

# Florida Department of Education

**Bill Number:** Senate Bill 1908

**Bill Title:** Education

**Bill Sponsor:** Committee on Education PreK-12 and Senator Gaetz

**Effective Date:** July 1, 2008, except as otherwise provided for in the bill

**DOE Contact:** Dr. Frances Haithcock, Chancellor, Division of Public Schools, (850) 245-0509

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## Executive Summary:

The bill amends s. 1003.41, F. S., Sunshine State Standards, s.1001.03, F.S., Specific powers of State Board of Education, and s. 1000.21, F.S., Office of Private Schools and Home Education Programs, to:

- Require the State Board of Education to review and, by December 31, 2011, replace the Sunshine State Standards with "Next Generation Sunshine State Standards." The State Board of Education must establish, by December 31, 2008, a review and readoption schedule for the current standards. The process for review, revision, and approval of the new standards is outlined. Specific requirements are prescribed for language arts, science, mathematics, and social studies standards. Language Arts standards adopted in 2007 must be reviewed and replaced and must identify significant literary genres and authors that encompass a comprehensive range of historical periods. Recently adopted Reading, Math and Science standards are considered Next Generation. Provides the State Board of Education with rulemaking authority. Stipulates that the Sunshine State Standards are in place for a subject until the standards for that subject are replaced by Next Generation Sunshine State Standards.

The bill amends s. 220.187, F.S., Credits for contributions to nonprofit scholarship funding organizations to:

- Remove the FCAT NRT from the list of norm-referenced assessments available for use by private schools in meeting the testing requirements of the Corporate Tax Credit Scholarship Program. Instead, private schools must administer a nationally norm-referenced test identified by the Department of Education as meeting industry standards of quality in accordance with State Board of Education rule.

The bill amends s. 1000.21, F.S., Systemwide definitions to:

- Revise the definition of "Sunshine State Standards" or "Next Generation Sunshine State Standards."

The bill amends s. 1001.452, F.S., District and school advisory councils (SAC) to:

- Require that the majority of members of SAC must not be employed by the school district.

The bill amends s. 1003.413, F.S., Florida Secondary School Redesign Act to:

- Require district school boards to establish a policy that addressed the annual review of each high school student's electronic education plan.

The bill amends s. 1003.428, F.S., General requirements for high school graduation to:

- Add practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory.

The bill creates s. 1003.4285, F.S., Standard high school diploma designations to:

- Indicate by 2008-09, each standard high school diploma shall include, as applicable, a designation for Major Area of Interest; completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment; career education certification; and Florida Ready to Work Credential.

The bill amends s. 1004.91, F.S., Career-Preparatory instruction to:

- Create an exemption for adult students enrolled in a registered apprenticeship program under ch. 446, F.S., from the requirement to demonstrate mastery of the state-adopted standards of basic skills before being awarded a career certificate or completion.

The bill amends s. 1004.99, F.S., Florida Ready to Work Certification Program to:

- Require the Ready to Work Credential to be awarded to a student who passes three listed assessments in Reading for Information, Applied Mathematics, and Locating Information or other assessments of comparable rigor. Each assessment shall be scored on a scale of 3 to 7.
- Define three levels of attainment for the credential:
  - Bronze-level requires a minimum score of 3 or above on each of the assessments.
  - Silver-level requires a minimum score of 4 or above on each of the assessments.
  - Gold-level requires a minimum score of 5 or above on each of the assessments.

The bill amends s. 1007.235, F.S., District interinstitutional articulation agreements to:

- Require the district interinstitutional articulation agreement to identify the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of the school districts for posting these grades to high school transcripts.

The bill amends s. 1008.22, F.S., Student assessment program for public schools to:

- Allow the Commissioner to incorporate end-of-course assessments into the statewide assessment program. These assessments may be administered in addition to the comprehensive assessments of reading, mathematics, writing, and science, and must be rigorous, statewide, standardized, and aligned to the Sunshine State Standards. The Commissioner may select one or more nationally developed comprehensive examination for use as end-of-course assessment if the Commissioner determines the examinations meet to exceed the core curricular content established in the Next Generation Sunshine State Standards. The Commissioner may collaborate with the American Diploma Project in the adoption or development of end-of-course assessments.
- Remove the requirement that the statewide assessment program include norm-referenced tests.
- Require the Commissioner beginning with the 2008-2009 school year through 2011-2012 to discontinue the administration of the multiple-choice items on the comprehensive assessment of writing. In 2012-2013 school year, the Commissioner must administer a comprehensive assessment of writing with specific characteristics, including a combination of multiple-choice, short-response, and extended-response items.

