

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 1537 Education
SPONSOR(S): Education Quality Subcommittee, Rizo and others
TIED BILLS: None. **IDEN./SIM. BILLS:** SB 1430

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Education Quality Subcommittee	18 Y, 0 N, As CS	McDaniel	Sanchez

SUMMARY ANALYSIS

The bill improves the overall quality of Florida's teacher preparation programs by: streamlining instruction and assessment in educator preparation institute (EPI) programs by explicitly requiring candidate instruction and assessment on the Florida Educator Accomplished Practices (FEAP) and state academic standards, to include scientifically based reading instruction, content literacy, and mathematical practices for each subject identified on the statement of eligibility or temporary certificate; requiring EPI candidates to demonstrate competency and participate in field experiences that are relevant to their individual educational plan; expanding initial teacher preparation programs' core curricula to include instructional practices to support effective, research-based assessment and grading practices aligned to the state's academic standards; delineating, separating, and renaming Professional Learning Certification Programs and Professional Education Competency Programs; and providing the Department of Education (DOE) with rulemaking authority to establish the criteria for the review and approval of Professional Learning Certification Programs.

The bill improves teacher training by requiring a system-wide shift from professional development to professional learning by: defining the requirements for professional learning; requiring all inservice activities to meet specific criteria; requiring external professional learning providers to meet specific criteria; protecting administrators' responsibility to visit and observe classroom teachers throughout the year to provide mentorship, training, instructional feedback, or professional learning; requiring the DOE to create a high-quality marketplace on a centralized webpage to aid in the identification of high-quality programs and resources; requiring the DOE to review and approve professional learning systems every 5 years.

The bill extends temporary teaching certificates from 3 years to 5 years and limits the certificate to a one-time, non-renewable issuance. The bill expands eligibility for temporary certification to candidates who are currently enrolled in a state-approved teacher preparation programs and meet certain requirements.

Beginning with students entering grade 9 in the 2023-2024 school year, the one credit in practical arts required for high school graduation is replaced by one credit in career education.

Beginning in 2023-2024, the bill adds an additional measure to the school grades formula to include student results on the grade 3, standardized ELA assessment and for select schools, students who are eligible to earn postsecondary credit through assessments identified by the DOE.

To create more opportunities for high school students to earn postsecondary credit and reduce time to degree the bill expands postsecondary credit pathways and incentives for school districts and teachers. The bill also requires a report to the Legislature by January 1, 2024, on the alignment between acceleration mechanisms for secondary students and student success.

To increase access to CAPE certificates or certifications the bill removes the cap of 0.1 FTE earned within the same fiscal year by elementary and middle grades students.

The bill requires the Turnaround School Supplemental Services Allocation be based on actual student enrollment from the October FTE survey and removes the four-year maximum limitation for school eligibility for the program.

The Teachers Classroom Supply Assistance Program is amended to require the DOE to administer a competitive procurement through which classroom teachers may purchase classroom materials and supplies.

The bill has an indeterminate fiscal impact. See Fiscal Analysis.

The bill has an effective date of July 1, 2023.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives .

STORAGE NAME: h1537b.EQS

DATE: 3/30/2023

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Teacher Preparation Programs

Present Situation

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.¹ State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.²

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain teaching credentials, including:³

- Initial Teacher Preparation programs: “traditional” teacher preparation programs require candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.⁴
- Educator Preparation Institutes: alternative certification programs offered by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, mastery of subject area knowledge and mastery of professional preparation and education competence.
- District Professional Development Certification and Education Competency Programs: cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts by which the instructional staff can satisfy the mastery of professional preparation and education competence requirements.⁵ In addition to completing the district program, candidates must demonstrate mastery of general knowledge⁶ and subject area knowledge.⁷

Mastery of general knowledge for a professional teaching certificate may be demonstrated through several methods, including the passing of one of several different examinations identified by the State Board of Education (SBE),⁸ having a valid teaching certificate from another state,⁹ having a SBE approved national educator credentialing,¹⁰ having a master’s or higher degree,¹¹ or completion of two semesters of college teaching experience at a specified Florida institution.¹²

¹ Section 1004.04(1)(b), F.S.

² See Florida Department of Education, *Professional Development in Florida*, <http://www.fldoe.org/teaching/professional-dev/> (last visited Mar. 9, 2023). See also rule 6A-5.066, F.A.C.; ss. 1004.04(3)(a) and 1004.85(1), F.S.

³ Florida Department of Education, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Mar. 9, 2023). See also rule 6A-5.066, F.A.C.

⁴ Rule 6A-5.066(1)(r), F.A.C.

⁵ Section 1012.56(8)(a), F.S.

⁶ See Florida Department of Education, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml> (last visited Mar. 9, 2023).

⁷ Florida Department of Education, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited Mar. 9, 2023)

⁸ Section 1012.56(3)(e), F.S. Examinations for mastery of general knowledge include the Florida General Knowledge Test and identified test sections of the GRE, including GRE Analytical Writing, GRE Quantitative Reasoning, and GRE Verbal Reasoning.

⁹ Section 1012.56(3)(b), F.S.

¹⁰ Section 1012.56(3)(c), F.S.

¹¹ Section 1012.56(3)(f), F.S. Degree must be from an accredited postsecondary educational institution that the DOE has identified as having a quality program resulting in a bachelor’s degree or higher.

¹² Section 1012.56(3)(d), F.S.

Mastery of subject area knowledge for a professional teaching certificate may be demonstrated through the passing of a subject matter examination under specific conditions, a valid teaching certificate from another state, a valid certificate from the National Board for Professional Teaching Standards, or a passing score or program completion of a specified defense language proficiency test or program.¹³

Teacher Preparation Program Uniform Core Curricula

Each candidate enrolled in a teacher preparation program must receive instruction and be assessed on the uniform core curricula in his or her area of program concentration during course work and field experiences. A candidate for certification in a coverage area that includes reading instruction or interventions in kindergarten through grade 6 must successfully complete all competencies for a reading endorsement.¹⁴

The SBE must establish, in rule, uniform core curricula for each state-approved teacher preparation program including, but not limited to:¹⁵

- candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas;
- the use of state-adopted content standards to guide curricula and instruction;¹⁶
- scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies;¹⁷
- content literacy and mathematical practices;
- strategies appropriate for instruction of English language learners;
- strategies appropriate for instruction of students with disabilities;
- strategies to differentiate instruction based on student needs;
- strategies and practices to support evidence-based content aligned to state standards and grading practices;
- strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support; and
- strategies to support the use of technology in education and distance learning.

In addition, before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate's area(s) of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area(s) of program concentration.¹⁸

¹³ Section 1012.56(5), F.S.

¹⁴ Section 1004.04(2)(c), F.S.

¹⁵ Section 1004.04(2)(b)1.-10., F.S.

¹⁶ The State Board of Education has adopted the state academic standards, which establish the core content of the curricula taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire. Rule 6A-1.09401(1), F.A.C.; s. 1003.41(1), F.S.

¹⁷ The Just Read, Florida! Office must assist teacher preparation programs and educator preparation institutes with this requirement. Section 1001.215(11), F.S.

¹⁸ Section 1004.04(2)(d), F.S.

Educator Preparation Institutes

Postsecondary institutions that are accredited or approved by the Department of Education (DOE) to award degrees and credits for educator certification may seek approval from the DOE to create educator preparation institutes for the purpose of providing all or any of the following:¹⁹

- professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements;
- instruction to assist potential and existing substitute teachers in performing their duties;
- instruction to assist paraprofessionals in meeting education and training requirements;
- competency-based program instruction for noneducation baccalaureate degree holders to become certified teachers in order to increase routes to the classroom for mid-career professionals; and
- instruction and professional development for part-time and full-time non-degreed teachers of career programs.

A private provider that has a proven history of delivering high-quality educator preparation may also seek approval to offer a competency-based certification program. The DOE approval must be based upon evidence provided from other state recipients of the provider's services and data showing the successful performance of completers based upon student achievement.²⁰

Each program participant must:²¹

- meet certification application and eligibility requirements established in law;
- participate in coursework and field experiences that are appropriate to the participant's educational plan, including completion of all competencies for a reading endorsement when seeking certification in a certificate area that includes reading instruction or interventions in kindergarten through grade 6;
- before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting; and
- achieve a passing score on the professional education competency examination,²² the basic skills examination, and the subject area examination for the subject area certification which is required by SBE rule.

Continued program approval is determined by the Commissioner of Education based upon a periodic review of candidate readiness based on passage rates on educator certification examinations and evidence of performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments, results of program completers' annual evaluations, and workforce contributions.²³

Each approved institute must submit annual performance evaluations to the DOE that measure the effectiveness of the programs, including the pass rates of participants on all examinations required for teacher certification, employment rates, longitudinal retention rates, and satisfaction surveys of employers and program completers. The satisfaction surveys must be designed to measure the sufficient preparation of the educator for the realities of the classroom and the institute's responsiveness to local school districts. These evaluations must be used by the DOE for purposes of continued approval of an educator preparation institute's certification program.²⁴
Professional Development Certification and Education Competency Programs

¹⁹ Section 1004.85(2)(a), F.S.

