

SB 850 by Legg; Education

561048	PCS	S	RCS	ED			03/04 12:00 PM
694872	PCS:A	S	RCS	ED, Brandes	Delete L.393 - 403:		03/04 12:00 PM

SPB 7060 by ED; Education Accountability

395796	A	S	FAV	ED, Legg	Delete L.167 - 189:		03/04 12:59 PM
178878	A	S	FC	ED, Montford	Delete L.192 - 203:		03/04 12:59 PM
206476	A	S	FAV	ED, Legg	btw L.805 - 806:		03/04 12:59 PM

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

EDUCATION
Senator Legg, Chair
Senator Montford, Vice Chair

MEETING DATE: Tuesday, March 4, 2014
TIME: 8:00 —9:30 a.m.
PLACE: *Pat Thomas Committee Room, 412 Knott Building*

MEMBERS: Senator Legg, Chair; Senator Montford, Vice Chair; Senators Benacquisto, Brandes, Bullard, Galvano, Sachs, Simmons, and Stargel

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
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A proposed committee substitute for the following bill (SB 850) is expected to be considered:

1	SB 850 Legg	Education; Requiring a Florida College System institution to work with each school district in its designated service area to establish a collegiate high school program; requiring a Florida College System institution to execute a contract with each school district in its designated service area to establish the program; requiring a participating school district to include student eligibility and procedural requirements in the district's comprehensive student progression plan and to inform students and parents about the collegiate high school program, etc. ED 03/04/2014 Fav/CS AED AP	Fav/CS Yeas 8 Nays 0
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Consideration of proposed committee bill:

2	SPB 7060	Education Accountability; Providing definitions for the statewide, standardized assessment program and school grading system; requiring the Department of Education to develop a district report card; revising criteria that necessitate a school's improvement plan to include certain strategies; revising legislative intent for the K-20 education performance accountability system, etc.	Submitted as Committee Bill Yeas 5 Nays 1
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Other Related Meeting Documents

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 Education

BILL: PCS/SB 850 (561048)

INTRODUCER: Education Committee

SUBJECT: Education

DATE: March 3, 2014

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Graf	Klebacha	ED	Pre-meeting
2.			AED	
3.			AP	

I. Summary:

PCS/SB 850 expands rigorous curricular, instructional, and assessment options available to public elementary, middle, and high school students.

The bill expands options to elementary students, expands options and strengthens requirements for middle grade students, expands options and strengthens requirements for high school students, and requires the Florida College System (FCS) institutions to establish collegiate high school program for students in every school district in the colleges' designated service area.

Specifically, the bill:

- Clarifies digital skill areas and certificate options for elementary students;
- Expands acceleration options and strengthens accountability requirements for middle grade students;
- Specifies professional development requirements for middle grade teachers related to accountability requirements and new digital skills and content available to students;
- Establishes requirements for FCS institutions and school districts to provide a collegiate high school pathway for high school students to earn a full year of college credit while enrolled in high school;
- Provides additional career-themed options for students in high school grades through new career-themed innovative courses and acceleration programs that, if successfully completed, are eligible to earn both high school and college credit; and
- Authorizes industry certification providers to notify students and parents about the college credits earned by the students, and the savings associated with earning the college credits, as a return on the investment of state dollars for the industry certifications earned by the student while in public school.

Additionally, the bill establishes bonus funding for elementary schools and teachers who directly assist students in attaining new digital skills, and expands funding to middle and high schools and teachers who directly assist students in attaining digital skills and industry certifications. Bonus funding is calculated as a component of the Florida Education Finance Program.

The bill takes effect on July 1, 2014.

II. Present Situation:

Since 2007, the Legislature has established, revised, and expanded options for students to meet curricular, instructional, and assessment requirements necessary to advance through K-12 public education. Over the years, while many of the traditional acceleration options naturally merged into student progression plans, some acceleration options remain as separate programs available only to the students who know that such acceleration options exist. Since 2012, however, the Legislature has required school districts to expand rigorous options for students to meet middle and high school requirements which are intended to prepare students for success in college and career.

In 2007, the Legislature created the Florida Career and Professional Education (CAPE) Act to:¹

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- Provide rigorous and relevant career-themed courses² that articulate to postsecondary-level coursework and lead to industry certification;
- Support local and regional economic development;
- Respond to Florida's critical workforce needs; and
- Provide state residents with access to high-wage and high-demand careers.

Through third-party assessments called "industry certifications", students demonstrate competency to perform specifically-tailored, industry-endorsed and -recognized, skills and abilities required by industry to perform particular jobs.

The State Board of Education (SBE) adopts by rule, the list of industry certifications that are eligible for funding through the Florida Education Finance Program (FEFP).³ The list of industry certifications approved by Workforce Florida, Inc., and the Florida Department of Education (DOE), called the Industry Certification Funding List, is updated annually.⁴ Industry certifications on the "Gold Standard Career Pathways" list, which is incorporated by reference in

¹ Section 1003.491(1), F.S.

² A "career-themed course" is a course, or a course in a series of courses, that leads to an industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Section 1003.493(1)(b), F.S.

³ Sections 1008.44 and 1003.492, F.S.

⁴ Section 1003.492(2), F.S.

SBE rule,⁵ articulate to Associate in Applied Science and Associate in Science degree programs and are a subset of the Industry Certification Funding List^{6,7}

In 2011, the Legislature authorized district school boards to develop and implement a digital curriculum for students in grades 6 through 12 to enable students' attainment of competencies in web communications and web design. Pursuant to the 2011 legislation,⁸ the digital curriculum could include web-based skills, web-based core technologies, web design, use of digital technologies and markup language in the digital curriculum to show competency in computer skills, and use of web-based core technologies to design creative, informational, and content standards for web-based digital products that demonstrate proficiency in creating, publishing, testing, monitoring, and maintaining a website. The digital curriculum could be integrated into another subject area or offered as a separate course. The 2011 legislation required the DOE to develop a model digital curriculum to serve as a guide for district school boards in the development of a digital curriculum. To provide district school boards further assistance in providing digital curriculum instruction, district school boards were encouraged to seek partnerships with private businesses and consultants to offer classes and instruction to teachers and students.⁹

In 2012, the Legislature focused on increasing acceleration options for students by requiring public schools to expand curricular, assessment, and instructional options to students. The Academically Challenging Curriculum to Enhance Learning (ACCEL) program was established to require options that provide academically challenging curriculum or accelerated instruction to students in kindergarten through grade 12 through parental notification and parent-initiated student participation. Pursuant to the 2012 legislation,¹⁰ each school must, at a minimum, offer the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program. Additional ACCEL options may include, but not be limited to, enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. School principals and school districts establish student eligibility requirements for participation in the ACCEL options. Information about ACCEL options is included in the school district's comprehensive student progression plan.¹¹ The 2012 legislation also clarified rigorous career-themed courses (i.e., courses that lead to industry certifications) as acceleration options that allow students to engage in, and blend, both academic and career-oriented courses as components of their programmatic experiences.

In 2013, the Legislature distinguished between industry certifications that are eligible to articulate for college credit and industry certifications that do not articulate for college credit,

⁵ Rule 6A-10.0401, F.A.C.

⁶ The Industry Certification Funding List is adopted by State Board of Education Rule. Section 1008.44, F.S.

⁷ 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>.

⁸ Section 17, ch. 2011-175, L.O.F., *codified at* s. 1003.4203, F.S.

⁹ Section 17, ch. 2011-175, L.O.F., *codified at* s. 1003.4203, F.S.

¹⁰ Section 1, ch. 2012-191, L.O.F., *codified at* s. 1002.3105, F.S.

¹¹ Section 1, ch. 2012-191, L.O.F., *codified at* s. 1002.3105, F.S.

and provided additional weighted funding for industry certifications eligible to articulate for college credit. The legislation¹² also provided options for high school students to substitute rigorous industry certifications (those eligible to articulate for college credit) for math and science credits required for high school graduation, and provided bonus funding not only to the school districts, but also to the teachers directly associated with instruction to students who earn industry certifications.¹³ The bonus funding model for earning industry certifications is similar to the bonus funding for earning college credits through Advanced Placement, and is part of the calculated funding associated with the FEFP.

III. Effect of Proposed Changes:

PCS/SB 850 expands rigorous curricular, instructional, and assessment options available to public elementary, middle, and high school students.

The bill expands options to elementary students, expands options and strengthens requirements for middle grade students, expands options and strengthens requirements for high school students, and requires the Florida College System (FCS) institutions to provide collegiate high school programs for students in every school district in the colleges' designated service area.

Elementary Grades

The bill revises 2011 legislation¹⁴ that created digital curriculum, and deletes un-implemented 2013 legislation¹⁵ that created "recognitions", to instead identify acceleration options and bonus funding opportunities for schools and teachers of students who attain skill sets identified on a funding list annually identified by the state.

Specifically, the bill strikes reference to Florida Cyber Security Recognition, Florida Digital Arts Recognition, and Florida Tools Certificate and re-establishes a focus on CAPE Digital Tool certificates and skill sets. The bill also provides additional bonus funding in the Florida Education Finance Program (FEFP) for every student who earns a certificate and bonus funding for every teacher directly associated with that student's accomplishment.

Middle School Grades

The bill builds on the 2012 Academically Challenging Curriculum to Enhance Learning (ACCEL) legislation¹⁶ by expanding access to acceleration options for students in middle grades, and strengthening middle grades accountability and professional development requirements.

The bill expands acceleration options and bonus funding opportunities for schools and teachers of middle grade students who attain skill sets identified on a funding list annually identified by the state. Specifically, the bill provides additional bonus funding in the FEFP for every student

¹² Chapter 2013-27, L.O.F.

¹³ Section 1011.62, F.S.

¹⁴ Section 17, ch. 2011-175, L.O.F., *codified at* s. 1003.4203, F.S.

¹⁵ Chapter 2013-27, L.O.F.

¹⁶ Section 1, ch. 2012-191, L.O.F., *codified at* s. 1002.3105, F.S.

who earns a CAPE Digital Tool certificate or industry certification and bonus funding for every teacher directly associated with that student's accomplishment.

Additionally, the bill strengthens accountability requirements in middle grades by requiring schools that include grades 6, 7, or 8, to implement an early warning system to identify students who are at-risk of not graduating from high school, including some indicators specified in the bill. The bill also extends anti-hazing provisions into grades 6 through 8, and requires school districts to adopt anti-hazing policies and consequences for violation of such policies. Such early warning systems and anti-hazing policies are intended to mitigate student dropout and truancy issues in school so that students feel protected and have access to the educational opportunities, including acceleration options, provided by the state.

The bill also specifies professional development requirements for middle grades instructional personnel and administrators regarding accountability requirements, integrated digital instruction, and new digital skills and content available to students. Equipping teachers and administrators with the necessary knowledge, skills, and strategies will likely result in improved student performance outcomes.

High School Grades

The bill establishes requirements for FCS institutions and school districts to provide a collegiate high school pathway for high school students to earn a full year of college credit while enrolled in high school. Specifically, the bill:

- Requires FCS institutions and school districts to establish a collegiate high school program that provides bonus funding to school districts for assisting students in grade 12, enrolled in the collegiate high school program, who successfully complete 30 credit hours and limits funding to FCS institutions if the colleges do not establish a collegiate high school program.
- Provides options for students in high school grades through new innovative courses and acceleration programs that, when accomplished, are eligible to earn both high school and college credit; and,
- Authorizes industry certification providers to notify students and parents of the college credits earned by the students and the savings associated with earning the college credits, as a return on the investment of state dollars for the industry certification earned by the student in public school.

The bill takes effect on July 1, 2014.

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:

Under the rigorous acceleration options afforded by the bill, if a student successfully completes one year of college and earns industry certifications before graduating from high school, the student and the student's family will likely save significant costs associated with college education and earning industry certifications after graduating from high school.

C. Government Sector Impact:

Expanded weighted funding provided through this bill for CAPE Digital Tool certificates and industry certifications, including bonus funding for teachers, is calculated within the Florida Education Funding Program.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.42, 1003.42, 1003.4203, 1003.4281, 1003.4285, 1003.4935, 1003.53, 1006.135, 1008.44, 1011.62, and 1012.98.

This bill creates the following sections of the Florida Statutes: 1003.4298 and 1007.273.

IX. Additional Information:**A. Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

PCS by Education:

The proposed committee substitute differs from SB 850 in the following ways:

- Maintains the original substance of SB 850 with modifications that:
 - Require each school district to contract with the local Florida College System institution to establish the collegiate high school program.
 - Clarify a 1.0 FTE bonus funding is generated for each student in grade 12 who enrolls in the collegiate high school program and successfully completes 30 credit hours through the dual enrollment program toward general education courses or common prerequisites.
- Adds new acceleration provisions that:
 - Expand rigorous acceleration course, instructional, and assessment options for students in kindergarten through grade 12.
 - Extend funding through the Florida Education Finance Program to schools and teachers of students who earn industry certificates and certifications.
 - Create CAPE Innovation Courses that merge academic and career content, include at least two third-party assessments, and articulate for college credit if successfully completed.
 - Create CAPE Acceleration Industry Certifications that articulate for 15 or more college credits if successfully completed.
- Adds new middle grades accountability provisions that:
 - Require public schools to implement an early warning system to identify students who are at-risk of not graduating from high school.
 - Require school districts to adopt anti-hazing policies and consequences for violation of such policies.
 - Require the Florida Department of Education to provide web-based professional development to school districts to help teachers integrate digital instruction into their classrooms.

B. Amendments:

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/04/2014	.	
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	.	
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The Committee on Education (Brandes) recommended the following:

Senate Amendment

Delete lines 393 - 403
and insert:

(a) *Scholar designation*.—In addition to the requirements of ss. 1003.428 and 1003.4282, as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements:

1. English Language Arts (ELA). ~~When the state transitions to common core assessments,~~ Pass the 11th grade ELA statewide, standardized ~~common core~~ assessment.



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12 2. Mathematics.—Earn one credit in Algebra II and one
13 credit in statistics or an equally rigorous course and. ~~When the~~
14 ~~state transitions to common core assessments, students must pass~~
15 the Algebra II statewide, standardized ~~common core~~ assessment.



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Proposed Committee Substitute by the Committee on Education

A bill to be entitled

An act relating to education; amending s. 1001.42, F.S.; requiring a school that includes certain grades to include information, data, and instructional strategies in its school improvement plan; requiring a school that includes certain grades to implement an early warning system based on indicators to identify students in need of additional academic support; amending s. 1003.42, F.S.; providing State Board of Education duties relating to middle grades courses; amending s. 1003.4203, F.S.; requiring district school board, in consultation with the district school superintendent, to make digital materials, CAPE Digital Tool certificates, and CAPE industry certifications available to students, including students with disabilities, in prekindergarten through grade 12 to enable students to attain digital skills; providing eligibility for additional FTE funding; requiring innovative programs and courses that merge academic and career instructional tools and industry certifications into education for both college and career preparedness; requiring the Department of Education to collaborate with Florida educators and school leaders to provide technical assistance to district school boards regarding implementation; amending s. 1003.4281, F.S.; deleting calculations for paid and unpaid high school credits; amending s. 1003.4285, F.S.; revising requirements to earn a



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Scholar designation on a standard high school diploma; revising requirements to earn a Merit designation on a standard high school diploma; creating s. 1003.4298, F.S.; authorizing public schools to provide students with access to third-party assessment centers and career and professional academy curricula; authorizing the third-party assessment center providers to report return on investment to students and students' families regarding completing CAPE industry certifications and CAPE Digital Tool certificates; encouraging third-party assessment providers and career and professional academy curricula providers to provide annual training; amending s. 1003.4935, F.S.; authorizing additional FTE funding for certain industry certifications; amending s. 1003.53, F.S.; authorizing dropout prevention and academic intervention services for a student identified by a school's early warning system; amending s. 1006.135, F.S.; including middle grades schools under provisions prohibiting hazing; revising the definition of the term "hazing"; requiring a school district policy that prohibits hazing and establishes consequences for an act of hazing; revising penalty provisions and providing for applicability; creating s. 1007.273, F.S.; requiring a Florida College System institution to work with each school district in its designated service area to establish a collegiate high school program; providing options for participation in a collegiate high school program; requiring a Florida



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58 College System institution to execute a contract with
59 each school district in its designated service area to
60 establish the program; authorizing another Florida
61 College System institution to execute a contract with
62 the school district in certain circumstances;
63 requiring the contract to be executed by a specified
64 date for the purpose of implementation; requiring
65 Florida College System institutions to collaborate
66 with the school districts they enter into contracts
67 with to establish student eligibility and procedural
68 requirements for participation in the program;
69 requiring that a performance contract be included in
70 the eligibility requirements; requiring a
71 participating school district to include student
72 eligibility and procedural requirements in the
73 district's comprehensive student progression plan and
74 to inform students and parents about the collegiate
75 high school program; providing the calculation for
76 funding the collegiate high school program;
77 prohibiting a Florida College System institution from
78 reporting certain funds for purposes of funding or
79 receiving the standard tuition rate per credit hour
80 for a student enrolled in a dual enrollment course at
81 the institution unless the institution establishes a
82 collegiate high school program; providing that certain
83 independent colleges and universities are eligible to
84 work with school districts to establish a collegiate
85 high school program; requiring such independent
86 colleges and universities to collaborate with the



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87 school districts they enter into contracts with to
88 establish student eligibility and procedural
89 requirements for participation in the program;
90 requiring that a performance contract be included in
91 the eligibility requirements; requiring a
92 participating school district to include student
93 eligibility and procedural requirements in the
94 district's comprehensive student progression plan and
95 to inform students and parents about the collegiate
96 high school program; amending s. 1008.44, F.S.;
97 requiring the department to annually identify CAPE
98 Digital Tool certificates and CAPE industry
99 certifications; authorizing the commissioner to
100 recommend adding certain certificates and
101 certifications; providing requirements for inclusion
102 of CAPE Digital Tool certificates and CAPE industry
103 certifications on the funding list; authorizing third-
104 party assessment providers of approved CAPE Digital
105 Tool certificates and CAPE industry certifications to
106 make recommendations to the commissioner to limit
107 certain Digital Tool certificates and CAPE industry
108 certifications to students in certain grades;
109 providing requirements for the Articulation
110 Coordinating Committee; amending s. 1011.62, F.S.;
111 specifying requirements relating to additional FTE
112 funding based on completion of certain courses or
113 programs and issuance of CAPE industry certification;
114 deleting obsolete provisions; deleting provision
115 regarding Florida Cyber Security and Digital Arts



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116 recognitions and Florida Digital Tool Certificates;
117 amending s. 1012.98, F.S.; providing requirements
118 relating to professional development, including
119 inservice plans and instructional strategies, for
120 middle grades educators; requiring the Department of
121 Education to disseminate professional development in
122 the use of integrated digital instruction; providing
123 an effective date.

124
125 Be It Enacted by the Legislature of the State of Florida:

126
127 Section 1. Subsection (18) of section 1001.42, Florida
128 Statutes, is amended to read:

129 1001.42 Powers and duties of district school board.—The
130 district school board, acting as a board, shall exercise all
131 powers and perform all duties listed below:

132 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
133 Maintain a state system of school improvement and education
134 accountability as provided by statute and State Board of
135 Education rule. This system of school improvement and education
136 accountability shall be consistent with, and implemented
137 through, the district's continuing system of planning and
138 budgeting required by this section and ss. 1008.385, 1010.01,
139 and 1011.01. This system of school improvement and education
140 accountability shall comply with the provisions of ss. 1008.33,
141 1008.34, 1008.345, and 1008.385 and include the following:

142 (a) *School improvement plans.*—

143 1. The district school board shall annually approve and
144 require implementation of a new, amended, or continuation school



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145 improvement plan for each school in the district. If a school
146 has a significant gap in achievement on statewide assessments
147 pursuant to s. 1008.34(3)(b) by one or more student subgroups,
148 as defined in the federal Elementary and Secondary Education Act
149 (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly
150 decreased the percentage of students scoring below satisfactory
151 on statewide assessments; or has significantly lower graduation
152 rates for a subgroup when compared to the state's graduation
153 rate, that school's improvement plan shall include strategies
154 for improving these results. The state board shall adopt rules
155 establishing thresholds and for determining compliance with this
156 subparagraph ~~paragraph~~.

157 2. A school that includes any of grades 6, 7, or 8 shall
158 include annually in its school improvement plan information and
159 data on the school's early warning system required under
160 paragraph (b), including a list of the early warning indicators
161 used in the system, the number of students identified by the
162 system as exhibiting two or more early warning indicators, the
163 number of students by grade level that exhibit each indicator,
164 and a description of all intervention strategies employed by the
165 school to improve the academic performance of students
166 identified by the early warning system. In addition, a school
167 that includes any of grades 6, 7, or 8 shall describe in its
168 school improvement plan the strategies used by the school to
169 implement the instructional practices for middle grades
170 emphasized by the district's professional development system
171 pursuant to s. 1012.98(4)(b)9.

