

1                   A bill to be entitled  
2           An act relating to education; amending s. 1001.23,  
3           F.S.; authorizing the Department of Education to hold  
4           patents, copyrights, trademarks, and service marks;  
5           authorizing the department to take specified actions  
6           to enforce its rights under certain circumstances;  
7           requiring the department to notify the Department of  
8           State under certain circumstances; requiring certain  
9           proceeds to be deposited into a specified trust fund;  
10          amending s. 1003.33, F.S.; requiring final report  
11          cards to be issued within a specified timeframe;  
12          providing an exception; amending s. 1003.4156, F.S.;  
13          conforming provisions to changes made by the act;  
14          amending s. 1003.4282, F.S.; deleting obsolete  
15          language; requiring certain students to take a  
16          specified assessment relating to civic literacy;  
17          providing that such assessment meets certain  
18          postsecondary requirements under specified  
19          circumstances; amending s. 1003.4285, F.S.; revising  
20          the requirements for earning the scholar designation  
21          on a standard high school diploma; amending s.  
22          1006.33, F.S.; authorizing the department to establish  
23          timeframes for specified purposes relating to  
24          instructional materials for a certain adoption cycle;  
25          amending s. 1007.25, F.S.; requiring postsecondary

26 | students to complete a civic literacy course and pass  
27 | a specified assessment to demonstrate competency in  
28 | civic literacy; authorizing students to meet the  
29 | assessment requirements in high school; amending s.  
30 | 1007.35, F.S.; requiring the Florida Partnership for  
31 | Minority and Underrepresented Student Achievement to  
32 | provide specified information to students relating to  
33 | transitioning to postsecondary education; revising  
34 | certain reporting requirements; amending s. 1008.212,  
35 | F.S.; conforming cross-references to changes made by  
36 | the act; amending s. 1008.22, F.S.; deleting obsolete  
37 | language; discontinuing a specified English Language  
38 | Arts assessment at a certain time; requiring certain  
39 | statewide, standardized assessments to be administered  
40 | in a paper-based format; requiring school districts to  
41 | provide the SAT or ACT to grade 11 students beginning  
42 | in a specified school year; requiring school districts  
43 | to choose which assessment to administer; deleting  
44 | specified reporting requirements; authorizing the  
45 | commissioner to discontinue the geometry end-of-course  
46 | assessment under certain circumstances; deleting a  
47 | requirement that the Commissioner of Education  
48 | maintain a specified item bank; deleting specified  
49 | requirements for the date of the administration of  
50 | specified assessments; revising a deadline for the

51 publication of certain assessments; amending s.  
52 1008.25, F.S.; revising which assessments a high  
53 school must use to advise students of specified  
54 deficiencies; amending s. 1008.33, F.S.; revising  
55 requirements for certain intervention and support  
56 strategies; providing requirements for the State Board  
57 of Education to allow a school an additional year of  
58 implementation of a district-managed turnaround plan;  
59 revising the requirements for turnaround options for  
60 specified schools; revising the criteria for a school  
61 to implement such options; revising the components of  
62 such turnaround options; authorizing a school district  
63 to request a new turnaround option; providing  
64 requirements for certain schools that reenter the  
65 turnaround system beginning in a specified school  
66 year; authorizing the state board to revoke a  
67 turnaround plan under certain circumstances; providing  
68 requirements for such revocation; amending s. 1008.34,  
69 F.S.; revising definitions; revising school grade  
70 calculations to include specified assessment results  
71 beginning in a specified school year; amending s.  
72 1008.3415, F.S.; conforming a cross-reference to  
73 changes made by the act; amending s. 1011.62, F.S.;  
74 revising the eligibility criteria for the turnaround  
75 school supplemental services allocation; revising the

76 required contents for a specified plan; requiring the  
 77 department to provide final approval of specified  
 78 plans; providing an appropriation; providing effective  
 79 dates.

80

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

82

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

85 1001.23 Specific powers and duties of the Department of  
 86 Education.—In addition to all other duties assigned to it by law  
 87 or by rule of the State Board of Education, the department  
 88 shall:

89 (5) Notwithstanding chapter 286, have the authority to  
 90 hold patents, copyrights, trademarks, and service marks. The  
 91 department may take any action necessary to enforce its rights  
 92 with respect to such patents, copyrights, trademarks, and  
 93 service marks or enter into a transaction to sell, lease,  
 94 license, or transfer such rights for monetary gain or other  
 95 consideration, at the department's discretion. The department  
 96 shall notify the Department of State in writing when property  
 97 rights by patent, copyright, or trademark are secured by the  
 98 department. Any proceeds received by the department from the  
 99 exercise of these rights, except for educational materials and  
 100 products, shall be deposited in the department's Operating Trust

101 Fund.

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

104 1003.33 Report cards; end-of-the-year status.—

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

111  
112 District school boards shall not allow schools to exempt  
113 students from academic performance requirements based on  
114 practices or policies designed to encourage student attendance.  
115 A student's attendance record may not be used in whole or in  
116 part to provide an exemption from any academic performance  
117 requirement.

118 Section 3. Paragraph (b) of subsection (1) of section  
119 1003.4156, Florida Statutes, is amended to read:

120 1003.4156 General requirements for middle grades  
121 promotion.—

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

125 (b) Three middle grades or higher courses in mathematics.

126 Each school that includes middle grades must offer at least one  
127 high school level mathematics course for which students may earn  
128 high school credit. Successful completion of a high school level  
129 Algebra I or Geometry course is not contingent upon the  
130 student's performance on the statewide, standardized end-of-  
131 course (EOC) assessment. To earn high school credit for Algebra  
132 I, a middle grades student must take the statewide, standardized  
133 Algebra I EOC assessment, which constitutes 30 percent of the  
134 student's final course grade, and earn a passing grade in pass  
135 ~~the course, and in addition, beginning with the 2013-2014 school~~  
136 ~~year and thereafter, a student's performance on the Algebra I~~  
137 ~~EOC assessment constitutes 30 percent of the student's final~~  
138 ~~course grade.~~ To earn high school credit for a Geometry course,  
139 a middle grades student must, until the Geometry EOC assessment  
140 is discontinued under s. 1008.22(3)(h), take the statewide,  
141 standardized Geometry EOC assessment, which constitutes 30  
142 percent of the student's final course grade, and earn a passing  
143 grade in the course.

