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2013

1 A bill to be entitled
2 An act relating to K-20 education; amending s.
3 1000.03, F.S.; providing for comprehensive K-20 career
4 and education planning; amending s. 1000.21, F.S.;
5 providing that Next Generation Sunshine State
6 Standards include specified common core standards;
7 amending s. 1001.42, F.S.; authorizing a district
8 school board to appoint a governing board for a school
9 district technical center; providing governing board
10 membership and responsibilities; amending s.
11 1002.3105, F.S.; providing additional academically
12 challenging curriculum options; amending s. 1002.33,
13 F.S.; conforming provisions; amending s. 1002.37,
14 F.S.; revising funding for the Florida Virtual School
15 based on student completion of end-of-course
16 assessments; repealing s. 1002.375, F.S., relating to
17 an alternative credit for high school courses pilot
18 project; amending s. 1002.45, F.S.; revising funding
19 for virtual instruction programs based on student
20 completion of end-of-course assessments; amending s.
21 1003.02, F.S.; conforming provisions; amending s.
22 1003.03, F.S.; revising implementation options to meet
23 class size requirements; amending s. 1003.41, F.S.;
24 revising requirements for the Next Generation Sunshine
25 State Standards; repealing s. 1003.413, F.S., relating
26 to the Florida Secondary School Redesign Act; amending
27 s. 1003.4156, F.S.; revising middle grades promotion
28 requirements; conforming provisions relating to the

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29 statewide, standardized assessment program; revising
30 career and education planning course content; revising
31 remediation strategies; amending s. 1003.4203, F.S.;
32 requiring the availability of digital materials in
33 prekindergarten through grade 12; providing for
34 digital recognition and certificate programs; amending
35 s. 1003.428, F.S.; including financial literacy within
36 the economics course required for high school
37 graduation; conforming provisions; amending s.
38 1003.4281, F.S.; conforming provisions; creating s.
39 1003.4282, F.S.; providing requirements for a standard
40 high school diploma; establishing a 24-credit
41 requirement; requiring selection of a college and
42 career, industry, or scholar diploma designation;
43 providing course and assessment requirements for each
44 designation; providing requirements relating to online
45 courses, remediation, grade forgiveness, award of a
46 standard high school diploma, transfer of high school
47 credits, and career education courses that earn high
48 school credits; requiring the State Board of Education
49 to adopt rules; amending s. 1003.4285, F.S.; revising
50 standard high school diploma designations; creating s.
51 1003.4286, F.S.; providing for the award of a standard
52 high school diploma to honorably discharged veterans
53 pursuant to rule; repealing s. 1003.429, F.S.,
54 relating to accelerated high school graduation
55 options; amending s. 1003.4295, F.S.; conforming
56 provisions; repealing s. 1003.43, F.S., relating to

57 | general requirements for high school graduation;
58 | amending s. 1003.433, F.S.; conforming provisions;
59 | amending s. 1003.435, F.S.; deleting a rulemaking
60 | requirement relating to high school equivalency
61 | diplomas; amending s. 1003.436, F.S.; providing a
62 | reference to the Credit Acceleration Program for
63 | purposes of defining the term "credit"; amending ss.
64 | 1003.438, 1003.491, 1003.4935, 1003.51, 1003.621, and
65 | 1004.935, F.S.; conforming provisions; amending s.
66 | 1007.271, F.S.; authorizing career dual enrollment
67 | students to earn industry certifications for credit
68 | toward high school graduation; amending s. 1008.22,
69 | F.S.; substantially rewording the student assessment
70 | program for public schools; providing requirements for
71 | a statewide, standardized assessment program aligned
72 | to core curricular content in the Next Generation
73 | Sunshine State Standards; providing requirements for
74 | end-of-course assessments; providing requirements for
75 | instruction for students with disabilities; providing
76 | for transition to common core assessments in English
77 | Language Arts and Mathematics; providing requirements
78 | for assessment scores, achievement levels, assessment
79 | schedules, and reporting of assessment results;
80 | providing prohibited and authorized assessment-
81 | preparation activities; authorizing contracts for
82 | assessments; requiring analysis of data,
83 | administration of local assessments, and
84 | identification of concordant and equivalent scores;

85 | requiring annual reporting of student performance
86 | data; requiring the state board to adopt rules;
87 | amending s. 1008.25, F.S.; providing for instructional
88 | sequencing of courses, including industry
89 | certifications; conforming provisions relating to
90 | student assessment, remediation, retention, and
91 | progression; deleting unfunded and inactive programs
92 | and reporting requirements; revising school district
93 | reporting requirements; amending ss. 1008.30 and
94 | 1008.34, F.S.; conforming provisions; creating s.
95 | 1008.44, F.S.; providing requirements for industry
96 | certifications, an industry certification funding
97 | list, and a postsecondary industry certification
98 | funding list for distribution of funding to school
99 | districts and Florida College System institutions;
100 | amending s. 1009.531, F.S.; conforming provisions;
101 | amending s. 1011.61, F.S.; revising provisions
102 | relating to funding for students in virtual
103 | instruction programs, the Florida Virtual School, and
104 | regular instructional programs based on student
105 | completion of end-of-course assessments; amending ss.
106 | 1012.22 and 1012.56, F.S.; conforming provisions;
107 | amending s. 1012.98, F.S.; revising requirements for
108 | professional development systems developed by school
109 | districts; providing that students participating in an
110 | accelerated high school graduation option may continue
111 | participation; providing a directive to the Division
112 | of Law Revision and Information; providing an

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113 effective date.

114

115 Be It Enacted by the Legislature of the State of Florida:

116

117 Section 1. Paragraph (g) is added to subsection (5) of
118 section 1000.03, Florida Statutes, to read:

119 1000.03 Function, mission, and goals of the Florida K-20
120 education system.—

121 (5) The priorities of Florida's K-20 education system
122 include:

123 (g) Comprehensive K-20 career and education planning.—It
124 is essential that Florida's K-20 education system better prepare
125 all students at every level for the transition from school to
126 postsecondary education or work by providing information
127 regarding:

128 1. Career opportunities, educational requirements
129 associated with each career, educational institutions that
130 prepare students to enter each career, and student financial aid
131 available to pursue postsecondary instruction required to enter
132 each career.

133 2. How to make informed decisions about the program of
134 study that best addresses the students' interests and abilities
135 while preparing them to enter postsecondary education or the
136 workforce.

137 3. Recommended coursework and programs that prepare
138 students for success in their areas of interest and ability.

139

140 This information shall be provided to students and parents

141 through websites, handbooks, manuals, or other regularly
 142 provided communications.

143 Section 2. Subsection (7) of section 1000.21, Florida
 144 Statutes, is amended to read:

145 1000.21 Systemwide definitions.—As used in the Florida K-
 146 20 Education Code:

147 (7) ~~"Sunshine State Standards" or the "Next Generation~~
 148 ~~Sunshine State Standards" means the state's public K-12~~
 149 ~~curricular standards, including common core standards in English~~
 150 ~~Language Arts and Mathematics, adopted under s. 1003.41. The~~
 151 ~~term includes the Sunshine State Standards that are in place for~~
 152 ~~a subject until the standards for that subject are replaced~~
 153 ~~under s. 1003.41 by the Next Generation Sunshine State~~
 154 ~~Standards.~~

155 Section 3. Subsection (26) of section 1001.42, Florida
 156 Statutes, is renumbered as subsection (27), and a new subsection
 157 (26) is added to that section to read:

158 1001.42 Powers and duties of district school board.—The
 159 district school board, acting as a board, shall exercise all
 160 powers and perform all duties listed below:

161 (26) TECHNICAL CENTER GOVERNING BOARD.—May appoint a
 162 governing board for a school district technical center or a
 163 system of technical centers for the purpose of aligning the
 164 educational programs of the technical center with the needs of
 165 local businesses and responding quickly to the needs of local
 166 businesses for employees holding industry certifications. A
 167 technical center governing board shall be comprised of seven
 168 members, three of whom must be members of the district school

169 board or their designees and four of whom must be local business
 170 leaders. The district school board shall delegate to the
 171 technical center governing board decisions regarding entrance
 172 requirements for students, curriculum, program development,
 173 budget and funding allocations, and the development with local
 174 businesses of partnership agreements and appropriate industry
 175 certifications in order to meet local and regional economic
 176 needs. A technical center governing board may approve only
 177 courses and programs that contain industry certifications. A
 178 course may be continued if at least 25 percent of the students
 179 enrolled in the course attain an industry certification. If
 180 fewer than 25 percent of the students enrolled in a course
 181 attain an industry certification, the course must be
 182 discontinued the following year.

