

By the Committee on Education; and Senator Baxley

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1                   A bill to be entitled  
2       An act relating to education; amending s. 1001.23,  
3       F.S.; authorizing the Department of Education to hold  
4       patents, copyrights, trademarks, and service marks;  
5       authorizing the department to take specified actions  
6       to enforce its rights under certain circumstances;  
7       requiring the department to notify the Department of  
8       State under certain circumstances; requiring certain  
9       proceeds to be deposited into a specified trust fund;  
10      amending s. 1003.05, F.S.; providing that a student  
11      whose parent is transferred or is pending transfer to  
12      a military installation within this state is  
13      considered a resident of that school district for  
14      enrollment purposes and must be given preferential  
15      treatment; amending s. 1003.33, F.S.; requiring final  
16      report cards to be issued within specified timeframes;  
17      amending s. 1003.4156, F.S.; conforming provisions to  
18      changes made by the act; amending s. 1003.4282, F.S.;  
19      deleting obsolete language; requiring students to take  
20      a specified assessment relating to civic literacy;  
21      providing that such assessment meets certain  
22      postsecondary requirements under specified  
23      circumstances; amending s. 1003.4285, F.S.; revising  
24      the requirements for earning the Scholar designation  
25      on a standard high school diploma; amending s.  
26      1006.33, F.S.; authorizing the department to establish  
27      timeframes for specified purposes relating to  
28      instructional materials for a certain adoption cycle;  
29      amending s. 1007.25, F.S.; requiring postsecondary

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30 students to complete a civic literacy course and pass  
31 a specified assessment to demonstrate competency in  
32 civic literacy; authorizing students to meet the  
33 assessment requirements in high school; amending s.  
34 1007.35, F.S.; requiring the Florida Partnership for  
35 Minority and Underrepresented Student Achievement to  
36 provide specified information to students relating to  
37 transitioning to postsecondary education; revising  
38 certain reporting requirements; amending s. 1008.212,  
39 F.S.; conforming cross-references; amending s.  
40 1008.22, F.S.; deleting obsolete language;  
41 discontinuing a specified English Language Arts  
42 assessment at a certain time; requiring certain  
43 statewide, standardized assessments to be administered  
44 in a paper-based format; requiring school districts to  
45 provide the SAT or ACT to grade 11 students beginning  
46 in a specified school year; requiring school districts  
47 to choose which assessment to administer; providing  
48 that funding for the assessments shall be as provided  
49 by appropriation; deleting specified reporting  
50 requirements; deleting a requirement that the  
51 Commissioner of Education maintain a specified item  
52 bank; deleting specified requirements for the date of  
53 the administration of specified assessments; revising  
54 a deadline for the publication of certain assessments;  
55 amending s. 1008.25, F.S.; revising which assessments  
56 a high school must use to advise students of specified  
57 deficiencies; amending s. 1008.33, F.S.; revising  
58 requirements for certain intervention and support

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59 strategies; revising requirements for the State Board  
60 of Education to allow a school an additional year of  
61 implementation of a district-managed turnaround plan;  
62 revising the requirements for turnaround options for  
63 specified schools; authorizing a school district to  
64 request a new turnaround option; providing  
65 requirements for certain schools that reenter the  
66 turnaround system; authorizing the state board to  
67 revoke a turnaround plan under certain circumstances;  
68 providing requirements for such revocation; amending  
69 s. 1008.34, F.S.; revising definitions; revising  
70 school grade calculations to include specified  
71 assessment results beginning in a specified school  
72 year; amending s. 1008.3415, F.S.; conforming a cross-  
73 reference; amending s. 1011.62, F.S.; revising the  
74 eligibility criteria for the turnaround school  
75 supplemental services allocation; amending s. 1013.44,  
76 F.S.; prohibiting costs associated with certain solar  
77 energy systems from being included in specified cost  
78 per student station limitations; providing an  
79 appropriation; providing effective dates.

80

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

82

83 Section 1. Subsection (5) is added to section 1001.23,  
84 Florida Statutes, to read:

85 1001.23 Specific powers and duties of the Department of  
86 Education.—In addition to all other duties assigned to it by law  
87 or by rule of the State Board of Education, the department

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88 shall:

89 (5) Notwithstanding chapter 286, have the authority to hold  
90 patents, copyrights, trademarks, and service marks. The  
91 department may take any action necessary to enforce its rights  
92 with respect to such patents, copyrights, trademarks, and  
93 service marks or enter into a transaction to sell, lease,  
94 license, or transfer such rights for monetary gain or other  
95 consideration, at the department's discretion. The department  
96 shall notify the Department of State in writing when property  
97 rights by patent, copyright, or trademark are secured by the  
98 department. Any proceeds received by the department from the  
99 exercise of these rights, except for educational materials and  
100 products, shall be deposited in the department's Operating Trust  
101 Fund.

102 Section 2. Subsection (4) of section 1003.05, Florida  
103 Statutes, is amended to read:

104 1003.05 Assistance to transitioning students from military  
105 families.—

106 (4) A student whose parent is transferred or is pending  
107 transfer to a military installation within a this state ~~school~~  
108 ~~district~~ while on active military duty pursuant to an official  
109 military order is ~~shall be~~ considered a resident of the school  
110 district for purposes of enrollment when the order is submitted  
111 to the school district and must ~~shall~~ be provided preferential  
112 treatment in the controlled open enrollment process of the  
113 school district pursuant to s. 1002.31.

114 Section 3. Subsection (3) is added to section 1003.33,  
115 Florida Statutes, to read:

116 1003.33 Report cards; end-of-the-year status.—

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117       (3) A student's final report card for a school year must be  
118 issued no later than 1 week after the last day of school or 1  
119 week after receipt of assessment results for students enrolled  
120 in courses, as specified in the course code directory, with an  
121 associated statewide, standardized end-of-course assessment  
122 pursuant to s. 1008.22.

123

124 District school boards shall not allow schools to exempt  
125 students from academic performance requirements based on  
126 practices or policies designed to encourage student attendance.  
127 A student's attendance record may not be used in whole or in  
128 part to provide an exemption from any academic performance  
129 requirement.

130       Section 4. Paragraph (b) of subsection (1) of section  
131 1003.4156, Florida Statutes, is amended to read:

132       1003.4156 General requirements for middle grades  
133 promotion.—

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

137       (b) Three middle grades or higher courses in mathematics.  
138 Each school that includes middle grades must offer at least one  
139 high school level mathematics course for which students may earn  
140 high school credit. Successful completion of a high school level  
141 Algebra I or Geometry course is not contingent upon the  
142 student's performance on the statewide, standardized end-of-  
143 course (EOC) assessment. To earn high school credit for Algebra  
144 I, a middle grades student must take the statewide, standardized  
145 Algebra I EOC assessment, which constitutes 30 percent of the

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146 student's final course grade, and earn a passing grade in pass  
147 ~~the course, and in addition, beginning with the 2013-2014 school~~  
148 ~~year and thereafter, a student's performance on the Algebra I~~  
149 ~~EOC assessment constitutes 30 percent of the student's final~~  
150 ~~course grade.~~ To earn high school credit for a Geometry course,  
151 a middle grades student must, until the Geometry EOC assessment  
152 is discontinued, take the statewide, standardized Geometry EOC  
153 assessment, which constitutes 30 percent of the student's final  
154 course grade, and earn a passing grade in the course.

