

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Rules

BILL: CS/SB 926

INTRODUCER: Education Committee and Senator Flores and others

SUBJECT: Education

DATE: April 18, 2017

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Benvenisty</u>	<u>Graf</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Benvenisty</u>	<u>Phelps</u>	<u>RC</u>	<u>Pre-meeting</u>

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 926 modifies provisions related to K-12 student assessments and the minority teacher education scholars program; and adds provisions related to early childhood development, intensive reading instruction, and visitation of schools by individual school board members.

Specifically, the bill includes the following provisions related to K-12 student assessments:

- Shortening of the testing window: Requires, beginning with the 2017-2018 school year, the English Language Arts (ELA) and mathematics assessments for the specified grades to be administered no earlier than the last 3 weeks of the school year, as determined by district school board policy.
- Reporting of assessment results: Requires a school district to provide student performance results on statewide, standardized assessments to students' parents and specified teachers in an easy-to-read and understandable format, and the report must include specified information. Additionally, a school district must also provide student performance results on district-required local assessments to students' teachers within one week after administering such assessments.
- Determination of alternative assessments: Requires the Commissioner of Education (commissioner) to contract for an independent study to determine nationally recognized high school assessment alternatives for Florida Standards Assessment (i.e., grade 9 and grade 10 ELA) and Algebra I end-of-course (EOC) assessments for high school students; and to submit a report on the findings of the study to the Governor and the Legislature by January 1, 2018.

- Determination of concordant and comparative scores: Requires the commissioner to identify, by the first day of the 2017-2018 school year, concordant or comparative scores on specified articulated acceleration mechanisms, which satisfy high school graduation requirements; and requires the scores of students who pass such assessment to be incorporated into the school grade calculations.
- Elimination of certain EOC assessments: Eliminates Geometry, Algebra II, and United States History EOC assessments for purposes of meeting high school graduation requirements and earning scholar designation on the standard high school diploma except that a student must take one statewide, standardized mathematics assessment in high school, which must be Algebra I, Geometry, or Algebra II. Additionally, the bill eliminates the Civics EOC assessment for purposes of middle grades promotion.
- Provision of nonelectronic assessment option: Requires the commissioner to make available a nonelectronic option for all statewide assessments to reduce the time spent on testing, increase instructional time for students, and ensure students demonstrate a mastery of standards assessed. Additionally, a district school superintendent must notify the commissioner that the district will use a nonelectronic option for the entire district or for specific grade levels throughout the district by the beginning of the school year in which the nonelectronic option is used.
- Study of student achievement levels: Requires the Department of Education (DOE) to study each of the achievement levels used for statewide, standardized assessments to better communicate the meaning of such levels to students, parents, and teachers.
- Criteria for personnel evaluation: For purposes of personnel evaluations, authorizes each school district to measure student learning growth using formulas developed by the commissioner.

Additionally, the bill:

- Expands the minority teacher education scholars program (program) to authorize a student to use the program scholarship toward a graduate degree with a major in education, leading to an initial certification.
- Creates the Committee on Early Childhood Development (committee), within the DOE, to develop a proposal for establishing and implementing a coordinated system focused on developmental milestones and outcomes for the school readiness program, the Voluntary Prekindergarten Education Program, and the Kindergarten Readiness Screener. The committee must submit a report of its findings and recommendations to the Governor and the Legislature by December 1, 2017.
- Authorizes a school district to provide the required intensive reading instruction for a minimum of 90 minutes daily over the course of the school day to students who are retained in grade 3, and eliminates the requirement to provide such instruction for 90 continuous minutes daily.
- Authorizes an individual member of a district school board to visit any district or charter school in his or her school district on any day and at any time, at his or her pleasure.

The bill takes effect July 1, 2017.

II. Present Situation:

The present situation for the relevant portions of the bill is discussed in the Effect of Proposed Changes section of the bill analysis.