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- Require the Commissioner to provide notice to school districts, by August 1 of each year, of the testing and reporting schedules for the school year following the upcoming school year. The schedule requires the latest possible administration of statewide assessments and the earliest possible reporting of student test results. Beginning with the 2010-2011 school year, the schedule must provide for comprehensive assessments of writing to be administered no earlier than the week of March 1 and comprehensive statewide assessments of other subjects to be administered no earlier than the week of April 15. Statewide end-of-course assessments must be administered within the last two weeks of a course. Student test results must be made available by the final day of the regular school year for students.
- Require public schools to participate in the statewide assessment program in accordance with published testing and reporting schedules.
- Direct the Commissioner to establish procedures for transitioning to new assessments that impact the testing requirements for high school graduation.

The bill amends s. 1008.30, F.S., Common placement testing for public postsecondary education to:

- Require the Department of Education to purchase or develop assessments to be used by high schools in evaluating the college readiness of selected students prior to grade 12, beginning with the 2008-2009 school year. The State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness. Students achieving the minimum scores, and enrolling in a community college within 2 years, will not be required to enroll in remediation courses. High schools, to the extent practicable, must provide 12<sup>th</sup> grade students scoring below the minimum scores with access to remedial instruction prior to graduation.

The bill amends s. 1008.22, F.S., Student assessment program for public schools; Prohibited Activities to:

- Require school districts, beginning with the 2008-2009 school year, to prohibit each public school from suspending a regular program of curricula in order to administer practice tests or engage in other test-preparation activities for a statewide assessment (i.e., FCAT) However, schools are permitted to:
  - Distribute sample tests and answer keys published by the Department of Education;
  - Provide individualized instruction for students who score at Level 1 or Level 2 on the FCAT or who are identified through diagnostic assessments as having deficiencies in the assessed content;
  - Provide individualized instruction in the content knowledge and skills assessed for students who score Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the school district, is identified as having a deficiency in the content knowledge and skills assessed;
  - Include test-taking strategies in curricula for intensive reading and mathematics courses; and
  - At the extent determined necessary in State Board of Education rule, administer practice tests or engage in other test-preparation activities.

The bill amends s. 1008.31, F.S., Florida's K-20 education performance accountability system to:

- Codify legislative intent that Florida's K-20 education performance accountability system will comply with IDEA.

The bill amends s. 1008.34, F.S., School grading system; school report cards; district grade to:

- Provide additional criteria for designating school grades, beginning with the 2009-2010 school year for high schools with grades 9, 10, 11, and 12, or grades 10, 11, and 12.
- Indicate that fifty (50) percent of a school's grade will be based on the existing FCAT-related factors in s. 1008.34(3)(a), F.S., and the remaining fifty (50) percent will be based on factors that include:
  - A school's high school graduation rate;
  - As valid data become available, the performance and participation of students in Advanced Placement courses, International Baccalaureate courses, dual enrollment courses, Advanced International Certificate of Education courses, and the achievement of industry certification in a career and professional academy;
  - The postsecondary readiness of the students as measured by the SAT, ACT, or the common placement test;
  - The high school graduation rate of at-risk students who scored at Level 2 or lower on the grade 8 FCAT Reading and Mathematics examinations;
  - The performance of a school's students on statewide standardized end-of-course assessments approved by the Department of Education, when available; and
  - The annual growth or decline in these components.
- Indicate that a school district that fails to assign the FCAT scores of each of its students to his or her home school or alternative school that receives a grade shall forfeit Florida School Recognition Program funds for 1 fiscal year. Requires an annual collaboration between the principal of the alternative school and principal of each student's home school concerning the most appropriate school assignment of the student.
- Stipulate beginning with the 2009-2010 school year, the following data – as the Department of Education determines such data is valid -- shall be included to determine school grades for schools comprised of high school grades 9, 10, 11 and 12, or grades 10, 11, and 12:
  - High school graduation rate as calculated by the Department of Education.
  - Participation rate of all eligible students enrolled in AP, IB, DE, AICE and courses or sequence of courses leading to industry certification in a career and professional academy.
  - Aggregate scores of all eligible students enrolled in AP, IB, and AICE courses.
  - Earning of college by all eligible students enrolled in dual enrollment programs.
  - Earning of an industry certification.
  - Aggregate scores of all eligible students enrolled in reading, mathematics and other subjects as measured by the SAT, ACT and CPT for postsecondary readiness.
  - High School graduation rate of all eligible at-risk students enrolled in the school that scored at Level 2 or lower on the grade 8 FCAT Reading and Mathematics examinations.
  - Performance of the school's students on statewide standardized end-of-course assessments.
  - Growth or decline in the data components of these components from year to year.
- Stipulate beginning in the 2009-2010 school year, in order for a high school to earn an "A" grad the school must demonstrate that at-risk students in the school are making adequate progress.
- Provide the Commissioner of Education with authority to set sample-size requirements for school grades. Establishes criteria under which schools with fewer than the minimum number of students tested, as required for reliable results and protection of student confidentiality, shall not receive school grades.

