

By the Committee on Judiciary; and Senator Diaz

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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 in writing when property rights by patent,  
9       copyright, trademark, or service marks are secured by  
10      the department; requiring, except for educational  
11      materials and products, any proceeds received by the  
12      department from the exercise of its rights to be  
13      deposited in the department's Operating Trust Fund;  
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; conforming a cross-reference; amending  
20      s. 1007.25, F.S.; requiring certain postsecondary  
21      students to complete a civic literacy course and pass  
22      a specified assessment to demonstrate competency in  
23      civic literacy; authorizing students to meet the  
24      assessment requirements in high school; providing for  
25      rulemaking; authorizing the development of new civic  
26      literacy courses; providing requirements for such  
27      courses; amending s. 1008.212, F.S.; conforming cross-  
28      references; amending s. 1008.22, F.S.; revising the  
29      purpose of the assessment program; deleting obsolete

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30 language; requiring that certain assessments be given  
31 in a paper-based format; requiring school districts to  
32 provide the SAT or ACT to grade 11 students beginning  
33 in a specified school year; requiring school districts  
34 to choose which assessment to administer; deleting  
35 specified reporting requirements; deleting a  
36 requirement that the Commissioner of Education  
37 maintain a specified item bank; deleting specified  
38 requirements for the date of the administration of  
39 specified assessments; revising a deadline for the  
40 publication of certain assessments; conforming  
41 provisions to changes made by the act; amending s.  
42 1008.24, F.S.; revising the tests that are included  
43 under test administration and security rules; amending  
44 ss. 1008.34 and 1008.3415, F.S.; conforming cross-  
45 references; amending s. 1009.286, F.S.; providing an  
46 additional exception to credit hours used when  
47 calculating baccalaureate degrees; providing an  
48 effective date.

49  
50 Be It Enacted by the Legislature of the State of Florida:

51  
52 Section 1. Subsection (5) is added to section 1001.23,  
53 Florida Statutes, to read:

54 1001.23 Specific powers and duties of the Department of  
55 Education.—In addition to all other duties assigned to it by law  
56 or by rule of the State Board of Education, the department  
57 shall:

58 (5) Notwithstanding the provisions of chapter 286, have the

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59 authority to hold patents, copyrights, trademarks, and service  
60 marks. The department may take any action necessary to enforce  
61 its rights with respect to such patents, copyrights, trademarks,  
62 and service marks or enter into a transaction to sell, lease,  
63 license, or transfer such rights for monetary gain or other  
64 consideration at the discretion of the department. The  
65 department shall notify the Department of State in writing when  
66 property rights by patent, copyright, trademark, or service  
67 marks are secured by the department. Except for educational  
68 materials and products, any proceeds received by the department  
69 from the exercise of such rights shall be deposited in the  
70 department's Operating Trust Fund.

71 Section 2. Paragraphs (a) and (d) of subsection (3),  
72 subsection (7), and paragraph (e) of subsection (10) of section  
73 1003.4282, Florida Statutes, are amended to read:

74 1003.4282 Requirements for a standard high school diploma.—

75 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
76 REQUIREMENTS.—

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

82 (d) *Three credits in social studies.*—A student must earn  
83 one credit in United States History; one credit in World  
84 History; one-half credit in economics; and one-half credit in  
85 United States Government. The United States History EOC  
86 assessment constitutes 30 percent of the student's final course  
87 grade. Beginning with the 2021-2022 school year, students taking

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88 the United States Government course are required to take the  
89 assessment of civic literacy identified by the State Board of  
90 Education pursuant to s. 1007.25(4). Students earning a passing  
91 score on the assessment are exempt from the postsecondary civic  
92 literacy assessment required by s. 1007.25(4).

