

By Senator Torres

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1 A bill to be entitled
2 An act relating to education accountability; amending
3 s. 1002.33, F.S.; requiring that an application and
4 charter for a charter high school indicate that the
5 school will administer the same assessment for high
6 school graduation purposes as the local school
7 district; amending s. 1003.4156, F.S.; revising the
8 mathematics and social studies requirements for
9 student promotion to high school and for certain high
10 school credits; deleting an obsolete provision;
11 amending s. 1003.4282, F.S.; revising the requirements
12 for a standard high school diploma; deleting
13 provisions requiring a student or transfer student to
14 take a Geometry or United States History end-of-course
15 (EOC) assessment; amending s. 1003.4285, F.S.;
16 revising the requirements for the high school diploma
17 Scholar designation; amending s. 1008.22, F.S.;
18 revising the grades in which the statewide,
19 standardized Reading assessment must be administered;
20 revising the administration of the statewide,
21 standardized Mathematics and Science assessments and
22 the English Language Arts (ELA) assessment; deleting
23 requirements that a student take an EOC assessment in
24 Geometry, United States History, and Civics; deleting
25 a provision authorizing the Commissioner of Education
26 to establish a schedule for the development and
27 administration of additional statewide, standardized
28 EOC assessments; authorizing the Department of
29 Education to expand languages in which statewide,

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30 standardized assessments are administered; requiring
31 that such assessments be provided at no cost to the
32 school districts; requiring the commissioner to
33 provide a paper-based option for the administration of
34 specified assessments; requiring the commissioner to
35 implement contracts for the selection of nationally
36 recognized alternate high school assessments;
37 requiring the department to conduct a study regarding
38 student performance on assessments; requiring
39 specified ELA and Mathematics assessments to be held
40 within a specified timeframe; requiring a report to
41 the State Board of Education, the Governor, and the
42 Legislature by a specified date; requiring the
43 commissioner to provide a specified analysis to each
44 school district regarding student achievement levels
45 and learning gains on each statewide, standardized
46 assessment; requiring the department to include a
47 summary of a specified analysis in a report to the
48 Governor and the Legislature; creating s. 1008.223,
49 F.S.; providing a purpose; providing requirements for
50 the implementation and reporting of results of
51 nationally recognized high school assessments;
52 providing responsibilities of the commissioner to
53 select and approve a nationally recognized high school
54 assessment to administer in lieu of the Florida
55 Standards Assessment; authorizing school districts to
56 select the assessment; providing requirements for the
57 assessment to be included on the approved list;
58 requiring the commissioner to use an invitation to

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59 negotiate to fulfill certain requirements; prohibiting
60 the commissioner from negotiating with entities that
61 do not demonstrate that their respective assessments
62 meet certain requirements; requiring the commissioner
63 to consult with, and receive recommendations for
64 alternate assessments from, specified entities;
65 providing that a passing score on a nationally
66 recognized high school assessment administered by a
67 school district satisfies specified high school
68 graduation requirements; providing responsibilities of
69 school districts; amending s. 1008.25, F.S.; requiring
70 each district school board to include the results of a
71 specified analysis in its annual report to parents;
72 amending s. 1008.34, F.S.; redefining the term
73 "learning gains"; revising the calculation of school
74 grades; requiring that the commissioner develop models
75 for a specified purpose; deleting obsolete language;
76 amending s. 1008.345, F.S.; requiring that the
77 commissioner's report to the Legislature on education
78 accountability include a specified analysis; amending
79 s. 1012.34, F.S.; deleting a provision requiring the
80 department to approve the evaluation systems for
81 instructional personnel and school administrators;
82 revising the performance evaluation systems for
83 instructional personnel and school administrators;
84 requiring the board to adopt rules for the monitoring,
85 rather than for the submission, review, and approval,
86 of such systems; deleting provisions relating to the
87 transition to statewide, standardized assessments;

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88 amending ss. 1002.331, 1002.333, 1004.04, 1004.85,
89 1010.20, 1012.56, and 1012.562, F.S.; conforming
90 cross-references and provisions to changes made by the
91 act; providing an effective date.

92
93 WHEREAS, Florida has led the country in establishing and
94 implementing a rigorous assessment and accountability system
95 within our education system, but the testing of Florida's
96 students, rather than actual instruction, now dominates
97 classroom time, and

98 WHEREAS, the introduction and requirement of end-of-course
99 assessments in middle and high school only serve to increase the
100 overall number of assessments on students, while diminishing
101 instructional time, and

102 WHEREAS, reducing the overall number of assessments,
103 including the 9th grade Florida Standards Assessment, and
104 eliminating all end-of-course assessments, except for Algebra I
105 and Biology I, will allow more instructional time for students
106 at all levels, and

107 WHEREAS, an alternate, nationally recognized assessment in
108 high school that is also recognized by colleges and universities
109 will increase opportunities for students to be successful in
110 college, and

111 WHEREAS, Florida has implemented numerous acceleration and
112 choice programs at the college level for students that
113 incorporate assessments as a measure of student performance,
114 including Advanced Placement, International Baccalaureate,
115 Advanced International Certificate of Education, dual
116 enrollment, and certificate programs, and

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117 WHEREAS, reducing overall required assessments should
118 increase the acceleration and choice opportunities at the high
119 school level, and

120 WHEREAS, increasing instructional time by authorizing the
121 use of paper and pencil assessments instead of online
122 assessments eliminates disruptions in instruction, especially in
123 high school, and

124 WHEREAS, current assessments continue to drive the teacher
125 and administrator performance evaluation system, and Florida
126 should disentangle these evaluations from assessments in order
127 to focus on classroom instruction, and

128 WHEREAS, Florida should take advantage of the flexibility
129 afforded by the federal Every Student Succeeds Act, NOW,
130 THEREFORE,

131

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

133

134 Section 1. Paragraph (a) of subsection (6), paragraph (a)
135 of subsection (7), paragraph (e) of subsection (10), and
136 paragraphs (b) and (c) of subsection (15) of section 1002.33,
137 Florida Statutes, are amended to read:

138 1002.33 Charter schools.—

139 (6) APPLICATION PROCESS AND REVIEW.—Charter school
140 applications are subject to the following requirements:

141 (a) A person or entity seeking to open a charter school
142 shall prepare and submit an application on the standard
143 application form prepared by the Department of Education which:

144 1. Demonstrates how the school will use the guiding
145 principles and meet the statutorily defined purpose of a charter

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146 school.

147 2. Provides a detailed curriculum plan that illustrates how
148 students will be provided services to attain the Sunshine State
149 Standards.

150 3. Contains goals and objectives for improving student
151 learning and measuring that improvement. These goals and
152 objectives must indicate how much academic improvement students
153 are expected to show each year, how success will be evaluated,
154 and the specific results to be attained through instruction. An
155 application for a charter high school must indicate that the
156 charter school will administer the same grade 10 English
157 Language Arts assessment for high school graduation purposes
158 which is administered by the local school district.

159 4. Describes the reading curriculum and differentiated
160 strategies that will be used for students reading at grade level
161 or higher and a separate curriculum and strategies for students
162 who are reading below grade level. A sponsor shall deny an
163 application if the school does not propose a reading curriculum
164 that is consistent with effective teaching strategies that are
165 grounded in scientifically based reading research.

166 5. Contains an annual financial plan for each year
167 requested by the charter for operation of the school for up to 5
168 years. This plan must contain anticipated fund balances based on
169 revenue projections, a spending plan based on projected revenues
170 and expenses, and a description of controls that will safeguard
171 finances and projected enrollment trends.

172 6. Discloses the name of each applicant, governing board
173 member, and all proposed education services providers; the name
174 and sponsor of any charter school operated by each applicant,

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175 each governing board member, and each proposed education
176 services provider that has closed and the reasons for the
177 closure; and the academic and financial history of such charter
178 schools, which the sponsor shall consider in deciding whether to
179 approve or deny the application.

180 7. Contains additional information a sponsor may require,
181 which shall be attached as an addendum to the charter school
182 application described in this paragraph.

183 8. For the establishment of a virtual charter school,
184 documents that the applicant has contracted with a provider of
185 virtual instruction services pursuant to s. 1002.45(1)(d).

186 (7) CHARTER.—The terms and conditions for the operation of
187 a charter school shall be set forth by the sponsor and the
188 applicant in a written contractual agreement, called a charter.
189 The sponsor and the governing board of the charter school shall
190 use the standard charter contract pursuant to subsection (21),
191 which shall incorporate the approved application and any addenda
192 approved with the application. Any term or condition of a
193 proposed charter contract that differs from the standard charter
194 contract adopted by rule of the State Board of Education shall
195 be presumed a limitation on charter school flexibility. The
196 sponsor may not impose unreasonable rules or regulations that
197 violate the intent of giving charter schools greater flexibility
198 to meet educational goals. The charter shall be signed by the
199 governing board of the charter school and the sponsor, following
200 a public hearing to ensure community input.

201 (a) The charter shall address and criteria for approval of
202 the charter shall be based on:

203 1. The school's mission, the students to be served, and the

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204 ages and grades to be included.

205 2. The focus of the curriculum, the instructional methods
206 to be used, any distinctive instructional techniques to be
207 employed, and identification and acquisition of appropriate
208 technologies needed to improve educational and administrative
209 performance which include a means for promoting safe, ethical,
210 and appropriate uses of technology which comply with legal and
211 professional standards.

212 a. The charter shall ensure that reading is a primary focus
213 of the curriculum and that resources are provided to identify
214 and provide specialized instruction for students who are reading
215 below grade level. The curriculum and instructional strategies
216 for reading must be consistent with the Next Generation Sunshine
217 State Standards and grounded in scientifically based reading
218 research.

219 b. In order to provide students with access to diverse
220 instructional delivery models, to facilitate the integration of
221 technology within traditional classroom instruction, and to
222 provide students with the skills they need to compete in the
223 21st century economy, the Legislature encourages instructional
224 methods for blended learning courses consisting of both
225 traditional classroom and online instructional techniques.
226 Charter schools may implement blended learning courses which
227 combine traditional classroom instruction and virtual
228 instruction. Students in a blended learning course must be full-
229 time students of the charter school pursuant to s.
230 1011.61(1)(a)1. Instructional personnel certified pursuant to s.
231 1012.55 who provide virtual instruction for blended learning
232 courses may be employees of the charter school or may be under

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233 contract to provide instructional services to charter school
234 students. At a minimum, such instructional personnel must hold
235 an active state or school district adjunct certification under
236 s. 1012.57 for the subject area of the blended learning course.
237 The funding and performance accountability requirements for
238 blended learning courses are the same as those for traditional
239 courses.

