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LEGISLATIVE ACTION

Senate

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House

The Committee on Education (Baxley) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Subsection (5) is added to section 1001.23,
Florida Statutes, to read:

1001.23 Specific powers and duties of the Department of
Education.—In addition to all other duties assigned to it by law
or by rule of the State Board of Education, the department
shall:

(5) Notwithstanding chapter 286, have the authority to hold



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12 patents, copyrights, trademarks, and service marks. The
13 department may take any action necessary to enforce its rights
14 with respect to such patents, copyrights, trademarks, and
15 service marks or enter into a transaction to sell, lease,
16 license, or transfer such rights for monetary gain or other
17 consideration, at the department's discretion. The department
18 shall notify the Department of State in writing when property
19 rights by patent, copyright, or trademark are secured by the
20 department. Any proceeds received by the department from the
21 exercise of these rights, except for educational materials and
22 products, shall be deposited in the department's Operating Trust
23 Fund.

24 Section 2. Subsection (3) is added to section 1003.33,
25 Florida Statutes, to read:

26 1003.33 Report cards; end-of-the-year status.—

27 (3) A student's final report card for a school year must be
28 issued no later than 1 week after the last day of school or 1
29 week after receipt of assessment results for students enrolled
30 in courses, as specified in the course code directory, with an
31 associated statewide, standardized end-of-course assessment
32 pursuant to s. 1008.22.

33
34 District school boards shall not allow schools to exempt
35 students from academic performance requirements based on
36 practices or policies designed to encourage student attendance.
37 A student's attendance record may not be used in whole or in
38 part to provide an exemption from any academic performance
39 requirement.

40 Section 3. Paragraph (b) of subsection (1) of section



41 1003.4156, Florida Statutes, is amended to read:

42 1003.4156 General requirements for middle grades
43 promotion.—

44 (1) In order for a student to be promoted to high school
45 from a school that includes middle grades 6, 7, and 8, the
46 student must successfully complete the following courses:

47 (b) Three middle grades or higher courses in mathematics.
48 Each school that includes middle grades must offer at least one
49 high school level mathematics course for which students may earn
50 high school credit. Successful completion of a high school level
51 Algebra I or Geometry course is not contingent upon the
52 student's performance on the statewide, standardized end-of-
53 course (EOC) assessment. To earn high school credit for Algebra
54 I, a middle grades student must take the statewide, standardized
55 Algebra I EOC assessment, which constitutes 30 percent of the
56 student's final course grade, and earn a passing grade in pass
57 ~~the course, and in addition, beginning with the 2013-2014 school~~
58 ~~year and thereafter, a student's performance on the Algebra I~~
59 ~~EOC assessment constitutes 30 percent of the student's final~~
60 ~~course grade.~~ To earn high school credit for a Geometry course,
61 a middle grades student must, until the Geometry EOC assessment
62 is discontinued, take the statewide, standardized Geometry EOC
63 assessment, which constitutes 30 percent of the student's final
64 course grade, and earn a passing grade in the course.

65 Section 4. Paragraphs (a), (b), and (d) of subsection (3),
66 subsection (7), and paragraph (e) of subsection (10) of section
67 1003.4282, Florida Statutes, are amended to read:

68 1003.4282 Requirements for a standard high school diploma.—

69 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT



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70 REQUIREMENTS.—

71 (a) *Four credits in English Language Arts (ELA).*—The four
72 credits must be in ELA I, II, III, and IV. A student must pass
73 the statewide, standardized grade 10 ~~Reading assessment or, when~~
74 ~~implemented, the grade 10~~ ELA assessment, or earn a concordant
75 score, in order to earn a standard high school diploma.

76 (b) *Four credits in mathematics.*—

77 1. A student must earn one credit in Algebra I and one
78 credit in Geometry. A student's performance on the statewide,
79 standardized Algebra I end-of-course (EOC) assessment
80 constitutes 30 percent of the student's final course grade. A
81 student must pass the statewide, standardized Algebra I EOC
82 assessment, or earn a comparative score, in order to earn a
83 standard high school diploma. Until the Geometry EOC assessment
84 is discontinued, a student's performance on the statewide,
85 standardized Geometry EOC assessment constitutes 30 percent of
86 the student's final course grade.

87 2. A student who earns an industry certification for which
88 there is a statewide college credit articulation agreement
89 approved by the State Board of Education may substitute the
90 certification for one mathematics credit. Substitution may occur
91 for up to two mathematics credits, except for Algebra I and
92 Geometry. A student may earn two mathematics credits by
93 successfully completing Algebra I through two full-year courses.
94 A certified school counselor or the principal's designee must
95 advise the student that admission to a state university may
96 require the student to earn 3 additional mathematics credits
97 that are at least as rigorous as Algebra I.

98 3. A student who earns a computer science credit may



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99 substitute the credit for up to one credit of the mathematics
100 requirement, with the exception of Algebra I and Geometry, if
101 the commissioner identifies the computer science credit as being
102 equivalent in rigor to the mathematics credit. An identified
103 computer science credit may not be used to substitute for both a
104 mathematics and a science credit. A student who earns an
105 industry certification in 3D rapid prototype printing may
106 satisfy up to two credits of the mathematics requirement, with
107 the exception of Algebra I, if the commissioner identifies the
108 certification as being equivalent in rigor to the mathematics
109 credit or credits.

110 (d) *Three credits in social studies.*—A student must earn
111 one credit in United States History; one credit in World
112 History; one-half credit in economics; and one-half credit in
113 United States Government. The United States History EOC
114 assessment constitutes 30 percent of the student's final course
115 grade. Beginning with the 2020-2021 school year, all students in
116 grade 12 shall take the assessment of civic literacy identified
117 by the State Board of Education under s. 1007.25(4). A student
118 who earns a passing score on the assessment is exempt from the
119 postsecondary civic literacy assessment required by s.
120 1007.25(4).

121 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—~~Beginning with~~
122 ~~the 2012-2013 school year,~~ If a student transfers to a Florida
123 public high school from out of country, out of state, a private
124 school, or a home education program and the student's transcript
125 shows a credit in Algebra I, the student's transferring course
126 final grade and credit shall be honored. However, the student
127 must pass the statewide, standardized Algebra I EOC assessment



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128 in order to earn a standard high school diploma unless the
129 student earned a comparative score, passed a statewide
130 assessment in Algebra I administered by the transferring entity,
131 or passed the statewide mathematics assessment the transferring
132 entity uses to satisfy the requirements of the Elementary and
133 Secondary Education Act, as amended by the Every Student
134 Succeeds Act (ESSA) of 2015, 20 U.S.C. ss. 6301 et seq. If a
135 student's transcript shows a credit in high school reading or
136 English Language Arts II or III, in order to earn a standard
137 high school diploma, the student must take and pass the
138 statewide, standardized grade 10 ~~Reading assessment or, when~~
139 ~~implemented, the grade 10~~ ELA assessment, or earn a concordant
140 score. If a transfer student's transcript shows a final course
141 grade and course credit in ~~Algebra I~~, Geometry, Biology I, or
142 United States History, the transferring course final grade and
143 credit shall be honored without the student taking the requisite
144 statewide, standardized EOC assessment and without the
145 assessment results constituting 30 percent of the student's
146 final course grade.

