A bill to be entitled
An act relating to public school student participation
in fine arts courses; amending s. 1008.34, F.S.;
requiring annual reporting of participation in fine
arts courses and compliance with standards for
curricular content; revising the basis for the
designation of school grades to include the
participation rate of students who are enrolled in
fine arts courses; correcting terminology; providing
an effective date.

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

Section 1. Subsection (1) and paragraphs (b) and (c) of
subsection (3) of section 1008.34, Florida Statutes, are amended
to read:
1008.34 School grading system; school report cards;
district grade.—
(1) ANNUAL REPORTS.—The Commissioner of Education shall
prepare annual reports of the results of the statewide
assessment program which describe student achievement in the
state, each district, and each school. The commissioner shall
prescribe the design and content of these reports, which must
include descriptions of the performance of all schools
participating in the assessment program and all of their major
student populations as determined by the commissioner. The
report must also include the percent of students performing at
or above grade level and making a year’s learning growth in a
year’s time in reading and mathematics. The report must also
include a description based on annual reporting by schools of student access to, and participation in, fine arts courses, the number and certification status of educators providing instruction in the courses, and the manner in which schools are providing the core curricular content for fine arts established in the Next Generation Sunshine State Standards. The provisions of s. 1002.22 pertaining to student records apply to this section.

(3) DESIGNATION OF SCHOOL GRADES.—

(b)1. A school’s grade shall be based on a combination of:

a. Student achievement scores, including achievement as measured by FCAT assessments under s. 1008.22(3)(c)1., statewide, standardized end-of-course assessments under s. 1008.22(3)(c)2.a. and b., and achievement scores for students seeking a special diploma.

b. Student learning gains in reading and mathematics as measured by FCAT and statewide, standardized end-of-course assessments, as described in s. 1008.22(3)(c)1. and 2.a., including learning gains for students seeking a special diploma, as measured by an alternate assessment.

c. Improvement of the lowest 25th percentile of students in the school in reading and mathematics on the FCAT or end-of-course assessments described in s. 1008.22(3)(c)2.a., unless these students are exhibiting satisfactory performance.

2. Beginning with the 2011-2012 school year for schools comprised of middle school grades 6 through 8 or grades 7 and 8, the school’s grade shall include the performance and participation of its students enrolled in high school level courses with end-of-course assessments administered under s.
1008.22(3)(c)2.a. Performance and participation must be weighted equally. As valid data becomes available, the school grades shall include the students’ attainment of national industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the state board.

3. Beginning with the 2009-2010 school year for schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and 12, at least 50 percent of the school grade shall be based on a combination of the factors listed in sub-subparagraphs 1.a.-c. and the remaining percentage on the following factors:

   a. The high school graduation rate of the school;

   b. 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 the students’ achievement of national industry certification identified in the Industry Certification Funding List, pursuant to rules adopted by the state board;

   c. Postsecondary readiness of all of the school’s on-time graduates as measured by the SAT, the ACT, the Postsecondary Education Readiness Test, or the common placement test;

   d. The high school graduation rate of at-risk students, who are students scoring at Level 1 or Level 2 on grade 8 FCAT Reading and FCAT Mathematics;

   e. As valid data becomes available, the performance of the school’s students on statewide, standardized end-of-course assessments administered under s. 1008.22(3)(c)2.c. and d.; and

   f. The growth or decline in the components listed in sub-
subparagraphs a.–e. from year to year.

4. Beginning with the 2013-2014 school year for schools comprised of any of grades kindergarten through grade 12, the school’s grade shall include the participation rate of students who are enrolled in fine arts courses, which are visual arts, music, dance, and theatre courses.

(c) Student assessment data and participation rates used in determining school grades shall include:

1. The aggregate scores of all eligible students enrolled in the school who have been assessed on the FCAT and statewide, standardized end-of-course assessments in courses required for high school graduation, including, beginning with the 2011-2012 school year, the end-of-course assessment in Algebra I; and beginning with the 2012-2013 school year, the end-of-course assessments in geometry and Biology I; and beginning with the 2014-2015 school year, on the statewide, standardized end-of-course assessment in civics education at the middle school level.