93 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—Beginning with  
94 the 2012-2013 school year, if a student transfers to a Florida  
95 public high school from out of country, out of state, a private  
96 school, or a home education program and the student's transcript  
97 shows a credit in Algebra I, the student must pass the  
98 statewide, standardized Algebra I EOC assessment in order to  
99 earn a standard high school diploma unless the student earned a  
100 comparative score, passed a statewide assessment in Algebra I  
101 administered by the transferring entity, or passed the statewide  
102 mathematics assessment the transferring entity uses to satisfy  
103 the requirements of the Elementary and Secondary Education Act,  
104 as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C.  
105 ss. 6301 et seq. If a student's transcript shows a credit in  
106 high school reading or English Language Arts II or III, in order  
107 to earn a standard high school diploma, the student must take  
108 and pass the statewide, standardized grade 10 ~~Reading assessment~~  
109 ~~or, when implemented, the grade 10 ELA assessment~~, or earn a  
110 concordant score. If a transfer student's transcript shows a  
111 final course grade and course credit in Algebra I, Geometry,  
112 Biology I, or United States History, the transferring course  
113 final grade and credit shall be honored without the student  
114 taking the requisite statewide, standardized EOC assessment and  
115 without the assessment results constituting 30 percent of the  
116 student's final course grade.

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

120 (e) Any waiver of the statewide, standardized assessment  
121 requirements by the individual education plan team, pursuant to  
122 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, must be approved by the  
123 parent and is subject to verification for appropriateness by an  
124 independent reviewer selected by the parent as provided for in  
125 s. 1003.572.

126

127 The State Board of Education shall adopt rules under ss.  
128 120.536(1) and 120.54 to implement this subsection, including  
129 rules that establish the minimum requirements for students  
130 described in this subsection to earn a standard high school  
131 diploma. The State Board of Education shall adopt emergency  
132 rules pursuant to ss. 120.536(1) and 120.54.

133 Section 3. Subsection (4) of section 1007.25, Florida  
134 Statutes, is amended to read:

135 1007.25 General education courses; common prerequisites;  
136 other degree requirements.—

137 (4) (a) Beginning with students initially entering a Florida  
138 College System institution or state university in the 2018-2019  
139 school year and thereafter, each student must demonstrate  
140 competency in civic literacy. Students must have the option to  
141 demonstrate competency either through successful completion of a  
142 civic literacy course or by achieving a passing score on an  
143 assessment. The State Board of Education must adopt in rule and  
144 the Board of Governors must adopt in regulation at least one  
145 existing assessment that measures competencies consistent with

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146 the required course competencies outlined in subparagraph (b)2  
147 ~~paragraph (b)~~.

148 (b) Beginning with students initially entering a Florida  
149 College System institution or state university in the 2021-2022  
150 school year and thereafter, each student must demonstrate  
151 competency in civic literacy by achieving a passing score on an  
152 assessment and by successfully completing a civic literacy  
153 course. Credits earned for such courses via articulated  
154 acceleration mechanisms in s. 1007.27 will count toward the  
155 civic literacy competency requirement. The State Board of  
156 Education and the Board of Governors shall adopt by rule and  
157 regulation, respectively, approved assessments that address the  
158 competencies in subparagraph 2. and courses that meet the  
159 requirements in subparagraph 1. The chair of the State Board of  
160 Education and the chair of the Board of Governors, or their  
161 respective designees, shall jointly appoint a faculty committee  
162 to:

163 1.(a) Develop one or more a new courses course in civic  
164 literacy or revise an existing general education core course in  
165 American History or American Government to include, at a  
166 minimum, opportunities to engage synchronously in political  
167 discussions and civil debates with multiple points of view and  
168 to master the ability to synthesize information that informs  
169 civic decisionmaking ~~civic literacy~~.

170 2.(b) Establish course competencies and identify outcomes  
171 that include, at a minimum, an understanding of the basic  
172 principles of American democracy and how they are applied in our  
173 republican form of government, an understanding of the United  
174 States Constitution, knowledge of the founding documents and how

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175 they have shaped the nature and functions of our institutions of  
176 self-governance, and an understanding of landmark Supreme Court  
177 cases and their impact on law and society.

178 Section 4. Paragraph (a) of subsection (1) and subsection  
179 (2) of section 1008.212, Florida Statutes, are amended to read:

180 1008.212 Students with disabilities; extraordinary  
181 exemption.—

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

183 (a) "Circumstance" means a situation in which  
184 accommodations allowable for use on the statewide standardized  
185 assessment, a statewide standardized end-of-course assessment,  
186 or an alternate assessment pursuant to s. 1008.22(3)(d) ~~s.~~  
187 ~~1008.22(3)(e)~~ are not offered to a student during the current  
188 year's assessment administration due to technological  
189 limitations in the testing administration program which lead to  
190 results that reflect the student's impaired sensory, manual, or  
191 speaking skills rather than the student's achievement of the  
192 benchmarks assessed by the statewide standardized assessment, a  
193 statewide standardized end-of-course assessment, or an alternate  
194 assessment.

