

1 A bill to be entitled
2 An act relating to education; amending s. 1001.23,
3 F.S.; authorizing the Department of Education to hold
4 patents, copyrights, trademarks, and service marks;
5 authorizing the department to take specified actions
6 to enforce its rights under certain circumstances;
7 requiring the department to notify the Department of
8 State under certain circumstances; requiring certain
9 proceeds to be deposited into a specified trust fund;
10 amending s. 1003.33, F.S.; requiring final report
11 cards to be issued within a specified timeframe;
12 providing an exception; amending s. 1003.4156, F.S.;
13 conforming provisions to changes made by the act;
14 amending s. 1003.4282, F.S.; deleting obsolete
15 language; requiring certain students to take a
16 specified assessment relating to civic literacy;
17 providing that such assessment meets certain
18 postsecondary requirements under specified
19 circumstances; amending s. 1003.4285, F.S.; revising
20 the requirements for earning the scholar designation
21 on a standard high school diploma; amending s.
22 1006.33, F.S.; authorizing the department to establish
23 timeframes for specified purposes relating to
24 instructional materials for a certain adoption cycle;
25 amending s. 1007.25, F.S.; requiring postsecondary

26 | students to complete a civic literacy course and pass
27 | a specified assessment to demonstrate competency in
28 | civic literacy; authorizing students to meet the
29 | assessment requirements in high school; amending s.
30 | 1007.35, F.S.; requiring the Florida Partnership for
31 | Minority and Underrepresented Student Achievement to
32 | provide specified information to students relating to
33 | transitioning to postsecondary education; revising
34 | certain reporting requirements; amending s. 1008.212,
35 | F.S.; conforming cross-references to changes made by
36 | the act; amending s. 1008.22, F.S.; deleting obsolete
37 | language; discontinuing a specified English Language
38 | Arts assessment at a certain time; requiring certain
39 | statewide, standardized assessments to be administered
40 | in a paper-based format; requiring school districts to
41 | provide the SAT or ACT to grade 11 students beginning
42 | in a specified school year; requiring school districts
43 | to choose which assessment to administer; deleting
44 | specified reporting requirements; authorizing the
45 | commissioner to discontinue the geometry end-of-course
46 | assessment under certain circumstances; deleting a
47 | requirement that the Commissioner of Education
48 | maintain a specified item bank; deleting specified
49 | requirements for the date of the administration of
50 | specified assessments; revising a deadline for the

51 publication of certain assessments; amending s.
52 1008.25, F.S.; revising which assessments a high
53 school must use to advise students of specified
54 deficiencies; amending s. 1008.33, F.S.; revising
55 requirements for certain intervention and support
56 strategies; providing requirements for the State Board
57 of Education to allow a school an additional year of
58 implementation of a district-managed turnaround plan;
59 revising the requirements for turnaround options for
60 specified schools; revising the criteria for a school
61 to implement such options; revising the components of
62 such turnaround options; authorizing a school district
63 to request a new turnaround option; providing
64 requirements for certain schools that reenter the
65 turnaround system; authorizing the state board to
66 revoke a turnaround plan under certain circumstances;
67 providing requirements for such revocation; amending
68 s. 1008.34, F.S.; revising definitions; revising
69 school grade calculations to include specified
70 assessment results beginning in a specified school
71 year; amending s. 1008.3415, F.S.; conforming a cross-
72 reference to changes made by the act; amending s.
73 1011.62, F.S.; revising the eligibility criteria for
74 the turnaround school supplemental services
75 allocation; revising the required contents for a

76 | specified plan; requiring the department to provide
 77 | final approval of specified plans; providing an
 78 | effective date.

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

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

84 | 1001.23 Specific powers and duties of the Department of
 85 | Education.—In addition to all other duties assigned to it by law
 86 | or by rule of the State Board of Education, the department
 87 | shall:

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

101 Section 2. Subsection (3) is added to section 1003.33,
102 Florida Statutes, to read:

103 1003.33 Report cards; end-of-the-year status.—

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

110

111 District school boards shall not allow schools to exempt
112 students from academic performance requirements based on
113 practices or policies designed to encourage student attendance.
114 A student's attendance record may not be used in whole or in
115 part to provide an exemption from any academic performance
116 requirement.

117 Section 3. Paragraph (b) of subsection (1) of section
118 1003.4156, Florida Statutes, is amended to read:

119 1003.4156 General requirements for middle grades
120 promotion.—

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

124 (b) Three middle grades or higher courses in mathematics.
125 Each school that includes middle grades must offer at least one

126 high school level mathematics course for which students may earn
127 high school credit. Successful completion of a high school level
128 Algebra I or Geometry course is not contingent upon the
129 student's performance on the statewide, standardized end-of-
130 course (EOC) assessment. To earn high school credit for Algebra
131 I, a middle grades student must take the statewide, standardized
132 Algebra I EOC assessment, which constitutes 30 percent of the
133 student's final course grade, and earn a passing grade in pass
134 ~~the course, and in addition, beginning with the 2013-2014 school~~
135 ~~year and thereafter, a student's performance on the Algebra I~~
136 ~~EOC assessment constitutes 30 percent of the student's final~~
137 ~~course grade.~~ To earn high school credit for a Geometry course,
138 a middle grades student must, until the Geometry EOC assessment
139 is discontinued under s. 1008.22(3)(h), take the statewide,
140 standardized Geometry EOC assessment, which constitutes 30
141 percent of the student's final course grade, and earn a passing
142 grade in the course.