155 Section 5. Paragraphs (a), (b), and (d) of subsection (3),  
156 subsection (7), and paragraph (e) of subsection (10) of section  
157 1003.4282, Florida Statutes, are amended to read:

158 1003.4282 Requirements for a standard high school diploma.—

159 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
160 REQUIREMENTS.—

161 (a) *Four credits in English Language Arts (ELA).*—The four  
162 credits must be in ELA I, II, III, and IV. A student must pass  
163 the statewide, standardized grade 10 ~~Reading assessment or, when~~  
164 ~~implemented, the grade 10~~ ELA assessment, or earn a concordant  
165 score, in order to earn a standard high school diploma.

166 (b) *Four credits in mathematics.*—

167 1. A student must earn one credit in Algebra I and one  
168 credit in Geometry. A student's performance on the statewide,  
169 standardized Algebra I end-of-course (EOC) assessment  
170 constitutes 30 percent of the student's final course grade. A  
171 student must pass the statewide, standardized Algebra I EOC  
172 assessment, or earn a comparative score, in order to earn a  
173 standard high school diploma. Until the Geometry EOC assessment  
174 is discontinued, a student's performance on the statewide,

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175 standardized Geometry EOC assessment constitutes 30 percent of  
176 the student's final course grade.

177 2. A student who earns an industry certification for which  
178 there is a statewide college credit articulation agreement  
179 approved by the State Board of Education may substitute the  
180 certification for one mathematics credit. Substitution may occur  
181 for up to two mathematics credits, except for Algebra I and  
182 Geometry. A student may earn two mathematics credits by  
183 successfully completing Algebra I through two full-year courses.  
184 A certified school counselor or the principal's designee must  
185 advise the student that admission to a state university may  
186 require the student to earn 3 additional mathematics credits  
187 that are at least as rigorous as Algebra I.

188 3. A student who earns a computer science credit may  
189 substitute the credit for up to one credit of the mathematics  
190 requirement, with the exception of Algebra I and Geometry, if  
191 the commissioner identifies the computer science credit as being  
192 equivalent in rigor to the mathematics credit. An identified  
193 computer science credit may not be used to substitute for both a  
194 mathematics and a science credit. A student who earns an  
195 industry certification in 3D rapid prototype printing may  
196 satisfy up to two credits of the mathematics requirement, with  
197 the exception of Algebra I, if the commissioner identifies the  
198 certification as being equivalent in rigor to the mathematics  
199 credit or credits.

200 (d) *Three credits in social studies.*—A student must earn  
201 one credit in United States History; one credit in World  
202 History; one-half credit in economics; and one-half credit in  
203 United States Government. The United States History EOC

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204 assessment constitutes 30 percent of the student's final course  
205 grade. Beginning with the 2020-2021 school year, all students  
206 shall take the assessment of civic literacy adopted by the State  
207 Board of Education under s. 1007.25(4) by grade 12. A student  
208 who earns a passing score on the assessment is exempt from the  
209 postsecondary civic literacy assessment required by s.  
210 1007.25(4).

211 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS. ~~Beginning with~~  
212 ~~the 2012-2013 school year,~~ If a student transfers to a Florida  
213 public high school from out of country, out of state, a private  
214 school, or a home education program and the student's transcript  
215 shows a credit in Algebra I, the student's transferring course  
216 final grade and credit shall be honored. However, the student  
217 must pass the statewide, standardized Algebra I EOC assessment  
218 in order to earn a standard high school diploma unless the  
219 student earned a comparative score, passed a statewide  
220 assessment in Algebra I administered by the transferring entity,  
221 or passed the statewide mathematics assessment the transferring  
222 entity uses to satisfy the requirements of the Elementary and  
223 Secondary Education Act, as amended by the Every Student  
224 Succeeds Act (ESSA) of 2015, 20 U.S.C. ss. 6301 et seq. If a  
225 student's transcript shows a credit in high school reading or  
226 English Language Arts II or III, in order to earn a standard  
227 high school diploma, the student must take and pass the  
228 statewide, standardized grade 10 ~~Reading assessment or, when~~  
229 ~~implemented, the grade 10~~ ELA assessment, or earn a concordant  
230 score. If a transfer student's transcript shows a final course  
231 grade and course credit in ~~Algebra I,~~ Geometry, Biology I, or  
232 United States History, the transferring course final grade and



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233 credit shall be honored without the student taking the requisite  
234 statewide, standardized EOC assessment and without the  
235 assessment results constituting 30 percent of the student's  
236 final course grade.

237 (10) STUDENTS WITH DISABILITIES.—Beginning with students  
238 entering grade 9 in the 2014-2015 school year, this subsection  
239 applies to a student with a disability.

240 (e) Any waiver of the statewide, standardized assessment  
241 requirements by the individual education plan team, pursuant to  
242 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, must be approved by the  
243 parent and is subject to verification for appropriateness by an  
244 independent reviewer selected by the parent as provided for in  
245 s. 1003.572.

246  
247 The State Board of Education shall adopt rules under ss.  
248 120.536(1) and 120.54 to implement this subsection, including  
249 rules that establish the minimum requirements for students  
250 described in this subsection to earn a standard high school  
251 diploma. The State Board of Education shall adopt emergency  
252 rules pursuant to ss. 120.536(1) and 120.54.

253 Section 6. Paragraph (a) of subsection (1) of section  
254 1003.4285, Florida Statutes, is amended to read:

255 1003.4285 Standard high school diploma designations.—

256 (1) Each standard high school diploma shall include, as  
257 applicable, the following designations if the student meets the  
258 criteria set forth for the designation:

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

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262 1. Mathematics.—Earn one credit in Algebra II or an equally  
263 rigorous course and one credit in statistics or an equally  
264 rigorous course. ~~Beginning with students entering grade 9 in the~~  
265 ~~2014-2015 school year, pass the Geometry statewide, standardized~~  
266 ~~assessment.~~

267 2. Science.—Pass the statewide, standardized Biology I EOC  
268 assessment and earn one credit in chemistry or physics and one  
269 credit in a course equally rigorous to chemistry or physics.  
270 However, a student enrolled in an Advanced Placement (AP),  
271 International Baccalaureate (IB), or Advanced International  
272 Certificate of Education (AICE) Biology course who takes the  
273 respective AP, IB, or AICE Biology assessment and earns the  
274 minimum score necessary to earn college credit as identified  
275 pursuant to s. 1007.27(2) meets the requirement of this  
276 subparagraph without having to take the statewide, standardized  
277 Biology I EOC assessment.