240 3. The current incoming baseline standard of student
241 academic achievement, the outcomes to be achieved, and the
242 method of measurement that will be used. The criteria listed in
243 this subparagraph shall include a detailed description of:

244 a. How the baseline student academic achievement levels and
245 prior rates of academic progress will be established.

246 b. How these baseline rates will be compared to rates of
247 academic progress achieved by these same students while
248 attending the charter school.

249 c. To the extent possible, how these rates of progress will
250 be evaluated and compared with rates of progress of other
251 closely comparable student populations.

252

253 The district school board is required to provide academic
254 student performance data to charter schools for each of their
255 students coming from the district school system, as well as
256 rates of academic progress of comparable student populations in
257 the district school system.

258 4. The methods used to identify the educational strengths
259 and needs of students and how well educational goals and
260 performance standards are met by students attending the charter
261 school. The methods shall provide a means for the charter school

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262 to ensure accountability to its constituents by analyzing
263 student performance data and by evaluating the effectiveness and
264 efficiency of its major educational programs. Students in
265 charter schools shall, at a minimum, participate in the
266 statewide assessment program created under s. 1008.22.

267 5. In secondary charter schools, a method for determining
268 that a student has satisfied the requirements for graduation in
269 s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

270 6. In charter high schools, a provision in the charter that
271 specifies the charter school will administer the same grade 10
272 English Language Arts assessment for high school graduation
273 purposes which is administered by the local school district.

274 ~~7.6.~~ A method for resolving conflicts between the governing
275 board of the charter school and the sponsor.

276 ~~8.7.~~ The admissions procedures and dismissal procedures,
277 including the school's code of student conduct. Admission or
278 dismissal must not be based on a student's academic performance.

279 ~~9.8.~~ The ways by which the school will achieve a
280 racial/ethnic balance reflective of the community it serves or
281 within the racial/ethnic range of other public schools in the
282 same school district.

283 ~~10.9.~~ The financial and administrative management of the
284 school, including a reasonable demonstration of the professional
285 experience or competence of those individuals or organizations
286 applying to operate the charter school or those hired or
287 retained to perform such professional services and the
288 description of clearly delineated responsibilities and the
289 policies and practices needed to effectively manage the charter
290 school. A description of internal audit procedures and

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291 establishment of controls to ensure that financial resources are
292 properly managed must be included. Both public sector and
293 private sector professional experience shall be equally valid in
294 such a consideration.

295 ~~11.10.~~ The asset and liability projections required in the
296 application which are incorporated into the charter and shall be
297 compared with information provided in the annual report of the
298 charter school.

299 ~~12.11.~~ A description of procedures that identify various
300 risks and provide for a comprehensive approach to reduce the
301 impact of losses; plans to ensure the safety and security of
302 students and staff; plans to identify, minimize, and protect
303 others from violent or disruptive student behavior; and the
304 manner in which the school will be insured, including whether or
305 not the school will be required to have liability insurance,
306 and, if so, the terms and conditions thereof and the amounts of
307 coverage.

308 ~~13.12.~~ The term of the charter which shall provide for
309 cancellation of the charter if insufficient progress has been
310 made in attaining the student achievement objectives of the
311 charter and if it is not likely that such objectives can be
312 achieved before expiration of the charter. The initial term of a
313 charter shall be for 5 years, excluding 2 planning years. In
314 order to facilitate access to long-term financial resources for
315 charter school construction, charter schools that are operated
316 by a municipality or other public entity as provided by law are
317 eligible for up to a 15-year charter, subject to approval by the
318 district school board. A charter lab school is eligible for a
319 charter for a term of up to 15 years. In addition, to facilitate

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320 access to long-term financial resources for charter school
321 construction, charter schools that are operated by a private,
322 not-for-profit, s. 501(c)(3) status corporation are eligible for
323 up to a 15-year charter, subject to approval by the district
324 school board. Such long-term charters remain subject to annual
325 review and may be terminated during the term of the charter, but
326 only according to the provisions set forth in subsection (8).

327 ~~14.13.~~ The facilities to be used and their location. The
328 sponsor may not require a charter school to have a certificate
329 of occupancy or a temporary certificate of occupancy for such a
330 facility earlier than 15 calendar days before the first day of
331 school.

332 ~~15.14.~~ The qualifications to be required of the teachers
333 and the potential strategies used to recruit, hire, train, and
334 retain qualified staff to achieve best value.

335 ~~16.15.~~ The governance structure of the school, including
336 the status of the charter school as a public or private employer
337 as required in paragraph (12)(i).

338 ~~17.16.~~ A timetable for implementing the charter which
339 addresses the implementation of each element thereof and the
340 date by which the charter shall be awarded in order to meet this
341 timetable.

342 ~~18.17.~~ In the case of an existing public school that is
343 being converted to charter status, alternative arrangements for
344 current students who choose not to attend the charter school and
345 for current teachers who choose not to teach in the charter
346 school after conversion in accordance with the existing
347 collective bargaining agreement or district school board rule in
348 the absence of a collective bargaining agreement. However,

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349 alternative arrangements shall not be required for current
350 teachers who choose not to teach in a charter lab school, except
351 as authorized by the employment policies of the state university
352 which grants the charter to the lab school.

353 ~~19.18.~~ Full disclosure of the identity of all relatives
354 employed by the charter school who are related to the charter
355 school owner, president, chairperson of the governing board of
356 directors, superintendent, governing board member, principal,
357 assistant principal, or any other person employed by the charter
358 school who has equivalent decisionmaking authority. For the
359 purpose of this subparagraph, the term "relative" means father,
360 mother, son, daughter, brother, sister, uncle, aunt, first
361 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
362 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
363 stepfather, stepmother, stepson, stepdaughter, stepbrother,
364 stepsister, half brother, or half sister.

365 ~~20.19.~~ Implementation of the activities authorized under s.
366 1002.331 by the charter school when it satisfies the eligibility
367 requirements for a high-performing charter school. A high-
368 performing charter school shall notify its sponsor in writing by
369 March 1 if it intends to increase enrollment or expand grade
370 levels the following school year. The written notice shall
371 specify the amount of the enrollment increase and the grade
372 levels that will be added, as applicable.

373 (10) ELIGIBLE STUDENTS.—

374 (e) A charter school may limit the enrollment process only
375 to target the following student populations:

- 376 1. Students within specific age groups or grade levels.
377 2. Students considered at risk of dropping out of school or

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378 academic failure. Such students shall include exceptional
379 education students.

380 3. Students enrolling in a charter school-in-the-workplace
381 or charter school-in-a-municipality established pursuant to
382 subsection (15).

383 4. Students residing within a reasonable distance of the
384 charter school, as described in paragraph (20)(c). Such students
385 shall be subject to a random lottery and to the racial/ethnic
386 balance provisions described in subparagraph (7)(a)9. ~~(7)(a)8.~~
387 or any federal provisions that require a school to achieve a
388 racial/ethnic balance reflective of the community it serves or
389 within the racial/ethnic range of other public schools in the
390 same school district.

391 5. Students who meet reasonable academic, artistic, or
392 other eligibility standards established by the charter school
393 and included in the charter school application and charter or,
394 in the case of existing charter schools, standards that are
395 consistent with the school's mission and purpose. Such standards
396 shall be in accordance with current state law and practice in
397 public schools and may not discriminate against otherwise
398 qualified individuals.

399 6. Students articulating from one charter school to another
400 pursuant to an articulation agreement between the charter
401 schools that has been approved by the sponsor.

402 7. Students living in a development in which a business
403 entity provides the school facility and related property having
404 an appraised value of at least \$5 million to be used as a
405 charter school to mitigate the educational impact created by the
406 development of new residential dwelling units. Students living

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407 in the development shall be entitled to no more than 50 percent
408 of the student stations in the charter school. The students who
409 are eligible for enrollment are subject to a random lottery, the
410 racial/ethnic balance provisions, or any federal provisions, as
411 described in subparagraph 4. The remainder of the student
412 stations shall be filled in accordance with subparagraph 4.

413 (15) CHARTER SCHOOLS-IN-THE-WORKPLACE; CHARTER SCHOOLS-IN-
414 A-MUNICIPALITY.—

415 (b) A charter school-in-the-workplace may be established
416 when a business partner provides the school facility to be used;
417 enrolls students based upon a random lottery that involves all
418 of the children of employees of that business or corporation who
419 are seeking enrollment, as provided for in subsection (10); and
420 enrolls students according to the racial/ethnic balance
421 provisions described in subparagraph (7) (a) 9. ~~(7) (a) 8.~~ Any
422 portion of a facility used for a public charter school shall be
423 exempt from ad valorem taxes, as provided for in s. 1013.54, for
424 the duration of its use as a public school.

425 (c) A charter school-in-a-municipality designation may be
426 granted to a municipality that possesses a charter; enrolls
427 students based upon a random lottery that involves all of the
428 children of the residents of that municipality who are seeking
429 enrollment, as provided for in subsection (10); and enrolls
430 students according to the racial/ethnic balance provisions
431 described in subparagraph (7) (a) 9. ~~(7) (a) 8.~~ When a municipality
432 has submitted charter applications for the establishment of a
433 charter school feeder pattern, consisting of elementary, middle,
434 and senior high schools, and each individual charter application
435 is approved by the district school board, such schools shall

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436 then be designated as one charter school for all purposes listed
437 pursuant to this section. Any portion of the land and facility
438 used for a public charter school shall be exempt from ad valorem
439 taxes, as provided for in s. 1013.54, for the duration of its
440 use as a public school.