183 Section 4. Paragraph (b) of subsection (1) of section
 184 1002.3105, Florida Statutes, is amended to read:

185 1002.3105 Academically Challenging Curriculum to Enhance
 186 Learning (ACCEL) options.—

187 (1) ACCEL OPTIONS.—

188 (b) At a minimum, each school must offer the following
 189 ACCEL options: whole-grade and midyear promotion; subject-matter
 190 acceleration; virtual instruction in higher grade level
 191 subjects; and the Credit Acceleration Program under s.

192 1003.4295. Additional ACCEL options may include, but are not
 193 limited to, enriched science, technology, engineering, and
 194 mathematics ~~(STEM)~~ coursework; enrichment programs; flexible
 195 grouping; advanced academic courses; combined classes; self-
 196 paced instruction; curriculum compacting; advanced-content

197 | instruction; rigorous industry certifications that are
 198 | articulated to college credit and approved pursuant to ss.
 199 | 1003.492 and 1008.44; work-related internships or
 200 | apprenticeships; and telescoping curriculum.

201 | Section 5. Paragraph (a) of subsection (7) of section
 202 | 1002.33, Florida Statutes, is amended to read:

203 | 1002.33 Charter schools.—

204 | (7) CHARTER.—The major issues involving the operation of a
 205 | charter school shall be considered in advance and written into
 206 | the charter. The charter shall be signed by the governing board
 207 | of the charter school and the sponsor, following a public
 208 | hearing to ensure community input.

209 | (a) The charter shall address and criteria for approval of
 210 | the charter shall be based on:

211 | 1. The school's mission, the students to be served, and
 212 | the ages and grades to be included.

213 | 2. The focus of the curriculum, the instructional methods
 214 | to be used, any distinctive instructional techniques to be
 215 | employed, and identification and acquisition of appropriate
 216 | technologies needed to improve educational and administrative
 217 | performance which include a means for promoting safe, ethical,
 218 | and appropriate uses of technology which comply with legal and
 219 | professional standards.

220 | a. The charter shall ensure that reading is a primary
 221 | focus of the curriculum and that resources are provided to
 222 | identify and provide specialized instruction for students who
 223 | are reading below grade level. The curriculum and instructional
 224 | strategies for reading must be consistent with the Next

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225 | Generation Sunshine State Standards and grounded in
226 | scientifically based reading research.

227 | b. In order to provide students with access to diverse
228 | instructional delivery models, to facilitate the integration of
229 | technology within traditional classroom instruction, and to
230 | provide students with the skills they need to compete in the
231 | 21st century economy, the Legislature encourages instructional
232 | methods for blended learning courses consisting of both
233 | traditional classroom and online instructional techniques.
234 | Charter schools may implement blended learning courses which
235 | combine traditional classroom instruction and virtual
236 | instruction. Students in a blended learning course must be full-
237 | time students of the charter school and receive the online
238 | instruction in a classroom setting at the charter school.
239 | Instructional personnel certified pursuant to s. 1012.55 who
240 | provide virtual instruction for blended learning courses may be
241 | employees of the charter school or may be under contract to
242 | provide instructional services to charter school students. At a
243 | minimum, such instructional personnel must hold an active state
244 | or school district adjunct certification under s. 1012.57 for
245 | the subject area of the blended learning course. The funding and
246 | performance accountability requirements for blended learning
247 | courses are the same as those for traditional courses.

248 | 3. The current incoming baseline standard of student
249 | academic achievement, the outcomes to be achieved, and the
250 | method of measurement that will be used. The criteria listed in
251 | this subparagraph shall include a detailed description of:

252 | a. How the baseline student academic achievement levels

253 and prior rates of academic progress will be established.

254 b. How these baseline rates will be compared to rates of
255 academic progress achieved by these same students while
256 attending the charter school.

257 c. To the extent possible, how these rates of progress
258 will be evaluated and compared with rates of progress of other
259 closely comparable student populations.

260

261 The district school board is required to provide academic
262 student performance data to charter schools for each of their
263 students coming from the district school system, as well as
264 rates of academic progress of comparable student populations in
265 the district school system.

266 4. The methods used to identify the educational strengths
267 and needs of students and how well educational goals and
268 performance standards are met by students attending the charter
269 school. The methods shall provide a means for the charter school
270 to ensure accountability to its constituents by analyzing
271 student performance data and by evaluating the effectiveness and
272 efficiency of its major educational programs. Students in
273 charter schools shall, at a minimum, participate in the
274 statewide assessment program created under s. 1008.22.

275 5. In secondary charter schools, a method for determining
276 that a student has satisfied the requirements for graduation in
277 s. 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43.~~

278 6. A method for resolving conflicts between the governing
279 board of the charter school and the sponsor.

280 7. The admissions procedures and dismissal procedures,

281 including the school's code of student conduct.

282 8. The ways by which the school will achieve a
283 racial/ethnic balance reflective of the community it serves or
284 within the racial/ethnic range of other public schools in the
285 same school district.

286 9. The financial and administrative management of the
287 school, including a reasonable demonstration of the professional
288 experience or competence of those individuals or organizations
289 applying to operate the charter school or those hired or
290 retained to perform such professional services and the
291 description of clearly delineated responsibilities and the
292 policies and practices needed to effectively manage the charter
293 school. A description of internal audit procedures and
294 establishment of controls to ensure that financial resources are
295 properly managed must be included. Both public sector and
296 private sector professional experience shall be equally valid in
297 such a consideration.

298 10. The asset and liability projections required in the
299 application which are incorporated into the charter and shall be
300 compared with information provided in the annual report of the
301 charter school.

302 11. A description of procedures that identify various
303 risks and provide for a comprehensive approach to reduce the
304 impact of losses; plans to ensure the safety and security of
305 students and staff; plans to identify, minimize, and protect
306 others from violent or disruptive student behavior; and the
307 manner in which the school will be insured, including whether or
308 not the school will be required to have liability insurance,

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309 and, if so, the terms and conditions thereof and the amounts of
310 coverage.

311 12. The term of the charter which shall provide for
312 cancellation of the charter if insufficient progress has been
313 made in attaining the student achievement objectives of the
314 charter and if it is not likely that such objectives can be
315 achieved before expiration of the charter. The initial term of a
316 charter shall be for 4 or 5 years. In order to facilitate access
317 to long-term financial resources for charter school
318 construction, charter schools that are operated by a
319 municipality or other public entity as provided by law are
320 eligible for up to a 15-year charter, subject to approval by the
321 district school board. A charter lab school is eligible for a
322 charter for a term of up to 15 years. In addition, to facilitate
323 access to long-term financial resources for charter school
324 construction, charter schools that are operated by a private,
325 not-for-profit, s. 501(c)(3) status corporation are eligible for
326 up to a 15-year charter, subject to approval by the district
327 school board. Such long-term charters remain subject to annual
328 review and may be terminated during the term of the charter, but
329 only according to the provisions set forth in subsection (8).

330 13. The facilities to be used and their location.

331 14. The qualifications to be required of the teachers and
332 the potential strategies used to recruit, hire, train, and
333 retain qualified staff to achieve best value.

334 15. The governance structure of the school, including the
335 status of the charter school as a public or private employer as
336 required in paragraph (12)(i).

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337 16. A timetable for implementing the charter which
338 addresses the implementation of each element thereof and the
339 date by which the charter shall be awarded in order to meet this
340 timetable.

341 17. In the case of an existing public school that is being
342 converted to charter status, alternative arrangements for
343 current students who choose not to attend the charter school and
344 for current teachers who choose not to teach in the charter
345 school after conversion in accordance with the existing
346 collective bargaining agreement or district school board rule in
347 the absence of a collective bargaining agreement. However,
348 alternative arrangements shall not be required for current
349 teachers who choose not to teach in a charter lab school, except
350 as authorized by the employment policies of the state university
351 which grants the charter to the lab school.

