

Draft Education Accountability Bill

Section	Issue	Change	Principle(s)
1. 1001.42	School start date [Lines 89-102]	Removes school start date tied to Labor Day; allows districts to start school as early as August 10.	Increase district flexibility
2. 1002.20	Reading deficiency assessment [Lines 103-125]	Repeals language in “student and parent rights,” which requires districts to “regularly assess” K-3 students’ reading ability. Instead, Section 9 of the bill emphasizes monitoring reading proficiency of K-3 students	Maintain accountability system; increase district flexibility
3. 1003.4156	Remediation and assessment (middle grades) [Lines 126-142]	Repeals required remediation for middle grades students who score level 1 or 2 on ELA FSA. Instead, Section 9 of the bill requires districts to provide interventions and support to students who have not met district criteria.	Maintain accountability system; increase district flexibility
4. 1003.4282	Remediation and assessment (high school) [Lines 143- 159]	Repeals required remediation for high school students who score level 1 or 2 on ELA assessment or Algebra I EOC assessment. Instead, Section 9 of the bill requires districts to provide interventions and support to students who have not met district criteria.	Maintain accountability system; increase district flexibility
5. 1003.4285	High school diploma designation [Lines 160-201].	Deletes reference to 11 th grade ELA assessment as a requirement to earn the “scholar” designation; 11 th grade ELA is eliminated in Section 7 of the bill.	Reduce duplication
6. 1003.621	School start date for high performing districts [Lines 202-218]	Requires high performing school districts to comply with school start date. Current law allows high performing districts to set their own start date.	Provide same flexibility for all districts
7. 1008.22	State and local assessments [lines 219-650]	Eliminates administration of 11 th grade ELA assessment in paragraph (3)(a). [Line 251] Streamlines/removes duplicative provisions related to EOC assessments, middle school progression and high school graduation that are also found in ss. 1003.4156 & 1003.4282. [Lines 267-316] Deletes language setting achievement levels for old writing assessment; writing is now a part of the ELA assessment. [Lines 415-417]	Maintain accountability system; reduce duplication; increase district flexibility; provide transparency

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		<p>Deletes vague and outdated provisions regarding student test data reporting/analysis. [Lines 443-462]</p> <p>Eliminates specific assessment requirements and examples for district measurement of student performance in subjects and grade levels not measured using state assessments. [Lines 525-560]</p> <p>Requires commissioner to assist districts by maintaining a statewide item bank that facilitates test and test item sharing. Requires districts to “consider how to share resources” and allows commissioner to stop item bank if he/she determines that district participation is not enough to sustain the effort. [Lines 561-581]</p> <p>Authorizes the Commissioner to establish the testing schedule, which must provide results to the districts as early as possible, and no later than the week of June 8. [Lines 582-596]</p> <p>Requires development of a uniform calendar for use by districts and public schools, provides required elements, requires SBE to adopt rules for development of the calendar that define key terms (e.g. “Formative Assessment”) [Lines 597-631]</p> <p>Specifies that statewide standardized EOC assessments must be the only cumulative final exam in a course; allows district-selected course assessments to be used as final exam according to district policy. [Lines 632-639]</p> <p>Requires that teachers and parents be provided student results of district-required assessments in a timely manner. [Lines 640-644]</p>	

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8. 1008.24	Statewide test administration [Lines 651-670]	To reduce classroom disruption during testing season, allows district employees, such as education paraprofessionals, to administer and proctor assessments.	Increase district flexibility
9. 1008.25	Student progression, progress monitoring, K-3 reading, elimination of social promotion [lines 671-1131]	<p>Includes social studies in list of subjects used to determine student progression. [Lines 678 & 688]</p> <p>Eliminates requirement for a district progression plan and prescriptive plan contents. Instead, districts must establish criteria for student progression for K-12 with emphasis on K-3 reading proficiency, and which must address specified areas, such as acceleration, early graduation, virtual instruction and parental notification. [Lines 684--772]</p> <p>Eliminates specific requirements to progress monitor students; instead provides for intensive instruction and supports for students with deficiencies and students retained in 3rd grade in accordance with K-12 comprehensive reading plan under s. 1011.62(9). [Lines 773-1131]</p>	Maintain accountability system; increase district flexibility; Provide transparency
10. 1008.30(3)	Required administration of PERT and college readiness courses. [Line 1132-1156]	Repeals the required administration of PERT in high school, and required postsecondary preparation course. Instead, the bill requires schools to use all assessment results to advise students of any deficiencies and to provide postsecondary preparation instruction before high school graduation. [Lines 693-699]	Reduce duplication

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11. 1011.62(9)	Comprehensive Reading Plan [Lines 1157-1356]	<p>Removes statutory requirements for additional hour of instruction at the 300 lowest-performing elementary schools.</p> <p>Provides for required instruction and support for students at risk of being retained in third grade who have already been retained in K-2.</p> <p>Requires DOE to regularly report findings from monitoring district plans to SBE. Requires SBE to review effectiveness of plans</p>	Maintain accountability system; Increase district flexibility; provide transparency
12. 1012.34	Evaluation of personnel [Lines 1357-1747]	<p>Moves commissioner’s annual evaluation plan report date to Feb 1 and requires comparison of student performance results and evaluation results to the performance levels established in rule by SBE. [Lines 1383 -1405]</p> <p>Requires evaluation system to provide timely feedback to instructional personnel and administrators and streamlines system monitoring provisions. [Lines 1406-1450]</p> <p>Requires instructional personnel or school administrator evaluation to be based at least 1/3 on student performance, at least 1/3 on instructional practice or instructional leadership, and remainder on other criteria, which may include student/parent/peer/employee surveys or other job and professional responsibilities. Requires evaluation of teachers and administrators to be based on the students assigned to them, and allows districts to adjust the mix of assessment data based on instructional assignment. Personnel must be informed of criteria, data sources, methodologies, and procedures associated with evaluation prior to evaluation occurring. [Lines 1451-1658]</p> <p>Requires evaluation of teachers and administrators to be based on the students assigned to them, and allows districts to adjust the mix of assessment data based on instructional assignment. [Lines 1485-1492]</p>	Provide transparency; maintain accountability system; increase district flexibility

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		<p>Makes the commissioner’s selection of additional student learning growth formulas permissive. Provides great flexibility to districts for measuring student performance in courses not associated with a state-approved student learning growth formula. [Lines 1659-1715]</p> <p>Requires SBE rule to provide a format for evaluation system plans. Eliminates SBE authority to set hard performance level for automatic highly effective, effective and automatic unsatisfactory rating. [Lines 1716-1739]</p> <p>Repeals 2014 district bonus provision. [Lines 1740-1747]</p>	
13. 1012.3401	Conforming/consolidation [Lines 1748-1749]	Repeals language now in Section 12 of the bill.	NA (conforming)
14. 1012.585	Certification renewal [Lines 1750-1792]	<p>Requires commissioner to post renewal application and fee requirements on DOE website.</p> <p>Allows teachers to meet certification renewal requirements if they are rated highly effective based on SBE-adopted performance standards for any three years during the renewal period.</p>	Provide transparency; increase district flexibility
15. 1012.98	Required professional development [Lines 1793-1801]	Requires personnel who have been evaluated as less than effective to participate in professional development.	Maintain accountability system
16.	Effective Date [Lines 1802-1803]	Makes the bill effective upon becoming a law.	NA