441 Section 2. Paragraphs (b) and (c) of subsection (1) of
442 section 1003.4156, Florida Statutes, are amended to read:

443 1003.4156 General requirements for middle grades
444 promotion.—

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

448 (b) Three middle grades or higher courses in mathematics.
449 Each school that includes middle grades must offer at least one
450 high school level mathematics course for which students may earn
451 high school credit. Successful completion of a high school level
452 Algebra I ~~or Geometry~~ course is not contingent upon the
453 student's performance on the statewide, standardized Algebra I
454 end-of-course (EOC) assessment. To earn high school credit for
455 Algebra I, a middle grades student must take the statewide,
456 standardized Algebra I EOC assessment and pass the course, and
457 ~~in addition, beginning with the 2013-2014 school year and~~
458 ~~thereafter,~~ a student's performance on the Algebra I EOC
459 assessment constitutes 30 percent of the student's final course
460 grade. ~~To earn high school credit for a Geometry course, a~~
461 ~~middle grades student must take the statewide, standardized~~
462 ~~Geometry EOC assessment, which constitutes 30 percent of the~~
463 ~~student's final course grade, and earn a passing grade in the~~
464 ~~course.~~

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465 (c) Three middle grades or higher courses in social
466 studies. One of these courses must be at least a one-semester
467 civics education course that includes the roles and
468 responsibilities of federal, state, and local governments; the
469 structures and functions of the legislative, executive, and
470 judicial branches of government; and the meaning and
471 significance of historic documents, such as the Articles of
472 Confederation, the Declaration of Independence, and the
473 Constitution of the United States. All instructional materials
474 for the civics education course must be reviewed and approved by
475 the Commissioner of Education, in consultation with
476 organizations that may include, but are not limited to, the
477 Florida Joint Center for Citizenship, the Bill of Rights
478 Institute, Hillsdale College, the Gilder Lehrman Institute of
479 American History, iCivics, and the Constitutional Sources
480 Project, and with educators, school administrators,
481 postsecondary education representatives, elected officials,
482 business and industry leaders, parents, and the public. Any
483 errors and inaccuracies the commissioner identifies in state-
484 adopted materials must be corrected pursuant to s. 1006.35.
485 After consulting with such entities and individuals, the
486 commissioner shall review the current state-approved civics
487 education course instructional materials ~~and the test~~
488 ~~specifications for the statewide, standardized EOC assessment in~~
489 ~~civics education~~ and shall make recommendations for improvements
490 to the materials ~~and test specifications~~ by December 31, 2019.
491 By December 31, 2020, the department shall complete a review of
492 the statewide civics education course standards. ~~Each student's~~
493 ~~performance on the statewide, standardized EOC assessment in~~

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494 ~~civics education required under s. 1008.22 constitutes 30~~
495 ~~percent of the student's final course grade. A middle grades~~
496 ~~student who transfers into the state's public school system from~~
497 ~~out of country, out of state, a private school, or a home~~
498 ~~education program after the beginning of the second term of~~
499 ~~grade 8 is not required to meet the civics education requirement~~
500 ~~for promotion from the middle grades if the student's transcript~~
501 ~~documents passage of three courses in social studies or two~~
502 ~~year-long courses in social studies that include coverage of~~
503 ~~civics education.~~

504 Section 3. Paragraphs (b) and (d) of subsection (3) and
505 subsection (7) of section 1003.4282, Florida Statutes, are
506 amended to read:

507 1003.4282 Requirements for a standard high school diploma.-

508 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
509 REQUIREMENTS.-

510 (b) *Four credits in mathematics.-*

511 1. A student must earn one credit in Algebra I and one
512 credit in Geometry. A student's performance on the statewide,
513 standardized Algebra I end-of-course (EOC) assessment
514 constitutes 30 percent of the student's final course grade. A
515 student must pass the statewide, standardized Algebra I EOC
516 assessment, or earn a comparative score, in order to earn a
517 standard high school diploma. ~~A student's performance on the~~
518 ~~statewide, standardized Geometry EOC assessment constitutes 30~~
519 ~~percent of the student's final course grade.~~

520 2. A student who earns an industry certification for which
521 there is a statewide college credit articulation agreement
522 approved by the State Board of Education may substitute the

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523 certification for one mathematics credit. Substitution may occur
524 for up to two mathematics credits, except for Algebra I and
525 Geometry. A student may earn two mathematics credits by
526 successfully completing Algebra I through two full-year courses.
527 A certified school counselor or the principal's designee must
528 advise the student that admission to a state university may
529 require the student to earn 3 additional mathematics credits
530 that are at least as rigorous as Algebra I.

531 3. A student who earns a computer science credit may
532 substitute the credit for up to one credit of the mathematics
533 requirement, with the exception of Algebra I and Geometry, if
534 the commissioner identifies the computer science credit as being
535 equivalent in rigor to the mathematics credit. An identified
536 computer science credit may not be used to substitute for both a
537 mathematics and a science credit. A student who earns an
538 industry certification in 3D rapid prototype printing may
539 satisfy up to two credits of the mathematics requirement, with
540 the exception of Algebra I, if the commissioner identifies the
541 certification as being equivalent in rigor to the mathematics
542 credit or credits.

543 (d) *Three credits in social studies.*—A student must earn
544 one credit in United States History; one credit in World
545 History; one-half credit in economics; and one-half credit in
546 United States Government. ~~The United States History EOC~~
547 ~~assessment constitutes 30 percent of the student's final course~~
548 ~~grade.~~

549 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS. ~~Beginning with~~
550 ~~the 2012-2013 school year,~~ If a student transfers to a Florida
551 public high school from out of country, out of state, a private

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552 school, or a home education program and the student's transcript
553 shows a credit in Algebra I, the student must pass the
554 statewide, standardized Algebra I EOC assessment in order to
555 earn a standard high school diploma unless the student earned a
556 comparative score, passed a statewide assessment in Algebra I
557 administered by the transferring entity, or passed the statewide
558 mathematics assessment the transferring entity uses to satisfy
559 the requirements of the Elementary and Secondary Education Act,
560 as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C.
561 ss. 6301 et seq. If a student's transcript shows a credit in
562 high school reading or English Language Arts II or III, in order
563 to earn a standard high school diploma, the student must take
564 and pass the statewide, standardized grade 10 Reading assessment
565 or, when implemented, the grade 10 ELA assessment, or earn a
566 concordant score. If a transfer student's transcript shows a
567 final course grade and course credit in Algebra I or, ~~Geometry,~~
568 ~~Biology I, or United States History,~~ the transferring course
569 final grade and credit shall be honored without the student
570 taking the requisite statewide, standardized EOC assessment and
571 without the assessment results constituting 30 percent of the
572 student's final course grade.

573 Section 4. Paragraph (a) of subsection (1) of section
574 1003.4285, Florida Statutes, is amended to read:

575 1003.4285 Standard high school diploma designations.—

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

579 (a) *Scholar designation.*—In addition to the requirements of
580 s. 1003.4282, in order to earn the Scholar designation, a

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581 student must satisfy the following requirements:

582 1. Mathematics.—Earn one credit in Algebra II or an equally
583 rigorous course and one credit in statistics or an equally
584 rigorous course. ~~Beginning with students entering grade 9 in the~~
585 ~~2014-2015 school year, pass the Geometry statewide, standardized~~
586 ~~assessment.~~

587 2. Science.—Pass the statewide, standardized Biology I EOC
588 assessment and earn one credit in chemistry or physics and one
589 credit in a course equally rigorous to chemistry or physics.
590 However, a student enrolled in an Advanced Placement (AP),
591 International Baccalaureate (IB), or Advanced International
592 Certificate of Education (AICE) Biology course who takes the
593 respective AP, IB, or AICE Biology assessment and earns the
594 minimum score necessary to earn college credit as identified
595 pursuant to s. 1007.27(2) meets the requirement of this
596 subparagraph without having to take the statewide, standardized
597 Biology I EOC assessment.

598 ~~3. Social studies.—Pass the statewide, standardized United~~
599 ~~States History EOC assessment. However, a student enrolled in an~~
600 ~~AP, IB, or AICE course that includes United States History~~
601 ~~topics who takes the respective AP, IB, or AICE assessment and~~
602 ~~earns the minimum score necessary to earn college credit as~~
603 ~~identified pursuant to s. 1007.27(2) meets the requirement of~~
604 ~~this subparagraph without having to take the statewide,~~
605 ~~standardized United States History EOC assessment.~~

606 3.4. Foreign language.—Earn two credits in the same foreign
607 language.

608 4.5. Electives.—Earn at least one credit in an Advanced
609 Placement, an International Baccalaureate, an Advanced

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610 International Certificate of Education, or a dual enrollment
611 course.

612 Section 5. Subsections (3), (4), and (5) and paragraphs (a)
613 and (f) of subsection (7) of section 1008.22, Florida Statutes,
614 are amended, and paragraph (g) is added to subsection (12) of
615 that section, to read:

616 1008.22 Student assessment program for public schools.—

617 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
618 Commissioner of Education shall design and implement a
619 statewide, standardized assessment program aligned to the core
620 curricular content established in the Next Generation Sunshine
621 State Standards. The commissioner also must develop or select
622 and implement a common battery of assessment tools that will be
623 used in all juvenile justice education programs in the state.
624 These tools must accurately measure the core curricular content
625 established in the Next Generation Sunshine State Standards.
626 Participation in the assessment program is mandatory for all
627 school districts and all students attending public schools,
628 including adult students seeking a standard high school diploma
629 under s. 1003.4282 and students in Department of Juvenile
630 Justice education programs, except as otherwise provided by law.
631 If a student does not participate in the assessment program, the
632 school district must notify the student's parent and provide the
633 parent with information regarding the implications of such
634 nonparticipation. The statewide, standardized assessment program
635 shall be designed and implemented as follows:

636 (a) *Statewide, standardized comprehensive assessments.*—The
637 statewide, standardized Reading assessment shall be administered
638 annually in grades 3 through 8 and grade 10. The statewide,

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639 standardized Writing assessment shall be administered annually
640 at least once at the elementary, middle, and high school levels.
641 When the Reading and Writing assessments are replaced by English
642 Language Arts (ELA) assessments, ELA assessments shall be
643 administered annually to students in grades 3 through 8 and in
644 grade 10. Retake opportunities for the grade 10 Reading
645 assessment or, upon implementation, the grade 10 ELA assessment
646 must be provided. Students taking the ELA assessments may shall
647 not take the statewide, standardized assessments in Reading or
648 Writing. Reading passages and writing prompts for ELA
649 assessments shall incorporate grade-level core curricula content
650 from social studies. The statewide, standardized Mathematics
651 assessments shall be administered annually in grades 3 through
652 8. Students taking a revised Mathematics assessment may shall
653 not take the discontinued assessment. The statewide,
654 standardized Science assessment shall be administered annually
655 at least once at the elementary and middle grades levels. In
656 order to earn a standard high school diploma, a student who has
657 not earned a passing score on the grade 10 Reading assessment
658 or, upon implementation, the grade 10 ELA assessment or, upon
659 implementation, a grade 10 nationally recognized high school
660 assessment selected by a school district must earn a passing
661 score on the assessment retake or earn a concordant score as
662 authorized under subsection (9).

