focus of the Intensive Acceleration Class shall be to
 1351 increase a child's reading level at least two grade levels in 1
 1352 school year. The Intensive Acceleration Class shall:

1353 a. Be provided to any student in grade 3 who does not meet
 1354 the proficiency level in reading required for promotion scores
 1355 ~~at Level 1 on the reading portion of the FCAT~~ and who was
 1356 retained in grade 3 the prior year because of inadequate
 1357 proficiency in reading scoring at Level 1 on the reading portion
 1358 ~~of the FCAT~~.

1359 b. Have a reduced teacher-student ratio.

1360 c. Provide uninterrupted reading instruction for the
 1361 majority of student contact time each day and incorporate
 1362 opportunities to master the grade 4 Next Generation Sunshine
 1363 State Standards in other core subject areas.

1364 d. Use a reading program that is scientifically research-
 1365 based and has proven results in accelerating student reading
 1366 achievement within the same school year.

1367 e. Provide intensive language and vocabulary instruction
 1368 using a scientifically research-based program, including use of
 1369 a speech-language therapist.

1370 f. Include weekly progress monitoring measures to ensure
 1371 progress is being made.

1372 g. Report to the Department of Education, in the manner

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1373 described by the department, the progress of students in the
 1374 class at the end of the first semester.

1375 9. Report to the State Board of Education, as requested,
 1376 on the specific intensive reading interventions and supports
 1377 implemented at the school district level. The Commissioner of
 1378 Education shall annually prescribe the required components of
 1379 requested reports.

1380 10. Provide a student who has been retained in grade 3 and
 1381 has received intensive instructional services but is still not
 1382 ready for grade promotion, as determined by the school district,
 1383 the option of being placed in a transitional instructional
 1384 setting. Such setting shall specifically be designed to produce
 1385 learning gains sufficient to meet grade 4 performance standards
 1386 while continuing to remediate the areas of reading deficiency.

1387 (8) ANNUAL REPORT.—

1388 (a) In addition to the requirements in paragraph (5) (b),
 1389 each district school board must annually report to the parent of
 1390 each student the progress of the student toward achieving state
 1391 and district expectations for proficiency in language arts
 1392 ~~reading, writing,~~ science, and mathematics. The district school
 1393 board must report to the parent the student's results on each
 1394 statewide assessment test. The evaluation of each student's
 1395 progress must be based upon the student's classroom work,
 1396 observations, tests, district and state assessments, and other
 1397 relevant information. Progress reporting must be provided to the
 1398 parent in writing in a format adopted by the district school
 1399 board.

1400 (b) Each district school board must annually publish in

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1401 the local newspaper, and report in writing to the State Board of
 1402 Education by September 1 of each year, the following information
 1403 on the prior school year:

1404 1. The provisions of this section relating to public
 1405 school student progression and the district school board's
 1406 policies and procedures on student retention and promotion.

1407 2. By grade, the number and percentage of all students in
 1408 grades 3 through 12 ~~10~~ performing below proficiency levels for
 1409 the grade on statewide subject area assessments and end-of-
 1410 course assessments in language arts, mathematics, and science ~~at~~
 1411 ~~Levels 1 and 2 on the reading portion of the FCAT.~~

1412 3. By grade, the number and percentage of all students
 1413 retained in grades 3 through 12 ~~10~~.

1414 4. Information on the total number of students who were
 1415 promoted for good cause, by each category of good cause as
 1416 specified in paragraph (6) (b).

1417 5. Any revisions to the district school board's policy on
 1418 student retention and promotion from the prior year.

