



Bill No. CS for CS for SB 2048

Barcode 133810

1 to:

2 (c) Identify the educational strengths and needs of  
3 students and the readiness of students to be promoted to the  
4 next grade level or to graduate from high school with a  
5 standard or special high school diploma.

6 (f) Provide information on the performance of Florida  
7 students compared with that of other students ~~others~~ across  
8 the United States.

9 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner  
10 shall design and implement a statewide program of educational  
11 assessment that provides information for the improvement of  
12 the operation and management of the public schools, including  
13 schools operating for the purpose of providing educational  
14 services to youth in Department of Juvenile Justice programs.  
15 The commissioner may enter into contracts for the continued  
16 administration of the assessment, testing, and evaluation  
17 programs authorized and funded by the Legislature. Contracts  
18 may be initiated in 1 fiscal year and continue into the next  
19 and may be paid from the appropriations of either or both  
20 fiscal years. The commissioner is authorized to negotiate for  
21 the sale or lease of tests, scoring protocols, test scoring  
22 services, and related materials developed pursuant to law.  
23 Pursuant to the statewide assessment program, the commissioner  
24 shall:

25 (c) Develop and implement a student achievement  
26 testing program known as the Florida Comprehensive Assessment  
27 Test (FCAT) as part of the statewide assessment program, ~~to be~~  
28 ~~administered annually in grades 3 through 10~~ to measure  
29 reading, writing, science, and mathematics. Other content  
30 areas may be included as directed by the commissioner. The  
31 assessment of reading and mathematics shall be administered

Barcode 133810

1 annually in grades 3 through 10. The assessment of writing and  
 2 science shall be administered at least once at the elementary,  
 3 middle, and high school levels. The commissioner must document  
 4 the procedures used to ensure that the versions of the FCAT  
 5 which are taken by students retaking the grade 10 FCAT are  
 6 equally as challenging and difficult as the tests taken by  
 7 students in grade 10 which contain performance tasks. The  
 8 testing program must be designed so that:

9           1. The tests measure student skills and competencies  
 10 adopted by the State Board of Education as specified in  
 11 paragraph (a). The tests must measure and report student  
 12 proficiency levels of all students assessed in reading,  
 13 writing, mathematics, and science. The commissioner shall  
 14 provide for the tests to be developed or obtained, as  
 15 appropriate, through contracts and project agreements with  
 16 private vendors, public vendors, public agencies,  
 17 postsecondary educational institutions, or school districts.  
 18 The commissioner shall obtain input with respect to the design  
 19 and implementation of the testing program from state  
 20 educators, assistive technology experts, and the public.

21           2. The testing program will include a combination of  
 22 norm-referenced and criterion-referenced tests and include, to  
 23 the extent determined by the commissioner, questions that  
 24 require the student to produce information or perform tasks in  
 25 such a way that the skills and competencies he or she uses can  
 26 be measured.

27           3. Each testing program, whether at the elementary,  
 28 middle, or high school level, includes a test of writing in  
 29 which students are required to produce writings that are then  
 30 scored by appropriate and timely methods.

31           4. A score is designated for each subject area tested,

Bill No. CS for CS for SB 2048

Barcode 133810

1 below which score a student's performance is deemed  
2 inadequate. The school districts shall provide appropriate  
3 remedial instruction to students who score below these levels.

4           5. Except as provided in s. 1003.428(8)(b) or s.  
5 1003.43(11)(b), students must earn a passing score on the  
6 grade 10 assessment test described in this paragraph or attain  
7 concordant scores ~~on an alternate assessment~~ as described in  
8 subsection (9) in reading, writing, and mathematics to qualify  
9 for a standard ~~regular~~ high school diploma. The State Board of  
10 Education shall designate a passing score for each part of the  
11 grade 10 assessment test. In establishing passing scores, the  
12 state board shall consider any possible negative impact of the  
13 test on minority students. ~~All students who took the grade 10~~  
14 ~~FCAT during the 2000-2001 school year shall be required to~~  
15 ~~earn the passing scores in reading and mathematics established~~  
16 ~~by the State Board of Education for the March 2001 test~~  
17 ~~administration. Such students who did not earn the established~~  
18 ~~passing scores and must repeat the grade 10 FCAT are required~~  
19 ~~to earn the passing scores established for the March 2001 test~~  
20 ~~administration. All students who take the grade 10 FCAT for~~  
21 ~~the first time in March 2002 shall be required to earn the~~  
22 ~~passing scores in reading and mathematics established by the~~  
23 ~~State Board of Education for the March 2002 test~~  
24 ~~administration.~~ The State Board of Education shall adopt rules  
25 which specify the passing scores for the grade 10 FCAT. Any  
26 such rules, which have the effect of raising the required  
27 passing scores, shall only apply to students taking the grade  
28 10 FCAT for the first time after such rules are adopted by the  
29 State Board of Education.

