

1                   A bill to be entitled  
2           An act relating to education accountability; amending  
3           s. 1002.22, F.S.; requiring the State Board of  
4           Education to notify the Legislature of major changes  
5           in federal law that may affect the state's K-20  
6           education performance accountability system; amending  
7           s. 1004.015, F.S.; providing a purpose and guiding  
8           principle of the Higher Education Coordinating Council  
9           to improve the K-20 education performance  
10          accountability system and to support data exchange;  
11          amending s. 1005.22, F.S.; revising duties of the  
12          Commission for Independent Education relating to  
13          collecting and reporting data regarding institutions  
14          licensed by the commission; amending s. 1007.01, F.S.;  
15          revising duties of the Articulation Coordinating  
16          Committee relating to collecting and reporting  
17          statewide education data; amending s. 1008.31, F.S.;  
18          requiring the Board of Governors to make data  
19          available to the Department of Education to be  
20          integrated into the K-20 data warehouse; requiring the  
21          Commissioner of Education to have access to certain  
22          data; requiring certain educational institutions to  
23          annually provide data from the prior year to the K-20  
24          data warehouse or to the department; requiring the  
25          commissioner to collaborate with the Department of  
26          Economic Opportunity to develop procedures to tie  
27          student-level data to student and workforce outcome  
28          data; repealing s. 1008.331, F.S., relating to

29 supplemental educational services in Title I schools;  
30 creating s. 1008.333, F.S.; requiring school districts  
31 to allocate funds for interventions to improve the  
32 performance of Title I schools; requiring additional  
33 information in a district's Title I application;  
34 providing criteria for private providers; requiring  
35 analysis of district-level improvement plans by the  
36 Department of Education; providing rulemaking  
37 authority; amending s. 1008.34, F.S.; revising  
38 provisions relating to schools that are assigned  
39 school grades, including colocated schools, and  
40 students whose assessment data is used in determining  
41 school grades; amending s. 1008.341, F.S.; revising  
42 provisions relating to alternative schools that are  
43 assigned a school improvement rating, including an  
44 exceptional student education center; revising the  
45 student data used in determining an alternative  
46 school's school improvement rating; providing  
47 requirements for the content and distribution of  
48 student report cards for alternative schools; amending  
49 s. 1008.385, F.S.; requiring the commissioner to  
50 provide information relating to master school  
51 identification numbers for purposes of the  
52 comprehensive management information system; providing  
53 an effective date.

54  
55 Be It Enacted by the Legislature of the State of Florida:  
56

57 Section 1. Paragraph (b) of subsection (3) of section  
 58 1002.22, Florida Statutes, is amended to read:

59 1002.22 Education records and reports of K-12 students;  
 60 rights of parents and students; notification; penalty.—

61 (3) DUTIES AND RESPONSIBILITIES.—The State Board of  
 62 Education shall:

63 (b) Monitor the FERPA and notify the Legislature of any  
 64 significant change to the requirements of the FERPA or other  
 65 major changes in federal law which may impact this section or s.  
 66 1008.31.

67 Section 2. Subsection (1) of section 1004.015, Florida  
 68 Statutes, is amended, and paragraph (f) is added to subsection  
 69 (3) of that section, to read:

70 1004.015 Higher Education Coordinating Council.—

71 (1) The Higher Education Coordinating Council is created  
 72 for the purposes of identifying unmet needs; ~~and~~ facilitating  
 73 solutions to disputes regarding the creation of new degree  
 74 programs and the establishment of new institutes, campuses, or  
 75 centers; and facilitating solutions to data issues identified by  
 76 the Articulation Coordinating Committee pursuant to s. 1007.01  
 77 to improve the K-20 education performance accountability system.

78 (3) The council shall serve as an advisory board to the  
 79 Legislature, the State Board of Education, and the Board of  
 80 Governors. Recommendations of the council shall be consistent  
 81 with the following guiding principles:

82 (f) To promote adoption by the members of the council of a  
 83 common set of data elements identified by the National Center  
 84 for Education Statistics to support the effective exchange of

85 data within and across states.