663 (b) Algebra I and Biology I End-of-course (EOC)
664 assessments.—The Algebra I and Biology I EOC assessments must be
665 statewide, standardized, and developed or approved by the
666 Department of Education. as follows:

667 1. EOC assessments for Algebra I and, ~~Geometry~~, Biology I,

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668 ~~United States History, and Civics~~ shall be administered to
669 students enrolled in such courses as specified in the course
670 code directory.

671 2. Students enrolled in Algebra I or Biology I ~~a course, as~~
672 ~~specified in the course code directory, with an associated~~
673 ~~statewide, standardized EOC assessment~~ must take the EOC
674 assessment for such course and may not take the corresponding
675 subject or grade-level statewide, standardized assessment
676 pursuant to paragraph (a). Sections 1003.4156 and 1003.4282
677 govern the use of statewide, standardized EOC assessment results
678 for students.

679 3. The commissioner may select one or more nationally
680 developed comprehensive examinations, which may include
681 examinations for a College Board Advanced Placement course,
682 International Baccalaureate course, or Advanced International
683 Certificate of Education course, or industry-approved
684 examinations to earn national industry certifications identified
685 in the CAPE Industry Certification Funding List, for use as the
686 Algebra I or Biology I EOC assessments under this paragraph if
687 the commissioner determines that the content knowledge and
688 skills assessed by the examinations meet or exceed the grade-
689 level expectations for the core curricular content established
690 for Algebra I and Biology I ~~the course~~ in the Next Generation
691 Sunshine State Standards. Use of any such examination as an EOC
692 assessment must be approved by the state board in rule.

693 ~~4. Contingent upon funding provided in the General~~
694 ~~Appropriations Act, including the appropriation of funds~~
695 ~~received through federal grants, the commissioner may establish~~
696 ~~an implementation schedule for the development and~~

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697 ~~administration of additional statewide, standardized EOC~~
698 ~~assessments that must be approved by the state board in rule. If~~
699 ~~approved by the state board, student performance on such~~
700 ~~assessments constitutes 30 percent of a student's final course~~
701 ~~grade.~~

702 4.5. ~~The Algebra I and Biology I All-statewide,~~
703 ~~standardized EOC assessments must be administered online except~~
704 ~~as otherwise provided in paragraphs paragraph (c) and (d).~~

705 5.6. A student enrolled in an Advanced Placement (AP),
706 International Baccalaureate (IB), or Advanced International
707 Certificate of Education (AICE) course who takes the respective
708 AP, IB, or AICE assessment and earns the minimum score necessary
709 to earn college credit, as identified in s. 1007.27(2), meets
710 the requirements of this paragraph and does not have to take the
711 Algebra I and Biology I EOC assessment for the corresponding
712 course.

713 (c) *Students with disabilities; Florida Alternate*
714 *Assessment.*—

715 1. Each district school board must provide instruction to
716 prepare students with disabilities in the core content knowledge
717 and skills necessary for successful grade-to-grade progression
718 and high school graduation.

719 2. A student with a disability, as defined in s. 1007.02,
720 for whom the individual education plan (IEP) team determines
721 that the statewide, standardized assessments under this section
722 cannot accurately measure the student's abilities, taking into
723 consideration all allowable accommodations, shall have
724 assessment results waived for the purpose of receiving a course
725 grade and a standard high school diploma. Such waiver shall be

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726 designated on the student's transcript. The statement of waiver
727 shall be limited to a statement that performance on an
728 assessment was waived for the purpose of receiving a course
729 grade or a standard high school diploma, as applicable.

730 3. The State Board of Education shall adopt rules, based
731 upon recommendations of the commissioner, for the provision of
732 assessment accommodations for students with disabilities and for
733 students who have limited English proficiency.

734 a. Accommodations that negate the validity of a statewide,
735 standardized assessment are not allowed during the
736 administration of the assessment. However, instructional
737 accommodations are allowed in the classroom if identified in a
738 student's IEP. Students using instructional accommodations in
739 the classroom that are not allowed on a statewide, standardized
740 assessment may have assessment results waived if the IEP team
741 determines that the assessment cannot accurately measure the
742 student's abilities.

743 b. If a student is provided with instructional
744 accommodations in the classroom that are not allowed as
745 accommodations for statewide, standardized assessments, the
746 district must inform the parent in writing and provide the
747 parent with information regarding the impact on the student's
748 ability to meet expected performance levels. A parent must
749 provide signed consent for a student to receive classroom
750 instructional accommodations that would not be available or
751 permitted on a statewide, standardized assessment and
752 acknowledge in writing that he or she understands the
753 implications of such instructional accommodations.

754 c. If a student's IEP states that online administration of

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755 a statewide, standardized assessment will significantly impair
756 the student's ability to perform, the assessment shall be
757 administered in hard copy.

758 4. For students with significant cognitive disabilities,
759 the Department of Education shall provide for implementation of
760 the Florida Alternate Assessment to accurately measure the core
761 curricular content established in the Next Generation Sunshine
762 State Standards.

763 5. The Department of Education may expand the languages in
764 which statewide, standardized assessments are administered. A
765 school district shall be provided such assessments at no cost.

766 (d) Paper-based option.—The commissioner shall provide an
767 alternative, paper-based option for the administration of the
768 ELA statewide, standardized assessment; the nationally
769 recognized assessment approved pursuant to s. 1008.223; the
770 Mathematics statewide, standardized assessment; and the Algebra
771 I and Biology I EOC assessments. The commissioner shall provide
772 the paper-based option to reduce the time spent on assessments;
773 increase instructional time for students; and ensure that
774 students demonstrate more successfully a mastery of the
775 standards being measured, that students have the time to develop
776 the word processing and computer skills necessary to take any
777 statewide, standardized assessment, and that school districts
778 have the capacity on both the school and district levels to
779 administer the assessments online.

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

781 1. The Commissioner of Education shall establish and
782 publish on the department's website an implementation schedule
783 to transition from the statewide, standardized Reading and

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784 Writing assessments to the ELA assessments and to the revised
785 Mathematics assessments, including the Algebra I ~~and Geometry~~
786 EOC assessment ~~assessments~~. The schedule must take into
787 consideration funding, sufficient field and baseline data,
788 access to assessments, instructional alignment, and school
789 district readiness to administer the assessments online. All
790 such assessments must be delivered through computer-based
791 testing, however, the following assessments must be delivered in
792 a computer-based format, as follows: the grade 3 Mathematics
793 assessment beginning in the 2016-2017 school year; the grade 4
794 ELA assessment, beginning in the 2015-2016 school year; and the
795 grade 4 Mathematics assessment, beginning in the 2016-2017
796 school year. Notwithstanding the requirements of this
797 subparagraph, statewide, standardized ELA and mathematics
798 assessments in grades 3 through 6 must be delivered only in a
799 paper-based format, beginning with the 2017-2018 school year,
800 and all such assessments must be paper-based no later than the
801 2018-2019 school year. Pursuant to paragraph (d), any statewide
802 standardized assessments may be administered in a paper-based
803 format.

804 2. The Department of Education shall publish minimum and
805 recommended technology requirements that include specifications
806 for hardware, software, networking, security, and broadband
807 capacity to facilitate school district compliance with the
808 requirements of this section.

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

810 1. The All statewide, standardized Algebra I and Biology I
811 EOC assessment ~~assessments~~ and ELA, mathematics, and Science
812 assessments shall use scaled scores and achievement levels.

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813 Achievement levels shall range from 1 through 5, with level 1
814 being the lowest achievement level, level 5 being the highest
815 achievement level, and level 3 indicating satisfactory
816 performance on an assessment.

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

819 3. If the commissioner seeks to revise a statewide,
820 standardized assessment and the revisions require the state
821 board to modify performance level scores, including the passing
822 score, the commissioner shall provide a copy of the proposed
823 scores and implementation plan to the President of the Senate
824 and the Speaker of the House of Representatives at least 90 days
825 before submission to the state board for review. Until the state
826 board adopts the modifications by rule, the commissioner shall
827 use calculations for scoring the assessment that adjust student
828 scores on the revised assessment for statistical equivalence to
829 student scores on the former assessment. The state board shall
830 adopt by rule the passing score for the revised assessment that
831 is statistically equivalent to the passing score on the
832 discontinued assessment for a student who is required to attain
833 a passing score on the discontinued assessment. The commissioner
834 may, with approval of the state board, discontinue
835 administration of the former assessment upon the graduation,
836 based on normal student progression, of students participating
837 in the final regular administration of the former assessment. If
838 the commissioner revises a statewide, standardized assessment
839 and the revisions require the state board to modify the passing
840 score, only students taking the assessment for the first time
841 after the rule is adopted are affected.

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842 (g) ~~(f)~~ *Prohibited activities.*—A district school board shall
843 prohibit each public school from suspending a regular program of
844 curricula for purposes of administering practice assessments or
845 engaging in other assessment-preparation activities for a
846 statewide, standardized assessment. However, a district school
847 board may authorize a public school to engage in the following
848 assessment-preparation activities:

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

851 2. Providing individualized instruction in assessment-
852 taking strategies, without suspending the school's regular
853 program of curricula, for a student who scores Level 1 or Level
854 2 on a prior administration of an assessment.

