

By the Committee on Education; and Senators Flores, Bradley, Perry, Baxley, and Stargel

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1 A bill to be entitled
2 An act relating to education; requiring the
3 Commissioner of Education to contract for an
4 independent study to determine whether a nationally
5 recognized high school assessment may be administered
6 in lieu of the Florida Standards Assessment and the
7 Algebra I end-of-course assessment; providing
8 requirements for the assessment; requiring the
9 commissioner and the contractor to consult with
10 specified stakeholders; requiring the commissioner to
11 submit a report to the Governor and the Legislature by
12 a specified date; creating s. 1001.4205, F.S.;
13 authorizing an individual district school board member
14 to visit any district school or charter school in his
15 or her school district; providing requirements and
16 restrictions; amending s. 1003.4156, F.S.; revising
17 the mathematics and social studies requirements for
18 student promotion to high school and for certain high
19 school credits; amending s. 1003.4282, F.S.; revising
20 the requirements for a standard high school diploma;
21 deleting provisions requiring a student or transfer
22 student to take a statewide, standardized Algebra II
23 assessment or a Geometry or United States History end-
24 of-course (EOC) assessment; amending s. 1003.4285,
25 F.S.; revising the standard high school diploma
26 designation requirements for mathematics and social
27 studies; amending s. 1008.22, F.S.; providing an
28 exception to the requirement that ELA assessments be
29 administered online; deleting requirements that a

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30 student take an EOC assessment in Geometry, Algebra
31 II, United States History, or Civics; deleting a
32 provision authorizing the commissioner to establish a
33 schedule for the development and administration of
34 additional statewide, standardized EOC assessments;
35 requiring that Mathematics assessments be administered
36 online; providing an exception; requiring the
37 commissioner to make an alternative, nonelectronic
38 assessment option available for statewide assessments;
39 requiring the Department of Education to conduct a
40 study regarding achievement levels for certain
41 statewide, standardized assessments; requiring a
42 report to the Governor, the Legislature, and the state
43 board by a specified date; providing requirements for
44 administration of the statewide, standardized English
45 Language Arts and mathematics assessments in specified
46 grades; requiring a district school superintendent to
47 provide the commissioner with certain notifications on
48 the use of a nonelectronic assessment option;
49 requiring the commissioner to provide such an option
50 to the school district; revising provisions relating
51 to reporting requirements for local assessments
52 required by school districts; providing reporting
53 requirements for certain student assessment results;
54 creating s. 1008.222, F.S.; exempting students in
55 certain articulated acceleration mechanisms from
56 taking certain statewide, standardized assessments;
57 requiring the commissioner to establish certain
58 concordant or comparative scores; providing that

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59 certain scores are included in school grade
60 calculations; amending s. 1008.25, F.S.; revising the
61 type of reading instruction school districts must
62 provide for certain students; amending s. 1009.60,
63 F.S.; revising eligibility criteria for receipt of a
64 minority teacher education scholarship; amending s.
65 1009.605, F.S.; revising the scholar awards on which
66 the Florida Fund for Minority Teachers, Inc.'s budget
67 projection must be based; amending s. 1012.34, F.S.;
68 revising personnel evaluation procedures and criteria;
69 authorizing the commissioner to develop a formula for
70 measuring student learning growth on specified
71 statewide, standardized assessments, rather than
72 requiring the commissioner to approve such a formula;
73 authorizing, rather than requiring, a school district
74 to use certain formulas developed by the commissioner;
75 creating the Committee on Early Childhood Development
76 within the Department of Education; specifying
77 committee purpose; requiring the committee to develop
78 a proposal for specified purposes; providing proposal
79 requirements; providing for membership of the
80 committee; providing requirements for electing a
81 committee chair and vice chair; providing committee
82 meeting requirements; requiring the University of
83 Florida Lastinger Center for Learning to provide
84 necessary staff for the committee; requiring the
85 committee to submit a report by a specified date;
86 providing for the expiration of the committee;
87 providing an effective date.

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

Section 1. Study of a nationally recognized alternate high school assessment.-

(1) INDEPENDENT STUDY.-

(a) The Commissioner of Education shall contract for an independent study to determine whether a nationally recognized high school assessment may be administered in lieu of the Florida Standards Assessment and the Algebra I and end-of-course assessment for high school students.

(b) In order to be considered a nationally recognized high school assessment, the assessment must meet the following requirements:

1. Be substantially aligned with the core curricular content for high school level English Language Arts (ELA) and mathematics established in the Next Generation Sunshine State Standards pursuant to s. 1003.41, Florida Statutes;

2. Provide for learning gains from the grade 8 ELA and mathematics Florida Standards Assessment to the nationally recognized high school assessment;

3. Provide for differentiation and comparability between schools and districts;

4. Provide the same or additional accommodations to students with disabilities and other students which are provided by the Florida Standards Assessment and other statewide, standardized assessments;

5. Meet the applicable assessment security requirements determined by the commissioner for the state and for school

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117 districts;

118 6. Meet the reasonable technical specification requirements
119 determined by the commissioner which allow implementation by the
120 state and by school districts; and

121 7. Satisfy any threshold legal requirements, including, but
122 not limited to, the standard set forth in *Debra P. v.*
123 *Turlington*, 474 F. Supp. 244 (M.D. Fla. 1979).

124 (c) The commissioner and the contractor shall consult with,
125 and receive recommendations for alternate assessments from,
126 education stakeholders, including district school
127 superintendents, testing and measurement administrators,
128 curriculum directors, principals, teachers, and other educators
129 who have experience and expertise in the administration of high
130 school assessments.

131 (2) REPORT.—The commissioner shall submit a report on the
132 findings of the study and any recommendations to the Governor,
133 the President of the Senate, and the Speaker of the House of
134 Representatives by January 1, 2018.

135 Section 2. Section 1001.4205, Florida Statutes, is created
136 to read:

137 1001.4205 Visitation of schools by an individual school
138 board member.—An individual member of a district school board
139 may, on any day and at any time at his or her pleasure, visit
140 any district school or charter school in his or her school
141 district. The school board member must sign in and sign out at
142 the school's main office and wear his or her school board
143 identification badge at all times while present on school
144 premises. The school board, the school, or any other person or
145 entity, including, but not limited to, the principal of the

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146 school, the school superintendent, or any other school board
147 member, may not require the visiting school board member to
148 provide notice before visiting the school. The school may offer,
149 but may not require, an escort to accompany a visiting school
150 board member during the visit. Another school board member or a
151 district employee, including, but not limited to, the
152 superintendent, the school principal, or his or her designee,
153 may not limit the duration or scope of the visit or direct a
154 visiting school board member to leave the premises. A school
155 board, district, or school administrative policy or practice may
156 not prohibit or limit the authority granted to a school board
157 member under this section.