86 Section 3. Paragraph (i) of subsection (1) of section  
87 1005.22, Florida Statutes, is amended to read:

88 1005.22 Powers and duties of commission.—

89 (1) The commission shall:

90 (i) Serve as a central agency for collecting and  
91 distributing current information regarding institutions licensed  
92 by the commission. The commission shall annually collect, and  
93 all institutions licensed by the commission shall annually  
94 report, student-level data from the prior year for each student  
95 who receives state funds, in a format prescribed by the  
96 Department of Education. At a minimum, data from the prior year  
97 ~~must shall be reported annually and~~ include retention rates,  
98 transfer rates, completion rates, graduation rates, employment  
99 and placement rates, and earnings of graduates. By December 31,  
100 2013, the commission shall report the data for the 2012-2013  
101 academic year to the department. By December 31 of each year  
102 thereafter, the commission shall report the data to the  
103 department.

104 Section 4. Subsection (3) of section 1007.01, Florida  
105 Statutes, is amended to read:

106 1007.01 Articulation; legislative intent; purpose; role of  
107 the State Board of Education and the Board of Governors;  
108 Articulation Coordinating Committee.—

109 (3) The Commissioner of Education, in consultation with  
110 the Chancellor of the State University System, shall establish  
111 the Articulation Coordinating Committee, which shall make  
112 recommendations related to statewide articulation policies and

113 issues regarding access, quality, and reporting of data  
114 maintained by the K-20 data warehouse, established pursuant to  
115 ss. 1001.10 and 1008.31, to the Higher Education Coordination  
116 Council, the State Board of Education, and the Board of  
117 Governors. The committee shall consist of two members each  
118 representing the State University System, the Florida College  
119 System, public career and technical education, public K-12  
120 education, and nonpublic education and one member representing  
121 students. The chair shall be elected from the membership. The  
122 committee shall:

123 (a) Monitor the alignment between the exit requirements of  
124 one education system and the admissions requirements of another  
125 education system into which students typically transfer and make  
126 recommendations for improvement.

127 (b) Propose guidelines for interinstitutional agreements  
128 between and among public schools, career and technical education  
129 centers, Florida College System institutions, state  
130 universities, and nonpublic postsecondary institutions.

131 (c) Annually recommend dual enrollment course and high  
132 school subject area equivalencies for approval by the State  
133 Board of Education and the Board of Governors.

134 (d) Annually review the statewide articulation agreement  
135 pursuant to s. 1007.23 and make recommendations for revisions.

136 (e) Annually review the statewide course numbering system,  
137 the levels of courses, and the application of transfer credit  
138 requirements among public and nonpublic institutions  
139 participating in the statewide course numbering system and  
140 identify instances of student transfer and admissions

141 difficulties.

142 (f) Annually publish a list of courses that meet common  
143 general education and common degree program prerequisite  
144 requirements at public postsecondary institutions identified  
145 pursuant to s. 1007.25.

146 (g) Foster timely collection and reporting of statewide  
147 education data ~~Examine statewide data regarding articulation to~~  
148 ~~identify issues and make recommendations to improve articulation~~  
149 ~~throughout~~ the K-20 education performance accountability system  
150 by:

151 1. Facilitating timely reporting of data by all  
152 educational delivery systems to the K-20 data warehouse  
153 established pursuant to ss. 1001.10 and 1008.31.

154 2. Facilitating timely reporting of data by the K-20 data  
155 warehouse.

156 3. Identifying data issues including, but not limited to,  
157 data quality and accessibility.

158 (h) Recommend roles and responsibilities of public  
159 education entities in interfacing with the single, statewide  
160 computer-assisted student advising system established pursuant  
161 to s. 1006.73.