147 (10) STUDENTS WITH DISABILITIES.—Beginning with students
148 entering grade 9 in the 2014-2015 school year, this subsection
149 applies to a student with a disability.

150 (e) Any waiver of the statewide, standardized assessment
151 requirements by the individual education plan team, pursuant to
152 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, must be approved by the
153 parent and is subject to verification for appropriateness by an
154 independent reviewer selected by the parent as provided for in
155 s. 1003.572.

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157 The State Board of Education shall adopt rules under ss.
158 120.536(1) and 120.54 to implement this subsection, including
159 rules that establish the minimum requirements for students
160 described in this subsection to earn a standard high school
161 diploma. The State Board of Education shall adopt emergency
162 rules pursuant to ss. 120.536(1) and 120.54.

163 Section 5. Paragraph (a) of subsection (1) of section
164 1003.4285, Florida Statutes, is amended to read:

165 1003.4285 Standard high school diploma designations.—

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

169 (a) *Scholar designation.*—In addition to the requirements of
170 s. 1003.4282, in order to earn the Scholar designation, a
171 student must satisfy the following requirements:

172 1. Mathematics.—Earn one credit in Algebra II or an equally
173 rigorous course and one credit in statistics or an equally
174 rigorous course. ~~Beginning with students entering grade 9 in the~~
175 ~~2014-2015 school year, pass the Geometry statewide, standardized~~
176 ~~assessment.~~

177 2. Science.—Pass the statewide, standardized Biology I EOC
178 assessment and earn one credit in chemistry or physics and one
179 credit in a course equally rigorous to chemistry or physics.
180 However, a student enrolled in an Advanced Placement (AP),
181 International Baccalaureate (IB), or Advanced International
182 Certificate of Education (AICE) Biology course who takes the
183 respective AP, IB, or AICE Biology assessment and earns the
184 minimum score necessary to earn college credit as identified
185 pursuant to s. 1007.27(2) meets the requirement of this



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186 subparagraph without having to take the statewide, standardized
187 Biology I EOC assessment.

188 3. Social studies.—Pass the statewide, standardized United
189 States History EOC assessment. However, a student enrolled in an
190 AP, IB, or AICE course that includes United States History
191 topics who takes the respective AP, IB, or AICE assessment and
192 earns the minimum score necessary to earn college credit as
193 identified pursuant to s. 1007.27(2) meets the requirement of
194 this subparagraph without having to take the statewide,
195 standardized United States History EOC assessment.

196 4. Foreign language.—Earn two credits in the same foreign
197 language.

198 5. Electives.—Earn at least one credit in an Advanced
199 Placement, an International Baccalaureate, an Advanced
200 International Certificate of Education, or a dual enrollment
201 course.

202 Section 6. Effective upon becoming a law, subsection (5) is
203 added to section 1006.33, Florida Statutes, to read:

204 1006.33 Bids or proposals; advertisement and its contents.—

205 (5) Notwithstanding the requirements of this section and
206 rules adopted to implement this section, for the 2020 adoption
207 cycle, the department may establish timeframes for the
208 advertisement and submission of bids for instructional
209 materials.

210 Section 7. Subsection (4) of section 1007.25, Florida
211 Statutes, is amended to read:

212 1007.25 General education courses; common prerequisites;
213 other degree requirements.—

214 (4) Beginning with students initially entering a Florida



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215 College System institution or state university in the 2020-2021
216 ~~2018-2019~~ school year and thereafter, each student must
217 demonstrate competency in civic literacy. ~~Students must have the~~
218 ~~option to demonstrate competency~~ through the successful
219 completion of a civic literacy course and ~~or~~ by achieving a
220 passing score on an assessment. The State Board of Education
221 must adopt in rule and the Board of Governors must adopt in
222 regulation at least one existing assessment that measures
223 competencies consistent with the required course competencies
224 outlined in paragraph (b). A student may fulfill the assessment
225 requirement by earning a passing score on the assessment while
226 in high school under s. 1003.4282(3)(d). The chair of the State
227 Board of Education and the chair of the Board of Governors, or
228 their respective designees, shall jointly appoint a faculty
229 committee to:

230 (a) Develop a new course in civic literacy or revise an
231 existing general education core course in American History or
232 American Government to include civic literacy.

233 (b) Establish course competencies and identify outcomes
234 that include, at a minimum, an understanding of the basic
235 principles of American democracy and how they are applied in our
236 republican form of government, an understanding of the United
237 States Constitution, knowledge of the founding documents and how
238 they have shaped the nature and functions of our institutions of
239 self-governance, and an understanding of landmark Supreme Court
240 cases and their impact on law and society.

241 Section 8. Paragraph (a) of subsection (8) of section
242 1007.35, Florida Statutes, is amended, and paragraph (1) is
243 added to subsection (6) of that section, to read:



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244 1007.35 Florida Partnership for Minority and
245 Underrepresented Student Achievement.—

246 (6) The partnership shall:

247 (1) Provide information on resources and opportunities to
248 help students transition to postsecondary education, including
249 available financial aid and how to apply for such aid, as well
250 as public and private partnerships that provide college advising
251 services to assist students in the postsecondary education
252 application process.

253 (8) (a) By September 30 of each year, the partnership shall
254 submit to the department a report that contains an evaluation of
255 the effectiveness of the delivered services and activities.
256 Activities and services must be evaluated on their effectiveness
257 at raising student achievement and increasing the number of AP
258 or other advanced course examinations in low-performing middle
259 and high schools. Other indicators that must be addressed in the
260 evaluation report include the number of middle and high school
261 teachers trained; the effectiveness of the training; measures of
262 postsecondary readiness of the students affected by the program;
263 levels of participation in 10th grade PSAT/NMSQT or the PreACT
264 testing; the number of students who submit at least one
265 postsecondary application; the number of students who submit an
266 application for financial aid to help pay for postsecondary
267 expenses; and measures of student, parent, and teacher awareness
268 of and satisfaction with the services of the partnership.

