

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; authorizing a school
62 district to request a new turnaround option; providing
63 requirements for certain schools that reenter the
64 turnaround system beginning in a specified school
65 year; authorizing the state board to revoke a
66 turnaround plan under certain circumstances; amending
67 s. 1008.34, F.S.; revising definitions; amending s.
68 1008.3415, F.S.; conforming a cross-reference to
69 changes made by the act; amending s. 1011.62, F.S.;
70 revising provisions relating to the research-based
71 reading instruction allocation; revising provisions
72 relating to a specified reading plan; revising the
73 eligibility criteria for the turnaround school
74 supplemental services allocation; revising the
75 required contents for a specified plan; requiring the

76 department to provide final approval of specified
 77 plans; providing effective dates.

78

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

80

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

83 1001.23 Specific powers and duties of the Department of
 84 Education.—In addition to all other duties assigned to it by law
 85 or by rule of the State Board of Education, the department
 86 shall:

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

100 Section 2. Subsection (3) is added to section 1003.33,

101 Florida Statutes, to read:

102 1003.33 Report cards; end-of-the-year status.—

103 (3) A student's final report card for a school year must
104 be issued no later than 1 week after the last day of school or 2
105 weeks after receipt of assessment results for students enrolled
106 in courses, as specified in the course code directory, with an
107 associated statewide, standardized end-of-course assessment
108 pursuant to s. 1008.22.

109

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

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

118 1003.4156 General requirements for middle grades
119 promotion.—

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

123 (b) Three middle grades or higher courses in mathematics.
124 Each school that includes middle grades must offer at least one
125 high school level mathematics course for which students may earn

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

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

145 1003.4282 Requirements for a standard high school
146 diploma.—

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

149 (a) Four credits in English Language Arts (ELA).—The four
150 credits must be in ELA I, II, III, and IV. A student must pass

151 the statewide, standardized grade 10 ~~Reading assessment or, when~~
152 ~~implemented, the grade 10~~ ELA assessment, or earn a concordant
153 score, in order to earn a standard high school diploma.

154 (b) Four credits in mathematics.—

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

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

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

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

199 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—~~Beginning~~
200 ~~with the 2012-2013 school year,~~ If a student transfers to a

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

225 (10) STUDENTS WITH DISABILITIES.—Beginning with students

226 entering grade 9 in the 2014-2015 school year, this subsection
227 applies to a student with a disability.

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

234

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

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

243 1003.4285 Standard high school diploma designations.—

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

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

250 1. Mathematics.—Earn one credit in Algebra II or an

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

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

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

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

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

280 Section 6. Effective upon this act becoming a law,
 281 subsection (5) is added to section 1006.33, Florida Statutes, to
 282 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 10. However, 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.—After
485 submission of the request for approval by the department
486 pursuant to paragraph (h), each school district shall, by the
487 2021-2022 school year and subject to appropriation, select
488 either the SAT or ACT for districtwide administration to each
489 public school student in grade 11, including students attending
490 public high schools, alternative schools, and centers of the
491 Department of Juvenile Justice.

492 (d) ~~(e)~~ Students with disabilities; Florida Alternate
493 Assessment.—

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

498 2. A student with a disability, as defined in s. 1007.02,
499 for whom the individual education plan (IEP) team determines
500 that the statewide, standardized assessments under this section

501 cannot accurately measure the student's abilities, taking into
502 consideration all allowable accommodations, shall have
503 assessment results waived for the purpose of receiving a course
504 grade and a standard high school diploma. Such waiver shall be
505 designated on the student's transcript. The statement of waiver
506 shall be limited to a statement that performance on an
507 assessment was waived for the purpose of receiving a course
508 grade or a standard high school diploma, as applicable.