2. The aggregate scores of all eligible students enrolled in the school who have been assessed on the FCAT and statewide, standardized end-of-course assessments as described in s. 1008.22(3)(c)2.a., and who have scored at or in the lowest 25th percentile of students in the school in reading and mathematics, unless these students are exhibiting satisfactory performance.

3. The achievement scores and learning gains of eligible students attending alternative schools that provide dropout prevention and academic intervention services pursuant to s. 1003.53. The term “eligible students” in this subparagraph does not include students attending an alternative school 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. The student performance data for eligible students identified in this subparagraph shall be included in the calculation of the home school’s grade. As used in this subparagraph and s. 1008.341, the term “home school” means the school to which the student would be assigned if the student were not assigned to an alternative school. If an alternative school chooses to be graded under this section, student performance data for eligible students identified in this subparagraph may shall not be included in the home school’s grade but shall be included only in the calculation of the alternative school’s grade. A school district that fails to assign the FCAT and statewide, standardized end-of-course assessment as described in s. 1008.22(3)(c)2.a. scores of each of its students to his or her home school or to the alternative school that receives a grade shall forfeit Florida School Recognition Program funds for 1 fiscal year. School districts must require collaboration between the home school and the alternative school in order to promote student success. This collaboration must include an annual discussion between the principal of the alternative school and the principal of each student’s home school concerning the most appropriate school assignment of the student.

4. The achievement scores and learning gains of students who are hospitalized designated as hospital— or homebound. Student assessment data for students who are hospitalized designated as hospital— or homebound.
designated as hospital- or homebound shall be assigned to their
home school for the purposes of school grades. As used in this
subparagraph, the term “home school” means the school to which a
student would be assigned if the student were not assigned to a
hospital/homebound program.

5. For schools comprised of high school grades 9, 10, 11,
and 12, or grades 10, 11, and 12, the data listed in
subparagraphs 1.-3. and the following data as the Department of
Education determines such data are valid and available:
   a. The high school graduation rate of the school as
calculated by the department;
   b. The participation rate of all eligible students enrolled
in the school and enrolled in College Board Advanced Placement
courses; International Baccalaureate courses; dual enrollment
courses; Advanced International Certificate of Education
courses; and courses or sequences of courses leading to national
industry certification identified in the Industry Certification
Funding List, pursuant to rules adopted by the State Board of
Education;
   c. The aggregate scores of all eligible students enrolled
in the school in College Board Advanced Placement courses,
International Baccalaureate courses, and Advanced International
Certificate of Education courses;
   d. Earning of college credit by all eligible students
enrolled in the school in dual enrollment programs under s.
1007.271;
   e. Earning of a national industry certification identified
in the Industry Certification Funding List, pursuant to rules
adopted by the State Board of Education;
f. The aggregate scores of all eligible students enrolled in the school in reading, mathematics, and other subjects as measured by the SAT, the ACT, the Postsecondary Education Readiness Test, and the common placement test for postsecondary readiness;

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

h. The performance of the school’s students on statewide, standardized end-of-course assessments administered under s. 1008.22(3)(c)2.c. and d.; and

i. The growth or decline in the data components listed in sub-subparagraphs a.-h. from year to year.

6. Beginning with the 2013-2014 school year for schools comprised of any of grades kindergarten through grade 12, the participation rate of students in the school who are enrolled in fine arts courses, which are visual arts, music, dance, and theatre courses.

The State Board of Education shall adopt appropriate criteria for each school grade. The criteria must also give added weight to student achievement in reading. Schools earning a grade of “C,” making satisfactory progress, shall be required to demonstrate that adequate progress has been made by students in the school who are in the lowest 25th percentile in reading and mathematics on the FCAT and end-of-course assessments as described in s. 1008.22(3)(c)2.a., unless these students are exhibiting satisfactory performance. For schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and 12,
the criteria for school grades must also give added weight to
the graduation rate of all eligible at-risk students. In order
for a high school to earn a grade of “A,” the school must
demonstrate that its at-risk students, as defined in this
paragraph, are making adequate progress.

Section 2. This act shall take effect July 1, 2013.