269 Section 9. Paragraph (a) of subsection (1) and subsection
270 (2) of section 1008.212, Florida Statutes, are amended to read:

271 1008.212 Students with disabilities; extraordinary
272 exemption.—



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273 (1) As used in this section, the term:

274 (a) "Circumstance" means a situation in which
275 accommodations allowable for use on the statewide standardized
276 assessment, a statewide standardized end-of-course assessment,
277 or an alternate assessment pursuant to s. 1008.22(3)(d) ~~s.~~
278 ~~1008.22(3)(e)~~ are not offered to a student during the current
279 year's assessment administration due to technological
280 limitations in the testing administration program which lead to
281 results that reflect the student's impaired sensory, manual, or
282 speaking skills rather than the student's achievement of the
283 benchmarks assessed by the statewide standardized assessment, a
284 statewide standardized end-of-course assessment, or an alternate
285 assessment.

286 (2) A student with a disability for whom the individual
287 education plan (IEP) team determines is prevented by a
288 circumstance or condition from physically demonstrating the
289 mastery of skills that have been acquired and are measured by
290 the statewide standardized assessment, a statewide standardized
291 end-of-course assessment, or an alternate assessment pursuant to
292 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~ shall be granted an
293 extraordinary exemption from the administration of the
294 assessment. A learning, emotional, behavioral, or significant
295 cognitive disability, or the receipt of services through the
296 homebound or hospitalized program in accordance with rule 6A-
297 6.03020, Florida Administrative Code, is not, in and of itself,
298 an adequate criterion for the granting of an extraordinary
299 exemption.

300 Section 10. Present paragraph (c) of subsection (3) of
301 section 1008.22, Florida Statutes, is redesignated as paragraph



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302 (d), a new paragraph (c) is added to that subsection, and
303 paragraphs (a) and (b), present paragraphs (c) and (d), and
304 paragraph (g) of subsection (3), subsection (6), paragraphs (a),
305 (b), (c), and (h) of subsection (7), and subsections (8) and (9)
306 of that section are amended, to read:

307 1008.22 Student assessment program for public schools.—

308 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
309 Commissioner of Education shall design and implement a
310 statewide, standardized assessment program aligned to the core
311 curricular content established in the Next Generation Sunshine
312 State Standards. The commissioner also must develop or select
313 and implement a common battery of assessment tools that will be
314 used in all juvenile justice education programs in the state.
315 These tools must accurately measure the core curricular content
316 established in the Next Generation Sunshine State Standards.
317 Participation in the assessment program is mandatory for all
318 school districts and all students attending public schools,
319 including adult students seeking a standard high school diploma
320 under s. 1003.4282 and students in Department of Juvenile
321 Justice education programs, except as otherwise provided by law.
322 If a student does not participate in the assessment program, the
323 school district must notify the student's parent and provide the
324 parent with information regarding the implications of such
325 nonparticipation. The statewide, standardized assessment program
326 shall be designed and implemented as follows:

327 (a) *Statewide, standardized comprehensive assessments.*—The
328 statewide, standardized ~~Reading assessment shall be administered~~
329 ~~annually in grades 3 through 10. The statewide, standardized~~
330 ~~Writing assessment shall be administered annually at least once~~



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331 ~~at the elementary, middle, and high school levels. When the~~
332 ~~Reading and Writing assessments are replaced by~~ English Language
333 Arts (ELA) assessments, ~~ELA assessments~~ shall be administered to
334 students in grades 3 through 8 and in grade 10. The grade 9 ELA
335 assessment shall be last administered in the 2021-2022 school
336 year. Retake opportunities for the ~~grade 10 Reading assessment~~
337 ~~or, upon implementation, the grade 10 ELA assessment~~ must be
338 provided. ~~Students taking the ELA assessments shall not take the~~
339 ~~statewide, standardized assessments in Reading or Writing.~~
340 Reading passages and writing prompts for ELA assessments shall
341 incorporate grade-level core curricula content from social
342 studies. The statewide, standardized Mathematics assessments
343 shall be administered annually in grades 3 through 8. ~~Students~~
344 ~~taking a revised Mathematics assessment shall not take the~~
345 ~~discontinued assessment.~~ The statewide, standardized Science
346 assessment shall be administered annually at least once at the
347 elementary and middle grades levels. In order to earn a standard
348 high school diploma, a student who has not earned a passing
349 score on the ~~grade 10 Reading assessment or, upon~~
350 ~~implementation, the grade 10 ELA assessment~~ must earn a passing
351 score on the assessment retake or earn a concordant score as
352 authorized under subsection (9). Statewide, standardized ELA and
353 mathematics assessments in grades 3 through 6 must be delivered
354 in a paper-based format.

355 (b) *End-of-course (EOC) assessments.*—EOC assessments must
356 be statewide, standardized, and developed or approved by the
357 Department of Education as follows:

358 1. EOC assessments for Algebra I, Geometry, Biology I,
359 United States History, and Civics shall be administered to



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360 students enrolled in such courses as specified in the course
361 code directory. The Geometry EOC assessment shall be
362 administered to students enrolled in such courses as specified
363 in the course code directory until the assessment is
364 discontinued.

365 2. Students enrolled in a course, as specified in the
366 course code directory, with an associated statewide,
367 standardized EOC assessment must take the EOC assessment for
368 such course and may not take the corresponding subject or grade-
369 level statewide, standardized assessment pursuant to paragraph
370 (a). Sections 1003.4156 and 1003.4282 govern the use of
371 statewide, standardized EOC assessment results for students.

372 3. The commissioner may select one or more nationally
373 developed comprehensive examinations, which may include
374 examinations for a College Board Advanced Placement course,
375 International Baccalaureate course, or Advanced International
376 Certificate of Education course, or industry-approved
377 examinations to earn national industry certifications identified
378 in the CAPE Industry Certification Funding List, for use as EOC
379 assessments under this paragraph if the commissioner determines
380 that the content knowledge and skills assessed by the
381 examinations meet or exceed the grade-level expectations for the
382 core curricular content established for the course in the Next
383 Generation Sunshine State Standards. Use of any such examination
384 as an EOC assessment must be approved by the state board in
385 rule.

386 4. Contingent upon funding provided in the General
387 Appropriations Act, including the appropriation of funds
388 received through federal grants, the commissioner may establish



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389 an implementation schedule for the development and
390 administration of additional statewide, standardized EOC
391 assessments that must be approved by the state board in rule. If
392 approved by the state board, student performance on such
393 assessments constitutes 30 percent of a student's final course
394 grade.