30           6. Participation in the testing program is mandatory  
31 for all students attending public school, including students

Bill No. CS for CS for SB 2048

Barcode 133810

1 served in Department of Juvenile Justice programs, except as  
2 otherwise prescribed by the commissioner. If a student does  
3 not participate in the statewide assessment, the district must  
4 notify the student's parent and provide the parent with  
5 information regarding the implications of such  
6 nonparticipation. ~~If modifications are made in the student's~~  
7 ~~instruction to provide accommodations that would not be~~  
8 ~~permitted on the statewide assessment tests, the district must~~  
9 ~~notify the student's parent of the implications of such~~  
10 ~~instructional modifications.~~ A parent must provide signed  
11 consent for a student to receive classroom instructional  
12 accommodations ~~modifications~~ that would not be available or  
13 permitted on the statewide assessments and must acknowledge in  
14 writing that he or she understands the implications of such  
15 instructional accommodations. The State Board of Education  
16 shall adopt rules, based upon recommendations of the  
17 commissioner, for the provision of test accommodations ~~and~~  
18 ~~modifications of procedures as necessary~~ for students in  
19 exceptional education programs and for students who have  
20 limited English proficiency. Accommodations that negate the  
21 validity of a statewide assessment are not allowable in the  
22 administration of the FCAT. However, instructional  
23 accommodations are allowable in the classroom if included in a  
24 student's individual education plan. Students using  
25 instructional accommodations in the classroom that are not  
26 allowable as accommodations on the FCAT may have the FCAT  
27 requirement waived pursuant to the requirements of s.  
28 1003.428(8)(b) or s. 1003.43(11)(b).

29           7. A student seeking an adult high school diploma must  
30 meet the same testing requirements that a regular high school  
31 student must meet.

Bill No. CS for CS for SB 2048

Barcode 133810

1           8. District school boards must provide instruction to  
 2 prepare students to demonstrate proficiency in the skills and  
 3 competencies necessary for successful grade-to-grade  
 4 progression and high school graduation. If a student is  
 5 provided with instructional accommodations in the classroom ~~or~~  
 6 ~~modifications~~ that are not allowable as accommodations in the  
 7 statewide assessment program, as described in the test  
 8 manuals, the district must inform the parent in writing and  
 9 must provide the parent with information regarding the impact  
 10 on the student's ability to meet expected proficiency levels  
 11 in reading, writing, and math. The commissioner shall conduct  
 12 studies as necessary to verify that the required skills and  
 13 competencies are part of the district instructional programs.

14           9. District school boards must provide opportunities  
 15 for students to demonstrate an acceptable level of performance  
 16 on an alternative standardized assessment approved by the  
 17 State Board of Education following enrollment in summer  
 18 academies.

19           ~~10.9.~~ The Department of Education must develop, or  
 20 select, and implement a common battery of assessment tools  
 21 that will be used in all juvenile justice programs in the  
 22 state. These tools must accurately measure the skills and  
 23 competencies established in the ~~Florida~~ Sunshine State  
 24 Standards.

25           11. For students seeking a special diploma pursuant to  
 26 s. 1003.438, the Department of Education must develop or  
 27 select and implement an alternate assessment tool that  
 28 accurately measures the skills and competencies established in  
 29 the Sunshine State Standards for students with disabilities  
 30 under s. 1003.438.