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

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

522 b. If a student is provided with instructional
523 accommodations in the classroom that are not allowed as
524 accommodations for statewide, standardized assessments, the
525 district must inform the parent in writing and provide the

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

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

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

542 ~~(d) Implementation schedule.—~~

543 ~~1. The Commissioner of Education shall establish and~~
544 ~~publish on the department's website an implementation schedule~~
545 ~~to transition from the statewide, standardized Reading and~~
546 ~~Writing assessments to the ELA assessments and to the revised~~
547 ~~Mathematics assessments, including the Algebra I and Geometry~~
548 ~~EOC assessments. The schedule must take into consideration~~
549 ~~funding, sufficient field and baseline data, access to~~
550 ~~assessments, instructional alignment, and school district~~

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

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

569 (g) Contracts for assessments.—

570 ~~1.~~ The commissioner shall provide for the assessments to
571 be developed or obtained, as appropriate, through contracts and
572 project agreements with private vendors, public vendors, public
573 agencies, postsecondary educational institutions, or school
574 districts. The commissioner may enter into contracts for the
575 continued administration of the assessments authorized and

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

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

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

598 (h) Assessment flexibility.—The Department of Education
599 shall seek approval from the United States Department of
600 Education to use the nationally recognized high school

601 assessments administered under paragraph (c) as the state's high
602 school assessment in mathematics under federal law. If the
603 department receives approval, the commissioner may discontinue
604 the geometry end-of-course examination.

605 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE
606 STANDARDS.—

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

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

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

623 (a) The Commissioner of Education shall establish
624 schedules for the administration of statewide, standardized
625 assessments and the reporting of student assessment results. The

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

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

646 1. Whether the assessment is a district-required
647 assessment or a state-required assessment.

648 2. The specific date or dates that each assessment will be
649 administered.

650 3. The time allotted to administer each assessment.

651 4. Whether the assessment is a computer-based assessment
652 or a paper-based assessment.

653 5. The grade level or subject area associated with the
654 assessment.

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

657 7. The type of assessment, the purpose of the assessment,
658 and the use of the assessment results.

659 8. A glossary of assessment terminology.

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

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

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

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

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

680

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

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

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

696 2. Information identifying the student's areas of strength
697 and areas in need of improvement.

698 3. Specific actions that may be taken, and the available
699 resources that may be used, by the student's parent to assist
700 his or her child based on the student's areas of strength and

701 areas in need of improvement.

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

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

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

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

720 (a) The department shall publish each assessment
721 administered under paragraph (3) (a) and subparagraph (3) (b) 1.,
722 excluding assessment retakes, at least once on a triennial basis
723 pursuant to a schedule determined by the Commissioner of
724 Education. Each assessment, when published, must have been
725 administered during the most recent school year and be in a

726 format that facilitates the sharing of assessment items.

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

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

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

748 Section 11. Paragraph (a) of subsection (2) of section
749 1008.25, Florida Statutes, is amended to read:

750 1008.25 Public school student progression; student

751 support; reporting requirements.—

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

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

775 Section 12. Subsection (1), paragraphs (a) and (b) of

776 subsection (3), and subsection (4) of section 1008.33, Florida
777 Statutes, are amended to read:

778 1008.33 Authority to enforce public school improvement.—

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

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

798 (b) The Department of Education shall annually identify
799 each public school in need of intervention and support to
800 improve student academic performance. A deficient and failing

801 school is a school ~~All schools~~ earning a grade of "D" or "F"
802 pursuant to s. 1008.34 ~~are schools~~ in need of intervention and
803 support.

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

826 | the first full school year of implementation, and will sustain
827 | 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. An external operator ~~outside entity~~ may
848 | include a provider authorized by the State University System or
849 | Florida College System or a district-managed charter school in
850 | which all instructional personnel are not employees of the

851 school district, but are employees of an independent governing
852 board composed of members who did not participate in the review
853 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) Beginning with the 2023-2024 school year, if a school
869 earns two grades of "D" or a grade of "F" within 3 years after
870 improving to a "C" or higher, the school must select and
871 implement a turnaround option under paragraph (b). The state
872 board may waive the requirements of this paragraph once for any
873 school that earns a grade higher than "C" during the three year
874 period and explains the reason for the decline in student
875 performance.