III. Effect of Proposed Changes:

K-12 Student Assessments

Present Situation

Florida's assessment program consists primarily of statewide, standardized assessments that are selected and administered by the state, and local assessments that are selected and administered by the school districts to measure students' attainment of education expectations.¹

Purpose

The purpose of Florida's student assessment program is to improve instruction; provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff; and assess the cost benefit of the expenditure of taxpayer dollars.² The Commissioner of Education (commissioner) is required to design and implement a statewide, standardized assessment program that is aligned to the curricular content established in the Next Generation Sunshine State Standards and the Florida Standards.³

Statewide Standardized Assessment Requirements

The statewide, standardized assessment program consists of:

- Statewide, standardized comprehensive assessments:⁴
 - English Language Arts (ELA) (grades 3 through 10);
 - Mathematics (grades 3 through 8); and
 - Science (once at the elementary grade level and once at the middle grade level).⁵
- End-of-Course (EOC) assessments:⁶
 - Civics (at the middle grade level);
 - U.S. History EOC;
 - Algebra I EOC;
 - Algebra II EOC;⁷
 - Geometry EOC; and
 - Biology I EOC.

¹ Section 1008.22, F.S.

² *Id.* at (1).

³ *Id.* at (3).

⁴ *Id.* at (3)(a). Federal law requires students to be tested in reading or language arts and mathematics in each of grades 3 through 8 and not less than once in grades 10 through 12. With respect to science, students must be tested once during grades 3 through 5, grades 6 through 9, and grades 10 through 12. 20 U.S.C. s. 6311(b)(3). The Florida Department of Education posts the Statewide Assessment Schedule on its website. Florida Department of Education, *Florida Statewide Assessment Program 2016-2017 Schedule*, available at <http://info.fldoe.org/docushare/dsweb/Get/Document-7514/dps-2015-175a.pdf>.

⁵ Rule 6A-1.09422(3)(b), F.A.C., requires all eligible students in grades 5 and 8 to take the FCAT 2.0 Science.

⁶ Section 1008.22(3)(b), F.S.

⁷ Students are not required to take the Algebra II EOC assessment. However, a student who selects Algebra II must take the Algebra II EOC assessment. Section 1003.4282(3)(b), F.S.

Additionally, the statewide, standardized assessment program also includes the Florida Alternate Assessment (FAA) to assess students with disabilities in the content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.⁸

Contracts

The commissioner must provide for the assessments to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public vendors, public agencies, postsecondary educational institutions, or school districts.⁹ The commissioner may enter into contracts for the continued administration of assessments that are authorized and funded by the Legislature.¹⁰ Contracts may be initiated in one fiscal year and continue into the next fiscal year and may be paid from the appropriations of either or both fiscal years.¹¹ The law authorizes the commissioner to negotiate for the sale or lease of tests, scoring protocols, test scoring services, and related materials developed in accordance with law.¹²

Administration of Assessments and Reporting of Student Performance

Statewide Standardized Assessments

The commissioner must establish schedules for the administration of statewide, standardized assessments and the reporting of student assessment results.¹³ The commissioner must publish on the DOE's website a uniform calendar that includes the assessment and reporting schedule for a minimum of the next school years and be provided to the school districts in an electronic format that allows each school district and public school to populate the calendar with information as specified in law.

For new contracts and renewal of existing contracts for statewide, standardized assessments, a student's performance on such assessments must be provided to the student's teachers and parents by the end of the school year, unless the commissioner determines that extenuating circumstances exist and reports the extenuating circumstances to the State Board of Education (SBE or state board).¹⁴

District-Required Local Assessments

Measurement of student performance is the responsibility of the school districts except in those subjects and grade levels measured under the statewide standardized assessment program.¹⁵ A school district must provide a student's performance results on district-required local assessments to the student's teachers and parents no later than 30 days after administering such

⁸ Section 1008.22(3)(c)1. F.S. A child with medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment. *Id.* at (10).

⁹ *Id.* at (3)(g)1.