195 (2) A student with a disability for whom the individual  
196 education plan (IEP) team determines is prevented by a  
197 circumstance or condition from physically demonstrating the  
198 mastery of skills that have been acquired and are measured by  
199 the statewide standardized assessment, a statewide standardized  
200 end-of-course assessment, or an alternate assessment pursuant to  
201 s. 1008.22(3)(d) ~~s. 1008.22(3)(e)~~ shall be granted an  
202 extraordinary exemption from the administration of the  
203 assessment. A learning, emotional, behavioral, or significant

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204 cognitive disability, or the receipt of services through the  
205 homebound or hospitalized program in accordance with rule 6A-  
206 6.03020, Florida Administrative Code, is not, in and of itself,  
207 an adequate criterion for the granting of an extraordinary  
208 exemption.

209 Section 5. Paragraph (c) of subsection (3) of section  
210 1008.22, Florida Statutes, is redesignated as paragraph (d), a  
211 new paragraph (c) is added to that subsection, and paragraph (a)  
212 of subsection (1), paragraphs (a), (b), (d), and (g) of  
213 subsection (3), subsection (6), paragraphs (a), (b), (c), and  
214 (h) of subsection (7), subsections (8) and (9), and paragraph  
215 (e) of subsection (12) of that section are amended, to read:

216 1008.22 Student assessment program for public schools.—

217 (1) PURPOSE.—The primary purpose of the student assessment  
218 program is to provide student academic achievement and learning  
219 gains data to students, parents, teachers, school  
220 administrators, and school district staff. This data is to be  
221 used by districts to improve instruction; by students, parents,  
222 and teachers to guide learning objectives; by education  
223 researchers to assess national and international education  
224 comparison data; and by the public to assess the cost benefit of  
225 the expenditure of taxpayer dollars. The program must be  
226 designed to:

227 (a) Assess the achievement level and ~~annual~~ learning gains  
228 of each student in English Language Arts and mathematics and the  
229 achievement level in all other subjects assessed.

230 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
231 Commissioner of Education shall design and implement a  
232 statewide, standardized assessment program aligned to the core



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233 curricular content established in the Next Generation Sunshine  
234 State Standards. The commissioner also must develop or select  
235 and implement a common battery of assessment tools that will be  
236 used in all juvenile justice education programs in the state.  
237 These tools must accurately measure the core curricular content  
238 established in the Next Generation Sunshine State Standards.  
239 Participation in the assessment program is mandatory for all  
240 school districts and all students attending public schools,  
241 including adult students seeking a standard high school diploma  
242 under s. 1003.4282 and students in Department of Juvenile  
243 Justice education programs, except as otherwise provided by law.  
244 If a student does not participate in the assessment program, the  
245 school district must notify the student's parent and provide the  
246 parent with information regarding the implications of such  
247 nonparticipation. The statewide, standardized assessment program  
248 shall be designed and implemented as follows:

249 (a) *Statewide, standardized comprehensive assessments.*—The  
250 statewide, standardized ~~Reading assessment shall be administered~~  
251 ~~annually in grades 3 through 10. The statewide, standardized~~  
252 ~~Writing assessment shall be administered annually at least once~~  
253 ~~at the elementary, middle, and high school levels. When the~~  
254 ~~Reading and Writing assessments are replaced by English Language~~  
255 ~~Arts (ELA) assessments, ELA assessments shall be administered to~~  
256 students in grades 3 through 10. Retake opportunities for the  
257 ~~grade 10 Reading assessment or, upon implementation, the grade~~  
258 10 ELA assessment must be provided. ~~Students taking the ELA~~  
259 ~~assessments shall not take the statewide, standardized~~  
260 ~~assessments in Reading or Writing.~~ Reading passages and writing  
261 prompts for ELA assessments shall incorporate grade-level core