172 (b) *Early warning system.*—

173 1. A school that includes any of grades 6, 7, or 8 shall



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174 implement an early warning system to identify students in grades
175 6, 7, and 8 who need additional support to improve academic
176 performance and stay engaged in school. The early warning system
177 must include the following early warning indicators:

178 a. Attendance below 90 percent, regardless of whether
179 absence is excused or a result of out-of-school suspension.

180 b. One or more suspensions, whether in school or out of
181 school.

182 c. Course failure in English Language Arts or mathematics.

183 d. A Level 1 score on the statewide, standardized
184 assessments in English Language Arts or mathematics.

185
186 For purposes of implementing this subparagraph, a school
187 district may identify additional early warning indicators for
188 use in a school's early warning system.

189 2. When a student exhibits two or more early warning
190 indicators, the school's child study team under s. 1003.02 or a
191 school-based team formed for the purpose of implementing the
192 requirements of this paragraph shall convene to determine
193 appropriate intervention strategies for the student. The school
194 shall provide at least 10 days' written notice of the meeting to
195 the student's parent, indicating the meeting's purpose, time,
196 and location, and provide the parent the opportunity to
197 participate.

198 (c)(b) Public disclosure.—The district school board shall
199 provide information regarding the performance of students and
200 educational programs as required pursuant to ss. 1008.22 and
201 1008.385 and implement a system of school reports as required by
202 statute and State Board of Education rule which shall include



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203 schools operating for the purpose of providing educational
204 services to youth in Department of Juvenile Justice programs,
205 and for those schools, report on the elements specified in s.
206 1003.52(19). Annual public disclosure reports shall be in an
207 easy-to-read report card format and shall include the school's
208 grade, high school graduation rate calculated without GED tests,
209 disaggregated by student ethnicity, and performance data as
210 specified in state board rule.

211 (d)(e) School improvement funds.—The district school board
212 shall provide funds to schools for developing and implementing
213 school improvement plans. Such funds shall include those funds
214 appropriated for the purpose of school improvement pursuant to
215 s. 24.121(5)(c).

216 Section 2. Subsection (1) of section 1003.42, Florida
217 Statutes, is amended to read:

218 1003.42 Required instruction.—

219 (1) Each district school board shall provide all courses
220 required for middle grades promotion, high school graduation,
221 and appropriate instruction designed to ensure that students
222 meet State Board of Education adopted standards in the following
223 subject areas: reading and other language arts, mathematics,
224 science, social studies, foreign languages, health and physical
225 education, and the arts. The state board must remove a middle
226 grades course in the Course Code Directory that does not fully
227 integrate all appropriate curricular content required by s.
228 1003.41 and may approve a new course only if it meets the
229 required curricular content.

230 Section 3. Section 1003.4203, Florida Statutes, is amended
231 to read:



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232 1003.4203 Digital materials, ~~recognitions,~~ CAPE Digital
233 Tool certificates, and technical assistance.-

234 (1) DIGITAL MATERIALS.-Each district school board, in
235 consultation with the district school superintendent, shall make
236 available digital materials, CAPE Digital Tool certificates, and
237 CAPE industry certificates for students in prekindergarten
238 through grade 12 in order to enable students to attain digital
239 skills. The digital materials, CAPE Digital Tool certificates,
240 and CAPE industry certifications may be integrated into subject
241 area curricula, offered as a separate course, made available
242 through open-access options, or deployed through online or
243 digital computer applications, ~~subject to available funding.~~

244 (2) CAPE ESE DIGITAL TOOLS.-~~Beginning with the 2013-2014~~
245 ~~school year,~~ Each district school board, in consultation with
246 the district school superintendent, shall make available digital
247 and instructional materials, including software applications, to
248 students with disabilities who are in prekindergarten through
249 grade 12. Beginning with the 2015-2016 school year:

250 (a) Digital materials must include CAPE Digital Tool
251 certificates, workplace industry certifications, and OSHA
252 industry certifications identified pursuant to s. 1008.44 for
253 students with disabilities; and

254 (b) Each student's individual educational plan for students
255 with disabilities developed pursuant to this chapter must
256 identify the CAPE Digital Tool certificates and CAPE industry
257 certifications the student seeks to attain before high school
258 graduation.

259 (3) ~~Subject to available funding, by December 1, 2013, the~~
260 ~~department shall contract with one or more technology companies,~~



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261 ~~or affiliated nonprofit organizations, that have approved~~
262 ~~industry certifications identified on the Industry Certification~~
263 ~~Funding List or the Postsecondary Industry Certification Funding~~
264 ~~List, pursuant to s. 1003.492 or s. 1008.44, to develop a~~
265 ~~Florida Cyber Security Recognition and a Florida Digital Arts~~
266 ~~Recognition. The department shall notify each school district~~
267 ~~when the recognitions are developed and available. The~~
268 ~~recognitions shall be made available to all public elementary~~
269 ~~school students at no cost to the districts or charter schools.~~

270 (a) ~~Targeted knowledge and skills to be mastered for each~~
271 ~~recognition shall be identified by the department. Knowledge and~~
272 ~~skills may be demonstrated through student attainment of the~~
273 ~~below recognitions in particular content areas:~~

274 1. ~~The Florida Cyber Security Recognition must be based~~
275 ~~upon an understanding of computer processing operations and, in~~
276 ~~most part, on cyber security skills that increase a student's~~
277 ~~cyber-safe practices.~~

278 2. ~~The Florida Digital Arts Recognition must reflect a~~
279 ~~balance of skills in technology and the arts.~~

280 (b) ~~The technology companies or affiliated nonprofit~~
281 ~~organizations that provide the recognition must provide open~~
282 ~~access to materials for teaching and assessing the skills a~~
283 ~~student must acquire in order to earn a Florida Cyber Security~~
284 ~~Recognition or a Florida Digital Arts Recognition. The school~~
285 ~~district shall notify each elementary school advisory council of~~
286 ~~the methods of delivery of the open access content and~~
287 ~~assessments. If there is no elementary school advisory council,~~
288 ~~notification must be provided to the district advisory council.~~

289 (3) (4) CAPE DIGITAL TOOL CERTIFICATES.-~~Subject to available~~



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290 ~~funding, by December 1, 2013,~~The department shall identify, by
291 June 15 of each year, CAPE Digital Tool certificates that
292 ~~contract with one or more technology companies that have~~
293 ~~approved industry certifications identified on the Industry~~
294 ~~Certification Funding List or the Postsecondary Industry~~
295 ~~Certification Funding List, pursuant to s. 1003.492 or s.~~
296 ~~1008.44, to develop a Florida Digital Tools Certificate to~~
297 indicate a student's digital skills. The department shall notify
298 each school district when the certificates are certificate is
299 ~~developed and available.~~ The certificates certificate shall be
300 made available to all public elementary and middle grades
301 students ~~at no cost to the districts or charter schools.~~

302 (a) Targeted skills to be mastered for the certificate
303 include digital skills that are necessary to the student's
304 academic work and skills the student may need in future
305 employment. The skills must include, but are not limited to,
306 word processing; spreadsheets, spreadsheet display, and
307 ~~creation of presentations, including sound, motion, and color~~
308 presentations; digital arts; cybersecurity; and coding including
309 ~~sound, text, and graphic presentations,~~ consistent with CAPE
310 industry certifications that are listed on the CAPE Industry
311 Certification Funding List, pursuant to ss. 1003.492 and
312 1008.44. CAPE Digital Tool certificates are eligible for
313 additional full-time equivalent membership pursuant to s.
314 1011.62(1)(o)1.a s. 1003.492.

315 (b) ~~A technology company that provides the certificate must~~
316 ~~provide open access to materials for teaching and assessing the~~
317 ~~skills necessary to earn the certificate.~~ The school district
318 shall notify each middle school advisory council of the methods



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319 of delivery of the open-access content and assessments for the
320 certificates certificate. If there is no middle school advisory
321 council, notification must be provided to the district advisory
322 council.

323 (c) The Legislature intends that by July 1, 2018, on an
324 annual basis, at least 75 percent of public middle grades
325 students earn at least one CAPE Digital Tool certificate a
326 Florida Digital Tools Certificate.

327 (4) CAPE INDUSTRY CERTIFICATIONS.—

328 (a) CAPE industry certifications, issued to middle school
329 and high school grade students, which do not articulate for
330 college credit, are eligible for additional full-time equivalent
331 membership pursuant to s. 1011.62(1)(o)1.b.

332 (b) CAPE industry certifications, issued to high school
333 grade students, which articulate for college credit or do not
334 articulate for college credit, are eligible for additional full-
335 time equivalent membership pursuant to s. 1011.62(1)(o)1.b.

336 (5) CAPE INNOVATION AND CAPE ACCELERATION.—

337 (a) CAPE Innovation.—Up to five courses annually approved
338 by the commissioner that merge academic and career content, and
339 performance outcome expectations that, if met, shall articulate
340 for college credit and be eligible for additional full-time
341 equivalent membership pursuant to s. 1011.62(1)(o)1.c. Such
342 approved courses must include at least two third-party
343 assessments that, if successfully completed by a student, shall
344 articulate for college credit. At least one of the two third-
345 party assessments associated with the approved courses that
346 articulate for college credit must be identified on the CAPE
347 Industry Certification Funding List. Each course that is



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348 approved by the commissioner must be specifically identified in
349 the Course Code Directory as a CAPE Innovation Course.

350 (b) CAPE Acceleration.—Industry certifications, annually
351 approved by the commissioner, that if successfully completed
352 shall articulate for 15 or more college credit hours and be
353 eligible for additional full-time equivalent membership pursuant
354 to s. 1011.62(1)(o)1.d. The approved industry certification must
355 be specifically identified in the Industry Certification Funding
356 List as a CAPE Acceleration Industry Certification.

357 (6)(5) TECHNICAL ASSISTANCE.—The Department of Education or
358 a company contracted with under subsection (4) shall collaborate
359 with Florida educators and school leaders to provide technical
360 assistance to district school boards in the implementation of
361 this section. Technical assistance to districts shall include,
362 but is not limited to, identification of digital resources,
363 primarily open-access resources, including digital curriculum,
364 instructional materials, media assets, and other digital tools
365 and applications; training mechanisms for teachers and others to
366 facilitate integration of digital resources and technologies
367 into instructional strategies; and model policies and procedures
368 that support sustainable implementation practices.

369 (7)(6) PARTNERSHIPS.—A district school board may seek
370 partnerships with other school districts, private businesses,
371 postsecondary institutions, or consultants to offer classes and
372 instruction to teachers and students to assist the school
373 district in providing digital materials, CAPE Digital Tool
374 recognitions, and certificates, and CAPE industry certifications
375 established pursuant to this section.

376 (8)(7) RULES.—The State Board of Education shall adopt



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377 rules to administer this section.

378 Section 4. Subsection (5) of section 1003.4281, Florida
379 Statutes, is amended to read:

380 1003.4281 Early high school graduation.—

381 ~~(5) For purposes of this section, a credit is equal to 1/6~~
382 ~~FTE. A student may earn up to six paid high school credits~~
383 ~~equivalent to 1 FTE per school year in grades 9 through 12 for~~
384 ~~courses provided by the school district. High school credits~~
385 ~~earned in excess of six per school year in courses delivered by~~
386 ~~the school district are unpaid credits.~~

387 Section 5. Subsection (1) of section 1003.4285, Florida
388 Statutes, is amended to read:

389 1003.4285 Standard high school diploma designations.—

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

393 (a) *Scholar designation.*—In addition to the requirements of
394 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
395 Scholar designation, a student must satisfy the following
396 requirements:

397 1. English Language Arts (ELA).—When the state transitions
398 to common core assessments, pass the 11th grade ELA common core
399 assessment.

400 2. Mathematics.—Earn one credit in Algebra II and one
401 credit in statistics or an equally rigorous course. When the
402 state transitions to common core assessments, students must pass
403 the Algebra II common core assessment.

404 3. Science.—Pass the statewide, standardized Biology I end-
405 of-course assessment and earn one credit in chemistry or physics



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406 and one credit in a course equally rigorous to chemistry or
407 physics.

408 4. Social studies.—Pass the statewide, standardized United
409 States History end-of-course assessment.

410 5. Foreign language.—Earn two credits in the same foreign
411 language.

412 6. Electives.—Earn at least one credit in an Advanced
413 Placement, an International Baccalaureate, an Advanced
414 International Certificate of Education, ~~or~~ a dual enrollment
415 course, or a CAPE industry certification from the CAPE Industry
416 Certification Funding List which articulates for college credit.

417 (b) Merit designation.—In addition to the requirements of
418 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
419 Merit designation, a student must attain two ~~one~~ or more CAPE
420 industry certifications from the CAPE Industry Certification
421 Funding List which articulate for college credit established
422 under s. 1003.492.

423 Section 6. Section 1003.4298, Florida Statutes, is created
424 to read:

425 1003.4298 Reporting return on investment.—

426 (1) Public schools may provide students with access to
427 third-party assessment centers and career and professional
428 academy curricula in a digital format in support of CAPE
429 industry certifications and CAPE Digital Tool certificates,
430 pursuant to ss. 1003.4203 and 1008.44, to assist public schools
431 and school districts to establish Florida Digital Classrooms.

432 (2) Third-party assessment center providers may, by United
433 States Postal Service, report the return on investment to the
434 student and family of each student who is issued a CAPE industry



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435 certification and CAPE Digital Tool certificate as identified on
436 the CAPE Industry Certification Funding List. The return on
437 investment report must, at a minimum, include:

438 (a) Estimated cost savings associated with the student
439 acquiring the CAPE industry certification or certifications
440 earned before high school graduation that articulate for college
441 credit relative to the private market cost of the training and
442 assessments associated with acquiring the postsecondary credit
443 without state support.

444 (b) College credits assigned to the CAPE industry
445 certifications that have a statewide articulation agreement and
446 the tuition and fee savings to the family associated with those
447 college credits.

448 (c) Additional CAPE industry certifications available to
449 students.

450 (3) Third-party assessment providers and career and
451 professional academy curricula providers are encouraged to
452 provide annual training to staff of the Department of Education,
453 staff of school district offices, instructional staff of public
454 schools including charter schools, and other appropriate
455 administrative staff through face-to-face training models;
456 online, video conferencing training models; and through state
457 regional or conference presentations.

458 Section 7. Subsection (4) is added to section 1003.4935,
459 Florida Statutes, to read:

460 1003.4935 Middle grades career and professional academy
461 courses and career-themed courses.—

462 (4) CAPE Digital Tool certificates and CAPE industry
463 certifications offered in the middle grades that are included on



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464 the CAPE Industry Certification Funding List are eligible for
465 additional full-time equivalent membership pursuant to s.
466 1011.62(1)(o)1.a. and b.

467 Section 8. Paragraph (c) of subsection (1) of section
468 1003.53, Florida Statutes, is amended to read:

469 1003.53 Dropout prevention and academic intervention.-
470 (1)

471 (c) A student shall be identified as being eligible to
472 receive services funded through the dropout prevention and
473 academic intervention program based upon one of the following
474 criteria:

475 1. The student is academically unsuccessful as evidenced by
476 low test scores, retention, failing grades, low grade point
477 average, falling behind in earning credits, or not meeting the
478 state or district proficiency levels in reading, mathematics, or
479 writing.

480 2. The student has a pattern of excessive absenteeism or
481 has been identified as a habitual truant.

482 3. The student has a history of disruptive behavior in
483 school or has committed an offense that warrants out-of-school
484 suspension or expulsion from school according to the district
485 school board's code of student conduct. For the purposes of this
486 program, "disruptive behavior" is behavior that:

487 a. Interferes with the student's own learning or the
488 educational process of others and requires attention and
489 assistance beyond that which the traditional program can provide
490 or results in frequent conflicts of a disruptive nature while
491 the student is under the jurisdiction of the school either in or
492 out of the classroom; or



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493 b. Severely threatens the general welfare of students or
494 others with whom the student comes into contact.

495 4. The student is identified by a school's early warning
496 system pursuant to s. 1001.42(18)(b).

497 Section 9. Section 1006.135, Florida Statutes, is amended
498 to read:

499 1006.135 Hazing prohibited at ~~high~~ schools with any of
500 grades 6-12 ~~9-12 prohibited.~~

501 (1) DEFINITION.-As used in this section, "hazing" means any
502 action or situation that ~~recklessly or intentionally~~ endangers
503 the mental or physical health or safety of a student at a ~~high~~
504 school with any of grades 6-12 through 12 for purposes including,
505 but not limited to, initiation or admission into or affiliation
506 with any organization operating under the sanction of a ~~high~~
507 school with any of grades 6-12 through 12. "Hazing" includes, but
508 is not limited to:
509

510 (a) Pressuring, ~~or~~ coercing, or forcing a ~~the~~ student into:
511 1. Violating state or federal law;
512 2. Consuming any food, liquor, drug, or other substance; or
513 3. Participating in physical activity that could adversely
514 affect the health or safety of the student.

515 (b) Any brutality of a physical nature, such as whipping,
516 beating, branding, or exposure to the elements, ~~forced~~
517 consumption of any food, liquor, drug, or other substance, or
518 other forced physical activity that could adversely affect the
519 physical health or safety of the student, and also includes any
520 activity that would subject the student to extreme mental
521 stress, such as sleep deprivation, forced exclusion from social
contact, forced conduct that could result in extreme



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522 ~~embarrassment, or other forced activity that could adversely~~
523 ~~affect the mental health or dignity of the student.~~

524
525 Hazing does not include customary athletic events or other
526 similar contests or competitions or any activity or conduct that
527 furthers a legal and legitimate objective.

528 (2) SCHOOL DISTRICT POLICY.—Each school district shall
529 adopt in rule a policy that prohibits hazing and establishes
530 consequences for a student who commits an act of hazing. The
531 policy must include:

532 (a) A definition of hazing, which must include the
533 definition provided in this subsection (1).

534 (b) A procedure for reporting an alleged act of hazing,
535 including provisions that permit a person to anonymously report
536 such an act. However, disciplinary action may not be based
537 solely on an anonymous report.

538 (c) A requirement that a school with any of grades 9
539 through 12 report an alleged act of hazing to a local law
540 enforcement agency if the alleged act meets the criteria
541 established under subsection (3).

542 (d) A provision for referral of victims and perpetrators of
543 hazing to a certified school counselor.

544 (e) A requirement that each incident of hazing be reported
545 in the school's safety and discipline report required under s.
546 1006.09(6). The report must include the number of hazing
547 incidents reported, the number of incidents referred to a local
548 law enforcement agency, the number of incidents that result in
549 disciplinary action taken by the school, and the number of
550 incidents that do not result in either referral to a local law



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551 enforcement agency or disciplinary action taken by the school.

552 (3)(2) CRIMINAL PENALTIES.—This subsection applies only to
553 students in any of grades 9 through 12.

554 (a)1. A person who commits an act of hazing, a third degree
555 felony, punishable as provided in s. 775.082 or s. 775.083, when
556 he or she intentionally or recklessly commits any act of hazing
557 as defined in subsection (1) upon another person who is a member
558 of or an applicant to any type of student organization commits a
559 third degree felony, punishable as provided in s. 775.082 or s.
560 775.083, if the person knew or should have known the act would
561 result in serious bodily injury or death of such other person
562 and the act hazing results in serious bodily injury or death of
563 such other person.

564 2.(3) A person who commits an act of hazing, a first degree
565 misdemeanor, punishable as provided in s. 775.082 or s. 775.083,
566 when he or she intentionally or recklessly commits any act of
567 hazing as defined in subsection (1) upon another person who is a
568 member of or an applicant to any type of student organization
569 commits a first degree misdemeanor, punishable as provided in s.
570 775.082 or s. 775.083, if the person knew or should have known
571 the act would create a potential risk of physical injury or
572 death to such other person and the act hazing creates a
573 potential substantial risk of physical injury or death to such
574 other person.

575 (b)(4) As a condition of any sentence imposed pursuant to
576 paragraph (a) subsection (2) or subsection (3), the court:

577 1. Shall order the defendant to attend and complete a 4-
578 hour hazing education course and may also impose a condition of
579 drug or alcohol probation.



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580 2. May require the defendant to make a public apology to
581 the students and victims at the school.

582 3. May require the defendant to participate in a school-
583 sponsored antihazing campaign to raise awareness of what
584 constitutes hazing and the penalties for hazing.