352 18. Full disclosure of the identity of all relatives
353 employed by the charter school who are related to the charter
354 school owner, president, chairperson of the governing board of
355 directors, superintendent, governing board member, principal,
356 assistant principal, or any other person employed by the charter
357 school who has equivalent decisionmaking authority. For the
358 purpose of this subparagraph, the term "relative" means father,
359 mother, son, daughter, brother, sister, uncle, aunt, first
360 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
361 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
362 stepfather, stepmother, stepson, stepdaughter, stepbrother,
363 stepsister, half brother, or half sister.

364 19. Implementation of the activities authorized under s.

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365 1002.331 by the charter school when it satisfies the eligibility
366 requirements for a high-performing charter school. A high-
367 performing charter school shall notify its sponsor in writing by
368 March 1 if it intends to increase enrollment or expand grade
369 levels the following school year. The written notice shall
370 specify the amount of the enrollment increase and the grade
371 levels that will be added, as applicable.

372 Section 6. Paragraph (a) of subsection (3) and paragraph
373 (b) of subsection (9) of section 1002.37, Florida Statutes, are
374 amended to read:

375 1002.37 The Florida Virtual School.—

376 (3) Funding for the Florida Virtual School shall be
377 provided as follows:

378 (a)1. For a student in grades 9 through 12, a "full-time
379 equivalent student" is one student who has successfully
380 completed six full-credit courses that count toward the minimum
381 number of credits required for high school graduation. A student
382 who completes fewer than six full-credit courses is a fraction
383 of a full-time equivalent student. Half-credit course
384 completions shall be included in determining a full-time
385 equivalent student. Credit completed by a student in excess of
386 the minimum required for that student for high school graduation
387 is not eligible for funding.

388 2. For a student in kindergarten through grade 8, a "full-
389 time equivalent student" is one student who has successfully
390 completed six courses or the prescribed level of content that
391 counts toward promotion to the next grade. A student who
392 completes fewer than six courses or the prescribed level of

393 content shall be a fraction of a full-time equivalent student.

394 ~~3. Beginning in the 2014-2015 fiscal year, when s.~~
 395 ~~1008.22(3)(g) is implemented, the reported full-time equivalent~~
 396 ~~students and associated funding of students enrolled in courses~~
 397 ~~requiring passage of an end-of-course assessment shall be~~
 398 ~~adjusted after the student completes the end-of-course~~
 399 ~~assessment. However, no adjustment shall be made for home~~
 400 ~~education program students who choose not to take an end-of-~~
 401 ~~course assessment.~~

402
 403 For purposes of this paragraph, the calculation of "full-time
 404 equivalent student" shall be as prescribed in s.
 405 1011.61(1)(c)1.b.(V).

406 (9)

407 (b) Public school students receiving part-time instruction
 408 by the Florida Virtual School in courses requiring statewide
 409 end-of-course assessments must take all statewide end-of-course
 410 assessments required pursuant to s. 1008.22 ~~1008.22(3)(c)2~~.

411 Section 7. Section 1002.375, Florida Statutes, is
 412 repealed.

413 Section 8. Paragraphs (c) and (d) of subsection (1),
 414 paragraph (b) of subsection (4) and paragraphs (e), (f), and (g)
 415 of subsection (7) of section 1002.45, Florida Statutes, are
 416 amended to read:

417 1002.45 Virtual instruction programs.—

418 (1) PROGRAM.—

419 (c) To provide students with the option of participating
 420 in virtual instruction programs as required by paragraph (b), a

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421 school district may:

422 1. Contract with the Florida Virtual School or establish a
423 franchise of the Florida Virtual School for the provision of a
424 program under paragraph (b). Using this option is subject to the
425 requirements of this section and s. 1011.61(1)(c)1.b.(III) and
426 (IV).

427 2. Contract with an approved provider under subsection (2)
428 for the provision of a full-time program under subparagraph
429 (b)1. or subparagraph (b)3. or a part-time program under
430 subparagraph (b)2. or subparagraph (b)3.

431 3. Enter into an agreement with other school districts to
432 allow the participation of its students in an approved virtual
433 instruction program provided by the other school district. The
434 agreement must indicate a process for the transfer of funds
435 required by paragraph (7)(e) ~~(7)(f)~~.

436 4. Establish school district operated part-time or full-
437 time kindergarten through grade 12 virtual instruction programs
438 under paragraph (b) for students enrolled in the school
439 district. A full-time program shall operate under its own Master
440 School Identification Number.

441 5. Enter into an agreement with a virtual charter school
442 authorized by the school district under s. 1002.33.

443

444 Contracts under subparagraph 1. or subparagraph 2. may include
445 multidistrict contractual arrangements that may be executed by a
446 regional consortium for its member districts. A multidistrict
447 contractual arrangement or an agreement under subparagraph 3. is
448 not subject to s. 1001.42(4)(d) and does not require the

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449 participating school districts to be contiguous. These
450 arrangements may be used to fulfill the requirements of
451 paragraph (b).

452 (d) A virtual charter school may provide full-time virtual
453 instruction for students in kindergarten through grade 12 if the
454 virtual charter school has a charter approved pursuant to s.
455 1002.33 authorizing full-time virtual instruction. A virtual
456 charter school may:

- 457 1. Contract with the Florida Virtual School.
- 458 2. Contract with an approved provider under subsection
459 (2).
- 460 3. Enter into an agreement with a school district to allow
461 the participation of the virtual charter school's students in
462 the school district's virtual instruction program. The agreement
463 must indicate a process for reporting of student enrollment and
464 the transfer of funds required by paragraph (7) (e) ~~(7) (f)~~.

465 (4) CONTRACT REQUIREMENTS.—Each contract with an approved
466 provider must at minimum:

467 (b) Provide a method for determining that a student has
468 satisfied the requirements for graduation in s. 1003.428 or s.
469 1003.4282, ~~s. 1003.429, or s. 1003.43~~ if the contract is for the
470 provision of a full-time virtual instruction program to students
471 in grades 9 through 12.

472 (7) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
473 FUNDING.—

474 ~~(e) Beginning in the 2014-2015 fiscal year, when s.~~
475 ~~1008.22(3)(g) is implemented, the reported full-time equivalent~~
476 ~~students and associated funding of students enrolled in courses~~

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477 ~~requiring passage of an end-of-course assessment shall be~~
478 ~~adjusted after the student completes the end-of-course~~
479 ~~assessment.~~

480 (e) ~~(f)~~ The school district providing virtual instruction
481 shall report full-time equivalent students for a virtual
482 instruction program or a virtual charter school to the
483 department in a manner prescribed by the department, and funding
484 shall be provided through the Florida Education Finance Program.

485 (f) ~~(g)~~ A Florida College System institution provider may
486 not report students who are served in a virtual instruction
487 program for funding under the Florida College System Program
488 Fund.

489 Section 9. Paragraph (i) of subsection (1) of section
490 1003.02, Florida Statutes, is amended to read:

491 1003.02 District school board operation and control of
492 public K-12 education within the school district.—As provided in
493 part II of chapter 1001, district school boards are
494 constitutionally and statutorily charged with the operation and
495 control of public K-12 education within their school district.
496 The district school boards must establish, organize, and operate
497 their public K-12 schools and educational programs, employees,
498 and facilities. Their responsibilities include staff
499 development, public K-12 school student education including
500 education for exceptional students and students in juvenile
501 justice programs, special programs, adult education programs,
502 and career education programs. Additionally, district school
503 boards must:

504 (1) Provide for the proper accounting for all students of

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505 school age, for the attendance and control of students at
506 school, and for proper attention to health, safety, and other
507 matters relating to the welfare of students in the following
508 fields:

509 (i) Parental notification of acceleration options.—At the
510 beginning of each school year, notify parents of students in or
511 entering high school of the opportunity and benefits of advanced
512 placement, International Baccalaureate, Advanced International
513 Certificate of Education, dual enrollment, and Florida Virtual
514 School courses and options for early ~~or accelerated high school~~
515 graduation under s. ss. 1003.4281 and 1003.429.