162 Section 5. Subsection (3) of section 1008.31, Florida  
163 Statutes, is amended to read:

164 1008.31 Florida's K-20 education performance  
165 accountability system; legislative intent; mission, goals, and  
166 systemwide measures; data quality improvements.-

167 (3) K-20 EDUCATION DATA QUALITY IMPROVEMENTS.-To provide  
168 data required to implement education performance accountability

169 measures in state and federal law, the Commissioner of Education  
170 shall initiate and maintain strategies to improve data quality  
171 and timeliness. The Board of Governors shall make available to  
172 the department all data within the State University Database  
173 System to ~~collected from state universities shall, as determined~~  
174 ~~by the commissioner,~~ be integrated into the K-20 data warehouse.  
175 The commissioner shall have unlimited access to such data ~~solely~~  
176 for the purposes of conducting studies, reporting annual and  
177 longitudinal student outcomes, and improving college readiness  
178 and articulation. All public educational institutions shall  
179 annually provide data from the prior year to the K-20 data  
180 warehouse in a format based on data elements identified  
181 ~~specified~~ by the commissioner.

182 (a) School districts and public postsecondary educational  
183 institutions shall maintain information systems that will  
184 provide the State Board of Education, the Board of Governors of  
185 the State University System, and the Legislature with  
186 information and reports necessary to address the specifications  
187 of the accountability system. The level of comprehensiveness and  
188 quality must ~~shall~~ be no less than that which was available as  
189 of June 30, 2001.

190 (b) Colleges and universities eligible to participate in  
191 the William L. Boyd, IV, Florida Resident Access Grant Program  
192 shall annually report student-level data from the prior year for  
193 each student who receives state funds in a format prescribed by  
194 the Department of Education. At a minimum, data from the prior  
195 year must ~~shall be reported annually to the department and~~  
196 include retention rates, transfer rates, completion rates,

197 graduation rates, employment and placement rates, and earnings  
198 of graduates. By December 31, 2013, the colleges and  
199 universities described in this paragraph shall report the data  
200 for the 2012-2013 academic year to the department. By December  
201 31 of each year thereafter, the colleges and universities  
202 described in this paragraph shall report the data to the  
203 department.

204 (c) The Commissioner of Education shall determine the  
205 standards for the required data, monitor data quality, and  
206 measure improvements. The commissioner shall report annually to  
207 the State Board of Education, the Board of Governors of the  
208 State University System, the President of the Senate, and the  
209 Speaker of the House of Representatives data quality indicators  
210 and ratings for all school districts and public postsecondary  
211 educational institutions.

212 (d) The commissioner shall continuously monitor and review  
213 the collection of paperwork, data, and reports by school  
214 districts and complete an annual review of such collection by ~~no~~  
215 ~~later than~~ June 1 of each year. The annual review must include  
216 recommendations for consolidating paperwork, data, and reports,  
217 wherever feasible, in order to reduce the burdens on school  
218 districts.

219 (e) By July 1 of each year, the commissioner shall prepare  
220 a report assisting the school districts in eliminating or  
221 consolidating paperwork, data, and reports by providing  
222 suggestions, technical assistance, and guidance.

223 (f) Before establishing any new reporting or data  
224 collection requirements, the commissioner ~~of Education~~ shall use



225 ~~utilize~~ existing data being collected to reduce duplication and  
226 minimize paperwork.

227 (g) The commissioner shall collaborate with the executive  
228 director of the Department of Economic Opportunity to develop  
229 procedures for the ability to tie student-level data to student  
230 and workforce outcome data.

231 Section 6. Section 1008.331, Florida Statutes, is  
232 repealed.

233 Section 7. Section 1008.333, Florida Statutes, is created  
234 to read:

235 1008.333 Resources for Title I schools.—

236 (1) School districts shall allocate an amount equivalent  
237 to 15 percent of the Title I, Part A funds from the Elementary  
238 and Secondary Education Act for school-level and district-level  
239 interventions, strategies, and support designed to improve the  
240 performance of Title I schools and to close student achievement  
241 gaps, including those described in the school improvement plan  
242 required by s. 1001.42(18). Each school district shall annually  
243 submit, as part of its Title I application, a district-level  
244 improvement plan that:

245 (a) Identifies the research-based interventions,  
246 strategies, and support that will be used to improve student  
247 achievement and close student achievement gaps.