1419 Section 11. Subsection (3) of section 1008.30, Florida
 1420 Statutes, is amended to read:

1421 1008.30 Common placement testing for public postsecondary
 1422 education.—

1423 (3) The State Board of Education shall adopt rules that
 1424 require high schools to evaluate before the beginning of grade
 1425 12 the college readiness of each student who indicates an
 1426 interest in postsecondary education ~~and scores at Level 2 or~~
 1427 ~~Level 3 on the reading portion of the grade 10 FCAT or Level 2,~~
 1428 ~~Level 3, or Level 4 on the mathematics assessments under s.~~

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1429 | ~~1008.22(3)(c)~~. High schools shall perform this evaluation using
 1430 | results from the corresponding component of the common placement
 1431 | test prescribed in this section, or an equivalent test
 1432 | identified by the State Board of Education. The Department of
 1433 | Education shall purchase or develop the assessments necessary to
 1434 | perform the evaluations required by this subsection and shall
 1435 | work with the school districts to administer the assessments.
 1436 | The State Board of Education shall establish by rule the minimum
 1437 | test scores a student must achieve to demonstrate readiness.
 1438 | Students who demonstrate readiness by achieving the minimum test
 1439 | scores established by the state board and enroll in a community
 1440 | college within 2 years of achieving such scores shall not be
 1441 | required to enroll in remediation courses as a condition of
 1442 | acceptance to any community college. The high school shall use
 1443 | the results of the test to advise the students of any identified
 1444 | deficiencies and to the maximum extent practicable provide 12th
 1445 | grade students access to appropriate remedial instruction prior
 1446 | to high school graduation. The remedial instruction provided
 1447 | under this subsection shall be a collaborative effort between
 1448 | secondary and postsecondary educational institutions. To the
 1449 | extent courses are available, the Florida Virtual School may be
 1450 | used to provide the remedial instruction required by this
 1451 | subsection.

1452 | Section 12. Paragraphs (b) and (c) of subsection (3) and
 1453 | subsection (4) of section 1008.34, Florida Statutes, are amended
 1454 | to read:

1455 | 1008.34 School grading system; school report cards;
 1456 | district grade.—

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1457 (3) DESIGNATION OF SCHOOL GRADES.—

1458 (b)1. Beginning with the 2015-2016 school year for schools
1459 comprised of any combination of grades 3 through 8, 25 percent
1460 of the school grade shall be based on subject area assessment
1461 scores or end-of-course assessment scores in core and noncore
1462 subjects administered under s. 1008.22, as applicable, and the
1463 remaining 75 percent on the following factors:

1464 a. Student achievement scores, including achievement
1465 scores for students seeking a special diploma;

1466 b. Student learning gains as measured by annual subject
1467 area assessments in grades 3 through 5 or end-of-course
1468 assessments in grades 6 through 8 and learning gains for
1469 students seeking a special diploma as measured by alternate
1470 assessment tools, if necessary;

1471 c. Improvement of the lowest 25th percentile of students
1472 in the school on subject area assessments in grades 3 through 5
1473 or end-of-course assessments in grades 6 through 8, unless these
1474 students are exhibiting satisfactory performance;

1475 d. The overall academic performance of the students in the
1476 school based on grade point average, student portfolios,
1477 readiness for grade promotion, and, if determined by the State
1478 Board of Education, other measurable indicators of student
1479 progress;

1480 e. The growth or decline in the components listed in sub-
1481 subparagraphs a.-d. from year to year; and

1482 f. The school's use of technology and innovative
1483 practices. ~~A school's grade shall be based on a combination of:~~

1484 ~~a. Student achievement scores, including achievement on~~

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1485 ~~all FCAT assessments administered under s. 1008.22(3)(c)1., end-~~
 1486 ~~of-course assessments administered under s. 1008.22(3)(c)2.a.,~~
 1487 ~~and achievement scores for students seeking a special diploma.~~

1488 ~~b. Student learning gains in reading and mathematics as~~
 1489 ~~measured by FCAT and end-of-course assessments, as described in~~
 1490 ~~s. 1008.22(3)(c)1. and 2.a. Learning gains for students seeking~~
 1491 ~~a special diploma, as measured by an alternate assessment tool,~~
 1492 ~~shall be included not later than the 2009-2010 school year.~~

1493 ~~e. Improvement of the lowest 25th percentile of students~~
 1494 ~~in the school in reading and mathematics on the FCAT or end-of-~~
 1495 ~~course assessments described in s. 1008.22(3)(c)2.a., unless~~
 1496 ~~these students are exhibiting satisfactory performance.~~