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

884 Section 13. Paragraphs (a) and (b) of subsection (1) of
885 section 1008.34, Florida Statutes, are amended to read:

886 1008.34 School grading system; school report cards;
887 district grade.—

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

891 (a) "Achievement level," "student achievement," or
892 "achievement" describes the level of content mastery a student
893 has acquired in a particular subject as measured by a statewide,
894 standardized assessment administered pursuant to s.
895 1008.22(3)(a) and (b). There are five achievement levels. Level
896 1 is the lowest achievement level, level 5 is the highest
897 achievement level, and level 3 indicates satisfactory
898 performance. A student passes an assessment if the student
899 achieves a level 3, level 4, or level 5. For purposes of the
900 Florida Alternate Assessment administered pursuant to s.

901 1008.22(3)(d) ~~s. 1008.22(3)(c)~~, the state board shall provide,
902 in rule, the number of achievement levels and identify the
903 achievement levels that are considered passing.

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

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

911 1008.3415 School grade or school improvement rating for
912 exceptional student education centers.—

913 (2) Notwithstanding s. 1008.34, the achievement levels and
914 Learning Gains of a student with a disability who attends an
915 exceptional student education center and has not been enrolled
916 in or attended a public school other than an exceptional student
917 education center for grades K-12 within the school district
918 shall not be included in the calculation of the home school's
919 grade if the student is identified as an emergent student on the
920 alternate assessment described in s. 1008.22(3)(d) ~~s.~~
921 ~~1008.22(3)(c)~~.

922 Section 15. Paragraphs (c) and (d) of subsection (9)
923 subsection (21) of section 1011.62, Florida Statutes, are
924 amended to read:

925 1011.62 Funds for operation of schools.—If the annual

926 allocation from the Florida Education Finance Program to each
927 district for operation of schools is not determined in the
928 annual appropriations act or the substantive bill implementing
929 the annual appropriations act, it shall be determined as
930 follows:

931 (9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

932 (c) Funds allocated under this subsection must be used to
933 provide a system of comprehensive reading instruction to
934 students enrolled in the K-12 programs, which may include the
935 following:

936 1. An additional hour per day of evidence-based intensive
937 reading instruction to students in the 300 lowest-performing
938 elementary schools by teachers and reading specialists who have
939 demonstrated effectiveness in teaching reading as required in
940 paragraph (a).

941 2. Kindergarten through grade 5 evidence-based ~~reading~~
942 ~~intervention teachers to provide~~ intensive reading interventions
943 provided by reading intervention teachers ~~intervention~~ during
944 the school day and in the required extra hour for students
945 identified as having a reading deficiency.

946 3. Highly qualified reading coaches to specifically
947 support teachers in making instructional decisions based on
948 student data, and improve teacher delivery of effective reading
949 instruction, intervention, and reading in the content areas
950 based on student need.

951 4. Professional development for school district teachers
952 in scientifically based reading instruction, including
953 strategies to teach reading in content areas and with an
954 emphasis on technical and informational text, to help school
955 district teachers earn a certification or an endorsement in
956 reading.

957 5. Summer reading camps, using only teachers or other
958 district personnel who are certified or endorsed in reading
959 consistent with s. 1008.25(7)(b)3., for all students in
960 kindergarten through grade 2 who demonstrate a reading
961 deficiency as determined by district and state assessments, and
962 students in grades 3 through 5 who score at Level 1 on the
963 statewide, standardized English Language Arts assessment.

964 6. Scientifically researched and evidence-based
965 supplemental instructional materials ~~that are grounded in~~
966 ~~scientifically based reading research~~ as identified by the Just
967 Read, Florida! Office pursuant to s. 1001.215(8).