248 (b) Identifies the schools and students targeted for  
249 assistance.

250 (c) Describes the methods by which the impact of these  
251 interventions, strategies, and support on improving school  
252 performance and closing student achievement gaps will be

253 measured.

254 (d) Describes the process the district will use to  
255 prioritize district-level support services to provide effective  
256 and efficient delivery to such schools.

257 (2) A district-level plan may also include tutoring by  
258 private providers. The plan shall:

259 (a) Describe the competitive selection process that will  
260 be used to approve providers, which must include, at a minimum,  
261 the following criteria:

262 1. Alignment of the provider's curricula to the Next  
263 Generation Sunshine State Standards.

264 2. Use of research-based instructional methods that are  
265 consistent with the instruction provided by the district.

266 3. Demonstrated financial stability.

267 (b) Describe the schools and students for which such  
268 tutoring will be available and the notification process that  
269 will be used to notify parents.

270 (c) Describe the process for discontinuing the use of  
271 providers that fail to meet financial and academic standards  
272 established by the district.

273 (d) Describe the method for informing parents of the  
274 student's progress.

275 (e) Include a parent complaint resolution process.

276 (f) Require that the board of directors, the managing  
277 members, and, if a sole proprietor, the owner meet the  
278 background screening requirements of s. 435.04.

279 (3) The department shall review submitted plans for  
280 approval, conditional approval, or denial based upon the

281 requirements of subsections (1) and (2) and to limit the types  
 282 and uses of interventions, strategies, and support based in part  
 283 upon the best practices identified in subsection (4).

284 (4) The department shall analyze the results of each  
 285 district-level improvement plan to identify the interventions,  
 286 strategies, and support that reduced student achievement gaps  
 287 and increased school-level performance. The department shall  
 288 disseminate the results of its review to all school districts.

289 (5) The State Board of Education shall adopt rules to  
 290 implement this section.

291 Section 8. Subsection (1) and paragraphs (a) and (c) of  
 292 subsection (3) of section 1008.34, Florida Statutes, are amended  
 293 to read:

294 1008.34 School grading system; school report cards;  
 295 district grade.—

296 (1) ANNUAL REPORTS.—The Commissioner of Education shall  
 297 prepare annual reports of the results of the statewide  
 298 assessment program which describe student achievement in the  
 299 state, each district, and each school. The commissioner shall  
 300 prescribe the design and content of these reports, which must  
 301 include descriptions of the performance of all schools  
 302 participating in the assessment program and all of their major  
 303 student populations as determined by the commissioner. The  
 304 report must also include the percent of students performing at  
 305 or above grade level and making ~~a year's~~ learning gains ~~growth~~  
 306 ~~in a year's time~~ in reading and mathematics. The provisions of  
 307 s. 1002.22 pertaining to student records apply to this section.

308 (3) DESIGNATION OF SCHOOL GRADES.—

309 (a) Beginning with the 2013-2014 school year, each school  
310 that has students who are tested and included in the school  
311 grading system shall receive a school grade if the number of its  
312 students tested on statewide assessments pursuant to s. 1008.22  
313 meets or exceeds the minimum sample size of 10, except as  
314 follows:

315 ~~1. A school shall not receive a school grade if the number~~  
316 ~~of its students tested and included in the school grading system~~  
317 ~~is less than the minimum sample size necessary, based on~~  
318 ~~accepted professional practice, for statistical reliability and~~  
319 ~~prevention of the unlawful release of personally identifiable~~  
320 ~~student data under s. 1002.22 or 20 U.S.C. s. 1232g.~~

321 1.2. An alternative school may choose to receive a school  
322 grade under this section or a school improvement rating under s.  
323 1008.341. For charter schools that meet the definition of an  
324 alternative school pursuant to State Board of Education rule,  
325 the decision to receive a school grade is the decision of the  
326 charter school governing board.