1497 2. Beginning with the 2015-2016 ~~2009-2010~~ school year for
 1498 schools comprised of high school grades 9, 10, 11, and 12, or
 1499 grades 10, 11, and 12:

1500 a. Fifty, ~~50~~ percent of the school grade shall be based on
 1501 a combination of the following factors:

1502 (I) Student achievement scores, including achievement
 1503 scores for students seeking a special diploma;

1504 (II) Student learning gains as measured by end-of-course
 1505 assessments and learning gains for students seeking a special
 1506 diploma as measured by alternate assessment tools, if necessary;
 1507 and

1508 (III) Improvement of the lowest 25th percentile of
 1509 students in the school on end-of-course assessments, unless
 1510 these students are exhibiting satisfactory performance. ~~listed~~
 1511 in sub-subparagraphs 1.a.-c. and

1512 b. The remaining 50 percent of the school grade shall be

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1513 based on the following factors:

1514 (I)~~a.~~ The high school graduation rate of the school;

1515 (II)~~b.~~ As valid data becomes available, the performance
 1516 and participation of the school's students in College Board
 1517 Advanced Placement courses, International Baccalaureate courses,
 1518 dual enrollment courses, and Advanced International Certificate
 1519 of Education courses; and the students' achievement of national
 1520 industry certification identified in the Industry Certification
 1521 Funding List, pursuant to rules adopted by the State Board of
 1522 Education;

1523 (III)~~c.~~ Postsecondary readiness of the school's students
 1524 as measured by the SAT, ACT, or the common placement test;

1525 (IV)~~d.~~ The high school graduation rate of at-risk students
 1526 who did not meet proficiency levels ~~scored at Level 2 or lower~~
 1527 on the grade 8 end-of-course assessments in language arts,
 1528 mathematics, and science ~~FCAT Reading and Mathematics~~
 1529 ~~examinations;~~

1530 (V)~~e.~~ ~~As valid data becomes available,~~ The performance of
 1531 the school's students on statewide standardized end-of-course
 1532 assessments administered under s. 1008.22(3)(c)2.b. and c.; and

1533 (VI)~~f.~~ The growth or decline in the components listed in
 1534 sub-sub-subparagraphs (I)-(V) ~~sub-subparagraphs a.-e.~~ from year
 1535 to year.

1536 (c) Student assessment data used in determining school
 1537 grades shall include:

1538 1. The aggregate scores of all eligible students enrolled
 1539 in the school who have been assessed on ~~the FCAT and~~ statewide,
 1540 standardized end-of-course assessments in courses required for

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1541 high school graduation, including, beginning with the 2010-2011
1542 school year, the end-of-course assessment in Algebra I; and
1543 beginning with the 2011-2012 school year, the end-of-course
1544 assessments in geometry and Biology; and beginning with the
1545 2013-2014 school year, on the statewide, standardized end-of-
1546 course assessment in civics education at the middle school
1547 level.

1548 2. The aggregate scores of all eligible students enrolled
1549 in the school who have been assessed on ~~the FCAT and~~ end-of-
1550 course assessments as described in s. 1008.22(3)(c)2.a., and who
1551 have scored at or in the lowest 25th percentile of students in
1552 the school ~~in reading and mathematics~~, unless these students are
1553 exhibiting satisfactory performance.

1554 3. The achievement scores and learning gains of eligible
1555 students attending alternative schools that provide dropout
1556 prevention and academic intervention services pursuant to s.
1557 1003.53. The term "eligible students" in this subparagraph does
1558 not include students attending an alternative school who are
1559 subject to district school board policies for expulsion for
1560 repeated or serious offenses, who are in dropout retrieval
1561 programs serving students who have officially been designated as
1562 dropouts, or who are in programs operated or contracted by the
1563 Department of Juvenile Justice. The student performance data for
1564 eligible students identified in this subparagraph shall be
1565 included in the calculation of the home school's grade. As used
1566 in this section and s. 1008.341, the term "home school" means
1567 the school to which the student would be assigned if the student
1568 were not assigned to an alternative school. If an alternative