¹⁰ *Id.*

¹¹ *Id.*

¹² *Id.*

¹³ *Id.* at (7)(a).

¹⁴ *Id.* at (3)(g)2.

¹⁵ *Id.* at (6).

assessments, unless the superintendent determines in writing that extenuating circumstances exist and reports the extenuating circumstances to the district school board.¹⁶

Authorized Alternative Assessments

The Legislature has also authorized several alternative means for students to demonstrate competency and satisfy statewide, standardized assessment and credit requirements.

Nationally Developed Comprehensive Assessments

The commissioner has the authority to select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement (AP) course, International Baccalaureate (IB) course, or Advanced International Certificate of Education (AICE) course, or industry-approved examinations to earn national industry certifications identified in the Career and Professional Education (CAPE) Industry Certification Funding List,¹⁷ for use as EOC assessments if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade level expectations for the curricular content established for the course in the Next Generation Sunshine State Standards.¹⁸ The state board must adopt in rule the use of such examinations as EOC assessments.¹⁹

Concordant and Comparative Scores

To fulfill statewide, standardized assessment requirements, the state board has adopted:²⁰

- Concordant scores on SAT²¹ and ACT,²² which if attained by a student satisfies the grade 10 statewide, standardized Reading²³ assessment, and
- Comparative scores on the Postsecondary Education Readiness Test (PERT), which if attained by a student satisfies the Algebra I EOC assessment requirement.

¹⁶ Section 1008.22(7)(f), F.S.

¹⁷ The State Board of Education (SBE or state board) adopts by rule, the list of industry certifications that are eligible for funding through the Florida Education Finance Program (FEFP). The list is updated annually. Sections 1008.44, F.S. Industry certifications on the “Gold Standard Career Pathways” list are incorporated by reference in the SBE rule, and articulated to Associate in Applied Science and Associate in Science degree programs. Rule 6A-10.0401, F.A.C.; *see also* Florida Department of Education, *Process for Establishing Gold Standard Career Pathways Industry Certification to AAS/AS Degree Statewide Articulation Agreements*, available at <http://www.fldoe.org/workforce/dwdframe/pdf/GSCPICprocess.pdf>.

¹⁸ Section 1008.22(3)(b)3., F.S.

¹⁹ *Id.*

²⁰ *Id.* at (9)-(10), F.S.; *see also* Rule 6A-1.094223, F.A.C.

²¹ The concordant passing scale score for the SAT must be equal to or greater than 430 on the 200 to 800 scale. Rule 6A-1.094223(1), F.A.C.

²² The concordant passing scale score for the ACT must be equal to or greater than 19 on the 1 to 36 scale. Rule 6A-1.094223(1), F.A.C.

²³ The English Language Arts (ELA) Florida Standards assessment, which replaced the FCAT Reading assessment, was administered for the first time during the 2014-2015 school year. Florida Department of Education, *Florida Statewide Assessment Program 2014-2015 Schedule*, available at <http://info.fldoe.org/docushare/dsweb/Get/Document-7047/dps-2014-81a.pdf>. Pursuant to law, the concordant scores on SAT and ACT will need to be adjusted to correspond to ELA assessment. Section 1008.22(8), F.S. Until such time that the new concordant scores on SAT and ACT are adopted in rule by the state board, students are allowed to use the existing concordant scores to satisfy the requirements for a standard high school diploma. Letter, Florida Department of Education (Sep. 18, 2015), on file with the Committee Education Pre-K -12, at 1.

