

Report on Progress in Achievement of FSBA 2014 Legislative Priorities

Priority: Ensure that the adoption and implementation of Common Core State Standards:

- Provide for the transition to new assessments that are affordable, valid and reliable, and nationally normed and are fully implemented no sooner than July 1, 2017;
- Provide for students, teachers, schools, and districts to be held harmless during the transition period;
- Provide for the implementation of teacher and principal evaluations and the performance pay salary schedule to be delayed until after the transition to the new assessments and the establishment of baseline results.

Legislative Action: Several bills were filed that would have provided a 3-year transition timeline and addressed the related issues in a manner consistent with this FSBA Priority. Unfortunately, none of these bills were taken up for consideration. Instead, [SB 1642](#) provided a tighter, 1-year, transition timeline, no delay in the transition to new assessments or teacher and principal evaluations, and limited hold harmless provisions that apply, primarily, to school grades.

Final Status: Limited progress was made.

Priority: Revise Florida's assessment and accountability system to:

- Ensure that ELL students are served for at least two years in ESOL programs before their performance is included in the calculation of school and district grades;
- Authorize alternate methods for assessing learning and achievement for special populations, such as populations of students enrolled in ESE and ESOL programs, to ensure that student progress is accurately measured and reflected;
- Remove ESE Center schools from the school grade portion of the state accountability system;
- Include data from multiple forms of assessment and limited standardized testing;
- Ensure that the development of assessment instruments is fully funded by the state.

Legislative Action: Several bills were filed that addressed one or more of these issues in a manner consistent with this Priority but the only bills that survived and were passed during the Session were [SB 850](#) which repeals, effective 2015, the Special Diploma and provides alternative pathways that would allow certain ESE students to obtain a standard diploma.

In addition, [SB 1642](#):

- Provides that, for the purposes of calculating school grades, the percentage of eligible students passing statewide, standardized assessments in ELA, math, science, and social studies will include the performance of English language learners only if they have been enrolled in a school in the United States for more than 2 years.
- Revises provisions relating to school improvement rating for alternative schools. The terminology for each rating level is changed to "Commendable," "Maintaining" or "Unsatisfactory" and the rating is based on the percentage of eligible students who make Learning Gains in ELA and math. Other existing school improvement rating criteria are deleted.
- Creates a definition for a child with medical complexity to mean a child with certain disabilities and lacks the capacity to take or perform on an assessment. The bill provides three different assessment exemption options for these students.
- Provides that district-developed or district-selected EOC assessments and teacher-selected or principal-selected assessments may include a variety of assessment formats, including, but not limited to, project-based assessments, adjudicated performances, and practical application assignments.
- Provides that, for the 2014-2015 school year only, a school district may use measurable learning targets on local assessments to evaluate the performance of students portion of a classroom teacher's evaluation for courses that are not assessed by statewide, standardized assessments.

HB 7031:

- Clarifies and corrects provisions implemented as a result of the passage of SB 1076 in 2013 to identify how new testing and graduation requirements impact different cohorts of students.
- Requires that if a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or U. S. History, the transferring course final grade and credit must be honored without the student taking the statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
- Extends the Adults with Disabilities Workforce Education Pilot Program through June 30, 2016, and authorizes a student to participate in the program until the student graduates from high school or reaches the age of 40 (rather than 30), whichever comes first.
- Provides that, when applicable for students with disabilities, the statement of waiver of assessment results must be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.

Final Status: Significant progress was made in some areas and limited progress was made in others.

Priority: Appropriate sufficient funding, in addition to the FEFP, that will fully fund technology needs, including funds necessary for infrastructure, hardware, software, training, online testing, virtual instruction, digital textbooks, data management, and other technology needs.

Legislative Action: [HB 5101](#) creates the Florida Digital Classrooms Allocation within the FEFP and \$40 million is provided in the budget this year for this purpose. In subsequent years this allocation will be calculated in an amount up to 1% of the base student allocation multiplied by the total K-12 full-time equivalent student enrollment. Each district will receive a minimum of \$250,000 from these funds and the balance will be allocated based on FTE. Each district school board must adopt a district digital classrooms plan that meets the unique needs of students, schools, and personnel and submit the plan to DOE for approval and the funds must be used to support implementation of district digital classrooms plans.

Final Status: Very significant progress was made.

Priority: Repeal the 2013 requirement that school districts pay college tuition fees, fully fund the school district costs to provide dual enrollment programs, and maintain the current delivery system that allows local school districts and community colleges to offer adult education programs;

Legislative Action: There was no legislative effort to fully repeal this requirement, but [HB 5101](#) provides some clarification of terms and the district's funding responsibilities:

- Replaces the term "Florida College System" institution with "postsecondary" institution to reflect that dual enrollment options are available with universities.
- Clarifies that, when dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution.
- Clarifies that the district is not responsible for payment to a postsecondary institution for dual enrollment courses taken during the summer term.

Final Status: Limited progress was made.

Priority: Establish an additional standard high school diploma for special needs students who cannot pass statewide assessments required for graduation, but can demonstrate achievement of basic skills and revise current graduation regulations to include the special diploma students as graduates in the four year rate

Legislative Action: [SB 850](#) repeals, effective 2015, the Special Diploma and provides alternative pathways that would allow certain ESE students to obtain a standard diploma. Presumably, if a student who qualifies for a standard diploma under these provisions and completes the requirements within four years, the student would be counted in the four year rate. In addition, [HB 7031](#) provides that a statement of waiver of assessment results is limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.

Final Status: Substantial progress was made, but this progress also presents some new concerns.

Priority: Restore the authority for school boards to levy, by simple majority vote and without a referendum, up to an additional .50 mills for either critical operating needs or capital outlay needs, or to be split between both.

Legislative Action: Several bills were filed that would have provided additional district discretionary millage authority. Unfortunately, none of these bills were taken up for consideration.

Final Status: No progress was made.