1569 school chooses to be graded under this section, student
 1570 performance data for eligible students identified in this
 1571 subparagraph shall not be included in the home school's grade
 1572 but shall be included only in the calculation of the alternative
 1573 school's grade. ~~A school district that fails to assign the FCAT~~
 1574 ~~and end-of-course assessment as described in s.~~
 1575 ~~1008.22(3)(c)2.a. scores of each of its students to his or her~~
 1576 ~~home school or to the alternative school that receives a grade~~
 1577 ~~shall forfeit Florida School Recognition Program funds for 1~~
 1578 ~~fiscal year.~~ School districts must require collaboration between
 1579 the home school and the alternative school in order to promote
 1580 student success. This collaboration must include an annual
 1581 discussion between the principal of the alternative school and
 1582 the principal of each student's home school concerning the most
 1583 appropriate school assignment of the student.

1584 4. Beginning with the 2015-2016 school year for schools
 1585 comprised of high school grades 9, 10, 11, and 12, or grades 10,
 1586 11, and 12, the data listed in subparagraphs 1.-3. and the
 1587 following data as the Department of Education determines such
 1588 data are valid and available:

1589 a. The high school graduation rate of the school as
 1590 calculated by the Department of Education;

1591 b. The participation rate of all eligible students
 1592 enrolled in the school and enrolled in College Board Advanced
 1593 Placement courses; International Baccalaureate courses; dual
 1594 enrollment courses; Advanced International Certificate of
 1595 Education courses; and courses or sequence of courses leading to
 1596 national industry certification identified in the Industry

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1597 Certification Funding List, pursuant to rules adopted by the
 1598 State Board of Education;

1599 c. The aggregate scores of all eligible students enrolled
 1600 in the school in College Board Advanced Placement courses,
 1601 International Baccalaureate courses, and Advanced International
 1602 Certificate of Education courses;

1603 d. Earning of college credit by all eligible students
 1604 enrolled in the school in dual enrollment programs under s.
 1605 1007.271;

1606 e. Earning of a national industry certification identified
 1607 in the Industry Certification Funding List, pursuant to rules
 1608 adopted by the State Board of Education;

1609 f. The aggregate scores of all eligible students enrolled
 1610 in the school in reading, mathematics, and other subjects as
 1611 measured by the SAT, the ACT, and the common placement test for
 1612 postsecondary readiness;

1613 g. The high school graduation rate of all eligible at-risk
 1614 students enrolled in the school who did not meet proficiency
 1615 levels scored at Level 2 or lower on the grade 8 end-of-course
 1616 assessments in language arts, mathematics, and science FCAT
 1617 ~~Reading and Mathematics examinations;~~

1618 h. The performance of the school's students on statewide
 1619 standardized end-of-course assessments administered under s.
 1620 1008.22 (3) (c) 2.b. and c.; and

1621 i. The growth or decline in the data components listed in
 1622 sub-subparagraphs a.-h. from year to year.

1623
 1624 The State Board of Education shall adopt appropriate criteria

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1625 for each school grade. The criteria must also give added weight
1626 to student achievement in language arts ~~reading~~. Schools
1627 designated with a grade of "C," making satisfactory progress,
1628 shall be required to demonstrate that adequate progress has been
1629 made by students in the school who are in the lowest 25th
1630 percentile on subject area assessments or end-of-course
1631 assessments in language arts ~~reading and mathematics on the FCAT~~
1632 and on end-of-course assessments as described in s.
1633 1008.22(3)(c)2.a., unless these students are exhibiting
1634 satisfactory performance. Beginning with the 2015-2016 ~~2009-2010~~
1635 school year for schools comprised of high school grades 9, 10,
1636 11, and 12, or grades 10, 11, and 12, the criteria for school
1637 grades must also give added weight to the graduation rate of all
1638 eligible at-risk students, as defined in this paragraph.
1639 Beginning in the 2015-2016 ~~2009-2010~~ school year, in order for a
1640 high school to be designated as having a grade of "A," making
1641 excellent progress, the school must demonstrate that at-risk
1642 students, as defined in this paragraph, in the school are making
1643 adequate progress.