327 ~~2.3.~~ A school that serves any combination of students in  
328 kindergarten through grade 3 which does not receive a school  
329 grade because its students are not tested and included in the  
330 school grading system shall receive the school grade designation  
331 of a K-3 feeder pattern school identified by the Department of  
332 Education and verified by the school district. A school feeder  
333 pattern exists if at least 60 percent of the students in the  
334 school serving a combination of students in kindergarten through  
335 grade 3 are scheduled to be assigned to the graded school.

336 3. If a colocated school does not earn a school grade or

337 school improvement rating for the performance of its students,  
338 the student performance data of all schools operating at the  
339 same facility must be aggregated to develop a school grade that  
340 will be assigned to all schools at that location. A colocated  
341 school is a school that has its own unique master school  
342 identification number and provides for the education of each of  
343 its enrolled students and operates at the same facility as  
344 another school that has its own unique master school  
345 identification number and provides for the education of each of  
346 its enrolled students.

347 (c) Student assessment data used in determining school  
348 grades shall include:

349 1. The aggregate scores of all eligible students enrolled  
350 in the school who have been assessed on the FCAT and statewide,  
351 standardized end-of-course assessments in courses required for  
352 high school graduation, including, beginning with the 2011-2012  
353 school year, the end-of-course assessment in Algebra I; and  
354 beginning with the 2012-2013 school year, the end-of-course  
355 assessments in geometry and Biology I; and beginning with the  
356 2014-2015 school year, on the statewide, standardized end-of-  
357 course assessment in civics education at the middle school  
358 level.

359 2. The aggregate scores of all eligible students enrolled  
360 in the school who have been assessed on the FCAT and statewide,  
361 standardized end-of-course assessments as described in s.  
362 1008.22(3)(c)2.a., and who have scored at or in the lowest 25th  
363 percentile of students in the school in reading and mathematics,  
364 unless these students are exhibiting satisfactory performance.

365           3. The achievement scores and learning gains of eligible  
366 students attending alternative schools that provide dropout  
367 prevention and academic intervention services pursuant to s.  
368 1003.53. The term "eligible students" in this subparagraph does  
369 not include:

370           a. Students attending an alternative school who are  
371 subject to district school board policies for expulsion for  
372 repeated or serious offenses, who are in dropout retrieval  
373 programs serving students who have officially been designated as  
374 dropouts, or who are in programs operated or contracted by the  
375 Department of Juvenile Justice.

376           b. Students attending an alternative school that is an  
377 exceptional student education center, pursuant to s.  
378 1008.341(2), who were not enrolled in or in attendance at a  
379 public school within the school district during the previous 3  
380 years other than the exceptional student education center.

381  
382 The student performance data for eligible students identified in  
383 this subparagraph shall be included in the calculation of the  
384 home school's grade. As used in this subparagraph and s.  
385 1008.341, the term "home school" means the school to which the  
386 student would be assigned if the student were not assigned to an  
387 alternative school. If an alternative school chooses to be  
388 graded under this section, student performance data for eligible  
389 students identified in this subparagraph shall not be included  
390 in the home school's grade but shall be included only in the  
391 calculation of the alternative school's grade. A school district  
392 that fails to assign the FCAT and statewide, standardized end-

393 of-course assessment as described in s. 1008.22(3)(c)2.a. scores  
 394 of each of its students to his or her home school or to the  
 395 alternative school that receives a grade shall forfeit Florida  
 396 School Recognition Program funds for 1 fiscal year. School  
 397 districts must require collaboration between the home school and  
 398 the alternative school in order to promote student success. This  
 399 collaboration must include an annual discussion between the  
 400 principal of the alternative school and the principal of each  
 401 student's home school concerning the most appropriate school  
 402 assignment of the student.