144 Section 4. Paragraphs (a), (b), and (d) of subsection (3),  
145 subsection (7), and paragraph (e) of subsection (10) of section  
146 1003.4282, Florida Statutes, are amended to read:

147 1003.4282 Requirements for a standard high school  
148 diploma.—

149 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
150 REQUIREMENTS.—

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

156 (b) Four credits in mathematics.—

157 1. A student must earn one credit in Algebra I and one  
158 credit in Geometry. A student's performance on the statewide,  
159 standardized Algebra I end-of-course (EOC) assessment  
160 constitutes 30 percent of the student's final course grade. A  
161 student must pass the statewide, standardized Algebra I EOC  
162 assessment, or earn a comparative score, in order to earn a  
163 standard high school diploma. Until the Geometry EOC assessment  
164 is discontinued under s. 1008.22(3)(h), a student's performance  
165 on the statewide, standardized Geometry EOC assessment  
166 constitutes 30 percent of the student's final course grade.

167 2. A student who earns an industry certification for which  
168 there is a statewide college credit articulation agreement  
169 approved by the State Board of Education may substitute the  
170 certification for one mathematics credit. Substitution may occur  
171 for up to two mathematics credits, except for Algebra I and  
172 Geometry. A student may earn two mathematics credits by  
173 successfully completing Algebra I through two full-year courses.  
174 A certified school counselor or the principal's designee must  
175 advise the student that admission to a state university may

176 require the student to earn 3 additional mathematics credits  
177 that are at least as rigorous as Algebra I.

178 3. A student who earns a computer science credit may  
179 substitute the credit for up to one credit of the mathematics  
180 requirement, with the exception of Algebra I and Geometry, if  
181 the commissioner identifies the computer science credit as being  
182 equivalent in rigor to the mathematics credit. An identified  
183 computer science credit may not be used to substitute for both a  
184 mathematics and a science credit. A student who earns an  
185 industry certification in 3D rapid prototype printing may  
186 satisfy up to two credits of the mathematics requirement, with  
187 the exception of Algebra I, if the commissioner identifies the  
188 certification as being equivalent in rigor to the mathematics  
189 credit or credits.

190 (d) Three credits in social studies.—A student must earn  
191 one credit in United States History; one credit in World  
192 History; one-half credit in economics; and one-half credit in  
193 United States Government. The United States History EOC  
194 assessment constitutes 30 percent of the student's final course  
195 grade. Beginning with the 2020-2021 school year, all students in  
196 grade 12 shall take the assessment of civic literacy identified  
197 by the State Board of Education under s. 1007.25(4). A student  
198 who earns a passing score on the assessment is exempt from the  
199 postsecondary civic literacy assessment required by s.  
200 1007.25(4).



201 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—~~Beginning~~  
202 ~~with the 2012-2013 school year,~~ If a student transfers to a  
203 Florida public high school from out of country, out of state, a  
204 private school, or a home education program and the student's  
205 transcript shows a credit in Algebra I, the student's  
206 transferring course final grade and credit shall be honored.  
207 However, the student must pass the statewide, standardized  
208 Algebra I EOC assessment in order to earn a standard high school  
209 diploma unless the student earned a comparative score, passed a  
210 statewide assessment in Algebra I administered by the  
211 transferring entity, or passed the statewide mathematics  
212 assessment the transferring entity uses to satisfy the  
213 requirements of the Elementary and Secondary Education Act, as  
214 amended by the Every Student Succeeds Act (ESSA) of 2015, 20  
215 U.S.C. ss. 6301 et seq. If a student's transcript shows a credit  
216 in high school reading or English Language Arts II or III, in  
217 order to earn a standard high school diploma, the student must  
218 take and pass the statewide, standardized grade 10 ~~Reading~~  
219 ~~assessment or, when implemented, the grade 10 ELA assessment,~~ or  
220 earn a concordant score. If a transfer student's transcript  
221 shows a final course grade and course credit in ~~Algebra I,~~  
222 Geometry, Biology I, or United States History, the transferring  
223 course final grade and credit shall be honored without the  
224 student taking the requisite statewide, standardized EOC  
225 assessment and without the assessment results constituting 30

226 percent of the student's final course grade.

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

230 (e) Any waiver of the statewide, standardized assessment  
231 requirements by the individual education plan team, pursuant to  
232 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, must be approved by the  
233 parent and is subject to verification for appropriateness by an  
234 independent reviewer selected by the parent as provided for in  
235 s. 1003.572.

236

237 The State Board of Education shall adopt rules under ss.  
238 120.536(1) and 120.54 to implement this subsection, including  
239 rules that establish the minimum requirements for students  
240 described in this subsection to earn a standard high school  
241 diploma. The State Board of Education shall adopt emergency  
242 rules pursuant to ss. 120.536(1) and 120.54.

243 Section 5. Paragraph (a) of subsection (1) of section  
244 1003.4285, Florida Statutes, is amended to read:

245 1003.4285 Standard high school diploma designations.—

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

249 (a) Scholar designation.—In addition to the requirements  
250 of s. 1003.4282, in order to earn the Scholar designation, a

251 student must satisfy the following requirements:

252 1. Mathematics.—Earn one credit in Algebra II or an  
253 equally rigorous course and one credit in statistics or an  
254 equally rigorous course. ~~Beginning with students entering grade~~  
255 ~~9 in the 2014-2015 school year, pass the Geometry statewide,~~  
256 ~~standardized assessment.~~

257 2. Science.—Pass the statewide, standardized Biology I EOC  
258 assessment and earn one credit in chemistry or physics and one  
259 credit in a course equally rigorous to chemistry or physics.  
260 However, a student enrolled in an Advanced Placement (AP),  
261 International Baccalaureate (IB), or Advanced International  
262 Certificate of Education (AICE) Biology course who takes the  
263 respective AP, IB, or AICE Biology assessment and earns the  
264 minimum score necessary to earn college credit as identified  
265 pursuant to s. 1007.27(2) meets the requirement of this  
266 subparagraph without having to take the statewide, standardized  
267 Biology I EOC assessment.

268 3. Social studies.—Pass the statewide, standardized United  
269 States History EOC assessment. However, a student enrolled in an  
270 AP, IB, or AICE course that includes United States History  
271 topics who takes the respective AP, IB, or AICE assessment and  
272 earns the minimum score necessary to earn college credit as  
273 identified pursuant to s. 1007.27(2) meets the requirement of  
274 this subparagraph without having to take the statewide,  
275 standardized United States History EOC assessment.

276 4. Foreign language.—Earn two credits in the same foreign  
277 language.

278 5. Electives.—Earn at least one credit in an Advanced  
279 Placement, an International Baccalaureate, an Advanced  
280 International Certificate of Education, or a dual enrollment  
281 course.