1644 (4) SCHOOL IMPROVEMENT RATINGS.—The annual report shall
1645 identify each school's performance as having improved, remained
1646 the same, or declined. This school improvement rating shall be
1647 based on a comparison of the current year's and previous year's
1648 student and school performance data. ~~Schools that improve at~~
1649 ~~least one grade level are eligible for school recognition awards~~
1650 ~~pursuant to s. 1008.36.~~

1651 Section 13. Subsections (2) and (3) of section 1008.341,
1652 Florida Statutes, are amended to read:

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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1653 1008.341 School improvement rating for alternative
 1654 schools.—

1655 (2) SCHOOL IMPROVEMENT RATING.—An alternative school that
 1656 provides dropout prevention and academic intervention services
 1657 pursuant to s. 1003.53 shall receive a school improvement rating
 1658 pursuant to this section. However, an alternative school shall
 1659 not receive a school improvement rating if the number of its
 1660 students for whom student performance data is available for the
 1661 current year and previous year is less than the minimum sample
 1662 size necessary, based on accepted professional practice, for
 1663 statistical reliability and prevention of the unlawful release
 1664 of personally identifiable student data under s. 1002.22 or 20
 1665 U.S.C. s. 1232g. The school improvement rating shall identify an
 1666 alternative school as having one of the following ratings
 1667 defined according to rules of the State Board of Education:

1668 (a) "Improving" means the students attending the school
 1669 are making more academic progress than when the students were
 1670 served in their home schools.

1671 (b) "Maintaining" means the students attending the school
 1672 are making progress equivalent to the progress made when the
 1673 students were served in their home schools.

1674 (c) "Declining" means the students attending the school
 1675 are making less academic progress than when the students were
 1676 served in their home schools.

1677
 1678 The school improvement rating shall be based on a comparison of
 1679 student performance data for the current year and previous year.
 1680 ~~Schools that improve at least one level or maintain an~~

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1681 ~~"improving" rating pursuant to this section are eligible for~~
1682 ~~school recognition awards pursuant to s. 1008.36.~~

1683 (3) DESIGNATION OF SCHOOL IMPROVEMENT RATING.—Student data
1684 used in determining an alternative school's school improvement
1685 rating shall include:

1686 (a) The aggregate scores on statewide assessments
1687 administered under s. 1008.22 for all eligible students who were
1688 assigned to and enrolled in the school during the October or
1689 February FTE count ~~and who have FCAT or comparable scores for~~
1690 ~~the preceding school year.~~

1691 (b) The overall academic performance of all eligible
1692 students in grades 3 through 12 based on grade point average,
1693 student portfolios, readiness for grade promotion, readiness for
1694 postsecondary education and careers, and, if determined by the
1695 State Board of Education, other measurable indicators of student
1696 progress. ~~The aggregate scores on statewide assessments~~
1697 ~~administered under s. 1008.22 for all eligible students who were~~
1698 ~~assigned to and enrolled in the school during the October or~~
1699 ~~February FTE count and who have scored in the lowest 25th~~
1700 ~~percentile of students in the state on FCAT Reading.~~

1701
1702 The assessment scores of students who are subject to district
1703 school board policies for expulsion for repeated or serious
1704 offenses, who are in dropout retrieval programs serving students
1705 who have officially been designated as dropouts, or who are in
1706 programs operated or contracted by the Department of Juvenile
1707 Justice may not be included in an alternative school's school
1708 improvement rating.