278 3. Social studies.—Pass the statewide, standardized United  
279 States History EOC assessment. However, a student enrolled in an  
280 AP, IB, or AICE course that includes United States History  
281 topics who takes the respective AP, IB, or AICE assessment and  
282 earns the minimum score necessary to earn college credit as  
283 identified pursuant to s. 1007.27(2) meets the requirement of  
284 this subparagraph without having to take the statewide,  
285 standardized United States History EOC assessment.

286 4. Foreign language.—Earn two credits in the same foreign  
287 language.

288 5. Electives.—Earn at least one credit in an Advanced  
289 Placement, an International Baccalaureate, an Advanced  
290 International Certificate of Education, or a dual enrollment

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291 course.

292 Section 7. Effective upon becoming a law, subsection (5) is  
293 added to section 1006.33, Florida Statutes, to read:

294 1006.33 Bids or proposals; advertisement and its contents.—

295 (5) Notwithstanding the requirements of this section and  
296 rules adopted to implement this section, for the 2020 adoption  
297 cycle, the department may establish timeframes for the  
298 advertisement and submission of bids for instructional  
299 materials.

300 Section 8. Subsection (4) of section 1007.25, Florida  
301 Statutes, is amended to read:

302 1007.25 General education courses; common prerequisites;  
303 other degree requirements.—

304 (4) Beginning with students initially entering a Florida  
305 College System institution or state university in the 2020-2021  
306 ~~2018-2019~~ school year and thereafter, each student must  
307 demonstrate competency in civic literacy. ~~Students must have the~~  
308 ~~option to demonstrate competency~~ through the successful  
309 completion of a civic literacy course and ~~or~~ by achieving a  
310 passing score on an assessment. The State Board of Education  
311 must adopt in rule and the Board of Governors must adopt in  
312 regulation at least one existing assessment that measures  
313 competencies consistent with the required course competencies  
314 outlined in paragraph (b). A student may fulfill the assessment  
315 requirement by earning a passing score on the assessment while  
316 in high school under s. 1003.4282(3)(d). The chair of the State  
317 Board of Education and the chair of the Board of Governors, or  
318 their respective designees, shall jointly appoint a faculty  
319 committee to:

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320 (a) Develop a new course in civic literacy or revise an  
321 existing general education core course in American History or  
322 American Government to include civic literacy.

323 (b) Establish course competencies and identify outcomes  
324 that include, at a minimum, an understanding of the basic  
325 principles of American democracy and how they are applied in our  
326 republican form of government, an understanding of the United  
327 States Constitution, knowledge of the founding documents and how  
328 they have shaped the nature and functions of our institutions of  
329 self-governance, and an understanding of landmark Supreme Court  
330 cases and their impact on law and society.

331 Section 9. Paragraph (a) of subsection (8) of section  
332 1007.35, Florida Statutes, is amended, and paragraph (1) is  
333 added to subsection (6) of that section, to read:

334 1007.35 Florida Partnership for Minority and  
335 Underrepresented Student Achievement.—

336 (6) The partnership shall:

337 (1) Provide information on resources and opportunities to  
338 help students transition to postsecondary education, including  
339 available financial aid and how to apply for such aid, as well  
340 as public and private partnerships that provide college advising  
341 services to assist students in the postsecondary education  
342 application process.

343 (8) (a) By September 30 of each year, the partnership shall  
344 submit to the department a report that contains an evaluation of  
345 the effectiveness of the delivered services and activities.  
346 Activities and services must be evaluated on their effectiveness  
347 at raising student achievement and increasing the number of AP  
348 or other advanced course examinations in low-performing middle

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349 and high schools. Other indicators that must be addressed in the  
350 evaluation report include the number of middle and high school  
351 teachers trained; the effectiveness of the training; measures of  
352 postsecondary readiness of the students affected by the program;  
353 levels of participation in 10th grade PSAT/NMSQT or the PreACT  
354 testing; the number of students who submit at least one  
355 postsecondary application; the number of students who submit an  
356 application for financial aid to help pay for postsecondary  
357 expenses; and measures of student, parent, and teacher awareness  
358 of and satisfaction with the services of the partnership.

359 Section 10. Paragraph (a) of subsection (1) and subsection  
360 (2) of section 1008.212, Florida Statutes, are amended to read:

361 1008.212 Students with disabilities; extraordinary  
362 exemption.—

363 (1) As used in this section, the term:

364 (a) "Circumstance" means a situation in which  
365 accommodations allowable for use on the statewide standardized  
366 assessment, a statewide standardized end-of-course assessment,  
367 or an alternate assessment pursuant to s. 1008.22(3)(d) ~~s.~~  
368 ~~1008.22(3)(e)~~ are not offered to a student during the current  
369 year's assessment administration due to technological  
370 limitations in the testing administration program which lead to  
371 results that reflect the student's impaired sensory, manual, or  
372 speaking skills rather than the student's achievement of the  
373 benchmarks assessed by the statewide standardized assessment, a  
374 statewide standardized end-of-course assessment, or an alternate  
375 assessment.

376 (2) A student with a disability for whom the individual  
377 education plan (IEP) team determines is prevented by a

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378 circumstance or condition from physically demonstrating the  
379 mastery of skills that have been acquired and are measured by  
380 the statewide standardized assessment, a statewide standardized  
381 end-of-course assessment, or an alternate assessment pursuant to  
382 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~ shall be granted an  
383 extraordinary exemption from the administration of the  
384 assessment. A learning, emotional, behavioral, or significant  
385 cognitive disability, or the receipt of services through the  
386 homebound or hospitalized program in accordance with rule 6A-  
387 6.03020, Florida Administrative Code, is not, in and of itself,  
388 an adequate criterion for the granting of an extraordinary  
389 exemption.

390 Section 11. Present paragraph (c) of subsection (3) of  
391 section 1008.22, Florida Statutes, is redesignated as paragraph  
392 (d), a new paragraph (c) is added to that subsection, and  
393 paragraphs (a) and (b), present paragraphs (c) and (d), and  
394 paragraph (g) of subsection (3), subsection (6), paragraphs (a),  
395 (b), (c), and (h) of subsection (7), and subsections (8) and (9)  
396 of that section are amended, to read:

397 1008.22 Student assessment program for public schools.—

398 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
399 Commissioner of Education shall design and implement a  
400 statewide, standardized assessment program aligned to the core  
401 curricular content established in the Next Generation Sunshine  
402 State Standards. The commissioner also must develop or select  
403 and implement a common battery of assessment tools that will be  
404 used in all juvenile justice education programs in the state.  
405 These tools must accurately measure the core curricular content  
406 established in the Next Generation Sunshine State Standards.