282 Section 6. Effective upon this act becoming a law,  
283 subsection (5) is added to section 1006.33, Florida Statutes, to  
284 read:

285 1006.33 Bids or proposals; advertisement and its  
286 contents.—

287 (5) Notwithstanding the requirements of this section and  
288 rules adopted to implement this section, for the 2020 adoption  
289 cycle, the department may establish timeframes for the  
290 advertisement and submission of bids for instructional  
291 materials.

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

294 1007.25 General education courses; common prerequisites;  
295 other degree requirements.—

296 (4) Beginning with students initially entering a Florida  
297 College System institution or state university in the 2020-2021  
298 ~~2018-2019~~ school year and thereafter, each student must  
299 demonstrate competency in civic literacy. ~~Students must have the~~  
300 ~~option to demonstrate competency~~ through the successful

301 completion of a civic literacy course and ~~or~~ by achieving a  
302 passing score on an assessment. The State Board of Education  
303 must adopt in rule and the Board of Governors must adopt in  
304 regulation at least one existing assessment that measures  
305 competencies consistent with the required course competencies  
306 outlined in paragraph (b). A student may fulfill the assessment  
307 requirement by earning a passing score on the assessment while  
308 in high school under s. 1003.4282(3)(d). The chair of the State  
309 Board of Education and the chair of the Board of Governors, or  
310 their respective designees, shall jointly appoint a faculty  
311 committee to:

312 (a) Develop a new course in civic literacy or revise an  
313 existing general education core course in American History or  
314 American Government to include civic literacy.

315 (b) Establish course competencies and identify outcomes  
316 that include, at a minimum, an understanding of the basic  
317 principles of American democracy and how they are applied in our  
318 republican form of government, an understanding of the United  
319 States Constitution, knowledge of the founding documents and how  
320 they have shaped the nature and functions of our institutions of  
321 self-governance, and an understanding of landmark Supreme Court  
322 cases and their impact on law and society.

323 Section 8. Paragraph (a) of subsection (8) of section  
324 1007.35, Florida Statutes, is amended, and paragraph (1) is  
325 added to subsection (6) of that section, to read:

326 1007.35 Florida Partnership for Minority and  
327 Underrepresented Student Achievement.—

328 (6) The partnership shall:

329 (1) Provide information on resources and opportunities to  
330 help students transition to postsecondary education, including  
331 available financial aid and how to apply for such aid and public  
332 and private partnerships that provide college advising services  
333 to assist students in the postsecondary education application  
334 process.

335 (8) (a) By September 30 of each year, the partnership shall  
336 submit to the department a report that contains an evaluation of  
337 the effectiveness of the delivered services and activities.  
338 Activities and services must be evaluated on their effectiveness  
339 at raising student achievement and increasing the number of AP  
340 or other advanced course examinations in low-performing middle  
341 and high schools. Other indicators that must be addressed in the  
342 evaluation report include the number of middle and high school  
343 teachers trained; the effectiveness of the training; measures of  
344 postsecondary readiness of the students affected by the program;  
345 levels of participation in 10th grade PSAT/NMSQT or the PreACT  
346 testing; the number of students who submit at least one  
347 postsecondary application; the number of students who submit an  
348 application for financial aid to help pay for postsecondary  
349 expenses; and measures of student, parent, and teacher awareness  
350 of and satisfaction with the services of the partnership.

351 Section 9. Paragraph (a) of subsection (1) and subsection  
352 (2) of section 1008.212, Florida Statutes, are amended to read:  
353 1008.212 Students with disabilities; extraordinary  
354 exemption.—

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

356 (a) "Circumstance" means a situation in which  
357 accommodations allowable for use on the statewide standardized  
358 assessment, a statewide standardized end-of-course assessment,  
359 or an alternate assessment pursuant to s. 1008.22(3)(d) ~~s.~~  
360 ~~1008.22(3)(e)~~ are not offered to a student during the current  
361 year's assessment administration due to technological  
362 limitations in the testing administration program which lead to  
363 results that reflect the student's impaired sensory, manual, or  
364 speaking skills rather than the student's achievement of the  
365 benchmarks assessed by the statewide standardized assessment, a  
366 statewide standardized end-of-course assessment, or an alternate  
367 assessment.

368 (2) A student with a disability for whom the individual  
369 education plan (IEP) team determines is prevented by a  
370 circumstance or condition from physically demonstrating the  
371 mastery of skills that have been acquired and are measured by  
372 the statewide standardized assessment, a statewide standardized  
373 end-of-course assessment, or an alternate assessment pursuant to  
374 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~ shall be granted an  
375 extraordinary exemption from the administration of the

376 assessment. A learning, emotional, behavioral, or significant  
377 cognitive disability, or the receipt of services through the  
378 homebound or hospitalized program in accordance with rule 6A-  
379 6.03020, Florida Administrative Code, is not, in and of itself,  
380 an adequate criterion for the granting of an extraordinary  
381 exemption.

382 Section 10. Paragraphs (a), (b), (c), (d), and (g) of  
383 subsection (3), subsection (6), paragraphs (a), (b), (c), and  
384 (h) of subsection (7), and subsections (8) and (9) of section  
385 1008.22, Florida Statutes, are amended, a new paragraph (c) is  
386 added to subsection (3), and paragraph (h) is added to  
387 subsection (3) of that section, to read:

388 1008.22 Student assessment program for public schools.—

389 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
390 Commissioner of Education shall design and implement a  
391 statewide, standardized assessment program aligned to the core  
392 curricular content established in the Next Generation Sunshine  
393 State Standards. The commissioner also must develop or select  
394 and implement a common battery of assessment tools that will be  
395 used in all juvenile justice education programs in the state.  
396 These tools must accurately measure the core curricular content  
397 established in the Next Generation Sunshine State Standards.  
398 Participation in the assessment program is mandatory for all  
399 school districts and all students attending public schools,  
400 including adult students seeking a standard high school diploma



401 under s. 1003.4282 and students in Department of Juvenile  
402 Justice education programs, except as otherwise provided by law.  
403 If a student does not participate in the assessment program, the  
404 school district must notify the student's parent and provide the  
405 parent with information regarding the implications of such  
406 nonparticipation. The statewide, standardized assessment program  
407 shall be designed and implemented as follows:

