

Comparison of Major House and Senate Accountability Bills

Statute	House Bill Section	Senate Bill Section	HB 7069	SB 616
1001.03		Section 1	Not Included	<p>Specific powers of State Board of Education</p> <p>Adds to powers and requires SBE to adopt rules requiring that districts publish a notification form that clearly identifies for parents and students the grade 3 retention and midyear promotion requirements and options, as well as high school graduations requirements and options. School districts must publish the form on their websites and include the form in annual student handbooks. The notification form is also required when providing student performance results to parents on all assessments.</p>
1001.42	Section 1		<p>Powers and duties of district school board</p> <p>Removes school start date tied to Labor Day; allows districts to start school no earlier than August 10.</p>	Not Included
1002.20	Section 2		<p>K-12 student and parental rights</p> <p>Repeals language in “student and parent rights,” which requires districts to “regularly assess” K-3 students’ reading ability. (See Section 9 regarding monitoring reading proficiency of K-3 students)</p>	Not Included
1003.4156	Section 3		<p>General requirements for middle grades promotion</p> <p>Repeals required remediation for middle grades students who score level 1 or 2 on English Language Arts (ELA) assessment. (See Section 9 regarding district requirements to provide interventions and support to students who have not met district criteria)</p>	Not Included

Statute	House Bill Section	Senate Bill Section	HB 7069	SB 616
1003.4282	Section 4	Section 10	<p>Requirements for a standard high school diploma</p> <p>Repeals required remediation for high school students who score level 1 or 2 on ELA or Algebra I EOC. (See Section 9 regarding requirements to provide interventions and support to students who have not met district-established criteria)</p>	<p>Requirements for a standard high school diploma</p> <p>Enrollment in remedial course is optional, rather than mandatory, for students scoring Level 1 or 2 on the 9th or 10th grade ELA.</p>
1003.4285	Section 5	Section 11	<p>Standard high school diploma designations</p> <p>Removes 11th Grade ELA from Scholar Designation.</p>	<p>Standard high school diploma designations</p> <p>Removes 11th Grade ELA from Scholar Designation.</p>
1003.621	Section 6		<p>Academically high performing school districts</p> <p>Requires high performing school districts to comply with school start date. Current law allows high performing districts to set their own start date.</p>	Not Included
1008.22	Section 7 <i>continued on next page</i>	Section 2 <i>continued on next page</i>	<p>Student assessment program for public schools</p> <p>Eliminates administration of 11th grade ELA</p> <p>Eliminates specific assessment requirements and examples for district measurement of student performance in subjects and grade levels not measured using state assessments.</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 district participation is not enough to sustain the effort.</p>	<p>Student assessment program for public schools</p> <p>Eliminates administration of 11th grade ELA.</p> <p>Retains language requiring the measurement of student performance in all subjects and grade levels not included in the standardized assessment program as the responsibility of districts. “District-mandated” assessments are renamed “district-required local” assessments</p> <p>Prohibits a school district from administering a local assessment for subjects and grades that are measured by state EOCs.</p>

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1008.22	Section 7 <i>continued from last page</i>	Section 2 <i>continued from last page</i>	<p>Relocates language authorizing 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.</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 and define key terms (e.g. "Formative Assessment").</p> <p>Specifies that statewide standardized EOC assessments must be the only final cumulative exam in a course; allows district-selected course assessments to be used as final exam according to district policy.</p> <p>Requires that teachers and parents be provided student results of district-required assessments in a timely manner.</p>	<p>Requires a district to provide student performance results on district-required local assessments to the student's teachers and parents within 30 days after test administration.</p> <p>Amends and moves (to Section 7) requirement that districts administer local assessments in subjects and grade levels not measured under the statewide assessment program beginning in the 2014-2015 school year and the list of assessments that may be used.</p> <p>Adds requirement that a school district may not schedule more than 5% of total school hours to administer statewide assessments and district-required local assessments. The district must obtain written consent from the parent before administering local assessments that exceed the 5% limit. The 5% limit may be exceeded to provide test accommodations for ESE and ELL students. In addition, a student may choose to exceed the 5% limit in order to take an certain examinations or assessments – i.e. for AP, IB, AICE, placement testing, workforce development.</p> <p>Requires the district to adopt its testing schedule for the statewide and local assessments specifying the estimates of average time for administering each assessment by grade level. The schedule must be published on the district's website.</p>
1008.24	Section 8		<p>Test administration and security; public records exemption</p> <p>Allows district employees, such as education paraprofessionals, to administer and proctor assessments</p>	Not Included