The SAT and ACT, and PERT substitutions are authorized for the two assessments in high school²⁴ that students must pass to graduate with a standard high school diploma.²⁵ The law also authorizes the commissioner to identify concordant scores on assessments other than the SAT and ACT, and one or more comparative scores for the Algebra I EOC assessment.²⁶

Use of Assessments

The Florida Legislature has established accountability mechanisms to assess the effectiveness of the state's K-20 education delivery system.²⁷ The law specifies annual educator performance evaluations²⁸ and the evaluation criteria for instructional personnel, which must include student performance, instructional practice, and professional and job responsibilities.²⁹ In addition, the Legislature has also established mechanisms to measure school performance by assigning school grades,³⁰ school improvement ratings,³¹ and district grades³² based on student performance on statewide, standardized assessments. Student performance data are analyzed and reported to parents, the community, and the state.³³

Student Achievement Levels

All statewide, standardized assessments and EOC assessments must use scaled scores and achievement levels.³⁴ Achievement levels must range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.³⁵

Personnel Evaluations

Florida law requires a district school superintendent to establish procedures for evaluation of the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.³⁶ Annually, the commissioner must publish on the DOE's website the status of each school district's instructional personnel and school administrator evaluation systems, which must include performance evaluation results for the prior school year using the four levels of performance³⁷ specified in law.³⁸

²⁴ To fulfill the requirements for a standard high school diploma, students must pass the grade 10 ELA and Algebra I EOC assessments. Section 1003.4282(3)(a)-(b), F.S.

²⁵ *Id.* at (3).

²⁶ Section 1008.22(9)-(10), F.S.

²⁷ Section 1008.31, F.S.

²⁸ Section 1012.34, F.S.

²⁹ *Id.* at (3)(a)1., 2., and 4., F.S. School administrator evaluation criteria include instructional leadership. Section *Id.* at (3)(a)3., F.S.

³⁰ Section 1008.34, F.S.

³¹ Section 1008.341, F.S.

³² Section 1008.34(5), F.S.

³³ Section 1008.22(4), F.S.

³⁴ *Id.* at (3)(e) and Rule 6A-1.09422, F.A.C.

³⁵ Section 1008.22(3)(e), F.S. and Rule 6A-1.09422, F.A.C.

³⁶ Section 1012.34(1)(a), F.S.

³⁷ The four levels of performance are highly effective, effective, needs improvement or developing, and unsatisfactory. *Id.* at (2)(e).

³⁸ *Id.* at (2)(c).

Evaluation of instructional personnel and school administrators must be based upon the performance of students assigned to their classrooms or schools.³⁹ The commissioner must develop a formula to measure individual student learning growth on the statewide, standardized assessments in ELA and mathematics.⁴⁰ The formula must take into consideration each student's prior academic performance.⁴¹ In practice, this is referred to the value-added model (VAM).⁴²

Effect of Proposed Changes

Statewide Standardized Assessment Requirements

The bill eliminates Geometry, Algebra II, and United States History EOC assessments for purposes of meeting high school graduation requirements and earning scholar designation on the standard high school diploma, except that a student must take one statewide, standardized mathematics assessment in high school, which must be Algebra I, Geometry, or Algebra II. Additionally, the bill eliminates the Civics EOC assessment for purposes of middle grades promotion. Accordingly, a student must take at most one EOC in mathematics. As a result, the bill reduces the number of assessments that a student must take for student progression and high school graduation.

Contracts

The bill requires that beginning with any new contract for the ELA and mathematics assessments for specified grades, entered into after July 1, 2017, each new assessment must be available once per quarter for students who have been identified through competency-based education as having mastered the content and who are prepared to take the applicable assessment.

Administration of Assessments and Reporting of Student Performance

Statewide Standardized Assessments

The bill requires the ELA assessment in grades 3 through 10 and the mathematics assessment in grades 3 through 8 to be administered no earlier than the last 3 weeks of the school year. The bill specifies that the testing window for these assessments may not be longer than 3 weeks and exempts the grade 3 "reading" assessment from the requirements of the bill. The bill does not expressly include state EOC assessments under such requirements. Compressing the testing window may result in freeing-up more time for delivering instruction, which may facilitate student success.