408 (a) Statewide, standardized comprehensive assessments.—The  
409 statewide, standardized ~~Reading assessment shall be administered~~  
410 ~~annually in grades 3 through 10. The statewide, standardized~~  
411 ~~Writing assessment shall be administered annually at least once~~  
412 ~~at the elementary, middle, and high school levels. When the~~  
413 ~~Reading and Writing assessments are replaced by English Language~~  
414 ~~Arts (ELA) assessments, ELA assessments shall be administered to~~  
415 ~~students in grades 3 through 8 and in grade 10. The grade 9 ELA~~  
416 ~~assessment shall be last administered in the 2021-2022 school~~  
417 ~~year. Retake opportunities for the grade 10 Reading assessment~~  
418 ~~er, upon implementation, the grade 10 ELA assessment must be~~  
419 ~~provided. Students taking the ELA assessments shall not take the~~  
420 ~~statewide, standardized assessments in Reading or Writing.~~  
421 Reading passages and writing prompts for ELA assessments shall  
422 incorporate grade-level core curricula content from social  
423 studies. The statewide, standardized Mathematics assessments  
424 shall be administered annually in grades 3 through 8. ~~Students~~  
425 ~~taking a revised Mathematics assessment shall not take the~~

426 ~~discontinued assessment.~~ The statewide, standardized Science  
427 assessment shall be administered annually at least once at the  
428 elementary and middle grades levels. In order to earn a standard  
429 high school diploma, a student who has not earned a passing  
430 score on the ~~grade 10 Reading assessment or, upon~~  
431 ~~implementation,~~ the grade 10 ELA assessment must earn a passing  
432 score on the assessment retake or earn a concordant score as  
433 authorized under subsection (9). Statewide, standardized ELA and  
434 mathematics assessments in grades 3 through 6 must be delivered  
435 in a paper-based format.

436 (b) End-of-course (EOC) assessments.—EOC assessments must  
437 be statewide, standardized, and developed or approved by the  
438 Department of Education as follows:

439 1. EOC assessments for Algebra I, Geometry, Biology I,  
440 United States History, and Civics shall be administered to  
441 students enrolled in such courses as specified in the course  
442 code directory. The Geometry EOC assessment shall be  
443 administered to students enrolled in such courses as specified  
444 in the course code directory until it is discontinued under  
445 paragraph (h).

446 2. Students enrolled in a course, as specified in the  
447 course code directory, with an associated statewide,  
448 standardized EOC assessment must take the EOC assessment for  
449 such course and may not take the corresponding subject or grade-  
450 level statewide, standardized assessment pursuant to paragraph

451 (a). Sections 1003.4156 and 1003.4282 govern the use of  
452 statewide, standardized EOC assessment results for students.

453 3. The commissioner may select one or more nationally  
454 developed comprehensive examinations, which may include  
455 examinations for a College Board Advanced Placement course,  
456 International Baccalaureate course, or Advanced International  
457 Certificate of Education course, or industry-approved  
458 examinations to earn national industry certifications identified  
459 in the CAPE Industry Certification Funding List, for use as EOC  
460 assessments under this paragraph if the commissioner determines  
461 that the content knowledge and skills assessed by the  
462 examinations meet or exceed the grade-level expectations for the  
463 core curricular content established for the course in the Next  
464 Generation Sunshine State Standards. Use of any such examination  
465 as an EOC assessment must be approved by the state board in  
466 rule.

467 4. Contingent upon funding provided in the General  
468 Appropriations Act, including the appropriation of funds  
469 received through federal grants, the commissioner may establish  
470 an implementation schedule for the development and  
471 administration of additional statewide, standardized EOC  
472 assessments that must be approved by the state board in rule. If  
473 approved by the state board, student performance on such  
474 assessments constitutes 30 percent of a student's final course  
475 grade.

476           5. All statewide, standardized EOC assessments must be  
477 administered online except as otherwise provided in paragraph  
478 (d) ~~(e)~~.

479           6. A student enrolled in an Advanced Placement (AP),  
480 International Baccalaureate (IB), or Advanced International  
481 Certificate of Education (AICE) course who takes the respective  
482 AP, IB, or AICE assessment and earns the minimum score necessary  
483 to earn college credit, as identified in s. 1007.27(2), meets  
484 the requirements of this paragraph and does not have to take the  
485 EOC assessment for the corresponding course.

486           (c) Nationally recognized high school assessments.—

487           1. Beginning with the 2020-2021 school year, each school  
488 district shall provide for the administration of the SAT or ACT  
489 to each public school student in grade 11 in the district,  
490 including students attending public high schools, alternative  
491 schools, and centers of the Department of Juvenile Justice.

492           2. School districts must choose either the SAT or ACT for  
493 districtwide administration.

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

496           ~~(d)(e)~~ Students with disabilities; Florida Alternate  
497 Assessment.—

498           1. Each district school board must provide instruction to  
499 prepare students with disabilities in the core content knowledge  
500 and skills necessary for successful grade-to-grade progression

501 and high school graduation.

502       2. A student with a disability, as defined in s. 1007.02,  
503 for whom the individual education plan (IEP) team determines  
504 that the statewide, standardized assessments under this section  
505 cannot accurately measure the student's abilities, taking into  
506 consideration all allowable accommodations, shall have  
507 assessment results waived for the purpose of receiving a course  
508 grade and a standard high school diploma. Such waiver shall be  
509 designated on the student's transcript. The statement of waiver  
510 shall be limited to a statement that performance on an  
511 assessment was waived for the purpose of receiving a course  
512 grade or a standard high school diploma, as applicable.

513       3. The State Board of Education shall adopt rules, based  
514 upon recommendations of the commissioner, for the provision of  
515 assessment accommodations for students with disabilities and for  
516 students who have limited English proficiency.

517       a. Accommodations that negate the validity of a statewide,  
518 standardized assessment are not allowed during the  
519 administration of the assessment. However, instructional  
520 accommodations are allowed in the classroom if identified in a  
521 student's IEP. Students using instructional accommodations in  
522 the classroom that are not allowed on a statewide, standardized  
523 assessment may have assessment results waived if the IEP team  
524 determines that the assessment cannot accurately measure the  
525 student's abilities.

526           b. If a student is provided with instructional  
527 accommodations in the classroom that are not allowed as  
528 accommodations for statewide, standardized assessments, the  
529 district must inform the parent in writing and provide the  
530 parent with information regarding the impact on the student's  
531 ability to meet expected performance levels. A parent must  
532 provide signed consent for a student to receive classroom  
533 instructional accommodations that would not be available or  
534 permitted on a statewide, standardized assessment and  
535 acknowledge in writing that he or she understands the  
536 implications of such instructional accommodations.

537           c. If a student's IEP states that online administration of  
538 a statewide, standardized assessment will significantly impair  
539 the student's ability to perform, the assessment shall be  
540 administered in hard copy.

541           4. For students with significant cognitive disabilities,  
542 the Department of Education shall provide for implementation of  
543 the Florida Alternate Assessment to accurately measure the core  
544 curricular content established in the Next Generation Sunshine  
545 State Standards.