395 5. All statewide, standardized EOC assessments must be
396 administered online ~~except as otherwise provided in paragraph~~
397 ~~(e)~~.

398 6. A student enrolled in an Advanced Placement (AP),
399 International Baccalaureate (IB), or Advanced International
400 Certificate of Education (AICE) course who takes the respective
401 AP, IB, or AICE assessment and earns the minimum score necessary
402 to earn college credit, as identified in s. 1007.27(2), meets
403 the requirements of this paragraph and does not have to take the
404 EOC assessment for the corresponding course.

405 (c) Nationally recognized high school assessments.—

406 1. Beginning with the 2020-2021 school year, a nationally
407 recognized high school assessment, defined as either the ACT or
408 the SAT, shall be administered to students in grade 11.

409 2. The Commissioner of Education shall, through a
410 competitive procurement, select either the ACT or the SAT for
411 statewide administration.

412 3. Funding for the SAT and the ACT for all grade 11
413 students shall be as provided in the General Appropriations Act.

414 (d) ~~(e)~~ Students with disabilities; Florida Alternate
415 Assessment.—

416 1. Each district school board must provide instruction to
417 prepare students with disabilities in the core content knowledge



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418 and skills necessary for successful grade-to-grade progression
419 and high school graduation.

420 2. A student with a disability, as defined in s. 1007.02,
421 for whom the individual education plan (IEP) team determines
422 that the statewide, standardized assessments under this section
423 cannot accurately measure the student's abilities, taking into
424 consideration all allowable accommodations, shall have
425 assessment results waived for the purpose of receiving a course
426 grade and a standard high school diploma. Such waiver shall be
427 designated on the student's transcript. The statement of waiver
428 shall be limited to a statement that performance on an
429 assessment was waived for the purpose of receiving a course
430 grade or a standard high school diploma, as applicable.

431 3. The State Board of Education shall adopt rules, based
432 upon recommendations of the commissioner, for the provision of
433 assessment accommodations for students with disabilities and for
434 students who have limited English proficiency.

435 a. Accommodations that negate the validity of a statewide,
436 standardized assessment are not allowed during the
437 administration of the assessment. However, instructional
438 accommodations are allowed in the classroom if identified in a
439 student's IEP. Students using instructional accommodations in
440 the classroom that are not allowed on a statewide, standardized
441 assessment may have assessment results waived if the IEP team
442 determines that the assessment cannot accurately measure the
443 student's abilities.

444 b. If a student is provided with instructional
445 accommodations in the classroom that are not allowed as
446 accommodations for statewide, standardized assessments, the



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447 district must inform the parent in writing and provide the
448 parent with information regarding the impact on the student's
449 ability to meet expected performance levels. A parent must
450 provide signed consent for a student to receive classroom
451 instructional accommodations that would not be available or
452 permitted on a statewide, standardized assessment and
453 acknowledge in writing that he or she understands the
454 implications of such instructional accommodations.

455 c. If a student's IEP states that online administration of
456 a statewide, standardized assessment will significantly impair
457 the student's ability to perform, the assessment shall be
458 administered in hard copy.

459 4. For students with significant cognitive disabilities,
460 the Department of Education shall provide for implementation of
461 the Florida Alternate Assessment to accurately measure the core
462 curricular content established in the Next Generation Sunshine
463 State Standards.

464 ~~(d) Implementation schedule.—~~

465 ~~1. The Commissioner of Education shall establish and~~
466 ~~publish on the department's website an implementation schedule~~
467 ~~to transition from the statewide, standardized Reading and~~
468 ~~Writing assessments to the ELA assessments and to the revised~~
469 ~~Mathematics assessments, including the Algebra I and Geometry~~
470 ~~EOC assessments. The schedule must take into consideration~~
471 ~~funding, sufficient field and baseline data, access to~~
472 ~~assessments, instructional alignment, and school district~~
473 ~~readiness to administer the assessments online. All such~~
474 ~~assessments must be delivered through computer-based testing,~~
475 ~~however, the following assessments must be delivered in a~~



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476 ~~computer-based format, as follows: the grade 3 Mathematics~~
477 ~~assessment beginning in the 2016-2017 school year; the grade 4~~
478 ~~ELA assessment, beginning in the 2015-2016 school year; and the~~
479 ~~grade 4 Mathematics assessment, beginning in the 2016-2017~~
480 ~~school year. Notwithstanding the requirements of this~~
481 ~~subparagraph, statewide, standardized ELA and mathematics~~
482 ~~assessments in grades 3 through 6 must be delivered only in a~~
483 ~~paper-based format, beginning with the 2017-2018 school year,~~
484 ~~and all such assessments must be paper-based no later than the~~
485 ~~2018-2019 school year.~~

486 ~~2. The Department of Education shall publish minimum and~~
487 ~~recommended technology requirements that include specifications~~
488 ~~for hardware, software, networking, security, and broadband~~
489 ~~capacity to facilitate school district compliance with the~~
490 ~~requirements of this section.~~

491 ~~(g) Contracts for assessments.-~~

492 ~~1. The commissioner shall provide for the assessments to be~~
493 ~~developed or obtained, as appropriate, through contracts and~~
494 ~~project agreements with private vendors, public vendors, public~~
495 ~~agencies, postsecondary educational institutions, or school~~
496 ~~districts. The commissioner may enter into contracts for the~~
497 ~~continued administration of the assessments authorized and~~
498 ~~funded by the Legislature. Contracts may be initiated in 1~~
499 ~~fiscal year and continue into the next fiscal year and may be~~
500 ~~paid from the appropriations of either or both fiscal years. The~~
501 ~~commissioner may negotiate for the sale or lease of tests,~~
502 ~~scoring protocols, test scoring services, and related materials~~
503 ~~developed pursuant to law.~~

504 ~~2. A student's performance results on statewide,~~



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505 ~~standardized assessments, EOC assessments, and Florida~~
506 ~~Alternative Assessments administered pursuant to this subsection~~
507 ~~must be provided to the student's teachers and parents by the~~
508 ~~end of the school year, unless the commissioner determines that~~
509 ~~extenuating circumstances exist and reports the extenuating~~
510 ~~circumstances to the State Board of Education. This subparagraph~~
511 ~~does not apply to existing contracts for such assessments, but~~
512 ~~shall apply to new contracts and any renewal of existing~~
513 ~~contracts for such assessments.~~

514 ~~3. If liquidated damages are applicable, the department~~
515 ~~shall collect liquidated damages that are due in response to the~~
516 ~~administration of the spring 2015 computer-based assessments of~~
517 ~~the department's Florida Standards Assessment contract with~~
518 ~~American Institutes for Research, and expend the funds to~~
519 ~~reimburse parties that incurred damages.~~

520 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE
521 STANDARDS.—

522 ~~(a)~~ Measurement of student performance is the
523 responsibility of school districts except in those subjects and
524 grade levels measured under the statewide, standardized
525 assessment program described in this section. When available,
526 instructional personnel must be provided with information on
527 student achievement of standards and benchmarks in order to
528 improve instruction.