516 Section 10. Paragraph (c) of subsection (3) of section
517 1003.03, Florida Statutes, is amended to read:

518 1003.03 Maximum class size.—

519 (3) IMPLEMENTATION OPTIONS.—District school boards must
520 consider, but are not limited to, implementing the following
521 items in order to meet the constitutional class size maximums
522 described in subsection (1):

523 (c)1. Repeal district school board policies that require
524 students to earn ~~have~~ more than the 24 credits required under s.
525 1003.428 to graduate from high school.

526 2. Implement the early graduation option provided in s.
527 1003.4281 ~~Adopt policies to allow students to graduate from high~~
528 ~~school as soon as they pass the grade 10 FCAT and complete the~~
529 ~~courses required for high school graduation.~~

530 Section 11. Section 1003.41, Florida Statutes, is amended
531 to read:

532 (Substantial rewording of section. See

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533 s. 1003.41, F.S., for present text.)
534 1003.41 Next Generation Sunshine State Standards.—
535 (1) Next Generation Sunshine State Standards establish the
536 core content of the curricula to be taught in the state and
537 specify the core content knowledge and skills that K-12 public
538 school students are expected to acquire. Standards must be
539 rigorous and relevant and provide for the logical, sequential
540 progression of core curricular content that incrementally
541 increases a student's core content knowledge and skills over
542 time. Curricular content for all subjects must integrate
543 critical-thinking, problem-solving, and workforce-literacy
544 skills; communication, reading, and writing skills; mathematics
545 skills; collaboration skills; contextual and applied-learning
546 skills; technology-literacy skills; information and media-
547 literacy skills; and civic-engagement skills. The standards must
548 include distinct grade-level expectations for the core content
549 knowledge and skills that a student is expected to have acquired
550 by each individual grade level from kindergarten through grade
551 8. The standards for grades 9 through 12 may be organized by
552 grade clusters of more than one grade level except as otherwise
553 provided for visual and performing arts, physical education,
554 health, and foreign language standards.
555 (2) Next Generation Sunshine State Standards must meet the
556 following requirements:
557 (a) English Language Arts standards must establish
558 specific curricular content for, at a minimum, reading, writing,
559 speaking and listening, and language.
560 (b) Science standards must establish specific curricular

561 content for, at a minimum, the nature of science, earth and
562 space science, physical science, and life science.

563 (c) Mathematics standards must establish specific
564 curricular content for, at a minimum, algebra, geometry,
565 statistics and probability, number and quantity, functions, and
566 modeling.

567 (d) Social Studies standards must establish specific
568 curricular content for, at a minimum, geography, United States
569 and world history, government, civics, humanities, and
570 economics, including financial literacy. Financial literacy
571 includes the knowledge, understanding, skills, behaviors,
572 attitudes, and values that will enable a student to make
573 responsible and effective financial decisions on a daily basis.
574 Financial literacy instruction shall be an integral part of
575 instruction throughout the entire economics course and include
576 information regarding earning income; buying goods and services;
577 saving and financial investing; taxes; the use of credit and
578 credit cards; budgeting and debt management, including student
579 loans and secured loans; banking and financial services;
580 planning for one's financial future, including higher education
581 and career planning; credit reports and scores; and fraud and
582 identity theft prevention.

583 (e) Visual and Performing Arts, Physical Education,
584 Health, and Foreign Language standards must establish specific
585 curricular content and include distinct grade-level expectations
586 for the core content knowledge and skills that a student is
587 expected to have acquired by each individual grade level from
588 kindergarten through grade 5. The standards for grades 6 through

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589 | 12 may be organized by grade clusters of more than one grade
590 | level.

591 | (3) The Commissioner of Education, as needed, shall
592 | develop and submit proposed revisions to the standards for
593 | review and comment by Florida educators, school administrators,
594 | representatives of the Florida College System institutions and
595 | state universities who have expertise in the content knowledge
596 | and skills necessary to prepare a student for postsecondary
597 | education and careers, business and industry leaders, and the
598 | public. The commissioner, after considering reviews and
599 | comments, shall submit the proposed revisions to the State Board
600 | of Education for adoption. In addition, the commissioner shall
601 | prepare an analysis of the costs associated with requiring
602 | financial literacy as a separate, one-half credit course,
603 | including estimated costs for instructional personnel, training,
604 | and the development or purchase of instructional materials. The
605 | commissioner shall provide the cost analysis to the President of
606 | the Senate and the Speaker of the House of Representatives by
607 | October 1, 2013.

608 | (4) The State Board of Education shall adopt rules to
609 | administer this section.

610 | Section 12. Section 1003.413, Florida Statutes, is
611 | repealed.

612 | Section 13. Section 1003.4156, Florida Statutes, is
613 | amended to read:

614 | 1003.4156 General requirements for middle grades
615 | promotion.—

616 | (1) In order for a student to be promoted to high school

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617 ~~Promotion~~ from a school that includes ~~composed of~~ middle grades
618 6, 7, and 8, ~~requires that:~~

619 ~~(a)~~ the student must successfully complete the following
620 ~~academic courses as follows:~~

621 (a)1. Three middle grades school or higher courses in
622 English Language Arts (ELA). ~~These courses shall emphasize~~
623 ~~literature, composition, and technical text.~~

624 (b)2. Three middle grades school or higher courses in
625 mathematics. Each ~~middle~~ school that includes middle grades must
626 offer at least one high school level mathematics course for
627 which students may earn high school credit. Successful
628 completion of a high school level Algebra I or Geometry course
629 is not contingent upon the student's performance on the
630 statewide, standardized end-of-course (EOC) assessment or, upon
631 transition to common core assessments, the common core Algebra I
632 or Geometry assessments required under s. 1008.22
633 ~~1008.22(3)(c)2.a.(I)~~. However, beginning with the 2011-2012
634 school year, to earn high school credit for ~~an~~ Algebra I ~~course,~~
635 a middle grades school student must pass the Algebra I
636 statewide, standardized end-of-course assessment, and beginning
637 with the 2012-2013 school year, to earn high school credit for a
638 Geometry course, a middle grades school student must take pass
639 the statewide, standardized Geometry end-of-course assessment,
640 which constitutes 30 percent of the student's final course
641 grade, and earn a passing grade in the course.

642 (c)3. Three middle grades school or higher courses in
643 social studies, ~~one semester of which must include the study of~~
644 ~~state and federal government and civics education.~~ Beginning

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645 with students entering grade 6 in the 2012-2013 school year, one
646 of these courses must be at least a one-semester civics
647 education course ~~that a student successfully completes in~~
648 ~~accordance with s. 1008.22(3)(c) and that includes the roles and~~
649 ~~responsibilities of federal, state, and local governments; the~~
650 ~~structures and functions of the legislative, executive, and~~
651 ~~judicial branches of government; and the meaning and~~
652 ~~significance of historic documents, such as the Articles of~~
653 ~~Confederation, the Declaration of Independence, and the~~
654 ~~Constitution of the United States. Beginning with the 2013-2014~~
655 ~~school year, each student's performance on the statewide,~~
656 ~~standardized EOC assessment in civics education required under~~
657 ~~s. 1008.22 constitutes 30 percent of the student's final course~~
658 ~~grade.~~

659 (d)4. Three middle grades school or higher courses in
660 science. Successful completion of a high school level Biology I
661 course is not contingent upon the student's performance on the
662 statewide, standardized EOC ~~end-of-course~~ assessment required
663 under s. 1008.22 ~~1008.22(3)(c)2.a.(II)~~. However, beginning with
664 the 2012-2013 school year, to earn high school credit for a
665 Biology I course, a middle grades school student must take pass
666 the statewide, standardized Biology I EOC ~~end-of-course~~
667 assessment, which constitutes 30 percent of the student's final
668 course grade, and earn a passing grade in the course.