403 4. The achievement scores and learning gains of students  
 404 designated as hospital- or homebound. Student assessment data  
 405 for a student ~~students~~ designated as hospital- or homebound  
 406 shall be assigned to his or her ~~their~~ home school for the  
 407 purposes of school grades if the student was enrolled in the  
 408 home school during the October and February FTE count. As used  
 409 in this subparagraph, the term "home school" means the school to  
 410 which a student would be assigned if the student were not  
 411 assigned to a hospital- or homebound program.

412 5. For schools comprised of high school grades 9, 10, 11,  
 413 and 12, or grades 10, 11, and 12, the data listed in  
 414 subparagraphs 1.-3. and the following data as the Department of  
 415 Education determines such data are valid and available:

416 a. The high school graduation rate of the school as  
 417 calculated by the department;

418 b. The participation rate of all eligible students  
 419 enrolled in the school and enrolled in College Board Advanced  
 420 Placement courses; International Baccalaureate courses; dual

421 enrollment courses; Advanced International Certificate of  
422 Education courses; and courses or sequences of courses leading  
423 to national industry certification identified in the Industry  
424 Certification Funding List, pursuant to rules adopted by the  
425 State Board of Education;

426 c. The aggregate scores of all eligible students enrolled  
427 in the school in College Board Advanced Placement courses,  
428 International Baccalaureate courses, and Advanced International  
429 Certificate of Education courses;

430 d. Earning of college credit by all eligible students  
431 enrolled in the school in dual enrollment programs under s.  
432 1007.271;

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

436 f. The aggregate scores of all eligible students enrolled  
437 in the school in reading, mathematics, and other subjects as  
438 measured by the SAT, the ACT, the Postsecondary Education  
439 Readiness Test, and the common placement test for postsecondary  
440 readiness;

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

444 h. The performance of the school's students on statewide,  
445 standardized end-of-course assessments administered under s.  
446 1008.22(3)(c)2.c. and d.; and

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



449  
450 The State Board of Education shall adopt appropriate criteria  
451 for each school grade. The criteria must also give added weight  
452 to student achievement in reading. Schools earning a grade of  
453 "C," making satisfactory progress, shall be required to  
454 demonstrate that adequate progress has been made by students in  
455 the school who are in the lowest 25th percentile in reading and  
456 mathematics on the FCAT and end-of-course assessments as  
457 described in s. 1008.22(3)(c)2.a., unless these students are  
458 exhibiting satisfactory performance. For schools comprised of  
459 high school grades 9, 10, 11, and 12, or grades 10, 11, and 12,  
460 the criteria for school grades must also give added weight to  
461 the graduation rate of all eligible at-risk students. In order  
462 for a high school to earn a grade of "A," the school must  
463 demonstrate that its at-risk students, as defined in this  
464 paragraph, are making adequate progress.

465 Section 9. Subsections (2), (3), and (5) of section  
466 1008.341, Florida Statutes, are amended to read:

467 1008.341 School improvement rating for alternative  
468 schools.—

469 (2) SCHOOL IMPROVEMENT RATING.—An alternative school is a  
470 school that provides dropout prevention and academic  
471 intervention services pursuant to s. 1003.53. An alternative  
472 school shall receive a school improvement rating pursuant to  
473 this section unless the school earns a school grade pursuant to  
474 s. 1008.34. For accountability purposes, an exceptional student  
475 education center, as defined in State Board of Education rule to  
476 provide instruction in accordance with the requirements in s.