585 (c)(5) It is not a defense to a charge of hazing that:

586 1.(a) Consent of the victim had been obtained;

587 2.(b) The conduct or activity that resulted in the death or
588 injury of a person was not part of an official organizational
589 event or was not otherwise sanctioned or approved by the
590 organization; or

591 3.(e) The conduct or activity that resulted in death or
592 injury of the person was not done as a condition of membership
593 to an organization.

594 (4)(6) CONSTRUCTION.—This section shall not be construed to
595 preclude prosecution for a more general offense resulting from
596 the same criminal transaction or episode.

597 Section 10. Section 1007.273, Florida Statutes, is created
598 to read:

599 1007.273 Collegiate high school program.—

600 (1) Each Florida College System institution shall work with
601 each school district in its designated service area to establish
602 a collegiate high school program in a public school or public
603 charter school established under s. 1002.33(5) which offers
604 secondary education and postsecondary education.

605 (2) The collegiate high school program must include an
606 option for public school students in grade 12 participating in
607 the program, for 1 full school year, to earn CAPE industry
608 certifications pursuant to s. 1008.44, and to complete the first



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609 year of college towards an associate degree or baccalaureate
610 degree while enrolled in the program.

611 (3) Each Florida College System institution shall execute a
612 contract with each school district in its designated service
613 area to establish a collegiate high school program. Beginning
614 with the 2015-2016 school year, if the institution does not
615 establish the program with a school district in its designated
616 service area, another Florida College System institution may
617 execute a contract with that school district to establish the
618 program. The contract must be executed by January 1 of each
619 school year for implementation of the program during the next
620 school year.

621 (4) A Florida College System institution, in collaboration
622 with each school district that it enters into a contract with
623 under this section, shall establish student eligibility and
624 procedural requirements for participation in the program. At a
625 minimum, the student eligibility requirements must include a
626 performance contract, which shall be executed by the student,
627 the parent, the school district, and the Florida College System
628 institution.

629 (5) Each school district must enter into a contract with
630 the local Florida College System institution under this section
631 and the contract shall:

632 (a) Include the student eligibility and procedural
633 requirements in the comprehensive student progression plan
634 required under s. 1008.25; and

635 (b) Provide information to students and parents about the
636 collegiate high school program. Such information must include
637 student eligibility and procedural requirements and the return



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638 on investment associated with participation in the program.
639 (6) Each student in grade 12 who enrolls in the collegiate
640 high school program and successfully completes 30 credit hours
641 through the dual enrollment program under s. 1007.271 toward
642 general education courses or common prerequisites pursuant to s.
643 1007.25, generates a 1.0 full-time equivalent (FTE) bonus. The
644 total FTE bonus for each collegiate high school program shall be
645 reported by each school district that is a contractual partner
646 with a Florida College System institution for the students from
647 that school district. The total FTE bonus shall be added to each
648 school district's total weighted FTE for funding in the
649 subsequent fiscal year. Each school district shall allocate at
650 least 80 percent of the funds provided to the district, in
651 accordance with this subsection, to the collegiate high school
652 program that generates the bonus funds.
653 (7) Beginning with the 2015-2016 fiscal year, for the
654 purpose of funding or receiving the standard tuition rate per
655 credit hour under s. 1007.271 from funds provided in the Florida
656 Education Finance Program or the Florida College System Program
657 Fund, a Florida College System institution may not report a
658 student enrolled in a dual enrollment course at the Florida
659 College System institution unless the institution establishes a
660 collegiate high school program.
661 (8) An institution that is eligible to participate in the
662 William L. Boyd, IV, Florida Resident Access Grant Program, that
663 is a nonprofit independent college or university located and
664 chartered in this state, and that is accredited by the
665 Commission on Colleges of the Southern Association of Colleges
666 and Schools to grant baccalaureate degrees may work with one or



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667 more school districts to establish a collegiate high school
668 program.
669 (a) A participating independent college or university shall
670 execute a contract with the school district or school districts
671 to establish the program.
672 (b) Such independent college or university shall, in
673 collaboration with each school district that it enters into a
674 contract with under this section, establish student eligibility
675 and procedural requirements for participation in the program. At
676 a minimum, the student eligibility requirements must include a
677 performance contract, which shall be executed by the student,
678 the parent, the school district, and the independent college or
679 university.
680 (c) School districts entering into contracts under this
681 subsection shall meet the requirements imposed under subsection
682 (5).
683 Section 11. Section 1008.44, Florida Statutes, is amended
684 to read:
685 1008.44 ~~Industry certifications.~~ CAPE Industry
686 Certification Funding List and CAPE Postsecondary Industry
687 Certification Funding List.-
688 (1) Pursuant to ss. 1003.4203 and 1003.492 ~~s. 1003.492~~, the
689 Department of Education shall, at least annually, identify,
690 under rules adopted by the State Board of Education, and the
691 ~~Industry Certification Funding List that must be applied in the~~
692 ~~distribution of funding to school districts pursuant to s.~~
693 ~~1011.62.~~ the commissioner may at any time recommend adding the
694 following certificates and certifications:-
695 (a) CAPE industry certifications identified on the CAPE



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696 Industry Certification Funding List that must be applied in the
697 distribution of funding to school districts pursuant to s.
698 1011.62(1)(o). The CAPE Industry Certification List, shall
699 incorporate by reference, the industry certifications on the
700 list that meet the requirements of s. 1009.536 and articulate
701 for college credit. The Commissioner of Agriculture, by August 1
702 of each year, may annually select two industry certifications,
703 that do not articulate for college credit, for inclusion on the
704 CAPE Industry Certification Funding List for a period of 3 years
705 unless otherwise approved by the curriculum review committee
706 pursuant to s. 1003.491. In addition, by August 1 of each year,
707 the not-for-profit corporation established pursuant to s.
708 445.004 may annually select one industry certification, that
709 does not articulate for college credit, for inclusion on the
710 CAPE Industry Certification Funding List for a period of 3 years
711 unless otherwise approved by the curriculum review committee
712 pursuant to s. 1003.491. Such industry certifications shall be
713 eligible for additional full-time equivalent membership,
714 pursuant to s. 1011.62(1)(o)1.

715 (b) No more than 15 CAPE Digital Tool certificates limited
716 to the areas of word processing; spreadsheets; sound, motion,
717 and color presentations; digital arts; cybersecurity; and coding
718 pursuant to s. 1003.4203(3) that do not articulate for college
719 credit. Such certificates shall be available to students in
720 elementary school and middle school grades, and annually
721 identified on the CAPE Industry Certification Funding List and
722 updated solely by the Chancellor of Career and Adult Education,
723 and be eligible for additional full-time equivalent membership
724 pursuant to s. 1011.62(1)(o)1.



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725 (c) CAPE ESE Digital Tool certificates, workplace industry
726 certifications, and OSHA industry certifications identified by
727 the Chancellor of Career and Adult Education for students with
728 disabilities pursuant to s. 1003.4203(2). Such certificates and
729 certifications shall be identified on the CAPE Industry
730 Certification Funding List and be eligible for additional full-
731 time equivalent membership pursuant to s. 1011.62(1)(o)1.

732 (d) CAPE Innovation Courses that merge academic and career
733 performance outcomes shall be annually approved by the
734 commissioner and identified pursuant to s. 1003.4203(5)(a), and
735 be eligible for additional full-time equivalent membership,
736 pursuant to s. 1011.62(1)(o)1.

737 (e) CAPE Acceleration Industry Certifications Industry
738 certifications, annually approved by the commissioner, that if
739 successfully completed shall articulate for 15 or more college
740 credit hours pursuant to s. 1003.4203(5)(b), and be eligible for
741 additional full-time equivalent membership, pursuant to s.
742 1011.62(1)(o)1. The approved industry certifications must be
743 identified on the CAPE Industry Certification Funding List.

744 (2) The State Board of Education shall approve, at least
745 annually, the CAPE Postsecondary Industry Certification Funding
746 List pursuant to this section. The commissioner shall recommend,
747 at least annually, the CAPE Postsecondary Industry Certification
748 Funding List to the State Board of Education and may at any time
749 recommend adding certifications. The Chancellor of the State
750 University System, the Chancellor of the Florida College System,
751 and the Chancellor of Career and Adult Education shall work with
752 local workforce boards, other postsecondary institutions,
753 businesses, and industry to identify, create, and recommend to



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754 the commissioner industry certifications to be placed on the
755 funding list. The list shall be used to determine annual
756 performance funding distributions to school districts or Florida
757 College System institutions as specified in ss. 1011.80 and
758 1011.81, respectively. The chancellors shall review results of
759 the economic security report of employment and earning outcomes
760 produced annually pursuant to s. 445.07 ~~s. 445.007~~ when
761 determining recommended certifications for the list, as well as
762 other reports and indicators available regarding certification
763 needs.

764 (3) In the case of rigorous industry certifications that
765 have embedded prerequisite minimum age, grade level, diploma or
766 degree, postgraduation period of work experience of at least 12
767 months, or other reasonable requirements that may limit the
768 extent to which a student can complete all requirements of the
769 certification recognized by industry for employment purposes,
770 the commissioner shall differentiate content, instructional, and
771 assessment requirements that, when provided by a public
772 institution and satisfactorily attained by a student, indicate
773 accomplishment of requirements necessary for funding pursuant to
774 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of
775 prerequisite requirements necessary for recognition by industry
776 for employment purposes. The differentiated requirements
777 established by the commissioner shall be included on ~~in~~ the CAPE
778 Industry Certification Funding List at the time the
779 certification is adopted.

780 (4) (a) CAPE industry certifications and CAPE Digital Tool
781 certificates placed on the CAPE Industry Certification Funding
782 List must include the version of the certifications and



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783 certificates available at the time of the adoption and, without
784 further review and approval include the subsequent updates to
785 the certifications and certificates on the approved list, unless
786 the certifications and certificates are specifically removed
787 from the CAPE Industry Certification Funding List by the
788 commissioner.

789 (b) The commissioner may limit CAPE Industry Certifications
790 and CAPE Digital Tool certificates to students in certain grades
791 based on formal recommendations by providers of CAPE industry
792 certifications and CAPE Digital Tool certificates.

793 (c) For educator, student, industry, and provider planning
794 purposes, the Articulation Coordinating Committee shall schedule
795 at least six regular meetings per fiscal year to review and
796 consider provider requests, address the commissioner's and
797 Chancellor's decisions, and recommend adjustments to CAPE
798 industry certifications and CAPE Digital Tool certificates on
799 the CAPE Industry Certification Funding List.

800 Section 12. Paragraphs (o), (p), and (s) of subsection (1)
801 of section 1011.62, Florida Statutes, are amended to read:

802 1011.62 Funds for operation of schools.—If the annual
803 allocation from the Florida Education Finance Program to each
804 district for operation of schools is not determined in the
805 annual appropriations act or the substantive bill implementing
806 the annual appropriations act, it shall be determined as
807 follows:

808 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
809 OPERATION.—The following procedure shall be followed in
810 determining the annual allocation to each district for
811 operation:



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812 (o) Calculation of additional full-time equivalent
813 membership based on successful completion of a career-themed
814 course pursuant to ss. 1003.491, 1003.492, and 1003.493, or
815 courses with embedded CAPE industry certifications or CAPE
816 Digital Tool certificates, and issuance of industry
817 certification identified ~~on~~ the CAPE Industry Certification
818 Funding List pursuant to rules adopted by the State Board of
819 Education or CAPE Digital Tool certificates pursuant to s.
820 1003.4203.-

821 1.a. A value of 0.025 full-time equivalent student
822 membership shall be calculated for CAPE Digital Tool
823 certificates earned in elementary and middle school grades.
824 However, if a CAPE Digital Tool certificate is a component of a
825 CAPE industry certification and a middle school student is
826 issued the CAPE Digital Tool certificate and the related CAPE
827 industry certification, the full-time equivalent student
828 membership for the CAPE Digital Tool certificate may not be
829 added to the full-time equivalent student membership for the
830 CAPE industry certification under sub-subparagraph b.

831 ~~b.1-~~ A value of 0.1 or 0.2 full-time equivalent student
832 membership shall be calculated for each student who completes a
833 career-themed course as defined in s. 1003.493(1)(b) or courses
834 with embedded CAPE industry certifications and who is issued an
835 industry certification identified annually ~~on~~ the CAPE
836 Industry Certification Funding List approved under rules adopted
837 by the State Board of Education. ~~The maximum full-time~~
838 ~~equivalent student membership value for any student in grades 9~~
839 ~~through 12 is 0.3.~~ A value of 0.2 full-time equivalent
840 membership shall be calculated for each student who is issued a



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841 ~~CAPE an~~ industry certification that has a statewide articulation
842 agreement for college credit approved by the State Board of
843 Education. Additional FTE membership for a middle grades student
844 shall not exceed 1.0 additional FTE membership within a fiscal
845 year. For CAPE industry certifications that do not articulate
846 for college credit, the Department of Education shall assign a
847 full-time equivalent value of 0.1 for each certification. The
848 State Board of Education shall include the assigned values ~~on~~
849 ~~the CAPE Industry Certification Funding List under rules adopted~~
850 by the state board. Such value shall be added to the total full-
851 time equivalent student membership in ~~courses secondary career~~
852 ~~education programs~~ for grades ~~6~~ 9 through 12 in the subsequent
853 year for courses that were not provided through dual enrollment.
854 CAPE industry certifications earned through dual enrollment must
855 be reported and funded pursuant to s. 1011.80 ~~ss. 1011.80 and~~
856 ~~1011.81.~~

857 c. A value of 0.3 full-time equivalent student membership
858 shall be calculated for the courses identified on the CAPE
859 Industry Certification Funding List and approved by the
860 commissioner pursuant to s. 1003.4203(5)(a) and s. 1008.44.

861 d. A value of 0.5 full-time equivalent student membership
862 shall be calculated for CAPE Acceleration Industry
863 Certifications that articulate for 15 to 29 college credit hours
864 and 1.0 full-time equivalent student membership shall be
865 calculated for CAPE Acceleration Industry Certifications that
866 articulate for 30 or more college credit hours pursuant to CAPE
867 Acceleration Industry Certifications approved by the
868 commissioner pursuant to s. 1003.4203(5)(b) and s. 1008.44.

869 2. Each district must allocate at least 80 percent of the



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870 funds provided for CAPE industry certification, in accordance
871 with this paragraph, to the program that generated the funds.
872 This allocation may not be used to supplant funds provided for
873 basic operation of the program. Unless a different amount is
874 specified in the General Appropriations Act, the appropriation
875 for this calculation is limited to \$60 million annually. If the
876 appropriation is insufficient to fully fund the total
877 calculation, the appropriation shall be prorated.

878 3. For CAPE industry certifications earned in the 2013-2014
879 school year and in subsequent years, the school district shall
880 distribute to each classroom teacher who provided direct
881 instruction toward the attainment of a CAPE ~~an~~ industry
882 certification that qualified for additional full-time equivalent
883 membership under subparagraph 1.:

884 a. A bonus in the amount of \$25 for each student taught by
885 a teacher who provided instruction in a course that led to the
886 attainment of a CAPE ~~an~~ industry certification on the CAPE
887 Industry Certification Funding List with a weight of 0.1.

888 b. A bonus in the amount of \$50 for each student taught by
889 a teacher who provided instruction in a course that led to the
890 attainment of a CAPE ~~an~~ industry certification on the CAPE
891 Industry Certification Funding List with a weight of 0.2 or 0.3.

892 ~~4. For the 2013-2014 fiscal year, the additional FTE~~
893 ~~membership calculation must include the additional FTE for any~~
894 ~~student who earned a certification in the 2009-2010, 2010-2011,~~
895 ~~and 2011-2012 fiscal years who was not previously funded and was~~
896 ~~enrolled in 2012-2013.~~

897 Bonuses awarded pursuant to this paragraph shall be provided to
898



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899 teachers who are employed by the district in the year in which
900 the additional FTE membership calculation is included in the
901 calculation. Bonuses shall be calculated based upon the
902 associated weight of a CAPE ~~an~~ industry certification on the
903 CAPE Industry Certification Funding List for the year in which
904 the certification is earned by the student. Any bonus awarded to
905 a teacher under this paragraph may not exceed \$2,000 in any
906 given school year and is in addition to any regular wage or
907 other bonus the teacher received or is scheduled to receive.

908 (p) *Calculation of additional full-time equivalent*
909 *membership based upon early high school graduation.-*
910 ~~Notwithstanding s. 1011.61(4), Each unpaid high school credit~~
911 ~~delivered by a school district may receive funding for each~~
912 ~~during the student's prior enrollment may be reported by the~~
913 ~~district as 1/6 FTE when the student who graduates early~~
914 ~~pursuant to s. 1003.4281. A district may earn 0.25 additional~~
915 ~~report up to 1/2 FTE for unpaid credits delivered by the~~
916 ~~district for a student who graduates one semester in advance of~~
917 ~~the student's cohort and 0.5 additional and up to 1 FTE for a~~
918 ~~student who graduates 1 year or more in advance of the student's~~
919 ~~cohort. If the student was enrolled in the district as a full-~~
920 ~~time high school student for at least 2 years, the district~~
921 ~~shall report the additional unpaid FTE for payment in the~~
922 ~~subsequent fiscal year delivered by the district during the~~
923 ~~student's prior enrollment. If the student was enrolled in the~~
924 ~~district for less than 2 years, the district of enrollment shall~~
925 ~~report the additional unpaid FTE delivered by the district and~~
926 ~~by the district in which the student was previously enrolled.~~
927 ~~The district of enrollment for which early graduation is claimed~~



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928 shall transfer a proportionate share of the funds earned for
929 ~~early graduation the unpaid FTE~~ to the district in which the
930 student was previously enrolled. ~~Additional FTE included in the~~
931 ~~2014-2015 Florida Education Finance Program for early graduation~~
932 ~~shall be reported and funded pursuant to this paragraph.~~

933 ~~(s) Florida Cyber Security Recognition, Florida Digital~~
934 ~~Arts Recognition, and Florida Digital Tools Certificate~~
935 ~~established pursuant to s. 1003.4203.~~

936 1. Each school district shall certify by June 30 of each
937 year to the Department of Education each elementary school that
938 achieves 50 percent of student attainment of the Florida Cyber
939 Security Recognition or the Florida Digital Arts Recognition
940 established pursuant to s. 1003.4203. Upon verification by the
941 department, each school that has achieved the designated student
942 recognitions shall be awarded a Florida Digital Learning
943 Certificate of Achievement by the Commissioner of Education.

944 2. Each middle school shall receive \$50 for each student
945 who earns the Florida Digital Tools Certificate established
946 pursuant to s. 1003.4203 with a minimum awarded per school of
947 \$1,000 annually and a maximum award per school of \$15,000
948 annually. This performance payment shall be calculated in the
949 FEFP as a full-time equivalent student.

950 Section 13. Paragraph (d) is added to subsection (3) of
951 section 1012.98, Florida Statutes, and subsections (4) and (7)
952 of that section are amended, to read:

953 1012.98 School Community Professional Development Act.—

954 (3) The activities designed to implement this section must:

955 (d) Provide middle grades instructional personnel and
956 school administrators with the knowledge, skills, and best



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957 practices necessary to support excellence in classroom
958 instruction and educational leadership.

959 (4) The Department of Education, school districts, schools,
960 Florida College System institutions, and state universities
961 share the responsibilities described in this section. These
962 responsibilities include the following:

963 (a) 1. The department shall disseminate to the school
964 community research-based professional development methods and
965 programs that have demonstrated success in meeting identified
966 student needs. The Commissioner of Education shall use data on
967 student achievement to identify student needs. The methods of
968 dissemination must include a web-based statewide performance
969 support system, including a database of exemplary professional
970 development activities, a listing of available professional
971 development resources, training programs, and available
972 assistance.

973 2. The web-based statewide performance support system
974 established pursuant to subparagraph 1. must include for middle
975 grades, subject to appropriation, materials related to classroom
976 instruction, including integrated digital instruction,
977 competency-based instruction, and CAPE Digital Tool certificates
978 and CAPE industry certifications; classroom management; student
979 behavior and interaction; extended learning opportunities for
980 students; and instructional leadership.

981 (b) Each school district shall develop a professional
982 development system as specified in subsection (3). The system
983 shall be developed in consultation with teachers, teacher-
984 educators of Florida College System institutions and state
985 universities, business and community representatives, and local



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986 education foundations, consortia, and professional
987 organizations. The professional development system must:

988 1. Be approved by the department. All substantial revisions
989 to the system shall be submitted to the department for review
990 for continued approval.