546           ~~(d) Implementation schedule.~~

547           ~~1. The Commissioner of Education shall establish and  
548 publish on the department's website an implementation schedule  
549 to transition from the statewide, standardized Reading and  
550 Writing assessments to the ELA assessments and to the revised~~

551 ~~Mathematics assessments, including the Algebra I and Geometry~~  
552 ~~EOC assessments. The schedule must take into consideration~~  
553 ~~funding, sufficient field and baseline data, access to~~  
554 ~~assessments, instructional alignment, and school district~~  
555 ~~readiness to administer the assessments online. All such~~  
556 ~~assessments must be delivered through computer-based testing,~~  
557 ~~however, the following assessments must be delivered in a~~  
558 ~~computer-based format, as follows: the grade 3 Mathematics~~  
559 ~~assessment beginning in the 2016-2017 school year; the grade 4~~  
560 ~~ELA assessment, beginning in the 2015-2016 school year; and the~~  
561 ~~grade 4 Mathematics assessment, beginning in the 2016-2017~~  
562 ~~school year. Notwithstanding the requirements of this~~  
563 ~~subparagraph, statewide, standardized ELA and mathematics~~  
564 ~~assessments in grades 3 through 6 must be delivered only in a~~  
565 ~~paper-based format, beginning with the 2017-2018 school year,~~  
566 ~~and all such assessments must be paper-based no later than the~~  
567 ~~2018-2019 school year.~~

568 ~~2. The Department of Education shall publish minimum and~~  
569 ~~recommended technology requirements that include specifications~~  
570 ~~for hardware, software, networking, security, and broadband~~  
571 ~~capacity to facilitate school district compliance with the~~  
572 ~~requirements of this section.~~

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

574 ~~1. The commissioner shall provide for the assessments to~~  
575 ~~be developed or obtained, as appropriate, through contracts and~~

576 project agreements with private vendors, public vendors, public  
577 agencies, postsecondary educational institutions, or school  
578 districts. The commissioner may enter into contracts for the  
579 continued administration of the assessments authorized and  
580 funded by the Legislature. Contracts may be initiated in 1  
581 fiscal year and continue into the next fiscal year and may be  
582 paid from the appropriations of either or both fiscal years. The  
583 commissioner may negotiate for the sale or lease of tests,  
584 scoring protocols, test scoring services, and related materials  
585 developed pursuant to law.

586 ~~2. A student's performance results on statewide,~~  
587 ~~standardized assessments, EOC assessments, and Florida~~  
588 ~~Alternative Assessments administered pursuant to this subsection~~  
589 ~~must be provided to the student's teachers and parents by the~~  
590 ~~end of the school year, unless the commissioner determines that~~  
591 ~~extenuating circumstances exist and reports the extenuating~~  
592 ~~circumstances to the State Board of Education. This subparagraph~~  
593 ~~does not apply to existing contracts for such assessments, but~~  
594 ~~shall apply to new contracts and any renewal of existing~~  
595 ~~contracts for such assessments.~~

596 ~~3. If liquidated damages are applicable, the department~~  
597 ~~shall collect liquidated damages that are due in response to the~~  
598 ~~administration of the spring 2015 computer-based assessments of~~  
599 ~~the department's Florida Standards Assessment contract with~~  
600 ~~American Institutes for Research, and expend the funds to~~



601 ~~reimburse parties that incurred damages.~~

602 (h) Assessment flexibility.—The Department of Education  
603 shall seek approval from the United States Department of  
604 Education to use the nationally recognized high school  
605 assessments administered under paragraph (c) as the state's high  
606 school assessment in mathematics under federal law. If the  
607 department receives approval, the commissioner may discontinue  
608 the geometry end-of-course examination.

609 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE  
610 STANDARDS.—

611 ~~(a)~~ Measurement of student performance is the  
612 responsibility of school districts except in those subjects and  
613 grade levels measured under the statewide, standardized  
614 assessment program described in this section. When available,  
615 instructional personnel must be provided with information on  
616 student achievement of standards and benchmarks in order to  
617 improve instruction.

618 ~~(b) The Commissioner of Education shall assist and support~~  
619 ~~districts in measuring student performance on the state~~  
620 ~~standards by maintaining a statewide item bank, facilitating the~~  
621 ~~sharing of developed tests or test items among school districts,~~  
622 ~~and providing technical assistance in best assessment practices.~~  
623 ~~The commissioner may discontinue the item bank if he or she~~  
624 ~~determines that district participation is insufficient for its~~  
625 ~~sustainability.~~

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

627 (a) The Commissioner of Education shall establish  
628 schedules for the administration of statewide, standardized  
629 assessments and the reporting of student assessment results. The  
630 commissioner shall consider the observance of religious and  
631 school holidays when developing the schedules. The assessment  
632 and reporting schedules must provide the earliest possible  
633 reporting of student assessment results to the school districts,  
634 ~~consistent with the requirements of paragraph (3)(g)~~. Assessment  
635 results for the statewide, standardized ELA and mathematics  
636 assessments and all statewide, standardized EOC assessments must  
637 be made available no later than June 30, except for results for  
638 the grade 3 statewide, standardized ELA assessment, which must  
639 be made available no later than May 31. School districts shall  
640 administer statewide, standardized assessments in accordance  
641 with the schedule established by the commissioner.

642 (b) By January of each year, ~~beginning in 2018~~, the  
643 commissioner shall publish on the department's website a uniform  
644 calendar that includes the assessment and reporting schedules  
645 for, at a minimum, the next 2 school years. The uniform calendar  
646 must be provided to school districts in an electronic format  
647 that allows each school district and public school to populate  
648 the calendar with, at minimum, the following information for  
649 reporting the district assessment schedules under paragraph (d):

650 1. Whether the assessment is a district-required

651 assessment or a state-required assessment.

652 2. The specific date or dates that each assessment will be  
653 administered.

654 3. The time allotted to administer each assessment.

655 4. Whether the assessment is a computer-based assessment  
656 or a paper-based assessment.

657 5. The grade level or subject area associated with the  
658 assessment.

659 6. The date that the assessment results are expected to be  
660 available to teachers and parents.

661 7. The type of assessment, the purpose of the assessment,  
662 and the use of the assessment results.

663 8. A glossary of assessment terminology.

664 9. Estimates of average time for administering state-  
665 required and district-required assessments, by grade level.