The bill also requires:

- The commissioner to make available and provide an alternative, nonelectronic option to the school district for successful and timely administration of statewide, standardized assessment and EOC exams, and the reporting of assessment results to the DOE.
- The district school superintendent to notify the commissioner that the district will use a nonelectronic option for the entire district or for specific grade levels throughout the district

³⁹ Section 1012.34(3), F.S.

⁴⁰ *Id.* at (7)(a).

⁴¹ *Id.*

⁴² Florida Department of Education, *Performance Evaluation, Florida's Value-Added Models (VAM) Frequently Asked Questions*, <http://www.fldoe.org/teaching/performance-evaluation/> (last visited April 4, 2017).

by the beginning of the school year in which the nonelectronic option is used and that the superintendent provide to the commissioner with the reasons for implementing the nonelectronic test option.

The bill requires that the results of the statewide, standardized ELA and mathematics assessments be reported in an easy-to read and understandable format to each student's parent, current teacher of record, and to each student's teacher of record for the subsequent school year before the start of the school year. Additionally, the bill specifies that the report must be prepared by the DOE and must include, at a minimum:

- A clear explanation of the student's performance on the applicable assessments.
- Information identifying the student's areas of strength and areas in need of improvement.
- Specific actions that may be taken, and the available resources that may be used, by the student's parent to assist the student based on his or her areas of strength and areas in need of improvement.
- Longitudinal information, if available, on the student's progress in each subject area based on previous statewide, standardized assessment data;
- Comparative information showing the student's score compared to other students in the school district, in the state or, if available, in other states.
- Predictive information, if available, showing the linkage between the scores attained by the student on the statewide, standardized assessments and the scores he or she may potentially attain on nationally recognized college entrance examinations.

Accordingly, teachers may be able to adjust instructional strategies to improve student performance outcomes.

District-Required Local Assessments

Additionally, the bill requires that a student's performance on a district-required local assessment be provided to the student's teacher within 1 week after such assessments are administered. This may provide teachers will the opportunity to use student assessment results to inform instructional strategies including, but not limited to, targeted individualized instructional strategies to address the specific academic needs of students.

Authorized Alternative Assessments

Nationally Developed Comprehensive Assessments

The bill requires the commissioner to contract for an independent study to determine whether a nationally recognized high school assessment may be administered in lieu of the Florida Standards Assessment (i.e., grade 9 and grade 10 ELA) and Algebra 1 end-of-course (EOC) assessment for high school students. Additionally, the commissioner must submit a report on the findings of the study and any recommendations to the Governor and the Legislature by January 1, 2018.

Concordant and Comparative Scores

The bill:

- Exempts a high school student who takes and passes an AP, IB, AICE, or national industry certification or any other articulated acceleration mechanism, or achieves the required concordant scores on the ACT or SAT examination from taking the statewide, standardized assessments in the subject areas covered by those examinations.
- Requires scores of students who pass the specified examinations or assessments to be incorporated into the school grade calculations.
- Requires the commissioner to identify concordant or comparative scores, as appropriate, on AP, IB, AICE, or national industry certification or any other articulated acceleration mechanism by the first day of the 2017-2018 school year.

Use of Assessments

Student Achievement Levels

The bill requires DOE to study each achievement level used for the statewide, standardized assessments and more specifically to define the achievement level to communicate the meaning of such levels to students, parents, and teachers and submit the report, including recommendations, to the Governor, the Legislature, and the State Board of Education by July 1, 2018.

Personnel Evaluations

For purposes of personnel evaluations, the bill authorizes each school district to measure student learning growth using formulas developed by the commissioner. In effect, the bill authorizes, but does not require, district school boards to incorporate the Value Added Model (VAM)⁴³ in the districts, teacher evaluation system.