158 Section 3. Paragraphs (b) and (c) of subsection (1) of
159 section 1003.4156, Florida Statutes, are amended to read:

160 1003.4156 General requirements for middle grades
161 promotion.—

162 (1) In order for a student to be promoted to high school
163 from a school that includes middle grades 6, 7, and 8, the
164 student must successfully complete the following courses:

165 (b) Three middle grades or higher courses in mathematics.
166 Each school that includes middle grades must offer at least one
167 high school level mathematics course for which students may earn
168 high school credit. Successful completion of a high school level
169 Algebra I ~~or Geometry~~ course is not contingent upon the
170 student's performance on the statewide, standardized Algebra I
171 end-of-course (EOC) assessment. To earn high school credit for
172 Algebra I, a middle grades student must take the statewide,
173 standardized Algebra I EOC assessment and pass the course, and,
174 in addition, ~~beginning with the 2013-2014 school year and~~

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175 ~~thereafter,~~ a student's performance on the Algebra I EOC
176 assessment constitutes 30 percent of the student's final course
177 grade. ~~To earn high school credit for a Geometry course, a~~
178 ~~middle grades student must take the statewide, standardized~~
179 ~~Geometry EOC assessment, which constitutes 30 percent of the~~
180 ~~student's final course grade, and earn a passing grade in the~~
181 ~~course.~~

182 (c) Three middle grades or higher courses in social
183 studies. ~~Beginning with students entering grade 6 in the 2012-~~
184 ~~2013 school year,~~ One of these courses must be at least a one-
185 semester civics education course that includes the roles and
186 responsibilities of federal, state, and local governments; the
187 structures and functions of the legislative, executive, and
188 judicial branches of government; and the meaning and
189 significance of historic documents, such as the Articles of
190 Confederation, the Declaration of Independence, and the
191 Constitution of the United States. ~~Beginning with the 2013-2014~~
192 ~~school year, each student's performance on the statewide,~~
193 ~~standardized EOC assessment in civics education required under~~
194 ~~s. 1008.22 constitutes 30 percent of the student's final course~~
195 ~~grade.~~ A middle grades student who transfers into the state's
196 public school system from out of country, out of state, a
197 private school, or a home education program after the beginning
198 of the second term of grade 8 is not required to meet the civics
199 education requirement for promotion from the middle grades if
200 the student's transcript documents passage of three courses in
201 social studies or two year-long courses in social studies that
202 include coverage of civics education.

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204 Each school must inform parents about the course curriculum and
205 activities. Each student shall complete a personal education
206 plan that must be signed by the student and the student's
207 parent. The Department of Education shall develop course
208 frameworks and professional development materials for the career
209 and education planning course. The course may be implemented as
210 a stand-alone course or integrated into another course or
211 courses. The Commissioner of Education shall collect
212 longitudinal high school course enrollment data by student
213 ethnicity in order to analyze course-taking patterns.

214 Section 4. Paragraphs (b) and (d) of subsection (3) and
215 subsections (7) and (9) of section 1003.4282, Florida Statutes,
216 are amended to read:

217 1003.4282 Requirements for a standard high school diploma.—

218 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
219 REQUIREMENTS.—

220 (b) *Four credits in mathematics.*—A student must earn one
221 credit in Algebra I and one credit in Geometry. A student's
222 performance on the statewide, standardized Algebra I end-of-
223 course (EOC) assessment constitutes 30 percent of the student's
224 final course grade. A student must pass the statewide,
225 standardized Algebra I EOC assessment, or earn a comparative
226 score, in order to earn a standard high school diploma. A
227 student must take one statewide, standardized mathematics
228 assessment in high school which must be Algebra I, Geometry, or
229 Algebra II. A student's performance on the statewide,
230 standardized assessment ~~Geometry EOC assessment~~ constitutes 30
231 percent of the student's final course grade. ~~If the state~~
232 ~~administers a statewide, standardized Algebra II assessment, a~~

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233 ~~student selecting Algebra II must take the assessment, and the~~
234 ~~student's performance on the assessment constitutes 30 percent~~
235 ~~of the student's final course grade.~~ A student who earns an
236 industry certification for which there is a statewide college
237 credit articulation agreement approved by the State Board of
238 Education may substitute the certification for one mathematics
239 credit. Substitution may occur for up to two mathematics
240 credits, except for Algebra I and Geometry.

241 (d) *Three credits in social studies.*—A student must earn
242 one credit in United States History; one credit in World
243 History; one-half credit in economics, which must include
244 financial literacy; and one-half credit in United States
245 Government. ~~The United States History EOC assessment constitutes~~
246 ~~30 percent of the student's final course grade.~~

247 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS. ~~Beginning with~~
248 ~~the 2012-2013 school year,~~ If a student transfers to a Florida
249 public high school from out of country, out of state, a private
250 school, or a home education program and the student's transcript
251 shows a credit in Algebra I, the student must pass the
252 statewide, standardized Algebra I EOC assessment in order to
253 earn a standard high school diploma unless the student earned a
254 comparative score, passed a statewide assessment in Algebra I
255 administered by the transferring entity, or passed the statewide
256 Mathematics assessment the transferring entity uses to satisfy
257 the requirements of the Elementary and Secondary Education Act,
258 20 U.S.C. s. 6301. If a student's transcript shows a credit in
259 high school reading or English Language Arts II or III, in order
260 to earn a standard high school diploma, the student must take
261 and pass the statewide, standardized grade 10 Reading assessment

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262 or, when implemented, the grade 10 ELA assessment, or earn a
263 concordant score. If a transfer student's transcript shows a
264 final course grade and course credit in Algebra I or, ~~Geometry~~,
265 Biology I, ~~or United States History~~, the transferring course
266 final grade and credit shall be honored without the student
267 taking the requisite statewide, standardized EOC assessment and
268 without the assessment result ~~results~~ constituting 30 percent of
269 the student's final course grade.

270 (9) COHORT TRANSITION TO NEW GRADUATION REQUIREMENTS.—The
271 requirements of this section, in addition to applying to
272 students entering grade 9 in the 2013-2014 school year and
273 thereafter, shall also apply to students entering grade 9 before
274 the 2013-2014 school year, except as otherwise provided in this
275 subsection.

276 (a) A student entering grade 9 before the 2010-2011 school
277 year must earn:

278 1. Four credits in English/ELA. A student must pass the
279 statewide, standardized grade 10 Reading assessment, or earn a
280 concordant score, in order to graduate with a standard high
281 school diploma.

282 2. Four credits in mathematics, which must include Algebra
283 I. A student must pass grade 10 FCAT Mathematics, or earn a
284 concordant score, in order to graduate with a standard high
285 school diploma. A student who takes Algebra I ~~or Geometry~~ after
286 the 2010-2011 school year must take the statewide, standardized
287 EOC assessment for the course but is not required to pass the
288 assessment in order to earn course credit. A student's
289 performance on the Algebra I ~~or Geometry~~ EOC assessment is not
290 required to constitute 30 percent of the student's final course

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291 grade. A student who earns an industry certification for which
292 there is a statewide college credit articulation agreement
293 approved by the State Board of Education may substitute the
294 certification for one mathematics credit. Substitution may occur
295 for up to two mathematics credits, except for Algebra I.

296 3. Three credits in science, two of which must have a
297 laboratory component. A student who takes Biology I after the
298 2010-2011 school year must take the statewide, standardized
299 Biology I EOC assessment but is not required to pass the
300 assessment in order to earn course credit. A student's
301 performance on the assessment is not required to constitute 30
302 percent of the student's final course grade. A student who earns
303 an industry certification for which there is a statewide college
304 credit articulation agreement approved by the State Board of
305 Education may substitute the certification for one science
306 credit.

307 4. Three credits in social studies of which one credit in
308 World History, one credit in United States History, one-half
309 credit in United States Government, and one-half credit in
310 economics are required. ~~A student who takes United States
311 History after the 2011-2012 school year must take the statewide,
312 standardized United States History EOC assessment, but the
313 student's performance on the assessment is not required to
314 constitute 30 percent of the student's final course grade.~~

315 5. One credit in fine or performing arts, speech and
316 debate, or practical arts as provided in paragraph (3) (e).

317 6. One credit in physical education as provided in
318 paragraph (3) (f).

319 7. Eight credits in electives.

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320 (b) A student entering grade 9 in the 2010-2011 school year
321 must earn:

322 1. Four credits in English/ELA. A student must pass the
323 statewide, standardized grade 10 Reading assessment, or earn a
324 concordant score, in order to graduate with a standard high
325 school diploma.