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407 Participation in the assessment program is mandatory for all  
408 school districts and all students attending public schools,  
409 including adult students seeking a standard high school diploma  
410 under s. 1003.4282 and students in Department of Juvenile  
411 Justice education programs, except as otherwise provided by law.  
412 If a student does not participate in the assessment program, the  
413 school district must notify the student's parent and provide the  
414 parent with information regarding the implications of such  
415 nonparticipation. The statewide, standardized assessment program  
416 shall be designed and implemented as follows:

417 (a) *Statewide, standardized comprehensive assessments.*—The  
418 statewide, standardized ~~Reading assessment shall be administered~~  
419 ~~annually in grades 3 through 10. The statewide, standardized~~  
420 ~~Writing assessment shall be administered annually at least once~~  
421 ~~at the elementary, middle, and high school levels. When the~~  
422 ~~Reading and Writing assessments are replaced by English Language~~  
423 ~~Arts (ELA) assessments, ELA assessments shall be administered to~~  
424 ~~students in grades 3 through 10. The grade 9 ELA assessment~~  
425 ~~shall be last administered in the 2021-2022 school year. Retake~~  
426 ~~opportunities for the grade 10 Reading assessment or, upon~~  
427 ~~implementation, the grade 10 ELA assessment must be provided.~~  
428 ~~Students taking the ELA assessments shall not take the~~  
429 ~~statewide, standardized assessments in Reading or Writing.~~  
430 Reading passages and writing prompts for ELA assessments shall  
431 incorporate grade-level core curricula content from social  
432 studies. The statewide, standardized Mathematics assessments  
433 shall be administered annually in grades 3 through 8. ~~Students~~  
434 ~~taking a revised Mathematics assessment shall not take the~~  
435 ~~discontinued assessment.~~ The statewide, standardized Science

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436 assessment shall be administered annually at least once at the  
437 elementary and middle grades levels. In order to earn a standard  
438 high school diploma, a student who has not earned a passing  
439 score on the ~~grade 10 Reading assessment or, upon~~  
440 ~~implementation, the~~ grade 10 ELA assessment must earn a passing  
441 score on the assessment retake or earn a concordant score as  
442 authorized under subsection (9). Statewide, standardized ELA and  
443 mathematics assessments in grades 3 through 6 must be delivered  
444 in a paper-based format.

445 (b) *End-of-course (EOC) assessments.*—EOC assessments must  
446 be statewide, standardized, and developed or approved by the  
447 Department of Education as follows:

448 1. EOC assessments for Algebra I, Geometry, Biology I,  
449 United States History, and Civics shall be administered to  
450 students enrolled in such courses as specified in the course  
451 code directory. The Geometry EOC assessment shall be  
452 administered to students enrolled in such courses as specified  
453 in the course code directory until the assessment is  
454 discontinued.

455 2. Students enrolled in a course, as specified in the  
456 course code directory, with an associated statewide,  
457 standardized EOC assessment must take the EOC assessment for  
458 such course and may not take the corresponding subject or grade-  
459 level statewide, standardized assessment pursuant to paragraph  
460 (a). Sections 1003.4156 and 1003.4282 govern the use of  
461 statewide, standardized EOC assessment results for students.

462 3. The commissioner may select one or more nationally  
463 developed comprehensive examinations, which may include  
464 examinations for a College Board Advanced Placement course,



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465 International Baccalaureate course, or Advanced International  
466 Certificate of Education course, or industry-approved  
467 examinations to earn national industry certifications identified  
468 in the CAPE Industry Certification Funding List, for use as EOC  
469 assessments under this paragraph if the commissioner determines  
470 that the content knowledge and skills assessed by the  
471 examinations meet or exceed the grade-level expectations for the  
472 core curricular content established for the course in the Next  
473 Generation Sunshine State Standards. Use of any such examination  
474 as an EOC assessment must be approved by the state board in  
475 rule.

476 4. Contingent upon funding provided in the General  
477 Appropriations Act, including the appropriation of funds  
478 received through federal grants, the commissioner may establish  
479 an implementation schedule for the development and  
480 administration of additional statewide, standardized EOC  
481 assessments that must be approved by the state board in rule. If  
482 approved by the state board, student performance on such  
483 assessments constitutes 30 percent of a student's final course  
484 grade.

485 5. All statewide, standardized EOC assessments must be  
486 administered online ~~except as otherwise provided in paragraph~~  
487 ~~(e)~~.

488 6. A student enrolled in an Advanced Placement (AP),  
489 International Baccalaureate (IB), or Advanced International  
490 Certificate of Education (AICE) course who takes the respective  
491 AP, IB, or AICE assessment and earns the minimum score necessary  
492 to earn college credit, as identified in s. 1007.27(2), meets  
493 the requirements of this paragraph and does not have to take the

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494 EOC assessment for the corresponding course.

495 (c) Nationally recognized high school assessments.-

496 1. Beginning with the 2020-2021 school year, each school  
497 district shall provide for the administration of the SAT or the  
498 ACT to each public school student in the district in grade 11,  
499 including students attending public high schools, alternative  
500 schools, and centers of the Department of Juvenile Justice.

501 2. School districts shall choose either the SAT or ACT for  
502 districtwide administration.

503 3. Funding for the administration of the SAT and the ACT  
504 for all such grade 11 students shall be as provided in the  
505 General Appropriations Act.

506 (d)~~(e)~~ Students with disabilities; Florida Alternate  
507 Assessment.-

508 1. Each district school board must provide instruction to  
509 prepare students with disabilities in the core content knowledge  
510 and skills necessary for successful grade-to-grade progression  
511 and high school graduation.

512 2. A student with a disability, as defined in s. 1007.02,  
513 for whom the individual education plan (IEP) team determines  
514 that the statewide, standardized assessments under this section  
515 cannot accurately measure the student's abilities, taking into  
516 consideration all allowable accommodations, shall have  
517 assessment results waived for the purpose of receiving a course  
518 grade and a standard high school diploma. Such waiver shall be  
519 designated on the student's transcript. The statement of waiver  
520 shall be limited to a statement that performance on an  
521 assessment was waived for the purpose of receiving a course  
522 grade or a standard high school diploma, as applicable.

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523           3. The State Board of Education shall adopt rules, based  
524 upon recommendations of the commissioner, for the provision of  
525 assessment accommodations for students with disabilities and for  
526 students who have limited English proficiency.

527           a. Accommodations that negate the validity of a statewide,  
528 standardized assessment are not allowed during the  
529 administration of the assessment. However, instructional  
530 accommodations are allowed in the classroom if identified in a  
531 student's IEP. Students using instructional accommodations in  
532 the classroom that are not allowed on a statewide, standardized  
533 assessment may have assessment results waived if the IEP team  
534 determines that the assessment cannot accurately measure the  
535 student's abilities.

536           b. If a student is provided with instructional  
537 accommodations in the classroom that are not allowed as  
538 accommodations for statewide, standardized assessments, the  
539 district must inform the parent in writing and provide the  
540 parent with information regarding the impact on the student's  
541 ability to meet expected performance levels. A parent must  
542 provide signed consent for a student to receive classroom  
543 instructional accommodations that would not be available or  
544 permitted on a statewide, standardized assessment and  
545 acknowledge in writing that he or she understands the  
546 implications of such instructional accommodations.

547           c. If a student's IEP states that online administration of  
548 a statewide, standardized assessment will significantly impair  
549 the student's ability to perform, the assessment shall be  
550 administered in hard copy.