143 Section 4. Paragraphs (a), (b), and (d) of subsection (3),
144 subsection (7), and paragraph (e) of subsection (10) of section
145 1003.4282, Florida Statutes, are amended to read:

146 1003.4282 Requirements for a standard high school
147 diploma.—

148 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
149 REQUIREMENTS.—

150 (a) Four credits in English Language Arts (ELA).—The four

151 credits must be in ELA I, II, III, and IV. A student must pass
152 the statewide, standardized grade 10 ~~Reading assessment or, when~~
153 ~~implemented, the grade 10~~ ELA assessment, or earn a concordant
154 score, in order to earn a standard high school diploma.

155 (b) Four credits in mathematics.—

156 1. A student must earn one credit in Algebra I and one
157 credit in Geometry. A student's performance on the statewide,
158 standardized Algebra I end-of-course (EOC) assessment
159 constitutes 30 percent of the student's final course grade. A
160 student must pass the statewide, standardized Algebra I EOC
161 assessment, or earn a comparative score, in order to earn a
162 standard high school diploma. Until the Geometry EOC assessment
163 is discontinued under s. 1008.22(3)(h), a student's performance
164 on the statewide, standardized Geometry EOC assessment
165 constitutes 30 percent of the student's final course grade.

166 2. A student who earns an industry certification for which
167 there is a statewide college credit articulation agreement
168 approved by the State Board of Education may substitute the
169 certification for one mathematics credit. Substitution may occur
170 for up to two mathematics credits, except for Algebra I and
171 Geometry. A student may earn two mathematics credits by
172 successfully completing Algebra I through two full-year courses.
173 A certified school counselor or the principal's designee must
174 advise the student that admission to a state university may
175 require the student to earn 3 additional mathematics credits

176 that are at least as rigorous as Algebra I.

177 3. A student who earns a computer science credit may
178 substitute the credit for up to one credit of the mathematics
179 requirement, with the exception of Algebra I and Geometry, if
180 the commissioner identifies the computer science credit as being
181 equivalent in rigor to the mathematics credit. An identified
182 computer science credit may not be used to substitute for both a
183 mathematics and a science credit. A student who earns an
184 industry certification in 3D rapid prototype printing may
185 satisfy up to two credits of the mathematics requirement, with
186 the exception of Algebra I, if the commissioner identifies the
187 certification as being equivalent in rigor to the mathematics
188 credit or credits.

189 (d) Three credits in social studies.—A student must earn
190 one credit in United States History; one credit in World
191 History; one-half credit in economics; and one-half credit in
192 United States Government. The United States History EOC
193 assessment constitutes 30 percent of the student's final course
194 grade. Beginning with the 2020-2021 school year, all students in
195 grade 12 shall take the assessment of civic literacy identified
196 by the State Board of Education under s. 1007.25(4). A student
197 who earns a passing score on the assessment is exempt from the
198 postsecondary civic literacy assessment required by s.
199 1007.25(4).

200 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—~~Beginning~~

201 ~~with the 2012-2013 school year,~~ If a student transfers to a
202 Florida public high school from out of country, out of state, a
203 private school, or a home education program and the student's
204 transcript shows a credit in Algebra I, the student's
205 transferring course final grade and credit shall be honored.
206 However, the student must pass the statewide, standardized
207 Algebra I EOC assessment in order to earn a standard high school
208 diploma unless the student earned a comparative score, passed a
209 statewide assessment in Algebra I administered by the
210 transferring entity, or passed the statewide mathematics
211 assessment the transferring entity uses to satisfy the
212 requirements of the Elementary and Secondary Education Act, as
213 amended by the Every Student Succeeds Act (ESSA) of 2015, 20
214 U.S.C. ss. 6301 et seq. If a student's transcript shows a credit
215 in high school reading or English Language Arts II or III, in
216 order to earn a standard high school diploma, the student must
217 take and pass the statewide, standardized grade 10 ~~Reading~~
218 ~~assessment or, when implemented, the grade 10~~ ELA assessment, or
219 earn a concordant score. If a transfer student's transcript
220 shows a final course grade and course credit in ~~Algebra I,~~
221 Geometry, Biology I, or United States History, the transferring
222 course final grade and credit shall be honored without the
223 student taking the requisite statewide, standardized EOC
224 assessment and without the assessment results constituting 30
225 percent of the student's final course grade.

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

229 (e) Any waiver of the statewide, standardized assessment
 230 requirements by the individual education plan team, pursuant to
 231 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, must be approved by the
 232 parent and is subject to verification for appropriateness by an
 233 independent reviewer selected by the parent as provided for in
 234 s. 1003.572.

235
 236 The State Board of Education shall adopt rules under ss.
 237 120.536(1) and 120.54 to implement this subsection, including
 238 rules that establish the minimum requirements for students
 239 described in this subsection to earn a standard high school
 240 diploma. The State Board of Education shall adopt emergency
 241 rules pursuant to ss. 120.536(1) and 120.54.

242 Section 5. Paragraph (a) of subsection (1) of section
 243 1003.4285, Florida Statutes, is amended to read:

244 1003.4285 Standard high school diploma designations.—

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

248 (a) Scholar designation.—In addition to the requirements
 249 of s. 1003.4282, in order to earn the Scholar designation, a
 250 student must satisfy the following requirements:

251 1. Mathematics.—Earn one credit in Algebra II or an
252 equally rigorous course and one credit in statistics or an
253 equally rigorous course. ~~Beginning with students entering grade~~
254 ~~9 in the 2014-2015 school year, pass the Geometry statewide,~~
255 ~~standardized assessment.~~

256 2. Science.—Pass the statewide, standardized Biology I EOC
257 assessment and earn one credit in chemistry or physics and one
258 credit in a course equally rigorous to chemistry or physics.
259 However, a student enrolled in an Advanced Placement (AP),
260 International Baccalaureate (IB), or Advanced International
261 Certificate of Education (AICE) Biology course who takes the
262 respective AP, IB, or AICE Biology assessment and earns the
263 minimum score necessary to earn college credit as identified
264 pursuant to s. 1007.27(2) meets the requirement of this
265 subparagraph without having to take the statewide, standardized
266 Biology I EOC assessment.