326 2. Four credits in mathematics, which must include Algebra
327 I and Geometry. The statewide, standardized Algebra I EOC
328 assessment constitutes 30 percent of the student's final course
329 grade. A student who takes Algebra I ~~or Geometry~~ after the 2010-
330 2011 school year must take the statewide, standardized EOC
331 assessment for the course but is not required to pass the
332 assessment in order to earn course credit. ~~A student's~~
333 ~~performance on the Geometry EOC assessment is not required to~~
334 ~~constitute 30 percent of the student's final course grade.~~ A
335 student who earns an industry certification for which there is a
336 statewide college credit articulation agreement approved by the
337 State Board of Education may substitute the certification for
338 one mathematics credit. Substitution may occur for up to two
339 mathematics credits, except for Algebra I and Geometry.

340 3. Three credits in science, two of which must have a
341 laboratory component. A student who takes Biology I after the
342 2010-2011 school year must take the statewide, standardized
343 Biology I EOC assessment but is not required to pass the
344 assessment in order to earn course credit. A student's
345 performance on the assessment is not required to constitute 30
346 percent of the student's final course grade. A student who earns
347 an industry certification for which there is a statewide college
348 credit articulation agreement approved by the State Board of

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349 Education may substitute the certification for one science
350 credit, except for Biology I.

351 4. Three credits in social studies of which one credit in
352 World History, one credit in United States History, one-half
353 credit in United States Government, and one-half credit in
354 economics are required. ~~A student who takes United States
355 History after the 2011-2012 school year must take the statewide,
356 standardized United States History EOC assessment, but the
357 student's performance on the assessment is not required to
358 constitute 30 percent of the student's final course grade.~~

359 5. One credit in fine or performing arts, speech and
360 debate, or practical arts as provided in paragraph (3)(e).

361 6. One credit in physical education as provided in
362 paragraph (3)(f).

363 7. Eight credits in electives.

364 (c) A student entering grade 9 in the 2011-2012 school year
365 must earn:

366 1. Four credits in English/ELA. A student must pass the
367 statewide, standardized grade 10 Reading assessment, or earn a
368 concordant score, in order to graduate with a standard high
369 school diploma.

370 2. Four credits in mathematics, which must include Algebra
371 I and Geometry. A student who takes Algebra I after the 2010-
372 2011 school year must pass the statewide, standardized Algebra I
373 EOC assessment, or earn a comparative score, in order to earn a
374 standard high school diploma. A student who takes Algebra I ~~or~~
375 Geometry after the 2010-2011 school year must take the
376 statewide, standardized EOC assessment but is not required to
377 pass the Algebra I ~~or Geometry~~ EOC assessment in order to earn

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378 course credit. A student's performance on the Algebra I ~~or~~
379 ~~Geometry~~ EOC assessment is not required to constitute 30 percent
380 of the student's final course grade. A student who earns an
381 industry certification for which there is a statewide college
382 credit articulation agreement approved by the State Board of
383 Education may substitute the certification for one mathematics
384 credit. Substitution may occur for up to two mathematics
385 credits, except for Algebra I and Geometry.

386 3. Three credits in science, two of which must have a
387 laboratory component. One of the science credits must be Biology
388 I. A student who takes Biology I after the 2010-2011 school year
389 must take the statewide, standardized Biology I EOC assessment
390 but is not required to pass the assessment in order to earn
391 course credit. A student's performance on the assessment is not
392 required to constitute 30 percent of the student's final course
393 grade. A student who earns an industry certification for which
394 there is a statewide college credit articulation agreement
395 approved by the State Board of Education may substitute the
396 certification for one science credit, except for Biology I.

397 4. Three credits in social studies of which one credit in
398 World History, one credit in United States History, one-half
399 credit in United States Government, and one-half credit in
400 economics are required. ~~A student who takes United States~~
401 ~~History after the 2011-2012 school year must take the statewide,~~
402 ~~standardized United States History EOC assessment, but the~~
403 ~~student's performance on the assessment is not required to~~
404 ~~constitute 30 percent of the student's final course grade.~~

405 5. One credit in fine or performing arts, speech and
406 debate, or practical arts as provided in paragraph (3) (e).

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407 6. One credit in physical education as provided in
408 paragraph (3) (f).

409 7. Eight credits in electives.

410 8. One online course as provided in subsection (4).

411 (d) A student entering grade 9 in the 2012-2013 school year
412 must earn:

413 1. Four credits in English/ELA. A student must pass the
414 statewide, standardized grade 10 Reading assessment, or earn a
415 concordant score, in order to graduate with a standard high
416 school diploma.

417 2. Four credits in mathematics, which must include Algebra
418 I and Geometry. A student who takes Algebra I after the 2010-
419 2011 school year must pass the statewide, standardized Algebra I
420 EOC assessment, or earn a comparative score, in order to earn a
421 standard high school diploma. ~~A student who takes Geometry after~~
422 ~~the 2010-2011 school year must take the statewide, standardized~~
423 ~~Geometry EOC assessment.~~ A student is not required to pass the
424 statewide, standardized EOC assessment in Algebra I ~~or Geometry~~
425 in order to earn course credit. A student's performance on the
426 Algebra I ~~or Geometry~~ EOC assessment is not required to
427 constitute 30 percent of the student's final course grade. A
428 student who earns an industry certification for which there is a
429 statewide college credit articulation agreement approved by the
430 State Board of Education may substitute the certification for
431 one mathematics credit. Substitution may occur for up to two
432 mathematics credits, except for Algebra I and Geometry.

433 3. Three credits in science, two of which must have a
434 laboratory component. One of the science credits must be Biology
435 I. A student who takes Biology I after the 2010-2011 school year

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436 must take the statewide, standardized Biology I EOC assessment
437 but is not required to pass the assessment to earn course
438 credit. A student's performance on the assessment is not
439 required to constitute 30 percent of the student's final course
440 grade. A student who earns an industry certification for which
441 there is a statewide college credit articulation agreement
442 approved by the State Board of Education may substitute the
443 certification for one science credit, except for Biology I.

444 4. Three credits in social studies of which one credit in
445 World History, one credit in United States History, one-half
446 credit in United States Government, and one-half credit in
447 economics are required. ~~The statewide, standardized United~~
448 ~~States History EOC assessment constitutes 30 percent of the~~
449 ~~student's final course grade.~~

450 5. One credit in fine or performing arts, speech and
451 debate, or practical arts as provided in paragraph (3) (e).

452 6. One credit in physical education as provided in
453 paragraph (3) (f).

454 7. Eight credits in electives.

455 8. One online course as provided in subsection (4).

456 (e) Policy adopted in rule by the district school board may
457 require for any cohort of students that performance on a
458 statewide, standardized EOC assessment constitute 30 percent of
459 a student's final course grade.

460 (f) This subsection is repealed July 1, 2020.

461 Section 5. Paragraph (a) of subsection (1) of section
462 1003.4285, Florida Statutes, is amended to read:

463 1003.4285 Standard high school diploma designations.—

464 (1) Each standard high school diploma shall include, as

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465 applicable, the following designations if the student meets the
466 criteria set forth for the designation:

467 (a) *Scholar designation.*—In addition to the requirements of
468 s. 1003.4282, in order to earn the Scholar designation, a
469 student must satisfy the following requirements:

470 1. Mathematics.—Earn one credit in Algebra II and one
471 credit in statistics or an equally rigorous course. ~~Beginning~~
472 ~~with students entering grade 9 in the 2014-2015 school year,~~
473 ~~pass the Algebra II and Geometry statewide, standardized~~
474 ~~assessments.~~

475 2. Science.—Pass the statewide, standardized Biology I EOC
476 assessment and earn one credit in chemistry or physics and one
477 credit in a course equally rigorous to chemistry or physics.
478 However, a student enrolled in an Advanced Placement (AP),
479 International Baccalaureate (IB), or Advanced International
480 Certificate of Education (AICE) Biology course who takes the
481 respective AP, IB, or AICE Biology assessment and earns the
482 minimum score necessary to earn college credit as identified
483 pursuant to s. 1007.27(2) meets the requirement of this
484 subparagraph without having to take the statewide, standardized
485 Biology I EOC assessment.