991 2. Be based on analyses of student achievement data and
992 instructional strategies and methods that support rigorous,
993 relevant, and challenging curricula for all students. Schools
994 and districts, in developing and refining the professional
995 development system, shall also review and monitor school
996 discipline data; school environment surveys; assessments of
997 parental satisfaction; performance appraisal data of teachers,
998 managers, and administrative personnel; and other performance
999 indicators to identify school and student needs that can be met
1000 by improved professional performance.

1001 3. Provide inservice activities coupled with followup
1002 support appropriate to accomplish district-level and school-
1003 level improvement goals and standards. The inservice activities
1004 for instructional personnel shall focus on analysis of student
1005 achievement data, ongoing formal and informal assessments of
1006 student achievement, identification and use of enhanced and
1007 differentiated instructional strategies that emphasize rigor,
1008 relevance, and reading in the content areas, enhancement of
1009 subject content expertise, integrated use of classroom
1010 technology that enhances teaching and learning, classroom
1011 management, parent involvement, and school safety.

1012 4. Include a master plan for inservice activities, pursuant
1013 to rules of the State Board of Education, for all district
1014 employees from all fund sources. The master plan shall be



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1015 updated annually by September 1, must be based on input from
1016 teachers and district and school instructional leaders, and must
1017 use the latest available student achievement data and research
1018 to enhance rigor and relevance in the classroom. Each district
1019 inservice plan must be aligned to and support the school-based
1020 inservice plans and school improvement plans pursuant to s.
1021 1001.42(18). Each district inservice plan must provide a
1022 description of the training that middle grades instructional
1023 personnel and school administrators receive on the district's
1024 code of student conduct adopted pursuant to s. 1006.07;
1025 integrated CAPE Digital Tool instruction and competency-based
1026 instruction, including CAPE Digital Tool certificates and CAPE
1027 industry certifications; classroom management; student behavior
1028 and interaction; extended learning opportunities for students;
1029 and instructional leadership. District plans must be approved by
1030 the district school board annually in order to ensure compliance
1031 with subsection (1) and to allow for dissemination of research-
1032 based best practices to other districts. District school boards
1033 must submit verification of their approval to the Commissioner
1034 of Education no later than October 1, annually. Each school
1035 principal may establish and maintain an individual professional
1036 development plan for each instructional employee assigned to the
1037 school as a seamless component to the school improvement plans
1038 developed pursuant to s. 1001.42(18). An individual professional
1039 development plan must be related to specific performance data
1040 for the students to whom the teacher is assigned, define the
1041 inservice objectives and specific measurable improvements
1042 expected in student performance as a result of the inservice
1043 activity, and include an evaluation component that determines



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1044 the effectiveness of the professional development plan.

1045 5. Include inservice activities for school administrative
1046 personnel that address updated skills necessary for
1047 instructional leadership and effective school management
1048 pursuant to s. 1012.986.

1049 6. Provide for systematic consultation with regional and
1050 state personnel designated to provide technical assistance and
1051 evaluation of local professional development programs.

1052 7. Provide for delivery of professional development by
1053 distance learning and other technology-based delivery systems to
1054 reach more educators at lower costs.

1055 8. Provide for the continuous evaluation of the quality and
1056 effectiveness of professional development programs in order to
1057 eliminate ineffective programs and strategies and to expand
1058 effective ones. Evaluations must consider the impact of such
1059 activities on the performance of participating educators and
1060 their students' achievement and behavior.

1061 9. For middle grades, emphasize:

1062 a. Interdisciplinary planning, collaboration, and
1063 instruction.

1064 b. Alignment of curriculum and instructional materials to
1065 the state academic standards adopted pursuant to s. 1003.41.

1066 c. Use of small learning communities; problem-solving,
1067 inquiry-driven research and analytical approaches for students;
1068 strategies and tools based on student needs; competency-based
1069 instruction; integrated digital instruction; and project-based
1070 instruction.

1071 d. Availability of CAPE Digital Tool certificates and CAPE
1072 industry certifications available pursuant to s. 1003.4203 and



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1073 s. 1008.44.

1074
1075 Each school that includes any of grades 6, 7, or 8 must include
1076 in its school improvement plan, required under s. 1001.42(18), a
1077 description of the specific strategies used by the school to
1078 implement each item listed in this subparagraph.

1079 (7) (a) The Department of Education shall disseminate, using
1080 web-based technology, research-based best practice methods by
1081 which the state and district school boards may evaluate and
1082 improve the professional development system. The best practices
1083 must include data that indicate the progress of all students.
1084 The department shall report annually to the State Board of
1085 Education and the Legislature any school district that, in the
1086 determination of the department, has failed to provide an
1087 adequate professional development system. This report must
1088 include the results of the department's investigation and of any
1089 intervention provided.

1090 (b) The department shall also disseminate, using web-based
1091 technology, professional development in the use of integrated
1092 digital instruction at schools that include middle grades. The
1093 professional development must provide training and materials
1094 that districts can use to provide instructional personnel with
1095 the necessary knowledge, skills, and strategies to effectively
1096 blend digital instruction into subject-matter curricula. The
1097 professional development must emphasize online learning and
1098 research techniques, reading instruction, the use of digital
1099 devices to supplement the delivery of curricular content to
1100 students, and digital device management and security. Districts
1101 are encouraged to incorporate the professional development as



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1102 part of their professional development system.

1103 Section 14. This act shall take effect July 1, 2014.

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 Education

BILL: CS/SB 850

INTRODUCER: Education Committee and Senator Legg

SUBJECT: Education

DATE: March 5, 2014

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Graf	Klebacha	ED	Fav/CS
2.			AED	
3.			AP	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 850 expands rigorous curricular, instructional, and assessment options available to public elementary, middle, and high school students.

The bill expands options to elementary students, expands options and strengthens requirements for middle grade students, expands options and strengthens requirements for high school students, and requires the Florida College System (FCS) institutions to establish collegiate high school program for students in every school district in the colleges' designated service area.

Specifically, the bill:

- Clarifies digital skill areas and certificate options for elementary students;
- Expands acceleration options and strengthens accountability requirements for middle grade students;
- Specifies professional development requirements for middle grade teachers related to accountability requirements and new digital skills and content available to students;
- Establishes requirements for FCS institutions and school districts to provide a collegiate high school pathway for high school students to earn a full year of college credit while enrolled in high school;
- Provides additional career-themed options for students in high school grades through new career-themed innovative courses and acceleration programs that, if successfully completed, are eligible to earn both high school and college credit; and

- Authorizes industry certification providers to notify students and parents about the college credits earned by the students, and the savings associated with earning the college credits, as a return on the investment of state dollars for the industry certifications earned by the student while in public school.

Additionally, the bill establishes bonus funding for elementary schools and teachers who directly assist students in attaining new digital skills, and expands funding to middle and high schools and teachers who directly assist students in attaining digital skills and industry certifications. Bonus funding is calculated as a component of the Florida Education Finance Program.

The bill takes effect on July 1, 2014.

II. Present Situation:

Since 2007, the Legislature has established, revised, and expanded options for students to meet curricular, instructional, and assessment requirements necessary to advance through K-12 public education. Over the years, while many of the traditional acceleration options naturally merged into student progression plans, some acceleration options remain as separate programs available only to the students who know that such acceleration options exist. Since 2012, however, the Legislature has required school districts to expand rigorous options for students to meet middle and high school requirements which are intended to prepare students for success in college and career.

In 2007, the Legislature created the Florida Career and Professional Education (CAPE) Act to:¹

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- Provide rigorous and relevant career-themed courses² that articulate to postsecondary-level coursework and lead to industry certification;
- Support local and regional economic development;
- Respond to Florida's critical workforce needs; and
- Provide state residents with access to high-wage and high-demand careers.

Through third-party assessments called "industry certifications", students demonstrate competency to perform specifically-tailored, industry-endorsed and -recognized, skills and abilities required by industry to perform particular jobs.

The State Board of Education (SBE) adopts by rule, the list of industry certifications that are eligible for funding through the Florida Education Finance Program (FEFP).³ The list of industry certifications approved by Workforce Florida, Inc., and the Florida Department of Education

¹ Section 1003.491(1), F.S.

² A "career-themed course" is a course, or a course in a series of courses, that leads to an industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Section 1003.493(1)(b), F.S.

³ Sections 1008.44 and 1003.492, F.S.

(DOE), called the Industry Certification Funding List, is updated annually.⁴ Industry certifications on the “Gold Standard Career Pathways” list, which is incorporated by reference in SBE rule,⁵ articulate to Associate in Applied Science and Associate in Science degree programs and are a subset of the Industry Certification Funding List^{6,7}

In 2011, the Legislature authorized district school boards to develop and implement a digital curriculum for students in grades 6 through 12 to enable students’ attainment of competencies in web communications and web design. Pursuant to the 2011 legislation,⁸ the digital curriculum could include web-based skills, web-based core technologies, web design, use of digital technologies and markup language in the digital curriculum to show competency in computer skills, and use of web-based core technologies to design creative, informational, and content standards for web-based digital products that demonstrate proficiency in creating, publishing, testing, monitoring, and maintaining a website. The digital curriculum could be integrated into another subject area or offered as a separate course. The 2011 legislation required the DOE to develop a model digital curriculum to serve as a guide for district school boards in the development of a digital curriculum. To provide district school boards further assistance in providing digital curriculum instruction, district school boards were encouraged to seek partnerships with private businesses and consultants to offer classes and instruction to teachers and students.⁹

In 2012, the Legislature focused on increasing acceleration options for students by requiring public schools to expand curricular, assessment, and instructional options to students. The Academically Challenging Curriculum to Enhance Learning (ACCEL) program was established to require options that provide academically challenging curriculum or accelerated instruction to students in kindergarten through grade 12 through parental notification and parent-initiated student participation. Pursuant to the 2012 legislation,¹⁰ each school must, at a minimum, offer the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program. Additional ACCEL options may include, but not be limited to, enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. School principals and school districts establish student eligibility requirements for participation in the ACCEL options. Information about ACCEL options is included in the school district’s comprehensive student progression plan.¹¹ The 2012 legislation also clarified rigorous career-themed courses (i.e., courses that lead to industry certifications) as acceleration options that allow students to engage in, and blend, both academic and career-oriented courses as components of their programmatic experiences.

⁴ Section 1003.492(2), F.S.

⁵ Rule 6A-10.0401, F.A.C.

⁶ The Industry Certification Funding List is adopted by State Board of Education Rule. Section 1008.44, F.S.

⁷ 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>.

⁸ Section 17, ch. 2011-175, L.O.F., *codified at* s. 1003.4203, F.S.

⁹ Section 17, ch. 2011-175, L.O.F., *codified at* s. 1003.4203, F.S.

¹⁰ Section 1, ch. 2012-191, L.O.F., *codified at* s. 1002.3105, F.S.

¹¹ Section 1, ch. 2012-191, L.O.F., *codified at* s. 1002.3105, F.S.

In 2013, the Legislature distinguished between industry certifications that are eligible to articulate for college credit and industry certifications that do not articulate for college credit, and provided additional weighted funding for industry certifications eligible to articulate for college credit. The legislation¹² also provided options for high school students to substitute rigorous industry certifications (those eligible to articulate for college credit) for math and science credits required for high school graduation, and provided bonus funding not only to the school districts, but also to the teachers directly associated with instruction to students who earn industry certifications.¹³ The bonus funding model for earning industry certifications is similar to the bonus funding for earning college credits through Advanced Placement, and is part of the calculated funding associated with the FEFP.

III. Effect of Proposed Changes:

CS/SB 850 expands rigorous curricular, instructional, and assessment options available to public elementary, middle, and high school students.

The bill expands options to elementary students, expands options and strengthens requirements for middle grade students, expands options and strengthens requirements for high school students, and requires the Florida College System (FCS) institutions to provide collegiate high school programs for students in every school district in the colleges' designated service area.

Elementary Grades

The bill revises 2011 legislation¹⁴ that created digital curriculum, and deletes un-implemented 2013 legislation¹⁵ that created "recognitions", to instead identify acceleration options and bonus funding opportunities for schools and teachers of students who attain skill sets identified on a funding list annually identified by the state.

Specifically, the bill strikes reference to Florida Cyber Security Recognition, Florida Digital Arts Recognition, and Florida Tools Certificate and re-establishes a focus on CAPE Digital Tool certificates and skill sets. The bill also provides additional bonus funding in the Florida Education Finance Program (FEFP) for every student who earns a certificate and bonus funding for every teacher directly associated with that student's accomplishment.

Middle School Grades

The bill builds on the 2012 Academically Challenging Curriculum to Enhance Learning (ACCEL) legislation¹⁶ by expanding access to acceleration options for students in middle grades, and strengthening middle grades accountability and professional development requirements.

The bill expands acceleration options and bonus funding opportunities for schools and teachers of middle grade students who attain skill sets identified on a funding list annually identified by

¹² Chapter 2013-27, L.O.F.

¹³ Section 1011.62, F.S.

¹⁴ Section 17, ch. 2011-175, L.O.F., *codified at* s. 1003.4203, F.S.

¹⁵ Chapter 2013-27, L.O.F.

¹⁶ Section 1, ch. 2012-191, L.O.F., *codified at* s. 1002.3105, F.S.

the state. Specifically, the bill provides additional bonus funding in the FEFP for every student who earns a CAPE Digital Tool certificate or industry certification and bonus funding for every teacher directly associated with that student's accomplishment.

Additionally, the bill strengthens accountability requirements in middle grades by requiring schools that include grades 6, 7, or 8, to implement an early warning system to identify students who are at-risk of not graduating from high school, including some indicators specified in the bill. The bill also extends anti-hazing provisions into grades 6 through 8, and requires school districts to adopt anti-hazing policies and consequences for violation of such policies. Such early warning systems and anti-hazing policies are intended to mitigate student dropout and truancy issues in school so that students feel protected and have access to the educational opportunities, including acceleration options, provided by the state.

The bill also specifies professional development requirements for middle grades instructional personnel and administrators regarding accountability requirements, integrated digital instruction, and new digital skills and content available to students. Equipping teachers and administrators with the necessary knowledge, skills, and strategies will likely result in improved student performance outcomes.

High School Grades

The bill establishes requirements for FCS institutions and school districts to provide a collegiate high school pathway for high school students to earn a full year of college credit while enrolled in high school. Specifically, the bill:

- Requires FCS institutions and school districts to establish a collegiate high school program that provides bonus funding to school districts for assisting students in grade 12, enrolled in the collegiate high school program, who successfully complete 30 credit hours and limits funding to FCS institutions if the colleges do not establish a collegiate high school program.
- Provides options for students in high school grades through new innovative courses and acceleration programs that, when accomplished, are eligible to earn both high school and college credit; and,
- Authorizes industry certification providers to notify students and parents of the college credits earned by the students and the savings associated with earning the college credits, as a return on the investment of state dollars for the industry certification earned by the student in public school.

The bill takes effect on July 1, 2014.

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:

Under the rigorous acceleration options afforded by the bill, if a student successfully completes one year of college and earns industry certifications before graduating from high school, the student and the student's family will likely save significant costs associated with college education and earning industry certifications after graduating from high school.

C. Government Sector Impact:

Expanded weighted funding provided through this bill for CAPE Digital Tool certificates and industry certifications, including bonus funding for teachers, is calculated within the Florida Education Funding Program.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.42, 1003.42, 1003.4203, 1003.4281, 1003.4285, 1003.4935, 1003.53, 1006.135, 1008.44, 1011.62, and 1012.98.

This bill creates the following sections of the Florida Statutes: 1003.4298 and 1007.273.

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 March 4, 2014:

The committee substitute differs from SB 850 in the following ways:

- Maintains the original substance of SB 850 with modifications that:
 - Require each school district to contract with the local Florida College System institution to establish the collegiate high school program.
 - Clarify a 1.0 FTE bonus funding is generated for each student in grade 12 who enrolls in the collegiate high school program and successfully completes 30 credit hours through the dual enrollment program toward general education courses or common prerequisites.
- Adds new acceleration provisions that:
 - Expand rigorous acceleration course, instructional, and assessment options for students in kindergarten through grade 12.
 - Extend funding through the Florida Education Finance Program to schools and teachers of students who earn industry certificates and certifications.
 - Create CAPE Innovation Courses that merge academic and career content, include at least two third-party assessments, and articulate for college credit if successfully completed.
 - Create CAPE Acceleration Industry Certifications that articulate for 15 or more college credits if successfully completed.
- Adds new middle grades accountability provisions that:
 - Require public schools to implement an early warning system to identify students who are at-risk of not graduating from high school.
 - Require school districts to adopt anti-hazing policies and consequences for violation of such policies.
 - Require the Florida Department of Education to provide web-based professional development to school districts to help teachers integrate digital instruction into their classrooms.
- Clarifies that the statewide, standardized assessment is the assessment associated with earning a Scholar designation on the standard high school diploma.

B. Amendments:

None.

By Senator Legg

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1 A bill to be entitled
 2 An act relating to education; creating s. 1007.273,
 3 F.S.; requiring a Florida College System institution
 4 to work with each school district in its designated
 5 service area to establish a collegiate high school
 6 program; providing options for participation in a
 7 collegiate high school program; requiring a Florida
 8 College System institution to execute a contract with
 9 each school district in its designated service area to
 10 establish the program; authorizing another Florida
 11 College System institution to execute a contract with
 12 the school district in certain circumstances;
 13 requiring the contract to be executed by a specified
 14 date for the purpose of implementation; requiring
 15 Florida College System institutions to collaborate
 16 with the school districts they enter into contracts
 17 with to establish student eligibility and procedural
 18 requirements for participation in the program;
 19 requiring that a performance contract be included in
 20 the eligibility requirements; requiring a
 21 participating school district to include student
 22 eligibility and procedural requirements in the
 23 district's comprehensive student progression plan and
 24 to inform students and parents about the collegiate
 25 high school program; providing the calculation for
 26 funding the collegiate high school program;
 27 prohibiting a Florida College System institution from
 28 reporting certain funds for purposes of funding or
 29 receiving the standard tuition rate per credit hour

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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30 for a student enrolled in a dual enrollment course at
 31 the institution unless the institution establishes a
 32 collegiate high school program; providing that certain
 33 independent colleges and universities are eligible to
 34 work with school districts to establish a collegiate
 35 high school program; requiring such independent
 36 colleges and universities to collaborate with the
 37 school districts they enter into contracts with to
 38 establish student eligibility and procedural
 39 requirements for participation in the program;
 40 requiring that a performance contract be included in
 41 the eligibility requirements; requiring a
 42 participating school district to include student
 43 eligibility and procedural requirements in the
 44 district's comprehensive student progression plan and
 45 to inform students and parents about the collegiate
 46 high school program; providing an effective date.

47
 48 Be It Enacted by the Legislature of the State of Florida:

49

50 Section 1. Section 1007.273, Florida Statutes, is created
 51 to read:

52 1007.273 Collegiate high school program.—

53 (1) Each Florida College System institution shall work with
 54 each school district in its designated service area to establish
 55 a collegiate high school program in a public school or public
 56 charter school established under s. 1002.33(5) which offers
 57 secondary education and postsecondary education.

58 (2) The collegiate high school program must include an

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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59 option for public school students in grade 12 participating in
 60 the program, for one full school year, to earn industry
 61 certifications pursuant to s. 1008.44, and to complete the first
 62 year of college towards an associate degree or baccalaureate
 63 degree while enrolled in the program.

64 (3) Each Florida College System institution shall execute a
 65 contract with each school district in its designated service
 66 area to establish a collegiate high school program. Beginning
 67 with the 2015-2016 school year, if the institution does not
 68 establish the program with a school district in its designated
 69 service area, another Florida College System institution may
 70 execute a contract with that school district to establish the
 71 program. The contract must be executed by January 1 of each
 72 school year for implementation of the program during the next
 73 school year.

74 (4) A Florida College System institution, in collaboration
 75 with each school district that it enters into a contract with
 76 under this section, shall establish student eligibility and
 77 procedural requirements for participation in the program. At a
 78 minimum, the student eligibility requirements must include a
 79 performance contract, which shall be executed by the student,
 80 the parent, the school district, and the Florida College System
 81 institution.

82 (5) Each school district that enters into a contract under
 83 this section shall:

84 (a) Include the student eligibility and procedural
 85 requirements in the comprehensive student progression plan
 86 required under s. 1008.25; and

87 (b) Provide information to students and parents about the

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88 collegiate high school program. Such information must include
 89 student eligibility and procedural requirements and the return
 90 on investment associated with participation in the program.