Minority Teacher Education Scholars Program

Present Situation

Florida law establishes the minority teacher education scholars program, which is a collaborative performance-based scholarship program for African-American, Hispanic-American, Asian-American, and Native American Students.⁴⁴ The minority teacher education scholars program must provide an annual scholarship in an amount not to exceed \$4,000 for each approved student who is enrolled in one of Florida's public or private universities in the junior year and is admitted into a teacher education program.⁴⁵

A student may receive a scholarship from the program for three consecutive years if the student remains enrolled full-time in the program and makes satisfactory progress toward a baccalaureate

⁴³ The Value Added Model was adopted to measure student learning growth for the purpose of personnel evaluations. Florida Department of Education, *Performance Evaluation, Florida's Value-Added Models (VAM) Frequently Asked Questions*, <http://www.fldoe.org/teaching/performance-evaluation/> (last visited April 5, 2017).

⁴⁴ Section 1009.60, F.S.

⁴⁵ *Id.* at (1).

degree with a major in education.⁴⁶ Upon graduation, a recipient is required to teach one year in a Florida public school for each year the scholarship was received.⁴⁷ If a recipient does not graduate within the two to three years of receiving scholarship funding, or if a recipient does not teach in a Florida public school, the recipient will be required to repay the total amount of the scholarship received at an annual interest rate of eight percent, paid within ten years.⁴⁸

Effect of Proposed Changes

The bill:

- Modifies student eligibility requirements for the minority teacher education scholars program (program) to:
 - Remove the requirement that students enrolled in an approved teacher education program must be in their junior year to be eligible for the award, and
 - Require that the student may not have earned more than 18 credit hours of upper-division education courses.
- Authorizes a student to use the scholarship to pursue a graduate degree with a major in education. As a result, more minority students who choose to pursue a career in education may become eligible for this program.

Early Learning

Present Situation

School Readiness

The School Readiness Program was established in 1999⁴⁹ to provide subsidies for childcare services and early childhood education for children of low-income families; children in protective services who are at risk of abuse, neglect, or abandonment; and children with disabilities.⁵⁰ The School Readiness Program offers financial assistance for child care to support working families and children to develop skills for success in school and provides developmental screening and referrals to health and education specialists where needed.⁵¹ These services are provided in conjunction with other programs for young children, which includes, but is not limited to, the Voluntary Prekindergarten Education (VPK) Program.⁵²

Voluntary Prekindergarten Education

In 2004, the Legislature established the VPK Program, a voluntary, free prekindergarten program offered to eligible four-year-old children in the year before admission to kindergarten.⁵³ Florida law requires the DOE to adopt a statewide kindergarten screening (screening) that assesses the

⁴⁶ *Id.* at (4).

⁴⁷ Section 1009.60(5), F.S.

⁴⁸ *Id.* at (6).

⁴⁹ Section 1, ch. 99-357, L.O.F.

⁵⁰ Section 1002.87, F.S.

⁵¹ Florida Office of Early Learning, *School Readiness Program*,

http://www.floridaearlylearning.com/parents/early_learning_programs_and_services/school_readiness.aspx (last visited April 5, 2017).

⁵² *Id.*

⁵³ Section 1, ch. 2004-484, L.O.F.; part V, ch. 1002, F.S.

readiness of each student for kindergarten based upon the performance standards⁵⁴ adopted for the VPK program.⁵⁵ The screening must be administered to each kindergarten student in a school district within the first 30 school days of each school year.⁵⁶ Data from the screening is used to calculate the VPK provider kindergarten readiness rate.⁵⁷

Effect of Proposed Changes

The bill creates the Committee on Early Childhood Development within the DOE to develop a proposal for establishing and implementing a coordinated system focused on developmental milestones and outcomes for the school readiness program, Voluntary Prekindergarten Education program, and Florida Kindergarten Readiness Screener. The bill requires the Committee to submit a report of its findings and recommendations to the Governor and the Legislature by December 1, 2017. As a result, the bill may assist with coordinating efforts to improve early childhood development.