551           4. For students with significant cognitive disabilities,

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552 the Department of Education shall provide for implementation of  
553 the Florida Alternate Assessment to accurately measure the core  
554 curricular content established in the Next Generation Sunshine  
555 State Standards.

556 ~~(d) Implementation schedule.~~

557 ~~1. The Commissioner of Education shall establish and~~  
558 ~~publish on the department's website an implementation schedule~~  
559 ~~to transition from the statewide, standardized Reading and~~  
560 ~~Writing assessments to the ELA assessments and to the revised~~  
561 ~~Mathematics assessments, including the Algebra I and Geometry~~  
562 ~~EOC assessments. The schedule must take into consideration~~  
563 ~~funding, sufficient field and baseline data, access to~~  
564 ~~assessments, instructional alignment, and school district~~  
565 ~~readiness to administer the assessments online. All such~~  
566 ~~assessments must be delivered through computer-based testing,~~  
567 ~~however, the following assessments must be delivered in a~~  
568 ~~computer-based format, as follows: the grade 3 Mathematics~~  
569 ~~assessment beginning in the 2016-2017 school year; the grade 4~~  
570 ~~ELA assessment, beginning in the 2015-2016 school year; and the~~  
571 ~~grade 4 Mathematics assessment, beginning in the 2016-2017~~  
572 ~~school year. Notwithstanding the requirements of this~~  
573 ~~subparagraph, statewide, standardized ELA and mathematics~~  
574 ~~assessments in grades 3 through 6 must be delivered only in a~~  
575 ~~paper-based format, beginning with the 2017-2018 school year,~~  
576 ~~and all such assessments must be paper-based no later than the~~  
577 ~~2018-2019 school year.~~

578 ~~2. The Department of Education shall publish minimum and~~  
579 ~~recommended technology requirements that include specifications~~  
580 ~~for hardware, software, networking, security, and broadband~~

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581 ~~capacity to facilitate school district compliance with the~~  
582 ~~requirements of this section.~~

583 (g) *Contracts for assessments.*—

584 ~~1.~~ The commissioner shall provide for the assessments to be  
585 developed or obtained, as appropriate, through contracts and  
586 project agreements with private vendors, public vendors, public  
587 agencies, postsecondary educational institutions, or school  
588 districts. The commissioner may enter into contracts for the  
589 continued administration of the assessments authorized and  
590 funded by the Legislature. Contracts may be initiated in 1  
591 fiscal year and continue into the next fiscal year and may be  
592 paid from the appropriations of either or both fiscal years. The  
593 commissioner may negotiate for the sale or lease of tests,  
594 scoring protocols, test scoring services, and related materials  
595 developed pursuant to law.

596 ~~2. A student's performance results on statewide,~~  
597 ~~standardized assessments, EOC assessments, and Florida~~  
598 ~~Alternative Assessments administered pursuant to this subsection~~  
599 ~~must be provided to the student's teachers and parents by the~~  
600 ~~end of the school year, unless the commissioner determines that~~  
601 ~~extenuating circumstances exist and reports the extenuating~~  
602 ~~circumstances to the State Board of Education. This subparagraph~~  
603 ~~does not apply to existing contracts for such assessments, but~~  
604 ~~shall apply to new contracts and any renewal of existing~~  
605 ~~contracts for such assessments.~~

606 ~~3. If liquidated damages are applicable, the department~~  
607 ~~shall collect liquidated damages that are due in response to the~~  
608 ~~administration of the spring 2015 computer-based assessments of~~  
609 ~~the department's Florida Standards Assessment contract with~~

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610 ~~American Institutes for Research, and expend the funds to~~  
611 ~~reimburse parties that incurred damages.~~

612 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE  
613 STANDARDS.—

614 ~~(a)~~ Measurement of student performance is the  
615 responsibility of school districts except in those subjects and  
616 grade levels measured under the statewide, standardized  
617 assessment program described in this section. When available,  
618 instructional personnel must be provided with information on  
619 student achievement of standards and benchmarks in order to  
620 improve instruction.

621 ~~(b) The Commissioner of Education shall assist and support~~  
622 ~~districts in measuring student performance on the state~~  
623 ~~standards by maintaining a statewide item bank, facilitating the~~  
624 ~~sharing of developed tests or test items among school districts,~~  
625 ~~and providing technical assistance in best assessment practices.~~  
626 ~~The commissioner may discontinue the item bank if he or she~~  
627 ~~determines that district participation is insufficient for its~~  
628 ~~sustainability.~~

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

630 (a) The Commissioner of Education shall establish schedules  
631 for the administration of statewide, standardized assessments  
632 and the reporting of student assessment results. The  
633 commissioner shall consider the observance of religious and  
634 school holidays when developing the schedules. The assessment  
635 and reporting schedules must provide the earliest possible  
636 reporting of student assessment results to the school districts,  
637 ~~consistent with the requirements of paragraph (3)(g).~~ Assessment  
638 results for the statewide, standardized ELA and mathematics

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639 assessments and all statewide, standardized EOC assessments must  
640 be made available no later than June 30, except for results for  
641 the grade 3 statewide, standardized ELA assessment, which must  
642 be made available no later than May 31. School districts shall  
643 administer statewide, standardized assessments in accordance  
644 with the schedule established by the commissioner.

645 (b) By January of each year, ~~beginning in 2018,~~ the  
646 commissioner shall publish on the department's website a uniform  
647 calendar that includes the assessment and reporting schedules  
648 for, at a minimum, the next 2 school years. The uniform calendar  
649 must be provided to school districts in an electronic format  
650 that allows each school district and public school to populate  
651 the calendar with, at minimum, the following information for  
652 reporting the district assessment schedules under paragraph (d):

653 1. Whether the assessment is a district-required assessment  
654 or a state-required assessment.

655 2. The specific date or dates that each assessment will be  
656 administered.

657 3. The time allotted to administer each assessment.

658 4. Whether the assessment is a computer-based assessment or  
659 a paper-based assessment.

660 5. The grade level or subject area associated with the  
661 assessment.

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

664 7. The type of assessment, the purpose of the assessment,  
665 and the use of the assessment results.

666 8. A glossary of assessment terminology.

667 9. Estimates of average time for administering state-

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668 required and district-required assessments, by grade level.

669 (c) ~~Beginning with the 2018-2019 school year,~~ The spring  
670 administration of the statewide, standardized assessments in  
671 paragraphs (3)(a) and (b), excluding assessment retakes, must be  
672 in accordance with the following schedule:

673 1. The grade 3 statewide, standardized ELA assessment and  
674 the writing portion of the statewide, standardized ELA  
675 assessment ~~for grades 4 through 10~~ must be administered no  
676 earlier than April 1 each year within an assessment window not  
677 to exceed 2 weeks.

678 2. With the exception of assessments identified in  
679 subparagraph 1., any statewide, standardized assessment that is  
680 delivered in a paper-based format must be administered no  
681 earlier than May 1 each year within an assessment window not to  
682 exceed 2 weeks.