477 1003.57(1)(d), is an alternative school that has its own unique  
478 master school identification number and serves students with  
479 disabilities for whom the individual education plan team  
480 determines that the school is the least restrictive environment  
481 based upon the student's need for specialized instruction and  
482 related services. The department shall monitor each district  
483 school board's placement of students with disabilities.  
484 Beginning with the 2013-2014 school year, each ~~However, an~~  
485 alternative school that chooses to receive a school improvement  
486 rating shall not receive a school improvement rating if the  
487 number of its students for whom student performance data on  
488 statewide, standardized assessments pursuant to s. 1008.22 is  
489 available for the current year and previous year meets or  
490 exceeds is less than the minimum sample size of 10. An  
491 alternative school that tests at least 80 percent of its  
492 students may receive a school improvement rating. If an  
493 alternative school tests less than 90 percent of its students,  
494 the school may not earn a rating higher than "maintaining."  
495 ~~necessary, based on accepted professional practice, for~~  
496 ~~statistical reliability and prevention of the unlawful release~~  
497 ~~of personally identifiable student data under s. 1002.22 or 20~~  
498 ~~U.S.C. s. 1232g.~~ The school improvement rating shall identify an  
499 alternative school as having one of the following ratings  
500 defined according to rules of the State Board of Education:  
501 (a) "Improving" means the students attending the school  
502 are making more academic progress than when the students were  
503 served in their home schools.  
504 (b) "Maintaining" means the students attending the school

505 are making progress equivalent to the progress made when the  
506 students were served in their home schools.

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

510  
511 The school improvement rating shall be based on a comparison of  
512 student performance data for the current year and previous year.  
513 Schools that improve at least one level or maintain an  
514 "improving" rating pursuant to this section are eligible for  
515 school recognition awards pursuant to s. 1008.36.

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

519 (a) The achievement ~~aggregate~~ scores on statewide,  
520 standardized assessments, including retakes, administered under  
521 s. 1008.22 for all eligible students who were assigned to and  
522 enrolled in the school during the October or February FTE count  
523 and who have assessment scores ~~FCAT~~ or comparable scores for the  
524 preceding school year.

525 (b) The achievement ~~aggregate~~ scores on statewide,  
526 standardized assessments, including retakes, administered under  
527 s. 1008.22 for all eligible students who were assigned to and  
528 enrolled in the school during the October or February FTE count  
529 and who have scored in the lowest 25th percentile of students in  
530 the state on FCAT Reading.

531  
532 The achievement ~~assessment~~ scores of students who are subject to

533 district school board policies for expulsion for repeated or  
534 serious offenses, who are in dropout retrieval programs serving  
535 students who have officially been designated as dropouts, or who  
536 are in programs operated or contracted by the Department of  
537 Juvenile Justice may not be included in an alternative school's  
538 school improvement rating.

539 (5) SCHOOL AND STUDENT REPORT CARDS CARD.—The Department  
540 of Education shall annually develop, in collaboration with the  
541 school districts, a school report card for alternative schools  
542 to be delivered to parents throughout each school district. The  
543 report card shall include the school improvement rating,  
544 identification of student learning gains, student attendance  
545 data, information regarding school improvement, ~~an explanation~~  
546 ~~of school performance as evaluated by the federal No Child Left~~  
547 ~~Behind Act of 2001,~~ and indicators of return on investment. An  
548 alternative school that serves at least 10 students who are  
549 tested on the statewide, standardized assessments pursuant to s.  
550 1008.22 in the current year and previous year shall distribute  
551 an individual student report card to parents that includes the  
552 student's learning gains and progress toward meeting high school  
553 graduation requirements. The report card shall also include the  
554 school's industry certification rate, college readiness rate,  
555 dropout rate, and graduation rate. This subsection does not  
556 abrogate the provisions of s. 1002.22 relating to student  
557 records or the requirements of 20 U.S.C. s. 1232g, the Family  
558 Educational Rights and Privacy Act.