855 3. Providing individualized instruction in the content
856 knowledge and skills assessed, without suspending the school's
857 regular program of curricula, for a student who scores Level 1
858 or Level 2 on a prior administration of an assessment or a
859 student who, through a diagnostic assessment administered by the
860 school district, is identified as having a deficiency in the
861 content knowledge and skills assessed.

862 4. Administering a practice assessment or engaging in other
863 assessment-preparation activities that are determined necessary
864 to familiarize students with the organization of the assessment,
865 the format of assessment items, and the assessment directions or
866 that are otherwise necessary for the valid and reliable
867 administration of the assessment, as set forth in rules adopted
868 by the State Board of Education with specific reference to this
869 paragraph.

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

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871 1. The commissioner shall provide for the assessments to be
872 developed or obtained, as appropriate, through contracts and
873 project agreements with private vendors, public vendors, public
874 agencies, postsecondary educational institutions, or school
875 districts.

876 2. The commissioner shall implement s. 1008.223, relating
877 to the selection by school districts of a nationally recognized
878 high school assessment as an alternate assessment for high
879 school.

880 3. The commissioner may enter into contracts for the
881 continued administration of the assessments authorized and
882 funded by the Legislature. Contracts may be initiated in 1
883 fiscal year and continue into the next fiscal year and may be
884 paid from the appropriations of either or both fiscal years. The
885 commissioner may negotiate for the sale or lease of tests,
886 scoring protocols, test scoring services, and related materials
887 developed pursuant to law.

888 ~~4.2.~~ A student's performance results on statewide,
889 standardized assessments, Algebra I and Biology I EOC
890 assessments, and Florida Alternative Assessments administered
891 pursuant to this subsection must be provided to the student's
892 teachers and parents within 30 days or by the end of the school
893 year, whichever occurs earlier, unless the commissioner
894 determines that extenuating circumstances exist and reports the
895 extenuating circumstances to the State Board of Education and to
896 school districts. This subparagraph does not apply to existing
897 contracts for such assessments, but applies ~~shall apply~~ to new
898 contracts and any renewal of existing contracts for such
899 assessments. The Department of Education shall conduct a study

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900 to identify barriers to and make recommendations for improving
901 student performance results within 72 hours after completion of
902 all statewide, standardized assessments, EOC assessments, and
903 any nationally recognized high school assessment selected by a
904 school district as an alternate assessment pursuant to s.
905 1008.223. Recommendations may include modification of assessment
906 administration for students with disabilities. A report of the
907 study shall be submitted to the State Board of Education, the
908 Governor, the President of the Senate, and the Speaker of the
909 House of Representatives no later than January 31, 2021.

910 5. The administration of the statewide, standardized ELA
911 and Mathematics assessments in grades 3 through 8 may not occur
912 earlier than the last 4 weeks of school.

913 6.3- If liquidated damages are applicable, the department
914 shall collect liquidated damages that are due in response to the
915 administration of the spring 2015 computer-based assessments of
916 the department's Florida Standards Assessment contract with
917 American Institutes for Research, and expend the funds to
918 reimburse parties that incurred damages.

919 (4) SCHOOL PARTICIPATION IN THE STATEWIDE, STANDARDIZED
920 ASSESSMENT PROGRAM.—Each public school shall participate in the
921 statewide, standardized assessment program in accordance with
922 the assessment and reporting schedules and the minimum and
923 recommended technology requirements published by the
924 Commissioner of Education. A district school superintendent
925 shall notify the commissioner of the schools that will use a
926 paper-based option, and the commissioner shall provide an
927 alternative, paper-based option to the school district for the
928 successful and timely administration of the statewide,

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929 standardized assessments and the reporting of assessment results
930 to the Department of Education, as specified in paragraph
931 (3)(d). District school boards may ~~shall~~ not establish school
932 calendars that conflict with or jeopardize implementation of the
933 assessment program. All district school boards shall report
934 assessment results using the state management information
935 system. Performance data shall be analyzed and reported to
936 parents, the community, and the state. Student performance data
937 shall be used by districts in developing objectives for the
938 school improvement plan, evaluating instructional personnel and
939 administrative personnel, assigning staff, allocating resources,
940 acquiring instructional materials and technology, implementing
941 performance-based budgeting, and promoting and assigning
942 students to educational programs. The analysis of student
943 performance data must also identify strengths and needs in the
944 educational program and trends over time. The analysis must be
945 used in conjunction with the budgetary planning processes
946 developed pursuant to s. 1008.385 and the development of
947 remediation programs.

948 (5) REQUIRED ANALYSES.—The commissioner shall provide, at a
949 minimum, statewide, standardized assessment data analysis
950 showing student achievement levels and learning gains by
951 teacher, school, and school district. As part of the analysis,
952 the commissioner shall provide all of the following information
953 to school districts for student achievement levels and learning
954 gains on each statewide, standardized assessment:

955 (a) The percent of correct items by cognitive complexity.

956 (b) The percent of correct items for each measured
957 standard.

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958 (c) The identification of each standard measured on the
959 assessment.

960 (d) An item analysis of the standard measured on each
961 assessment.

962 (e) The reading level at which each reading assessment is
963 administered.

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

965 (a) The Commissioner of Education shall establish schedules
966 for the administration of statewide, standardized assessments
967 and the reporting of student assessment results. The
968 commissioner shall consider the observance of religious and
969 school holidays when developing the schedules. The assessment
970 and reporting schedules must provide the earliest possible
971 reporting of student assessment results to the school districts,
972 consistent with the requirements of paragraph (3)(h) ~~(3)(g)~~.
973 Assessment results for the statewide, standardized ELA and
974 mathematics assessments and the all statewide, standardized
975 Algebra I and Biology I EOC assessments must be made available
976 no later than June 30, except for results for the grade 3
977 statewide, standardized ELA assessment, which must be made
978 available no later than May 31. School districts shall
979 administer statewide, standardized assessments in accordance
980 with the schedule established by the commissioner.

981 (f) The Algebra I and Biology I ~~A statewide, standardized~~
982 EOC assessments ~~assessment~~ must be used as the final cumulative
983 examination for its associated course. No additional final
984 assessment may be administered in an Algebra I or Biology I ~~a~~
985 ~~course with a statewide, standardized EOC assessment.~~ A
986 district-required local assessment may be used as the final

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987 cumulative examination for its associated course in accordance
988 with the school district's policy.

989 (12) REPORTS.—The Department of Education shall annually
990 provide a report to the Governor, the President of the Senate,
991 and the Speaker of the House of Representatives which shall
992 include the following:

993 (g) A summary of the analysis required under subsection
994 (5).

995 Section 6. Section 1008.223, Florida Statutes, is created
996 to read:

997 1008.223 Selection of a nationally recognized alternate
998 high school assessment.—

999 (1) PURPOSE.—

1000 (a) This section provides a school district the option of
1001 selecting a nationally recognized high school assessment in lieu
1002 of administering the Florida Standards Assessment to students in
1003 grade 10, and is in compliance with the federal Every Student
1004 Succeeds Act provisions authorizing the selection by a school
1005 district of a nationally recognized high school assessment to
1006 administer as an alternate assessment in high school.

1007 (b) The student assessment program in high school must be
1008 implemented in a way that does not substantially disrupt
1009 instruction to students or displace students from using a
1010 classroom computer that is needed for instruction. The
1011 assessment results must be returned within 30 days after
1012 administration of the assessment or by the end of the school
1013 year, whichever occurs earlier, to allow a student and parent to
1014 know whether the student is achieving at grade level and to
1015 allow the school district to make more timely decisions

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1016 regarding promotion, retention, summer school placement, and
1017 scheduling for the next school year. A nationally recognized
1018 high school assessment that is substantially aligned with the
1019 applicable state standards will allow a parent to know how a
1020 student compares nationally and even internationally.

1021 (2) RESPONSIBILITIES OF THE COMMISSIONER OF EDUCATION.—In
1022 addition to the requirements of s. 1008.22, the commissioner
1023 shall provide an approved list of nationally recognized high
1024 school assessments from which a school district may select as an
1025 alternate assessment to administer to students in grade 10 for
1026 English Language Arts in lieu of the Florida Standards
1027 Assessment.

1028 (a) The nationally recognized high school assessment must
1029 meet all of the following requirements:

1030 1. Be available to school districts no later than the 2021-
1031 2022 school year.

1032 2. Be substantially aligned with the Next Generation
1033 Sunshine State Standards.

1034 3. Provide for differentiation and comparability between
1035 schools and districts.

1036 4. Provide the same or additional accommodations that are
1037 provided to students with disabilities and other students for
1038 the Florida Standards Assessment and other statewide,
1039 standardized assessments.

1040 5. Meet applicable assessment security requirements
1041 determined by the commissioner for the state and for school
1042 districts.

1043 6. Meet reasonable technical specification requirements
1044 determined by the commissioner which allow for implementation by

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1045 the state and by school districts.

1046 7. Satisfy any threshold legal requirement, including, but
1047 not limited to, the standard set forth in Debra P. v.
1048 Turlington, 474 F. Supp. 244 (M.D. Fla. 1979).

1049 (b) The commissioner must use an invitation to negotiate,
1050 as defined in s. 287.012, to fulfill the requirements of this
1051 section. The commissioner must require each entity that responds
1052 to an invitation to negotiate to include information
1053 demonstrating compliance with paragraph (a).

1054 (c) The commissioner shall consult with and receive
1055 recommendations for alternate assessments from education
1056 stakeholders, including district school superintendents, testing
1057 and measurement administrators, curriculum directors,
1058 principals, teachers, and other educators who have experience
1059 and expertise in the administration of high school assessments.

1060 (d) The nationally recognized high school assessment, if
1061 administered, satisfies the high school graduation assessment
1062 requirements in s. 1003.4282(3) (a).

1063 (3) RESPONSIBILITIES OF SCHOOL DISTRICTS.—A district school
1064 superintendent may recommend, and the school board may approve,
1065 the administration of the state-approved nationally recognized
1066 high school assessment to be administered in lieu of the Florida
1067 Standards Assessment in grade 10. Administrators, teachers, and
1068 parents of high school students must be notified at the
1069 beginning of each school year that an assessment other than the
1070 Florida Standards Assessment will be administered in grade 10.