683 3. With the exception of assessments identified in  
684 subparagraphs 1. and 2., any statewide, standardized assessment  
685 must be administered within a 4-week assessment window that  
686 opens no earlier than May 1 each year.

687  
688 ~~Each school district shall administer the assessments identified~~  
689 ~~under subparagraphs 2. and 3. no earlier than 4 weeks before the~~  
690 ~~last day of school for the district.~~

691 (h) The results of statewide, standardized ELA, and  
692 mathematics, science, and social studies assessments, including  
693 assessment retakes, shall be reported in an easy-to-read and  
694 understandable format and delivered in time to provide useful,  
695 actionable information to students, parents, and each student's  
696 current teacher of record and teacher of record for the



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697 subsequent school year; however, in any case, the district shall  
698 provide the results pursuant to this paragraph within 1 week  
699 after receiving the results from the department. A report of  
700 student assessment results must, at a minimum, contain:

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

703 2. Information identifying the student's areas of strength  
704 and areas in need of improvement.

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

709 4. Longitudinal information, if available, on the student's  
710 progress in each subject area based on previous statewide,  
711 standardized assessment data.

712 5. Comparative information showing the student's score  
713 compared to other students in the school district, in the state,  
714 or, if available, in other states.

715 6. Predictive information, if available, showing the  
716 linkage between the scores attained by the student on the  
717 statewide, standardized assessments and the scores he or she may  
718 potentially attain on nationally recognized college entrance  
719 examinations.

720 (8) PUBLICATION OF ASSESSMENTS.—To promote transparency in  
721 the statewide assessment program, in any procurement for the  
722 statewide, standardized assessments in ELA, assessment in grades  
723 3 through 10 and the mathematics, science, and social studies  
724 ~~assessment in grades 3 through 8~~, the Department of Education  
725 shall solicit cost proposals for publication of the state

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726 assessments on its website in accordance with this subsection.

727 (a) The department shall publish each assessment  
728 administered under paragraph (3)(a) and subparagraph (3)(b)1.,  
729 excluding assessment retakes, at least once on a triennial basis  
730 pursuant to a schedule determined by the Commissioner of  
731 Education. Each assessment, when published, must have been  
732 administered during the most recent school year and be in a  
733 format that facilitates the sharing of assessment items.

734 (b) The initial publication of assessments must occur no  
735 later than June 30, 2024 ~~2021~~, subject to appropriation, and  
736 must include, at a minimum, the grade 3 ELA and mathematics  
737 assessments, the grade 10 ELA assessment, and the Algebra I EOC  
738 assessment.

739 (c) The department must provide materials on its website to  
740 help the public interpret assessment information published  
741 pursuant to this subsection.

742 (9) CONCORDANT SCORES.—The Commissioner of Education must  
743 identify scores on the SAT and ACT that if achieved satisfy the  
744 graduation requirement that a student pass the ~~grade 10~~  
745 ~~statewide, standardized Reading assessment or, upon~~  
746 ~~implementation, the grade 10 ELA assessment~~. The commissioner  
747 may identify concordant scores on assessments other than the SAT  
748 and ACT. If the content or scoring procedures change for the  
749 ~~grade 10 Reading assessment or, upon implementation, the grade~~  
750 10 ELA assessment, new concordant scores must be determined. If  
751 new concordant scores are not timely adopted, the last-adopted  
752 concordant scores remain in effect until such time as new scores  
753 are adopted. The state board shall adopt concordant scores in  
754 rule.

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755 Section 12. Paragraph (a) of subsection (2) of section  
756 1008.25, Florida Statutes, is amended to read:

757 1008.25 Public school student progression; student support;  
758 reporting requirements.—

759 (2) STUDENT PROGRESSION PLAN.—Each district school board  
760 shall establish a comprehensive plan for student progression  
761 which must provide for a student's progression from one grade to  
762 another based on the student's mastery of the standards in s.  
763 1003.41, specifically English Language Arts, mathematics,  
764 science, and social studies standards. The plan must:

765 (a) Include criteria that emphasize student reading  
766 proficiency in kindergarten through grade 3 and provide targeted  
767 instructional support for students with identified deficiencies  
768 in English Language Arts, mathematics, science, and social  
769 studies. High schools shall use all available assessment  
770 results, ~~including the results of statewide, standardized~~  
771 ~~English Language Arts assessments and end-of-course assessments~~  
772 ~~for Algebra I and Geometry,~~ to advise students of any identified  
773 deficiencies and to provide appropriate postsecondary  
774 preparatory instruction before high school graduation. The  
775 results of evaluations used to monitor a student's progress in  
776 grades K-12 must be provided to the student's teacher in a  
777 timely manner and as otherwise required by law. Thereafter,  
778 evaluation results must be provided to the student's parent in a  
779 timely manner. When available, instructional personnel must be  
780 provided with information on student achievement of standards  
781 and benchmarks in order to improve instruction.

782 Section 13. Subsection (1), paragraphs (a) and (b) of  
783 subsection (3), and subsection (4) of section 1008.33, Florida

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784 Statutes, are amended to read:

785 1008.33 Authority to enforce public school improvement.—

786 (1) The State Board of Education shall comply with the  
787 federal Elementary and Secondary Education Act (ESEA), 20 U.S.C.  
788 ss. 6301 et seq., its implementing regulations, and the ESEA  
789 plan flexibility waiver approved for Florida by the United  
790 States Secretary of Education. The state board may adopt rules  
791 to maintain compliance with the ESEA and the ESEA plan  
792 flexibility waiver.

793 (3) (a) The academic performance of all students has a  
794 significant effect on the state school system. Pursuant to Art.  
795 IX of the State Constitution, which prescribes the duty of the  
796 State Board of Education to supervise Florida's public school  
797 system, the state board shall equitably enforce the  
798 accountability requirements of the state school system and may  
799 impose state requirements on school districts in order to  
800 improve the academic performance of all districts, schools, and  
801 students based upon the provisions of the Florida K-20 Education  
802 Code, chapters 1000-1013; the federal ESEA and its implementing  
803 regulations; and the ESEA plan flexibility waiver approved for  
804 Florida by the United States Secretary of Education.

805 (b) The Department of Education shall annually identify  
806 each public school in need of intervention and support to  
807 improve student academic performance. A deficient and failing  
808 school is a school ~~All schools~~ earning a grade of "D" or "F"  
809 pursuant to s. 1008.34 ~~are schools~~ in need of intervention and  
810 support.