91 (6) Beginning with the 2014-2015 school year, and each year
 92 thereafter, the sum of a student's full-time equivalent student
 93 membership value for the school year or the equivalent may
 94 exceed the 1.0 full-time equivalent student membership value if
 95 the student participates in the collegiate high school program
 96 established by a Florida College System institution and enrolls
 97 in core courses of the subject areas referenced in s. 1006.40(2)
 98 through the dual enrollment program under s. 1007.271 upon
 99 meeting the student eligibility requirements for the dual
 100 enrollment program.

101 (7) Beginning with the 2015-2016 fiscal year, for the
 102 purpose of funding or receiving the standard tuition rate per
 103 credit hour under s. 1007.271 from funds provided in the Florida
 104 Education Finance Program or the Florida College System Program
 105 Fund, a Florida College System institution may not report a
 106 student enrolled in a dual enrollment course at the Florida
 107 College System institution unless the institution establishes a
 108 collegiate high school program.

109 (8) An institution that is eligible to participate in the
 110 William L. Boyd, IV, Florida Resident Access Grant Program, that
 111 is a nonprofit independent college or university located and
 112 chartered in this state, and that is accredited by the
 113 Commission on Colleges of the Southern Association of Colleges
 114 and Schools to grant baccalaureate degrees may work with one or
 115 more school districts to establish a collegiate high school
 116 program.

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117 (a) A participating independent college or university shall
118 execute a contract with the school district or school districts
119 to establish the program.

120 (b) Such independent college or university shall, in
121 collaboration with each school district that it enters into a
122 contract with under this section, establish student eligibility
123 and procedural requirements for participation in the program. At
124 a minimum, the student eligibility requirements must include a
125 performance contract, which shall be executed by the student,
126 the parent, the school district, and the independent college or
127 university.

128 (c) School districts entering into contracts under this
129 subsection shall meet the requirements imposed under subsection
130 (5).

131 Section 2. This act shall take effect July 1, 2014.

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3-4-14

Meeting Date

Topic ~~0010~~ early college bill

Bill Number 850

(if applicable)

Name Stacey Webb

Amendment Barcode

(if applicable)

Job Title

Address 123 S. Adams

Street

Phone 850-671-4410/

JH
City

FL
State

32301
Zip

E-mail webb@sostrategy.com

Speaking: For Against Information

Representing FL College System Council of Presidents

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/4/14
Meeting Date

Topic _____ Bill Number SB 850
(if applicable)

Name Adam Giery Amendment Barcode _____
(if applicable)

Job Title Dir of Policy

Address 136 South Bronough Phone _____
Street

Tallahassee FL 32311
City State Zip

E-mail _____

Speaking: For Against Information

Representing FL Chamber

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

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 Education

BILL: SPB 7060

INTRODUCER: Education Committee

SUBJECT: Education Accountability

DATE: March 5, 2014

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>deMarsh-Mathues</u>	<u>Klebacha</u>	<u>ED</u>	Submitted as Committee Bill
2.	_____	_____	_____	_____

I. Summary:

SPB 7060 makes substantial changes to Florida's public school statewide assessment and accountability system, including revisions to school grading and school improvement rating systems. The bill provides for a 1-year transition period to new statewide, standardized assessments.

The bill takes effect July 1, 2014.

II. Present Situation:

Florida Statewide Assessment and Accountability System

Florida's school grading system was created in 1999 as a part of substantial changes to the state's school improvement and accountability system.¹ The law designated school grade categories and specified the metrics used to measure school performance.² Since that time, the school grading system has undergone a number of significant changes.³

School Grades

The measure of school accountability is the school grade.⁴ The following letter grades are used to designate school performance:⁵

¹ Section 7 of chapter 99-398, L.O.F., codified in s. 229.57, F.S., subsequently repealed by s. 378, ch. 2002-387, L.O.F, and codified in s. 1008.34, F.S.

² *Id.*

³ *Florida School Grades' History of Change*, Florida Department of Education, April 2013, [Approval of Amendment to Rule 6A-1.09981, Implementation of Florida's System of School Improvement and Accountability](#). (last visited March 1, 2014)

⁴ Rule 6A-1.09981(3), F.A.C.

⁵ Section 1008.34(2), F.S. Rule 6A-1.09981(6)(a), F.A.C.

- “A,” schools making excellent progress.
- “B,” schools making above average progress.
- “C,” schools making satisfactory progress.
- “D,” schools making less than satisfactory progress.
- “F,” schools failing to make adequate progress.

The criteria for designating school performance grades are based on a combination of the following:⁶

- Student achievement scores on statewide, standardized assessments under s. 1008.22, F.S., and the achievement scores for students seeking a special diploma.⁷
- Student learning gains in Reading or English Language Arts and Mathematics as measured by statewide, standardized assessments administered pursuant to s. 1008.22, F.S., including gains for students seeking a special diploma, as measured by an alternate assessment.⁸
- Improvement of the lowest 25th percentile of students in the school in Reading or English Language Arts and Mathematics, as measured by standardized statewide assessments pursuant to s. 1008.22, F.S., unless these students are exhibiting satisfactory performance.⁹
- Performance and participation of middle school students enrolled in high school level courses with end-of-course (EOC) assessments and attainment of industry certification, when data are available.¹⁰

In addition to the above, a high school grade is based on the following:

- 4-year and 5-year high school graduation rate and a 4-year and 5-year high school graduation rate for at-risk students, defined as students who scored Level 1 or 2 on the grade 8 assessment in English Language Arts and Mathematics.¹¹

⁶ Section 1008.34(3)(b), F.S. Rule 6A-6.0909, F.A.C., provides that English Language Learners (ELL) who have been enrolled in school in the U.S. for less than 12 months may be exempted from the statewide assessment in Reading and must take the annual Comprehensive English Language Learning Assessment (CELLA) assessment, which measures the progress of a student’s proficiency in English. An exemption from participation in any component of the statewide assessment program for an individual student may only be made by specific action of an ELL committee and only for a student whose date of classification as an English Language Learner falls within one year prior to the assessment date. Rule 6A-1.09432, F.A.C. See <http://www.fldoe.org/aala/cella.asp> (last visited March 1, 2014).

⁷ Section 1008.34(3)(b)1.a., F.S. and Rule 6A-1.09981(1)(a)1.a., F.A.C. Based on FCAT 2.0 Reading in grades 3 through 10, and FCAT 2.0 Mathematics in grades 3 through 8; FCAT 2.0 Science in grades 5 and 8; FCAT Writing in grades 4, 8, and 10; Florida Alternate Assessment; statewide high school end-of-course (EOC) assessments in Algebra 1, Biology, and Geometry; and middle school statewide EOC assessment in Civics (beginning 2014-15). Statewide EOC assessment scores for students who pass statewide high school EOC assessments in middle school will be banked for inclusion in the high school performance measures addressed in this paragraph when these students enroll in grade 9.

⁸ Section 1008.34(3)(b)1.b., F.S. Rule 6A-1.09981(1)(b)1.b., F.A.C., provides for annual student learning gains as measured by Reading and Mathematics (including Algebra I and Geometry end-of-course (EOC) assessments) in applicable grades.

⁹ Section 1008.34(3)(b)1.c., F.S. Rule 6A-1.09981(1)(a)1.c., F.A.C.

¹⁰ Section 1008.34(3)(b)2., F.S. Performance and participation must be weighted equally.

¹¹ Section 1008.34(3)(b)3.a. and 3.d., F.S. Rule 6A-1.09981(1)(a)1.d. and (4)(c)1.a. and b., F.A.C.

- Performance and participation of high school students in College Board Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual enrollment courses, and Advanced International Certificate of Education (AICE) courses; and the students' achievement of national industry certification identified in the Industry Certification Funding List, pursuant to State Board of Education rules.¹²
- Postsecondary readiness of all on-time graduates, as measured by SAT, ACT, PERT, common placement test (CPT).¹³
- Performance on statewide, standardized EOC assessments;¹⁴ and
- Growth or decline in high school components.¹⁵

Currently, the procedure for calculating the school grade and the scale used to determine a school grade are specified in State Board of Education rule.¹⁶ Additionally, the award of bonus points to schools is specified in rule.¹⁷

School Improvement Ratings

Alternative schools, may choose to receive either a school grade or a school improvement rating.¹⁸ An alternative school that earns a school improvement rating receives one of the following:¹⁹

- “Improving” – students are making more academic progress at the alternative school than when the students were served in their home schools;
- “Maintaining” – students are making progress at the alternative school equivalent to academic progress made when the students were served in their home schools; or
- “Declining” – students are making less academic progress at the alternative school than when the students were served in their home schools.

School improvement ratings are indicators of whether an alternative school's performance has improved, remained the same, or declined compared to the prior year based on student statewide, standardized assessment scores.²⁰

¹² Section 1008.34(3)(b)3.b., F.S. Rule 6A-1.09981(1)(a)1.d., F.A.C.

¹³ Section 1008.34(3)(b)3.c., F.S. Rule 6A-1.09981(1)(a)1.d., F.A.C.

¹⁴ Section 1008.34(3)(b)3.e., F.S.

¹⁵ Section 1008.34(3)(b)3.f., F.S.

¹⁶ Rule 6A-1.09981(5) and (6), F.A.C.

¹⁷ For example, Rule 6A-1.09981(5)(c)8., F.A.C., provides that bonus points are awarded if at least 50 percent of the 11th and 12th grade students in the school retaking the grade 10 Reading assessment and at least half of students in the school retaking other statewide assessments required for graduation meet the graduation requirement.

¹⁸ Sections 1008.34(3)(a)2. and 1008.341(2), F.S. For charter schools that meet the definition of an alternative school, i.e., charter alternative schools, the decision to receive a school grade is the decision of the charter school governing board. Section 1008.34(3)(a)2., F.S.

¹⁹ Section 1008.341(2), F.S.

²⁰ Section 1008.341(2), F.S.; *see also* Rule 6A-1.099822, F.A.C.

An alternative school is any school that provides dropout prevention and academic intervention services. However, for accountability purposes, the definition of an alternative school excludes “second chance schools”, educational programs operated or contracted by Department of Juvenile Justice facilities, and district school board programs that serve students officially enrolled in dropout retrieval programs.^{21,22}

If an alternative school chooses to receive a school improvement rating instead of a school grade, student performance is also included in the school grade of the student’s home school.^{23,24}

The achievement scores and learning gains of eligible students attending alternative schools that provide dropout prevention and academic intervention services are credited back to the home school for inclusion in the home school’s grade calculation.²⁵

District Grades

Under the statewide accountability system, school districts are also graded.²⁶ A school district's grade is calculated using student performance and learning gains data on statewide assessments used for determining school grades for each eligible student enrolled for a full school year in the district.²⁷ This calculation methodology captures each eligible student in the district who may have transferred among schools within the district or is enrolled in a school that does not receive a grade.²⁸

Florida School Recognition Program

The program provides financial awards to public schools that sustain high performance by receiving a school grade of “A,” or demonstrate exemplary improvement due to innovation and effort by improving at least one letter grade or by improving more than one letter grade and sustaining the improvement the following school year.²⁹ All public schools, including charter schools, that receive a school grade are eligible to participate in the program.³⁰ Schools that

²¹ A “second chance school” means district school board programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses. Section 1003.53(1)(d)1., F.S.

²² Section 1008.341(2), F.S.; Rule 6A-1.099822(2)(a), F.A.C.; *cf.* s. 1008.341(3), F.S. (stating that the assessment scores of students who are subject to district school board policies for expulsion for repeated or serious offenses, who are in dropout retrieval programs serving students who have officially been designated as dropouts, or who are in programs operated or contracted by the Department of Juvenile Justice may not be included in an alternative school’s school improvement rating.)

²³ “Home school” means the school to which the student would be assigned if the student were not assigned to an alternative school. Section 1008.34(3)(c)3., F.S.

²⁴ Section 1008.34(3)(c)3., F.S.; *see also* s. 1008.341, F.S.

²⁵ Section 1008.34(3)(c)3., F.S.; *cf.* rule 6A-1.099822(6), F.A.C. (stating that the student performance of eligible students shall be included in the students’ home school’s grade as well as the school’s school improvement rating, if the school is not a charter alternative school). This presumes that students are not assigned to charter alternative schools.

²⁶ Section 1008.34(7), F.S.

²⁷ *Id.*

²⁸ *Id.*

²⁹ Section 1008.36, F.S.

³⁰ *Id.*

improve at least one level or maintain an “improving” rating are also eligible for school recognition awards.³¹

The charts below describe the current models used for calculating school grades for elementary, middle, and high school grades.

Current Elementary School Grade Model³² (800 possible points)

Reading	Math	Writing	Science
Achievement			
(100 points)	100 points)	(100 points)	(100 points)
Learning Gains – with additional weights for certain types of gains			
(100 points)	(100 points)		
Low 25% Learning Gains – with additional weights for certain types of gains			
(100 points)	(100 points)		
(300 points)	(300 points)	(100 points)	(100 points)
A school grade is lowered one letter grade below what the point total indicate if: <ul style="list-style-type: none"> • Fewer than 50% of the Low 25% demonstrate gains in reading and mathematics (or show annual improvement) • Fewer than 25% of students are reading at or above grade level • Fewer than 95% of eligible students are tested, and the school earned enough points for an “A” 			

Current Middle School Model 2013-14 (900 possible points)

Reading	Math	Writing	Science	Acceleration
Achievement				Middle School Students’ Participation in and Performance on High School Level EOC assessments and Industry Certifications (100 points)
(100 points)	(100 points)	(100 points)	(100 points)	
Learning Gains - with additional weights for certain types of gains				
(100 points)	(100 points)			
Low 25% Learning Gains - with additional weights for certain types of gains				
(100 points)	(100 points)			
(300 points)	(300 points)	(100 points)	(100 points)	(100 points)
A school grade is lowered one letter grade below what the point total indicate if: <ul style="list-style-type: none"> • Fewer than 50% of the Low 25% demonstrate gains in reading and mathematics (or show annual improvement) • Fewer than 25% of students are reading at or above grade level • Fewer than 95% of eligible students are tested, and the school earned enough points for an “A” 				

³¹ Section 1008.341(2), F.S.

³² Florida Department of Education, *Proposed Florida School Accountability Plan*, Commissioner of Education, February 18, 2014 , See http://www.fldoe.org/board/meetings/2014_02_18/agenda.asp , (last visited March 2, 2014)

Current High School Model 2013-14 (1600 possible points)

Assessment Components – 50%				“Other” Components – 50%			
Reading	Mathematics (Algebra, Geometry)	Writing	Science (Biology)	Acceleration	Graduation Rate	College Readiness	Social Studies (US History)
Achievement				Participation & Performance in AP, IB, AICE, dual enrollment, and/or industry certification – with additional weights for multiple participation & performance (100 points for Participation) (100 points for Performance)	A total of four graduation rates (200 points) Overall, 4-year (100 points) Overall, 5-year (100 points) At-Risk, 4-year (50 points) At-risk, 5-year (50 points)	Percent of graduates that are “college ready” based on SAT, ACT, and/or PERT Reading (100 points) Math (100 points)	EOC (100 points)
(100 points)	(100 points)	(100 points)	(100 points)				
Learning Gains - with additional weights for certain types of gain							
(100 points)	(100 points)						
Low 25% Learning Gains – with additional weights for certain types of gains							
(100 points)	(100 points)						
(300 points)	(300 points)	(100 points)	(100 points)	(200 points)	(300 points)	(200 points)	(100 points)
A school grade is lowered one letter grade below what the point total indicate if: <ul style="list-style-type: none"> • Fewer than 50% of the Low 25% demonstrate gains in reading and mathematics (or show annual improvement) • Fewer than 25% of students are reading at or above grade level • Fewer than 65% of at-risk students graduate from high school, and the school earned enough points for an “A” • Fewer than 95% of eligible students are tested, and the school earned enough points for an “A” 							

Students with Disabilities

Current law provides a process for granting an extraordinary exemption from administration of a statewide, standardized assessment for a student with a disability who has not had allowable accommodations offered due to technology limitations in the testing administration program or whose assessment results would reflect the student’s condition rather than student achievement.³³ The law also provides for an exemption, based on an individual education plan (IEP) team determination, as well as a process for requesting an exemption from testing during a particular testing window.³⁴ The latter request must be made to the district superintendent before each testing window with a recommendation by him or her to the Commissioner of Education. A parent is permitted to appeal the Commissioner’s decision.

³³ Section 1008.212, F.S.

³⁴ *Id.*

III. Effect of Proposed Changes:

SPB 7060 makes substantial changes to Florida's public school statewide assessment and accountability system, including revisions to school grading and school improvement rating systems. The bill provides for a 1-year transition period to new statewide, standardized assessments. By clarifying definitions and removing extraneous calculation components, the bill ultimately simplifies how school grades are calculated and reported.

School Grades

Definitions

For purposes of the statewide, standardized assessment program and the school grading system, the bill defines "achievement level" as the level of content mastery a student has acquired in a particular subject as measured by a statewide, standardized assessment. There are five achievement levels. Level 1 is the lowest achievement level, level 5 is the highest achievement level, and level 3 indicates satisfactory performance. Under the bill, a student passes an assessment if the student achieves a level 3, level 4, or level 5. The State Board of Education must provide, in rule, the number of achievement levels and identify the achievement levels that are considered passing on the Florida Alternate Assessment.³⁵

The bill also defines "learning gains" as the degree of student learning growth occurring from one school year to the next as required by State Board rule for purposes of calculating school grades. Additionally, the bill defines "student performance" to include student learning growth, achievement levels, and learning gains on statewide, standardized assessments administered pursuant to s. 1008.22, F.S.

School Grade Calculations

The bill substantially revises the school grading system, beginning with the 2014-2015 school year. The bill re-focuses the school grading formula on student success measures of achievement, learning gains, graduation, and earning college credit and/or industry certifications.

Specifically, the bill bases the grades on the percentage of total points earned, rather than the raw score of total points. Provisions in the current grade calculation that may raise or lower a school's grade beyond what the percentage of points would indicate are not included in the revised grade model (i.e., no additional requirements, no additional weights or bonus points, no automatic adjustments). Writing is included with the English/Language Arts components.

³⁵ The FAA is also a statewide standardized assessment for a student with a significant cognitive disability, if specific criteria are met, such as requiring direct instruction in academics based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings. Rule 6A-1.0943(1)(a) and (5), F.A.C.

The charts below describe the components of the new grading models established in the bill.

Revised Elementary School Grade Model (700 possible points, compared to current 800)

English Language Arts (ELA)	Math	Science
Achievement		
(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to (100%) (100 points)
Learning Gains All Students		
(0% to 100%) (100 points)	(0% to 100%) (100 points)	
Lowest 25% Learning Gains		
(0% to 100%) (100 points)	(0% to 100%) (100 points)	
(300 points)	(300 points)	(100 points)

Revised Middle School Grade Model (900 possible points, compared to current 900)

ELA	Math	Social Studies (Civics)	Science	Acceleration
Achievement				Percent of Students with an Acceleration Success (0% to 100%) (100 points)
(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to 100%) (100 points)	
Learning Gains All Students				
(0% to 100%) (100 points)	(0% to 100%) (100 points)			
Low 25% Learning Gains				
(0% to 100%) (100 points)	(0% to 100%) (100 points)			
(300 points)	(300 points)	(100 points)	(100 points)	(100 points)

Revised High School Grade Model (1000 possible points, compared to current 1600)

Assessment Components				Grad Rate	Acceleration
ELA	Math (Algebra, Geometry)	Social Studies (U.S. History)	Science (Biology)		
Achievement				4 Year Graduation Rate (0% to 100%) (100 points)	Percent of Students with an Acceleration Success (0% to 100%) (100 points)
(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to 100%) (100 points)	(0% to 100%) (100 points)		
Learning Gains All Students					
(0% to 100%) (100 points)	(0% to 100%) (100 points)				
Low 25% Learning Gains					
(0% to 100%) (100 points)	(0% to 100%) (100 points)				
(300 points)	(300 points)	(100 points)	(100 points)	(100 points)	(100 points)

The bill establishes specific parameters for calculating school grades.

- The calculation must be based on the percentage of points earned from the components applicable to the grade level (e.g., elementary, middle, or high school).
- There must be at least five percentage points to separate the percentage thresholds needed to earn each school grade.
- There must not be any provision that would raise or lower the school’s grade beyond the percentage of points earned.
- Extra weight may not be added to the calculation of any components.
- For a school that does not have at least ten students with complete data for one or more of the components that comprise the school grade, those components may not be used in the calculation.

The State Board of Education is charged with periodically reviewing the school grading scale to determine if the scale needs to be adjusted upward to meet raised expectations and encourage increased student performance. Additionally, the State Board must adopt by rule a school grading scale that sets the percentage of points needed to earn each school grade.