669 (e)5. One course in career and education planning to be
670 completed in 6th, 7th, or 8th grade. The course may be taught by
671 any member of the instructional staff. At a minimum, the course
672 must be Internet-based, easy to use, and customizable to each

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673 student and include research-based assessments to assist
674 students in determining educational and career options and
675 goals. In addition, the course~~;~~ must result in a completed
676 personalized academic and career plan for the student; must
677 emphasize the importance of entrepreneurship skills; must
678 emphasize technology or the application of technology in career
679 fields; and, beginning in the 2014-2015 academic year, must
680 include information from the Department of Economic
681 Opportunity's economic security report as described in s.
682 445.07. The required personalized academic and career plan must
683 inform students of high school graduation requirements,
684 including a detailed explanation of the standard high school
685 diploma designation options provided under s. 1003.4282; high
686 school assessment and college entrance test requirements;~~;~~
687 Florida Bright Futures Scholarship Program requirements;~~;~~ state
688 university and Florida College System institution admission
689 requirements; available opportunities to~~,~~ and ~~programs through~~
690 ~~which a high school student can earn college credit in high~~
691 school, including Advanced Placement courses, the International
692 Baccalaureate program, the Advanced International Certificate of
693 Education program, and dual enrollment, including career dual
694 enrollment; and career education courses, including ~~academy and~~
695 career-themed courses ~~course opportunities~~~~,~~ and courses that
696 lead to national industry certification.

697
698 ~~A student with a disability, as defined in s. 1007.02(2), for~~
699 ~~whom the individual education plan team determines that an end-~~
700 ~~of-course assessment cannot accurately measure the student's~~

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701 ~~abilities, taking into consideration all allowable~~
702 ~~accommodations, shall have the end-of-course assessment results~~
703 ~~waived for purposes of determining the student's course grade~~
704 ~~and completing the requirements for middle grades promotion.~~
705 Each school must inform parents about the course curriculum and
706 activities. Each student shall complete a personal education
707 plan that must be signed by the student and the student's
708 parent. The Department of Education shall develop course
709 frameworks and professional development materials for the career
710 and education planning course. The course may be implemented as
711 a stand-alone course or integrated into another course or
712 courses. The Commissioner of Education shall collect
713 longitudinal high school course enrollment data by student
714 ethnicity in order to analyze course-taking patterns.

715 (2)(b) ~~If For each year in which a middle grades student~~
716 ~~scores at Level 1 or Level 2 on FCAT Reading or, when the state~~
717 ~~transitions to common core assessments, on the English Language~~
718 ~~Arts assessments required under s. 1008.22, the following year~~
719 ~~the student must enroll be enrolled in and complete a remedial~~
720 ~~an intensive reading course the following year. Placement of~~
721 ~~Level 2 readers in either an intensive reading course or a~~
722 ~~content area course in which remediation reading strategies are~~
723 ~~incorporated into course content delivery delivered shall be~~
724 ~~determined by diagnosis of reading needs.~~ The department shall
725 provide guidance on appropriate strategies for diagnosing and
726 meeting the varying instructional needs of students performing
727 reading below grade level. ~~Reading courses shall be designed and~~
728 ~~offered pursuant to the comprehensive reading plan required by~~

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729 ~~s. 1011.62(9). A middle grades student who scores at Level 1 or~~
730 ~~Level 2 on FCAT Reading but who did not score below Level 3 in~~
731 ~~the previous 3 years may be granted a 1-year exemption from the~~
732 ~~reading remediation requirement; however, the student must have~~
733 ~~an approved academic improvement plan already in place, signed~~
734 ~~by the appropriate school staff and the student's parent, for~~
735 ~~the year for which the exemption is granted.~~

736 (3)(e) ~~If For each year in which a middle grades student~~
737 ~~scores at Level 1 or Level 2 on FCAT Mathematics or, when the~~
738 ~~state transitions to common core assessments, on the Mathematics~~
739 ~~common core assessments required under s. 1008.22, the following~~
740 ~~year,~~ the student must receive remediation ~~the following year,~~
741 which may be integrated into the student's required mathematics
742 courses ~~course~~.

743 ~~(2) Students in grade 6, grade 7, or grade 8 who are not~~
744 ~~enrolled in schools with a middle grades configuration are~~
745 ~~subject to the promotion requirements of this section.~~

746 (4)(3) ~~The State Board of Education shall may~~ adopt rules
747 pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
748 ~~provisions of this section and may enforce the provisions of~~
749 this section pursuant to s. 1008.32.

750 Section 14. Section 1003.4203, Florida Statutes, is
751 amended to read:

752 1003.4203 Digital materials, recognitions, certificates,
753 and technical assistance ~~curriculum~~.

754 (1) Each district school board, in consultation with the
755 district school superintendent, shall make available ~~may develop~~
756 ~~and implement~~ a digital materials ~~curriculum~~ for students in

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757 prekindergarten ~~grades 6~~ through grade 12 in order to enable
758 students to attain digital skills ~~competencies in web~~
759 ~~communications and web design. A digital curriculum may include~~
760 ~~web-based skills, web-based core technologies, web design, use~~
761 ~~of digital technologies and markup language to show competency~~
762 ~~in computer skills, and use of web-based core technologies to~~
763 ~~design creative, informational, and content standards for web-~~
764 ~~based digital products that demonstrate proficiency in creating,~~
765 ~~publishing, testing, monitoring, and maintaining a website.~~

766 (2) The digital materials ~~curriculum instruction~~ may be
767 integrated into ~~middle school and high school~~ subject area
768 curricula, ~~or~~ offered as a separate course, made available
769 through open-access options, or deployed through online or
770 digital computer applications, subject to available funding.

771 (2) Beginning with the 2013-2014 school year, each
772 district school board, in consultation with the district school
773 superintendent, shall make available digital materials,
774 including software applications, to students with disabilities
775 who are in prekindergarten through grade 12.

776 (3) Subject to available funding, by December 1, 2013, the
777 department shall contract with one or more technology companies,
778 or affiliated nonprofit organizations, that have approved
779 industry certifications identified on the Industry Certification
780 Funding List or the Postsecondary Industry Certification Funding
781 List, pursuant to s. 1003.492 or s. 1008.44, to develop a
782 Florida Cyber Security Recognition program and a Florida Digital
783 Arts Recognition program. The department shall notify each
784 school district when the programs are developed and available.

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785 The programs shall be made available to all public elementary
786 school students at no cost to the districts or charter schools.

787 (a) Targeted skills to be mastered for each program shall
788 be identified by the department.

789 1. The Florida Cyber Security Recognition program must be
790 based upon an understanding of computer processing operations
791 and be primarily focused upon cyber security skills that
792 increase a student's cyber-safe practices.

793 2. The Florida Digital Arts Recognition program must
794 reflect a balance of skills in technology and the arts.

795 (b) The technology companies or affiliated nonprofit
796 organizations that provide the programs must provide open access
797 to materials for teaching and assessing the skills a student
798 must acquire in order to earn a Florida Cyber Security
799 Recognition or a Florida Digital Arts Recognition acknowledging
800 successful completion of the respective program. The school
801 district shall notify each elementary school advisory council of
802 the methods of delivery of the open-access content and
803 assessments. If there is no elementary school advisory council,
804 notification must be provided to the district advisory council.

805 (4) Subject to available funding, by December 1, 2013, the
806 department shall contract with one or more technology companies
807 that have approved industry certifications identified on the
808 Industry Certification Funding List or the Postsecondary
809 Industry Certification Funding List, pursuant to s. 1003.492 or
810 s. 1008.44, to develop a Florida Digital Tools Certificate
811 program that focuses on a student's technology competence. The
812 department shall notify each school district when the program is

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813 developed and available. The program shall be made available to
814 all public middle grades students at no cost to the districts or
815 charter schools. Upon successful completion of the program, a
816 student shall be awarded a certificate that identifies the
817 student's digital skill level.

818 (a) Targeted skills to be mastered include digital
819 technology skills that are necessary to the student's academic
820 work and skills the student may need in future employment. The
821 skills must include, but are not limited to, word processing,
822 spreadsheet display, email protocols, and creation of
823 presentations, including sound, text, and graphic presentations,
824 consistent with industry certifications that are listed on the
825 Industry Certification Funding List, pursuant to s. 1003.492.

826 (b) A technology company that provides the program and
827 certificate must provide open access to materials for teaching
828 and assessing the skills necessary to earn the certificate. The
829 school district shall notify each middle school advisory council
830 of the methods of delivery of the open-access content and
831 assessments for the certificate. If there is no middle school
832 advisory council, notification must be provided to the district
833 advisory council.

834 (c) The Legislature intends that beginning no later than
835 July 1, 2018, 75 percent of public middle grades students shall
836 be earning a Florida Digital Tools Certificate.

837 (5)(3)- The Department of Education or a company contracted
838 with under subsection (4) shall provide technical assistance to
839 shall develop a model digital curriculum to serve as a guide for
840 district school boards in the implementation of this section.