267 3. Social studies.—Pass the statewide, standardized United
268 States History EOC assessment. However, a student enrolled in an
269 AP, IB, or AICE course that includes United States History
270 topics who takes the respective AP, IB, or AICE assessment and
271 earns the minimum score necessary to earn college credit as
272 identified pursuant to s. 1007.27(2) meets the requirement of
273 this subparagraph without having to take the statewide,
274 standardized United States History EOC assessment.

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

276 language.

277 5. Electives.—Earn at least one credit in an Advanced
 278 Placement, an International Baccalaureate, an Advanced
 279 International Certificate of Education, or a dual enrollment
 280 course.

281 Section 6. Subsection (5) is added to section 1006.33,
 282 Florida Statutes, to read:

283 1006.33 Bids or proposals; advertisement and its
 284 contents.—

285 (5) Notwithstanding the requirements of this section and
 286 rules adopted to implement this section, for the 2020 adoption
 287 cycle, the department may establish timeframes for the
 288 advertisement and submission of bids for instructional
 289 materials.

290 Section 7. Subsection (4) of section 1007.25, Florida
 291 Statutes, is amended to read:

292 1007.25 General education courses; common prerequisites;
 293 other degree requirements.—

294 (4) Beginning with students initially entering a Florida
 295 College System institution or state university in the 2020-2021
 296 ~~2018-2019~~ school year and thereafter, each student must
 297 demonstrate competency in civic literacy. ~~Students must have the~~
 298 ~~option to demonstrate competency~~ through the successful
 299 completion of a civic literacy course and ~~or~~ by achieving a
 300 passing score on an assessment. The State Board of Education

301 must adopt in rule and the Board of Governors must adopt in
302 regulation at least one existing assessment that measures
303 competencies consistent with the required course competencies
304 outlined in paragraph (b). A student may fulfill the assessment
305 requirement by earning a passing score on the assessment while
306 in high school under s. 1003.4282(3)(d). The chair of the State
307 Board of Education and the chair of the Board of Governors, or
308 their respective designees, shall jointly appoint a faculty
309 committee to:

310 (a) Develop a new course in civic literacy or revise an
311 existing general education core course in American History or
312 American Government to include civic literacy.

313 (b) Establish course competencies and identify outcomes
314 that include, at a minimum, an understanding of the basic
315 principles of American democracy and how they are applied in our
316 republican form of government, an understanding of the United
317 States Constitution, knowledge of the founding documents and how
318 they have shaped the nature and functions of our institutions of
319 self-governance, and an understanding of landmark Supreme Court
320 cases and their impact on law and society.

321 Section 8. Paragraph (a) of subsection (8) of section
322 1007.35, Florida Statutes, is amended, and paragraph (1) is
323 added to subsection (6) of that section, to read:

324 1007.35 Florida Partnership for Minority and
325 Underrepresented Student Achievement.—

326 (6) The partnership shall:

327 (1) Provide information on resources and opportunities to
328 help students transition to postsecondary education, including
329 available financial aid and how to apply for such aid and public
330 and private partnerships that provide college advising services
331 to assist students in the postsecondary education application
332 process.

333 (8) (a) By September 30 of each year, the partnership shall
334 submit to the department a report that contains an evaluation of
335 the effectiveness of the delivered services and activities.
336 Activities and services must be evaluated on their effectiveness
337 at raising student achievement and increasing the number of AP
338 or other advanced course examinations in low-performing middle
339 and high schools. Other indicators that must be addressed in the
340 evaluation report include the number of middle and high school
341 teachers trained; the effectiveness of the training; measures of
342 postsecondary readiness of the students affected by the program;
343 levels of participation in 10th grade PSAT/NMSQT or the PreACT
344 testing; the number of students who submit at least one
345 postsecondary application; the number of students who submit an
346 application for financial aid to help pay for postsecondary
347 expenses; and measures of student, parent, and teacher awareness
348 of and satisfaction with the services of the partnership.

349 Section 9. Paragraph (a) of subsection (1) and subsection
350 (2) of section 1008.212, Florida Statutes, are amended to read:

351 1008.212 Students with disabilities; extraordinary
352 exemption.—

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

354 (a) "Circumstance" means a situation in which
355 accommodations allowable for use on the statewide standardized
356 assessment, a statewide standardized end-of-course assessment,
357 or an alternate assessment pursuant to s. 1008.22(3)(d) ~~s.~~
358 ~~1008.22(3)(e)~~ are not offered to a student during the current
359 year's assessment administration due to technological
360 limitations in the testing administration program which lead to
361 results that reflect the student's impaired sensory, manual, or
362 speaking skills rather than the student's achievement of the
363 benchmarks assessed by the statewide standardized assessment, a
364 statewide standardized end-of-course assessment, or an alternate
365 assessment.

366 (2) A student with a disability for whom the individual
367 education plan (IEP) team determines is prevented by a
368 circumstance or condition from physically demonstrating the
369 mastery of skills that have been acquired and are measured by
370 the statewide standardized assessment, a statewide standardized
371 end-of-course assessment, or an alternate assessment pursuant to
372 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~ shall be granted an
373 extraordinary exemption from the administration of the
374 assessment. A learning, emotional, behavioral, or significant
375 cognitive disability, or the receipt of services through the

376 | homebound or hospitalized program in accordance with rule 6A-
377 | 6.03020, Florida Administrative Code, is not, in and of itself,
378 | an adequate criterion for the granting of an extraordinary
379 | exemption.