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262 curricula content from social studies. The statewide,  
263 standardized Mathematics assessments shall be administered  
264 annually in grades 3 through 8. ~~Students taking a revised~~  
265 ~~Mathematics assessment shall not take the discontinued~~  
266 ~~assessment.~~ The statewide, standardized Science assessment shall  
267 be administered annually at least once at the elementary and  
268 middle grades levels. In order to earn a standard high school  
269 diploma, a student who has not earned a passing score on the  
270 grade 10 Reading assessment or, upon implementation, the grade  
271 ~~10~~ ELA assessment must earn a passing score on the assessment  
272 retake or earn a concordant score as authorized under subsection  
273 (9). Statewide, standardized ELA and Mathematics assessments in  
274 grades 3 through 6 must be delivered in a paper-based format.

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

278 1. EOC assessments for Algebra I, Geometry, Biology I,  
279 United States History, and Civics shall be administered to  
280 students enrolled in such courses as specified in the course  
281 code directory.

282 2. Students enrolled in a course, as specified in the  
283 course code directory, with an associated statewide,  
284 standardized EOC assessment must take the EOC assessment for  
285 such course and may not take the corresponding subject or grade-  
286 level statewide, standardized assessment pursuant to paragraph  
287 (a). Sections 1003.4156 and 1003.4282 govern the use of  
288 statewide, standardized EOC assessment results for students.

289 3. The commissioner may select one or more nationally  
290 developed comprehensive examinations, which may include

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291 examinations for a College Board Advanced Placement course,  
292 International Baccalaureate course, or Advanced International  
293 Certificate of Education course, or industry-approved  
294 examinations to earn national industry certifications identified  
295 in the CAPE Industry Certification Funding List, for use as EOC  
296 assessments under this paragraph if the commissioner determines  
297 that the content knowledge and skills assessed by the  
298 examinations meet or exceed the grade-level expectations for the  
299 core curricular content established for the course in the Next  
300 Generation Sunshine State Standards. Use of any such examination  
301 as an EOC assessment must be approved by the state board in  
302 rule.

303 4. Contingent upon funding provided in the General  
304 Appropriations Act, including the appropriation of funds  
305 received through federal grants, the commissioner may establish  
306 an implementation schedule for the development and  
307 administration of additional statewide, standardized EOC  
308 assessments that must be approved by the state board in rule. If  
309 approved by the state board, student performance on such  
310 assessments constitutes 30 percent of a student's final course  
311 grade.

312 5. All statewide, standardized EOC assessments must be  
313 administered online except as otherwise provided in paragraph  
314 (d) ~~(e)~~.

315 6. A student enrolled in an Advanced Placement (AP),  
316 International Baccalaureate (IB), or Advanced International  
317 Certificate of Education (AICE) course who takes the respective  
318 AP, IB, or AICE assessment and earns the minimum score necessary  
319 to earn college credit, as identified in s. 1007.27(2), meets

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320 the requirements of this paragraph and does not have to take the  
321 EOC assessment for the corresponding course.

322 (c) Nationally recognized high school assessments.—Each  
323 school district shall, by the 2021-2022 school year and subject  
324 to appropriation, select either the SAT or ACT for districtwide  
325 administration to each public school student in grade 11,  
326 including students attending public high schools, alternative  
327 schools, and Department of Juvenile Justice education programs.

328 ~~(d) Implementation schedule.~~—

329 ~~1. The Commissioner of Education shall establish and~~  
330 ~~publish on the department's website an implementation schedule~~  
331 ~~to transition from the statewide, standardized Reading and~~  
332 ~~Writing assessments to the ELA assessments and to the revised~~  
333 ~~Mathematics assessments, including the Algebra I and Geometry~~  
334 ~~EOC assessments. The schedule must take into consideration~~  
335 ~~funding, sufficient field and baseline data, access to~~  
336 ~~assessments, instructional alignment, and school district~~  
337 ~~readiness to administer the assessments online. All such~~  
338 ~~assessments must be delivered through computer-based testing,~~  
339 ~~however, the following assessments must be delivered in a~~  
340 ~~computer-based format, as follows: the grade 3 Mathematics~~  
341 ~~assessment beginning in the 2016-2017 school year; the grade 4~~  
342 ~~ELA assessment, beginning in the 2015-2016 school year; and the~~  
343 ~~grade 4 Mathematics assessment, beginning in the 2016-2017~~  
344 ~~school year. Notwithstanding the requirements of this~~  
345 ~~subparagraph, statewide, standardized ELA and mathematics~~  
346 ~~assessments in grades 3 through 6 must be delivered only in a~~  
347 ~~paper-based format, beginning with the 2017-2018 school year,~~  
348 ~~and all such assessments must be paper-based no later than the~~