The bill also provides that the performance of students attending alternative schools are used to calculate the home school’s grade. The performance of students designated as hospital or homebound is attributed to the home school.

The bill provides that a school district has discretion in granting greater authority over the allocation of the total budget generated from the Florida Education Finance Program (FEFP), state categoricals, lottery funds, grants, and local funds to a school that earns a grade of “A” or improves at least two letter grades.

School Improvement Rating

The bill revises the current school improvement ratings and definitions to the following:

- “Commendable” – a significant percentage of the students attending the school are making learning gains;
- “Maintaining” – a sufficient percentage of the students attending the school are making learning gains; and
- “Unsatisfactory” – an insufficient percentage of the students attending the school are making learning gains.

The ratings under current law compare a student’s progress at the alternative school with his or her progress at the student’s home school. Under the bill, the ratings are based upon the student’s learning gains at the alternative school. The bill provides for the calculation of a school improvement rating if an alternative school does not have at least 10 students with complete data for a school grade component. The calculation of the school improvement rating must be based on the percentage of points earned from the existing data components.

Beginning with the 2016-2017 school year, an alternative school that does not meet the requirements for receiving a school improvement rating in the current year, and has failed to receive a school improvement rating for the prior two consecutive years, receives a rating for the current year. The rating is based upon a compilation of all student learning gains, for all grade levels, for those three years. Similarly, if the school fails to meet the requirements for a rating the following year or any year thereafter, the school’s rating is based on a compilation of student learning gains achieved during the current and prior two years. Current law requires the ratings to be based upon a comparison of data for the current year and previous year.

Student learning gains must be used in determining an alternative school’s school improvement rating, which is based on the following components:

- The percentage of eligible students who make learning gains in English Language Arts, as measured by statewide, standardized assessments; and
- The percentage of eligible students who make learning gains in mathematics, as measured by statewide, standardized assessments.

Transition

The bill provides for a 1-year transition period, during which the calculation of school grades and school improvement ratings for the 2013-2014 school year are based on the law and rules in effect on June 30, 2014. School grades are calculated based on new statewide, standardized assessments. The 2014-2015 school grades serve as an informational baseline for schools to work toward improved performance in future years.

The bill provides hold-harmless provisions during the transition for schools subject to a turnaround option, virtual schools or approved virtual instruction providers, and high performing charter school systems or school districts. The bill permits the School Recognition Program to be

implemented as provided in the General Appropriations Act. Student performance on the 2014-2015 statewide, standardized assessments must be linked to the 2013-2014 student performance expectations in determining 3rd grade retention and high school graduation.

School District Grades

School district grades must include a district-level calculation of the school grade components, beginning with the 2014-2015 school year. The DOE is required to develop a district report card that, in addition to the district grade, includes the following:

- Measures of district progress in closing the achievement gap between higher-performing student subgroups and lower-performing student subgroups;
- Measures of district progress in demonstrating learning gains of its highest-performing students;
- Measures of district success in improving student attendance;
- District grade-level promotion of students scoring achievement levels 1 and 2 on statewide, standardized English Language Arts and mathematics assessments; and
- Measures of district performance in preparing students for the transition from elementary to middle school, middle to high school, and high school to postsecondary institutions and careers.

School Report Card

The bill provides that school report cards must include student performance in English Language Arts, Mathematics, Science, and Social Studies.

Students with Disabilities

The bill requires the Commissioner of Education to grant two additional types of exemptions from the statewide, standardized assessments for specific students with disabilities. The exemptions must be based on documentation from a physician who is licensed under chapter 458, F.S., and a review of the district school board superintendent's recommendation.

A permanent exemption must be granted to a student who, as determined by a licensed physician, is a "child with medical complexity." A child with medical complexity is a child who has medical fragility and intensive care needs due to a congenital or acquired multisystem disease, a severe neurologic condition with marked functional impairment, or technology dependent for activities of daily living. Under the bill, a one-year exemption must be granted to a student who suffers from such a significant cognitive or physical disability that the student temporarily lacks the capacity to take statewide, standardized assessments. A parent may request that the student participate in statewide, standardized assessments during the term of the exemption.

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:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.42, 1002.33, 1003.621, 1008.31, 1008.33, 1008.34, 1008.341, and 1008.3415.

This bill also creates an unnumbered section of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

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



395796

LEGISLATIVE ACTION

Senate	.	House
Comm: FAV	.	
03/04/2014	.	
	.	
	.	
	.	

The Committee on Education (Legg) recommended the following:

Senate Amendment

Delete lines 167 - 189
and insert:

i. For schools comprised of middle grades 6 through 8 or grades 7 and 8, the school's grade shall include the percentage of eligible students passing high school level courses with statewide, standardized assessments required for high school graduation. As valid data becomes available, the school grades shall include the students' attainment of national industry certifications that satisfy high school graduation requirements



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12 and are identified in the Industry Certification Funding List
13 pursuant to rules adopted by the state board.

14
15 In calculating Learning Gains for the components listed in sub-
16 subparagraphs e.-i., the State Board of Education shall require
17 that learning growth toward achievement levels 3, 4, and 5 is
18 demonstrated by students who scored below each of those levels
19 in the prior year.

20 ~~2. Beginning with the 2011-2012 school year, for schools~~
21 ~~comprised of middle grades 6 through 8 or grades 7 and 8, the~~
22 ~~school's grade shall include the performance and participation~~
23 ~~of its students enrolled in high school level courses with~~
24 ~~statewide, standardized assessments administered under s.~~
25 ~~1008.22. Performance and participation must be weighted equally.~~
26 ~~As valid data becomes available, the school grades shall include~~
27 ~~the students' attainment of national industry certification~~
28 ~~identified in the Industry Certification Funding List pursuant~~
29 ~~to rules adopted by the state board.~~

30 ~~2.3. Beginning with the 2009-2010 school year For a school~~
31 ~~schools comprised of high school grades 9, 10, 11, and 12, or~~
32 ~~grades 10, 11, and 12, the school's grade at least 50 percent of~~
33 ~~the school grade shall be based on subparagraphs a.-h. and a~~
34 ~~combination of the factors listed in sub-subparagraphs 1.a.-c.~~
35 ~~and the remaining percentage on the following components, each~~
36 ~~worth 100 points factors:~~

37



178878

LEGISLATIVE ACTION

Senate	.	House
Comm: FC	.	
03/04/2014	.	
	.	
	.	
	.	

The Committee on Education (Montford) recommended the following:

Senate Amendment

Delete lines 192 - 203
and insert:

b. The participation of its eligible students enrolled in the school and enrolled ~~As valid data becomes available, the performance and participation of the school's students in~~ College Board Advanced Placement courses; International Baccalaureate courses; dual enrollment courses; and Advanced International Certificate of Education courses; ~~and courses or sequences of courses leading to~~ and the students' achievement of



12 national industry certification identified in the Industry
13 Certification Funding List, pursuant to rules adopted by the
14 State Board of Education. Participation value shall be
15 calculated as follows:

16 I. The denominator for the participation value is
17 calculated based upon all students in grades 11 and 12 who are
18 seeking a standard diploma and who are enrolled in the school
19 for the October and February survey periods. The denominator
20 includes duplicated courses to include all qualifying courses
21 and assessments for eligible students listed in this sub-sub-
22 subparagraph. The denominator must also include students in
23 grades 9 and 10 enrolled in qualifying courses as identified in
24 this sub-subparagraph as a duplicated count.

25 II. The numerator for the participation value is calculated
26 based upon the total number of qualifying courses and
27 assessments in the eligible students who were enrolled in an
28 eligible course during the October and February survey periods.

29 c. The acceleration performance of its eligible students
30 enrolled in the school and enrolled in College Board Advanced
31 Placement courses; International Baccalaureate courses; dual
32 enrollment courses; Advanced International Certificate of
33 Education courses; and courses or sequences of courses leading
34 to national industry certification identified in the Industry
35 Certification Funding List, pursuant to rules adopted by the
36 State Board of Education. The acceleration performance value
37 shall be calculated as follows:

38 I. The denominator for the acceleration performance value
39 is based upon the total number of qualifying courses and
40 assessments administered to the eligible student group as



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41 identified in this sub-subparagraph.

42 II. The numerator for the acceleration performance value is
43 based upon the total number of qualifying courses and
44 assessments that students have demonstrated successful
45 completion as defined by administering agencies as follows:

46 (A) Attaining a minimum score of a Level 3 on the Advanced
47 Placement examination.

48 (B) Attaining a minimum course grade of "C" or higher in
49 dual enrollment programs under s. 1007.271.

50 (C) Attaining a minimum score of Level 4 on the
51 International Baccalaureate examination.

52 (D) Attaining a minimum score of "AS" on the Advanced
53 International Certificate of Education examination.

54 (E) Earning of a national industry certification identified
55 in the Industry Certification Funding List pursuant to rules
56 adopted by the State Board of Education.

57 d. The aggregate scores of all eligible students enrolled
58 in the school in reading as measured by the SAT, the ACT, the
59 Postsecondary Education Readiness Test, and the common placement
60 test for postsecondary readiness.

61 e. The aggregate scores of all eligible students enrolled
62 in the school in mathematics as measured by the SAT, the ACT,
63 the Postsecondary Education Readiness Test, and the common
64 placement test for postsecondary readiness.

65 f. The high school graduation rate of all eligible at-risk
66 students enrolled in the school who scored Level 2 or lower on
67 grade 8 FCAT Reading and FCAT Mathematics.



206476

LEGISLATIVE ACTION

Senate	.	House
Comm: FAV	.	
03/04/2014	.	
	.	
	.	
	.	

The Committee on Education (Legg) recommended the following:

Senate Amendment (with title amendment)

Between lines 805 and 806
insert:

Section 9. (1) Based on documentation from a physician licensed under chapter 458, Florida Statutes, and after reviewing the district school board superintendent's recommendation, the Commissioner of Education must grant:

(a) A permanent exemption from taking statewide, standardized assessments to a student who, as determined by a physician licensed pursuant to chapter 458, Florida Statutes, is



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12 a "child with medical complexity." For purposes of this
13 paragraph, the term "child with medical complexity" means a
14 child who has medical fragility and intensive care needs due to
15 a congenital or acquired multisystem disease, a severe
16 neurologic condition with marked functional impairment, or
17 technology dependent for activities of daily living.

18 (b) A one-year exemption from taking statewide,
19 standardized assessments to a student who suffers from such a
20 significant cognitive or physical disability that the student
21 temporarily lacks the capacity to take statewide, standardized
22 assessments.

23 (2) A parent may request that the student participate in
24 statewide, standardized assessments, including, but not limited
25 to, the Florida Alternate Assessment, during the term of the
26 exemption.

27 (3) The State Board of Education shall adopt rules to
28 administer this section, including, but not limited to,
29 expediting the exemption process to demonstrate the utmost
30 compassion and consideration for meeting the parent's and
31 student's needs, and establishing deadlines for the
32 superintendent to provide a recommendation to the commissioner.

33
34 ===== T I T L E A M E N D M E N T =====

35 And the title is amended as follows:

36 Delete line 25

37 and insert:

38 correcting cross-references; requiring the
39 Commissioner of Education to exempt students from
40 taking statewide, standardized assessments under



41 certain circumstances; authorizing a parent to request
42 that a student who is granted an exemption participate
43 in statewide, standardized assessments; requiring the
44 State Board of Education to adopt rules; providing an
45 effective

FOR CONSIDERATION By the Committee on Education

581-01952-14

20147060__

1 A bill to be entitled
 2 An act relating to education accountability; amending
 3 s. 1008.34, F.S.; providing definitions for the
 4 statewide, standardized assessment program and school
 5 grading system; deleting annual reports; revising
 6 authority over allocation of a school's budget based
 7 on school grades; revising the basis for the
 8 calculation of school grades; revising the contents of
 9 the school report card; revising the basis for the
 10 calculation of district grades; requiring the
 11 Department of Education to develop a district report
 12 card; providing for transition to the revised school
 13 grading system; amending s. 1001.42, F.S.; revising
 14 criteria that necessitate a school's improvement plan
 15 to include certain strategies; amending s. 1002.33,
 16 F.S.; revising cross-references; amending s.
 17 1003.621, F.S.; revising cross-references; amending s.
 18 1008.31, F.S.; revising legislative intent for the K-
 19 20 education performance accountability system;
 20 amending s. 1008.33, F.S.; conforming provisions
 21 relating to school improvement and education
 22 accountability; amending s. 1008.341, F.S.; revising
 23 provisions relating to the school improvement rating
 24 for alternative schools; amending s. 1008.3415, F.S.;
 25 correcting cross-references; providing an effective
 26 date.
 27
 28 Be It Enacted by the Legislature of the State of Florida:
 29

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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30 Section 1. Section 1008.34, Florida Statutes, is amended to
 31 read:
 32 1008.34 School grading system; school report cards;
 33 district grade.-
 34 (1) DEFINITIONS.—For purposes of the statewide,
 35 standardized assessment program and school grading system, the
 36 following terms are defined:
 37 (a) "Achievement level," "student achievement," or
 38 "achievement" describes the level of content mastery a student
 39 has acquired in a particular subject as measured by a statewide,
 40 standardized assessment administered pursuant to s.
 41 1008.22(3) (a) and (b). There are five achievement levels. Level
 42 1 is the lowest achievement level, level 5 is the highest
 43 achievement level, and level 3 indicates satisfactory
 44 performance. A student passes an assessment if the student
 45 achieves a level 3, level 4, or level 5. For purposes of the
 46 Florida Alternate Assessment administered pursuant to s.
 47 1008.22(3) (c), the state board shall provide, in rule, the
 48 number of achievement levels and identify the achievement levels
 49 that are considered passing.
 50 (b) "Learning Gains," "annual learning gains," or "student
 51 learning gains" means the degree of student learning growth
 52 occurring from one school year to the next as required by state
 53 board rule for purposes of calculating school grades under this
 54 section.
 55 (c) "Student performance," "student academic performance,"
 56 or "academic performance" includes, but is not limited to,
 57 student learning growth, achievement levels, and Learning Gains
 58 on statewide, standardized assessments administered pursuant to

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59 s. 1008.22.

60 ~~(1) ANNUAL REPORTS. The Commissioner of Education shall~~
 61 ~~prepare annual reports of the results of the statewide~~
 62 ~~assessment program which describe student achievement in the~~
 63 ~~state, each district, and each school. The commissioner shall~~
 64 ~~prescribe the design and content of these reports, which must~~
 65 ~~include descriptions of the performance of all schools~~
 66 ~~participating in the assessment program and all of their major~~
 67 ~~student populations as determined by the commissioner. The~~
 68 ~~report must also include the percent of students performing at~~
 69 ~~or above grade level and making learning gains in reading and~~
 70 ~~mathematics. The provisions of s. 1002.22 pertaining to student~~
 71 ~~records apply to this section.~~

72 ~~(2) SCHOOL GRADES. The annual report shall identify Schools~~
 73 ~~shall be graded using as having one of the following grades,~~
 74 ~~defined according to rules of the State Board of Education:~~

- 75 (a) "A," schools making excellent progress.
- 76 (b) "B," schools making above average progress.
- 77 (c) "C," schools making satisfactory progress.
- 78 (d) "D," schools making less than satisfactory progress.
- 79 (e) "F," schools failing to make adequate progress.

80
 81 Each school that earns a grade of "A" or improves at least two
 82 letter grades may shall have greater authority over the
 83 allocation of the school's total budget generated from the FEFP,
 84 state categoricals, lottery funds, grants, and local funds, ~~as~~
 85 ~~specified in state board rule. The rule must provide that the~~
 86 ~~increased budget authority shall remain in effect until the~~
 87 ~~school's grade declines.~~

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88 (3) DESIGNATION OF SCHOOL GRADES.—

89 (a) Each school must assess at least 95 percent of its
 90 eligible students, except as provided under s. 1008.341 for
 91 alternative schools. Beginning with the 2013-2014 school year,
 92 Each school that has students who are tested and included in the
 93 school grading system shall receive a school grade based on the
 94 school's performance on the components listed in subparagraphs
 95 (b)1. and 2. If a school does not have at least 10 students with
 96 complete data for one or more of the components listed in
 97 subparagraphs (b)1. and 2., those components may not be used in
 98 calculating the school's grade. if the number of its students
 99 tested on statewide assessments pursuant to s. 1008.22 meets or
 100 exceeds the minimum sample size of 10, except as follows:

101 1. An alternative school may choose to receive a school
 102 grade under this section or a school improvement rating under s.
 103 1008.341. For charter schools that meet the definition of an
 104 alternative school pursuant to State Board of Education rule,
 105 the decision to receive a school grade is the decision of the
 106 charter school governing board.

107 2. A school that serves any combination of students in
 108 kindergarten through grade 3 that which does not receive a
 109 school grade because its students are not tested and included in
 110 the school grading system shall receive the school grade
 111 designation of a K-3 feeder pattern school identified by the
 112 Department of Education and verified by the school district. A
 113 school feeder pattern exists if at least 60 percent of the
 114 students in the school serving a combination of students in
 115 kindergarten through grade 3 are scheduled to be assigned to the
 116 graded school.

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117 3. If a collocated school does not earn a school grade or
 118 school improvement rating for the performance of its students,
 119 the student performance data of all schools operating at the
 120 same facility must be aggregated to develop a school grade that
 121 will be assigned to all schools at that location. A collocated
 122 school is a school that has its own unique master school
 123 identification number, provides for the education of each of its
 124 enrolled students, and operates at the same facility as another
 125 school that has its own unique master school identification
 126 number and provides for the education of each of its enrolled
 127 students.

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

131 a. The percentage of eligible students passing Student
 132 achievement scores on statewide, standardized assessments in
 133 English Language Arts under s. 1008.22(3) ~~1008.22 and~~
 134 achievement scores for students seeking a special diploma.

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

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

139 d. The percentage of eligible students passing the
 140 statewide, standardized assessments in social studies under s.
 141 1008.22(3).

142 e.~~b~~. The percentage of eligible students who make Student
 143 Learning Gains in FCAT Reading or, upon transition to common
 144 core assessments, the common-core English Language Arts and
 145 Mathematics assessments as measured by statewide, standardized

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146 assessments administered under pursuant to s. 1008.22(3)
 147 1008.22, including learning gains for students seeking a special
 148 diploma, as measured by an alternate assessment.

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

152 g.~~e~~. The percentage of eligible students in Improvement of
 153 the lowest 25 percent in English Language Arts, as identified by
 154 prior year performance on statewide, standardized assessments,
 155 who make Learning Gains as measured by statewide, standardized
 156 English Language Arts assessments administered under s.
 157 1008.22(3) 25th percentile of students in the school in reading
 158 or, upon transition to common core assessments, English Language
 159 Arts and Mathematics assessments administered pursuant to s.
 160 1008.22, unless these students are exhibiting satisfactory
 161 performance.

162 h. The percentage of eligible students in the lowest 25
 163 percent in mathematics, as identified by prior year performance
 164 on statewide, standardized assessments, who make Learning Gains
 165 as measured by statewide, standardized mathematics assessments
 166 administered under s. 1008.22(3).

167
 168 In calculating Learning Gains for the components listed in sub-
 169 paragraphs e.-h., the State Board of Education shall require
 170 that learning growth toward achievement levels 3, 4, and 5 is
 171 demonstrated by students who scored below each of those levels
 172 in the prior year.

173 2. Beginning with the 2011-2012 school year, for schools
 174 comprised of middle grades 6 through 8 or grades 7 and 8, the

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 175 ~~school's grade shall include the performance and participation~~
 176 ~~of its students enrolled in high school level courses with~~
 177 ~~statewide, standardized assessments administered under s.~~
 178 ~~1008.22. Performance and participation must be weighted equally.~~
 179 ~~As valid data becomes available, the school grades shall include~~
 180 ~~the students' attainment of national industry certification~~
 181 ~~identified in the Industry Certification Funding List pursuant~~
 182 ~~to rules adopted by the state board.~~

183 2.3. Beginning with the 2009-2010 school year For a school
 184 schools comprised of high school grades 9, 10, 11, and 12, or
 185 grades 10, 11, and 12, the school's grade at least 50 percent of
 186 the school grade shall also be based on a combination of the
 187 factors listed in sub-subparagraphs 1.a. c. and the remaining
 188 percentage on the following components, each worth 100 points
 189 factors:

190 a. The four-year high school graduation rate of the school,
 191 as defined by state board rule.