31

Bill No. CS for CS for SB 2048

Barcode 133810

1 The commissioner may, based on collaboration and input from  
 2 school districts, design and implement student testing  
 3 programs, for any grade level and subject area, necessary to  
 4 effectively monitor educational achievement in the state,  
 5 including the measurement of educational achievement of the  
 6 Sunshine State Standards for students with disabilities.  
 7 Development and refinement of assessments shall include  
 8 universal design principles and accessibility standards that  
 9 will prevent any unintended obstacles for students with  
 10 disabilities while ensuring the validity and reliability of  
 11 the test. These principles should be applicable to all  
 12 technology platforms and assistive devices available for the  
 13 assessments. The field testing process and psychometric  
 14 analyses for the statewide assessment program must include an  
 15 appropriate percentage of students with disabilities and an  
 16 evaluation or determination of the effect of test items on  
 17 such students.

18 (e) Conduct ongoing research and analysis of student  
 19 achievement data, including, without limitation, monitoring  
 20 trends in student achievement by grade level and overall  
 21 student achievement, identifying school programs that are  
 22 successful, and analyzing correlates of school achievement.

23 (f) Study the cost and student achievement impact of  
 24 secondary end-of-course assessments, including web-based and  
 25 performance formats, and report to the Legislature prior to  
 26 implementation.

27 (9) CONCORDANT SCORES FOR THE FCAT ~~EQUIVALENCIES FOR~~  
 28 ~~STANDARDIZED TESTS.--~~

29 (a) The State Board of Education shall analyze the  
 30 content and concordant data sets for widely used high school  
 31 achievement tests, including, but not limited to, the PSAT,

Bill No. CS for CS for SB 2048

Barcode 133810

1 PLAN, SAT, ACT, and College Placement Test, to assess if  
 2 concordant scores for FCAT scores can be determined for high  
 3 school graduation, college placement, and scholarship awards.  
 4 In cases where content alignment and concordant scores can be  
 5 determined, the Commissioner of Education shall adopt those  
 6 scores as meeting the graduation requirement in lieu of  
 7 achieving the FCAT passing score and may adopt those scores as  
 8 being sufficient to achieve additional purposes as determined  
 9 by rule. Each time that test content or scoring procedures are  
 10 changed for the FCAT or one of the identified tests, new  
 11 concordant scores must be determined. ~~The Commissioner of~~  
 12 Education shall approve the use of the SAT and ACT tests as  
 13 alternative assessments to the grade 10 FCAT for the 2003-2004  
 14 school year.

15 (b) In order to use a concordant subject area score  
 16 pursuant to this subsection to ~~Students who attain scores on~~  
 17 the SAT or ACT which equate to the passing scores on the grade  
 18 10 FCAT for purposes of high school graduation shall satisfy  
 19 the assessment requirement for a standard high school diploma  
 20 as provided in s. 1003.429(6)(a), ~~or s. 1003.43(5)(a), or s.~~  
 21 1003.428, for the 2003-2004 school year if the students meet  
 22 the requirement in paragraph (b).

23 (b) a student ~~must~~ shall be required to take each  
 24 subject area of the grade 10 FCAT a total of three times  
 25 without earning a passing score ~~in order to use the scores on~~  
 26 an ~~alternative assessment pursuant to paragraph (a).~~ The  
 27 requirements of this paragraph ~~This requirement shall not~~  
 28 apply to a new student who enters the Florida ~~is a new student~~  
 29 ~~to the public school system in grade 12, who may either~~  
 30 achieve a passing score on the FCAT or use an approved subject  
 31 area concordant score to fulfill the graduation requirement.

Bill No. CS for CS for SB 2048

Barcode 133810

1       (c) The State Board of Education may define by rule  
 2 the allowable uses, other than to satisfy the high school  
 3 graduation requirement, for concordant scores as described in  
 4 this subsection. Such uses may include, but need not be  
 5 limited to, achieving appropriate standardized test scores  
 6 required for the awarding of Florida Bright Futures  
 7 Scholarships and college placement.

8       (10) REPORTS.--The Department of Education shall  
 9 annually provide a report to the Governor, the President of  
 10 the Senate, and the Speaker of the House of Representatives on  
 11 the following:

12       (a) Longitudinal performance of students in  
 13 mathematics and reading.

14       (b) Longitudinal performance of students by grade  
 15 level in mathematics and reading.

16       (c) Longitudinal performance regarding efforts to  
 17 close the achievement gap.

18       (d) Longitudinal performance of students on the  
 19 norm-referenced component of the FCAT.

20       (e) Other student performance data based on national  
 21 norm- referenced and criterion-referenced tests, when  
 22 available, and numbers of students who after 8th grade enroll  
 23 in adult education rather than other secondary education.