1071 Section 7. Paragraph (a) of subsection (2) and paragraph
1072 (a) of subsection (8) of section 1008.25, Florida Statutes, are
1073 amended to read:

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1074 1008.25 Public school student progression; student support;
1075 reporting requirements.—

1076 (2) STUDENT PROGRESSION PLAN.—Each district school board
1077 shall establish a comprehensive plan for student progression
1078 which must provide for a student's progression from one grade to
1079 another based on the student's mastery of the standards in s.
1080 1003.41, specifically English Language Arts, mathematics,
1081 science, and social studies standards. The plan must:

1082 (a) Include criteria that emphasize student reading
1083 proficiency in kindergarten through grade 3 and provide targeted
1084 instructional support for students with identified deficiencies
1085 in English Language Arts, mathematics, science, and social
1086 studies. High schools shall use all available assessment
1087 results, including the results of statewide, standardized
1088 English Language Arts assessments and the end-of-course
1089 assessment ~~assessments~~ for Algebra I ~~and Geometry~~, to advise
1090 students of any identified deficiencies and to provide
1091 appropriate postsecondary preparatory instruction before high
1092 school graduation. The results of evaluations used to monitor a
1093 student's progress in grades K-12 must be provided to the
1094 student's teacher in a timely manner and as otherwise required
1095 by law. Thereafter, evaluation results must be provided to the
1096 student's parent in a timely manner. When available,
1097 instructional personnel must be provided with information on
1098 student achievement of standards and benchmarks in order to
1099 improve instruction.

1100 (8) ANNUAL REPORT.—

1101 (a) In addition to the requirements in paragraph (5) (b),
1102 each district school board must annually report to the parent of

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1103 each student the progress of the student toward achieving state
1104 and district expectations for proficiency in English Language
1105 Arts, science, social studies, and mathematics. The district
1106 school board must report to the parent the student's results on
1107 each statewide, standardized assessment. The report must include
1108 the results of the analysis required under s. 1008.22(5). The
1109 evaluation of each student's progress must be based upon the
1110 student's classroom work, observations, tests, district and
1111 state assessments, response to intensive interventions provided
1112 under paragraph (5)(a), and other relevant information. Progress
1113 reporting must be provided to the parent in writing in a format
1114 adopted by the district school board.

1115 Section 8. Subsections (5) and (6) of section 1008.34,
1116 Florida Statutes, are renumbered as subsections (6) and (7),
1117 respectively, paragraphs (b) and (c) of subsection (1),
1118 paragraphs (a) and (b) of subsection (3), and subsection (4) and
1119 present subsection (5) are amended, and a new subsection (5) is
1120 added to that section, to read:

1121 1008.34 School grading system; school report cards;
1122 district grade.—

1123 (1) DEFINITIONS.—For purposes of the statewide,
1124 standardized assessment program and school grading system, the
1125 following terms are defined:

1126 (b) "Learning gains," "annual learning gains," or "student
1127 learning gains" means the degree of student learning growth
1128 occurring from one school year to the next as required by state
1129 board rule for purposes of calculating school grades under this
1130 section or maintaining an achievement level 3, level 4, or level
1131 5 or increasing such achievement level.

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1132 (c) "Student performance," "student academic performance,"
1133 or "academic performance" includes, but is not limited to,
1134 student learning growth, achievement levels, and learning gains
1135 on statewide, standardized assessments administered pursuant to
1136 s. 1008.22.

1137 (3) DESIGNATION OF SCHOOL GRADES.—

1138 (a) Each school must assess at least 95 percent of its
1139 eligible students, except as provided under s. 1008.341 for
1140 alternative schools. Each school shall receive a school grade
1141 based on the ~~school's~~ performance on the components listed in
1142 subparagraphs (b)1. and 2. If a school does not have at least 10
1143 students with complete data for one or more of the components
1144 listed in subparagraphs (b)1. and 2., those components may not
1145 be used in calculating the school's grade. In addition to
1146 statewide, standardized assessments, a school grade may be based
1147 on any nationally recognized high school assessment used
1148 pursuant to s. 1008.223, an assessment used for concordant
1149 scores pursuant to s. 1008.22(9), and any comparative score for
1150 an end-of-course assessment used pursuant to s. 1008.22(10). The
1151 grades for acceleration courses taken in middle school must also
1152 be reflected in the school grade for the high school to which
1153 the student will transfer.

1154 1. An alternative school may choose to receive a school
1155 grade under this section or a school improvement rating under s.
1156 1008.341. For charter schools that meet the definition of an
1157 alternative school pursuant to State Board of Education rule,
1158 the decision to receive a school grade is the decision of the
1159 charter school governing board.

1160 2. A school that serves any combination of students in

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1161 kindergarten through grade 3 and that does not receive a school
1162 grade because its students are not tested and included in the
1163 school grading system shall receive the school grade designation
1164 of a K-3 feeder pattern school identified by the Department of
1165 Education and verified by the school district. A school feeder
1166 pattern exists if a majority of the students in the school
1167 serving a combination of students in kindergarten through grade
1168 3 are scheduled to be assigned to the graded school.

1169 3. If a collocated school does not earn a school grade or
1170 school improvement rating for the performance of its students,
1171 the student performance data of all schools operating at the
1172 same facility must be aggregated to develop a school grade that
1173 will be assigned to all schools at that location. A collocated
1174 school is a school that has its own unique master school
1175 identification number, provides for the education of each of its
1176 enrolled students, and operates at the same facility as another
1177 school that has its own unique master school identification
1178 number and provides for the education of each of its enrolled
1179 students.

1180 (b)1. Beginning with the 2014-2015 school year, a school's
1181 grade shall be based on the following components, each worth 100
1182 points:

1183 a. The percentage of eligible students passing statewide,
1184 standardized assessments in English Language Arts under s.
1185 1008.22(3).

1186 b. The percentage of eligible students passing statewide,
1187 standardized assessments in mathematics under s. 1008.22(3).

1188 c. The percentage of eligible students passing statewide,
1189 standardized assessments in science under s. 1008.22(3).

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1190 ~~d. The percentage of eligible students passing statewide,~~
1191 ~~standardized assessments in social studies under s. 1008.22(3).~~

1192 d.e. The percentage of eligible students who make learning
1193 gains in English Language Arts as measured by statewide,
1194 standardized assessments administered under s. 1008.22(3).

1195 e.f. The percentage of eligible students who make Learning
1196 Gains in mathematics as measured by statewide, standardized
1197 assessments administered under s. 1008.22(3).

1198 f.g. The percentage of eligible students in the lowest 25
1199 percent in English Language Arts, as identified by prior year
1200 performance on statewide, standardized assessments, who make
1201 learning gains as measured by statewide, standardized English
1202 Language Arts assessments administered under s. 1008.22(3).

1203 g.h. The percentage of eligible students in the lowest 25
1204 percent in mathematics, as identified by prior year performance
1205 on statewide, standardized assessments, who make learning gains
1206 as measured by statewide, standardized Mathematics assessments
1207 administered under s. 1008.22(3).

1208 h.i. For schools consisting ~~comprised~~ of middle grades 6
1209 through 8 or grades 7 and 8, the percentage of eligible students
1210 passing high school level statewide, standardized end-of-course
1211 assessments or attaining national industry certifications
1212 identified in the CAPE Industry Certification Funding List
1213 pursuant to rules adopted by the State Board of Education.

1214
1215 In calculating learning gains for the components listed in sub-
1216 subparagraphs d.-g. ~~e.-h.~~, the State Board of Education shall
1217 require that learning growth toward achievement levels 3, 4, and
1218 5 is demonstrated by students who scored below or remained at

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1219 achievement level 3, level 4, or level 5 ~~each of those levels~~ in
1220 the prior year. In calculating the components in sub-
1221 subparagraphs a.-c. ~~a.-d.~~, the state board shall include the
1222 performance of English language learners only if they have been
1223 enrolled in a school in the United States for more than 2 years.

1224 2. For a school consisting ~~comprised~~ of grades 9, 10, 11,
1225 and 12, or grades 10, 11, and 12, the school's grade shall also
1226 be based on the following components, each worth 100 points:

1227 a. The 4-year high school graduation rate of the school as
1228 defined by state board rule.

1229 b. The percentage of students who were eligible to earn
1230 college and career credit through College Board Advanced
1231 Placement examinations, International Baccalaureate
1232 examinations, dual enrollment courses, or Advanced International
1233 Certificate of Education examinations; or who, at any time
1234 during high school, earned national industry certification
1235 identified in the CAPE Industry Certification Funding List,
1236 pursuant to rules adopted by the state board.

1237 (4) SCHOOL REPORT CARD.—The Department of Education shall
1238 annually develop, in collaboration with the school districts, a
1239 school report card to be provided by the school district to
1240 parents within the district. The report card shall include the
1241 school's grade; student performance in English Language Arts,
1242 mathematics and, ~~science, and social studies~~; information
1243 regarding school improvement; an explanation of school
1244 performance as evaluated by the federal Elementary and Secondary
1245 Education Act (ESEA), 20 U.S.C. ss. 6301 et seq.; and indicators
1246 of return on investment. The report card must incorporate the
1247 summary results of the analysis required in s. 1008.22(5). Each

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1248 school's report card shall be published annually by the
1249 department on its website based upon the most recent data
1250 available.

1251 (5) 2021-2022 SCHOOL GRADE CALCULATIONS.-

1252 (a) Beginning with the 2021-2022 school year, the school's
1253 grade must also be based on the following components:

1254 1. The extended-year adjusted cohort graduation rate for
1255 schools consisting of grades 9, 10, 11, and 12, or grades 10,
1256 11, and 12.

1257 2. At least one indicator of school quality or student
1258 access which is measurable and may include, but is not limited
1259 to, student engagement; educator engagement; student access to
1260 and completion of advanced coursework; postsecondary readiness;
1261 school climate and safety; student attendance; or student
1262 persistence, for at least 10 percent of the school grade.

1263 (b) Learning gains shall be calculated in English Language
1264 Arts for students who take the statewide, standardized
1265 assessment or the approved nationally recognized high school
1266 assessment pursuant to s. 1008.223. The learning gains shall be
1267 calculated based on the performance on the English Language Arts
1268 assessments administered in grade 8 under s. 1008.22(3).