192 b. The percentage of students who were eligible to earn
 193 college credit through ~~As valid data becomes available, the~~
 194 ~~performance and participation of the school's students in~~
 195 College Board Advanced Placement examinations courses,
 196 International Baccalaureate examinations courses, dual
 197 enrollment courses, or and Advanced International Certificate of
 198 Education examinations courses; or who, at any time during high
 199 school, earned and the students' achievement of national
 200 industry certification for which there is a statewide
 201 articulation agreement and that is identified in the Industry
 202 Certification Funding List, pursuant to rules adopted by the
 203 state board.

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 204 (c)1. The calculation of a school grade shall be based on
 205 the percentage of points earned from the components listed in
 206 subparagraph (b)1. and, if applicable, subparagraph(b)2. The
 207 State Board of Education shall adopt in rule a school grading
 208 scale that sets the percentage of points needed to earn each of
 209 the school grades listed in subsection (2). There shall be at
 210 least five percentage points separating the percentage
 211 thresholds needed to earn each of the school grades. The state
 212 board shall periodically review the school grading scale to
 213 determine if the scale should be adjusted upward to meet raised
 214 expectations and encourage increased student performance.

215 2. The calculation of school grades may not include any
 216 provision that would raise or lower the school's grade beyond
 217 the percentage of points earned. Extra weight may not be added
 218 to the calculation of any components.

219 e. Postsecondary readiness of all of the school's on-time
 220 graduates as measured by the SAT, the ACT, the Postsecondary
 221 Education Readiness Test, or the common placement test.

222 d. The high school graduation rate of at-risk students, who
 223 score Level 1 or Level 2 on grade 8 FCAT Reading or the English
 224 Language Arts and mathematics assessments administered under s.
 225 1008.22.

226 e. ~~As valid data becomes available, the performance of the~~
 227 ~~school's students on statewide, standardized end-of-course~~
 228 ~~assessments administered under s. 1008.22(3)(b)4. and 5.; and~~

229 ~~f. The growth or decline in the components listed in sub-~~
 230 ~~paragraphs a. c. from year to year.~~

231 ~~(c) Student assessment data used in determining school~~
 232 ~~grades shall include:~~

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233 1. ~~The aggregate scores of all eligible students enrolled~~
 234 ~~in the school who have been assessed on statewide, standardized~~
 235 ~~assessments in courses required for high school graduation,~~
 236 ~~including, beginning with the 2011-2012 school year, the end-of-~~
 237 ~~course assessment in Algebra I; and beginning with the 2012-2013~~
 238 ~~school year, the end-of-course assessments in Geometry and~~
 239 ~~Biology I; and beginning with the 2014-2015 school year, on the~~
 240 ~~statewide, standardized end-of-course assessment in civics~~
 241 ~~education at the middle grades level.~~

242 2. ~~The aggregate scores of all eligible students enrolled~~
 243 ~~in the school who have been assessed on statewide, standardized~~
 244 ~~assessments under s. 1008.22 and who have scored at or in the~~
 245 ~~lowest 25th percentile of students in the school in reading and~~
 246 ~~mathematics, unless these students are exhibiting satisfactory~~
 247 ~~performance.~~

248 (d) The performance of students attending alternative
 249 schools and students designated as hospital or homebound shall
 250 be factored into a school grade as follows:

251 1.3- ~~The student performance data for achievement scores~~
 252 ~~and learning gains of~~ eligible students attending alternative
 253 schools that provide dropout prevention and academic
 254 intervention services pursuant to s. 1003.53 shall be included
 255 in the calculation of the home school's grade. The term
 256 "eligible students" in this subparagraph does not include
 257 students attending an alternative school who are subject to
 258 district school board policies for expulsion for repeated or
 259 serious offenses, who are in dropout retrieval programs serving
 260 students who have officially been designated as dropouts, or who
 261 are in programs operated or contracted by the Department of

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262 Juvenile Justice. ~~The student performance data for eligible~~
 263 ~~students identified in this subparagraph shall be included in~~
 264 ~~the calculation of the home school's grade.~~ As used in this
 265 subparagraph and s. 1008.341, the term "home school" means the
 266 school to which the student would be assigned if the student
 267 were not assigned to an alternative school. If an alternative
 268 school chooses to be graded under this section, student
 269 performance data for eligible students identified in this
 270 subparagraph shall not be included in the home school's grade
 271 but shall be included only in the calculation of the alternative
 272 school's grade. A school district that fails to assign
 273 statewide, standardized end-of-course assessment scores of each
 274 of its students to his or her home school or to the alternative
 275 school that receives a grade shall forfeit Florida School
 276 Recognition Program funds for one ~~±~~ fiscal year. School
 277 districts must require collaboration between the home school and
 278 the alternative school in order to promote student success. This
 279 collaboration must include an annual discussion between the
 280 principal of the alternative school and the principal of each
 281 student's home school concerning the most appropriate school
 282 assignment of the student.

283 2.4- ~~Student performance data for~~ ~~The achievement scores~~
 284 ~~and learning gains of~~ students designated as hospital or
 285 homebound hospital or homebound. ~~Student assessment data for~~
 286 ~~students designated as hospital or homebound~~ shall be assigned
 287 to their home school for the purposes of school grades. As used
 288 in this subparagraph, the term "home school" means the school to
 289 which a student would be assigned if the student were not
 290 assigned to a hospital or homebound hospital or homebound

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291 program.

292 5. ~~For schools comprised of high school grades 9, 10, 11,~~

293 ~~and 12, or grades 10, 11, and 12, the data listed in~~

294 ~~subparagraphs 1.-3. and the following data as the Department of~~

295 ~~Education determines such data are valid and available:~~

296 a. ~~The high school graduation rate of the school as~~

297 ~~calculated by the department;~~

298 b. ~~The participation rate of all eligible students enrolled~~

299 ~~in the school and enrolled in College Board Advanced Placement~~

300 ~~courses; International Baccalaureate courses; dual enrollment~~

301 ~~courses; Advanced International Certificate of Education~~

302 ~~courses; and courses or sequences of courses leading to national~~

303 ~~industry certification identified in the Industry Certification~~

304 ~~Funding List, pursuant to rules adopted by the State Board of~~

305 ~~Education;~~

306 c. ~~The aggregate scores of all eligible students enrolled~~

307 ~~in the school in College Board Advanced Placement courses,~~

308 ~~International Baccalaureate courses, and Advanced International~~

309 ~~Certificate of Education courses;~~

310 d. ~~Earning of college credit by all eligible students~~

311 ~~enrolled in the school in dual enrollment programs under s.~~

312 ~~1007.271;~~

313 e. ~~Earning of a national industry certification identified~~

314 ~~in the Industry Certification Funding List, pursuant to rules~~

315 ~~adopted by the State Board of Education;~~

316 f. ~~The aggregate scores of all eligible students enrolled~~

317 ~~in the school in reading, mathematics, and other subjects as~~

318 ~~measured by the SAT, the ACT, the Postsecondary Education~~

319 ~~Readiness Test, and the common placement test for postsecondary~~

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320 ~~readiness;~~

321 g. ~~The high school graduation rate of all eligible at-risk~~

322 ~~students enrolled in the school who scored Level 2 or lower on~~

323 ~~grade 8 FCAT Reading and FCAT Mathematics;~~

324 h. ~~The performance of the school's students on statewide,~~

325 ~~standardized end-of-course assessments administered under s.~~

326 ~~1008.22(3)(b)4. and 5.; and~~

327 i. ~~The growth or decline in the data components listed in~~

328 ~~sub-subparagraphs a.-h. from year to year.~~

329

330 The State Board of Education shall adopt appropriate criteria

331 for each school grade. The criteria must also give added weight

332 to student achievement in reading. Schools earning a grade of

333 "C," making satisfactory progress, shall be required to

334 demonstrate that adequate progress has been made by students in

335 the school who are in the lowest 25th percentile in reading and

336 mathematics on statewide, standardized assessments under s.

337 1008.22, unless these students are exhibiting satisfactory

338 performance. For schools comprised of high school grades 9, 10,

339 11, and 12, or grades 10, 11, and 12, the criteria for school

340 grades must also give added weight to the graduation rate of all

341 eligible at-risk students. In order for a high school to earn a

342 grade of "A," the school must demonstrate that its at-risk

343 students, as defined in this paragraph, are making adequate

344 progress.

345 (4) ~~SCHOOL IMPROVEMENT RATINGS.~~ The annual report shall

346 identify each school's performance as having improved, remained

347 the same, or declined. This school improvement rating shall be

348 based on a comparison of the current year's and previous year's

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349 ~~student and school performance data. A school that improves its~~
 350 ~~rating by at least one level is eligible for school recognition~~
 351 ~~awards pursuant to s. 1008.36.~~

352 (4)(5) SCHOOL REPORT CARD.—The Department of Education
 353 shall annually develop, in collaboration with the school
 354 districts, a school report card to be provided by the school
 355 district to parents within the district. The report card shall
 356 include the school's grade; student performance in English
 357 Language Arts, mathematics, science, and social studies;
 358 information regarding school improvement;7 an explanation of
 359 school performance as evaluated by the federal Elementary and
 360 Secondary Education Act (ESEA), 20 U.S.C. ss. 6301 et seq.;7 and
 361 indicators of return on investment. Each school's report card
 362 shall be published annually by the department on its website
 363 based upon the most recent data available.

364 ~~(6) PERFORMANCE-BASED FUNDING.~~—The Legislature may factor
 365 in the performance of schools in calculating any performance-
 366 based funding policy that is provided for annually in the
 367 General Appropriations Act.

368 (5)(7) DISTRICT GRADE.—~~The annual report required by~~
 369 ~~subsection (1) shall include the school district's grade.~~
 370 Beginning with the 2014-2015 school year, a school district's
 371 grade shall include a district-level calculation of the
 372 components under paragraph (3)(b) be calculated using student
 373 performance and learning gains data on statewide assessments
 374 used for determining school grades under subparagraph (3)(b)1.
 375 ~~for each eligible student enrolled for a full school year in the~~
 376 ~~district. This calculation methodology captures each eligible~~
 377 ~~student in the district who may have transferred among schools~~

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378 within the district or is enrolled in a school that does not
 379 receive a grade. The department shall develop a district report
 380 card that includes the district's grade; measures of the
 381 district's progress in closing the achievement gap between
 382 higher-performing student subgroups and lower-performing student
 383 subgroups; measures of the district's progress in demonstrating
 384 Learning Gains of its highest-performing students; measures of
 385 the district's success in improving student attendance; the
 386 district's grade-level promotion of students scoring achievement
 387 levels 1 and 2 on statewide, standardized English Language Arts
 388 and mathematics assessments; and measures of the district's
 389 performance in preparing students for the transition from
 390 elementary to middle school, middle to high school, and high
 391 school to postsecondary institutions and careers.

392 (6)(8) RULES.—The State Board of Education shall adopt
 393 rules under ss. 120.536(1) and 120.54 to administer this
 394 section.

395 (7) TRANSITION.—School grades and school improvement
 396 ratings pursuant to s. 1008.341 for the 2013-2014 school year
 397 shall be calculated based on statutes and rules in effect on
 398 June 30, 2014. To assist in the transition to 2014-2015 school
 399 grades, calculated based on new statewide, standardized
 400 assessments administered pursuant to s. 1008.22, the 2014-2015
 401 school grades shall serve as an informational baseline for
 402 schools to work toward improved performance in future years.
 403 Accordingly, notwithstanding any other provision of law:

404 (a) A school may not be required to select and implement a
 405 turnaround option pursuant to s. 1008.33 in the 2015-2016 school
 406 year based on the school's 2014-2015 grade or school improvement

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407 rating under s. 1008.341, as applicable.

408 (b)1. A school or approved provider under s. 1002.45 that
 409 receives the same or a lower school grade or school improvement
 410 rating for the 2014-2015 school year compared to the 2013-2014
 411 school year is not subject to sanctions or penalties that would
 412 otherwise occur as a result of the 2014-2015 school grade or
 413 rating. A charter school system or a school district designated
 414 as high performing may not lose the designation based on the
 415 2014-2015 school grades of any of the schools within the charter
 416 school system or school district, as applicable.

417 2. The School Recognition Program established under s.
 418 1008.36 shall continue to be implemented as otherwise provided
 419 in the General Appropriations Act.

420 (c) For purposes of determining grade 3 retention pursuant
 421 to s. 1008.25(5) and high school graduation pursuant to s.
 422 1003.4282, student performance on the 2014-2015 statewide,
 423 standardized assessments shall be linked to 2013-2014 student
 424 performance expectations.

425 This subsection is repealed July 1, 2017.

426 Section 2. Subsection (18) of section 1001.42, Florida
 427 Statutes, is amended to read:

428 1001.42 Powers and duties of district school board.—The
 429 district school board, acting as a board, shall exercise all
 430 powers and perform all duties listed below:

431 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
 432 Maintain a ~~state~~ system of school improvement and education
 433 accountability as provided by statute and State Board of
 434 Education rule. This system of school improvement and education
 435

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436 accountability shall be consistent with, and implemented
 437 through, the district's continuing system of planning and
 438 budgeting required by this section and ss. 1008.385, 1010.01,
 439 and 1011.01. This system of school improvement and education
 440 accountability shall comply with the provisions of ss. 1008.33,
 441 1008.34, 1008.345, and 1008.385 and include the following:

442 (a) School improvement plans.—The district school board
 443 shall annually approve and require implementation of a new,
 444 amended, or continuation school improvement plan for each school
 445 in the district. If a school has a significant gap in
 446 achievement on statewide, standardized assessments administered
 447 pursuant to s. 1008.22 ~~1008.34(3)(b)~~ by one or more student
 448 subgroups, as defined in the federal Elementary and Secondary
 449 Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not
 450 significantly increased ~~decreased~~ the percentage of students
 451 passing scoring below satisfactory on statewide, standardized
 452 assessments; has not significantly increased the percentage of
 453 students demonstrating Learning Gains, as defined in s. 1008.34
 454 and as calculated under s. 1008.34(3)(b, who passed statewide,
 455 standardized assessments; or has significantly lower graduation
 456 rates for a subgroup when compared to the state's graduation
 457 rate, that school's improvement plan shall include strategies
 458 for improving these results. The state board shall adopt rules
 459 establishing thresholds and for determining compliance with this
 460 paragraph.

461 (b) Public disclosure.—The district school board shall
 462 provide information regarding the performance of students and
 463 educational programs as required pursuant to ss. 1008.22 and
 464 1008.385 and implement a system of school reports as required by

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465 statute and State Board of Education rule which shall include
 466 schools operating for the purpose of providing educational
 467 services to youth in Department of Juvenile Justice programs,
 468 and for those schools, report on the elements specified in s.
 469 1003.52(19). Annual public disclosure reports shall be in an
 470 easy-to-read report card format and shall include the school's
 471 grade, high school graduation rate calculated without GED tests,
 472 disaggregated by student ethnicity, and performance data as
 473 specified in state board rule.

474 (c) *School improvement funds.*—The district school board
 475 shall provide funds to schools for developing and implementing
 476 school improvement plans. Such funds shall include those funds
 477 appropriated for the purpose of school improvement pursuant to
 478 s. 24.121(5)(c).

479 Section 3. Paragraph (n) of subsection (9) and paragraph
 480 (b) of subsection (21) of section 1002.33, Florida Statutes, are
 481 amended to read:

482 1002.33 Charter schools.—

483 (9) CHARTER SCHOOL REQUIREMENTS.—

484 (n)1. The director and a representative of the governing
 485 board of a charter school that has earned a grade of "D" or "F"
 486 pursuant to s. 1008.34 ~~1008.34(2)~~ shall appear before the
 487 sponsor to present information concerning each contract
 488 component having noted deficiencies. The director and a
 489 representative of the governing board shall submit to the
 490 sponsor for approval a school improvement plan to raise student
 491 performance achievement. Upon approval by the sponsor, the
 492 charter school shall begin implementation of the school
 493 improvement plan. The department shall offer technical

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494 assistance and training to the charter school and its governing
 495 board and establish guidelines for developing, submitting, and
 496 approving such plans.

497 2.a. If a charter school earns three consecutive grades of
 498 "D," two consecutive grades of "D" followed by a grade of "F,"
 499 or two nonconsecutive grades of "F" within a 3-year period, the
 500 charter school governing board shall choose one of the following
 501 corrective actions:

502 (I) Contract for educational services to be provided
 503 directly to students, instructional personnel, and school
 504 administrators, as prescribed in state board rule;

505 (II) Contract with an outside entity that has a
 506 demonstrated record of effectiveness to operate the school;

507 (III) Reorganize the school under a new director or
 508 principal who is authorized to hire new staff; or

509 (IV) Voluntarily close the charter school.

510 b. The charter school must implement the corrective action
 511 in the school year following receipt of a third consecutive
 512 grade of "D," a grade of "F" following two consecutive grades of
 513 "D," or a second nonconsecutive grade of "F" within a 3-year
 514 period.

515 c. The sponsor may annually waive a corrective action if it
 516 determines that the charter school is likely to improve a letter
 517 grade if additional time is provided to implement the
 518 intervention and support strategies prescribed by the school
 519 improvement plan. Notwithstanding this sub-subparagraph, a
 520 charter school that earns a second consecutive grade of "F" is
 521 subject to subparagraph 4.

522 d. A charter school is no longer required to implement a

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523 corrective action if it improves by at least one letter grade.
 524 However, the charter school must continue to implement
 525 strategies identified in the school improvement plan. The
 526 sponsor must annually review implementation of the school
 527 improvement plan to monitor the school's continued improvement
 528 pursuant to subparagraph 5.

529 e. A charter school implementing a corrective action that
 530 does not improve by at least one letter grade after 2 full
 531 school years of implementing the corrective action must select a
 532 different corrective action. Implementation of the new
 533 corrective action must begin in the school year following the
 534 implementation period of the existing corrective action, unless
 535 the sponsor determines that the charter school is likely to
 536 improve a letter grade if additional time is provided to
 537 implement the existing corrective action. Notwithstanding this
 538 sub-subparagraph, a charter school that earns a second
 539 consecutive grade of "F" while implementing a corrective action
 540 is subject to subparagraph 4.

541 3. A charter school with a grade of "D" or "F" that
 542 improves by at least one letter grade must continue to implement
 543 the strategies identified in the school improvement plan. The
 544 sponsor must annually review implementation of the school
 545 improvement plan to monitor the school's continued improvement
 546 pursuant to subparagraph 5.

547 4. The sponsor shall terminate a charter if the charter
 548 school earns two consecutive grades of "F" unless:

549 a. The charter school is established to turn around the
 550 performance of a district public school pursuant to s.
 551 1008.33(4)(b)3. Such charter schools shall be governed by s.

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552 1008.33;

553 b. The charter school serves a student population the
 554 majority of which resides in a school zone served by a district
 555 public school that earned a grade of "F" in the year before the
 556 charter school opened and the charter school earns at least a
 557 grade of "D" in its third year of operation. The exception
 558 provided under this sub-subparagraph does not apply to a charter
 559 school in its fourth year of operation and thereafter; or

560 c. The state board grants the charter school a waiver of
 561 termination. The charter school must request the waiver within
 562 15 days after the department's official release of school
 563 grades. The state board may waive termination if the charter
 564 school demonstrates that the Learning Gains of its students on
 565 statewide assessments are comparable to or better than the
 566 Learning Gains of similarly situated students enrolled in nearby
 567 district public schools. The waiver is valid for 1 year and may
 568 only be granted once. Charter schools that have been in
 569 operation for more than 5 years are not eligible for a waiver
 570 under this sub-subparagraph.

571 5. The director and a representative of the governing board
 572 of a graded charter school that has implemented a school
 573 improvement plan under this paragraph shall appear before the
 574 sponsor at least once a year to present information regarding
 575 the progress of intervention and support strategies implemented
 576 by the school pursuant to the school improvement plan and
 577 corrective actions, if applicable. The sponsor shall communicate
 578 at the meeting, and in writing to the director, the services
 579 provided to the school to help the school address its
 580 deficiencies.

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581 6. Notwithstanding any provision of this paragraph except
582 sub-subparagraphs 4.a.-c., the sponsor may terminate the charter
583 at any time pursuant to subsection (8).