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1709 Section 14. Section 1008.36, Florida Statutes, is amended
 1710 to read:

1711 1008.36 Every Child Matters Program ~~Florida School~~
 1712 ~~Recognition Program.~~—

1713 (1) The Legislature finds that in order to provide every
 1714 student enrolled in K-12 public schools with the opportunity to
 1715 achieve a successful public education, academic problems must be
 1716 identified early, with remediation and intervention services to
 1717 follow ~~there is a need for a performance incentive program for~~
 1718 ~~outstanding faculty and staff in highly productive schools. The~~
 1719 ~~Legislature further finds that performance-based incentives are~~
 1720 ~~commonplace in the private sector and should be infused into the~~
 1721 ~~public sector as a reward for productivity.~~

1722 (2) The Every Child Matters Program ~~Florida School~~
 1723 ~~Recognition Program~~ is created to provide ~~financial awards to~~
 1724 ~~public schools that:~~

1725 (a) A curriculum-based, year-round measurement of academic
 1726 performance for all public school students enrolled in
 1727 kindergarten through grade 12. ~~Sustain high performance by~~
 1728 ~~receiving a school grade of "A," making excellent progress; or~~

1729 (b) Remediation and intervention services to all public
 1730 school students enrolled in kindergarten through grade 12 who
 1731 are not meeting grade-level performance expectations.
 1732 ~~Demonstrate exemplary improvement due to innovation and effort~~
 1733 ~~by improving at least one letter grade or by improving more than~~
 1734 ~~one letter grade and sustaining the improvement the following~~
 1735 ~~school year.~~

1736 (3) All public schools, including charter schools, ~~that~~

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1737 ~~receive a school grade pursuant to s. 1008.34~~ are eligible to
 1738 participate in the program.

1739 (4) All ~~selected~~ schools shall receive financial
 1740 assistance awards depending on the availability of funds
 1741 appropriated and ~~the number and size of schools selected to~~
 1742 ~~receive an award~~. Funds must be distributed to the school's
 1743 fiscal agent and placed in the school's account and must be used
 1744 for purposes listed in subsection (5) as determined jointly by
 1745 the school's staff and school advisory council. ~~If school staff~~
 1746 ~~and the school advisory council cannot reach agreement by~~
 1747 ~~February 1, the awards must be equally distributed to all~~
 1748 ~~classroom teachers currently teaching in the school. If a school~~
 1749 ~~selected to receive a school recognition award is no longer in~~
 1750 ~~existence at the time the award is paid, the district school~~
 1751 ~~superintendent shall distribute the funds to teachers who taught~~
 1752 ~~at the school in the previous year in the form of a bonus.~~

1753 (5) Every Child Matters Program funds ~~School recognition~~
 1754 ~~awards~~ must be used for the following:

1755 (a) Administration of a regular formative assessment
 1756 approved by the State Board of Education ~~Nonrecurring bonuses to~~
 1757 ~~the faculty and staff;~~

1758 (b) Nonrecurring expenditures for remediation of low-
 1759 performing students, including remediation programs and
 1760 intervention services adopted and administered by the Department
 1761 of Education;

1762 (c) ~~(b)~~ Nonrecurring expenditures for educational equipment
 1763 or materials to assist in the remediation of low-performing
 1764 students; ~~maintaining and improving student performance; or~~

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1765 (d)~~(e)~~ Temporary personnel for the school to assist in the
1766 remediation of low-performing students; maintaining and
1767 improving student performance.

1768 (e) Contracts with private sector participants to provide
1769 remediation services if 90 percent of the personnel providing
1770 services reside in the state and the contracts include
1771 requirements to ensure that the private sector participants are
1772 accountable for performance; or

1773 (f) Transportation of students pursuant to s. 1002.31(3).

1774 (6) The Department of Education shall provide training and
1775 informational resources for educators to administer the
1776 formative assessment pursuant to paragraph (5)(a) and shall be
1777 responsible for developing and implementing provisions for the
1778 collection and analysis of the assessment data.

1779 (7) The Department of Education shall establish policies
1780 and procedures for the development of individual education plans
1781 for low-performing students who receive remediation and
1782 intervention services pursuant to this section.