811 (4) (a) The state board shall apply intensive intervention  
812 and support strategies tailored to the needs of schools earning

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813 ~~a grade two consecutive grades~~ of "D" or ~~a grade of~~ "F." In the  
814 first full school year after a school initially earns a grade  
815 ~~two consecutive grades~~ of "D" or ~~a grade of~~ "F," the school  
816 district must immediately implement intervention and support  
817 strategies prescribed in rule under paragraph (3)(c) and, by  
818 September 1, provide the department with the memorandum of  
819 understanding negotiated pursuant to s. 1001.42(21) and, by  
820 October 1, a district-managed turnaround plan for approval by  
821 the state board. The district-managed turnaround plan may  
822 include a proposal for the district to implement an extended  
823 school day, a summer program, or a combination of an extended  
824 school day and a summer program. Upon approval by the state  
825 board, the school district must implement the plan for the  
826 remainder of the school year and continue the plan for 1 full  
827 school year. The state board may allow a school an additional  
828 year of implementation before the school must implement a  
829 turnaround option required under paragraph (b) if it determines  
830 that the school is likely to improve to a grade of "C" or higher  
831 after the first full school year of implementation, and will  
832 sustain the improvement beyond the next school year.

833 (b) Unless an additional year of implementation is provided  
834 pursuant to paragraph (a), a school that completes a district-  
835 managed turnaround plan cycle and does not improve to at least a  
836 grade of ~~earns three consecutive grades below a~~ "C" or higher  
837 must implement one of the following:

838 1. Upon the recommendation of the Commissioner of  
839 Education, the state board may allow the school district to  
840 close the school and reassign students to another school with a  
841 school grade of "C" or higher, provide additional services to

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842 reassigned students which are designed to address deficiencies  
843 and improve performance, and monitor the progress of each  
844 reassigned student for 3 school years;

845 2. Repurpose ~~Close the school and reopen~~ the school as one  
846 or more charter schools, each with a governing board that has a  
847 demonstrated record of effectiveness; or

848 3. Enter into a performance contract with an external  
849 operator ~~outside entity~~ that has a demonstrated record of  
850 effectiveness to operate the school. The contract must allow  
851 unilateral cancellation by the school district upon revocation  
852 of the turnaround plan under paragraph (f). An external operator  
853 ~~outside entity~~ may include the State University System or  
854 Florida College System institution or a district-managed charter  
855 school in which all instructional personnel are not employees of  
856 the school district, but are employees of an independent  
857 governing board composed of members who did not participate in  
858 the review or approval of the charter.

859 (c) During the implementation of a turnaround option, the  
860 district may request a new turnaround option. Implementation of  
861 the turnaround option is no longer required if the school  
862 improves to a grade of "C" or higher.

863 (d) If a school ~~earning two consecutive grades of "D" or a~~  
864 ~~grade of "F"~~ does not improve to a grade of "C" or higher after  
865 2 school years of implementing the turnaround option selected by  
866 the school district under paragraph (b), the school district  
867 must implement another turnaround option. Implementation of the  
868 turnaround option must begin the school year following the  
869 implementation period of the existing turnaround option, unless  
870 the state board determines that the school is likely to improve

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871 to a grade of "C" or higher if additional time is provided to  
872 implement the existing turnaround option.

873 (e) If a school earns a grade of "D" or "F" within 4 years  
874 after improving to a grade of "C" or higher, the school may only  
875 select a turnaround option under paragraph (b).

876 (f) The state board may revoke a turnaround plan if a  
877 school district fails to follow the terms and conditions of its  
878 approved plan. Before revoking a turnaround plan, the state  
879 board shall consider any curative action taken or proposed by  
880 the school district and the feasibility of improving performance  
881 under the plan during the remainder of the approval period. Upon  
882 revocation of a turnaround plan, a school district must submit a  
883 new turnaround plan or select a new turnaround option.

884 Section 14. Paragraphs (a) and (b) of subsection (1) and  
885 paragraph (b) of subsection (3) of section 1008.34, Florida  
886 Statutes, are amended to read:

887 1008.34 School grading system; school report cards;  
888 district grade.—

889 (1) DEFINITIONS.—For purposes of the statewide,  
890 standardized assessment program and school grading system, the  
891 following terms are defined:

892 (a) "Achievement level," "student achievement," or  
893 "achievement" describes the level of content mastery a student  
894 has acquired in a particular subject as measured by a statewide,  
895 standardized assessment administered pursuant to s.  
896 1008.22(3)(a) and (b). There are five achievement levels. Level  
897 1 is the lowest achievement level, level 5 is the highest  
898 achievement level, and level 3 indicates satisfactory  
899 performance. A student passes an assessment if the student

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900 achieves a level 3, level 4, or level 5. For purposes of the  
901 Florida Alternate Assessment administered pursuant to s.  
902 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, the state board shall provide,  
903 in rule, the number of achievement levels and identify the  
904 achievement levels that are considered passing. For the purpose  
905 of calculating school grades under this section, the State Board  
906 of Education shall adopt by rule passing scores for the  
907 nationally recognized high school assessment selected pursuant  
908 to s. 1008.22(3)(c).

909 (b) "Learning Gains," ~~"annual learning gains,"~~ or "student  
910 learning gains" means the degree of student learning growth  
911 occurring over time ~~from one school year to the next~~ as required  
912 by state board rule for purposes of calculating school grades  
913 under this section.

914 (3) DESIGNATION OF SCHOOL GRADES.—

915 (b)1. ~~Beginning with the 2014-2015 school year,~~ A school's  
916 grade shall be based on the following components, each worth 100  
917 points:

918 a. The percentage of eligible students passing statewide,  
919 standardized assessments in English Language Arts under s.  
920 1008.22(3), and beginning with the 2022-2023 school year, the  
921 percentage of eligible students passing the relevant portions of  
922 the nationally recognized high school assessment selected  
923 pursuant to s. 1008.22(3)(c).

924 b. The percentage of eligible students passing statewide,  
925 standardized assessments in mathematics under s. 1008.22(3), and  
926 beginning with the 2022-2023 school year, the percentage of  
927 eligible students passing the relevant portions of the  
928 nationally recognized high school assessment selected pursuant



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929 to s. 1008.22(3)(c).

930 c. The percentage of eligible students passing statewide,  
931 standardized assessments in science under s. 1008.22(3).

932 d. The percentage of eligible students passing statewide,  
933 standardized assessments in social studies under s. 1008.22(3).

934 e. The percentage of eligible students who make Learning  
935 Gains in English Language Arts as measured by statewide,  
936 standardized assessments administered under s. 1008.22(3).

937 f. The percentage of eligible students who make Learning  
938 Gains in mathematics as measured by statewide, standardized  
939 assessments administered under s. 1008.22(3).

940 g. The percentage of eligible students in the lowest 25  
941 percent in English Language Arts, as identified by prior year  
942 performance on statewide, standardized assessments, who make  
943 Learning Gains as measured by statewide, standardized English  
944 Language Arts assessments administered under s. 1008.22(3).

945 h. The percentage of eligible students in the lowest 25  
946 percent in mathematics, as identified by prior year performance  
947 on statewide, standardized assessments, who make Learning Gains  
948 as measured by statewide, standardized Mathematics assessments  
949 administered under s. 1008.22(3).

950 i. For schools comprised of middle grades 6 through 8 or  
951 grades 7 and 8, the percentage of eligible students passing high  
952 school level statewide, standardized end-of-course assessments  
953 or attaining national industry certifications identified in the  
954 CAPE Industry Certification Funding List pursuant to rules  
955 adopted by the State Board of Education.