486 3. Social studies.—~~Pass the statewide, standardized United~~
487 ~~States History EOC assessment. However,~~ A student enrolled in an
488 AP, IB, or AICE course that includes United States History
489 topics who takes the respective AP, IB, or AICE assessment and
490 earns the minimum score necessary to earn college credit as
491 identified pursuant to s. 1007.27(2) meets the requirement of
492 this subparagraph ~~without having to take the statewide,~~
493 ~~standardized United States History EOC assessment.~~

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494 4. Foreign language.—Earn two credits in the same foreign
495 language.

496 5. Electives.—Earn at least one credit in an Advanced
497 Placement, an International Baccalaureate, an Advanced
498 International Certificate of Education, or a dual enrollment
499 course.

500 Section 6. Subsections (3) and (4) and paragraphs (a) and
501 (b) of subsection (7) of section 1008.22, Florida Statutes, are
502 amended, present paragraphs (c) through (f) and present
503 paragraph (g) of that subsection are redesignated as paragraphs
504 (e) through (h) and paragraph (j), respectively, present
505 paragraphs (e) and (f) of that subsection are amended, and new
506 paragraphs (c), (d), and (i) are added to subsection (7) of that
507 section, to read:

508 1008.22 Student assessment program for public schools.—

509 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
510 Commissioner of Education shall design and implement a
511 statewide, standardized assessment program aligned to the core
512 curricular content established in the Next Generation Sunshine
513 State Standards. The commissioner also must develop or select
514 and implement a common battery of assessment tools that will be
515 used in all juvenile justice education programs in the state.
516 These tools must accurately measure the core curricular content
517 established in the Next Generation Sunshine State Standards.
518 Participation in the assessment program is mandatory for all
519 school districts and all students attending public schools,
520 including adult students seeking a standard high school diploma
521 under s. 1003.4282 and students in Department of Juvenile
522 Justice education programs, except as otherwise provided by law.

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523 If a student does not participate in the assessment program, the
524 school district must notify the student's parent and provide the
525 parent with information regarding the implications of such
526 nonparticipation. The statewide, standardized assessment program
527 shall be designed and implemented as follows:

528 (a) *Statewide, standardized comprehensive assessments.*—The
529 statewide, standardized Reading assessment shall be administered
530 annually in grades 3 through 10. The statewide, standardized
531 Writing assessment shall be administered annually at least once
532 at the elementary, middle, and high school levels. When the
533 Reading and Writing assessments are replaced by English Language
534 Arts (ELA) assessments, ELA assessments shall be administered to
535 students in grades 3 through 10. Retake opportunities for the
536 grade 10 Reading assessment or, upon implementation, the grade
537 10 ELA assessment must be provided. Students taking the ELA
538 assessments may ~~shall~~ not take the statewide, standardized
539 assessments in Reading or Writing. ELA assessments shall be
540 administered online unless the provisions of paragraph (d) are
541 implemented. The statewide, standardized Mathematics assessments
542 shall be administered annually in grades 3 through 8, and shall
543 be administered online unless the provisions of paragraph (d)
544 are implemented. Students taking a revised Mathematics
545 assessment may ~~shall~~ not take the discontinued assessment. The
546 statewide, standardized Science assessment shall be administered
547 annually at least once at the elementary and middle grades
548 levels. In order to earn a standard high school diploma, a
549 student who has not earned a passing score on the grade 10
550 Reading assessment or, upon implementation, the grade 10 ELA
551 assessment must earn a passing score on the assessment retake or

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552 earn a concordant score as authorized under subsection (8).

553 (b) Algebra I and Biology I End-of-course (EOC)
554 assessments.~~The Algebra I and Biology I EOC assessments must be~~
555 ~~statewide, standardized, and developed or approved by the~~
556 ~~Department of Education. as follows:~~

557 1. EOC assessments for Algebra I ~~and, Geometry, Algebra II,~~
558 ~~Biology I, United States History, and Civics~~ shall be
559 administered to students enrolled in such courses as specified
560 in the course code directory.

561 2. Students enrolled in Algebra I and Biology I ~~a course,~~
562 ~~as specified in the course code directory, with an associated~~
563 ~~statewide, standardized EOC assessment~~ must take the EOC
564 assessment for such course and may not take the corresponding
565 subject or grade-level statewide, standardized assessment
566 pursuant to paragraph (a). Sections 1003.4156 and 1003.4282
567 govern the use of statewide, standardized EOC assessment results
568 for students.

569 3. The commissioner may select one or more nationally
570 developed comprehensive examinations, which may include
571 examinations for a College Board Advanced Placement course,
572 International Baccalaureate course, or Advanced International
573 Certificate of Education course, or industry-approved
574 examinations to earn national industry certifications identified
575 in the CAPE Industry Certification Funding List, for use as the
576 Algebra I and Biology I EOC assessments under this paragraph if
577 the commissioner determines that the content knowledge and
578 skills assessed by the examinations meet or exceed the grade-
579 level expectations for the core curricular content established
580 for Algebra I and Biology I ~~the course~~ in the Next Generation

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581 Sunshine State Standards. Use of any such examination as an EOC
582 assessment must be approved by the state board in rule.

583 ~~4. Contingent upon funding provided in the General~~
584 ~~Appropriations Act, including the appropriation of funds~~
585 ~~received through federal grants, the commissioner may establish~~
586 ~~an implementation schedule for the development and~~
587 ~~administration of additional statewide, standardized EOC~~
588 ~~assessments that must be approved by the state board in rule. If~~
589 ~~approved by the state board, student performance on such~~
590 ~~assessments constitutes 30 percent of a student's final course~~
591 ~~grade.~~

592 4.5. The Algebra I and Biology I All-statewide,
593 standardized EOC assessments must be administered online except
594 as otherwise provided in paragraph (c).

595 (c) *Students with disabilities; Florida Alternate*
596 *Assessment.*—

597 1. Each district school board must provide instruction to
598 prepare students with disabilities in the core content knowledge
599 and skills necessary for successful grade-to-grade progression
600 and high school graduation.

601 2. A student with a disability, as defined in s. 1007.02,
602 for whom the individual education plan (IEP) team determines
603 that the statewide, standardized assessments under this section
604 cannot accurately measure the student's abilities, taking into
605 consideration all allowable accommodations, shall have
606 assessment results waived for the purpose of receiving a course
607 grade and a standard high school diploma. Such waiver shall be
608 designated on the student's transcript. The statement of waiver
609 shall be limited to a statement that performance on an

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610 assessment was waived for the purpose of receiving a course
611 grade or a standard high school diploma, as applicable.

612 3. The State Board of Education shall adopt rules, based
613 upon recommendations of the commissioner, for the provision of
614 assessment accommodations for students with disabilities and for
615 students who have limited English proficiency.

616 a. Accommodations that negate the validity of a statewide,
617 standardized assessment are not allowed during the
618 administration of the assessment. However, instructional
619 accommodations are allowed in the classroom if identified in a
620 student's IEP. Students using instructional accommodations in
621 the classroom that are not allowed on a statewide, standardized
622 assessment may have assessment results waived if the IEP team
623 determines that the assessment cannot accurately measure the
624 student's abilities.