²⁰ Section 1004.85(2)(b), F.S.

²¹ Section 1004.85(3)(b), F.S.

²² An individual that completes an educator preparation institute and is rated highly effective by his or her performance evaluation is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate. Section 1012.575, F.S.

²³ Section 1004.85(4), F.S.

²⁴ Section 1004.85(5), F.S.

School districts, charter schools and charter management organizations may offer a professional development certification program that must be approved by the DOE. The program must include:²⁵

- a minimum period of initial preparation before becoming the teacher of record;
- an option to collaborate with other agencies or educational entities for implementation;
- a teacher mentorship and induction component;
- an assessment of teaching performance aligned with the district's personnel evaluation system;
- professional educational preparation content knowledge which must be included in the mentoring and induction activities;
- required passing scores on the general knowledge, subject area and the professional education competency test; and
- completion of all competencies for a reading endorsement for all candidates for certification in coverage areas that include reading instruction or interventions in kindergarten through grade 6.

As required by law, the DOE adopted, effective January 1, 2018, standards for the approval of professional development certification programs, including standards for the teacher mentorship and induction component.²⁶ The standards for the teacher mentorship and induction component must include:²⁷

- program administration and evaluation;
- mentor roles, selection, and training;
- beginning teacher assessment and professional development; and
- teacher content knowledge and practices aligned to the Florida Educator Accomplished Practices.

Each school district, charter school, or charter management organization, wishing to provide a professional preparation and competency program must submit its program, including the teacher mentorship and induction component, to the DOE for approval. Beginning January 1, 2019, a teacher may not satisfy requirements for a professional certificate through a professional preparation and education competency program unless the program has been approved by the DOE based on the new standards.²⁸ An applicant who completes a professional preparation and education competency program approved by the DOE based on the standards adopted on January 1, 2018, and is rated highly effective based on a performance evaluation is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.²⁹

Each district professional development system is required to provide inservice activities and support targeted to the individual needs of teachers participating in the professional preparation and education competency program.³⁰ Each school district's professional development system must provide for training to reading coaches, classroom teachers, and school administrators in:³¹

- effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills;
- incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and
- using predictive and other data to make instructional decisions based on individual student needs.

All elementary grades instructional personnel must be provided access to sufficient training so they can meet certification or endorsement requirements established by the SBE with respect to reading instruction and intervention.³²

²⁵ Section 1012.56(8)(a)1.-7., F.S.

²⁶ See rule 6A-5.066, F.A.C.

²⁷ Section 1012.56(8)(c), F.S.

²⁸ *Id.*

²⁹ Section 1012.56(7)(a)3., F.S., see rule 6A-5.066, F.A.C.

³⁰ Section 1012.98(4)(b)4., F.S.

³¹ Section 1012.98(4)(b)11., FS.

³² *Id.*

The mentorship and induction component of a state-approved district, charter school or charter management organizations professional preparation and education competency program, at a minimum, provides weekly opportunities for mentoring and induction activities, including:³³

- common planning time;
- ongoing professional development targeted to a mentee teacher's needs;
- opportunities to observe other teachers;
- co-teaching experiences; and
- reflection and follow-up discussions.

The mentorship and induction activities must be provided during the teacher's first year in the program and may be provided until the teacher attains his or her professional certificate. A principal who is rated highly effective must be provided flexibility in selecting professional development activities for the mentorship and induction component so long as they are approved by the DOE.³⁴

Effect of Proposed Changes

Florida's teacher preparation programs include the traditional pathway offered at postsecondary institutes, alternative pathway programs offered through state-approved educator preparation institutes, and school district professional development certification and education competency programs. The uniform core curricula for each state-approved teacher preparation program identifies core topics the programs must cover. The bill adds strategies and practices to support effective, research based assessment and grading practices aligned to the state's academic standards to the list of uniform core curricula topics that must be included in teacher preparation programs.

The bill eliminates redundancy in educator preparation institute instruction provided to candidates that are already embedded in the Florida Educator Accomplished Practices (FEAP). The FEAP outlines the core standards for effective educators. The bill clarifies that candidates must demonstrate competency and participate in field experiences that are appropriate to his or her individual educational plan at the institute.

The bill requires that all state approved educator preparation programs cover scientifically based reading instruction, content literacy, and mathematical practices for each subject identified on the participant's statement of status of eligibility or temporary certificate.

The bill requires the SBE to adopt rules for the approval of educator preparation institutes.

The bill delineates, separates, and renames the two alternative certification pathways offered by school districts, charter schools, and charter management organizations: Professional Learning Certification Programs and Professional Education Competency Programs. Professional Learning Certification Programs include a teacher mentorship and induction component to ensure candidates receive timely coaching and feedback to improve practice. The bill provides for mentor activities to be routine and requires all professional learning to be in alignment with the professional learning criteria. Professional Education Competency Programs are established in a new section in law to separate the two alternative certification pathways.

The SBE is provided rulemaking authority to adopt criteria for the review and approval of Professional Learning Certification Programs.

Educator Certification

Present Situation

In order for a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the DOE.³⁵

³³ Section 1012.56(8)(a)3.b., F.S.

³⁴ *Id.*

³⁵ Sections 1012.55(1) and 1002.33(12)(f), F.S.

Persons seeking employment at a public school as a school supervisor, principal, teacher, library media specialist, counselor, athletic coach, or in another instructional capacity must be certified.³⁶ The purpose of certification is to require school-based personnel to “possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools.”³⁷

To be eligible for an educator certificate, an individual must meet the following eligibility requirements:³⁸

- be at least 18 years of age;
- sign an affidavit attesting that the applicant will uphold the U.S. and State Constitutions;
- earn a bachelor’s or higher degree from an accredited institution of higher learning³⁹ or from a nonaccredited institution identified by the DOE as having a quality program resulting in a bachelor’s or higher degree;⁴⁰
- submit to fingerprinting and background screening and not have a criminal history that requires the applicant’s disqualification from certification or employment;
- be of good moral character; and
- be competent and capable of performing the duties, functions, and responsibilities of a teacher.

In addition, each applicant must submit an application and the required fee to the DOE.⁴¹

After meeting eligibility requirements, an individual may choose a certification route. The DOE issues three types of educator certificates:

- Professional Certificate: Florida’s highest type of full-time educator certification;⁴² valid for 5 years and renewable.⁴³
- Temporary Certificate: covers employment in full-time positions for which educator certification is required;⁴⁴ generally valid for 3 years and nonrenewable.⁴⁵
- Athletic Coaching Certificate: covers full-time and part-time employment as a public school athletic coach;⁴⁶ includes two types of athletic coaching certificates – one is valid for 5 years and may be issued for subsequent 5-year periods while the other is valid for 3 years and may be issued only once.⁴⁷

An applicant seeking a professional certification must:

³⁶ Sections 1002.33(12)(f) (charter school teachers) and 1012.55(1), F.S. District school boards and charter school governing boards are authorized to hire non-certified individuals who possess expertise in a given field to serve in an instructional capacity. Rule 6A-1.0502, F.A.C.; ss. 1002.33(12)(f) and 1012.55(1)(c), F.S. Occupational therapists, physical therapists, audiologists, and speech therapists are not required to be certified educators. Rule 6A-1.0502(10) and (11), F.A.C.

³⁷ Section 1012.54, F.S.; see rule 6A-4.001(1), F.A.C.

³⁸ Section 1012.56(2)(a)-(f), F.S.

³⁹ Section 1012.56(2)(c), F.S.; rule 6A-4.003(1), F.A.C. (approved accrediting agencies); see also 34 C.F.R. ss. 602.1-602.50; U.S. Department of Education, *Institutional Accrediting Agencies*,

https://www2.ed.gov/admins/finaid/accred/accreditation_pg3.html#RegionalInstitutional (last visited Mar. 9, 2023) (list of accrediting agencies approved by the U.S. Department of Education).

⁴⁰ Section 1012.56(2)(c), F.S.; rule 6A-4.003(2), F.A.C. (criteria for approval of nonaccredited institutions of higher learning). For initial certification, an applicant must attain at least a 2.5 overall grade point average on a 4.0 scale in the applicant’s major field of study. Section 1012.56(2)(c), F.S.

⁴¹ Section 1012.56(1), F.S.; see s. 1012.59, F.S. The fee for initial certification is \$75 per subject area. Rule 6A-4.0012(1)(a)1. and 2., F.A.C.

⁴² Rule 6A-4.004(3), F.A.C.

⁴³ Section 1012.56(7)(a), F.S.; see rule 6A-4.0051(3)(d), F.A.C. (validity period is expressed as 5 years from July 1 of the school fiscal year). The DOE also issues a nonrenewable 5-year professional certificate that allows an applicant with a bachelor’s degree in the area of speech-language impairment to complete a master’s degree in speech-language impairment. Section 1012.56(7)(c), F.S.; rule 6A-4.004(4), F.A.C.