24       Section 42. Section 1008.221, Florida Statutes, is  
 25 repealed.

26       Section 43. Paragraphs (a), (b), and (c) of subsection  
 27 (4), paragraphs (b) and (c) of subsection (6), paragraph (b)  
 28 of subsection (7), and paragraph (b) of subsection (8) of  
 29 section 1008.25, Florida Statutes, are amended, and paragraph  
 30 (c) is added to subsection (8) of that section, to read:

31       1008.25 Public school student progression; remedial

Bill No. CS for CS for SB 2048

Barcode 133810

1 instruction; reporting requirements.--

2 (4) ASSESSMENT AND REMEDIATION.--

3 (a) Each student must participate in the statewide  
 4 assessment tests required by s. 1008.22. Each student who does  
 5 not meet specific levels of performance as determined by the  
 6 district school board in reading, writing, science, and  
 7 mathematics for each grade level, or who scores below Level 3  
 8 in reading or math ~~does not meet specific levels of~~  
 9 ~~performance as determined by the commissioner on statewide~~  
 10 ~~assessments at selected grade levels~~, must be provided with  
 11 additional diagnostic assessments to determine the nature of  
 12 the student's difficulty, the ~~and~~ areas of academic need, and  
 13 strategies for appropriate intervention and instruction as  
 14 described in paragraph (b).

15 (b) The school in which the student is enrolled must  
 16 develop, in consultation with the student's parent, and must  
 17 implement a progress monitoring plan. A progress monitoring  
 18 plan is intended to provide the school district and the school  
 19 flexibility in meeting the academic needs of the student and  
 20 to reduce paperwork. A student who is not meeting the school  
 21 district or state requirements for proficiency in reading and  
 22 math shall be covered by one of the following plans to target  
 23 instruction and identify ways to improve his or her academic  
 24 achievement:

25 1. A federally required student plan such as an  
 26 individual education plan;

27 2. A schoolwide system of progress monitoring for all  
 28 students; or

29 3. An individualized progress monitoring plan.

30  
 31 The plan chosen must be ~~an academic improvement plan~~ designed

Bill No. CS for CS for SB 2048

Barcode 133810

1 to assist the student or the school in meeting state and  
 2 district expectations for proficiency. ~~For a student for whom~~  
 3 ~~a personalized middle school success plan is required pursuant~~  
 4 ~~to s. 1003.415, the middle school success plan must be~~  
 5 ~~incorporated in the student's academic improvement plan.~~  
 6 ~~Beginning with the 2002-2003 school year, If the student has~~  
 7 ~~been identified as having a deficiency in reading, the~~  
 8 ~~academic improvement plan shall identify the student's~~  
 9 ~~specific areas of deficiency in phonemic awareness, phonics,~~  
 10 ~~fluency, comprehension, and vocabulary; the desired levels of~~  
 11 ~~performance in these areas; and the K-12 comprehensive reading~~  
 12 ~~plan required by s. 1011.62(8) shall include instructional and~~  
 13 ~~support services to be provided to meet the desired levels of~~  
 14 ~~performance. District school boards may require low-performing~~  
 15 ~~students to attend remediation programs held before or after~~  
 16 ~~regular school hours or during the summer if transportation is~~  
 17 ~~provided. Schools shall also provide for the frequent~~  
 18 ~~monitoring of the student's progress in meeting the desired~~  
 19 ~~levels of performance. District school boards shall assist~~  
 20 ~~schools and teachers to implement research-based reading~~  
 21 ~~activities that have been shown to be successful in teaching~~  
 22 ~~reading to low-performing students. Remedial instruction~~  
 23 ~~provided during high school may not be in lieu of English and~~  
 24 ~~mathematics credits required for graduation.~~

25 (c) Upon subsequent evaluation, if the documented  
 26 deficiency has not been remediated ~~in accordance with the~~  
 27 ~~academic improvement plan~~, the student may be retained. Each  
 28 student who does not meet the minimum performance expectations  
 29 defined by the Commissioner of Education for the statewide  
 30 assessment tests in reading, writing, science, and mathematics  
 31 must continue to be provided with remedial or supplemental

Bill No. CS for CS for SB 2048

Barcode 133810

1 instruction until the expectations are met or the student  
2 graduates from high school or is not subject to compulsory  
3 school attendance.