625 b. If a student is provided with instructional
626 accommodations in the classroom that are not allowed as
627 accommodations for statewide, standardized assessments, the
628 district must inform the parent in writing and provide the
629 parent with information regarding the impact on the student's
630 ability to meet expected performance levels. A parent must
631 provide signed consent for a student to receive classroom
632 instructional accommodations that would not be available or
633 permitted on a statewide, standardized assessment and
634 acknowledge in writing that he or she understands the
635 implications of such instructional accommodations.

636 c. If a student's IEP states that online administration of
637 a statewide, standardized assessment will significantly impair
638 the student's ability to perform, the assessment shall be

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639 administered in hard copy.

640 4. For students with significant cognitive disabilities,
641 the Department of Education shall provide for implementation of
642 the Florida Alternate Assessment to accurately measure the core
643 curricular content established in the Next Generation Sunshine
644 State Standards.

645 (d) Nonelectronic option.—The commissioner shall make
646 available an alternative, nonelectronic option for all statewide
647 assessments, including the statewide, standardized ELA
648 assessment, including the Writing assessment; the statewide,
649 standardized Mathematics assessment; the statewide, standardized
650 Science assessment; and the statewide, standardized EOC
651 assessments. The nonelectronic option shall be made available to
652 reduce the time spent on assessments; increase instructional
653 time for students; and ensure that students demonstrate more
654 successfully a mastery of the standards being measured, that
655 students have the time to develop the word processing and
656 computer skills necessary to take any statewide, standardized
657 assessment, and that school districts have the capacity at both
658 the school and district levels to administer the assessments
659 online.

660 (e)~~(d)~~ Implementation schedule.—

661 1. The Commissioner of Education shall establish and
662 publish on the department's website an implementation schedule
663 to transition from the statewide, standardized Reading and
664 Writing assessments to the ELA assessments and to the revised
665 Mathematics assessments, including the Algebra I ~~and Geometry~~
666 EOC assessment ~~assessments~~. The schedule must take into
667 consideration funding, sufficient field and baseline data,

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668 access to assessments, instructional alignment, and school
669 district readiness to administer the assessments online. All
670 such assessments must be delivered through computer-based
671 testing, however, the following assessments must be delivered in
672 a computer-based format, as follows: the grade 3 ELA assessment,
673 beginning in the 2017-2018 school year; the grade 3 Mathematics
674 assessment beginning in the 2016-2017 school year; the grade 4
675 ELA assessment, beginning in the 2015-2016 school year; and the
676 grade 4 Mathematics assessment, beginning in the 2016-2017
677 school year.

678 2. The Department of Education shall publish minimum and
679 recommended technology requirements that include specifications
680 for hardware, software, networking, security, and broadband
681 capacity to facilitate school district compliance with the
682 requirement that assessments be administered online.

683 (f) ~~(e)~~ *Assessment scores and achievement levels.*—

684 1. The ~~All~~ statewide, standardized Algebra I EOC assessment
685 ~~assessments~~ and ELA, mathematics, and Science assessments shall
686 use scaled scores and achievement levels. Achievement levels
687 shall range from 1 through 5, with level 1 being the lowest
688 achievement level, level 5 being the highest achievement level,
689 and level 3 indicating satisfactory performance on an
690 assessment. The department shall study each of the achievement
691 levels used for the statewide, standardized assessments and more
692 specifically define the achievement levels in order to
693 communicate the meaning of such levels to students, parents and
694 teachers. As part of the study, the department shall review
695 existing assessment reports and recommend changes that better
696 communicate the meaning of the achievement levels and their

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697 relationship to student performance and success. The department
698 shall submit the report with its recommendations to the
699 Governor, the President of the Senate, the Speaker of the House
700 of Representatives, and the state board by July 1, 2018.

701 2. The state board shall designate by rule a passing score
702 for each statewide, standardized assessment.

703 3. If the commissioner seeks to revise a statewide,
704 standardized assessment and the revisions require the state
705 board to modify performance level scores, including the passing
706 score, the commissioner shall provide a copy of the proposed
707 scores and implementation plan to the President of the Senate
708 and the Speaker of the House of Representatives at least 90 days
709 before submission to the state board for review. Until the state
710 board adopts the modifications by rule, the commissioner shall
711 use calculations for scoring the assessment that adjust student
712 scores on the revised assessment for statistical equivalence to
713 student scores on the former assessment. The state board shall
714 adopt by rule the passing score for the revised assessment that
715 is statistically equivalent to the passing score on the
716 discontinued assessment for a student who is required to attain
717 a passing score on the discontinued assessment. The commissioner
718 may, with approval of the state board, discontinue
719 administration of the former assessment upon the graduation,
720 based on normal student progression, of students participating
721 in the final regular administration of the former assessment. If
722 the commissioner revises a statewide, standardized assessment
723 and the revisions require the state board to modify the passing
724 score, only students taking the assessment for the first time
725 after the rule is adopted are affected.

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726 (g) ~~(f)~~ *Prohibited activities.*—A district school board shall
727 prohibit each public school from suspending a regular program of
728 curricula for purposes of administering practice assessments or
729 engaging in other assessment-preparation activities for a
730 statewide, standardized assessment. However, a district school
731 board may authorize a public school to engage in the following
732 assessment-preparation activities:

733 1. Distributing to students sample assessment books and
734 answer keys published by the Department of Education.

735 2. Providing individualized instruction in assessment-
736 taking strategies, without suspending the school's regular
737 program of curricula, for a student who scores Level 1 or Level
738 2 on a prior administration of an assessment.

739 3. Providing individualized instruction in the content
740 knowledge and skills assessed, without suspending the school's
741 regular program of curricula, for a student who scores Level 1
742 or Level 2 on a prior administration of an assessment or a
743 student who, through a diagnostic assessment administered by the
744 school district, is identified as having a deficiency in the
745 content knowledge and skills assessed.

746 4. Administering a practice assessment or engaging in other
747 assessment-preparation activities that are determined necessary
748 to familiarize students with the organization of the assessment,
749 the format of assessment items, and the assessment directions or
750 that are otherwise necessary for the valid and reliable
751 administration of the assessment, as set forth in rules adopted
752 by the State Board of Education with specific reference to this
753 paragraph.

754 (h) ~~(g)~~ *Contracts for assessments.*—

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755 1. The commissioner shall provide for the assessments to be
756 developed or obtained, as appropriate, through contracts and
757 project agreements with private vendors, public vendors, public
758 agencies, postsecondary educational institutions, or school
759 districts.

760 2. The commissioner may enter into contracts for the
761 continued administration of the assessments authorized and
762 funded by the Legislature. Contracts may be initiated in 1
763 fiscal year and continue into the next fiscal year and may be
764 paid from the appropriations of either or both fiscal years. The
765 commissioner may negotiate for the sale or lease of tests,
766 scoring protocols, test scoring services, and related materials
767 developed pursuant to law.

768 ~~3.2.~~ A student's performance results on statewide,
769 standardized assessments, Algebra I and Biology I EOC
770 assessments, and Florida Alternative Assessments administered
771 pursuant to this subsection must be provided to the student's
772 teachers and parents by the end of the school year, unless the
773 commissioner determines that extenuating circumstances exist and
774 reports the extenuating circumstances to the State Board of
775 Education and to school districts. This subparagraph does not
776 apply to existing contracts for such assessments, but applies
777 ~~shall apply~~ to new contracts and any renewal of existing
778 contracts for such assessments.