584 (21) PUBLIC INFORMATION ON CHARTER SCHOOLS.-

585 (b)1. The Department of Education shall report to each
586 charter school receiving a school grade pursuant to s. 1008.34
587 or a school improvement rating pursuant to s. 1008.341 the
588 school's student assessment data ~~pursuant to s. 1008.34(3)(c)~~
589 ~~which is reported to schools that receive a school grade or~~
590 ~~student assessment data pursuant to s. 1008.341(3) which is~~
591 ~~reported to alternative schools that receive a school~~
592 ~~improvement rating to each charter school that:~~

593 a. ~~Does not receive a school grade pursuant to s. 1008.34~~
594 ~~or a school improvement rating pursuant to s. 1008.341; and~~

595 b. ~~Serves at least 10 students who are tested on the~~
596 ~~statewide assessment test pursuant to s. 1008.22.~~

597 2. The charter school shall report the information in
598 subparagraph 1. to each parent of a student at the charter
599 school, the parent of a child on a waiting list for the charter
600 school, the district in which the charter school is located, and
601 the governing board of the charter school. This paragraph does
602 not abrogate the provisions of s. 1002.22, relating to student
603 records, or the requirements of 20 U.S.C. s. 1232g, the Family
604 Educational Rights and Privacy Act.

605 3.a. Pursuant to this paragraph, the Department of
606 Education shall compare the charter school student performance
607 data for each charter school in subparagraph 1. with the student
608 performance data in traditional public schools in the district
609 in which the charter school is located and other charter schools

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610 in the state. For alternative charter schools, the department
611 shall compare the student performance data described in this
612 paragraph with all alternative schools in the state. The
613 comparative data shall be provided by the following grade
614 groupings:

615 (I) Grades 3 through 5;

616 (II) Grades 6 through 8; and

617 (III) Grades 9 through 11.

618 b. Each charter school shall provide the information
619 specified in this paragraph on its Internet website and also
620 provide notice to the public at large in a manner provided by
621 the rules of the State Board of Education. The State Board of
622 Education shall adopt rules to administer the notice
623 requirements of this subparagraph pursuant to ss. 120.536(1) and
624 120.54. The website shall include, through links or actual
625 content, other information related to school performance.

626 Section 4. Paragraphs (a) and (d) of subsection (1) of
627 section 1003.621, Florida Statutes, are amended to read:

628 1003.621 Academically high-performing school districts.-It
629 is the intent of the Legislature to recognize and reward school
630 districts that demonstrate the ability to consistently maintain
631 or improve their high-performing status. The purpose of this
632 section is to provide high-performing school districts with
633 flexibility in meeting the specific requirements in statute and
634 rules of the State Board of Education.

635 (1) ACADEMICALLY HIGH-PERFORMING SCHOOL DISTRICT.-

636 (a) A school district is an academically high-performing
637 school district if it meets the following criteria:

638 1.a. ~~Beginning with the 2004-2005 school year,~~ Earns a

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639 grade of "A" under s. 1008.34 ~~1008.34(7)~~ for 2 consecutive
 640 years; and

641 b. Has no district-operated school that earns a grade of
 642 "F" under s. 1008.34;

643 2. Complies with all class size requirements in s. 1, Art.
 644 IX of the State Constitution and s. 1003.03; and

645 3. Has no material weaknesses or instances of material
 646 noncompliance noted in the annual financial audit conducted
 647 pursuant to s. 11.45 or s. 218.39.

648 (d) In order to maintain the designation as an academically
 649 high-performing school district pursuant to this section, a
 650 school district must meet the following requirements:

651 1. Comply with the provisions of subparagraphs (a)2. and
 652 3.; and

653 2. Earn a grade of "A" under s. 1008.34 ~~1008.34(7)~~ for 2
 654 years within a 3-year period.

655 However, a district in which a district-operated school earns a
 656 grade of "F" under s. 1008.34 during the 3-year period may not
 657 continue to be designated as an academically high-performing
 658 school district during the remainder of that 3-year period. The
 659 district must meet the criteria in paragraph (a) in order to be
 660 redesignated as an academically high-performing school district.

661 Section 5. Paragraph (b) of subsection (1) of section
 662 1008.31, Florida Statutes, is amended to read:

663 1008.31 Florida's K-20 education performance accountability
 664 system; legislative intent; mission, goals, and systemwide
 665 measures; data quality improvements.—

667 (1) LEGISLATIVE INTENT.—It is the intent of the Legislature

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668 that:

669 (b) The K-20 education performance accountability system be
 670 established as a single, unified accountability system with
 671 multiple components, including, but not limited to, ~~measures of~~
 672 ~~adequate yearly progress, individual~~ student performance
 673 ~~learning gains~~ in public schools and, school and district
 674 ~~grades, and return on investment.~~

675 Section 6. Subsection (2) of section 1008.33, Florida
 676 Statutes, is amended to read:

677 1008.33 Authority to enforce public school improvement.—

678 (2) (a) Pursuant to subsection (1) and ss. 1008.34,
 679 1008.345, and 1008.385, the State Board of Education shall hold
 680 all school districts and public schools accountable for student
 681 performance. The state board is responsible for a state system
 682 of school improvement and education accountability that assesses
 683 student performance by school, identifies schools that in which
 684 ~~students are not meeting accountability making adequate progress~~
 685 ~~toward state standards~~, and institutes appropriate measures for
 686 enforcing improvement.

687 (b) The state system of school improvement and education
 688 accountability must provide for uniform accountability
 689 standards, provide assistance of escalating intensity to ~~low-~~
 690 ~~performing~~ schools not meeting accountability standards, direct
 691 support to schools in order to improve and sustain performance,
 692 focus on the performance of student subgroups, and enhance
 693 student performance.

694 (c) School districts must be held accountable for improving
 695 the academic performance achievement of all students and for
 696 identifying and improving ~~turning around low-performing~~ schools

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697 that fail to meet accountability standards.

698 Section 7. Subsections (2), (3), and (4) of section

699 1008.341, Florida Statutes, are amended to read:

700 1008.341 School improvement rating for alternative

701 schools.—

702 (2) SCHOOL IMPROVEMENT RATING.—An alternative school is a

703 school that provides dropout prevention and academic

704 intervention services pursuant to s. 1003.53. An alternative

705 school shall receive a school improvement rating pursuant to

706 this section unless the school earns a school grade pursuant to

707 s. 1008.34. ~~Beginning with the 2013-2014 school year, each~~ An

708 alternative school that chooses to receive a school improvement

709 rating shall receive a school improvement rating if the number

710 of its students for whom student performance data on statewide,

711 standardized assessments pursuant to s. 1008.22 which is

712 available for the current year and previous year meets or

713 exceeds the minimum sample size of 10. If an alternative school

714 does not have at least 10 students with complete data for a

715 component listed in subsection (3), that component may not be

716 used in calculating the school's improvement rating. The

717 calculation of the school improvement rating shall be based on

718 the percentage of points earned from the components listed in

719 subsection (3). An alternative school that tests at least 80

720 percent of its students may receive a school improvement rating.

721 If an alternative school tests less than 90 percent of its

722 students, the school may not earn a rating higher than

723 "maintaining." ~~Beginning with the 2016-2017 school year, if an~~

724 alternative school does not meet the requirements for the

725 issuance of a school improvement rating in the current year, and

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726 has failed to receive a school improvement rating for the prior

727 two consecutive years, the school shall receive a rating for the

728 current year based upon a compilation of all student Learning

729 Gains, for all grade levels, for those three years. Likewise, if

730 the school fails to meet the requirements for a rating the

731 following year or any year thereafter, the school's rating shall

732 be based on a compilation of student Learning Gains achieved

733 during the current and prior two years. The school improvement

734 rating shall identify an alternative school as having one of the

735 following ratings defined according to rules of the State Board

736 of Education:

737 (a) "Commendable" "~~Improving~~" means a significant

738 percentage of the students attending the school are making

739 Learning Gains more academic progress than when the students

740 were served in their home schools.

741 (b) "Maintaining" means a sufficient percentage of the

742 students attending the school are making Learning Gains ~~progress~~

743 ~~equivalent to the progress made when the students were served in~~

744 ~~their home schools.~~

745 (c) "Unsatisfactory" "~~Declining~~" means an insufficient

746 percentage of the students attending the school are making

747 Learning Gains less academic progress than when the students

748 were served in their home schools.

749

750 ~~The school improvement rating shall be based on a comparison of~~

751 ~~student performance data for the current year and previous year.~~

752 Schools that improve at least one level or maintain a

753 "commendable" ~~an "improving"~~ rating pursuant to this section are

754 eligible for school recognition awards pursuant to s. 1008.36.

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755 (3) DESIGNATION OF SCHOOL IMPROVEMENT RATING.--Student ~~data~~
 756 ~~used in determining an alternative school's school improvement~~
 757 ~~rating shall include:~~

758 ~~(a) student Learning Gains performance results~~ based on
 759 statewide, standardized assessments, including retakes,
 760 administered under s. 1008.22 for all eligible students who were
 761 assigned to and enrolled in the school during the October or
 762 February FTE count and who have assessment scores or comparable
 763 scores for the preceding school year shall be used in
 764 determining an alternative school's school improvement rating.
 765 An alternative school's rating shall be based on the following
 766 components:

767 (a) The percentage of eligible students who make Learning
 768 Gains in English Language Arts as measured by statewide,
 769 standardized assessments under s. 1008.22(3).

770 (b) The percentage of eligible students who make Learning
 771 Gains in mathematics as measured by statewide, standardized
 772 assessments under s. 1008.22(3) ~~Student performance results~~
 773 ~~based on statewide, standardized assessments, including retakes,~~
 774 ~~administered under s. 1008.22 for all eligible students who were~~
 775 ~~assigned to and enrolled in the school during the October or~~
 776 ~~February FTE count and who have scored in the lowest 25th~~
 777 ~~percentile of students in the state on FCAT Reading.~~

778
 779 Student performance results of students who are subject to
 780 district school board policies for expulsion for repeated or
 781 serious offenses, who are in dropout retrieval programs serving
 782 students who have officially been designated as dropouts, or who
 783 are in programs operated or contracted by the Department of

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784 Juvenile Justice may not be included in an alternative school's
 785 school improvement rating.

786 (4) IDENTIFICATION OF STUDENT LEARNING GAINS.--For each
 787 alternative school receiving a school improvement rating, the
 788 Department of Education shall annually identify the percentage
 789 of students making Learning Gains consistent with the provisions
 790 in s. 1008.34(3) as compared to the percentage of the same
 791 ~~students making learning gains in their home schools in the year~~
 792 ~~prior to being assigned to the alternative school.~~

793 Section 8. Subsection (2) of section 1008.3415, Florida
 794 Statutes, is amended to read:

795 1008.3415 School grade or school improvement rating for
 796 exceptional student education centers.--

797 (2) Notwithstanding s. 1008.34 ~~1008.34(3)(c)3~~, the
 798 achievement ~~levels scores~~ and Learning Gains of a student with a
 799 disability who attends an exceptional student education center
 800 and has not been enrolled in or attended a public school other
 801 than an exceptional student education center for grades K-12
 802 within the school district shall not be included in the
 803 calculation of the home school's grade if the student is
 804 identified as an emergent student on the alternate assessment
 805 tool described in s. 1008.22(3)(c) ~~1008.22(3)(c)13~~.

806 Section 9. This act shall take effect July 1, 2014.

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THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/4/14

Meeting Date

Topic Education Accountability

Bill Number 7060
(if applicable)

Name Vern Pickup-Crawford

Amendment Barcode _____
(if applicable)

Job Title Legislative Liaison

Address 571 Kingbury Terrace
Street

Phone 561-644-2439

Wellington, FL FL 33414
City State Zip

E-mail VACRAWARD@WSN.COM

Speaking: For Against Information

Representing Palm Beach, Martin, St. Lucie, Okeechobee, Indian River, Collier, Charlotte
School districts

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/4/14

Meeting Date

760

Topic ACCOUNTABILITY SYSTEM

Bill Number ~~1387~~
(if applicable)

Name MARGARET SMITH

Amendment Barcode _____
(if applicable)

Job Title SUPERINTENDENT

Address CLARA AVE

Phone 386-734-7190 EX 20210

Street

DELAND

City

FL

State

32126

Zip

E-mail masmith1@wvus12.k12.fl.us

Speaking: For Against Information

Representing _____

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/4/14
Meeting Date

Topic School GRADES

Bill Number 7060
(if applicable)

Name Bill Hustett

Amendment Barcode _____
(if applicable)

Job Title Superintendent

Address 1311 Balboa Ave.

Phone 850.767.4101

DAYTONA CITY FL 32101
Street City State Zip

E-mail hustettw@day.k12.fl

Speaking: For Against Information

Representing Bay District Schools & Superintende

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
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(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/4/14
Meeting Date

Topic _____

Bill Number SB7060
(if applicable)

Name Adam Giery (Gear-e')

Amendment Barcode _____
(if applicable)

Job Title Dir of Policy

Address 136 South Bronough st
Street

Phone _____

Tallahassee FL 32311
City State Zip

E-mail _____

Speaking: For Against Information

Representing _____

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

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APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

March 4, 2014

Meeting Date

Topic Education Accountability

Bill Number 7060
(if applicable)

Name Patricia Levesque

Amendment Barcode ~~XXXXXXXXXX~~
(if applicable)

Job Title Exec. Director, Foundation for Florida's Future

Address 215 South Monroe Street, Suite 420

Phone (850) 391-3070

Street

Tallahassee, Florida, 32301

E-mail patricia@afloridapromise.org

City

State

Zip

Speaking: For Against Information

Representing Foundation for Florida's Future

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date _____

Topic School Grades Bill Number 7060
(if applicable)

Name Wayne Blanton Amendment Barcode _____
(if applicable)

Job Title Exec Director

Address 204 S Monroe St Phone 414-2578
Street

Tallahassee FLA 32301 E-mail sblanton@fsber.org
City State Zip

Speaking: For Against Information

Representing FLA School Boards Assoc

Appearing at request of Chair: Yes No Lobbyist registered with Legislature: Yes No

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THE FLORIDA SENATE
APPEARANCE RECORD

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3/4/14

Meeting Date

Topic Education Accountability

Bill Number 7060
(if applicable)

Name Nikolai Vitti

Amendment Barcode 178878
(if applicable)

Job Title Superintendent of Duval Count Public School

and bill

Address 1701 Prudential Drive

Phone 904-390-2000

Street

Jacksonville FL

City

State

Zip

E-mail vittin@duvalschools.org

Speaking: For Against Information

Representing Duval County Public School

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

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S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

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3-4-14

Meeting Date

Topic Waive in support

Bill Number SPB 7060 (if applicable)

Name Ashley Spicola

Amendment Barcode (if applicable)

Job Title Education Policy Chief

Address The Capitol Street Tallahassee FL 32399 City State Zip

Phone 850-717-9507

E-mail ashley.spicola@laspbs.state.fl.us

Speaking: [checked] For [] Against [] Information

Representing Governor's Office

Appearing at request of Chair: [] Yes [checked] No

Lobbyist registered with Legislature: [checked] Yes [] No

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S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

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3-4-14

Meeting Date

Topic Education Accountability

Bill Number 7060
(if applicable)

Name Stacey Wells

Amendment Barcode _____
(if applicable)

Job Title _____

Address 123 S. Adams
Street

Phone 671-4401

TLH FL 32301
City State Zip

E-mail Wells@sastrategy.com

Speaking: For Against Information

Representing Students first

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
APPEARANCE RECORD

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3-4-14

Meeting Date

Topic School Accountability

Bill Number 7060

(if applicable)

Name Andy Ford

Amendment Barcode

(if applicable)

Job Title President Florida Education Assoc FEA

Address 213 S Adams St

Phone 224-2078

Street

Tallahassee FL 32301

City

State

Zip

E-mail

Speaking: For Against Information

Representing FEA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

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S-001 (10/20/11)

THE FLORIDA SENATE
APPEARANCE RECORD

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3/4/2014
Meeting Date

Topic School Accountability Bill Number SPB 7660
Name John Winn Former Florida Commissioner of Education Amendment Barcode _____ (if applicable)
Job Title Retired (if applicable)

Address 1001 Brookwood Dr. Phone 850-294-6168
Street
Tallahassee FL 32308 E-mail jlwinnclan @ embergmail - com
City State Zip

Speaking: For Against Information

Representing myself

Appearing at request of Chair: Yes No Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

Did not speak

THE FLORIDA SENATE
APPEARANCE RECORD

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03/04/2014

Meeting Date

Topic Education Accountability

Bill Number SB 7060
(if applicable)

Name Juan Copa

Amendment Barcode _____
(if applicable)

Job Title Deputy Commissioner, Accountability, Research and Measure

Address 325 West Gaines St.

Phone 850-245-0505

Street

Tallahassee

Fl

32399

City

State

Zip

E-mail Juan.Copa@fldoe.org

Speaking: For Against Information

Representing Florida Department of Education

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

CourtSmart Tag Report

Room: KN 412
Caption: Senate Education

Case:
Judge:

Type:

Started: 3/4/2014 7:59:35 AM
Ends: 3/4/2014 9:13:34 AM **Length:** 01:14:00

7:59:38 AM Roll Call
8:00:02 AM Opening Remarks by Chair Legg
8:00:46 AM Motion to take up the Prop. Comm. Sub. (AM 561048)
8:00:54 AM AM 561048 adopted
8:02:35 AM AM 694872 - adopted
8:03:08 AM Sen. Bullard comments about Common Core
8:03:41 AM Sen. Legg responds
8:03:51 AM Sen. Bullard has a follow-up question
8:04:18 AM Sen. Brandes responds
8:04:37 AM Testimony - Stacie Webb, FL College System Council of Presidents
8:05:25 AM Adam Giery representing The FL Chamber waives testimony in support
8:05:45 AM Motion to Report SB 850 as a Committee Substitute
8:05:53 AM Roll Call on SB 850
8:06:16 AM Motion adopted to take up Proposed Bill (SPB 7060)
8:06:26 AM Sen. Legg explains SPB 7060
8:08:10 AM AM 395796
8:08:32 AM AM 395796 - Adopted
8:08:54 AM AM 206476
8:09:01 AM AM 206476 - Sen. Bullard has questions
8:10:04 AM AM 206476 - Sen. Bullard has questions
8:10:05 AM Sen. Stargel responds
8:10:18 AM Sen. Bullard
8:10:37 AM Sen. Stargel
8:10:58 AM AM 206476 - Adopted
8:11:20 AM Late Filed AM 178878 by Sen. Montford
8:11:36 AM Sen. Legg
8:12:15 AM AM 178878 - voice vote (FAILED) and is not introduced
8:12:31 AM Sen. Bullard has a question re home school
8:13:30 AM Sen. Legg responds
8:13:39 AM Sen. Bullard
8:14:13 AM Sen. Legg responds
8:14:46 AM Sen. Bullard
8:15:19 AM Sen. Legg responds
8:15:27 AM Sen. Montford
8:17:23 AM Sen. Legg
8:19:18 AM Sen. Montford has a question about exams
8:20:13 AM Sen. Legg responds
8:21:31 AM Sen. Bullard
8:22:06 AM Sen. Legg responds
8:22:49 AM Public Testimony
8:23:10 AM Vern Pickup-Crawford, Leg. Liaison representing Palm Bch., Martin, St. Lucie, Okeechobee, Indian River, Collier, Charlotte Co. School Districts
8:26:07 AM Margaret Smith, Superintendent of Schools, Volusia County, FL
8:31:39 AM Bill Hustelt, Superintendent of Schools, Bay County, FL
8:37:14 AM Patrica Levesque, Exec Dir., Foundation for Florida's Future
8:39:34 AM Wayne Blanton, Exec. Dir., FL School Boards Assoc.
8:41:42 AM Nikolai Vitti, Superintendent of Schools, Duval County, FL
8:48:56 AM Sen. Simmons has a question of Mr. Vitti
8:49:21 AM Supt. Vitti responds
8:49:50 AM Sen. Simmons
8:50:02 AM Sen. Sachs has a question addressed to Supt. Vitti re Sen. Montford's amendment
8:51:20 AM Supt. Vitti responds

8:51:53 AM Follow-up - Sen. Sachs
8:52:12 AM Sen. Legg has a question re achievement
8:52:55 AM Supt. Vitti responds
8:53:50 AM Ashley Spicola, Educ. Policy Chief, Office of the Governor, waives in support
8:54:06 AM Adam Giery, Dir. of Policy, FL Chamber of Commerce
8:54:13 AM Andy Ford, President, FL Education Assoc. (FEA)
8:59:53 AM John Winn, Retired, Former Commissioner of Education
9:05:11 AM Sen. Montford has a question
9:05:50 AM John Winn responds
9:06:01 AM Debate on the Bill
9:06:09 AM Sen. Bullard comments about why he can't support the Bill
9:09:18 AM Sen. Sachs
9:10:28 AM Sen. Montford
9:10:53 AM Sen. Legg closes on SPB 7060
9:12:25 AM Chair
9:12:30 AM Roll Call on SPB 7060 Favorable as amended
9:12:48 AM Sen. Legg comments
9:13:19 AM Sen. Montford moves to rise without objection