968 7. Evidence-based intensive interventions for students in
969 kindergarten through grade 12 who have been identified as having
970 a reading deficiency or who are reading below grade level as
971 determined by the statewide, standardized English Language Arts
972 assessment.

973 (d)1. Annually, by a date determined by the Department of
974 Education but before May 1, school districts shall submit a K-12
975 comprehensive reading plan for the specific use of the research-

976 based reading instruction allocation in the format prescribed by
977 the department for review and approval by the Just Read,
978 Florida! Office created pursuant to s. 1001.215. ~~The plan~~
979 ~~annually submitted by school districts shall be deemed approved~~
980 ~~unless the department rejects the plan on or before June 1.~~ If a
981 school district and the Just Read, Florida! Office cannot reach
982 agreement on the contents of the plan, the school district may
983 appeal to the State Board of Education for resolution. School
984 districts shall be allowed reasonable flexibility in designing
985 their plans and shall be encouraged to offer reading
986 intervention through innovative methods, including career
987 academies. The plan format shall be developed with input from
988 school district personnel, including teachers and principals,
989 and shall provide for intensive reading interventions through
990 integrated curricula, provided that, beginning with the 2020-
991 2021 school year, the interventions are delivered by a teacher
992 who is certified or endorsed in reading. Such interventions must
993 incorporate evidence-based strategies identified by the Just
994 Read, Florida! Office pursuant to s. 1001.215(8). No later than
995 July 1 annually, the department shall release the school
996 district's allocation of appropriated funds to those districts
997 having approved plans. ~~A school district that spends 100 percent~~
998 ~~of this allocation on its approved plan shall be deemed to have~~
999 ~~been in compliance with the plan.~~ The department may withhold
1000 funds upon a determination that reading instruction allocation

1001 funds are not being used to implement the approved plan. The
1002 department shall monitor and track the implementation of each
1003 district plan, including conducting site visits and collecting
1004 specific data on expenditures and reading improvement results.
1005 By February 1 of each year, the department shall report its
1006 findings to the Legislature.

1007 2. Each school district that has a school designated as
1008 one of the 300 lowest-performing elementary schools as specified
1009 in paragraph (a) shall specifically delineate in the
1010 comprehensive reading plan, or in an addendum to the
1011 comprehensive reading plan, the implementation design and
1012 reading intervention strategies that will be used for the
1013 required additional hour of reading instruction. The term
1014 "reading intervention" includes evidence-based strategies
1015 frequently used to remediate reading deficiencies and also
1016 includes individual instruction, tutoring, mentoring, or the use
1017 of technology that targets specific reading skills and
1018 abilities.

1019
1020 For purposes of this subsection, the term "evidence-based" means
1021 demonstrating a statistically significant effect on improving
1022 student outcomes or other relevant outcomes, as provided in 20
1023 U.S.C. s. 8101(21)(A)(i).

1024 (21) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—
1025 The turnaround school supplemental services allocation is

1026 created to provide district-managed turnaround schools, as
1027 identified in s. 1008.33(4)(a), schools implementing a charter
1028 school under s. 1008.33(4)(b)2., schools implementing an
1029 external operator turnaround option under s. 1008.33(4)(b)3.
1030 ~~that earn three consecutive grades below a "C," as identified in~~
1031 ~~s. 1008.33(4)(b)3.,~~ and schools that have improved to a "C" or
1032 higher and are no longer in turnaround status, as identified in
1033 s. 1008.33(4)(c), with funds to supplement ~~offer~~ services
1034 designed to improve the overall academic and community welfare
1035 of the schools' students and their families.

1036 (a)1. Services funded by the allocation may include, but
1037 are not limited to, tutorial and after-school programs, student
1038 counseling, nutrition education, parental counseling, and an
1039 extended school day and school year. In addition, services may
1040 include models that develop a culture that encourages students
1041 to complete high school and to attend college or career
1042 training, set high academic expectations, and inspire character
1043 development.