779 ~~4.3.~~ If liquidated damages are applicable, the department
780 shall collect liquidated damages that are due in response to the
781 administration of the spring 2015 computer-based assessments of
782 the department's Florida Standards Assessment contract with
783 American Institutes for Research, and expend the funds to

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784 reimburse parties that incurred damages.

785 (4) SCHOOL PARTICIPATION IN THE STATEWIDE, STANDARDIZED
786 ASSESSMENT PROGRAM.—Each public school shall participate in the
787 statewide, standardized assessment program in accordance with
788 the assessment and reporting schedules and the minimum and
789 recommended technology requirements published by the
790 Commissioner of Education. A district school superintendent must
791 notify the commissioner that the district will use a
792 nonelectronic option for the entire district or for specific
793 grade levels throughout the district by the beginning of the
794 school year in which the nonelectronic option is used. The
795 district school superintendent shall provide the commissioner
796 with the reasons for implementing the nonelectronic option,
797 which may include, but need not be limited to, reducing time
798 spent on assessments; increasing instructional time for
799 students; or needing additional time for students to master the
800 computer skills necessary to be successful on the statewide,
801 standardized assessments. The commissioner shall provide the
802 alternative, nonelectronic option to the school district for the
803 successful and timely administration of the statewide,
804 standardized assessments and end-of-course exams and for the
805 reporting of assessment and exam results to the Department of
806 Education, as specified in paragraph (3) (d). District school
807 boards may ~~shall~~ not establish school calendars that conflict
808 with or jeopardize implementation of the assessment program. All
809 district school boards shall report assessment results using the
810 state management information system. Performance data shall be
811 analyzed and reported to parents, the community, and the state.
812 Student performance data shall be used by districts in

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813 developing objectives for the school improvement plan,
814 evaluating instructional personnel and administrative personnel,
815 assigning staff, allocating resources, acquiring instructional
816 materials and technology, implementing performance-based
817 budgeting, and promoting and assigning students to educational
818 programs. The analysis of student performance data must also
819 identify strengths and needs in the educational program and
820 trends over time. The analysis must be used in conjunction with
821 the budgetary planning processes developed pursuant to s.
822 1008.385 and the development of remediation programs.

823 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

824 (a) The Commissioner of Education shall establish schedules
825 for the administration of statewide, standardized assessments
826 and the reporting of student assessment results. The
827 commissioner shall consider the observance of religious and
828 school holidays when developing the schedules. The assessment
829 and reporting schedules must provide the earliest possible
830 reporting of student assessment results to the school districts,
831 consistent with the requirements of paragraph (3) (h) ~~(3) (g)~~.

832 Assessment results for the statewide, standardized ELA and
833 Mathematics assessments and the all statewide, standardized
834 Algebra I and Biology I EOC assessments must be made available
835 no later than the week of June 8, except for results of
836 assessments administered in the 2014-2015 school year. School
837 districts shall administer statewide, standardized assessments
838 in accordance with the schedule established by the commissioner.

839 (b) By August of each year, beginning in 2016, the
840 commissioner shall publish on the department's website a uniform
841 calendar that includes the assessment and reporting schedules

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842 for, at a minimum, the next 2 school years. The uniform calendar
843 must be provided to school districts in an electronic format
844 that allows each school district and public school to populate
845 the calendar with, at minimum, the following information for
846 reporting the district assessment schedules under paragraph (e)
847 ~~(e)~~:

848 1. Whether the assessment is a district-required assessment
849 or a state-required assessment.

850 2. The specific date or dates that each assessment will be
851 administered.

852 3. The time allotted to administer each assessment.

853 4. Whether the assessment is a computer-based assessment or
854 a paper-based assessment.

855 5. The grade level or subject area associated with the
856 assessment.

857 6. The date that the assessment results are expected to be
858 available to teachers and parents.

859 7. The type of assessment, the purpose of the assessment,
860 and the use of the assessment results.

861 8. A glossary of assessment terminology.

862 9. Estimates of average time for administering state-
863 required and district-required assessments, by grade level.

864 (c) Beginning with the 2017-2018 school year, the ELA
865 assessment in grades 3 through 10 and the mathematics assessment
866 in grades 3 through 8 shall be administered:

867 1. With the exception of the grade 3 Reading assessment, no
868 earlier than during the last 3 weeks of the school year as
869 determined by a district school board's policy pursuant to s.
870 1001.42 (4) (f).

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871 2. Within a testing window not to exceed 3 weeks.

872 (d) Beginning with any new contract for the ELA assessment
873 in grades 3 through 10 and the mathematics assessment in grades
874 3 through 8 entered into after July 1, 2017, each new assessment
875 shall be made available once per quarter for students who the
876 school district has identified through competency-based
877 education as having mastered the content and who are prepared to
878 take the applicable assessment.

879 (g)(e) The Algebra I and Biology I A statewide,
880 standardized EOC assessments assessment must be used as the
881 final cumulative examination for its associated course. No
882 additional final assessment may be administered in an Algebra I
883 or Biology I a course ~~with a statewide, standardized EOC~~
884 ~~assessment~~. A district-required local assessment may be used as
885 the final cumulative examination for its associated course in
886 accordance with the school district's policy.

887 (h)(f) A school district must provide a student's
888 performance results on district-required local assessments to
889 the student's teachers within 1 week and to the student's
890 parents no later than 30 days after administering such
891 assessments, unless the superintendent determines in writing
892 that extenuating circumstances exist and reports the extenuating
893 circumstances to the district school board.

894 (i) A school district must provide a student's performance
895 results on statewide, standardized ELA and mathematics
896 assessments in an easy-to-read and understandable format to each
897 student's parent, current teacher of record, and teacher of
898 record for the subsequent school year before the start of that
899 school year. A report of student assessment results, prepared by

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900 the Department of Education, must, at a minimum, contain:

901 1. A clear explanation of the student's performance on the
902 applicable statewide, standardized assessments.

903 2. Information identifying the student's areas of strength
904 and areas in need of improvement.

905 3. Specific actions that may be taken, and the available
906 resources that may be used, by the student's parent to assist
907 his or her child based on the student's areas of strength and
908 areas in need of improvement.

909 4. Longitudinal information, if available, on the student's
910 progress in each subject area based on previous statewide,
911 standardized assessment data.

912 5. Comparative information showing the student's score
913 compared to other students in the school district, in the state,
914 or, if available, in other states.

915 6. Predictive information, if available, showing the
916 linkage between the scores attained by the student on the
917 statewide, standardized assessments and the scores he or she may
918 potentially attain on nationally recognized college entrance
919 examinations.

920 Section 7. Section 1008.222, Florida Statutes, is created
921 to read:

922 1008.222 Student assessments for students of articulated
923 acceleration mechanisms.—

924 (1) Notwithstanding any other provision of law, a student
925 who takes and passes an advanced placement, International
926 Baccalaureate, Advanced International Certificate of Education,
927 or national industry certification examination; takes and passes
928 any other articulated acceleration mechanism authorized under s.

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929 1007.27; or achieves the required concordant scores on the ACT
930 or SAT examinations pursuant to s. 1008.22(8), is exempt from
931 taking the statewide, standardized assessments in the subject
932 areas covered by those examinations.

933 (2) By the first day of the 2017-2018 school year, the
934 Commissioner of Education shall identify concordant scores or
935 comparative scores, as appropriate, so that those scores satisfy
936 the high school graduation requirements under s. 1003.4282 for
937 an examination or assessment identified in subsection (1).

938 (3) The scores of students who pass the examinations or
939 assessments identified in subsection (1) shall be incorporated
940 into the school grade calculations under s. 1008.34.