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349 ~~2018-2019 school year.~~

350 ~~2. The Department of Education shall publish minimum and~~  
351 ~~recommended technology requirements that include specifications~~  
352 ~~for hardware, software, networking, security, and broadband~~  
353 ~~capacity to facilitate school district compliance with the~~  
354 ~~requirements of this section.~~

355 *(g) Contracts for assessments.-*

356 ~~1.~~ The commissioner shall provide for the assessments to be  
357 developed or obtained, as appropriate, through contracts and  
358 project agreements with private vendors, public vendors, public  
359 agencies, postsecondary educational institutions, or school  
360 districts. The commissioner may enter into contracts for the  
361 continued administration of the assessments authorized and  
362 funded by the Legislature. Contracts may be initiated in 1  
363 fiscal year and continue into the next fiscal year and may be  
364 paid from the appropriations of either or both fiscal years. The  
365 commissioner may negotiate for the sale or lease of tests,  
366 scoring protocols, test scoring services, and related materials  
367 developed pursuant to law.

368 ~~2. A student's performance results on statewide,~~  
369 ~~standardized assessments, EOC assessments, and Florida~~  
370 ~~Alternative Assessments administered pursuant to this subsection~~  
371 ~~must be provided to the student's teachers and parents by the~~  
372 ~~end of the school year, unless the commissioner determines that~~  
373 ~~extenuating circumstances exist and reports the extenuating~~  
374 ~~circumstances to the State Board of Education. This subparagraph~~  
375 ~~does not apply to existing contracts for such assessments, but~~  
376 ~~shall apply to new contracts and any renewal of existing~~  
377 ~~contracts for such assessments.~~

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378 ~~3. If liquidated damages are applicable, the department~~  
379 ~~shall collect liquidated damages that are due in response to the~~  
380 ~~administration of the spring 2015 computer-based assessments of~~  
381 ~~the department's Florida Standards Assessment contract with~~  
382 ~~American Institutes for Research, and expend the funds to~~  
383 ~~reimburse parties that incurred damages.~~

384 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE  
385 STANDARDS.—

386 ~~(a)~~ Measurement of student performance is the  
387 responsibility of school districts except in those subjects and  
388 grade levels measured under the statewide, standardized  
389 assessment program described in this section. When available,  
390 instructional personnel must be provided with information on  
391 student achievement of standards and benchmarks in order to  
392 improve instruction.

393 ~~(b) The Commissioner of Education shall assist and support~~  
394 ~~districts in measuring student performance on the state~~  
395 ~~standards by maintaining a statewide item bank, facilitating the~~  
396 ~~sharing of developed tests or test items among school districts,~~  
397 ~~and providing technical assistance in best assessment practices.~~  
398 ~~The commissioner may discontinue the item bank if he or she~~  
399 ~~determines that district participation is insufficient for its~~  
400 ~~sustainability.~~

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

402 (a) The Commissioner of Education shall establish schedules  
403 for the administration of statewide, standardized assessments  
404 and the reporting of student assessment results. The  
405 commissioner shall consider the observance of religious and  
406 school holidays when developing the schedules. The assessment

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407 and reporting schedules must provide the earliest possible  
408 reporting of student assessment results to the school districts,  
409 ~~consistent with the requirements of paragraph (3)(g)~~. Assessment  
410 results for the statewide, standardized ELA and mathematics  
411 assessments and all statewide, standardized EOC assessments must  
412 be made available no later than June 30, except for results for  
413 the grade 3 statewide, standardized ELA assessment, which must  
414 be made available no later than May 31. School districts shall  
415 administer statewide, standardized assessments in accordance  
416 with the schedule established by the commissioner.