666 (c) ~~Beginning with the 2018-2019 school year,~~ The spring  
667 administration of the statewide, standardized assessments in  
668 paragraphs (3)(a) and (b), excluding assessment retakes, must be  
669 in accordance with the following schedule:

670 1. The grade 3 statewide, standardized ELA assessment and  
671 the writing portion of the statewide, standardized ELA  
672 assessment ~~for grades 4 through 10~~ must be administered no  
673 earlier than April 1 each year within an assessment window not  
674 to exceed 2 weeks.

675 2. With the exception of assessments identified in

676 subparagraph 1., any statewide, standardized assessment that is  
677 delivered in a paper-based format must be administered no  
678 earlier than May 1 each year within an assessment window not to  
679 exceed 2 weeks.

680 3. With the exception of assessments identified in  
681 subparagraphs 1. and 2., any statewide, standardized assessment  
682 must be administered within a 4-week assessment window that  
683 opens no earlier than May 1 each year.

684

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

688 (h) The results of statewide, standardized ELA, and  
689 mathematics, science, and social studies assessments, including  
690 assessment retakes, shall be reported in an easy-to-read and  
691 understandable format and delivered in time to provide useful,  
692 actionable information to students, parents, and each student's  
693 current teacher of record and teacher of record for the  
694 subsequent school year; however, in any case, the district shall  
695 provide the results pursuant to this paragraph within 1 week  
696 after receiving the results from the department. A report of  
697 student assessment results must, at a minimum, contain:

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

700 2. Information identifying the student's areas of strength

701 and areas in need of improvement.

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

706 4. Longitudinal information, if available, on the  
707 student's progress in each subject area based on previous  
708 statewide, standardized assessment data.

709 5. Comparative information showing the student's score  
710 compared to other students in the school district, in the state,  
711 or, if available, in other states.

712 6. Predictive information, if available, showing the  
713 linkage between the scores attained by the student on the  
714 statewide, standardized assessments and the scores he or she may  
715 potentially attain on nationally recognized college entrance  
716 examinations.

717 (8) PUBLICATION OF ASSESSMENTS.—To promote transparency in  
718 the statewide assessment program, in any procurement for the  
719 statewide, standardized assessments in ELA, ~~assessment in grades~~  
720 ~~3 through 10 and the mathematics, science, and social studies~~  
721 ~~assessment in grades 3 through 8,~~ the Department of Education  
722 shall solicit cost proposals for publication of the state  
723 assessments on its website in accordance with this subsection.

724 (a) The department shall publish each assessment  
725 administered under paragraph (3) (a) and subparagraph (3) (b) 1.,

726 | excluding assessment retakes, at least once on a triennial basis  
727 | pursuant to a schedule determined by the Commissioner of  
728 | Education. Each assessment, when published, must have been  
729 | administered during the most recent school year and be in a  
730 | format that facilitates the sharing of assessment items.

731 |       (b) The initial publication of assessments must occur no  
732 | later than June 30, 2024 ~~2021~~, subject to appropriation, and  
733 | must include, at a minimum, the grade 3 ELA and mathematics  
734 | assessments, the grade 10 ELA assessment, and the Algebra I EOC  
735 | assessment.

736 |       (c) The department must provide materials on its website  
737 | to help the public interpret assessment information published  
738 | pursuant to this subsection.

739 |       (9) CONCORDANT SCORES.—The Commissioner of Education must  
740 | identify scores on the SAT and ACT that if achieved satisfy the  
741 | graduation requirement that a student pass the ~~grade 10~~  
742 | ~~statewide, standardized Reading assessment or, upon~~  
743 | ~~implementation, the grade 10 ELA assessment.~~ The commissioner  
744 | may identify concordant scores on assessments other than the SAT  
745 | and ACT. If the content or scoring procedures change for the  
746 | ~~grade 10 Reading assessment or, upon implementation, the grade~~  
747 | 10 ELA assessment, new concordant scores must be determined. If  
748 | new concordant scores are not timely adopted, the last-adopted  
749 | concordant scores remain in effect until such time as new scores  
750 | are adopted. The state board shall adopt concordant scores in

751 rule.

752 Section 11. Paragraph (a) of subsection (2) of section  
753 1008.25, Florida Statutes, is amended to read:

754 1008.25 Public school student progression; student  
755 support; reporting requirements.—

756 (2) STUDENT PROGRESSION PLAN.—Each district school board  
757 shall establish a comprehensive plan for student progression  
758 which must provide for a student's progression from one grade to  
759 another based on the student's mastery of the standards in s.  
760 1003.41, specifically English Language Arts, mathematics,  
761 science, and social studies standards. The plan must:

762 (a) Include criteria that emphasize student reading  
763 proficiency in kindergarten through grade 3 and provide targeted  
764 instructional support for students with identified deficiencies  
765 in English Language Arts, mathematics, science, and social  
766 studies. High schools shall use all available assessment  
767 results, ~~including the results of statewide, standardized~~  
768 ~~English Language Arts assessments and end-of-course assessments~~  
769 ~~for Algebra I and Geometry,~~ to advise students of any identified  
770 deficiencies and to provide appropriate postsecondary  
771 preparatory instruction before high school graduation. The  
772 results of evaluations used to monitor a student's progress in  
773 grades K-12 must be provided to the student's teacher in a  
774 timely manner and as otherwise required by law. Thereafter,  
775 evaluation results must be provided to the student's parent in a

776 | timely manner. When available, instructional personnel must be  
777 | provided with information on student achievement of standards  
778 | and benchmarks in order to improve instruction.

779 |       Section 12. Subsection (1), paragraphs (a) and (b) of  
780 | subsection (3), and subsection (4) of section 1008.33, Florida  
781 | Statutes, are amended to read:

782 |       1008.33 Authority to enforce public school improvement.—

783 |       (1) The State Board of Education shall comply with the  
784 | federal Elementary and Secondary Education Act (ESEA), 20 U.S.C.  
785 | ss. 6301 et seq., its implementing regulations, and the ESEA  
786 | plan flexibility waiver approved for Florida by the United  
787 | States Secretary of Education. The state board may adopt rules  
788 | to maintain compliance with the ESEA and the ESEA plan  
789 | ~~flexibility waiver~~.

790 |       (3) (a) The academic performance of all students has a  
791 | significant effect on the state school system. Pursuant to Art.  
792 | IX of the State Constitution, which prescribes the duty of the  
793 | State Board of Education to supervise Florida's public school  
794 | system, the state board shall equitably enforce the  
795 | accountability requirements of the state school system and may  
796 | impose state requirements on school districts in order to  
797 | improve the academic performance of all districts, schools, and  
798 | students based upon the provisions of the Florida K-20 Education  
799 | Code, chapters 1000-1013; the federal ESEA and its implementing  
800 | regulations; and the ESEA plan flexibility waiver approved for



801 Florida by the United States Secretary of Education.

802 (b) The Department of Education shall annually identify  
803 each public school in need of intervention and support to  
804 improve student academic performance. A deficient and failing  
805 school is a school ~~All schools~~ earning a grade of "D" or "F"  
806 pursuant to s. 1008.34 ~~are schools~~ in need of intervention and  
807 support.