4 (6) ELIMINATION OF SOCIAL PROMOTION.--

5 (b) The district school board may only exempt students  
6 from mandatory retention, as provided in paragraph (5)(b), for  
7 good cause. Good cause exemptions shall be limited to the  
8 following:

9 1. Limited English proficient students who have had  
10 less than 2 years of instruction in an English for Speakers of  
11 Other Languages program.

12 2. Students with disabilities whose individual  
13 education plan indicates that participation in the statewide  
14 assessment program is not appropriate, consistent with the  
15 requirements of State Board of Education rule.

16 3. Students who demonstrate an acceptable level of  
17 performance on an alternative standardized reading assessment  
18 approved by the State Board of Education.

19 4. Students who demonstrate, through a student  
20 portfolio, that the student is reading on grade level as  
21 evidenced by demonstration of mastery of the Sunshine State  
22 Standards in reading equal to at least a Level 2 performance  
23 on the FCAT.

24 5. Students with disabilities who participate in the  
25 FCAT and who have an individual education plan or a Section  
26 504 plan that reflects that the student has received ~~the~~  
27 intensive remediation in reading, ~~as required by paragraph~~  
28 ~~(4)(b)~~, for more than 2 years but still demonstrates a  
29 deficiency in reading and was previously retained in  
30 kindergarten, grade 1, grade 2, or grade 3.

31 6. Students who have received ~~the~~ intensive

Bill No. CS for CS for SB 2048

Barcode 133810

1 remediation in reading ~~as required by paragraph (4)(b)~~ for 2  
 2 or more years but still demonstrate a deficiency in reading  
 3 and who were previously retained in kindergarten, grade 1,  
 4 grade 2, or grade 3 for a total of 2 years. Intensive reading  
 5 instruction for students so promoted must include an altered  
 6 instructional day ~~based upon an academic improvement plan~~ that  
 7 includes specialized diagnostic information and specific  
 8 reading strategies for each student. The district school board  
 9 shall assist schools and teachers to implement reading  
 10 strategies that research has shown to be successful in  
 11 improving reading among low-performing readers.

12 (c) Requests for good cause exemptions for students  
 13 from the mandatory retention requirement as described in  
 14 subparagraphs (b)3. and 4. shall be made consistent with the  
 15 following:

16 1. Documentation shall be submitted from the student's  
 17 teacher to the school principal that indicates that the  
 18 promotion of the student is appropriate and is based upon the  
 19 student's academic record. In order to minimize paperwork  
 20 requirements, such documentation shall consist only of the  
 21 existing progress monitoring ~~academic improvement~~ plan,  
 22 individual educational plan, if applicable, report card, or  
 23 student portfolio.

24 2. The school principal shall review and discuss such  
 25 recommendation with the teacher and make the determination as  
 26 to whether the student should be promoted or retained. If the  
 27 school principal determines that the student should be  
 28 promoted, the school principal shall make such recommendation  
 29 in writing to the district school superintendent. The district  
 30 school superintendent shall accept or reject the school  
 31 principal's recommendation in writing.

Bill No. CS for CS for SB 2048

Barcode 133810

1 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--

2 (b) Beginning with the 2004-2005 school year, each  
3 school district shall:

4 1. Conduct a review of student progress monitoring  
5 ~~academic improvement~~ plans for all students who did not score  
6 above Level 1 on the reading portion of the FCAT and did not  
7 meet the criteria for one of the good cause exemptions in  
8 paragraph (6)(b). The review shall address additional supports  
9 and services, as described in this subsection, needed to  
10 remediate the identified areas of reading deficiency. The  
11 school district shall require a student portfolio to be  
12 completed for each such student.

13 2. Provide students who are retained under the  
14 provisions of paragraph (5)(b) with intensive instructional  
15 services and supports to remediate the identified areas of  
16 reading deficiency, including a minimum of 90 minutes of  
17 daily, uninterrupted, scientifically research-based reading  
18 instruction and other strategies prescribed by the school  
19 district, which may include, but are not limited to:

- 20 a. Small group instruction.
- 21 b. Reduced teacher-student ratios.
- 22 c. More frequent progress monitoring.
- 23 d. Tutoring or mentoring.
- 24 e. Transition classes containing 3rd and 4th grade  
25 students.
- 26 f. Extended school day, week, or year.
- 27 g. Summer reading camps.