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841 Technical assistance to districts shall include, but is not
842 limited to, identification of digital technology resources,
843 primarily open-access resources, including digital curriculum,
844 instructional materials, media assets, and other digital tools
845 and applications; training mechanisms for teachers and others to
846 facilitate integration of digital technologies into
847 instructional strategies; and model policies and procedures that
848 support sustainable implementation practices ~~development of a~~
849 ~~digital curriculum.~~

850 (6)(4) A district school board may seek partnerships with
851 other school districts, private businesses, postsecondary
852 institutions, or ~~and~~ consultants to offer classes and
853 instruction to teachers and students to assist the school
854 district in providing digital materials, recognitions, and
855 certificates established pursuant to this section ~~curriculum~~
856 ~~instruction.~~

857 (7) The State Board of Education shall adopt rules to
858 administer this section.

859 Section 15. Subsections (1), (2), (9), (10), and (11) of
860 section 1003.428, Florida Statutes, are amended to read:

861 1003.428 General requirements for high school graduation~~r~~
862 ~~revised.~~-

863 (1) ~~Except as otherwise authorized pursuant to s.~~
864 ~~1003.429,~~ Beginning with students entering grade 9 in the 2007-
865 2008 school year, graduation requires the successful completion
866 of a minimum of 24 credits, an International Baccalaureate
867 curriculum, or an Advanced International Certificate of
868 Education curriculum. Students must be advised of eligibility

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869 requirements for state scholarship programs and postsecondary
870 admissions.

871 (2) The 24 credits may be earned through applied,
872 integrated, and career education ~~combined~~ courses approved by
873 the Department of Education. The 24 credits shall be distributed
874 as follows:

875 (a) Sixteen core curriculum credits:

876 1. Four credits in English, with major concentration in
877 composition, reading for information, and literature.

878 2. Four credits in mathematics, one of which must be
879 Algebra I, a series of courses equivalent to Algebra I, or a
880 higher-level mathematics course. Beginning with students
881 entering grade 9 in the 2010-2011 school year, in addition to
882 the Algebra I credit requirement, one of the four credits in
883 mathematics must be geometry or a series of courses equivalent
884 to geometry as approved by the State Board of Education.
885 Beginning with students entering grade 9 in the 2010-2011 school
886 year, the end-of-course assessment requirements under s.
887 1008.22(3)(c)2.a.(I) must be met in order for a student to earn
888 the required credit in Algebra I. Beginning with students
889 entering grade 9 in the 2011-2012 school year, the end-of-course
890 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be
891 met in order for a student to earn the required credit in
892 geometry. Beginning with students entering grade 9 in the 2012-
893 2013 school year, in addition to the Algebra I and geometry
894 credit requirements, one of the four credits in mathematics must
895 be Algebra II or a series of courses equivalent to Algebra II as
896 approved by the State Board of Education.

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897 3. Three credits in science, two of which must have a
898 laboratory component. Beginning with students entering grade 9
899 in the 2011-2012 school year, one of the three credits in
900 science must be Biology I or a series of courses equivalent to
901 Biology I as approved by the State Board of Education. Beginning
902 with students entering grade 9 in the 2011-2012 school year, the
903 end-of-course assessment requirements under s.

904 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
905 the required credit in Biology I. Beginning with students
906 entering grade 9 in the 2013-2014 school year, one of the three
907 credits must be Biology I or a series of courses equivalent to
908 Biology I as approved by the State Board of Education, one
909 credit must be chemistry or physics or a series of courses
910 equivalent to chemistry or physics as approved by the State
911 Board of Education, and one credit must be an equally rigorous
912 course, as determined by the State Board of Education.

913 4. Three credits in social studies as follows: one credit
914 in United States history; one credit in world history; one-half
915 credit in economics, which shall include financial literacy; and
916 one-half credit in United States government.

917 5. One credit in fine or performing arts, speech and
918 debate, or a practical arts course that incorporates artistic
919 content and techniques of creativity, interpretation, and
920 imagination. Eligible practical arts courses shall be identified
921 through the Course Code Directory.

922 6. One credit in physical education to include integration
923 of health. Participation in an interscholastic sport at the
924 junior varsity or varsity level for two full seasons shall

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925 satisfy the one-credit requirement in physical education if the
926 student passes a competency test on personal fitness with a
927 score of "C" or better. The competency test on personal fitness
928 must be developed by the Department of Education. A district
929 school board may not require that the one credit in physical
930 education be taken during the 9th grade year. Completion of one
931 semester with a grade of "C" or better in a marching band class,
932 in a physical activity class that requires participation in
933 marching band activities as an extracurricular activity, or in a
934 dance class shall satisfy one-half credit in physical education
935 or one-half credit in performing arts. This credit may not be
936 used to satisfy the personal fitness requirement or the
937 requirement for adaptive physical education under an individual
938 education plan (IEP) or 504 plan. Completion of 2 years in a
939 Reserve Officer Training Corps (R.O.T.C.) class, a significant
940 component of which is drills, shall satisfy the one-credit
941 requirement in physical education and the one-credit requirement
942 in performing arts. This credit may not be used to satisfy the
943 personal fitness requirement or the requirement for adaptive
944 physical education under an individual education plan (IEP) or
945 504 plan.

946 (b) Eight credits in electives.

947 1. For each year in which a student scores ~~at~~ Level 1 on
948 FCAT Reading, the student must be enrolled in and complete an
949 intensive reading course the following year. Placement of Level
950 2 readers in either an intensive reading course or a content
951 area course in which reading strategies are delivered shall be
952 determined by diagnosis of reading needs. The department shall

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953 provide guidance on appropriate strategies for diagnosing and
954 meeting the varying instructional needs of students reading
955 below grade level. Reading courses shall be designed and offered
956 pursuant to the comprehensive reading plan required by s.
957 1011.62(9). A high school student who scores ~~at~~ Level 1 or Level
958 2 on FCAT Reading but who did not score below Level 3 in the
959 previous 3 years may be granted a 1-year exemption from the
960 reading remediation requirement; however, the student must have
961 an approved academic improvement plan already in place, signed
962 by the appropriate school staff and the student's parent, for
963 the year for which the exemption is granted.

964 2. For each year in which a student scores ~~at~~ Level 1 or
965 Level 2 on FCAT Mathematics, the student must receive
966 remediation the following year. These courses may be taught
967 through applied, integrated, or combined courses and are subject
968 to approval by the department for inclusion in the Course Code
969 Directory.

970 (c) Beginning with students entering grade 9 in the 2011-
971 2012 school year, at least one course within the 24 credits
972 required in this subsection must be completed through online
973 learning. A school district may not require a student to take
974 the online course outside the school day or in addition to a
975 student's courses for a given semester. An online course taken
976 during grades 6 through 8 fulfills this requirement. This
977 requirement shall be met through an online course offered by the
978 Florida Virtual School, an online course offered by the high
979 school, or an online dual enrollment course. A student who is
980 enrolled in a full-time or part-time virtual instruction program

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981 | under s. 1002.45 meets this requirement. This requirement does
982 | not apply to a student who has an individual educational plan
983 | under s. 1003.57 which indicates that an online course would be
984 | inappropriate or a student who is enrolled in a Florida high
985 | school and has less than 1 academic year remaining in high
986 | school.

987 | ~~(9) The Commissioner of Education may award a standard~~
988 | ~~high school diploma to honorably discharged veterans who started~~
989 | ~~high school between 1937 and 1946 and were scheduled to graduate~~
990 | ~~between 1941 and 1950 but were inducted into the United States~~
991 | ~~Armed Forces between September 16, 1940, and December 31, 1946,~~
992 | ~~prior to completing the necessary high school graduation~~
993 | ~~requirements. Upon the recommendation of the commissioner, the~~
994 | ~~State Board of Education may develop criteria and guidelines for~~
995 | ~~awarding such diplomas.~~

996 | ~~(10) The Commissioner of Education may award a standard~~
997 | ~~high school diploma to honorably discharged veterans who started~~
998 | ~~high school between 1946 and 1950 and were scheduled to graduate~~
999 | ~~between 1950 and 1954, but were inducted into the United States~~
1000 | ~~Armed Forces between June 27, 1950, and January 31, 1955, and~~
1001 | ~~served during the Korean Conflict prior to completing the~~
1002 | ~~necessary high school graduation requirements. Upon the~~
1003 | ~~recommendation of the commissioner, the State Board of Education~~
1004 | ~~may develop criteria and guidelines for awarding such diplomas.~~

1005 | (9)~~(11)~~ The State Board of Education may adopt rules
1006 | pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
1007 | ~~provisions of this section and may enforce the provisions of~~
1008 | this section pursuant to s. 1008.32.