⁴⁴ Rule 6A-4.004(1)(a)2., F.A.C.

⁴⁵ Section 1012.56(7)(e), F.S. (flush-left provisions at end of subsection; validity period is expressed in school fiscal years); rule 6A-4.004(1)(a), F.A.C. The veteran’s pathway to educator certification authorizes a 5 year nonrenewable temporary certificate. Section 1012.56(7)(e)2., F.S. The DOE also issues a nonrenewable temporary certificate, which is valid for 2 years, in the area of speech-language impairment. Sections 1012.56(7)(c), F.S.

⁴⁶ Section 1012.55(2)(a), F.S.

⁴⁷ Rule 6A-4.004(5), F.A.C. (validity periods expressed in school fiscal years).

- meet the basic eligibility requirements for certification;⁴⁸
- demonstrate mastery of general knowledge;⁴⁹
- demonstrate mastery of subject area knowledge;⁵⁰ and
- demonstrate mastery of professional preparation and education competence.⁵¹

A professional certificate is renewable for successive periods of 5 years⁵², but may be extended by:

- 1 year due to serious illness or injury of the applicant or other extraordinary extenuating circumstances; or
- a period of time equal to the active duty status for any person who volunteers or is called into wartime or required peacetime military service.

An applicant seeking a temporary certification must:

- meet the basic eligibility requirements for certification;⁵³
- obtain full-time employment in a position that requires a Florida educator certificate by a school district or private school that has a DOE-approved professional education competence demonstration program;⁵⁴ and
- do one of the following:
 - demonstrate mastery of subject area knowledge;⁵⁵ or
 - complete the required degree or content courses specified in SBE rule for subject area specialization⁵⁶ and attain at least a 2.5 grade point average on a 4.0 scale in the subject area courses.⁵⁷

To qualify for a temporary certificate, an applicant must meet subject area specialization requirements in at least one subject. Each subject area has specific degree or course requirements set in SBE rule,⁵⁸ and select subject areas including Reading, Speech-Language Impaired, School Counseling, School Psychology, and School Social Work require a master's or specialist degree.⁵⁹

In 2022, the Legislature created an additional pathway to educator certification for military service members by authorizing the DOE to issue a temporary certificate, for a subject area specialization for which the SBE otherwise requires a bachelor's degree, to military service members meeting the following requirements:⁶⁰

- documents 48 months of active-duty military service with an honorable discharge or a medical separation;
- meets minimum eligibility criteria for educator certification with the exception of receipt of a bachelor's degree;
- completes the subject area content requirements specified in SBE rule or demonstrates mastery of subject area knowledge; and

⁴⁸ Section 1012.56(2)(a)-(f), F.S.

⁴⁹ Section 1012.56(2)(g) and (3), F.S.; Florida Department of Education, *General Knowledge*, <http://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml> (last visited Mar. 9, 2023)

⁵⁰ Section 1012.56(2)(h) and (5), F.S.

⁵¹ Section 1012.56(2)(i) and (6), F.S.; Florida Department of Education, *Professional Preparation and Education Competence*, <http://www.fldoe.org/teaching/certification/general-cert-requirements/professional-preparation-edu-competenc.stml> (last visited Mar. 9, 2023)

⁵² Sections 1012.56(7)(a) and 1012.585, F.S.; rule 6A-4.0051(1), F.A.C.

⁵³ Section 1012.56(2)(a)-(f) and (7)(b), F.S.

⁵⁴ Section 1012.56(1)(b), F.S.; Rule 6A-4.004(1)(a), F.A.C.

⁵⁵ Section 1012.56(7)(b), F.S.; Florida Department of Education, *Subject Area Knowledge* <http://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited Mar. 9, 2023).

⁵⁶ Section 1012.56(7)(b), F.S. The degree and content requirements are specified in ch. 6A-4, F.A.C.

⁵⁷ Section 1012.56(2)(c), F.S.; See Florida Department of Education, *Certificate Types and Requirements*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/> (last visited Mar. 9, 2023).

⁵⁸ Section 1012.56(7)(b), F.S. The degree and content requirements are established in ch. 6A-4, F.A.C.

⁵⁹ Florida Department of Education, Educator Certification, *Certificate Subjects*, <https://www.fldoe.org/teaching/certification/certificate-subjects/#degreed> (last visited Mar. 9, 2023).

⁶⁰ Section 1012.56(7)(b)2., F.S.

- completes 60 college credits with a minimum grade point average of 2.5 on a 4.0 scale, as provided by an eligible institution of higher learning.

Veterans attaining a temporary certificate must be assigned a teacher mentor for a minimum of 2 school years after commencing employment. The teacher mentor must hold a valid professional teaching certification, have at least 3 years of teaching experience, and have earned an effective or highly effective rating on the prior year's performance evaluation.⁶¹

Generally, a temporary certificate is valid for 3 years and is nonrenewable; however, a temporary certificate for military service members is valid for 5 years, limited to a one-time issuance, and is nonrenewable.⁶²

The DOE must electronically issue a temporary certificate to a qualifying applicant within 14 calendar days after it receives a request from the applicant's employing school district or private school. The DOE must also electronically provide an official statement of status of eligibility at the time the certificate is issued. The statement must include each method by which an applicant can complete the qualifications for a professional certificate.⁶³ In addition, the DOE must electronically notify a temporary certificate holder, at least 1 year in advance of the date that his or her certificate will expire. The notification must include the methods by which the certificate holder can complete the requirements for a professional certificate.⁶⁴

A temporary certificate may be extended by 2 years if the requirements for the professional certificate, other than the general knowledge requirement, have not been met due to serious illness or injury of the applicant, military service by the applicant's spouse, or other extraordinary extenuating circumstances; or, the certificate holder is rated highly effective in the immediate year's performance evaluation or has completed a 2-year mentorship program.⁶⁵

Renewal of Professional Certificates

A professional certificate must be renewed every 5 years.⁶⁶ An educator must submit an application,⁶⁷ pay a fee,⁶⁸ and earn at least six college credits or 120 inservice points, or a combination of both, during each 5-year validity cycle to renew his or her professional certification.⁶⁹ At least three college credits or 60 inservice points must be earned in each subject area for which renewal is sought.⁷⁰

Applicants for renewal of a professional certificate must earn at least one college credit or the equivalent amount of inservice points in the area of instruction for teaching students with disabilities.⁷¹

For professional certificates with specialization areas that include reading instruction or intervention for students in kindergarten through grade 6 and a beginning validity date on or after July 1, 2020,

⁶¹ Section 1012.56(7)(d)1.-3., F.S.

⁶² Section 1012.56(7)(e)2., F.S.

⁶³ Section 1012.56(1)(b), F.S.

⁶⁴ Section 1012.56(7), F.S. (flush-left provisions at the end of subsection).

⁶⁵ Section 1012.56(7), F.S. (flush-left provisions at the end of subsection).

⁶⁶ Section 1012.585(2)(a), F.S.

⁶⁷ Rule 6A-4.0051(3)(c), F.A.C. The DOE processes certification renewals for individuals who are not employed by district school boards. Section 1012.585(1)(b), F.S. District school boards are responsible for processing certificate renewals for school district employees. Section 1012.585(1)(a), F.S.

⁶⁸ The fee for a certification renewal is \$75. Rules 6A-4.0051(3)(c) and 6A-4.0012(1)(b)1., F.A.C.

⁶⁹ Section 1012.585(3)(a), F.S. Applicants may combine college credits and inservice points to meet this requirement. One semester hour of college credit is equivalent to 20 inservice points. Rule 6A-4.0051(1)(a)2., F.A.C. College credits must be earned at an accredited or state board-approved institution. Inservice points must be earned through participation in state board-approved school district inservice activities. Rule 6A-4.0051(1)(a)1., F.A.C.; see rule 6A-4.003(1) and (2), F.A.C. (list of approved accrediting agencies and guidelines for nonaccredited approved institutions).

⁷⁰ Section 1012.585(3)(a), F.S.

⁷¹ Section 1012.585(3)(e), F.S. This required training may not add to the total hours required by the DOE for continuing education or inservice training. *Id.*

educators must complete two college credits or the equivalent amount of inservice points in specific reading instruction and intervention strategies for renewal of coverages specified in SBE rule.⁷² Certification in subject areas may also be renewed by earning a passing score on the corresponding Florida-developed subject area test or standardized examination specified in SBE rule.⁷³ Certification by the National Board for Professional Teaching Standards is deemed to meet certification renewal requirements for the life of the certificate, in the corresponding certification subject area.⁷⁴

Effect of Proposed Changes

The bill extends temporary teaching certificates from 3 years to 5 years, and provides that the certificate is limited to a one-time issuance and is non-renewable.