380 | Section 10. Paragraphs (a), (b), (c), (d), and (g) of
381 | subsection (3), subsection (6), paragraphs (a), (b), (c), and
382 | (h) of subsection (7), and subsections (8) and (9) of section
383 | 1008.22, Florida Statutes, are amended, a new paragraph (c) is
384 | added to subsection (3), and paragraph (h) is added to
385 | subsection (3) of that section, to read:

386 | 1008.22 Student assessment program for public schools.—

387 | (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
388 | Commissioner of Education shall design and implement a
389 | statewide, standardized assessment program aligned to the core
390 | curricular content established in the Next Generation Sunshine
391 | State Standards. The commissioner also must develop or select
392 | and implement a common battery of assessment tools that will be
393 | used in all juvenile justice education programs in the state.
394 | These tools must accurately measure the core curricular content
395 | established in the Next Generation Sunshine State Standards.
396 | Participation in the assessment program is mandatory for all
397 | school districts and all students attending public schools,
398 | including adult students seeking a standard high school diploma
399 | under s. 1003.4282 and students in Department of Juvenile
400 | Justice education programs, except as otherwise provided by law.

401 If a student does not participate in the assessment program, the
402 school district must notify the student's parent and provide the
403 parent with information regarding the implications of such
404 nonparticipation. The statewide, standardized assessment program
405 shall be designed and implemented as follows:

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

426 elementary and middle grades levels. In order to earn a standard
427 high school diploma, a student who has not earned a passing
428 score on the ~~grade 10 Reading assessment or, upon~~
429 ~~implementation, the~~ grade 10 ELA assessment must earn a passing
430 score on the assessment retake or earn a concordant score as
431 authorized under subsection (9). Statewide, standardized ELA and
432 mathematics assessments in grades 3 through 6 must be delivered
433 in a paper-based format.

434 (b) End-of-course (EOC) assessments.—EOC assessments must
435 be statewide, standardized, and developed or approved by the
436 Department of Education as follows:

437 1. EOC assessments for Algebra I, Geometry, Biology I,
438 United States History, and Civics shall be administered to
439 students enrolled in such courses as specified in the course
440 code directory. The Geometry EOC assessment shall be
441 administered to students enrolled in such courses as specified
442 in the course code directory until it is discontinued under
443 paragraph (h).

444 2. Students enrolled in a course, as specified in the
445 course code directory, with an associated statewide,
446 standardized EOC assessment must take the EOC assessment for
447 such course and may not take the corresponding subject or grade-
448 level statewide, standardized assessment pursuant to paragraph
449 (a). Sections 1003.4156 and 1003.4282 govern the use of
450 statewide, standardized EOC assessment results for students.

451 3. The commissioner may select one or more nationally
452 developed comprehensive examinations, which may include
453 examinations for a College Board Advanced Placement course,
454 International Baccalaureate course, or Advanced International
455 Certificate of Education course, or industry-approved
456 examinations to earn national industry certifications identified
457 in the CAPE Industry Certification Funding List, for use as EOC
458 assessments under this paragraph if the commissioner determines
459 that the content knowledge and skills assessed by the
460 examinations meet or exceed the grade-level expectations for the
461 core curricular content established for the course in the Next
462 Generation Sunshine State Standards. Use of any such examination
463 as an EOC assessment must be approved by the state board in
464 rule.

465 4. Contingent upon funding provided in the General
466 Appropriations Act, including the appropriation of funds
467 received through federal grants, the commissioner may establish
468 an implementation schedule for the development and
469 administration of additional statewide, standardized EOC
470 assessments that must be approved by the state board in rule. If
471 approved by the state board, student performance on such
472 assessments constitutes 30 percent of a student's final course
473 grade.

474 5. All statewide, standardized EOC assessments must be
475 administered online except as otherwise provided in paragraph

476 (d) ~~(e)~~.

477 6. A student enrolled in an Advanced Placement (AP),
478 International Baccalaureate (IB), or Advanced International
479 Certificate of Education (AICE) course who takes the respective
480 AP, IB, or AICE assessment and earns the minimum score necessary
481 to earn college credit, as identified in s. 1007.27(2), meets
482 the requirements of this paragraph and does not have to take the
483 EOC assessment for the corresponding course.

484 (c) Nationally recognized high school assessments.—

485 1. Beginning with the 2020-2021 school year, each school
486 district shall provide for the administration of the SAT or ACT
487 to each public school student in grade 11 in the district,
488 including students attending public high schools, alternative
489 schools, and centers of the Department of Juvenile Justice.

490 2. School districts must choose either the SAT or ACT for
491 districtwide administration.

492 3. Funding for the SAT and the ACT for all grade 11
493 students shall be as provided in the General Appropriations Act.

494 (d) ~~(e)~~ Students with disabilities; Florida Alternate
495 Assessment.—

496 1. Each district school board must provide instruction to
497 prepare students with disabilities in the core content knowledge
498 and skills necessary for successful grade-to-grade progression
499 and high school graduation.

500 2. A student with a disability, as defined in s. 1007.02,

501 for whom the individual education plan (IEP) team determines
502 that the statewide, standardized assessments under this section
503 cannot accurately measure the student's abilities, taking into
504 consideration all allowable accommodations, shall have
505 assessment results waived for the purpose of receiving a course
506 grade and a standard high school diploma. Such waiver shall be
507 designated on the student's transcript. The statement of waiver
508 shall be limited to a statement that performance on an
509 assessment was waived for the purpose of receiving a course
510 grade or a standard high school diploma, as applicable.