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1009 Section 16. Subsection (1) of section 1003.4281, Florida
 1010 Statutes, is amended to read:

1011 1003.4281 Early high school graduation.—

1012 (1) The purpose of this section is to provide a student
 1013 the option of early graduation if the student earns ~~has~~
 1014 ~~completed a minimum of~~ 24 credits and meets the graduation
 1015 requirements set forth in s. 1003.428 or s. 1003.4282, as
 1016 applicable. For purposes of this section, the term "early
 1017 graduation" means graduation from high school in less than 8
 1018 semesters or the equivalent.

1019 Section 17. Section 1003.4282, Florida Statutes, is
 1020 created to read:

1021 1003.4282 Requirements for a standard high school
 1022 diploma.—

1023 (1) TWENTY-FOUR CREDITS REQUIRED.—

1024 (a) Beginning with students entering grade 9 in the 2013-
 1025 2014 school year, receipt of a standard high school diploma
 1026 requires successful completion of 24 credits, an International
 1027 Baccalaureate curriculum, or an Advanced International
 1028 Certificate of Education curriculum.

1029 (b) The required credits may be earned through equivalent,
 1030 applied, or integrated courses or career education courses as
 1031 defined in s. 1003.01(4), including work-related internships
 1032 approved by the State Board of Education and identified in the
 1033 course code directory. However, any must-pass assessment
 1034 requirements must be met. An equivalent course is one or more
 1035 courses identified by content-area experts as being a match to
 1036 the core curricular content of another course, based upon review

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1037 of the Next Generation Sunshine State Standards for that
1038 subject. An applied course aligns with Next Generation Sunshine
1039 State Standards and includes real-world applications of a career
1040 and technical education standard used in business or industry.
1041 An integrated course includes content from several courses
1042 within a content area or across content areas.

1043 (c) A student may choose among three standard high school
1044 diploma designations. By providing choices, students and their
1045 parents will be more integrally involved in planning for the
1046 student's postsecondary success.

1047 (2) NOTIFICATION REQUIREMENTS.—The school district must
1048 notify students and parents, in writing, of the requirements of
1049 each standard high school diploma designation and the
1050 eligibility requirements for state scholarship programs and
1051 postsecondary admissions. The Department of Education shall
1052 directly and through the school districts notify private schools
1053 of public high school course credit and assessment requirements.
1054 Each private school must make this information available to
1055 students and their parents so they are aware of public high
1056 school graduation requirements.

1057 (3) DESIGNATIONS.—By the end of the first semester in 9th
1058 grade, a public school student and his or her parent must select
1059 a standard high school diploma designation that best meets the
1060 student's needs and goals. School staff must assist students and
1061 their parents in the selection. The parent and student must sign
1062 a standardized form indicating their selection. The form must
1063 contain a brief description of each designation available. If a
1064 standard high school diploma designation selection is not made,

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1065 the student is expected to earn the College and Career
1066 designation in order to graduate. A student must be provided an
1067 opportunity to change his or her designation selection.

1068 (a) College and Career designation; course and assessment
1069 requirements.—

1070 1. Four credits in English Language Arts (ELA).—The four
1071 credits must be in ELA I, II, III, and IV. A student must pass
1072 10th grade FCAT Reading until the state transitions to a common
1073 core 10th grade must-pass ELA assessment. Beginning in the
1074 fourth year of administration, after field and baseline testing,
1075 and beginning with the incoming 9th grade student cohort, a
1076 student must pass the 10th grade ELA assessment in order to earn
1077 the required credit in ELA II.

1078 2. Four credits in Mathematics.—The student must earn one
1079 credit in Algebra I and one credit in Geometry. A student must
1080 pass the Algebra I end-of-course (EOC) assessment in order to
1081 earn credit in the course. Beginning in the fourth year in which
1082 the common core Algebra I assessment is administered, after
1083 field and baseline testing, and beginning with the incoming 9th
1084 grade student cohort, a student must pass the common core
1085 assessment in order to earn credit in the course. A student must
1086 pass the Algebra I EOC assessment until the state transitions to
1087 a common core must-pass Algebra I assessment. A student's
1088 performance on the Geometry EOC assessment constitutes 30
1089 percent of the student's final course grade. When the state
1090 transitions from the Geometry EOC assessment to a common core
1091 Geometry assessment, after field and baseline testing are
1092 completed, a student's performance on the common core Geometry

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1093 assessment constitutes 30 percent of a student's final course
1094 grade. When the state administers a common core Algebra II
1095 assessment, after field and baseline testing are completed, a
1096 student selecting Algebra II must take the assessment, and the
1097 student's performance on the assessment constitutes 30 percent
1098 of the student's final course grade.

1099 3. Three credits in Science.—Two of the three required
1100 credits must have a laboratory component. A student must earn
1101 one credit in Biology I and two credits in equally rigorous
1102 courses. The Biology I EOC assessment constitutes 30 percent of
1103 the student's final course grade.

1104 4. Three credits in Social Studies.—A student must earn
1105 one credit in United States History; one credit in World
1106 History; one-half credit in Economics, which must include
1107 financial literacy; and one-half credit in United States
1108 Government. The United States History EOC assessment constitutes
1109 30 percent of the student's final course grade.

1110 5. One credit in Fine or Performing Arts, Speech and
1111 Debate, or Practical Arts.—The practical arts course must
1112 incorporate artistic content and techniques of creativity,
1113 interpretation, and imagination. Eligible practical arts courses
1114 are identified in the Course Code Directory.

1115 6. One credit in Physical Education.—Physical Education
1116 must include the integration of health. This requirement is
1117 subject to all of the provisions in s. 1003.428(2)(a)6.

1118 7. Eight credits in electives.—School districts must
1119 develop and offer coordinated electives so that a student may
1120 develop knowledge and skills in his or her area of interest,

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1121 such as electives with a STEM or Liberal Arts focus or career
1122 education courses that result in or lead to industry
1123 certification.

1124 (b) Industry designation; course and assessment
1125 requirements.—

1126 1. Four credits in English Language Arts (ELA).—The four
1127 credits must be in ELA I, II, III, and IV. A student must pass
1128 10th grade FCAT Reading until the state transitions to a common
1129 core 10th grade must-pass ELA assessment. Beginning in the
1130 fourth year of administration, after field and baseline testing,
1131 and beginning with the incoming 9th grade student cohort, a
1132 student must pass the 10th grade ELA assessment in order to earn
1133 the required credit in ELA II.

1134 2. Four credits in Mathematics.—The student must earn one
1135 credit in Algebra I. A student must pass the Algebra I EOC
1136 assessment in order to earn credit in the course. Beginning in
1137 the fourth year of administration, after field and baseline
1138 testing, and beginning with the incoming 9th grade student
1139 cohort, a student must pass the common core assessment in
1140 Algebra I in order to earn credit in the course. A student must
1141 pass the Algebra I EOC assessment until the state transitions to
1142 a common core must-pass Algebra I assessment. If a student
1143 selects Geometry as one of the four mathematics credits, a
1144 student's performance on the Geometry EOC assessment or, if the
1145 state has transitioned to the common core Geometry assessment,
1146 the common core Geometry assessment constitutes 30 percent of
1147 the student's final course grade. When the state administers a
1148 common core Algebra II assessment, after field and baseline

1149 testing are completed, a student selecting Algebra II must take
 1150 the assessment, and the student's performance on the assessment
 1151 constitutes 30 percent of the student's final course grade.

1152 3. Three credits in Science.—Two of the three required
 1153 credits must have a laboratory component. A student must earn
 1154 one credit in Biology I. The Biology I EOC assessment
 1155 constitutes 30 percent of the student's final course grade.