417 (b) By January of each year, ~~beginning in 2018~~, the  
418 commissioner shall publish on the department's website a uniform  
419 calendar that includes the assessment and reporting schedules  
420 for, at a minimum, the next 2 school years. The uniform calendar  
421 must be provided to school districts in an electronic format  
422 that allows each school district and public school to populate  
423 the calendar with, at minimum, the following information for  
424 reporting the district assessment schedules under paragraph (d):

425 1. Whether the assessment is a district-required assessment  
426 or a state-required assessment.

427 2. The specific date or dates that each assessment will be  
428 administered.

429 3. The time allotted to administer each assessment.

430 4. Whether the assessment is a computer-based assessment or  
431 a paper-based assessment.

432 5. The grade level or subject area associated with the  
433 assessment.

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

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436 7. The type of assessment, the purpose of the assessment,  
437 and the use of the assessment results.

438 8. A glossary of assessment terminology.

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

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

445 1. The grade 3 statewide, standardized ELA assessment and  
446 the writing portion of the statewide, standardized ELA  
447 assessment ~~for grades 4 through 10~~ must be administered no  
448 earlier than April 1 each year within an assessment window not  
449 to exceed 2 weeks.

450 2. With the exception of assessments identified in  
451 subparagraph 1., any statewide, standardized assessment that is  
452 delivered in a paper-based format must be administered no  
453 earlier than May 1 each year within an assessment window not to  
454 exceed 2 weeks.

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

459  
460 ~~Each school district shall administer the assessments identified~~  
461 ~~under subparagraphs 2. and 3. no earlier than 4 weeks before the~~  
462 ~~last day of school for the district.~~

463 (h) The results of statewide, standardized assessment in  
464 ELA and mathematics, science, and social studies ~~assessments,~~



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465 including assessment retakes, shall be reported in an easy-to-  
466 read and understandable format and delivered in time to provide  
467 useful, actionable information to students, parents, and each  
468 student's current teacher of record and teacher of record for  
469 the subsequent school year; however, in any case, the district  
470 shall provide the results pursuant to this paragraph within 1  
471 week after receiving the results from the department. A report  
472 of student assessment results must, at a minimum, contain:

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

475 2. Information identifying the student's areas of strength  
476 and areas in need of improvement.

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

481 4. Longitudinal information, if available, on the student's  
482 progress in each subject area based on previous statewide,  
483 standardized assessment data.

484 5. Comparative information showing the student's score  
485 compared to other students in the school district, in the state,  
486 or, if available, in other states.

487 6. Predictive information, if available, showing the  
488 linkage between the scores attained by the student on the  
489 statewide, standardized assessments and the scores he or she may  
490 potentially attain on nationally recognized college entrance  
491 examinations.

492 (8) PUBLICATION OF ASSESSMENTS.—To promote transparency in  
493 the statewide assessment program, in any procurement for the

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494 statewide, standardized assessment in ELA, ~~assessment in grades~~  
495 ~~3 through 10 and the~~ mathematics, science, and social studies  
496 ~~assessment in grades 3 through 8,~~ the Department of Education  
497 shall solicit cost proposals for publication of the state  
498 assessments on its website in accordance with this subsection.

499 (a) The department shall publish each assessment  
500 administered under paragraph (3) (a) and subparagraph (3) (b)1.,  
501 excluding assessment retakes, at least once on a triennial basis  
502 pursuant to a schedule determined by the Commissioner of  
503 Education. Each assessment, when published, must have been  
504 administered during the most recent school year and be in a  
505 format that facilitates the sharing of assessment items.

506 (b) The initial publication of assessments must occur no  
507 later than June 30, 2024 ~~June 30, 2021,~~ subject to  
508 appropriation, and must include, at a minimum, the grade 3 ELA  
509 and mathematics assessments, the grade 10 ELA assessment, and  
510 the Algebra I EOC assessment.

511 (c) The department must provide materials on its website to  
512 help the public interpret assessment information published  
513 pursuant to this subsection.