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- Provide the State Board of Education rule making authority to administer this section.

The bill amends s. 1008.341, F.S., School improvement rating for alternative schools to:

- Revise the definition of "home school" for purposes of calculating school grades for schools that refer students to alternative schools; requires annual collaboration among school principals concerning the school assignment of students attending an alternative school.
- Provide for the forfeiture of School Recognition Program funds for one fiscal year if a school district fails to assign the FCAT scores of each of its students to his or her home school or to the alternative school that receives a grade.
- Provide the Commissioner of Education with authority to set cell-size requirements for school improvement ratings. Establishes criteria under which schools with fewer than the minimum number of students tested, as required for reliable results and protection of student confidentiality, are exempted from receiving school improvement ratings.
- Provide the State Board of Education rule making authority to administer this section.

The bill amends s. 1008.36, F.S., Florida school recognition program to:

- Revise the identification of schools that are eligible to receive school recognition funds to include schools that improve more than one letter grade and sustain that improvement in the following year.

The bill amends s. 1012.56, F.S., Educator certification requirements to:

- Provide a new option for demonstrating mastery of subject area knowledge for the Professional Certificate. The new option includes the completion of a bachelor's degree or higher and an earned score above the intermediate level on the oral and written tests administered by the American Council on the Teaching of Foreign Language (ACTFL) for which there is no Florida-developed foreign language certification exam.
- Require the subject area examinations of the Florida Teacher Certification Examination program to be aligned to the Next Generation Sunshine State Standards.

The bill amends s. 1012.71, F.S., The Florida Teachers Lead Program to:

- Delete the word "Stipend" from the title of the Teachers Lead Program (Teachers Lead), states that equipment may not be purchased with Teachers Lead funds, provides a deadline for distribution of funds to school districts, authorizes teachers to keep receipts for only four years, and specifies that districts may use a number of listed options for distributing the funds to teachers.

The bill amends s. 1013.12, F.S., Casualty, safety, sanitation, and fire safety standards and inspection of property to:

- Conform the school cafeteria sanitation and safety reporting requirements to federal law.

## General Implementation Timeline:

Upon becoming law      The Florida Teachers Lead Program goes into effect.

July 1, 2008              The act will become effective, except as otherwise provided.

August 1 of each year	Commissioner shall notify each district in writing and publish on the DOE Web site the testing and reporting schedules for all statewide assessments for the school year following the upcoming school year.
December 31, 2008	State Board of Education shall establish an expedited schedule for adoption of Next Generation Sunshine State Standards and, by rule, establish a schedule for their periodic review and revision.
December 31, 2011	The Next Generation Sunshine State Standards must be adopted for each subject by the State Board of Education.
2008-09 school year	Specified designations must be included on standards high school diplomas.
2008-09 school year	The writing assessment will no longer include selected-response test items.
2008-09 school year	Districts shall prohibit schools from suspending a regular program of curricula for FCAT preparation.
2008-09 school year	High schools must evaluate the college readiness of selected students prior to grade 12.
2009-10 school year	The high school grading formula will be based on the new criteria, and the new threshold for high schools to earn an "A" grade goes into effect.
2010-2011 school year	A comprehensive assessment of writing may not be administered earlier than the week of March 1 and other comprehensive statewide assessments may not be administered earlier than the week of April 15. Student test results must be reported by the final day of the regular school year for students.
2012-13 school year	A revised comprehensive assessment of writing will be administered.