1269 (c) The commissioner shall develop models that may be used
1270 for differentiation and comparability between schools and
1271 districts that use an approved nationally recognized high school
1272 assessment.

1273 (6) ~~(5)~~ DISTRICT GRADE.-Beginning with the 2014-2015 school
1274 year, a school district's grade shall include a district-level
1275 calculation of the components under paragraph (3) (b). This
1276 calculation methodology captures each eligible student in the

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1277 district who may have transferred among schools within the
 1278 district or is enrolled in a school that does not receive a
 1279 grade. The department shall develop a district report card that
 1280 includes the district grade; the information required under s.
 1281 1008.345(5); measures of the district's progress in closing the
 1282 achievement gap between higher-performing student subgroups and
 1283 lower-performing student subgroups; measures of the district's
 1284 progress in demonstrating learning gains of its highest-
 1285 performing students; measures of the district's success in
 1286 improving student attendance; the district's grade-level
 1287 promotion of students scoring achievement levels 1 and 2 on
 1288 statewide, standardized English Language Arts and Mathematics
 1289 assessments; and measures of the district's performance in
 1290 preparing students for the transition from elementary to middle
 1291 school, middle to high school, and high school to postsecondary
 1292 institutions and careers.

1293 Section 9. Paragraph (e) is added to subsection (5) of
 1294 section 1008.345, Florida Statutes, to read:

1295 1008.345 Implementation of state system of school
 1296 improvement and education accountability.—

1297 (5) The commissioner shall annually report to the State
 1298 Board of Education and the Legislature and recommend changes in
 1299 state policy necessary to foster school improvement and
 1300 education accountability. The report shall include:

1301 (e) The results of the analysis required under s.
 1302 1008.22(5).

1303

1304 School reports shall be distributed pursuant to this subsection
 1305 and s. 1001.42(18)(c) and according to rules adopted by the

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1306 State Board of Education.

1307 Section 10. Paragraph (b) of subsection (1), paragraph (a)
1308 of subsection (3), and subsections (6), (7), and (8) of section
1309 1012.34, Florida Statutes, are amended to read:

1310 1012.34 Personnel evaluation procedures and criteria.—

1311 (1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

1312 (b) ~~The department must approve each school district's~~
1313 ~~instructional personnel and school administrator evaluation~~
1314 ~~systems.~~ The department shall monitor each district's
1315 implementation of its instructional personnel and school
1316 administrator evaluation systems for compliance with the
1317 requirements of this section.

1318 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
1319 personnel and school administrator performance evaluations must
1320 be based upon the performance of students assigned to their
1321 classrooms or schools, as provided in this section. Pursuant to
1322 this section, a school district's performance evaluation system
1323 is not limited to basing unsatisfactory performance of
1324 instructional personnel and school administrators solely upon
1325 student performance, but may include other criteria to evaluate
1326 instructional personnel and school administrators' performance,
1327 or any combination of student performance and other criteria.
1328 Evaluation procedures and criteria must comply with, but are not
1329 limited to, the following:

1330 (a) A performance evaluation must be conducted for each
1331 employee at least once a year, except that a classroom teacher,
1332 as defined in s. 1012.01(2)(a), excluding substitute teachers,
1333 who is newly hired by the district school board must be observed
1334 and evaluated at least twice in the first year of teaching in

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1335 the school district. The performance evaluation must be based
1336 upon sound educational principles and contemporary research in
1337 effective educational practices. The evaluation criteria must
1338 include:

1339 1. Performance of students.—At least one-third of a
1340 performance evaluation must be based upon data and indicators of
1341 student performance, as determined by each school district. ~~This~~
1342 ~~portion of the evaluation must include growth or achievement~~
1343 ~~data of the teacher's students or, for a school administrator,~~
1344 ~~the students attending the school over the course of at least 3~~
1345 ~~years. If less than 3 years of data are available, the years for~~
1346 ~~which data are available must be used. The proportion of growth~~
1347 ~~or achievement data may be determined by instructional~~
1348 ~~assignment.~~

1349 2. Instructional practice.—For instructional personnel, the
1350 remainder at least one-third of the performance evaluation must
1351 be based upon instructional practice and other indicators of
1352 performance. The performance evaluation must include, but is not
1353 limited to, practices and indicators related to:

1354 a. Comprehensive knowledge of the subject taught.

1355 b. Instruction in the applicable Next Generation Sunshine
1356 State Standards with rigor and fidelity.

1357 c. The planning and delivery of instruction using
1358 technology in the classroom.

1359 d. The application of data from assessments and measures to
1360 diagnose learning needs and the use of applicable instructional
1361 strategies.

1362 e. The ability to maintain appropriate classroom
1363 discipline.

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1364 f. The ability to establish and maintain a positive
1365 collaborative relationship with students' families to increase
1366 student achievement.

1367 g. Adherence to the Code of Ethics and the Principles of
1368 Professional Conduct for the Education Profession prescribed by
1369 State Board of Education rules.

1370 h. Adherence to the Florida Educator Accomplished Practices
1371 and other professional competencies, responsibilities, and
1372 requirements as established by rules of the State Board of
1373 Education and policies of the district school board.

1374
1375 Evaluation criteria used when annually observing classroom
1376 teachers, as defined in s. 1012.01(2)(a), excluding substitute
1377 teachers, must include indicators based upon each of the Florida
1378 Educator Accomplished Practices adopted by the State Board of
1379 Education. For instructional personnel who are not classroom
1380 teachers, evaluation criteria must be based upon indicators of
1381 the Florida Educator Accomplished Practices and may include
1382 specific job expectations related to student support.

1383 3. Instructional leadership.—For school administrators, the
1384 remainder at least one-third of the performance evaluation must
1385 be based on the Florida Principal Leadership Standards and other
1386 indicators of performance ~~instructional leadership~~. Evaluation
1387 criteria for instructional leadership must include indicators
1388 based upon each of the leadership standards adopted by the State
1389 Board of Education under s. 1012.986, including performance
1390 measures related to the effectiveness of classroom teachers in
1391 the school, the administrator's appropriate use of evaluation
1392 criteria and procedures, recruitment and retention of effective

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1393 and highly effective classroom teachers, improvement in the
1394 percentage of instructional personnel evaluated at the highly
1395 effective or effective level, and other leadership practices
1396 that result in student learning growth. The system may include a
1397 means to give parents and instructional personnel an opportunity
1398 to provide input into the administrator's performance
1399 evaluation.

1400 ~~4. Other indicators of performance. For instructional~~
1401 ~~personnel and school administrators, the remainder of a~~
1402 ~~performance evaluation may include, but is not limited to,~~
1403 ~~professional and job responsibilities as recommended by the~~
1404 ~~State Board of Education or identified by the district school~~
1405 ~~board and, for instructional personnel, peer reviews,~~
1406 ~~objectively reliable survey information from students and~~
1407 ~~parents based on teaching practices that are consistently~~
1408 ~~associated with higher student achievement, and other valid and~~
1409 ~~reliable measures of instructional practice.~~

1410 (6) ANNUAL REVIEW OF AND REVISIONS TO THE SCHOOL DISTRICT
1411 EVALUATION SYSTEMS.—The district school board shall establish a
1412 procedure for annually reviewing instructional personnel and
1413 school administrator evaluation systems to determine compliance
1414 with this section. All substantial revisions to the ~~an approved~~
1415 system must be reviewed and approved by the district school
1416 board before being used to evaluate instructional personnel or
1417 school administrators. Upon request by a school district, the
1418 department shall provide assistance in developing, improving, or
1419 reviewing an evaluation system.

1420 ~~(7) MEASUREMENT OF STUDENT PERFORMANCE.—~~

1421 ~~(a) The Commissioner of Education shall approve a formula~~

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1422 ~~to measure individual student learning growth on the statewide,~~
1423 ~~standardized assessments in English Language Arts and~~
1424 ~~mathematics administered under s. 1008.22. A third party,~~
1425 ~~independent of the assessment developer, must analyze student~~
1426 ~~learning growth data calculated using the formula and provide~~
1427 ~~access to a data visualization tool that enables teachers to~~
1428 ~~understand and evaluate the data and school administrators to~~
1429 ~~improve instruction, evaluate programs, allocate resources, plan~~
1430 ~~professional development, and communicate with stakeholders. The~~
1431 ~~formula must take into consideration each student's prior~~
1432 ~~academic performance. The formula must not set different~~
1433 ~~expectations for student learning growth based upon a student's~~
1434 ~~gender, race, ethnicity, or socioeconomic status. In the~~
1435 ~~development of the formula, the commissioner shall consider~~
1436 ~~other factors such as a student's attendance record, disability~~
1437 ~~status, or status as an English language learner. The~~
1438 ~~commissioner may select additional formulas to measure student~~
1439 ~~performance as appropriate for the remainder of the statewide,~~
1440 ~~standardized assessments included under s. 1008.22 and continue~~
1441 ~~to select formulas as new assessments are implemented in the~~
1442 ~~state system.~~

1443 ~~(b) Each school district may, but is not required to~~
1444 ~~measure student learning growth using the formulas approved by~~
1445 ~~the commissioner under paragraph (a).~~

1446 ~~(7)(8) RULEMAKING.~~The State Board of Education shall adopt
1447 rules pursuant to ss. 120.536(1) and 120.54 which establish
1448 uniform procedures and format for monitoring the ~~submission,~~
1449 ~~review, and approval of~~ district evaluation systems and
1450 reporting requirements for the annual evaluation of

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1451 instructional personnel and school administrators.

1452 Section 11. Paragraph (e) of subsection (2) of section
1453 1002.331, Florida Statutes, is amended to read:

1454 1002.331 High-performing charter schools.—

1455 (2) A high-performing charter school is authorized to:

1456 (e) Receive a modification of its charter to a term of 15
1457 years or a 15-year charter renewal. The charter may be modified
1458 or renewed for a shorter term at the option of the high-
1459 performing charter school. The charter must be consistent with
1460 s. 1002.33(7)(a)20. ~~s. 1002.33(7)(a)19.~~ and (10)(h) and (i), is
1461 subject to annual review by the sponsor, and may be terminated
1462 during its term pursuant to s. 1002.33(8).