956  
957 In calculating Learning Gains for the components listed in sub-

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958 subparagraphs e.-h., the State Board of Education shall require  
959 that learning growth toward achievement levels 3, 4, and 5 is  
960 demonstrated by students who scored below each of those levels  
961 in the prior year. In calculating the components in sub-  
962 subparagraphs a.-d., the state board shall include the  
963 performance of English language learners only if they have been  
964 enrolled in a school in the United States for more than 2 years.

965 2. For a school comprised of grades 9, 10, 11, and 12, or  
966 grades 10, 11, and 12, the school's grade shall also be based on  
967 the following components, each worth 100 points:

968 a. The 4-year high school graduation rate of the school as  
969 defined by state board rule.

970 b. The percentage of students who were eligible to earn  
971 college and career credit through College Board Advanced  
972 Placement examinations, International Baccalaureate  
973 examinations, dual enrollment courses, or Advanced International  
974 Certificate of Education examinations; or who, at any time  
975 during high school, earned national industry certification  
976 identified in the CAPE Industry Certification Funding List,  
977 pursuant to rules adopted by the state board.

978 Section 15. Subsection (2) of section 1008.3415, Florida  
979 Statutes, is amended to read:

980 1008.3415 School grade or school improvement rating for  
981 exceptional student education centers.—

982 (2) Notwithstanding s. 1008.34, the achievement levels and  
983 Learning Gains of a student with a disability who attends an  
984 exceptional student education center and has not been enrolled  
985 in or attended a public school other than an exceptional student  
986 education center for grades K-12 within the school district

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987 shall not be included in the calculation of the home school's  
988 grade if the student is identified as an emergent student on the  
989 alternate assessment described in s. 1008.22(3)(d) ~~s.~~  
990 ~~1008.22(3)(e)~~.

991 Section 16. Subsection (21) of section 1011.62, Florida  
992 Statutes, is amended to read:

993 1011.62 Funds for operation of schools.—If the annual  
994 allocation from the Florida Education Finance Program to each  
995 district for operation of schools is not determined in the  
996 annual appropriations act or the substantive bill implementing  
997 the annual appropriations act, it shall be determined as  
998 follows:

999 (21) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—

1000 The turnaround school supplemental services allocation is  
1001 created to provide district-managed turnaround schools, as  
1002 identified in s. 1008.33(4)(a), schools implementing a charter  
1003 or an external operator turnaround option, that earn three  
1004 consecutive grades below a "C," as identified in s.  
1005 1008.33(4)(c)3. ~~s. 1008.33(4)(b)3.~~, and schools that have  
1006 improved to a "C" or higher and are no longer in turnaround  
1007 status, as identified in s. 1008.33(4)(d) ~~s. 1008.33(4)(e)~~, with  
1008 funds to offer services designed to improve the overall academic  
1009 and community welfare of the schools' students and their  
1010 families.

1011 (a)1. Services funded by the allocation may include, but  
1012 are not limited to, tutorial and after-school programs, student  
1013 counseling, nutrition education, parental counseling, and an  
1014 extended school day and school year. In addition, services may  
1015 include models that develop a culture that encourages students

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1016 to complete high school and to attend college or career  
1017 training, set high academic expectations, and inspire character  
1018 development.

1019 2. A school district may enter into a formal agreement with  
1020 a nonprofit organization that has tax-exempt status under s.  
1021 501(c)(3) of the Internal Revenue Code to implement an  
1022 integrated student support service model that provides students  
1023 and families with access to wrap-around services, including, but  
1024 not limited to, health services, after-school programs, drug  
1025 prevention programs, college and career readiness programs, and  
1026 food and clothing banks.

1027 (b) Before distribution of the allocation, the school  
1028 district shall develop and submit a plan for implementation to  
1029 its school board for approval no later than August 1 of each  
1030 fiscal year.

1031 (c) At a minimum, the plan required under paragraph (b)  
1032 must:

1033 1. Establish comprehensive support services that develop  
1034 family and community partnerships;

1035 2. Establish clearly defined and measurable high academic  
1036 and character standards;

1037 3. Increase parental involvement and engagement in the  
1038 child's education;

1039 4. Describe how instructional personnel will be identified,  
1040 recruited, retained, and rewarded;

1041 5. Provide professional development that focuses on  
1042 academic rigor, direct instruction, and creating high academic  
1043 and character standards;

1044 6. Provide focused instruction to improve student academic

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1045 proficiency, which may include additional instruction time  
1046 beyond the normal school day or school year; and

1047 7. Include a strategy for continuing to provide services  
1048 after the school is no longer in turnaround status by virtue of  
1049 achieving a grade of "C" or higher.

1050 (d) Each school district shall submit its approved plans to  
1051 the commissioner by September 1 of each fiscal year.

1052 (e) Subject to legislative appropriation, each school  
1053 district's allocation must be based on the unweighted FTE  
1054 student enrollment at the eligible schools and a per-FTE funding  
1055 amount of \$500 or as provided in the General Appropriations Act.  
1056 The supplement provided in the General Appropriations Act shall  
1057 be based on the most recent school grades and shall serve as a  
1058 proxy for the official calculation. Once school grades are  
1059 available for the school year immediately preceding the fiscal  
1060 year coinciding with the appropriation, the supplement shall be  
1061 recalculated for the official participating schools as part of  
1062 the subsequent FEFP calculation. The commissioner may prepare a  
1063 preliminary calculation so that districts may proceed with  
1064 timely planning and use of the funds. If the calculated funds  
1065 for the statewide allocation exceed the funds appropriated, the  
1066 allocation of funds to each school district must be prorated  
1067 based on each school district's share of the total unweighted  
1068 FTE student enrollment for the eligible schools.

1069 (f) Subject to legislative appropriation, each school shall  
1070 remain eligible for the allocation for a maximum of 4 continuous  
1071 fiscal years while implementing a turnaround option pursuant to  
1072 s. 1008.33(4). In addition, a school that improves to a grade of  
1073 "C" or higher shall remain eligible to receive the allocation

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1074 for a maximum of 2 continuous fiscal years after exiting  
1075 turnaround status.

1076 Section 17. Subsection (4) is added to section 1013.44,  
1077 Florida Statutes, to read:

1078 1013.44 Low-energy use design; solar energy systems;  
1079 swimming pool heaters.—

1080 (4) Any costs associated with a solar energy system that is  
1081 located on the property of an educational facility may not be  
1082 included in the total cost per student station limitations on  
1083 new construction established in s. 1013.64(6)(b).

1084 Section 18. For the 2020-2021 fiscal year, the sum of \$8  
1085 million in recurring funds is appropriated from the General  
1086 Revenue Fund to the Department of Education to implement s.  
1087 1008.22(3)(c), as created by this act.

1088 Section 19. Except as otherwise expressly provided in this  
1089 act and except for this section, which shall take effect upon  
1090 this act becoming a law, this act shall take effect July 1,  
1091 2020.