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LEGISLATIVE ACTION

Senate

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House

The Committee on Education (Lee) recommended the following:

Senate Amendment

Delete lines 25 - 109
and insert:
beginning with the 2020-2021 school year, at the discretion of a
district school board or a charter school governing board, as
applicable, an English Language Learner who enrolled in a public
school within the school district in grade 9 or later is exempt
from the assessment requirements of this paragraph and, in lieu
of such requirements, must show sufficient Learning Gains in
English Language Arts, as demonstrated on the ACCESS for ELLs



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assessment and at thresholds established by the State Board of Education, to earn a standard high school diploma. Such student must take the grade 10 ELA assessment and any necessary assessment retakes for progress monitoring purposes.

Section 2. Present subsections (11), (12), and (13) of section 1008.22, Florida Statutes, are redesignated as subsections (12), (13), and (14), respectively, and a new subsection (11) is added to that section, to read:

1008.22 Student assessment program for public schools.—
(11) EXEMPTION FROM ASSESSMENT REQUIREMENTS.—Beginning in the 2020-2021 school year, at the discretion of a district school board or a charter school governing board, as applicable, an English language learner who enrolled in a public school within the school district in grade 9 or later is exempt from the grade 10 ELA assessment graduation requirement pursuant to s. 1003.4282(3)(a). However, such student must take the grade 10 ELA assessment and any necessary assessment retakes for progress monitoring purposes.

Section 3. Paragraph (b) of subsection (3) of section 1008.34, Florida Statutes, is amended to read:

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

(3) DESIGNATION OF SCHOOL GRADES.—

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

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



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

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

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

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

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

53 g. The percentage of eligible students in the lowest 25
54 percent in English Language Arts, as identified by prior year
55 performance on statewide, standardized assessments, who make
56 Learning Gains as measured by statewide, standardized English
57 Language Arts assessments administered under s. 1008.22(3).

58 h. The percentage of eligible students in the lowest 25
59 percent in mathematics, as identified by prior year performance
60 on statewide, standardized assessments, who make Learning Gains
61 as measured by statewide, standardized Mathematics assessments
62 administered under s. 1008.22(3).

63 i. For schools comprised of middle grades 6 through 8 or
64 grades 7 and 8, the percentage of eligible students passing high
65 school level statewide, standardized end-of-course assessments
66 or attaining national industry certifications identified in the
67 CAPE Industry Certification Funding List pursuant to rules
68 adopted by the State Board of Education.
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In calculating Learning Gains for the components listed in sub-subparagraphs e.-h., the State Board of Education shall require that learning growth toward achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year. In calculating the components in sub-subparagraphs a.-d., the state board shall include the performance of English language learners only if they have been enrolled in a school in the United States for more than 2 years.

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

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

b. The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement examinations, International Baccalaureate examinations, dual enrollment courses, or Advanced International Certificate of Education examinations; ~~or~~ who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List; or who enrolled in the school in grade 9 or later as an English Language Learner and passed the grade 10 ELA assessment administered under s. 1008.22(3)(a), pursuant to rules