The bill expands eligibility for temporary teaching certification to candidates who are currently enrolled in a state-approved teacher preparation program, are actively completing the required program field experience or internship at a public school, and can provide documentation of completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale as provided by one or more accredited institutions of higher learning identified by the DOE.

A candidate with a beginning validity date of July 1, 2025 or later seeking to renew a professional certificate in educational leadership must complete a minimum of 1 college credit or 20 inservice points in Florida's educational leadership standards. This provision does not add toward the total 120 required continuing education or inservice training hours currently required by the department.

Professional Development

Present Situation

Professional Development Systems

Current law requires school districts to develop a professional development system in consultation with classroom teachers, state colleges and universities, business and community representatives, and local education foundations, consortia, and professional organizations.⁷⁵ Among other things, the professional development system must:⁷⁶

- support and increase the success of educators through collaboratively developed school improvement plans;
- assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels, and that prepare students for success at subsequent educational levels and the workforce;
- provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- provide training to teacher mentors as part of professional development certification and education competency programs.

Each school district professional development system must:⁷⁷

- Be reviewed and approved by the DOE.
- Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
- Provide inservice activities coupled with follow up support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for

⁷² Section 1012.585(3)(f), F.S.

⁷³ Section 1012.585(3)(b), F.S. For the purposes of renewing a professional certificate, passage of a subject area examination is equivalent to three semester hours of college credit. Rule 6A-4.0051(1)(b), F.A.C.

⁷⁴ Section 1012.585(2)(b), F.S.; rule 6A-4.0051(1)(c), F.A.C.

⁷⁵ Section 1012.98(4)(b), F.S.

⁷⁶ See Section 1012.98(4)(b)1.-11., F.S.

⁷⁷ Section 1012.98(4)(b), F.S.

instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

- Provide inservice activities and support targeted to the individual needs of teachers.
- Include a master inservice plan, or professional learning catalog, that identifies the educational training programs that may generate inservice points toward recertification or add-on certification.⁷⁸ Each district catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom.⁷⁹
- Include inservice activities for school administrative personnel.
- Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.
- Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.
- Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones.
- For middle grades, emphasize interdisciplinary planning, collaboration, instruction, and alignment of curriculum and instructional materials to the state academic standards.
- Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs.

In addition to improving school district professional development systems,⁸⁰ the DOE is required to disseminate research-based professional development methods and programs that have demonstrated success in meeting identified student needs, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.⁸¹

William Cecil Golden Professional Development Program

The William Cecil Golden Professional Development Program for School Leaders is a collaborative network of state and national professional leadership organizations for school principals. The program is designed to respond to Florida's needs for quality school leadership and support the efforts of school leaders in improving instruction and student achievement and developing and retaining quality teachers. Professional development provided through the program must be based upon the Florida Principal Leadership Standards and other school leadership standards.⁸²

Effect of Proposed Changes

Traditional professional development is differentiated from professional learning, which is intended to result in system-wide changes in student outcomes. Professional development is usually associated with one-time workshops, seminars, or lectures that are one-size-fits-all. Professional learning is typically interactive, ongoing, and tailored to the needs of educators. This approach encourages

⁷⁸ Section 1012.98(4)(b)5., F.S.; Florida Department of Education, *Master Inservice Plans*, <http://www.fldoe.org/teaching/professional-dev/master-inservice-plans-mip.stml> (last visited Mar. 9, 2023).

⁷⁹ Section 1012.98(4)(b)5., F.S.

⁸⁰ Section 1012.98(4)(b)1., F.S.

⁸¹ Section 1012.98(4)(a)1., F.S.

⁸² Section 1012.986(1)-(2), F.S.

educators to take ownership of learning and apply what they've learned in different contexts. The bill defines professional learning as learning that is aligned to the state's standards for effective professional learning, educator practices, and leadership practices; incorporates active learning; is collaborative; provides models; and is sustained and continuous.

The bill requires the Division of Law Revision to prepare a reviser's bill to replace references to the term "professional development" with the term "professional learning" throughout the Education Code to ensure an educational system-wide shift from professional development to professional learning.

To increase the quality of educator professional learning activities offered by school districts, charter schools, charter management organizations, and consortiums of private schools to instructional and administrative staff, the bill specifies criteria which all professional learning inservice activities must align to. Routine meetings for the purposes of information dissemination that do not align to the established criteria are not eligible for inservice points.

The bill includes explicit training for school administrators to address the updated skills required for instructional leadership and effective school management. Furthermore, the bill protects school administrators' responsibility to visit and observe classroom teachers throughout the year to provide mentorship, training, instructional feedback, or professional learning by separating such classroom visits and observations from teacher performance evaluations. To align with this change, the William Cecil Golden Professional Development Program for School Leaders is amended to include instructional coaching as a component to support the professional growth of instructional personnel.

DOE must create a high-quality professional learning marketplace list on a centralized webpage to aid in the identification of high-quality programs and resources that meet the professional learning criteria and have demonstrated success in meeting student achievement needs.

Additionally, DOE must establish a calendar to review and approve all professional learning systems every 5 years, by March 1, 2024. Any significant changes to the system made within the 5-year timeframe must be re-submitted to the DOE for review and approval.

School districts, charter management organizations, and private school consortiums are authorized to hire outside professional learning providers to provide inservice training to staff. Contracted external professional learning providers must have three or more years of experience providing professional learning with demonstrable success in instructional or school administrator growth. The school district, charter management organization, or private school consortium must certify that the provider's inservice activities meet the specified professional learning criteria.

To align with SBE rule, the bill renames the "master inservice plan", which lists all inservice activities from all funding sources, as the "professional learning catalog".

Requirements for a High School Diploma

Present Situation

In order to be eligible for high school graduation, students must pass the statewide, standardized grade 10 ELA assessment or earn a concordant score on the SAT or ACT⁸³ and pass the Algebra I EOC assessment or, beginning with students entering grade 9 in the 2018-19 school year, earn a comparative score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT, the ACT or the Geometry EOC assessment.⁸⁴ Beginning with the 2022-23 school year, and ESOL student enrolled in an ESOL program for less than 2 years who has met all requirements for graduation except passage of the must-pass assessments, can meet the requirements

⁸³ Section 1003.4282(3)(a), F.S.; r. 6A-1.09422(8)(a)2., F.A.C.

⁸⁴ Section 1003.4282(3)(b), F.S.; r. 6A-1.09422(8)(b)2., F.A.C., (amended on August 18, 2020, to include a comparative score on the Geometry EOC assessment). Since the 2011-2012 school year, a student may also satisfy the Algebra I EOC by earning a comparative score on the Postsecondary Education Readiness Test (PERT). Rule 6A-1.09422(8)(b)1., F.A.C.

to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with SBE rule.⁸⁵

A student must successfully complete 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum to earn a standard high school diploma.⁸⁶ The required credits may be earned through equivalent, applied, or integrated courses or career education courses, including work-related internships approved by the SBE and identified in the course code directory. However, any must-pass assessment requirements must be met.⁸⁷

In order to earn a standard high school diploma, a student must earn:

- Four credits in ELA. The four credits must be in ELA I, II, III, and IV.
- Four credits in mathematics. A student must earn one credit in Algebra I and one credit in Geometry.
- Three credits in science. Two of the three required credits must have a laboratory component. A student must earn one credit in Biology I and two credits in equally rigorous courses.
- Three credits in social studies. A student must earn one credit in U.S. History; one credit in World History; one-half credit in economics; and one-half credit in U.S. Government.⁸⁸
- One credit in fine or performing arts, speech and debate or practical arts. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination.
- One credit in physical education.
- Eight credits in electives.

Beginning with the cohort entering grade 9 in the 2023-2024 school year, a student must complete seven and one-half credits in electives and one-half credit in personal financial literacy in order to graduate with a standard high school diploma.⁸⁹

To graduate, a student must complete the listed criteria and earn a cumulative GPA of 2.0 on a 4.0 scale.⁹⁰ At least one course must be completed through online learning.⁹¹ A student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with DOE may use such credit to satisfy the high school graduation credit requirements for fine or performing arts, speech and debate or practical arts, or the high school graduation credit requirements for electives.⁹²

Effect of Proposed Changes

The bill revises graduation requirements by replacing one credit in practical arts with one credit in career education, beginning with students entering grade 9 in the 2023-2024 school year.

Articulated Acceleration

⁸⁵ Section 1003.433(3)(b), F.S.; r. 6A-1.09422(12), F.A.C.

⁸⁶ Section 1003.4282(1)(a), F.S.

⁸⁷ Section 1003.4282(1)(b), F.S. An equivalent course is one or more courses identified by content-area experts as being a match to the core curricular content of another course, based upon review of the state academic standards for that subject. An applied course aligns with state academic standards and includes real-world applications of a career and technical education standard used in business or industry. An integrated course includes content from several courses within a content area or across content areas. *Id.*

⁸⁸ The U.S. Government course must include a comparative discussion of political ideologies that conflict with the founding principles of the United States. Beginning in the 2021-2022 school year, the students enrolled in the U.S. Government course must take a civic literacy assessment identified by the SBE. A passing score satisfies the postsecondary civic literacy assessment requirement and is not required for high school graduation. Section 1003.4282(3)(d), F.S.