511 3. The State Board of Education shall adopt rules, based
512 upon recommendations of the commissioner, for the provision of
513 assessment accommodations for students with disabilities and for
514 students who have limited English proficiency.

515 a. Accommodations that negate the validity of a statewide,
516 standardized assessment are not allowed during the
517 administration of the assessment. However, instructional
518 accommodations are allowed in the classroom if identified in a
519 student's IEP. Students using instructional accommodations in
520 the classroom that are not allowed on a statewide, standardized
521 assessment may have assessment results waived if the IEP team
522 determines that the assessment cannot accurately measure the
523 student's abilities.

524 b. If a student is provided with instructional
525 accommodations in the classroom that are not allowed as

526 accommodations for statewide, standardized assessments, the
527 district must inform the parent in writing and provide the
528 parent with information regarding the impact on the student's
529 ability to meet expected performance levels. A parent must
530 provide signed consent for a student to receive classroom
531 instructional accommodations that would not be available or
532 permitted on a statewide, standardized assessment and
533 acknowledge in writing that he or she understands the
534 implications of such instructional accommodations.

535 c. If a student's IEP states that online administration of
536 a statewide, standardized assessment will significantly impair
537 the student's ability to perform, the assessment shall be
538 administered in hard copy.

539 4. For students with significant cognitive disabilities,
540 the Department of Education shall provide for implementation of
541 the Florida Alternate Assessment to accurately measure the core
542 curricular content established in the Next Generation Sunshine
543 State Standards.

544 ~~(d) Implementation schedule.—~~

545 ~~1. The Commissioner of Education shall establish and~~
546 ~~publish on the department's website an implementation schedule~~
547 ~~to transition from the statewide, standardized Reading and~~
548 ~~Writing assessments to the ELA assessments and to the revised~~
549 ~~Mathematics assessments, including the Algebra I and Geometry~~
550 ~~EOC assessments. The schedule must take into consideration~~

551 ~~funding, sufficient field and baseline data, access to~~
552 ~~assessments, instructional alignment, and school district~~
553 ~~readiness to administer the assessments online. All such~~
554 ~~assessments must be delivered through computer-based testing,~~
555 ~~however, the following assessments must be delivered in a~~
556 ~~computer-based format, as follows: the grade 3 Mathematics~~
557 ~~assessment beginning in the 2016-2017 school year; the grade 4~~
558 ~~ELA assessment, beginning in the 2015-2016 school year; and the~~
559 ~~grade 4 Mathematics assessment, beginning in the 2016-2017~~
560 ~~school year. Notwithstanding the requirements of this~~
561 ~~subparagraph, statewide, standardized ELA and mathematics~~
562 ~~assessments in grades 3 through 6 must be delivered only in a~~
563 ~~paper-based format, beginning with the 2017-2018 school year,~~
564 ~~and all such assessments must be paper-based no later than the~~
565 ~~2018-2019 school year.~~

566 ~~2. The Department of Education shall publish minimum and~~
567 ~~recommended technology requirements that include specifications~~
568 ~~for hardware, software, networking, security, and broadband~~
569 ~~capacity to facilitate school district compliance with the~~
570 ~~requirements of this section.~~

571 (g) Contracts for assessments.-

572 ~~1.~~ The commissioner shall provide for the assessments to
573 be developed or obtained, as appropriate, through contracts and
574 project agreements with private vendors, public vendors, public
575 agencies, postsecondary educational institutions, or school

576 districts. The commissioner may enter into contracts for the
577 continued administration of the assessments authorized and
578 funded by the Legislature. Contracts may be initiated in 1
579 fiscal year and continue into the next fiscal year and may be
580 paid from the appropriations of either or both fiscal years. The
581 commissioner may negotiate for the sale or lease of tests,
582 scoring protocols, test scoring services, and related materials
583 developed pursuant to law.

584 ~~2. A student's performance results on statewide,~~
585 ~~standardized assessments, EOC assessments, and Florida~~
586 ~~Alternative Assessments administered pursuant to this subsection~~
587 ~~must be provided to the student's teachers and parents by the~~
588 ~~end of the school year, unless the commissioner determines that~~
589 ~~extenuating circumstances exist and reports the extenuating~~
590 ~~circumstances to the State Board of Education. This subparagraph~~
591 ~~does not apply to existing contracts for such assessments, but~~
592 ~~shall apply to new contracts and any renewal of existing~~
593 ~~contracts for such assessments.~~

594 ~~3. If liquidated damages are applicable, the department~~
595 ~~shall collect liquidated damages that are due in response to the~~
596 ~~administration of the spring 2015 computer-based assessments of~~
597 ~~the department's Florida Standards Assessment contract with~~
598 ~~American Institutes for Research, and expend the funds to~~
599 ~~reimburse parties that incurred damages.~~

600 (h) Assessment flexibility.—The Department of Education

601 shall seek approval from the United States Department of
602 Education to use the nationally recognized high school
603 assessments administered under paragraph (c) as the state's high
604 school assessment in mathematics under federal law. If the
605 department receives approval, the commissioner may discontinue
606 the geometry end-of-course examination.

607 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE
608 STANDARDS.—

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

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

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

625 (a) The Commissioner of Education shall establish

626 schedules for the administration of statewide, standardized
627 assessments and the reporting of student assessment results. The
628 commissioner shall consider the observance of religious and
629 school holidays when developing the schedules. The assessment
630 and reporting schedules must provide the earliest possible
631 reporting of student assessment results to the school districts,
632 ~~consistent with the requirements of paragraph (3)(g).~~ Assessment
633 results for the statewide, standardized ELA and mathematics
634 assessments and all statewide, standardized EOC assessments must
635 be made available no later than June 30, except for results for
636 the grade 3 statewide, standardized ELA assessment, which must
637 be made available no later than May 31. School districts shall
638 administer statewide, standardized assessments in accordance
639 with the schedule established by the commissioner.