28 3. Provide written notification to the parent of any  
29 student who is retained under the provisions of paragraph  
30 (5)(b) that his or her child has not met the proficiency level  
31 required for promotion and the reasons the child is not

Bill No. CS for CS for SB 2048

Barcode 133810

1 eligible for a good cause exemption as provided in paragraph  
 2 (6)(b). The notification must comply with the provisions of s.  
 3 1002.20(14) and must include a description of proposed  
 4 interventions and supports that will be provided to the child  
 5 to remediate the identified areas of reading deficiency.

6           4. Implement a policy for the midyear promotion of any  
 7 student retained under the provisions of paragraph (5)(b) who  
 8 can demonstrate that he or she is a successful and independent  
 9 reader, reading at or above grade level, and ready to be  
 10 promoted to grade 4. Tools that school districts may use in  
 11 reevaluating any student retained may include subsequent  
 12 assessments, alternative assessments, and portfolio reviews,  
 13 in accordance with rules of the State Board of Education.  
 14 Students promoted during the school year after November 1 must  
 15 demonstrate proficiency above that required to score at Level  
 16 2 on the grade 3 FCAT, as determined by the State Board of  
 17 Education. The State Board of Education shall adopt standards  
 18 that provide a reasonable expectation that the student's  
 19 progress is sufficient to master appropriate 4th grade level  
 20 reading skills.

21           5. Provide students who are retained under the  
 22 provisions of paragraph (5)(b) with a high-performing teacher  
 23 as determined by student performance data and  
 24 above-satisfactory performance appraisals.

25           6. In addition to required reading enhancement and  
 26 acceleration strategies, provide parents of students to be  
 27 retained with at least one of the following instructional  
 28 options:

29           a. Supplemental tutoring in scientifically  
 30 research-based reading services in addition to the regular  
 31 reading block, including tutoring before and/or after school.

Bill No. CS for CS for SB 2048

Barcode 133810

1           b. A "Read at Home" plan outlined in a parental  
2 contract, including participation in "Families Building Better  
3 Readers Workshops" and regular parent-guided home reading.

4           c. A mentor or tutor with specialized reading  
5 training.

6           7. Establish a Reading Enhancement and Acceleration  
7 Development (READ) Initiative. The focus of the READ  
8 Initiative shall be to prevent the retention of grade 3  
9 students and to offer intensive accelerated reading  
10 instruction to grade 3 students who failed to meet standards  
11 for promotion to grade 4 and to each K-3 student who is  
12 assessed as exhibiting a reading deficiency. The READ  
13 Initiative shall:

14           a. Be provided to all K-3 students at risk of  
15 retention as identified by the statewide assessment system  
16 used in Reading First schools. The assessment must measure  
17 phonemic awareness, phonics, fluency, vocabulary, and  
18 comprehension.

19           b. Be provided during regular school hours in addition  
20 to the regular reading instruction.

21           c. Provide a state-identified reading curriculum that  
22 has been reviewed by the Florida Center for Reading Research  
23 at Florida State University and meets, at a minimum, the  
24 following specifications:

25           (I) Assists students assessed as exhibiting a reading  
26 deficiency in developing the ability to read at grade level.

27           (II) Provides skill development in phonemic awareness,  
28 phonics, fluency, vocabulary, and comprehension.

29           (III) Provides scientifically based and reliable  
30 assessment.

31           (IV) Provides initial and ongoing analysis of each

Barcode 133810

1 student's reading progress.

2 (V) Is implemented during regular school hours.

3 (VI) Provides a curriculum in core academic subjects  
4 to assist the student in maintaining or meeting proficiency  
5 levels for the appropriate grade in all academic subjects.

6 8. Establish at each school, where applicable, an  
7 Intensive Acceleration Class for retained grade 3 students who  
8 subsequently score at Level 1 on the reading portion of the  
9 FCAT. The focus of the Intensive Acceleration Class shall be  
10 to increase a child's reading level at least two grade levels  
11 in 1 school year. The Intensive Acceleration Class shall:

12 a. Be provided to any student in grade 3 who scores at  
13 Level 1 on the reading portion of the FCAT and who was  
14 retained in grade 3 the prior year because of scoring at Level  
15 1 on the reading portion of the FCAT.