529 ~~(b)~~ The Commissioner of Education shall assist and support
530 districts in measuring student performance on the state
531 standards by maintaining a statewide item bank, facilitating the
532 sharing of developed tests or test items among school districts,
533 and providing technical assistance in best assessment practices.



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534 ~~The commissioner may discontinue the item bank if he or she~~
535 ~~determines that district participation is insufficient for its~~
536 ~~sustainability.~~

537 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

538 (a) The Commissioner of Education shall establish schedules
539 for the administration of statewide, standardized assessments
540 and the reporting of student assessment results. The
541 commissioner shall consider the observance of religious and
542 school holidays when developing the schedules. The assessment
543 and reporting schedules must provide the earliest possible
544 reporting of student assessment results to the school districts,
545 ~~consistent with the requirements of paragraph (3)(g).~~ Assessment
546 results for the statewide, standardized ELA and mathematics
547 assessments and all statewide, standardized EOC assessments must
548 be made available no later than June 30, except for results for
549 the grade 3 statewide, standardized ELA assessment, which must
550 be made available no later than May 31. School districts shall
551 administer statewide, standardized assessments in accordance
552 with the schedule established by the commissioner.

553 (b) By January of each year, ~~beginning in 2018,~~ the
554 commissioner shall publish on the department's website a uniform
555 calendar that includes the assessment and reporting schedules
556 for, at a minimum, the next 2 school years. The uniform calendar
557 must be provided to school districts in an electronic format
558 that allows each school district and public school to populate
559 the calendar with, at minimum, the following information for
560 reporting the district assessment schedules under paragraph (d):

561 1. Whether the assessment is a district-required assessment
562 or a state-required assessment.



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- 563 2. The specific date or dates that each assessment will be
564 administered.
- 565 3. The time allotted to administer each assessment.
- 566 4. Whether the assessment is a computer-based assessment or
567 a paper-based assessment.
- 568 5. The grade level or subject area associated with the
569 assessment.
- 570 6. The date that the assessment results are expected to be
571 available to teachers and parents.
- 572 7. The type of assessment, the purpose of the assessment,
573 and the use of the assessment results.
- 574 8. A glossary of assessment terminology.
- 575 9. Estimates of average time for administering state-
576 required and district-required assessments, by grade level.
- 577 (c) ~~Beginning with the 2018-2019 school year,~~ The spring
578 administration of the statewide, standardized assessments in
579 paragraphs (3)(a) and (b), excluding assessment retakes, must be
580 in accordance with the following schedule:
- 581 1. The grade 3 statewide, standardized ELA assessment and
582 the writing portion of the statewide, standardized ELA
583 assessment ~~for grades 4 through 10~~ must be administered no
584 earlier than April 1 each year within an assessment window not
585 to exceed 2 weeks.
- 586 2. With the exception of assessments identified in
587 subparagraph 1., any statewide, standardized assessment that is
588 delivered in a paper-based format must be administered no
589 earlier than May 1 each year within an assessment window not to
590 exceed 2 weeks.
- 591 3. With the exception of assessments identified in



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592 subparagraphs 1. and 2., any statewide, standardized assessment
593 must be administered within a 4-week assessment window that
594 opens no earlier than May 1 each year.

595

596 ~~Each school district shall administer the assessments identified~~
597 ~~under subparagraphs 2. and 3. no earlier than 4 weeks before the~~
598 ~~last day of school for the district.~~

599 (h) The results of statewide, standardized ELA, ~~and~~
600 mathematics, science, and social studies assessments, including
601 assessment retakes, shall be reported in an easy-to-read and
602 understandable format and delivered in time to provide useful,
603 actionable information to students, parents, and each student's
604 current teacher of record and teacher of record for the
605 subsequent school year; however, in any case, the district shall
606 provide the results pursuant to this paragraph within 1 week
607 after receiving the results from the department. A report of
608 student assessment results must, at a minimum, contain:

609 1. A clear explanation of the student's performance on the
610 applicable statewide, standardized assessments.

611 2. Information identifying the student's areas of strength
612 and areas in need of improvement.

613 3. Specific actions that may be taken, and the available
614 resources that may be used, by the student's parent to assist
615 his or her child based on the student's areas of strength and
616 areas in need of improvement.

617 4. Longitudinal information, if available, on the student's
618 progress in each subject area based on previous statewide,
619 standardized assessment data.

620 5. Comparative information showing the student's score



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621 compared to other students in the school district, in the state,
622 or, if available, in other states.

623 6. Predictive information, if available, showing the
624 linkage between the scores attained by the student on the
625 statewide, standardized assessments and the scores he or she may
626 potentially attain on nationally recognized college entrance
627 examinations.

628 (8) PUBLICATION OF ASSESSMENTS.—To promote transparency in
629 the statewide assessment program, in any procurement for the
630 statewide, standardized assessments in ELA, assessment in grades
631 3 through 10 and the mathematics, science, and social studies
632 assessment in grades 3 through 8, the Department of Education
633 shall solicit cost proposals for publication of the state
634 assessments on its website in accordance with this subsection.

635 (a) The department shall publish each assessment
636 administered under paragraph (3) (a) and subparagraph (3) (b) 1.,
637 excluding assessment retakes, at least once on a triennial basis
638 pursuant to a schedule determined by the Commissioner of
639 Education. Each assessment, when published, must have been
640 administered during the most recent school year and be in a
641 format that facilitates the sharing of assessment items.

642 (b) The initial publication of assessments must occur no
643 later than June 30, 2024 ~~2021~~, subject to appropriation, and
644 must include, at a minimum, the grade 3 ELA and mathematics
645 assessments, the grade 10 ELA assessment, and the Algebra I EOC
646 assessment.

647 (c) The department must provide materials on its website to
648 help the public interpret assessment information published
649 pursuant to this subsection.