⁸⁹ Section 1003.4282 (3)(g) and (h), F.S. The required financial literacy course must cover types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution's services; balancing a checkbook; basic principles of money management; completing a loan application; receiving an inheritance and related implications; basic principles of personal insurance policies; computing federal income taxes; local tax assessments; computing interest rates by various mechanisms; simple contracts; contesting an incorrect billing statement; types of savings and investments; and state and federal laws concerning finance. Section 1003.4282(3)(h), F.S.

⁹⁰ Section 1003.4282(6)(a), F.S.

⁹¹ Section 1003.4282(4), F.S.

⁹² Section 1003.4282(8)(a)3., F.S.

Present Situation

High school students in Florida have a variety of avenues by which they can earn college credit. These opportunities, known as articulated acceleration mechanisms, shorten the time necessary for a student to complete the requirements for a high school diploma and a postsecondary degree. These mechanisms also allow Florida schools to increase the depth of study in a particular subject and expand available curricular options.⁹³

Programs that provide high school students with the opportunity to earn college credit include, but are not limited to, dual enrollment and early admission, credit by examination, advanced placement, the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School also provides additional opportunities for early graduation and acceleration.⁹⁴

The DOE annually identifies and publishes the minimum scores, maximum credit, and course or courses for which credit is to be awarded for each College Level Examination Program (CLEP) subject examination, College Board Advanced Placement Program examination, Advanced International Certificate of Education examination, International Baccalaureate examination, Excelsior College subject examination, Defense Activity for Non-Traditional Education Support (DANTES) subject standardized test, and Defense Language Proficiency Test (DLPT). In addition, the department also identifies courses in the general education core curriculum of each state university and Florida College System institution for which credit is to be granted.⁹⁵

⁹³ Section 1007.27(1), F.S.

⁹⁴ *Id.*

⁹⁵ Section 1007.27(2), F.S.

Advanced Placement Program

The College Board's Advanced Placement (AP) Program consists of over 38 rigorous high school courses and nationally standardized examinations in multiple subject areas ranging from art to statistics.⁹⁶ Cutoff scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee (ACC) and approved by the SBE and the Board of Governors (BOG).⁹⁷ Currently, students may earn college credit only if they receive an examination score of three or higher on a 5-point scale.⁹⁸ Public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations⁹⁹ regardless of whether they achieve a passing score.¹⁰⁰

In addition to the AP Examination, the College Board established the AP Capstone Diploma to provide students with opportunities to develop skills in critical thinking, independent research, collaborative teamwork, and communication skills.¹⁰¹ The AP Capstone Diploma program is based on two year-long AP courses: AP Seminar and AP Research. These two courses are designed to complement the other AP courses taken by an AP Capstone student. Students typically take the AP Seminar course in either grade 10 or 11, followed by the AP Research course.

Students who earn a score of 3 or higher on the exams for the AP Seminar course and the AP Research course, plus earn a score of 3 or higher on four additional AP exams of their choosing, receive the AP Capstone Diploma.¹⁰² The AP Capstone Diploma program signifies that the student has completed a certain set of requirements in high school to earn an advanced diploma in addition to the standard high school diploma. There are 335 approved AP Capstone schools in Florida.¹⁰³

Postsecondary General Education Courses

The DOE is responsible for identifying the degree programs offered by public postsecondary educational institutions.¹⁰⁴ The DOE must identify postsecondary career education programs offered by Florida College System institutions and district school boards, as well as career courses designated as college credit courses applicable toward a career education diploma or degree. Such courses must be identified within the statewide course numbering system.¹⁰⁵

The chair of the SBE and the chair of the BOG, or their designees, jointly appoint faculty committees to identify statewide general education core course options. General education core course options consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The core courses may be revised, or the five-course maximum within each subject area may be exceeded, if approved by the SBE and the BOG, as recommended by the subject area faculty committee and approved by the ACC as necessary for a subject area. Each general education core course option must contain high-level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course. Beginning with students initially entering a Florida College System institution or state university in 2015-2016 and thereafter, each student must complete at least one identified core course in each subject area as part of the general education course requirements. Beginning in the 2022-2023

⁹⁶ Florida Department of Education, *Florida Counseling for Future Education Handbook 2021-2022 Edition*, at 30, (2022), available at https://dls.flvc.org/documents/210036/1531784/FCFFE_H_2021_2022.pdf/80ed74c7-21cf-0047-db7f-c8ee3910804d.

⁹⁷ Section 1007.27(2) and (6), F.S.

⁹⁸ Section 1007.27(5), F.S.

⁹⁹ The College Board, *AP Students Exam Fees*, <https://apstudents.collegeboard.org/exam-policies-guidelines/exam-fees> (last visited Mar. 16, 2023).

¹⁰⁰ Section 1007.27(5), F.S.

¹⁰¹ The College Board, *What is the AP Capstone Diploma Program*, at 2, <https://apcentral.collegeboard.org/pdf/ap-capstone-student-brochure.pdf?course=ap-capstone-diploma-program> (last visited Mar. 16, 2023).

¹⁰² The College Board, *How it Works*, at 3, available at <https://apcentral.collegeboard.org/pdf/ap-capstone-student-brochure.pdf?course=ap-capstone-diploma-program>.

¹⁰³ The College Board, *Participating AP Capstone Schools* <https://collegeboard.force.com/ParticipatingAPCapstoneSchools/s/> (last visited Mar. 16, 2023).

¹⁰⁴ Section 1007.25(1), F.S.

¹⁰⁵ Section 1007.25(2), F.S.

academic year and thereafter, students entering a technical degree education program¹⁰⁶ must complete at least one identified core course in each subject area as part of the general education course requirements before a degree is awarded. All public postsecondary educational institutions shall accept these courses as meeting general education core course requirements. The remaining general education course requirements shall be identified by each institution and reported to the department by their statewide course number. The general education core course options are adopted in rule by the SBE and in regulation by the BOG.

Articulation Coordinating Committee

The ACC, established by the Commissioner of Education, in consultation with the Chancellor of the State University System, makes recommendations related to statewide articulation policies and issues regarding access, quality, and reporting of data, to the Higher Education Coordination Council, the SBE, and the BOG. The committee consists of two members each representing the State University System, the Florida College System, public career and technical education, K-12 education, and nonpublic postsecondary education and one member representing students. The chair is elected from the membership.¹⁰⁷

The primary role of the Oversight Committee is to make recommendations based on information resulting from reconciling designated common prerequisite courses with the Statewide Course Numbering System to ensure accuracy and utility; building institution accountability for adhering to designated program prerequisites and advising students appropriately; surveying the faculty sub-committees to determine if changes in programs warrant changes in designated prerequisites; conducting a review of institution catalogs for verification of the communication of common program prerequisites; studying student participation in statewide agreements; and conducting a review of current programs that may be candidates for statewide articulation, including institution surveys and workforce trends.¹⁰⁸

Effect of Proposed Changes

The bill requires that all dual enrollment program courses be age and developmentally appropriate.

To create more opportunities for high school students to earn postsecondary credit and reduce time to a degree, the bill requires the DOE to develop new assessments to measure the competencies required for general education core courses in order for students to earn postsecondary credit while in high school. The bill expands the advanced course options, allowing students to take collegiate-level general education core coursework and earn college credit after passing the associated advanced course assessment established by the DOE.

The bill requires the SBE and the BOG to identify colleges and universities to develop secondary general education courses and provide training to course instructors.

The bill authorizes the DOE to partner with an independent third-party testing or assessment organization to develop assessments that measure competencies consistent with the required course competencies identified by the ACC for general education core courses. Postsecondary credit must be limited to students who achieve a minimum score on a postsecondary credit assessment as identified by the DOE.

The bill requires the DOE, in cooperation with the BOG, to issue a report to the Legislature by January 1, 2024, on the alignment between acceleration mechanisms available to secondary students and student success at the postsecondary level. The report must examine, at a minimum, how acceleration mechanisms align to secondary completion and rates of success; bonuses provided for completion or passage of acceleration courses impact school quality and performance; acceleration mechanisms align to postsecondary completion rates; acceleration course offerings align with general education

¹⁰⁶ See s. 1004.02(13), F.S.

¹⁰⁷ Section 1007.01(3), F.S.

¹⁰⁸ Florida Department of Education, *Articulation Coordinating Committee- Oversight Committee*,

<https://www.fdoe.org/policy/articulation/committees/articulation-coordinating-committee-ov/> (last visited March 19, 2023).

core courses and reduce time to degree; and how to improve acceptance of postsecondary credit earned through acceleration courses through agreements with other states.