514 (9) CONCORDANT SCORES.—The Commissioner of Education must  
515 identify scores on the SAT and ACT that if achieved satisfy the  
516 graduation requirement that a student pass the grade 10  
517 ~~statewide, standardized Reading assessment or, upon~~  
518 ~~implementation, the grade 10 ELA assessment.~~ The commissioner  
519 may identify concordant scores on assessments other than the SAT  
520 and ACT. If the content or scoring procedures change for the  
521 grade 10 ~~Reading assessment or, upon implementation, the grade~~  
522 ~~10~~ ELA assessment, new concordant scores must be determined. If

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523 new concordant scores are not timely adopted, the last-adopted  
524 concordant scores remain in effect until such time as new scores  
525 are adopted. The state board shall adopt concordant scores in  
526 rule.

527 (12) REPORTS.—The Department of Education shall annually  
528 provide a report to the Governor, the President of the Senate,  
529 and the Speaker of the House of Representatives which shall  
530 include the following:

531 ~~(e) The number of students who after 8th grade enroll in~~  
532 ~~adult education rather than other secondary education, which is~~  
533 ~~defined as grades 9 through 12.~~

534 Section 6. Subsection (1) of section 1008.24, Florida  
535 Statutes, is amended to read:

536 1008.24 Test administration and security; public records  
537 exemption.—

538 (1) A person may not knowingly and willfully violate test  
539 security rules adopted by the State Board of Education for  
540 mandatory tests administered by or through the State Board of  
541 Education or the Commissioner of Education to students,  
542 educators, or applicants for certification or administered by  
543 school districts pursuant to ss. 1002.69, 1003.52, 1003.56,  
544 1007.25, 1007.35, 1008.22, 1008.25, and 1012.56 ~~s. 1008.22~~, or,  
545 with respect to any such test, knowingly and willfully to:

546 (a) Give examinees access to test questions prior to  
547 testing;

548 (b) Copy, reproduce, or use in any manner inconsistent with  
549 test security rules all or any portion of any secure test  
550 booklet;

551 (c) Coach examinees during testing or alter or interfere

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552 with examinees' responses in any way;

553 (d) Make answer keys available to examinees;

554 (e) Fail to follow security rules for distribution and  
555 return of secure test as directed, or fail to account for all  
556 secure test materials before, during, and after testing;

557 (f) Fail to follow test administration directions specified  
558 in the test administration manuals; or

559 (g) Participate in, direct, aid, counsel, assist in, or  
560 encourage any of the acts prohibited in this section.

561 Section 7. Paragraph (a) of subsection (1) of section  
562 1008.34, Florida Statutes, is amended to read:

563 1008.34 School grading system; school report cards;  
564 district grade.—

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

568 (a) "Achievement level," "student achievement," or  
569 "achievement" describes the level of content mastery a student  
570 has acquired in a particular subject as measured by a statewide,  
571 standardized assessment administered pursuant to s.

572 1008.22(3)(a) and (b). There are five achievement levels. Level  
573 1 is the lowest achievement level, level 5 is the highest

574 achievement level, and level 3 indicates satisfactory

575 performance. A student passes an assessment if the student

576 achieves a level 3, level 4, or level 5. For purposes of the

577 Florida Alternate Assessment administered pursuant to s.

578 1008.22(3)(d) ~~s. 1008.22(3)(e)~~, the state board shall provide,

579 in rule, the number of achievement levels and identify the

580 achievement levels that are considered passing.

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

583 1008.3415 School grade or school improvement rating for  
584 exceptional student education centers.—

585 (2) Notwithstanding s. 1008.34, the achievement levels and  
586 Learning Gains of a student with a disability who attends an  
587 exceptional student education center and has not been enrolled  
588 in or attended a public school other than an exceptional student  
589 education center for grades K-12 within the school district  
590 shall not be included in the calculation of the home school's  
591 grade if the student is identified as an emergent student on the  
592 alternate assessment described in s. 1008.22(3)(d) ~~s.~~  
593 ~~1008.22(3)(e)~~.

594 Section 9. Paragraph (i) is added to subsection (4) of  
595 section 1009.286, Florida Statutes, to read:

596 1009.286 Additional student payment for hours exceeding  
597 baccalaureate degree program completion requirements at state  
598 universities.—

599 (4) For purposes of this section, credit hours earned under  
600 the following circumstances are not calculated as hours required  
601 to earn a baccalaureate degree:

602 (i) Credit hours earned to meet the requirements of s.  
603 1007.25(4).

604 Section 10. This act shall take effect July 1, 2021.