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

- 648 1. Whether the assessment is a district-required
649 assessment or a state-required assessment.
- 650 2. The specific date or dates that each assessment will be

651 administered.

652 3. The time allotted to administer each assessment.

653 4. Whether the assessment is a computer-based assessment
654 or a paper-based assessment.

655 5. The grade level or subject area associated with the
656 assessment.

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

659 7. The type of assessment, the purpose of the assessment,
660 and the use of the assessment results.

661 8. A glossary of assessment terminology.

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

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

668 1. The grade 3 statewide, standardized ELA assessment and
669 the writing portion of the statewide, standardized ELA
670 assessment ~~for grades 4 through 10~~ must be administered no
671 earlier than April 1 each year within an assessment window not
672 to exceed 2 weeks.

673 2. With the exception of assessments identified in
674 subparagraph 1., any statewide, standardized assessment that is
675 delivered in a paper-based format must be administered no

676 earlier than May 1 each year within an assessment window not to
677 exceed 2 weeks.

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

682
683 ~~Each school district shall administer the assessments identified~~
684 ~~under subparagraphs 2. and 3. no earlier than 4 weeks before the~~
685 ~~last day of school for the district.~~

686 (h) The results of statewide, standardized ELA, and
687 mathematics, science, and social studies assessments, including
688 assessment retakes, shall be reported in an easy-to-read and
689 understandable format and delivered in time to provide useful,
690 actionable information to students, parents, and each student's
691 current teacher of record and teacher of record for the
692 subsequent school year; however, in any case, the district shall
693 provide the results pursuant to this paragraph within 1 week
694 after receiving the results from the department. A report of
695 student assessment results must, at a minimum, contain:

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

698 2. Information identifying the student's areas of strength
699 and areas in need of improvement.

700 3. Specific actions that may be taken, and the available

701 resources that may be used, by the student's parent to assist
 702 his or her child based on the student's areas of strength and
 703 areas in need of improvement.

704 4. Longitudinal information, if available, on the
 705 student's progress in each subject area based on previous
 706 statewide, standardized assessment data.

707 5. Comparative information showing the student's score
 708 compared to other students in the school district, in the state,
 709 or, if available, in other states.

710 6. Predictive information, if available, showing the
 711 linkage between the scores attained by the student on the
 712 statewide, standardized assessments and the scores he or she may
 713 potentially attain on nationally recognized college entrance
 714 examinations.

715 (8) PUBLICATION OF ASSESSMENTS.—To promote transparency in
 716 the statewide assessment program, in any procurement for the
 717 statewide, standardized assessments in ELA, assessment in grades
 718 3 through 10 and the mathematics, science, and social studies
 719 ~~assessment in grades 3 through 8~~, the Department of Education
 720 shall solicit cost proposals for publication of the state
 721 assessments on its website in accordance with this subsection.

722 (a) The department shall publish each assessment
 723 administered under paragraph (3) (a) and subparagraph (3) (b) 1.,
 724 excluding assessment retakes, at least once on a triennial basis
 725 pursuant to a schedule determined by the Commissioner of

726 Education. Each assessment, when published, must have been
727 administered during the most recent school year and be in a
728 format that facilitates the sharing of assessment items.

729 (b) The initial publication of assessments must occur no
730 later than June 30, 2024 ~~2021~~, subject to appropriation, and
731 must include, at a minimum, the grade 3 ELA and mathematics
732 assessments, the grade 10 ELA assessment, and the Algebra I EOC
733 assessment.

734 (c) The department must provide materials on its website
735 to help the public interpret assessment information published
736 pursuant to this subsection.

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

750 Section 11. Paragraph (a) of subsection (2) of section

751 1008.25, Florida Statutes, is amended to read:

752 1008.25 Public school student progression; student
753 support; reporting requirements.—

754 (2) STUDENT PROGRESSION PLAN.—Each district school board
755 shall establish a comprehensive plan for student progression
756 which must provide for a student's progression from one grade to
757 another based on the student's mastery of the standards in s.
758 1003.41, specifically English Language Arts, mathematics,
759 science, and social studies standards. The plan must:

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

776 and benchmarks in order to improve instruction.

777 Section 12. Subsection (1), paragraphs (a) and (b) of
778 subsection (3), and subsection (4) of section 1008.33, Florida
779 Statutes, are amended to read:

780 1008.33 Authority to enforce public school improvement.—

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

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

800 (b) The Department of Education shall annually identify

801 each public school in need of intervention and support to
802 improve student academic performance. A deficient and failing
803 school is a school ~~All schools~~ earning a grade of "D" or "F"
804 pursuant to s. 1008.34 ~~are schools~~ in need of intervention and
805 support.

806 (4) (a) The state board shall apply intensive intervention
807 and support strategies tailored to the needs of schools earning
808 a grade ~~two consecutive grades~~ of "D" or ~~a grade of~~ "F." In the
809 first full school year after a school initially earns a grade
810 ~~two consecutive grades~~ of "D" or ~~a grade of~~ "F," the school
811 district must immediately implement intervention and support
812 strategies prescribed in rule under paragraph (3) (c) and, by
813 September 1, provide the department with the memorandum of
814 understanding negotiated pursuant to s. 1001.42(21) and, by
815 October 1, a district-managed turnaround plan for approval by
816 the state board. The district-managed turnaround plan may
817 include a proposal for the district to implement an extended
818 school day, a summer program, or a combination of an extended
819 school day and a summer program. Upon approval by the state
820 board, the school district must implement the plan for the
821 remainder of the school year and continue the plan for 1 full
822 school year. The state board may allow a school an additional
823 year of implementation before the school must implement a
824 turnaround option required under paragraph (b) if it determines
825 that the school is likely to improve to a grade of "C" or higher

826 after the first full school year of implementation, and will
827 sustain the improvement beyond the next school year.