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650 (9) CONCORDANT SCORES.—The Commissioner of Education must
651 identify scores on the SAT and ACT that if achieved satisfy the
652 graduation requirement that a student pass the ~~grade 10~~
653 ~~statewide, standardized Reading assessment or, upon~~
654 ~~implementation, the grade 10 ELA assessment.~~ The commissioner
655 may identify concordant scores on assessments other than the SAT
656 and ACT. If the content or scoring procedures change for the
657 ~~grade 10 Reading assessment or, upon implementation, the grade~~
658 ~~10 ELA assessment,~~ new concordant scores must be determined. If
659 new concordant scores are not timely adopted, the last-adopted
660 concordant scores remain in effect until such time as new scores
661 are adopted. The state board shall adopt concordant scores in
662 rule.

663 Section 11. Paragraph (a) of subsection (2) of section
664 1008.25, Florida Statutes, is amended to read:

665 1008.25 Public school student progression; student support;
666 reporting requirements.—

667 (2) STUDENT PROGRESSION PLAN.—Each district school board
668 shall establish a comprehensive plan for student progression
669 which must provide for a student's progression from one grade to
670 another based on the student's mastery of the standards in s.
671 1003.41, specifically English Language Arts, mathematics,
672 science, and social studies standards. The plan must:

673 (a) Include criteria that emphasize student reading
674 proficiency in kindergarten through grade 3 and provide targeted
675 instructional support for students with identified deficiencies
676 in English Language Arts, mathematics, science, and social
677 studies. High schools shall use all available assessment
678 results, ~~including the results of statewide, standardized~~



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679 ~~English Language Arts assessments and end-of-course assessments~~
680 ~~for Algebra I and Geometry,~~ to advise students of any identified
681 deficiencies and to provide appropriate postsecondary
682 preparatory instruction before high school graduation. The
683 results of evaluations used to monitor a student's progress in
684 grades K-12 must be provided to the student's teacher in a
685 timely manner and as otherwise required by law. Thereafter,
686 evaluation results must be provided to the student's parent in a
687 timely manner. When available, instructional personnel must be
688 provided with information on student achievement of standards
689 and benchmarks in order to improve instruction.

690 Section 12. Subsection (1), paragraphs (a) and (b) of
691 subsection (3), and subsection (4) of section 1008.33, Florida
692 Statutes, are amended to read:

693 1008.33 Authority to enforce public school improvement.—

694 (1) The State Board of Education shall comply with the
695 federal Elementary and Secondary Education Act (ESEA), 20 U.S.C.
696 ss. 6301 et seq., its implementing regulations, and the ESEA
697 plan flexibility waiver approved for Florida by the United
698 States Secretary of Education. The state board may adopt rules
699 to maintain compliance with the ESEA and the ESEA plan
700 flexibility waiver.

701 (3) (a) The academic performance of all students has a
702 significant effect on the state school system. Pursuant to Art.
703 IX of the State Constitution, which prescribes the duty of the
704 State Board of Education to supervise Florida's public school
705 system, the state board shall equitably enforce the
706 accountability requirements of the state school system and may
707 impose state requirements on school districts in order to



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708 improve the academic performance of all districts, schools, and
709 students based upon the provisions of the Florida K-20 Education
710 Code, chapters 1000-1013; the federal ESEA and its implementing
711 regulations; and the ESEA plan flexibility waiver approved for
712 Florida by the United States Secretary of Education.

713 (b) The Department of Education shall annually identify
714 each public school in need of intervention and support to
715 improve student academic performance. A deficient and failing
716 school is a school ~~All schools~~ earning a grade of "D" or "F"
717 pursuant to s. 1008.34 ~~are schools~~ in need of intervention and
718 support.

719 (4) (a) The state board shall apply intensive intervention
720 and support strategies tailored to the needs of schools earning
721 a grade ~~two consecutive grades~~ of "D" or ~~a grade of~~ "F." In the
722 first full school year after a school initially earns a grade
723 ~~two consecutive grades~~ of "D" or ~~a grade of~~ "F," the school
724 district must immediately implement intervention and support
725 strategies prescribed in rule under paragraph (3) (c) and, by
726 September 1, provide the department with the memorandum of
727 understanding negotiated pursuant to s. 1001.42(21) and, by
728 October 1, a district-managed turnaround plan for approval by
729 the state board. The district-managed turnaround plan may
730 include a proposal for the district to implement an extended
731 school day, a summer program, or a combination of an extended
732 school day and a summer program. Upon approval by the state
733 board, the school district must implement the plan for the
734 remainder of the school year and continue the plan for 1 full
735 school year. The state board may allow a school an additional
736 year of implementation before the school must implement a



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737 turnaround option required under paragraph (b) if it determines
738 that the school is likely to improve to a grade of "C" or higher
739 after the first full school year of implementation, and will
740 sustain the improvement beyond the next school year.

741 (b) Unless an additional year of implementation is provided
742 pursuant to paragraph (a), a school that completes a district-
743 managed turnaround plan cycle and does not improve to at least a
744 grade of ~~earns three consecutive grades below a~~ "C" or higher
745 must implement one of the following:

746 1. Upon the recommendation of the Commissioner of
747 Education, the state board may allow the school district to
748 close the school and reassign students to another school with a
749 school grade of "C" or higher, provide additional services to
750 reassigned students which are designed to address deficiencies
751 and improve performance, and monitor the progress of each
752 reassigned student for 3 school years;

753 2. Repurpose ~~Close the school and reopen~~ the school as one
754 or more charter schools, each with a governing board that has a
755 demonstrated record of effectiveness; or

756 3. Enter into a performance contract with an external
757 operator ~~outside entity~~ that has a demonstrated record of
758 effectiveness to operate the school. The contract must allow
759 unilateral cancellation by the school district upon revocation
760 of the turnaround plan under paragraph (f). An external operator
761 outside entity may include the State University System or
762 Florida College System institution or a district-managed charter
763 school in which all instructional personnel are not employees of
764 the school district, but are employees of an independent
765 governing board composed of members who did not participate in



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766 the review or approval of the charter.

767 (c) During the implementation of a turnaround option, the
768 district may request a new turnaround option. Implementation of
769 the turnaround option is no longer required if the school
770 improves to a grade of "C" or higher.

771 (d) If a school ~~earning two consecutive grades of "D" or a~~
772 ~~grade of "F"~~ does not improve to a grade of "C" or higher after
773 2 school years of implementing the turnaround option selected by
774 the school district under paragraph (b), the school district
775 must implement another turnaround option. Implementation of the
776 turnaround option must begin the school year following the
777 implementation period of the existing turnaround option, unless
778 the state board determines that the school is likely to improve
779 to a grade of "C" or higher if additional time is provided to
780 implement the existing turnaround option.

781 (e) If a school earns a grade of "D" or "F" within 4 years
782 after improving to a grade of "C" or higher, the school may only
783 select a turnaround option under paragraph (b).