School Grades

Present Situation

School grades are used to explain a school's performance in a familiar, easy-to-understand manner for parents and the public.¹⁰⁹ School grades are also used to determine whether a school must select or implement a turnaround option.¹¹⁰

Schools are graded using one of the following grades:¹¹¹

- "A" for schools making excellent progress – 62 percent or higher of total points.
- "B" for schools making above average progress – 54 percent to 61 percent of total points.
- "C" for schools making satisfactory progress – 41 percent to 53 percent of total points.
- "D" for schools making less than satisfactory progress – 32 percent to 40 percent of total points.
- "F" for schools failing to make adequate progress – 31 percent or less of total points.

Each school that earns a grade of "A" or improves at least two letter grades may have greater authority over the allocation of the school's total budget generated from the Florida Education Finance Program (FEFP), state categoricals, lottery funds, grants, and local funds.¹¹²

Each school must assess at least 95 percent of its eligible students. Each school must receive a school grade based on the school's performance on the following components, each worth 100 points:¹¹³

- The percentage of eligible students passing statewide, standardized assessments in ELA;
- The percentage of eligible students passing statewide, standardized assessments in mathematics;
- The percentage of eligible students passing statewide, standardized assessments in science;
- The percentage of eligible students passing statewide, standardized assessments in social studies;
- The percentage of eligible students who make Learning Gains in ELA as measured by statewide, standardized assessments;
- The percentage of eligible students who make Learning Gains in mathematics as measured by statewide, standardized assessments;
- The percentage of eligible students in the lowest 25 percent in ELA, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized ELA assessments;
- The percentage of eligible students in the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized Mathematics assessments; and
- For schools comprised of middle grades 6 through 8 or grades 7 and 8, the percentage of eligible students passing high school level statewide, standardized end-of-course assessments or attaining national industry certifications identified in the CAPE Industry Certification Funding List pursuant to SBE rule.

For a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school's grade is based on the following components, each worth 100 points:¹¹⁴

¹⁰⁹ Section 1008.34(1), F.S. If there are fewer than 10 eligible students with data for a component, the component is not included in the calculation. Section 1008.34(3)(a), F.S.

¹¹⁰ Section 1008.33(4), F.S. As the state transitions to the new progress monitoring system, schools will be held harmless for the 2022-2023 school grades. Once learning gains can be calculated following the 2023-2024 school year, The SBE must evaluate the school grading scale to determine if the scale should be adjusted. Section 1008.34(7), F.S.

¹¹¹ Section 1008.34(2), F.S.; rule 6A-1.09981(4)(d), F.A.C.

¹¹² Section 1008.34(2), F.S. (Flush-left provision).

¹¹³ Section 1008.34(3)(b)1.a.-i., F.S.

¹¹⁴ Section 1008.34(3)(b)2.a.-b., F.S.

- The 4-year high school graduation rate of the school.
- The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement examinations, International Baccalaureate examinations, dual enrollment courses, including career dual enrollment courses resulting in the completion of 300 or more clock hours during high school or Advanced International Certificate of Education examinations; who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List; or, beginning with the 2022-2023 school year, who earned an Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery and earned a minimum of two credits in Junior Reserve Officers' Training Corps courses from the same branch of the United States Armed Forces.

Effect of Proposed Changes

Beginning in 2023-2024, the bill adds an additional measure to the school grades formula to include the percentage of eligible students who earn an achievement level 3 or higher on the grade 3, standardized ELA assessment. Additionally, for a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the bill modifies one of the school grade components, the percentage of students who were eligible to earn college and career credit, by including students who are eligible to earn postsecondary credit through assessments identified by the DOE.

Turnaround School Supplemental Services Allocation

Present Situation

The Turnaround School Supplemental Services Allocation provides additional funding to schools identified in Florida's school improvement and education accountability system so that they may offer services designed to improve the overall academic and community welfare of the schools' students and their families.¹¹⁵ Eligible schools include those which are district-managed turnaround schools, schools that earn three consecutive grades below a "C", and schools that have improved to a "C" and are no longer in turnaround status. Services may include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and an extended school day and school year. In addition, services may include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development.¹¹⁶

Subject to legislative appropriation, a school remains eligible for the allocation for a maximum of 4 continuous fiscal years while implementing a turnaround option, and a school that improves to a grade of "C" or higher remains eligible to receive the allocation for a maximum of 2 continuous fiscal years after exiting turnaround status.¹¹⁷

Effect of Proposed Changes

The bill expands the Turnaround School Supplemental Services Allocation to include all turnaround schools and schools that implemented a turnaround plan and exited turnaround status by earning a school grade of "C" or higher. The funds will be used to provide services designed to improve the overall academic and community welfare of the schools' students and families. To allow for better school budgeting and planning the allocation is based on actual student enrollment from the October FTE survey, rather than adjusting with each FEFP calculation. The bill also removes the four year maximum limitation for school eligibility for the program, allowing schools to remain eligible for the duration of their time while implementing a turnaround plan.

¹¹⁵ Section 1011.62(19), F.S.

¹¹⁶ Section 1011.62(19)(a)1., F.S.

¹¹⁷ Section 1011.62(19)(f), F.S. See Florida Department of Education, *EduData – Florida's Education Information Portal*, <https://edudata.fldoe.org/> (last visited Mar. 9, 2023). State, district, and school report cards are made available through the EduData portal, which provides data visualizations to help parents and other stakeholders easily understand how schools are doing compared to the district and state on key components of Florida's accountability system, subgroup performance, and other measures of student achievement and school environment.

Florida Teachers Classroom Supply Assistance Program

Present Situation

The Florida Teachers Classroom Supply Assistance Program (Program), previously known as the Florida Teachers Lead Program,¹¹⁸ was established in 1997 to provide eligible classroom teachers¹¹⁹ with funds to purchase classroom materials and supplies to supplement materials and supplies otherwise available to the teachers.¹²⁰ The funds are appropriated annually in the General Appropriations Act and allocated to each district by July 15 based on each district's proportionate share of the state's total unweighted FTE student enrollment.¹²¹ Program funds may not be used to purchase equipment.¹²²

District school boards must calculate an identical amount for each classroom teacher who is estimated to be employed by the school district or a charter school in the district on September 1.¹²³ If, by July 1, the district determines the number of classroom teachers, then the district and each charter school board may provide each teacher his or her proportionate share of program funds by August 1 of that year. All eligible teachers must be provided their proportionate share no later than September 30. A job-share classroom teacher¹²⁴ may receive a prorated share of the funds provided to a full-time classroom teacher.

Teachers must sign a statement acknowledging receipt of the funds, keep receipts for no less than four years to demonstrate compliance with expenditure requirements, and return any unused funds to the district school board at the end of the school year. Funds returned to the district must be deposited into the school advisory council account of the school at which the classroom teacher was employed when the teacher received the funds or deposited into the Program account of the school district in which the charter school is sponsored.¹²⁵

The DOE and district school boards may, and are encouraged to, enter into public-private partnerships in order to increase the total amount of the Florida Teachers Classroom Supply Assistance Program funds available to classroom teachers.¹²⁶

Effect of Proposed Changes

The bill amends the Florida Teachers Classroom Supply Assistance Program to require the DOE to administer a competitive procurement through which classroom teachers may purchase classroom materials and supplies. By September 1 of each year, each school district must submit the following to the DOE:

- the identical amount per classroom teacher calculated, including the proportionate share of the identical amount if a classroom teacher is a job-share classroom teacher;
- the name of each eligible classroom teacher;
- the name as master school identification number of the school in which the classroom teacher is assigned; and

¹¹⁸ The program was renamed in 2013 by CS/CS/SB 1664, s. 10, ch. 2013-185, L.O.F.

¹¹⁹ Section 1012.71(1), F.S. "Classroom teacher" means a certified teacher employed by a public school district or a public charter school in that district on or before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the Florida Education Finance Program. *Id.*

¹²⁰ Section 18, ch. 97-384, L.O.F.

¹²¹ Section 1012.71(2), F.S.

¹²² *Id.*

¹²³ Section 1012.71(3), F.S.

¹²⁴ Section 1012.71(1), F.S. A "job-share" classroom teacher is one of two teachers whose combined full-time equivalent employment for the same teaching assignment equals one full-time teacher. *Id.*

¹²⁵ Section 1012.71(4), F.S.

¹²⁶ Section 1012.71(6), F.S.

- any other information necessary for the administration of the program, as determined by the DOE.

Instead of requiring teachers to sign a statement acknowledging receipt of the funds, the bill requires teachers to keep receipts for at least four years to demonstrate that funds expended met all requirements. Unused funds must be deposited into the school advisory council account of the school where the teacher worked at the time the funds were made available. If the school does not have a school advisory council, the funds must be used to purchase classroom materials and supplies at the discretion of the principal.

The bill eliminates the requirement that school districts provide local contributions for the program and the provision encouraging the DOE and district school boards to enter into public-private partnerships to increase the total amount of the funds available to classroom teachers under the program.