1463
1464 A high-performing charter school shall notify its sponsor in
1465 writing by March 1 if it intends to increase enrollment or
1466 expand grade levels the following school year. The written
1467 notice shall specify the amount of the enrollment increase and
1468 the grade levels that will be added, as applicable. If a charter
1469 school notifies the sponsor of its intent to expand, the sponsor
1470 shall modify the charter within 90 days to include the new
1471 enrollment maximum and may not make any other changes. The
1472 sponsor may deny a request to increase the enrollment of a high-
1473 performing charter school if the commissioner has declassified
1474 the charter school as high-performing. If a high-performing
1475 charter school requests to consolidate multiple charters, the
1476 sponsor shall have 40 days after receipt of that request to
1477 provide an initial draft charter to the charter school. The
1478 sponsor and charter school shall have 50 days thereafter to
1479 negotiate and notice the charter contract for final approval by

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1480 the sponsor.

1481 Section 12. Paragraph (a) of subsection (6) of section
1482 1002.333, Florida Statutes, is amended to read:

1483 1002.333 Persistently low-performing schools.—

1484 (6) STATUTORY AUTHORITY.—

1485 (a) A school of hope may be designated as a local education
1486 agency, if requested, for the purposes of receiving federal
1487 funds and, in doing so, accepts the full responsibility for all
1488 local education agency requirements and the schools for which it
1489 will perform local education agency responsibilities. Students
1490 enrolled in a school established by a hope operator designated
1491 as a local educational agency are not eligible students for
1492 purposes of calculating the district grade pursuant to s.
1493 1008.34(6) ~~s. 1008.34(5)~~.

1494 Section 13. Paragraph (a) of subsection (4) of section
1495 1004.04, Florida Statutes, is amended to read:

1496 1004.04 Public accountability and state approval for
1497 teacher preparation programs.—

1498 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
1499 teacher preparation program shall be based upon evidence that
1500 the program continues to implement the requirements for initial
1501 approval and upon significant, objective, and quantifiable
1502 measures of the program and the performance of the program
1503 completers.

1504 (a) The criteria for continued approval must include each
1505 of the following:

1506 1. Documentation from the program that each program
1507 candidate met the admission requirements provided in subsection
1508 (3).

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1509 2. Documentation from the program that the program and each
1510 program completer have met the requirements provided in
1511 subsection (2).

1512 3. Evidence of performance in each of the following areas:

1513 a. Placement rate of program completers into instructional
1514 positions in Florida public schools and private schools, if
1515 available.

1516 b. Rate of retention for employed program completers in
1517 instructional positions in Florida public schools.

1518 c. Performance of students in prekindergarten through grade
1519 12 who are assigned to in-field program completers on statewide
1520 assessments ~~using the results of the student learning growth~~
1521 ~~formula adopted under s. 1012.34.~~

1522 d. Performance of students in prekindergarten through grade
1523 12 who are assigned to in-field program completers aggregated by
1524 student subgroup, as defined in the federal Elementary and
1525 Secondary Education Act (ESEA), 20 U.S.C. s.
1526 6311(b)(2)(C)(v)(II), as a measure of how well the program
1527 prepares teachers to work with a diverse population of students
1528 in a variety of settings in Florida public schools.

1529 e. Results of program completers' annual evaluations in
1530 accordance with the timeline as set forth in s. 1012.34.

1531 f. Production of program completers in statewide critical
1532 teacher shortage areas as identified in s. 1012.07.

1533 4. Results of the program completers' survey measuring
1534 their satisfaction with preparation for the realities of the
1535 classroom.

1536 5. Results of the employers' survey measuring satisfaction
1537 with the program and the program's responsiveness to local

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1538 school districts.

1539 Section 14. Paragraph (b) of subsection (4) of section
1540 1004.85, Florida Statutes, is amended to read:

1541 1004.85 Postsecondary educator preparation institutes.—

1542 (4) Continued approval of each program approved pursuant to
1543 this section shall be determined by the Commissioner of
1544 Education based upon a periodic review of the following areas:

1545 (b) Evidence of performance in each of the following areas:

1546 1. Placement rate of program completers into instructional
1547 positions in Florida public schools and private schools, if
1548 available.

1549 2. Rate of retention for employed program completers in
1550 instructional positions in Florida public schools.

1551 3. Performance of students in prekindergarten through grade
1552 12 who are assigned to in-field program completers on statewide
1553 assessments ~~using the results of the student learning growth~~
1554 ~~formula adopted under s. 1012.34.~~

1555 4. Performance of students in prekindergarten through grade
1556 12 who are assigned to in-field program completers aggregated by
1557 student subgroups, as defined in the federal Elementary and
1558 Secondary Education Act (ESEA), 20 U.S.C. s.

1559 6311(b) (2) (C) (v) (II), as a measure of how well the program
1560 prepares teachers to work with a diverse population of students
1561 in a variety of settings in Florida public schools.

1562 5. Results of program completers' annual evaluations in
1563 accordance with the timeline as set forth in s. 1012.34.

1564 6. Production of program completers in statewide critical
1565 teacher shortage areas as identified in s. 1012.07.

1566 Section 15. Paragraph (c) of subsection (2) of section

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1567 1010.20, Florida Statutes, is amended to read:

1568 1010.20 Cost accounting and reporting for school
1569 districts.—

1570 (2) COST REPORTING.—

1571 (c) The department shall:

1572 1. Categorize all public schools and districts into
1573 appropriate groups based primarily on average full-time
1574 equivalent student enrollment as reported on the most recent
1575 student membership survey under s. 1011.62 and in state board
1576 rule to determine groups of peer schools and districts.

1577 2. Annually calculate for each public school, district, and
1578 for the entire state, the percentage of classroom expenditures
1579 to total operating expenditures reported in subparagraphs (b)2.
1580 and 3. The results shall be categorized pursuant to this
1581 paragraph.

1582 3. Annually calculate for all public schools, districts,
1583 and the state, the average percentage of classroom expenditures
1584 to total operating expenditures reported in subparagraphs (b)2.
1585 and 3. The results shall be categorized pursuant to this
1586 paragraph.

1587 4. Develop a web-based fiscal transparency tool that
1588 identifies public schools and districts that produce high
1589 academic achievement based on the ratio of classroom instruction
1590 expenditures to total expenditures. The fiscal transparency tool
1591 shall combine the data calculated pursuant to this paragraph
1592 ~~with the student performance measurements calculated pursuant to~~
1593 ~~s. 1012.34(7)~~ to determine the financial efficiency of each
1594 public school and district. The results shall be displayed in an
1595 easy to use format that enables the user to compare performance

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1596 among public schools and districts.

1597 Section 16. Paragraph (d) of subsection (8) of section
1598 1012.56, Florida Statutes, is amended to read:

1599 1012.56 Educator certification requirements.—

1600 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
1601 COMPETENCY PROGRAM.—

1602 (d) The Commissioner of Education shall determine the
1603 continued approval of programs implemented under paragraph (a)
1604 based upon the department's periodic review of the following:

1605 1. Evidence that the requirements in paragraph (a) are
1606 consistently met; and

1607 2. Evidence of performance in each of the following areas:

1608 a. Rate of retention for employed program completers in
1609 instructional positions in Florida public schools.

1610 b. Performance of students in prekindergarten through grade
1611 12 who are assigned to in-field program completers on statewide
1612 assessments ~~using the results of the student learning growth~~
1613 ~~formula adopted under s. 1012.34.~~

1614 c. Performance of students in prekindergarten through grade
1615 12 who are assigned to in-field program completers aggregated by
1616 student subgroups, as defined in the federal Elementary and
1617 Secondary Education Act (ESEA), 20 U.S.C. s.

1618 6311(b)(2)(C)(v)(II), as a measure of how well the program
1619 prepares teachers to work with a variety of students in Florida
1620 public schools.

1621 d. Results of program completers' annual evaluations in
1622 accordance with the timeline as set forth in s. 1012.34.

1623 e. Production of program completers in statewide critical
1624 teacher shortage areas as defined in s. 1012.07.

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1625 Section 17. Paragraph (b) of subsection (2) of section
1626 1012.562, Florida Statutes, is amended to read:

1627 1012.562 Public accountability and state approval of school
1628 leader preparation programs.—The Department of Education shall
1629 establish a process for the approval of Level I and Level II
1630 school leader preparation programs that will enable aspiring
1631 school leaders to obtain their certificate in educational
1632 leadership under s. 1012.56. School leader preparation programs
1633 must be competency-based, aligned to the principal leadership
1634 standards adopted by the state board, and open to individuals
1635 employed by public schools, including charter schools and
1636 virtual schools. Level I programs lead to initial certification
1637 in educational leadership for the purpose of preparing
1638 individuals to serve as school administrators. Level II programs
1639 build upon Level I training and lead to renewal certification as
1640 a school principal.

1641 (2) LEVEL I PROGRAMS.—

1642 (b) Renewal of a Level I program's approval shall be for a
1643 period of 5 years and shall be based upon evidence of the
1644 program's continued ability to meet the requirements of
1645 paragraph (a). A postsecondary institution or school district
1646 must submit an institutional program evaluation plan in a format
1647 prescribed by the department for a Level I program to be
1648 considered for renewal. The plan must include:

1649 1. The percentage of personnel who complete the program and
1650 are placed in school leadership positions in public schools
1651 within the state.

1652 2. Results from the personnel evaluations required under s.
1653 1012.34 for personnel who complete the program.

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1654 3. The passage rate of personnel who complete the program
1655 on the Florida Education Leadership Examination.

1656 4. The impact personnel who complete the program have on
1657 student learning ~~as measured by the formulas developed by the~~
1658 ~~commissioner pursuant to s. 1012.34(7).~~

1659 5. Strategies for continuous improvement of the program.

1660 6. Strategies for involving personnel who complete the
1661 program, other school personnel, community agencies, business
1662 representatives, and other stakeholders in the program
1663 evaluation process.

1664 7. Additional data included at the discretion of the
1665 postsecondary institution or school district.

1666 Section 18. This act shall take effect July 1, 2020.

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