941 Section 8. Paragraph (b) of subsection (7) of section
942 1008.25, Florida Statutes, is amended to read:

943 1008.25 Public school student progression; student support;
944 reporting requirements.—

945 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
946 STUDENTS.—

947 (b) Each school district shall:

948 1. Provide third grade students who are retained under the
949 provisions of paragraph (5)(b) with intensive instructional
950 services and supports to remediate the identified areas of
951 reading deficiency, including participation in the school
952 district's summer reading camp as required under paragraph (a)
953 and a minimum of 90 minutes of daily, ~~uninterrupted,~~
954 scientifically research-based reading instruction which includes
955 phonemic awareness, phonics, fluency, vocabulary, and
956 comprehension and other strategies prescribed by the school
957 district, which may include, but are not limited to:

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958 a. Integration of science and social studies content within
959 the 90-minute block.

960 b. Small group instruction.

961 c. Reduced teacher-student ratios.

962 d. More frequent progress monitoring.

963 e. Tutoring or mentoring.

964 f. Transition classes containing 3rd and 4th grade
965 students.

966 g. Extended school day, week, or year.

967 2. Provide written notification to the parent of a student
968 who is retained under the provisions of paragraph (5)(b) that
969 his or her child has not met the proficiency level required for
970 promotion and the reasons the child is not eligible for a good
971 cause exemption as provided in paragraph (6)(b). The
972 notification must comply with the provisions of s. 1002.20(15)
973 and must include a description of proposed interventions and
974 supports that will be provided to the child to remediate the
975 identified areas of reading deficiency.

976 3. Implement a policy for the midyear promotion of a
977 student retained under the provisions of paragraph (5)(b) who
978 can demonstrate that he or she is a successful and independent
979 reader and performing at or above grade level in reading or,
980 upon implementation of English Language Arts assessments,
981 performing at or above grade level in English Language Arts.
982 Tools that school districts may use in reevaluating a student
983 retained may include subsequent assessments, alternative
984 assessments, and portfolio reviews, in accordance with rules of
985 the State Board of Education. Students promoted during the
986 school year after November 1 must demonstrate proficiency levels

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987 in reading equivalent to the level necessary for the beginning
988 of grade 4. The rules adopted by the State Board of Education
989 must include standards that provide a reasonable expectation
990 that the student's progress is sufficient to master appropriate
991 grade 4 level reading skills.

992 4. Provide students who are retained under the provisions
993 of paragraph (5) (b) with a highly effective teacher as
994 determined by the teacher's performance evaluation under s.
995 1012.34.

996 5. Establish at each school, when applicable, an Intensive
997 Acceleration Class for retained grade 3 students who
998 subsequently score Level 1 on the required statewide,
999 standardized assessment identified in s. 1008.22. The focus of
1000 the Intensive Acceleration Class shall be to increase a child's
1001 reading and English Language Arts skill level at least two grade
1002 levels in 1 school year. The Intensive Acceleration Class shall:

1003 a. Be provided to a student in grade 3 who scores Level 1
1004 on the statewide, standardized English Language Arts assessment
1005 and who was retained in grade 3 the prior year because of
1006 scoring Level 1.

1007 b. Have a reduced teacher-student ratio.

1008 c. Provide uninterrupted reading instruction for the
1009 majority of student contact time each day and incorporate
1010 opportunities to master the grade 4 Next Generation Sunshine
1011 State Standards in other core subject areas.

1012 d. Use a reading program that is scientifically research-
1013 based and has proven results in accelerating student reading
1014 achievement within the same school year.

1015 e. Provide intensive language and vocabulary instruction

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1016 using a scientifically research-based program, including use of
1017 a speech-language therapist.

1018 Section 9. Subsections (1) and (4) of section 1009.60,
1019 Florida Statutes, are amended to read:

1020 1009.60 Minority teacher education scholars program.—There
1021 is created the minority teacher education scholars program,
1022 which is a collaborative performance-based scholarship program
1023 for African-American, Hispanic-American, Asian-American, and
1024 Native American students. The participants in the program
1025 include Florida's Florida College System institutions and its
1026 public and private universities that have teacher education
1027 programs.

1028 (1) The minority teacher education scholars program shall
1029 provide an annual scholarship in an amount that shall be
1030 prorated based on available appropriations and may not exceed
1031 \$4,000 for each approved minority teacher education scholar who
1032 is enrolled in one of Florida's public or private colleges or
1033 universities, in the junior year and is admitted into a teacher
1034 education program, and has not earned more than 18 credit hours
1035 of upper-division-level courses in education.

1036 (4) A student may receive a scholarship from the program
1037 for 3 consecutive years if the student remains enrolled full-
1038 time in the program and makes satisfactory progress toward a
1039 baccalaureate degree with a major in education or a graduate
1040 degree with a major in education, leading to initial
1041 certification.

1042 Section 10. Paragraph (a) of subsection (2) of section
1043 1009.605, Florida Statutes, is amended to read:

1044 1009.605 Florida Fund for Minority Teachers, Inc.—

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1045 (2) (a) The corporation shall submit an annual budget
1046 projection to the Department of Education to be included in the
1047 annual legislative budget request. The projection must be based
1048 on the cost to award up to 350 scholarships to new scholars ~~in~~
1049 ~~the junior year~~ and up to 350 renewal scholarships ~~to the 350~~
1050 ~~rising seniors.~~

1051 Section 11. Paragraph (c) of subsection (1), paragraph (a)
1052 of subsection (3), and subsections (7), (8), and (9) of section
1053 1012.34, Florida Statutes, are amended to read:

1054 1012.34 Personnel evaluation procedures and criteria.—

1055 (1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

1056 (c) Annually, by February 1, the Commissioner of Education
1057 shall publish on the department's website the status of each
1058 school district's instructional personnel and school
1059 administrator evaluation systems. This information must include:

1060 ~~1.~~ performance evaluation results for the prior school year
1061 for instructional personnel and school administrators using the
1062 four levels of performance specified in paragraph (2) (e). The
1063 performance evaluation results for instructional personnel shall
1064 be disaggregated by classroom teachers, as defined in s.

1065 1012.01(2) (a), excluding substitute teachers, and all other
1066 instructional personnel, as defined in s. 1012.01(2) (b)-(d).

1067 ~~2. An analysis that compares performance evaluation results~~
1068 ~~calculated by each school district to indicators of performance~~
1069 ~~calculated by the department using the standards for performance~~
1070 ~~levels adopted by the state board under subsection (8).~~

1071 ~~3. Data reported under s. 1012.341.~~

1072 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
1073 personnel and school administrator performance evaluations must

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1074 be based upon the performance of students assigned to their
1075 classrooms or schools, as provided in this section. Pursuant to
1076 this section, a school district's performance evaluation system
1077 is not limited to basing unsatisfactory performance of
1078 instructional personnel and school administrators solely upon
1079 student performance, but may include other criteria to evaluate
1080 instructional personnel and school administrators' performance,
1081 or any combination of student performance and other criteria.
1082 Evaluation procedures and criteria must comply with, but are not
1083 limited to, the following:

1084 (a) A performance evaluation must be conducted for each
1085 employee at least once a year, except that a classroom teacher,
1086 as defined in s. 1012.01(2)(a), excluding substitute teachers,
1087 who is newly hired by the district school board must be observed
1088 and evaluated at least twice in the first year of teaching in
1089 the school district. The performance evaluation must be based
1090 upon sound educational principles and contemporary research in
1091 effective educational practices. The evaluation criteria must
1092 include:

1093 1. Performance of students.—At least one-third of a
1094 performance evaluation must be based upon data and indicators of
1095 student performance, as determined by each school district ~~in~~
1096 ~~accordance with subsection (7)~~. This portion of the evaluation
1097 must include growth or achievement data of the teacher's
1098 students or, for a school administrator, the students attending
1099 the school over the course of at least 3 years. If less than 3
1100 years of data are available, the years for which data are
1101 available must be used. The proportion of growth or achievement
1102 data may be determined by instructional assignment.