Florida Education Finance Program

Present Situation

The FEFP allocates funds to each school district based on student enrollment.¹²⁷ The FEFP uses a unit of measure for each student called a full-time equivalent (FTE). One FTE equals one school year of instruction provided to a student.¹²⁸ Districts may earn additional FTE for students who meet qualifying student attainment metrics in specific bonus FTE programs or courses.¹²⁹

A value of 0.025 FTE is calculated for Career and Professional Education (CAPE) digital tool certificates earned by students in elementary and middle school.¹³⁰ Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year.¹³¹

A value of 0.16 FTE is calculated for each student in each advanced placement course who receives at least a score of three or higher on the College Board Advanced Placement Examination. A value of 0.3 FTE is calculated for each student who received a College Board Advanced Placement Capstone Diploma and meets the requirements for a standard high school diploma. Each school district must allocate at least 80 percent of the funds provided to the district for advanced placement instruction to the high school that generate the funds.¹³² From the funding generated by the additional FTE, districts are also required to distribute bonuses to classroom teachers who provided advanced placement instruction as follows:

- A \$50 bonus for each student taught by the teacher in each advanced placement course who receives a score of three or higher on the College Board Advanced Placement Examination.
- An additional bonus of \$500 to each teacher in a school designated with a grade of “D” or “F” who has at least one student scoring three or higher on the College Board Advanced Placement Examination.¹³³

Effect of Proposed Changes

¹²⁷ See s. 1011.62(1)(d)1., F.S.

¹²⁸ Section 1011.61(1)(a), F.S.

¹²⁹ Section 1011.61(1)(l)-(p), F.S. Bonus FTE programs include Advanced Placement exams, College Board AP Capstone Diploma, International Baccalaureate exams, International Baccalaureate Diploma, Advanced International Certificate of Education exams, Advanced International Certification of Education diploma, Career and Professional Education, and Early High School Graduation. *Id.*

¹³⁰ Chapter 2020-111, L.O.F.; The Florida Department of Education, *2022-23 Funding for Florida School Districts*, at 19, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/fefpdist.pdf>.

¹³¹ Section 1011.61(1)(o)1.b., F.S.

¹³² Section 1011.62(1)(n), F.S.

¹³³ Section 1011.62(1)(n)1.-2., F.S. Bonuses awarded are in addition to any regular wages or other bonuses the teacher received or is scheduled to receive.

The bill removes the cap of 0.1 FTE for CAPE certificates or certifications earned within the same fiscal year by elementary and middle grades students, allowing students to generate additional FTE for all courses completed successfully.

The bill provides 0.16 additional FTE for students earning postsecondary credit through advanced courses who attain the minimum assessment score, as established by the DOE. School districts must allocate at least 80 percent of the funds provided to the district for advanced course instruction to the high school that generate the funds. The bill also provides bonuses for classroom teachers who provide advanced course instruction. Teachers will earn a \$50 bonus for each student taught in each advanced placement course who receives at least the minimum score identified by the department on the advanced course assessment and an additional bonus of \$500 to each teacher in a school designated with a grade of "D" or "F" who has at least one student scoring at least the minimum score identified by the department on the advanced course assessment.

Nationally Recognized High School Assessments

Present Situation

In 2021, the Legislature enacted a law requiring each school district, subject to an appropriation, to select either the SAT or ACT for administration to all grade 11 students, including students attending public high schools, alternative high schools, and Department of Juvenile Justice education programs.¹³⁴ Priority funding is given to students on the direct certification list or if the student's household income level does not exceed 185 percent of the federal poverty level.¹³⁵

The Legislature has funded this initiative the past two years at \$8,000,000.¹³⁶

Effect of Proposed Changes

The bill expands eligible nationally recognized high school assessments that may be administered by school districts to students in 11th grade, to include the Classical Learning Test (CLT).

¹³⁴ Ch. 2021-157, L.O.F. The ACT and SAT are two of several entrance exams used by colleges and universities to make admissions decisions.

¹³⁵ Specific Appropriation 135, Ch. 2022-156. L.O.F.

¹³⁶ *Id.* Specific Appropriation 135, Ch. 2021-157, L.O.F.

The Florida Partnership for Minority and Underrepresented Student Achievement

Present Situation

In 2004, the Legislature passed the Florida Partnership for Minority and Underrepresented Student Achievement Act¹³⁷ recognizing the importance of not only access to college but also success in college for all students. The intent of the partnership was to ensure that every student enrolled in a public secondary school has access to high-quality, rigorous academics, with a particular focus on access to advanced courses, with a particular focus on minority students and students who are underrepresented in postsecondary.¹³⁸ The DOE may contract for operation of the partnership.¹³⁹

In order to prepare, inspire and connect students to postsecondary success and opportunity, public high schools must provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), or the PreACT to all enrolled 10th grade students. However, a written notice must be provided to each parent which must include the opportunity to exempt his or her child from taking the PSAT/NMSQT or the PreACT.¹⁴⁰ Test results from these assessments are used by certified school counselors to identify students who are prepared or who need additional work to be prepared to enroll and be successful in AP courses or other advanced high school courses.

The partnership is responsible for:

- Providing teacher training and professional development on AP or other advanced courses.
- Providing to middle school teachers and administrators professional development to prepare students to enter high school ready to participate in advanced courses.
- Providing teacher training and materials that are aligned with the State Standards and are consistent with best theory and practice regarding multiple learning styles and research on learning, instructional strategies, instructional design, and classroom assessment.
- Providing assessment of individual strengths and weaknesses as related to potential success in AP or other advanced courses and readiness for college.
- Providing college entrance exam preparation.
- Considering ways to incorporate Florida College System institutions in the mission of preparing all students for postsecondary success.
- Providing a plan for communication and coordination of efforts with the Florida Virtual School's provision of online AP or other advanced courses.
- Working with school districts to identify minority and underrepresented students for participation in AP or other advanced courses.
- Working with school districts to provide information to students and parents that explains available opportunities for students to take AP and other advanced courses and that explains enrollment procedures that students must follow to enroll in such courses.
- Providing information to students, parents, teachers, counselors, administrators, districts, Florida College System institutions, and state universities regarding PSAT/NMSQT or the PreACT administration.
- Cooperating with the DOE to provide information to administrators, teachers, and counselors, whenever possible, about partnership activities, opportunities, and priorities.

¹³⁷ Ch. 2004-63, L.O.F.

¹³⁸ Section 1007.35(2)(b), F.S.; See Florida Department of Education, *Annual Evaluation Report for Florida Partnership 2021-2022* (September 2022), available at https://www.fldoe.org/core/fileparse.php/19912/urlt/FLPA_ER2122.pdf

¹³⁹ Section 1007.35(3), F.S.

¹⁴⁰ Section 1007.35(4) and (5), F.S. Public school districts must choose either the PSAT/NMSQT or the PreACT for districtwide administration. Funding for the PSAT/NMSQT or the PreACT for all 10th grade students is contingent upon annual funding in the General Appropriations Act.

Effect of Proposed Changes

The bill requires the DOE, through the partnership, to provide teacher training and professional development for all advanced courses in order to prepare students for success on advanced course assessments that lead to postsecondary credit and mastery of postsecondary general education core courses.

The bill also requires the DOE to partner with colleges and universities to develop advanced courses and provide teacher training for such courses.

Florida Bright Future Scholarship Program

Present Situation

The Florida Bright Futures Scholarship Program is a lottery-funded scholarship program for Florida high school graduates who merit high academic achievement and enroll in a degree, certificate, or applied technology program at an eligible Florida public or private postsecondary education institution.¹⁴¹ There are four awards through the Florida Bright Futures Scholarship program, including the Florida Academic Scholarship (FAS), the Florida Medallion Scholarship (FMS), the Florida Gold Seal CAPE Scholarship, and the Florida Gold Seal Vocational Scholarship.¹⁴²

Florida high school students who wish to qualify for the FAS award or the FMS award must meet the following initial eligibility requirements:

- Graduate high school from a Florida public high school with a standard Florida high school diploma, graduate from a registered Florida DOE private high school, earn a GED, complete a home education program, or graduate from a non-Florida high school if specific conditions are met;
- Complete the required high school coursework;
- Achieve the required minimum high school grade point average (GPA);
- Achieve the required minimum score on either the ACT® or SAT® college entrance exam by June 30 of high school graduation year;¹⁴³
- Complete the required number of volunteer service or 100 paid work hours; and
- Submit a Florida Financial Aid Application no later than August 31 after high school graduation.¹⁴⁴

Type of Award	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT/SAT) ¹⁴⁵	Volunteer Service Hours ¹⁴⁶	Paid Service Hours ¹⁴⁷
Florida Academic Scholars	3.50	2022-23 Graduates 29/1330	100 hours	100 hours
		2023-24 Graduates 29/1340		
Florida Medallion Scholars	3.00	2022-23 Graduates 25/1210	75 hours	100 hours
		2023-24 Graduates 25/1210		

¹⁴¹ Section 1009.53(1), F.S.

¹⁴² Section 1009.53(2), F.S.