1044 2. A school district may enter into a formal agreement
1045 with a nonprofit organization that has tax-exempt status under
1046 s. 501(c)(3) of the Internal Revenue Code to implement an
1047 integrated student support service model that provides students
1048 and families with access to wrap-around services, including, but
1049 not limited to, health services, after-school programs, drug
1050 prevention programs, college and career readiness programs, and

1051 food and clothing banks.

1052 (b) Before distribution of the allocation, the school
1053 district shall develop and submit a plan for implementation to
1054 its school board for approval no later than August 1 of each
1055 fiscal year and submit the approved plan to the commissioner by
1056 September 1 of each fiscal year for final approval by the
1057 department.

1058 (c) At a minimum, the plan required under paragraph (b)
1059 must:

1060 1. Include a memorandum of agreement with a charter school
1061 or an external operator when a school has completed the first
1062 year of district-managed turnaround.

1063 2.1. Establish comprehensive support services that develop
1064 family and community partnerships.†

1065 3.2. Establish clearly defined and measurable high
1066 academic and character standards.†

1067 4.3. Increase parental involvement and engagement in the
1068 child's education.†

1069 5.4. Describe how instructional personnel will be
1070 identified, recruited, retained, and rewarded using results from
1071 the commissioner-approved formulas to measure student learning
1072 growth under s. 1012.34(7)(a) and, for instructional personnel
1073 with teaching assignments that do not include courses associated
1074 with the commissioner-approved formulas to measure student
1075 learning growth under s. 1012.34(7)(a), using fair and reliable

1076 alternative measures of student learning growth or achievement,
1077 as appropriate.†

1078 6.5. Provide professional development that focuses on
1079 academic rigor, direct instruction, and creating high academic
1080 and character standards.†

1081 7.6. Provide focused instruction to improve student
1082 academic proficiency, which may include additional instruction
1083 time beyond the normal school day or school year.†~~and~~

1084 8.7. Include a strategy for continuing to provide services
1085 after the school is no longer in turnaround status by virtue of
1086 achieving a grade of "C" or higher.

1087 ~~(d) Each school district shall submit its approved plans~~
1088 ~~to the commissioner by September 1 of each fiscal year.~~

1089 (d)(e) Subject to legislative appropriation, each school
1090 district's allocation must be based on the unweighted FTE
1091 student enrollment at the eligible schools and a per-FTE funding
1092 amount of \$500 or as provided in the General Appropriations Act.
1093 The supplement provided in the General Appropriations Act shall
1094 be based on the most recent school grades and shall serve as a
1095 proxy for the official calculation. Once school grades are
1096 available for the school year immediately preceding the fiscal
1097 year coinciding with the appropriation, the supplement shall be
1098 recalculated for the official participating schools as part of
1099 the subsequent FEFP calculation. The commissioner may prepare a
1100 preliminary calculation so that districts may proceed with

1101 timely planning and use of the funds. If the calculated funds
1102 for the statewide allocation exceed the funds appropriated, the
1103 allocation of funds to each school district must be prorated
1104 based on each school district's share of the total unweighted
1105 FTE student enrollment for the eligible schools.

1106 (e)~~(f)~~ Subject to legislative appropriation, each school
1107 shall remain eligible for the allocation for a maximum of 4
1108 continuous fiscal years while implementing a turnaround option
1109 pursuant to s. 1008.33(4). In addition, a school that improves
1110 to a grade of "C" or higher shall remain eligible to receive the
1111 allocation for a maximum of 2 continuous fiscal years after
1112 exiting turnaround status if the plan approved by the department
1113 demonstrates that the improvement will be sustained for each
1114 year that funds are provided.

1115 Section 16. Except as otherwise expressly provided in this
1116 act and except for this section, which shall take effect upon
1117 this act becoming a law, this act shall take effect July 1,
1118 2020.