784 (f) The state board may revoke a turnaround plan if a
785 school district fails to follow the terms and conditions of its
786 approved plan. Before revoking a turnaround plan, the state
787 board shall consider any curative action taken or proposed by
788 the school district and the feasibility of improving performance
789 under the plan during the remainder of the approval period. Upon
790 revocation of a turnaround plan, a school district must submit a
791 new turnaround plan or select a new turnaround option.

792 Section 13. Paragraphs (a) and (b) of subsection (1) and
793 paragraph (b) of subsection (3) of section 1008.34, Florida
794 Statutes, are amended to read:



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795 1008.34 School grading system; school report cards;
796 district grade.—

797 (1) DEFINITIONS.—For purposes of the statewide,
798 standardized assessment program and school grading system, the
799 following terms are defined:

800 (a) "Achievement level," "student achievement," or
801 "achievement" describes the level of content mastery a student
802 has acquired in a particular subject as measured by a statewide,
803 standardized assessment administered pursuant to s.

804 1008.22(3) (a) and (b). There are five achievement levels. Level
805 1 is the lowest achievement level, level 5 is the highest
806 achievement level, and level 3 indicates satisfactory

807 performance. A student passes an assessment if the student
808 achieves a level 3, level 4, or level 5. For purposes of the
809 Florida Alternate Assessment administered pursuant to s.

810 1008.22(3) (d) s. 1008.22(3) (e), the state board shall provide,
811 in rule, the number of achievement levels and identify the
812 achievement levels that are considered passing. For the purpose
813 of calculating school grades under this section, the State Board
814 of Education shall adopt by rule passing scores for the
815 nationally recognized high school assessment selected pursuant
816 to s. 1008.22(3) (c).

817 (b) "Learning Gains," ~~"annual learning gains,"~~ or "student
818 learning gains" means the degree of student learning growth
819 occurring over time ~~from one school year to the next~~ as required
820 by state board rule for purposes of calculating school grades
821 under this section.

822 (3) DESIGNATION OF SCHOOL GRADES.—

823 (b)1. ~~Beginning with the 2014-2015 school year,~~ A school's



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824 grade shall be based on the following components, each worth 100
825 points:

826 a. The percentage of eligible students passing statewide,
827 standardized assessments in English Language Arts under s.
828 1008.22(3), and beginning with the 2022-2023 school year, the
829 percentage of eligible students passing the relevant portions of
830 the nationally recognized high school assessment selected
831 pursuant to s. 1008.22(3)(c).

832 b. The percentage of eligible students passing statewide,
833 standardized assessments in mathematics under s. 1008.22(3), and
834 beginning with the 2022-2023 school year, the percentage of
835 eligible students passing the relevant portions of the
836 nationally recognized high school assessment selected pursuant
837 to s. 1008.22(3)(c).

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

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

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

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

848 g. The percentage of eligible students in the lowest 25
849 percent in English Language Arts, as identified by prior year
850 performance on statewide, standardized assessments, who make
851 Learning Gains as measured by statewide, standardized English
852 Language Arts assessments administered under s. 1008.22(3).



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853 h. The percentage of eligible students in the lowest 25
854 percent in mathematics, as identified by prior year performance
855 on statewide, standardized assessments, who make Learning Gains
856 as measured by statewide, standardized Mathematics assessments
857 administered under s. 1008.22(3).

858 i. For schools comprised of middle grades 6 through 8 or
859 grades 7 and 8, the percentage of eligible students passing high
860 school level statewide, standardized end-of-course assessments
861 or attaining national industry certifications identified in the
862 CAPE Industry Certification Funding List pursuant to rules
863 adopted by the State Board of Education.

864
865 In calculating Learning Gains for the components listed in sub-
866 subparagraphs e.-h., the State Board of Education shall require
867 that learning growth toward achievement levels 3, 4, and 5 is
868 demonstrated by students who scored below each of those levels
869 in the prior year. In calculating the components in sub-
870 subparagraphs a.-d., the state board shall include the
871 performance of English language learners only if they have been
872 enrolled in a school in the United States for more than 2 years.

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

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

878 b. The percentage of students who were eligible to earn
879 college and career credit through College Board Advanced
880 Placement examinations, International Baccalaureate
881 examinations, dual enrollment courses, or Advanced International



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882 Certificate of Education examinations; or who, at any time
883 during high school, earned national industry certification
884 identified in the CAPE Industry Certification Funding List,
885 pursuant to rules adopted by the state board.

886 Section 14. Subsection (2) of section 1008.3415, Florida
887 Statutes, is amended to read:

888 1008.3415 School grade or school improvement rating for
889 exceptional student education centers.—

890 (2) Notwithstanding s. 1008.34, the achievement levels and
891 Learning Gains of a student with a disability who attends an
892 exceptional student education center and has not been enrolled
893 in or attended a public school other than an exceptional student
894 education center for grades K-12 within the school district
895 shall not be included in the calculation of the home school's
896 grade if the student is identified as an emergent student on the
897 alternate assessment described in s. 1008.22(3)(d) ~~or~~
898 ~~1008.22(3)(c)~~.

899 Section 15. Subsection (21) of section 1011.62, Florida
900 Statutes, is amended to read:

901 1011.62 Funds for operation of schools.—If the annual
902 allocation from the Florida Education Finance Program to each
903 district for operation of schools is not determined in the
904 annual appropriations act or the substantive bill implementing
905 the annual appropriations act, it shall be determined as
906 follows:

907 (21) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—
908 The turnaround school supplemental services allocation is
909 created to provide district-managed turnaround schools, as
910 identified in s. 1008.33(4)(a), schools implementing a charter



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911 or an external operator turnaround option, that earn three
912 consecutive grades below a "C," as identified in s.
913 1008.33(4)(c)3. s. 1008.33(4)(b)3., and schools that have
914 improved to a "C" or higher and are no longer in turnaround
915 status, as identified in s. 1008.33(4)(d) s. 1008.33(4)(e), with
916 funds to offer services designed to improve the overall academic
917 and community welfare of the schools' students and their
918 families.

919 (a)1. Services funded by the allocation may include, but
920 are not limited to, tutorial and after-school programs, student
921 counseling, nutrition education, parental counseling, and an
922 extended school day and school year. In addition, services may
923 include models that develop a culture that encourages students
924 to complete high school and to attend college or career
925 training, set high academic expectations, and inspire character
926 development.