Intensive Reading Intervention

Present Situation

Each school district must provide third grade students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.⁵⁸

Effect of Proposed Changes

The bill removes the requirement for school districts to provide 90 minutes of uninterrupted reading instruction daily to students retained in grade 3. As a result, the bill authorizes a school district to provide 90 minutes of reading instruction over the course of the school day. This may provide teachers additional flexibility in planning instruction.

School Visitation

Present Situation

The district school board, acting as a board, must visit the schools, observe the management and instruction, give suggestions for improvement, and advise citizens with the view of promoting interest in education and improving the school.⁵⁹

⁵⁴ Section 1002.67(1), F.S.

⁵⁵ Section 1002.69(1), F.S.

⁵⁶ *Id.*

⁵⁷ *Id.* at (5).

⁵⁸ Section 1008.25(7)(b)1., F.S.

⁵⁹ Section 1001.42(27), F.S.

Effect of Proposed Changes

The bill authorizes an individual school board member, acting on his or her own pleasure to fulfill statutory responsibilities, to visit any district school or charter school in his or her own school district. Accordingly, the bill may afford individual school board members, as partners in school district efforts, greater opportunity to improve teaching and student learning.

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The fiscal impact of CS/SB 926 is indeterminate at this time.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1003.4156, 1003.4285, 1008.22, 1008.25, 1009.60, 1009.605, and 1012.34.

This bill creates the following sections of the Florida Statutes: 1001.4205 and 1008.222.

This bill creates an unnumbered section of the Florida Statutes.

IX. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education on April 3, 2017:

The committee substitute differs from the bill in the following ways:

- Adds provisions related to K-12 student assessments to:
 - Require a school district to provide student performance results on statewide, standardized assessments to students' parents in an easy-to-read and understandable format.
 - Require the Commissioner of Education (commissioner) to contract for an independent study to determine nationally recognized high school assessment alternatives for Florida Standards Assessment (i.e., grade 9 and grade 10 ELA) and Algebra I end-of-course (EOC) assessments for high school students; and to submit a report on the findings of the study to the Governor and the Legislature by January 1, 2018.
 - Require the commissioner to identify, by the first day of the 2017-2018 school year, concordant or comparative scores on specified articulated acceleration mechanisms, which satisfy high school graduation requirements; and requires the scores of students who pass such assessments to be incorporated into the school grade calculations.
 - Eliminate the Geometry, Algebra II, and United States History EOC assessments for purposes of meeting high school graduation requirements and earning scholar designation on the standard high school diploma except that a student must take one statewide, standardized mathematics assessment in high school, which must be Algebra I, Geometry, or Algebra II. Additionally, the bill eliminates the Civics EOC assessment for purposes of middle grades promotion.
 - Require the commissioner to make available a nonelectronic option for all statewide assessments to reduce the time spent on testing, increase instructional time for students, and ensure students demonstrate a mastery of standards assessed. Additionally, a district school superintendent must notify the commissioner that the district will use a nonelectronic option for the entire district or for specific grade levels throughout the district by the beginning of the school year in which the nonelectronic option is used.
 - Require the Department of Education (DOE) to study each of the achievement levels used for statewide, standardized assessments to better communicate the meaning of such levels to students, parents, and teachers.
 - Authorize each school district to measure student learning growth using formulas developed by the commissioner.
- Adds provisions related to:
 - Minority teacher education scholars program (program) to expand the program to authorize a student to use the program scholarship toward a graduate degree with a major in education, leading to an initial certification.

- Committee on Early Childhood Development to create the committee within the DOE, to develop a proposal for establishing and implementing a coordinated system focused on developmental milestones and outcomes for the school readiness program, the Voluntary Prekindergarten Education Program, and the Kindergarten Readiness Screener.
- Intensive reading instruction to authorizes a school district to provide the required intensive reading instruction for the 90 minutes daily over the course of the school day to students who are retained in grade 3, and eliminates the requirement to provide such instruction for 90 continuous minutes daily.
- School visitation to authorize an individual member of a district school board to visit any district or charter school in his or her school district on any day and at any time, at his or her pleasure.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.