1783
1784 ~~Notwithstanding statutory provisions to the contrary, incentive~~
1785 ~~awards are not subject to collective bargaining.~~

1786 Section 15. Paragraph (b) of subsection (1) of section
1787 1009.531, Florida Statutes, is amended to read:

1788 1009.531 Florida Bright Futures Scholarship Program;
1789 student eligibility requirements for initial awards.—

1790 (1) Effective January 1, 2008, in order to be eligible for
1791 an initial award from any of the three types of scholarships
1792 under the Florida Bright Futures Scholarship Program, a student

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1793 must:

1794 (b) Earn a standard Florida high school diploma or its
 1795 equivalent as described in s. 1003.428, s. 1003.429, s. 1003.43,
 1796 or s. 1003.435 unless:

1797 1. The student completes a home education program
 1798 according to s. 1002.41; or

1799 2. The student earns a high school diploma from a non-
 1800 Florida school while living with a parent or guardian who is on
 1801 military or public service assignment away from Florida.

1802 Section 16. Paragraph (d) of subsection (7) and paragraph
 1803 (c) of subsection (9) of section 1011.62, Florida Statutes, are
 1804 amended to read:

1805 1011.62 Funds for operation of schools.—If the annual
 1806 allocation from the Florida Education Finance Program to each
 1807 district for operation of schools is not determined in the
 1808 annual appropriations act or the substantive bill implementing
 1809 the annual appropriations act, it shall be determined as
 1810 follows:

1811 (7) DETERMINATION OF SPARSITY SUPPLEMENT.—

1812 (d) Each district's allocation of sparsity supplement
 1813 funds shall be adjusted in the following manner:

1814 1. A maximum discretionary levy per FTE value for each
 1815 district shall be calculated by dividing the value of each
 1816 district's maximum discretionary levy by its FTE student count.

1817 2. A state average discretionary levy value per FTE shall
 1818 be calculated by dividing the total maximum discretionary levy
 1819 value for all districts by the state total FTE student count.

1820 3. A total potential funds per FTE for each district shall

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1821 be calculated by dividing the total potential funds, not
 1822 including Every Child Matters Program ~~Florida School Recognition~~
 1823 ~~Program~~ funds, Merit Award Program funds, and the minimum
 1824 guarantee funds, for each district by its FTE student count.

1825 4. A state average total potential funds per FTE shall be
 1826 calculated by dividing the total potential funds, not including
 1827 Every Child Matters Program ~~Florida School Recognition Program~~
 1828 funds, Merit Award Program funds, and the minimum guarantee
 1829 funds, for all districts by the state total FTE student count.

1830 5. For districts that have a levy value per FTE as
 1831 calculated in subparagraph 1. higher than the state average
 1832 calculated in subparagraph 2., a sparsity wealth adjustment
 1833 shall be calculated as the product of the difference between the
 1834 state average levy value per FTE calculated in subparagraph 2.
 1835 and the district's levy value per FTE calculated in subparagraph
 1836 1. and the district's FTE student count and -1. However, no
 1837 district shall have a sparsity wealth adjustment that, when
 1838 applied to the total potential funds calculated in subparagraph
 1839 3., would cause the district's total potential funds per FTE to
 1840 be less than the state average calculated in subparagraph 4.

1841 6. Each district's sparsity supplement allocation shall be
 1842 calculated by adding the amount calculated as specified in
 1843 paragraphs (a) and (b) and the wealth adjustment amount
 1844 calculated in this paragraph.

1845 (9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

1846 (c) Funds allocated under this subsection must be used to
 1847 provide a system of comprehensive reading instruction to
 1848 students enrolled in the K-12 programs, which may include the

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1849 following:

1850 1. The provision of highly qualified reading coaches.

1851 2. Professional development for school district teachers
 1852 in scientifically based reading instruction, including
 1853 strategies to teach reading in content areas and with an
 1854 emphasis on technical and informational text.

1855 3. The provision of summer reading camps for students who
 1856 are reading below grade level ~~score at Level 1 on FCAT Reading.~~

1857 4. The provision of supplemental instructional materials
 1858 that are grounded in scientifically based reading research.

1859 5. The provision of intensive interventions for middle and
 1860 high school students reading below grade level.