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1008.25	Section 9	Section 3	<p>Public school student progression; remedial instruction; reporting requirements</p> <p>Includes social studies in list of subjects used to determine student progression.</p> <p>Eliminates requirement for a district progression plan and prescriptive plan contents. Requires districts to establish criteria for student progression for K-12 with an emphasis on K-3 reading proficiency. The criteria must address specified areas, including statewide assessment results, acceleration, early graduation, virtual instruction and parental notification.</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.</p>	<p>Public school student progression; remedial instruction; reporting requirements</p> <p>Removes the ability of a district to utilize a schoolwide system of progress monitoring for the remediation of a low performing student.</p> <p>Limits the district's ability to have local standards that identify reading deficiencies; must depend upon results on statewide assessments.</p>
1008.30	Section 10	Section 4	<p>Common placement testing for public post-secondary education</p> <p>Repeals the required administration of PERT in high school, and required postsecondary preparation course. Instead, requires schools to use all assessment results to advise students of any deficiencies and to provide postsecondary preparation instruction before high school graduation.</p>	<p>Common placement testing for public post-secondary education</p> <p>Authorizes alternative assessments such as the SAT, ACT, and other assessments to be used in lieu of PERT. The assessment is no longer a requirement and administration must be at the request of a parent. School districts are no longer required to address the deficiencies in postsecondary readiness.</p>

Statute	House Bill Section	Senate Bill Section	HB 7069	SB 616
1011.62(9)	Section 11		<p>Funds for the operation of schools – SAI and Reading Allocations</p> <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 monitor reading plans, and regularly report findings to SBE. Requires SBE to review effectiveness of plans.</p>	Not Included
1012.22		Section 12	Not Included	<p>Public school personnel; powers and duties of the district school board</p> <p>Clarifies that a classroom teacher whose performance evaluation uses measurable learning targets on local assessments must remain under the grandfathered salary schedule until his or her teaching assignment changes to a subject for which there is a statewide assessment or district-required local assessment or the district establishes equally appropriate measures of student learning growth as defined by s. 1012.34 and SBE rules.</p>
1012.34	Section 12 <i>continued on next page</i>	Section 6 <i>continued on next page</i>	<p>Personnel evaluations and criteria</p> <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.</p> <p>Requires evaluation system to provide timely feedback to instructional personnel and administrators.</p>	<p>Personnel evaluations and criteria</p> <p>Reduces the percentage of a teacher’s evaluation based on student performance from 50% to 33%. If less than three years of data, the percentage is reduced from 40% to 30%.</p> <p>At least 33% of a performance evaluation for teachers must be based on instructional practice.</p>

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		<i>continued from last page</i>		<p>Local assessments may include (similar to current list):</p> <ul style="list-style-type: none"> • Statewide assessments. • Other standardized assessments, including nationally recognized standardized assessments. • Industry certification assessment. • District-developed or district-selected assessments (removes reference to EOCs). • Teacher-selected or principal-selected assessments. <p>Clarifies that, for a teacher or school administrator to be eligible for a salary adjustment under the performance salary schedule, the student performance component of the performance evaluation must be based on one of the first 4 assessments listed above and using a methodology determined by school districts. Such methodologies could include student learning growth, achievement levels, performance on statewide assessments, or for this school year only, measurable learning targets on local assessments.</p> <p>Requires the SBE to adopt rules no later than August 1, 2015 relating to uniform procedures for review and approval of district evaluation systems; specific, discrete standards for each performance level; measurement of learning growth; and a process for monitoring district implementation. Specifically, the rule must establish student performance levels that if not met will result in the employee receiving an unsatisfactory performance evaluation rating; and also the level that must be met for an employee to receive a highly effective or effective rating.</p>

Statute	House Bill Section	Senate Bill Section	HB 7069	SB 616
1012.98	Section 14		<p>School Community Professional Development Act</p> <p>Requires teachers rated below effective to be provided professional development under the district inservice plan, which may include the use of individual professional development plans.</p>	Not Included
N/A		Section 8	Not Included	<p>School district contingency plan</p> <p>Provides the option for a school district vote to request the SBE to waive existing hold harmless provisions for this year and, instead, allow the district to use the results from the assessment administered in 2014-2015 for diagnostic and baseline purposes only. The waiver request must include specified information and must be submitted after the last day of the test administration and no later than June 5, 2015</p> <p>For only the 2014-2015 school year, if the waiver is granted:</p> <ul style="list-style-type: none"> • A school or district may not receive a grade, improvement rating or district grade. • A school may, at district's discretion, choose to use the assessment results in teacher and school administrator evaluations. • The district will continue to have its student performance results included in statewide assessment results published by DOE. • A school forfeits eligibility to earn school recognition funds. • A school district forfeits the district's eligibility to be designated as a high performance school district.

Statute	House Bill Section	Senate Bill Section	HB 7069	SB 616
N/A		Section 9	Not Included	<p>OPPAGA Study</p> <p>Requires OPPAGA to conduct a year-long study, beginning no later than August 1, 2015, to assess the cost-effectiveness of DOE leasing examination questions from AIR compared with using questions from an existing examination. OPPAGA must provide a report to the Legislature by December 1, 2016.</p>
N/A	Section 15	Section 13	<p>Effective Date</p> <p>Upon becoming a law</p>	<p>Effective Date</p> <p>Upon becoming a law</p>