808 (4) (a) The state board shall apply intensive intervention  
809 and support strategies tailored to the needs of schools earning  
810 a grade ~~two consecutive grades~~ of "D" or ~~a grade of~~ "F." In the  
811 first full school year after a school initially earns a grade  
812 ~~two consecutive grades~~ of "D" or ~~a grade of~~ "F," the school  
813 district must immediately implement intervention and support  
814 strategies prescribed in rule under paragraph (3) (c) and, by  
815 September 1, provide the department with the memorandum of  
816 understanding negotiated pursuant to s. 1001.42(21) and, by  
817 October 1, a district-managed turnaround plan for approval by  
818 the state board. The district-managed turnaround plan may  
819 include a proposal for the district to implement an extended  
820 school day, a summer program, or a combination of an extended  
821 school day and a summer program. Upon approval by the state  
822 board, the school district must implement the plan for the  
823 remainder of the school year and continue the plan for 1 full  
824 school year. The state board may allow a school an additional  
825 year of implementation before the school must implement a

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

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

835 | 1. Upon the recommendation of the Commissioner of  
836 | Education, the state board may allow the school district close  
837 | the school and reassign students to another school with a school  
838 | grade of "C" or higher, provide additional services to  
839 | reassigned students that are designed to address deficiencies  
840 | and improve performance, and monitor the progress of each  
841 | reassigned student for 3 school years;

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

845 | 3. Enter into a performance contract with an external  
846 | operator ~~outside entity~~ that has a demonstrated record of  
847 | effectiveness to operate the school. The contract must allow  
848 | unilateral cancellation by the school district upon revocation  
849 | of the turnaround plan under paragraph (f). An external operator  
850 | ~~outside entity~~ may include a provider authorized by the State

851 University System or Florida College System or a district-  
852 managed charter school in which all instructional personnel are  
853 not employees of the school district, but are employees of an  
854 independent governing board composed of members who did not  
855 participate in the review or approval of the charter.

856 (c) During the implementation of a turnaround option, the  
857 district may request a new turnaround option. Implementation of  
858 the turnaround option is no longer required if the school  
859 improves to a grade of "C" or higher.

860 (d) If a school ~~earning two consecutive grades of "D" or a~~  
861 ~~grade of "F"~~ does not improve to a grade of "C" or higher after  
862 2 school years of implementing the turnaround option selected by  
863 the school district under paragraph (b), the school district  
864 must implement another turnaround option. Implementation of the  
865 turnaround option must begin the school year following the  
866 implementation period of the existing turnaround option, unless  
867 the state board determines that the school is likely to improve  
868 to a grade of "C" or higher if additional time is provided to  
869 implement the existing turnaround option.

870 (e) Beginning with the 2023-2024 school year, if a school  
871 earns a grade of "D" or "F" within 3 years after improving to a  
872 grade of "C" or higher, the school may only select a turnaround  
873 option under paragraph (b).

874 (f) The state board may revoke a turnaround plan if a  
875 school district fails to follow the terms and conditions of its

876 approved plan. Before revoking a turnaround plan, the state  
 877 board shall consider any curative action taken or proposed by  
 878 the school district and the feasibility to improve performance  
 879 under the plan during the remainder of the approval period. Upon  
 880 revocation of a turnaround plan, a school district must submit a  
 881 new turnaround plan or select a new turnaround option.

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

885 1008.34 School grading system; school report cards;  
 886 district grade.—

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

890 (a) "Achievement level," "student achievement," or  
 891 "achievement" describes the level of content mastery a student  
 892 has acquired in a particular subject as measured by a statewide,  
 893 standardized assessment administered pursuant to s.  
 894 1008.22(3)(a) and (b). There are five achievement levels. Level  
 895 1 is the lowest achievement level, level 5 is the highest  
 896 achievement level, and level 3 indicates satisfactory  
 897 performance. A student passes an assessment if the student  
 898 achieves a level 3, level 4, or level 5. For purposes of the  
 899 Florida Alternate Assessment administered pursuant to s.  
 900 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, the state board shall provide,

901 in rule, the number of achievement levels and identify the  
902 achievement levels that are considered passing. Before the 2022-  
903 2023 calculation of school grades, the State Board of Education  
904 shall provide, in rule, passing scores for the SAT and ACT  
905 administered under s. 1008.22(3)(c).

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

911 (3) DESIGNATION OF SCHOOL GRADES.—

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

915 a. The percentage of eligible students passing statewide,  
916 standardized assessments in English Language Arts under s.  
917 1008.22(3). Beginning with the 2022-2023 school year, the  
918 percentage of eligible students passing the relevant portions of  
919 the SAT or ACT under s. 1008.22(3)(c).

920 b. The percentage of eligible students passing statewide,  
921 standardized assessments in mathematics under s. 1008.22(3).  
922 Beginning in the 2022-2023 school year, the percentage of  
923 eligible students passing the relevant portions of the SAT or  
924 ACT under s. 1008.22(3)(c).

925 c. The percentage of eligible students passing statewide,

926 standardized assessments in science under s. 1008.22(3).

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

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

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

935 g. The percentage of eligible students in the lowest 25  
936 percent in English Language Arts, as identified by prior year  
937 performance on statewide, standardized assessments, who make  
938 Learning Gains as measured by statewide, standardized English  
939 Language Arts assessments administered under s. 1008.22(3).

940 h. The percentage of eligible students in the lowest 25  
941 percent in mathematics, as identified by prior year performance  
942 on statewide, standardized assessments, who make Learning Gains  
943 as measured by statewide, standardized Mathematics assessments  
944 administered under s. 1008.22(3).

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

951  
952 In calculating Learning Gains for the components listed in sub-  
953 subparagraphs e.-h., the State Board of Education shall require  
954 that learning growth toward achievement levels 3, 4, and 5 is  
955 demonstrated by students who scored below each of those levels  
956 in the prior year. In calculating the components in sub-  
957 subparagraphs a.-d., the state board shall include the  
958 performance of English language learners only if they have been  
959 enrolled in a school in the United States for more than 2 years.

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

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

965 b. The percentage of students who were eligible to earn  
966 college and career credit through College Board Advanced  
967 Placement examinations, International Baccalaureate  
968 examinations, dual enrollment courses, or Advanced International  
969 Certificate of Education examinations; or who, at any time  
970 during high school, earned national industry certification  
971 identified in the CAPE Industry Certification Funding List,  
972 pursuant to rules adopted by the state board.