1861 Section 17. Paragraph (b) of subsection (1) of section
 1862 1012.22, Florida Statutes, is amended to read:

1863 1012.22 Public school personnel; powers and duties of the
 1864 district school board.—The district school board shall:

1865 (1) Designate positions to be filled, prescribe
 1866 qualifications for those positions, and provide for the
 1867 appointment, compensation, promotion, suspension, and dismissal
 1868 of employees as follows, subject to the requirements of this
 1869 chapter:

1870 (b) Time to act on nominations.—The district school board
 1871 shall act not later than 3 weeks following the receipt of ~~FCAT~~
 1872 ~~scores and data, including~~ school grades, or June 30, whichever
 1873 is later, on the district school superintendent's nominations of
 1874 supervisors, principals, and members of the instructional staff.

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1875 Section 18. (1) Effective upon this act becoming a law,
1876 the Commissioner of Education shall appoint a public school
1877 assessment and accountability alignment committee to develop:

1878 (a) Standards for a revised statewide student assessment
1879 program under s. 1008.22, Florida Statutes, consisting of
1880 subject area assessments for students in grades 3 through 5,
1881 subject area assessments and end-of-course assessments in core
1882 and noncore subject areas for students in grades 6 through 12,
1883 and diagnostic assessments for students in grades 6, 8, and 10.

1884 (b) Procedures for transitioning elementary schools from
1885 the use of the Florida Comprehensive Assessment Test (FCAT) to
1886 the use of subject area assessments and procedures for
1887 transitioning middle schools and high schools from the use of
1888 the FCAT to the use of subject area assessments and end-of-
1889 course assessments.

1890 (c) Standards for revised formulas for determining school
1891 grades and school improvement ratings under ss. 1008.34 and
1892 1008.341, Florida Statutes.

1893 (2) The committee shall align the components of the
1894 revised statewide student assessment program to best prepare
1895 students to progress from one grade to the next and to
1896 postsecondary education or careers after high school.

1897 (3) To ensure that the alignment committee represents a
1898 cross-section of education stakeholders, it shall be composed of
1899 individuals from:

1900 (a) The education community, including, but not limited
1901 to, teachers and administrators representing elementary,
1902 secondary, and higher education.

1903 (b) Education associations, including, but not limited to,
 1904 associations for teachers, school administrators, and district
 1905 school boards.

1906 (c) State government and local government.

1907 (d) The business community.

1908 (e) Independent education researchers or experts.

1909 (4) Members of the alignment committee shall serve without
 1910 compensation but may be reimbursed for per diem and travel
 1911 expenses in accordance with s. 112.061, Florida Statutes.

1912 (5) The alignment committee may conduct public hearings
 1913 around the state to obtain public input for the development of a
 1914 revised statewide student assessment program and formulas for
 1915 determining school grades and school improvement ratings.

1916 (6) (a) By August 1, 2012, the alignment committee shall
 1917 begin work on the following:

1918 1. Developing new subject area assessments for students in
 1919 grades 3 through 5, subject area assessments and end-of-course
 1920 assessments for students in grades 6 through 12, and diagnostic
 1921 assessments for students in grades 6, 8, and 10.

1922 2. Transitioning to a revised method for determining
 1923 school grades and school improvement ratings based on factors
 1924 that include subject area assessments, end-of-course
 1925 assessments, overall student academic performance, and a
 1926 school's use of technology and innovative practices.

1927 (b) By August 1, 2014:

1928 1. The State Board of Education shall adopt rules pursuant
 1929 to ss. 120.536(1) and 120.54, Florida Statutes, to implement the
 1930 revised statewide student assessment program and school grading

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1931 system as part of the state's public school assessment and
1932 accountability system beginning with the 2015-2016 school year.

1933 2. The Department of Education and school districts shall
1934 begin training and professional development for teachers, school
1935 administrators, and other educational personnel in use of the
1936 new subject area assessments, end-of-course assessments, and
1937 diagnostic assessments.

1938 (7) The alignment committee shall expire upon completion
1939 of its activities but no later than August 1, 2014.

1940 Section 19. Except as otherwise expressly provided in this
1941 act and except for this section, which shall take effect upon
1942 this act becoming a law, this act shall take effect July 1,
1943 2015.