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

833 1. Upon the recommendation of the Commissioner of
834 Education, the state board may allow the school district close
835 the school and reassign students to another school with a school
836 grade of "C" or higher, provide additional services to
837 reassigned students that are designed to address deficiencies
838 and improve performance, and monitor the progress of each
839 reassigned student for 3 school years;

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

843 3. Enter into a performance contract with an external
844 operator ~~outside entity~~ that has a demonstrated record of
845 effectiveness to operate the school. The contract must allow
846 unilateral cancellation by the school district upon revocation
847 of the turnaround plan under paragraph (f). An external operator
848 ~~outside entity~~ may include a provider authorized by the State
849 University System or Florida College System or a district-
850 managed charter school in which all instructional personnel are

851 not employees of the school district, but are employees of an
852 independent governing board composed of members who did not
853 participate in the review or approval of the charter.

854 (c) During the implementation of a turnaround option, the
855 district may request a new turnaround option. Implementation of
856 the turnaround option is no longer required if the school
857 improves to a grade of "C" or higher.

858 ~~(d) If a school earning two consecutive grades of "D" or a~~
859 ~~grade of "F" does not improve to a grade of "C" or higher after~~
860 2 school years of implementing the turnaround option selected by
861 the school district under paragraph (b), the school district
862 must implement another turnaround option. Implementation of the
863 turnaround option must begin the school year following the
864 implementation period of the existing turnaround option, unless
865 the state board determines that the school is likely to improve
866 to a grade of "C" or higher if additional time is provided to
867 implement the existing turnaround option.

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

871 (f) The state board may revoke a turnaround plan if a
872 school district fails to follow the terms and conditions of its
873 approved plan. Before revoking a turnaround plan, the state
874 board shall consider any curative action taken or proposed by
875 the school district and the feasibility to improve performance

876 | under the plan during the remainder of the approval period. Upon
 877 | revocation of a turnaround plan, a school district must submit a
 878 | new turnaround plan or select a new turnaround option.

879 | Section 13. Paragraphs (a) and (b) of subsection (1) and
 880 | paragraph (b) of subsection (3) of section 1008.34, Florida
 881 | Statutes, are amended to read:

882 | 1008.34 School grading system; school report cards;
 883 | district grade.—

884 | (1) DEFINITIONS.—For purposes of the statewide,
 885 | standardized assessment program and school grading system, the
 886 | following terms are defined:

887 | (a) "Achievement level," "student achievement," or
 888 | "achievement" describes the level of content mastery a student
 889 | has acquired in a particular subject as measured by a statewide,
 890 | standardized assessment administered pursuant to s.

891 | 1008.22(3)(a) and (b). There are five achievement levels. Level
 892 | 1 is the lowest achievement level, level 5 is the highest
 893 | achievement level, and level 3 indicates satisfactory

894 | performance. A student passes an assessment if the student
 895 | achieves a level 3, level 4, or level 5. For purposes of the
 896 | Florida Alternate Assessment administered pursuant to s.

897 | 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, the state board shall provide,
 898 | in rule, the number of achievement levels and identify the
 899 | achievement levels that are considered passing. Before the 2022-
 900 | 2023 calculation of school grades, the State Board of Education

901 shall provide, in rule, passing scores for the SAT and ACT
902 administered under s. 1008.22(3)(c).

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

908 (3) DESIGNATION OF SCHOOL GRADES.—

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

912 a. The percentage of eligible students passing statewide,
913 standardized assessments in English Language Arts under s.
914 1008.22(3). Beginning with the 2022-2023 school year, the
915 percentage of eligible students passing the relevant portions of
916 the SAT or ACT under s. 1008.22(3)(c).

917 b. The percentage of eligible students passing statewide,
918 standardized assessments in mathematics under s. 1008.22(3).
919 Beginning in the 2022-2023 school year, the percentage of
920 eligible students passing the relevant portions of the SAT or
921 ACT under s. 1008.22(3)(c).

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

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

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

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

932 g. The percentage of eligible students in the lowest 25
933 percent in English Language Arts, as identified by prior year
934 performance on statewide, standardized assessments, who make
935 Learning Gains as measured by statewide, standardized English
936 Language Arts assessments administered under s. 1008.22(3).

937 h. The percentage of eligible students in the lowest 25
938 percent in mathematics, as identified by prior year performance
939 on statewide, standardized assessments, who make Learning Gains
940 as measured by statewide, standardized Mathematics assessments
941 administered under s. 1008.22(3).

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

948
949 In calculating Learning Gains for the components listed in sub-
950 subparagraphs e.-h., the State Board of Education shall require

951 that learning growth toward achievement levels 3, 4, and 5 is
952 demonstrated by students who scored below each of those levels
953 in the prior year. In calculating the components in sub-
954 subparagraphs a.-d., the state board shall include the
955 performance of English language learners only if they have been
956 enrolled in a school in the United States for more than 2 years.

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

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

962 b. The percentage of students who were eligible to earn
963 college and career credit through College Board Advanced
964 Placement examinations, International Baccalaureate
965 examinations, dual enrollment courses, or Advanced International
966 Certificate of Education examinations; or who, at any time
967 during high school, earned national industry certification
968 identified in the CAPE Industry Certification Funding List,
969 pursuant to rules adopted by the state board.