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1103 2. Instructional practice.—For instructional personnel, at
1104 least one-third of the performance evaluation must be based upon
1105 instructional practice. Evaluation criteria used when annually
1106 observing classroom teachers, as defined in s. 1012.01(2)(a),
1107 excluding substitute teachers, must include indicators based
1108 upon each of the Florida Educator Accomplished Practices adopted
1109 by the State Board of Education. For instructional personnel who
1110 are not classroom teachers, evaluation criteria must be based
1111 upon indicators of the Florida Educator Accomplished Practices
1112 and may include specific job expectations related to student
1113 support.

1114 3. Instructional leadership.—For school administrators, at
1115 least one-third of the performance evaluation must be based on
1116 instructional leadership. Evaluation criteria for instructional
1117 leadership must include indicators based upon each of the
1118 leadership standards adopted by the State Board of Education
1119 under s. 1012.986, including performance measures related to the
1120 effectiveness of classroom teachers in the school, the
1121 administrator's appropriate use of evaluation criteria and
1122 procedures, recruitment and retention of effective and highly
1123 effective classroom teachers, improvement in the percentage of
1124 instructional personnel evaluated at the highly effective or
1125 effective level, and other leadership practices that result in
1126 student learning growth. The system may include a means to give
1127 parents and instructional personnel an opportunity to provide
1128 input into the administrator's performance evaluation.

1129 4. Other indicators of performance.—For instructional
1130 personnel and school administrators, the remainder of a
1131 performance evaluation may include, but is not limited to,

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1132 professional and job responsibilities as recommended by the
1133 State Board of Education or identified by the district school
1134 board and, for instructional personnel, peer reviews,
1135 objectively reliable survey information from students and
1136 parents based on teaching practices that are consistently
1137 associated with higher student achievement, and other valid and
1138 reliable measures of instructional practice.

1139 (7) MEASUREMENT OF STUDENT PERFORMANCE.—

1140 (a) The Commissioner of Education may develop ~~shall approve~~
1141 a formula to measure individual student learning growth on the
1142 statewide, standardized assessments in English Language Arts and
1143 mathematics administered under s. 1008.22. The formula must take
1144 into consideration each student's prior academic performance.
1145 The formula must not set different expectations for student
1146 learning growth based upon a student's gender, race, ethnicity,
1147 or socioeconomic status. In the development of the formula, the
1148 commissioner shall consider other factors such as a student's
1149 attendance record, disability status, or status as an English
1150 language learner. The commissioner may select additional
1151 formulas to measure student performance as appropriate for the
1152 remainder of the statewide, standardized assessments included
1153 under s. 1008.22 and continue to select formulas as new
1154 assessments are implemented in the state system. ~~After the~~
1155 ~~commissioner approves the formula to measure individual student~~
1156 ~~learning growth, the State Board of Education shall adopt these~~
1157 ~~formulas in rule.~~

1158 (b) Each school district may, but is not required to, ~~shall~~
1159 measure student learning growth using the formulas developed
1160 ~~approved~~ by the commissioner under paragraph (a) ~~and the~~

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1161 ~~standards for performance levels adopted by the state board~~
1162 ~~under subsection (8) for courses associated with the statewide,~~
1163 ~~standardized assessments administered under s. 1008.22 no later~~
1164 ~~than the school year immediately following the year the formula~~
1165 ~~is approved by the commissioner. For grades and subjects not~~
1166 ~~assessed by statewide, standardized assessments, each school~~
1167 ~~district shall measure student performance using a methodology~~
1168 ~~determined by the district.~~

1169 (8) ~~RULEMAKING. No later than August 1, 2015, The State~~
1170 ~~Board of Education shall adopt rules pursuant to ss. 120.536(1)~~
1171 ~~and 120.54 which establish uniform procedures and format for the~~
1172 ~~submission, review, and approval of district evaluation systems~~
1173 ~~and reporting requirements for the annual evaluation of~~
1174 ~~instructional personnel and school administrators; specific,~~
1175 ~~discrete standards for each performance level required under~~
1176 ~~subsection (2), based on student learning growth models approved~~
1177 ~~by the commissioner, to ensure clear and sufficient~~
1178 ~~differentiation in the performance levels and to provide~~
1179 ~~consistency in meaning across school districts; the measurement~~
1180 ~~of student learning growth and associated implementation~~
1181 ~~procedures required under subsection (7); and a process for~~
1182 ~~monitoring school district implementation of evaluation systems~~
1183 ~~in accordance with this section.~~

1184 (9) ~~TRANSITION TO NEW STATEWIDE, STANDARDIZED ASSESSMENTS.—~~
1185 ~~Standards for each performance level required under subsection~~
1186 ~~(2) shall be established by the State Board of Education~~
1187 ~~beginning with the 2015-2016 school year.~~

1188 Section 12. Committee on Early Childhood Development.—The
1189 Committee on Early Childhood Development, a committee as defined

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1190 in s. 20.03, Florida Statutes, is created within the Department
1191 of Education to develop a proposal for establishing and
1192 implementing a coordinated system focused on developmental
1193 milestones and outcomes for the school readiness program, the
1194 Voluntary Prekindergarten Education Program, and the Florida
1195 Kindergarten Readiness Screener and, except as otherwise
1196 provided in this section, shall operate consistent with s.
1197 20.052, Florida Statutes.

1198 (1) The committee's proposal must include legislative
1199 recommendations for the design and implementation of a
1200 coordinated system for tracking children's development,
1201 including:

1202 (a) The purpose of tracking children's development, with a
1203 focus on developmentally appropriate learning gains.

1204 (b) Attributes for tool selection that provide guidance on
1205 procurement policies.

1206 (c) An implementation schedule and protocols, including the
1207 frequency of data collection and a timeline for training to
1208 ensure reliability of the system.

1209 (d) The methodology for collecting and analyzing data that
1210 defines reporting requirements.

1211 (e) A budget for the system, including cost analyses for
1212 purchasing materials and necessary technology, training to
1213 ensure reliability, and data system management.

1214 (f) Considerations for student privacy and tracking child
1215 development over time.

1216 (2) The committee is composed of 14 members, with 7 members
1217 appointed by the President of the Senate and 7 members appointed
1218 by the Speaker of the House of Representatives. The members must

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1219 be residents of this state. Seven of the members must be
1220 representatives from or subject matter experts for early
1221 learning and seven members must be representatives from or
1222 subject matter experts for kindergarten through grade 3.

1223 (3) The committee shall elect a chair and vice chair.
1224 Members of the committee shall serve without compensation but
1225 are entitled to reimbursement for per diem and travel expenses
1226 pursuant to s. 112.061, Florida Statutes.

1227 (4) The committee must meet at least three times and shall
1228 meet by teleconference or other electronic means, if possible,
1229 to reduce costs.

1230 (5) A majority of the members constitutes a quorum.

1231 (6) The University of Florida Lastinger Center for Learning
1232 shall provide the committee with staff necessary to assist the
1233 committee in the performance of its duties.

1234 (7) The committee shall submit a report of its findings and
1235 recommendations to the Governor, the President of the Senate,
1236 and the Speaker of the House of Representatives by December 1,
1237 2017. Upon submission of the report, the committee shall expire.

1238 Section 13. This act shall take effect July 1, 2017.