¹⁴³ To ensure that the required examination scores represent top student performance and are equivalent across assessments, the DOE is responsible for developing a method for determining the required examination scores. Section 1009.531(6)(c), F.S.

¹⁴⁴ Florida Student Financial Aid, *Florida Bright Futures Student Handbook* (2022), at 3, available at <https://www.floridastudentfinancialaids.org/PDF/BFHandbookChapter1.pdf>.

¹⁴⁵ The ACT and SAT are two of several entrance exams used by colleges and universities to make admissions decisions.

¹⁴⁶ *Id.* Students must earn either the required volunteer service or paid work hours, but not a combination of both. *Id.*

¹⁴⁷ *Id.*

In the 2021-22 academic year, 119,837 students received a disbursement from the Florida Bright Futures Scholarship and disbursements totaled \$604,682,656.¹⁴⁸

Effect of Proposed Changes

The bill expands eligible assessments students may take to earn a Florida Academic Scholars Award and a Florida Medallion Scholars award, under the Bright Futures Scholarship Program, adding the Classical Learning Test (CLT). The DOE is required to develop a method for determining the required examination scores students must earn on the CLT assessment and ensure the scores are concordant to those of the SAT and ACT.

The bill requires the ACT and CLT scores be made concordant to the required SAT scores, using the latest published national concordance table developed jointly by the College Board, ACT, Inc., and Classical Learning Initiatives.

B. SECTION DIRECTORY:

- Section 1.** Amending s. 1002.42, F.S., conforming a cross reference.
- Section 2.** Amending s. 1003.4282, F.S., revising a graduation requirement for certain students.
- Section 3.** Amending s. 1004.04, F.S., revising the core curricula for certain teacher preparation programs.
- Section 4.** Amending s. 1004.85, F.S., revising terminology; deleting a requirement that certain certification programs be previously approved by the Department of Education; revising requirements for certain competency-based programs; revising requirements for certain teacher preparation field experience; revising requirements for participants in certain teacher preparation programs; requiring the State Board of Education to adopt specified rules relating to the continued approval of certain teacher preparation programs rather than by a determination of the Commissioner of Education.
- Section 5.** Amending s. 1007.25, F.S., requiring the state board and the Board of Governors to identify Florida College System institutions and state universities to develop certain courses and provide specified training.
- Section 6.** Amending s. 1007.27, F.S., revising the articulated acceleration mechanisms available to certain students; authorizing the department to partner with specified organizations to develop certain assessments; providing for the award of credit to certain students; requiring the department to provide a report to the Legislature by a specified date; providing the requirements for such a report.
- Section 7.** Amending s. 1007.271, F.S., requiring dual enrollment courses to be age and developmentally appropriate.
- Section 8.** Amending s. 1007.35, F.S., revising the responsibilities of the Florida Partnership for Minority and Underrepresented Student Achievement; conforming provisions to changes made by the act.
- Section 9.** Amending s. 1008.22, F.S., authorizing school districts to select the Classic Learning Test for an annual districtwide administration for certain students.
- Section 10.** Amending s. 1008.34, F.S., revising the calculation of school grades for certain schools.

¹⁴⁸ Florida Student Financial Aid, *Florida Bright Futures Student Counts and Total Costs, Report A*, available at <https://www.floridastudentfinancialaids.org/PDF/PSI/BFReportsA.pdf>.

- Section 11.** Amending s. 1009.531, F.S., authorizing students to earn a concordant score on the Classic Learning Test to meet the initial eligibility requirements for the Bright Futures Scholarship Program.
- Section 12.** Amending s. 1011.62, F.S., revising the requirements for the calculation of additional full-time equivalent membership for certain funding through the Florida Education Finance Program; revising school eligibility requirements for the turnaround school supplemental services allocation; providing that certain allocation amounts be based on a specified membership survey.
- Section 13.** Amending s. 1012.34, F.S., providing school administrators are not precluded from taking specified actions.
- Section 14.** Amending s. 1012.56, F.S., revising requirements for a person seeking an educator certification; revising criteria for the award of a temporary certificate; revising the validity period for certain temporary certificates; deleting provisions relating to the department's ability to extend the validity period of certain temporary certificates; revising the requirements for the approval and administration of such programs; establishing professional education competency programs; requiring school districts to develop and maintain such a program; authorizing private schools and state-supported schools to develop and maintain such a program.
- Section 15.** Amending s. 1012.57, F.S., conforming cross-references.
- Section 16.** Amending s. 1012.575, F.S., conforming cross-references.
- Section 17.** Amending s. 1012.585, F.S., requiring certain applicants for the renewal of a professional certificate to earn specified college credit or inservice points; providing requirements for such credit or points
- Section 18.** Amending s. 1012.586, F.S., conforming a cross reference.
- Section 19.** Amending s. 1012.71, F.S., revising the funding calculation for the Florida Teachers Classroom Supply Assistance Program; deleting a requirement that school districts provide contributions for the program; requiring the Department of Education to administer a competitive procurement for the purchase of materials and supplies through the program; providing school district requirements; deleting requirements for the distribution of funds to classroom teachers through the program; deleting a requirement that classroom teachers sign a specified statement; revising requirements for unused program funds; deleting provisions authorizing department and district school boards to enter into specified partnerships.
- Section 20.** Amending s. 1012.98, F.S., defining the term "professional learning"; prohibiting specified meetings from being considered professional learning and eligible for inservice points; providing and revising requirements for certain professional learning activities; revising department and school district duties relating to such activities; providing requirements for entities contracted with to provide professional learning services and inservice education for school districts.
- Section 21.** Amending s. 1012.986, F.S., renaming the " William Cecil Golden Professional Development Program for School Leaders" as the "William Cecil Golden Professional Learning Program for School Leaders"; revising the goal of the program.
- Section 22.** Providing a directive to the Division of Law Revision.
- Section 23.** Provides an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

See Fiscal Comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

School districts will receive additional funding associated with removing the additional FTE cap on elementary and middle school CAPE industry certifications through the FEFP.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill has an indeterminate fiscal on the FEFP associated with removing the additional FTE cap on elementary and middle school CAPE industry certifications and removing the 4 year maximum eligibility for the Turnaround School Supplemental Services Allocation. There may be an additional indeterminate fiscal to the state for the review and approval of all professional learning systems every 5 years.

There may be an indeterminate fiscal impact associated with the expansion of postsecondary credit pathways and incentives for school districts and teachers.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill requires the SBE to adopt rules for the review and approval of educator preparation institutes and Professional Learning Certification Programs.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

On March 22, 2023, the Education Quality Subcommittee adopted a proposed committee substitute (PCS) and reported the bill favorably as a committee substitute. The PCS differed from HB 1537 in the following ways:

- requires that all dual enrollment program courses be age and developmentally appropriate;
- requires the DOE to partner with colleges and universities to develop advanced courses and provide teacher training for such courses;
- requires the DOE to develop new assessments to measure the competencies required for general education core courses in order for students to earn postsecondary credit while in high school;
- expands the advanced course options, allowing students to take collegiate-level general education core coursework and earn college credit after passing the associated advanced course assessment established by the DOE;
- requires the SBE and the BOG to identify colleges and universities to develop secondary general education courses and provide training to course instructors;
- authorizes the DOE to partner with an independent third-party testing or assessment organization to develop assessments that measure competencies consistent with the required course competencies identified by the ACC for general education core courses;
- requires postsecondary credit to be limited to students who achieve a minimum score on a postsecondary credit assessment as identified by the DOE;
- expands eligible nationally recognized high school assessments that may be administered by school districts to students in 11th grade, to include the CLT;
- expands eligible assessments students may take to earn a FAS Award and FMS award, under the Bright Futures Scholarship Program, adding the CLT;
- requires the DOE to develop a method for determining the required examination scores students must earn on the CLT assessment and ensure the scores are concordant to those of the SAT and ACT;
- requires the ACT and CLT scores be made concordant to the required SAT scores, using the latest published national concordance table developed jointly by the College Board, ACT, Inc., and Classical Learning Initiatives;
- requires the DOE, through the Florida Partnership for Minority and Underrepresented Student Achievement, to provide teacher training and professional development for all advanced courses in order to prepare students for success on advanced course assessments that lead to postsecondary credit and mastery of postsecondary general education core courses;
- provides 0.16 additional FTE for students earning postsecondary credit through advanced courses who attain the minimum assessment score, as established by the DOE;
- requires school districts to allocate at least 80 percent of the funds provided to the district for advanced course instruction to the high school that generate the funds;
- provides bonuses under specific criteria for classroom teachers who provide advanced course instruction;
- modifies one of the school grade components, the percentage of students who were eligible to earn college and career credit, by including students who are eligible to earn postsecondary credit through assessments identified by the DOE; and
- requires the DOE, in cooperation with the BOG, to issue a report to the Legislature by January 1, 2024, on the alignment between acceleration mechanisms available to secondary students and student success at the postsecondary level.

The bill analysis is drafted to the committee substitute adopted by the Education Quality Subcommittee.