970 Section 14. Subsection (2) of section 1008.3415, Florida
971 Statutes, is amended to read:

972 1008.3415 School grade or school improvement rating for
973 exceptional student education centers.—

974 (2) Notwithstanding s. 1008.34, the achievement levels and
975 Learning Gains of a student with a disability who attends an

976 exceptional student education center and has not been enrolled
977 in or attended a public school other than an exceptional student
978 education center for grades K-12 within the school district
979 shall not be included in the calculation of the home school's
980 grade if the student is identified as an emergent student on the
981 alternate assessment described in s. 1008.22(3)(d) ~~s.~~
982 ~~1008.22(3)(e)~~.

983 Section 15. Subsection (21) of section 1011.62, Florida
984 Statutes, is amended to read:

985 1011.62 Funds for operation of schools.—If the annual
986 allocation from the Florida Education Finance Program to each
987 district for operation of schools is not determined in the
988 annual appropriations act or the substantive bill implementing
989 the annual appropriations act, it shall be determined as
990 follows:

991 (21) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—
992 The turnaround school supplemental services allocation is
993 created to provide district-managed turnaround schools, as
994 identified in s. 1008.33(4)(a), schools implementing a charter
995 school under s. 1008.33(4)(b)2., schools implementing an
996 external operator turnaround option under s. 1008.33(4)(b)3.
997 ~~that earn three consecutive grades below a "C," as identified in~~
998 ~~s. 1008.33(4)(b)3.,~~ and schools that have improved to a "C" or
999 higher and are no longer in turnaround status, as identified in
1000 s. 1008.33(4)(c), with funds to offer services designed to

1001 improve the overall academic and community welfare of the
1002 schools' students and their families.

1003 (a)1. Services funded by the allocation may include, but
1004 are not limited to, tutorial and after-school programs, student
1005 counseling, nutrition education, parental counseling, and an
1006 extended school day and school year. In addition, services may
1007 include models that develop a culture that encourages students
1008 to complete high school and to attend college or career
1009 training, set high academic expectations, and inspire character
1010 development.

1011 2. A school district may enter into a formal agreement
1012 with a nonprofit organization that has tax-exempt status under
1013 s. 501(c)(3) of the Internal Revenue Code to implement an
1014 integrated student support service model that provides students
1015 and families with access to wrap-around services, including, but
1016 not limited to, health services, after-school programs, drug
1017 prevention programs, college and career readiness programs, and
1018 food and clothing banks.

1019 (b) Before distribution of the allocation, the school
1020 district shall develop and submit a plan for implementation to
1021 its school board for approval no later than August 1 of each
1022 fiscal year and submit the approved plan to the commissioner by
1023 September 1 of each fiscal year for final approval by the
1024 department.

1025 (c) At a minimum, the plan required under paragraph (b)

1026 must:

1027 1. Establish at least one contract with a charter school

1028 or an external operator to provide services.

1029 ~~2.1.~~ Establish comprehensive support services that develop

1030 family and community partnerships.~~†~~

1031 ~~3.2.~~ Establish clearly defined and measurable high

1032 academic and character standards.~~†~~

1033 ~~4.3.~~ Increase parental involvement and engagement in the

1034 child's education.~~†~~

1035 ~~5.4.~~ Describe how instructional personnel will be

1036 identified, recruited, retained, and rewarded using results from

1037 the commissioner-approved formulas to measure student learning

1038 growth under s. 1012.34(7)(a) and, for instructional personnel

1039 with teaching assignments that do not include courses associated

1040 with the commissioner-approved formulas to measure student

1041 learning growth under s. 1012.34(7)(a), using fair and reliable

1042 alternative measures of student learning growth or achievement,

1043 as appropriate.~~†~~

1044 ~~6.5.~~ Provide professional development that focuses on

1045 academic rigor, direct instruction, and creating high academic

1046 and character standards.~~†~~

1047 ~~7.6.~~ Provide focused instruction to improve student

1048 academic proficiency, which may include additional instruction

1049 time beyond the normal school day or school year.~~†~~ ~~and~~

1050 ~~8.7.~~ Include a strategy for continuing to provide services

1051 after the school is no longer in turnaround status by virtue of
1052 achieving a grade of "C" or higher.

1053 ~~(d) Each school district shall submit its approved plans~~
1054 ~~to the commissioner by September 1 of each fiscal year.~~

1055 (d)~~(e)~~ Subject to legislative appropriation, each school
1056 district's allocation must be based on the unweighted FTE
1057 student enrollment at the eligible schools and a per-FTE funding
1058 amount of \$500 or as provided in the General Appropriations Act.
1059 The supplement provided in the General Appropriations Act shall
1060 be based on the most recent school grades and shall serve as a
1061 proxy for the official calculation. Once school grades are
1062 available for the school year immediately preceding the fiscal
1063 year coinciding with the appropriation, the supplement shall be
1064 recalculated for the official participating schools as part of
1065 the subsequent FEFP calculation. The commissioner may prepare a
1066 preliminary calculation so that districts may proceed with
1067 timely planning and use of the funds. If the calculated funds
1068 for the statewide allocation exceed the funds appropriated, the
1069 allocation of funds to each school district must be prorated
1070 based on each school district's share of the total unweighted
1071 FTE student enrollment for the eligible schools.

1072 (e)~~(f)~~ Subject to legislative appropriation, each school
1073 shall remain eligible for the allocation for a maximum of 4
1074 continuous fiscal years while implementing a turnaround option
1075 pursuant to s. 1008.33(4). In addition, a school that improves

HB 7079

2020

1076 | to a grade of "C" or higher shall remain eligible to receive the
1077 | allocation for a maximum of 2 continuous fiscal years after
1078 | exiting turnaround status by demonstrating the sustainability of
1079 | the improvement for each year that funds are provided.

1080 | Section 16. This act shall take effect July 1, 2020.