16 b. Have a reduced teacher-student ratio.

17 c. Provide uninterrupted reading instruction for the  
18 majority of student contact time each day and incorporate  
19 opportunities to master the grade 4 Sunshine State Standards  
20 in other core subject areas.

21 d. Use a reading program that is scientifically  
22 research-based and has proven results in accelerating student  
23 reading achievement within the same school year.

24 e. Provide intensive language and vocabulary  
25 instruction using a scientifically research-based program,  
26 including use of a speech-language therapist.

27 f. Include weekly progress monitoring measures to  
28 ensure progress is being made.

29 g. Report to the Department of Education, in the  
30 manner described by the department, the progress of students  
31 in the class at the end of the first semester.

Bill No. CS for CS for SB 2048

Barcode 133810

1           9. Report to the State Board of Education, as  
 2 requested, on the specific intensive reading interventions and  
 3 supports implemented at the school district level. The  
 4 Commissioner of Education shall annually prescribe the  
 5 required components of requested reports.

6           10. Provide a student who has been retained in grade 3  
 7 and has received intensive instructional services but is still  
 8 not ready for grade promotion, as determined by the school  
 9 district, the option of being placed in a transitional  
 10 instructional setting. Such setting shall specifically be  
 11 designed to produce learning gains sufficient to meet grade 4  
 12 performance standards while continuing to remediate the areas  
 13 of reading deficiency.

14           (8) ANNUAL REPORT.--

15           (b) ~~Beginning with the 2001-2002 school year,~~ Each  
 16 district school board must annually publish in the local  
 17 newspaper, and report in writing to the State Board of  
 18 Education by September 1 of each year, the following  
 19 information on the prior school year:

20           1. The provisions of this section relating to public  
 21 school student progression and the district school board's  
 22 policies and procedures on student retention and promotion.

23           2. By grade, the number and percentage of all students  
 24 in grades 3 through 10 performing at Levels 1 and 2 on the  
 25 reading portion of the FCAT.

26           3. By grade, the number and percentage of all students  
 27 retained in grades 3 through 10.

28           4. Information on the total number of students who  
 29 were promoted for good cause, by each category of good cause  
 30 as specified in paragraph (6)(b).

31           5. Any revisions to the district school board's policy

Bill No. CS for CS for SB 2048

Barcode 133810

1 on student retention and promotion from the prior year.

2       (c) The Department of Education shall establish a  
3 uniform format for school districts to report the information  
4 required in paragraph (b). The format shall be developed with  
5 input from district school boards and shall be provided not  
6 later than 90 days prior to the annual due date. The  
7 department shall annually compile the information required in  
8 subparagraphs (b)2., 3., and 4., along with state-level  
9 summary information, and report such information to the  
10 Governor, the President of the Senate, and the Speaker of the  
11 House of Representatives.

12  
13 (Redesignate subsequent sections.)

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15  
16 ===== T I T L E   A M E N D M E N T =====

17 And the title is amended as follows:

18       On page 7, lines 3-14, delete those lines

19  
20 and insert:

21       certain circumstances; providing that FCAT  
22       nonallowable accommodations may be used as  
23       instructional accommodations during classroom  
24       instruction if included in the individual  
25       education plan of a student with a disability;  
26       authorizing waiver of the FCAT under certain  
27       circumstances; requiring certain opportunities  
28       for demonstrating student performance;  
29       requiring the development of assessments for  
30       measuring the academic competency of students  
31       with disabilities; requiring the Commissioner

Bill No. CS for CS for SB 2048

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1 of Education to adopt scores concordant to FCAT  
2 scores required for high school graduation;  
3 authorizing use of concordant scores for  
4 additional purposes; clarifying eligibility to  
5 use such scores to satisfy requirements for a  
6 diploma; requiring an annual report on student  
7 performance; repealing s. 1008.221, F.S.,  
8 relating to alternative assessments for  
9 dependent children of military personnel, to  
10 conform; amending s. 1008.25, F.S.; replacing  
11 student academic improvement plans with  
12 progress monitoring plans; authorizing district  
13 school boards to require low-performing  
14 students to attend remediation programs outside  
15 of regular school hours or during the summer;  
16 requiring the department to establish a uniform  
17 format for reporting information relating to  
18 student progression; requiring an annual  
19 report; repealing s. 1008.301, F.S.,  
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