559 Section 10. Paragraph (a) of subsection (2) of section  
560 1008.385, Florida Statutes, is amended to read:

561 1008.385 Educational planning and information systems.—  
562 (2) COMPREHENSIVE MANAGEMENT INFORMATION SYSTEMS.—The  
563 Commissioner of Education shall develop and implement an  
564 integrated information system for educational management. The  
565 system must be designed to collect, via electronic transfer, all  
566 student and school performance data required to ascertain the  
567 degree to which schools and school districts are meeting state  
568 performance standards, and must be capable of producing data for  
569 a comprehensive annual report on school and district  
570 performance. In addition, the system shall support, as feasible,  
571 the management decisions to be made in each division of the  
572 department and at the individual school and district levels.  
573 Similar data elements among divisions and levels shall be  
574 compatible. The system shall be based on an overall conceptual  
575 design; the information needed for such decisions, including  
576 fiscal, student, program, personnel, facility, community,  
577 evaluation, and other relevant data; and the relationship  
578 between cost and effectiveness. The system shall be managed and  
579 administered by the commissioner and shall include a district  
580 subsystem component to be administered at the district level,  
581 with input from the reports-and-forms control management  
582 committees. Each district school system with a unique management  
583 information system shall assure that compatibility exists  
584 between its unique system and the district component of the  
585 state system so that all data required as input to the state  
586 system is made available via electronic transfer and in the  
587 appropriate input format.  
588 (a) The specific responsibilities of the commissioner

589 shall include:

590 1. Consulting with school district representatives in the  
591 development of the system design model and implementation plans  
592 for the management information system for public school  
593 education management;

594 2. Providing operational definitions for the proposed  
595 system, including criteria for issuing and revoking master  
596 school identification numbers to support the maintenance of  
597 education records, to enforce and support education  
598 accountability, to support the distribution of funds to school  
599 districts, to support the preparation and analysis of school  
600 district financial reports, and to assist the commissioner in  
601 carrying out the duties set forth in ss. 1001.10 and 1001.11;

602 3. Determining the information and specific data elements  
603 required for the management decisions made at each educational  
604 level, recognizing that the primary unit for information input  
605 is the individual school and recognizing that time and effort of  
606 instructional personnel expended in collection and compilation  
607 of data should be minimized;

608 4. Developing standardized terminology and procedures to  
609 be followed at all levels of the system;

610 5. Developing a standard transmittal format to be used for  
611 collection of data from the various levels of the system;

612 6. Developing appropriate computer programs to assure  
613 integration of the various information components dealing with  
614 students, personnel, facilities, fiscal, program, community, and  
615 evaluation data;

616 7. Developing the necessary programs to provide

617 statistical analysis of the integrated data provided in  
618 subparagraph 6. in such a way that required reports may be  
619 disseminated, comparisons may be made, and relationships may be  
620 determined in order to provide the necessary information for  
621 making management decisions at all levels;

622 8. Developing output report formats which will provide  
623 district school systems with information for making management  
624 decisions at the various educational levels;

625 9. Developing a phased plan for distributing computer  
626 services equitably among all public schools and school districts  
627 in the state as rapidly as possible. The plan shall describe  
628 alternatives available to the state in providing such computing  
629 services and shall contain estimates of the cost of each  
630 alternative, together with a recommendation for action. In  
631 developing the plan, the feasibility of shared use of computing  
632 hardware and software by school districts, Florida College  
633 System institutions, and universities shall be examined. Laws or  
634 administrative rules regulating procurement of data processing  
635 equipment, communication services, or data processing services  
636 by state agencies shall not be construed to apply to local  
637 agencies which share computing facilities with state agencies;

638 10. Assisting the district school systems in establishing  
639 their subsystem components and assuring compatibility with  
640 current district systems;

641 11. Establishing procedures for continuous evaluation of  
642 system efficiency and effectiveness;

643 12. Initiating a reports-management and forms-management  
644 system to ascertain that duplication in collection of data does

645 | not exist and that forms and reports for reporting under state  
646 | and federal requirements and other forms and reports are  
647 | prepared in a logical and uncomplicated format, resulting in a  
648 | reduction in the number and complexity of required reports,  
649 | particularly at the school level; and

650 |       13. Initiating such other actions as are necessary to  
651 | carry out the intent of the Legislature that a management  
652 | information system for public school management needs be  
653 | implemented. Such other actions shall be based on criteria  
654 | including, but not limited to:

- 655 |       a. The purpose of the reporting requirement;  
656 |       b. The origination of the reporting requirement;  
657 |       c. The date of origin of the reporting requirement; and  
658 |       d. The date of repeal of the reporting requirement.

659 |       Section 11. This act shall take effect July 1, 2013.