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

975 1008.3415 School grade or school improvement rating for

976 | exceptional student education centers.—

977 |       (2) Notwithstanding s. 1008.34, the achievement levels and  
 978 | Learning Gains of a student with a disability who attends an  
 979 | exceptional student education center and has not been enrolled  
 980 | in or attended a public school other than an exceptional student  
 981 | education center for grades K-12 within the school district  
 982 | shall not be included in the calculation of the home school's  
 983 | grade if the student is identified as an emergent student on the  
 984 | alternate assessment described in s. 1008.22(3)(d) ~~s.~~  
 985 | ~~1008.22(3)(e)~~.

986 |       Section 15. Subsection (21) of section 1011.62, Florida  
 987 | Statutes, is amended to read:

988 |       1011.62 Funds for operation of schools.—If the annual  
 989 | allocation from the Florida Education Finance Program to each  
 990 | district for operation of schools is not determined in the  
 991 | annual appropriations act or the substantive bill implementing  
 992 | the annual appropriations act, it shall be determined as  
 993 | follows:

994 |       (21) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—  
 995 | The turnaround school supplemental services allocation is  
 996 | created to provide district-managed turnaround schools, as  
 997 | identified in s. 1008.33(4)(a), schools implementing a charter  
 998 | school under s. 1008.33(4)(b)2., schools implementing an  
 999 | external operator turnaround option under s. 1008.33(4)(b)3.  
 1000 | ~~that earn three consecutive grades below a "C," as identified in~~



1001 ~~s. 1008.33(4)(b)3.~~, and schools that have improved to a "C" or  
1002 higher and are no longer in turnaround status, as identified in  
1003 s. 1008.33(4)(c), with funds to offer services designed to  
1004 improve the overall academic and community welfare of the  
1005 schools' students and their families.

1006 (a)1. Services funded by the allocation may include, but  
1007 are not limited to, tutorial and after-school programs, student  
1008 counseling, nutrition education, parental counseling, and an  
1009 extended school day and school year. In addition, services may  
1010 include models that develop a culture that encourages students  
1011 to complete high school and to attend college or career  
1012 training, set high academic expectations, and inspire character  
1013 development.

1014 2. A school district may enter into a formal agreement  
1015 with a nonprofit organization that has tax-exempt status under  
1016 s. 501(c)(3) of the Internal Revenue Code to implement an  
1017 integrated student support service model that provides students  
1018 and families with access to wrap-around services, including, but  
1019 not limited to, health services, after-school programs, drug  
1020 prevention programs, college and career readiness programs, and  
1021 food and clothing banks.

1022 (b) Before distribution of the allocation, the school  
1023 district shall develop and submit a plan for implementation to  
1024 its school board for approval no later than August 1 of each  
1025 fiscal year and submit the approved plan to the commissioner by

1026 September 1 of each fiscal year for final approval by the  
1027 department.

1028 (c) At a minimum, the plan required under paragraph (b)  
1029 must:

1030 1. Include a memorandum of agreement with a charter school  
1031 or an external operator when a school has completed the first  
1032 year of district-managed turnaround.

1033 ~~2.1.~~ Establish comprehensive support services that develop  
1034 family and community partnerships.~~†~~

1035 ~~3.2.~~ Establish clearly defined and measurable high  
1036 academic and character standards.~~†~~

1037 ~~4.3.~~ Increase parental involvement and engagement in the  
1038 child's education.~~†~~

1039 ~~5.4.~~ Describe how instructional personnel will be  
1040 identified, recruited, retained, and rewarded using results from  
1041 the commissioner-approved formulas to measure student learning  
1042 growth under s. 1012.34(7) (a) and, for instructional personnel  
1043 with teaching assignments that do not include courses associated  
1044 with the commissioner-approved formulas to measure student  
1045 learning growth under s. 1012.34(7) (a), using fair and reliable  
1046 alternative measures of student learning growth or achievement,  
1047 as appropriate.~~†~~

1048 ~~6.5.~~ Provide professional development that focuses on  
1049 academic rigor, direct instruction, and creating high academic  
1050 and character standards.~~†~~

1051        7.6. Provide focused instruction to improve student  
1052 academic proficiency, which may include additional instruction  
1053 time beyond the normal school day or school year. ~~and~~

1054        8.7. Include a strategy for continuing to provide services  
1055 after the school is no longer in turnaround status by virtue of  
1056 achieving a grade of "C" or higher.

1057        ~~(d) Each school district shall submit its approved plans~~  
1058 ~~to the commissioner by September 1 of each fiscal year.~~

1059        (d) ~~(e)~~ Subject to legislative appropriation, each school  
1060 district's allocation must be based on the unweighted FTE  
1061 student enrollment at the eligible schools and a per-FTE funding  
1062 amount of \$500 or as provided in the General Appropriations Act.  
1063 The supplement provided in the General Appropriations Act shall  
1064 be based on the most recent school grades and shall serve as a  
1065 proxy for the official calculation. Once school grades are  
1066 available for the school year immediately preceding the fiscal  
1067 year coinciding with the appropriation, the supplement shall be  
1068 recalculated for the official participating schools as part of  
1069 the subsequent FEFP calculation. The commissioner may prepare a  
1070 preliminary calculation so that districts may proceed with  
1071 timely planning and use of the funds. If the calculated funds  
1072 for the statewide allocation exceed the funds appropriated, the  
1073 allocation of funds to each school district must be prorated  
1074 based on each school district's share of the total unweighted  
1075 FTE student enrollment for the eligible schools.

1076        ~~(e)-(f)~~ Subject to legislative appropriation, each school  
1077 shall remain eligible for the allocation for a maximum of 4  
1078 continuous fiscal years while implementing a turnaround option  
1079 pursuant to s. 1008.33(4). In addition, a school that improves  
1080 to a grade of "C" or higher shall remain eligible to receive the  
1081 allocation for a maximum of 2 continuous fiscal years after  
1082 exiting turnaround status by demonstrating the sustainability of  
1083 the improvement for each year that funds are provided.

1084        Section 16. For the 2020-2021 fiscal year, the sum of \$8  
1085 million in recurring funds is appropriated from the General  
1086 Revenue Fund to the Department of Education to implement s.  
1087 1008.22(3)(c), Florida Statutes, as created by this act.

1088        Section 17. Except as otherwise expressly provided in this  
1089 act and except for this section, which shall take effect upon  
1090 this act becoming a law, this act shall take effect July 1,  
1091 2020.