927 2. A school district may enter into a formal agreement with
928 a nonprofit organization that has tax-exempt status under s.
929 501(c)(3) of the Internal Revenue Code to implement an
930 integrated student support service model that provides students
931 and families with access to wrap-around services, including, but
932 not limited to, health services, after-school programs, drug
933 prevention programs, college and career readiness programs, and
934 food and clothing banks.

935 (b) Before distribution of the allocation, the school
936 district shall develop and submit a plan for implementation to
937 its school board for approval no later than August 1 of each
938 fiscal year.

939 (c) At a minimum, the plan required under paragraph (b)



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940 must:

- 941 1. Establish comprehensive support services that develop
942 family and community partnerships;
- 943 2. Establish clearly defined and measurable high academic
944 and character standards;
- 945 3. Increase parental involvement and engagement in the
946 child's education;
- 947 4. Describe how instructional personnel will be identified,
948 recruited, retained, and rewarded;
- 949 5. Provide professional development that focuses on
950 academic rigor, direct instruction, and creating high academic
951 and character standards;
- 952 6. Provide focused instruction to improve student academic
953 proficiency, which may include additional instruction time
954 beyond the normal school day or school year; and
- 955 7. Include a strategy for continuing to provide services
956 after the school is no longer in turnaround status by virtue of
957 achieving a grade of "C" or higher.

958 (d) Each school district shall submit its approved plans to
959 the commissioner by September 1 of each fiscal year.

960 (e) Subject to legislative appropriation, each school
961 district's allocation must be based on the unweighted FTE
962 student enrollment at the eligible schools and a per-FTE funding
963 amount of \$500 or as provided in the General Appropriations Act.
964 The supplement provided in the General Appropriations Act shall
965 be based on the most recent school grades and shall serve as a
966 proxy for the official calculation. Once school grades are
967 available for the school year immediately preceding the fiscal
968 year coinciding with the appropriation, the supplement shall be



969 recalculated for the official participating schools as part of
970 the subsequent FEFP calculation. The commissioner may prepare a
971 preliminary calculation so that districts may proceed with
972 timely planning and use of the funds. If the calculated funds
973 for the statewide allocation exceed the funds appropriated, the
974 allocation of funds to each school district must be prorated
975 based on each school district's share of the total unweighted
976 FTE student enrollment for the eligible schools.

977 (f) Subject to legislative appropriation, each school shall
978 remain eligible for the allocation for a maximum of 4 continuous
979 fiscal years while implementing a turnaround option pursuant to
980 s. 1008.33(4). In addition, a school that improves to a grade of
981 "C" or higher shall remain eligible to receive the allocation
982 for a maximum of 2 continuous fiscal years after exiting
983 turnaround status.

984 Section 16. For the 2020-2021 fiscal year, the sum of \$8
985 million in recurring funds is appropriated from the General
986 Revenue Fund to the Department of Education to implement s.
987 1008.22(3)(c), as created by this act.

988 Section 17. Except as otherwise expressly provided in this
989 act and except for this section, which shall take effect upon
990 this act becoming a law, this act shall take effect July 1,
991 2020.

992 ===== T I T L E A M E N D M E N T =====

993 And the title is amended as follows:

994 Delete everything before the enacting clause
995 and insert:

996 A bill to be entitled

997 An act relating to education; amending s. 1001.23,



998 F.S.; authorizing the Department of Education to hold
999 patents, copyrights, trademarks, and service marks;
1000 authorizing the department to take specified actions
1001 to enforce its rights under certain circumstances;
1002 requiring the department to notify the Department of
1003 State under certain circumstances; requiring certain
1004 proceeds to be deposited into a specified trust fund;
1005 amending s. 1003.33, F.S.; requiring final report
1006 cards to be issued within a multiple specified
1007 timeframes; amending s. 1003.4156, F.S.; conforming
1008 provisions to changes made by the act; amending s.
1009 1003.4282, F.S.; deleting obsolete language; requiring
1010 certain students to take a specified assessment
1011 relating to civic literacy; providing that such
1012 assessment meets certain postsecondary requirements
1013 under specified circumstances; amending s. 1003.4285,
1014 F.S.; revising the requirements for earning the
1015 Scholar designation on a standard high school diploma;
1016 amending s. 1006.33, F.S.; authorizing the department
1017 to establish timeframes for specified purposes
1018 relating to instructional materials for a certain
1019 adoption cycle; amending s. 1007.25, F.S.; requiring
1020 postsecondary students to complete a civic literacy
1021 course and pass a specified assessment to demonstrate
1022 competency in civic literacy; authorizing students to
1023 meet the assessment requirements in high school;
1024 amending s. 1007.35, F.S.; requiring the Florida
1025 Partnership for Minority and Underrepresented Student
1026 Achievement to provide specified information to



1027 students relating to transitioning to postsecondary
1028 education; revising certain reporting requirements;
1029 amending s. 1008.212, F.S.; conforming cross-
1030 references; amending s. 1008.22, F.S.; deleting
1031 obsolete language; discontinuing a specified English
1032 Language Arts assessment at a certain time; requiring
1033 certain statewide, standardized assessments to be
1034 administered in a paper-based format; requiring school
1035 districts to provide the SAT or ACT to grade 11
1036 students beginning in a specified school year;
1037 requiring the Commissioner of Education to choose
1038 which assessment to administer; providing that funding
1039 for the assessments shall be as provided by
1040 appropriation; deleting specified reporting
1041 requirements; deleting a requirement that the
1042 Commissioner of Education maintain a specified item
1043 bank; deleting specified requirements for the date of
1044 the administration of specified assessments; revising
1045 a deadline for the publication of certain assessments;
1046 amending s. 1008.25, F.S.; revising which assessments
1047 a high school must use to advise students of specified
1048 deficiencies; amending s. 1008.33, F.S.; revising
1049 requirements for certain intervention and support
1050 strategies; revising requirements for the State Board
1051 of Education to allow a school an additional year of
1052 implementation of a district-managed turnaround plan;
1053 revising the requirements for turnaround options for
1054 specified schools; authorizing a school district to
1055 request a new turnaround option; providing



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1056 requirements for certain schools that reenter the
1057 turnaround system; authorizing the state board to
1058 revoke a turnaround plan under certain circumstances;
1059 providing requirements for such revocation; amending
1060 s. 1008.34, F.S.; revising definitions; revising
1061 school grade calculations to include specified
1062 assessment results beginning in a specified school
1063 year; amending s. 1008.3415, F.S.; conforming a cross-
1064 reference; amending s. 1011.62, F.S.; revising the
1065 eligibility criteria for the turnaround school
1066 supplemental services allocation; providing an
1067 appropriation; providing effective dates.