1156 4. Three credits in Social Studies.—A student must earn
 1157 one credit in United States History; one credit in World
 1158 History; one-half credit in Economics, which must include
 1159 financial literacy; and one-half credit in United States
 1160 Government. Student performance on the United States History EOC
 1161 assessment constitutes 30 percent of the student's final course
 1162 grade.

1163 5. One credit in Fine or Performing Arts, Speech and
 1164 Debate, or Practical Arts.—The practical arts course must
 1165 incorporate artistic content and techniques of creativity,
 1166 interpretation, and imagination. Eligible practical arts courses
 1167 are identified in the Course Code Directory.

1168 6. One credit in Physical Education.—Physical Education
 1169 must include the integration of health. This requirement is
 1170 subject to all of the provisions in s. 1003.428(2)(a)6.

1171 7. Eight credits in electives.—Students must complete an
 1172 industry-certified career education program or a series of
 1173 career-themed courses that result in industry certification or
 1174 articulate into the award of college credit or must complete
 1175 career education courses for which there is a statewide or local
 1176 articulation agreement and which lead to college credit.

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1177 (c) Scholar designation; course and assessment
1178 requirements.-

1179 1. Four credits in English Language Arts (ELA).-The four
1180 credits must be in ELA I, II, III, and IV. A student must pass
1181 10th grade FCAT Reading until the state transitions to a common
1182 core 10th grade must-pass ELA assessment. Beginning in the
1183 fourth year of administration, after field and baseline testing,
1184 and beginning with the incoming 9th grade cohort, the student
1185 must pass the 10th grade and 11th grade ELA assessments in order
1186 to earn the required credits.

1187 2. Four credits in Mathematics.-The student must earn one
1188 credit in Algebra I; one credit in Geometry; one credit in
1189 Algebra II; and one credit in Statistics or an equally rigorous
1190 course. A student must pass the Algebra I EOC assessment in
1191 order to earn credit in the course. Beginning in the fourth year
1192 of administration, after field and baseline testing, and
1193 beginning with the incoming 9th grade student cohort, a student
1194 must pass the common core assessment in Algebra I in order to
1195 earn credit in the course. A student must pass the Algebra I EOC
1196 assessment until the state transitions to a common core must-
1197 pass Algebra I assessment. A student's performance on the
1198 Geometry EOC assessment constitutes 30 percent of the student's
1199 final course grade, and the student must pass the EOC assessment
1200 in order to earn credit in the course. Beginning in the fourth
1201 year of administration, after field and baseline testing, and
1202 beginning with the incoming 9th grade student cohort, a
1203 student's performance on the common core Geometry and Algebra II
1204 assessments constitutes 30 percent of a student's final course

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1205 grade, and the student must pass the assessments in order to
1206 earn credit in the courses.

1207 3. Three credits in Science.—Two of the three required
1208 credits must have a laboratory component. A student must earn
1209 one credit in Biology I and one credit in Chemistry, Physics, or
1210 an equally rigorous course. A student's performance on the
1211 Biology I EOC assessment constitutes 30 percent of the student's
1212 final course grade, and the student must pass the assessment in
1213 order to earn credit in the course.

1214 4. Three credits in Social Studies.—A student must earn
1215 one credit in United States History; one credit in World
1216 History; one-half credit in Economics, which must include
1217 financial literacy; and one-half credit in United States
1218 Government. Student performance on the United States History EOC
1219 assessment constitutes 30 percent of the student's final course
1220 grade. Beginning in the 2015-2016 school year, and beginning
1221 with the incoming 9th grade student cohort, a student's
1222 performance on the United States History EOC assessment
1223 constitutes 30 percent of the student's final course grade, and
1224 the student must pass the assessment in order to earn credit in
1225 the course.

1226 5. One credit in Fine or Performing Arts, Speech and
1227 Debate, or Practical Arts.—The practical arts course must
1228 incorporate artistic content and techniques of creativity,
1229 interpretation, and imagination. Eligible practical arts courses
1230 are identified in the Course Code Directory.

1231 6. One credit in Physical Education.—Physical Education
1232 must include the integration of health. This requirement is

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1233 subject to all of the provisions in s. 1003.428(2)(a)6.

1234 7. Two credits in a foreign language.—The two credits must
1235 be in the same foreign language.

1236 8. Six credits in electives.—At least one of the credits
1237 must be in an Advanced Placement, an International
1238 Baccalaureate, an Advanced International Certificate of
1239 Education, or a dual enrollment course. Electives may include
1240 career education courses. School districts shall coordinate
1241 electives with a STEM or Liberal Arts focus, and school staff
1242 shall assist students in selecting the most appropriate focus.

1243 (4) ONLINE COURSE REQUIREMENT.—Excluding a driver's
1244 education course, at least one course within the 24 credits
1245 required under this section must be completed through online
1246 learning. A school district may not require a student to take
1247 the online course outside the school day or in addition to a
1248 student's courses for a given semester. An online course taken
1249 in grade 6, grade 7, or grade 8 fulfills this requirement. This
1250 requirement is met through an online course offered by the
1251 Florida Virtual School, a virtual education provider approved by
1252 the State Board of Education, a high school, or an online dual
1253 enrollment course. A student who is enrolled in a full-time or
1254 part-time virtual instruction program under s. 1002.45 meets
1255 this requirement. This requirement does not apply to a student
1256 who has an individual education plan under s. 1003.57 which
1257 indicates that an online course would be inappropriate or to an
1258 out-of-state transfer student who is enrolled in a Florida high
1259 school and has 1 academic year or less remaining in high school.

1260 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.—

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1261 (a) Each year a student scores Level 1 or Level 2 on 9th
1262 grade or 10th grade FCAT Reading or, when implemented, 9th
1263 grade, 10th grade, or 11th grade common core English Language
1264 Arts (ELA) assessments, the student must be enrolled in and
1265 complete an intensive remedial course the following year or be
1266 placed in a content area course that includes remediation of
1267 skills not acquired by the student.

1268 (b) Each year a student scores Level 1 or Level 2 on the
1269 Algebra I EOC assessment, or upon transition to the common core
1270 Algebra I assessment, the student must be enrolled in and
1271 complete an intensive remedial course the following year or be
1272 placed in a content area course that includes remediation of
1273 skills not acquired by the student.

1274 (6) GRADE FORGIVENESS POLICY.—Each district school board
1275 shall adopt policies designed to assist students in meeting
1276 graduation requirements including grade forgiveness policies.
1277 Forgiveness policies for required courses shall be limited to
1278 replacing a grade of "D" or "F" with a grade of "C" or higher
1279 earned subsequently in the same or comparable course.
1280 Forgiveness policies for elective courses shall be limited to
1281 replacing a grade of "D" or "F" with a grade of "C" or higher
1282 earned subsequently in another course. The only exception to
1283 these forgiveness policies shall be made for a student in the
1284 middle grades who takes any high school course for high school
1285 credit and earns a grade of "C," "D," or "F". In such case, the
1286 district forgiveness policy must allow the replacement of the
1287 grade with a grade of "C" or higher earned subsequently in the
1288 same or comparable course. In all cases of grade forgiveness,

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1289 only the new grade shall be used in the calculation of the
1290 student's grade point average. Any course grade not replaced
1291 according to a district school board forgiveness policy shall be
1292 included in the calculation of the cumulative grade point
1293 average required for graduation.

1294 (7) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
1295 earns a cumulative grade point average (GPA) of 2.0 on a 4.0
1296 scale and meets the requirements of this section shall be
1297 awarded a standard high school diploma in a form prescribed by
1298 the State Board of Education. Notwithstanding any other law to
1299 the contrary, all students enrolled in high school as of the
1300 2012-2013 school year may select one of the standard high school
1301 diploma designations and, if the student meets the applicable
1302 requirements and earns a 2.0 GPA, the student shall be awarded a
1303 standard high school diploma with the appropriate designation
1304 indicated on the diploma. A high school student who earned a
1305 passing grade in Biology I or Geometry before the 2013-2014
1306 school year shall be awarded a credit in that course if the
1307 student selects the College and Career designation or the
1308 Industry designation and, if the student selects the Scholar
1309 designation and passed the course and the EOC assessment, the
1310 student's performance on the EOC assessment is not required to
1311 constitute 30 percent of the student's final course grade. A
1312 student who fails to earn the required credits or achieve a 2.0
1313 GPA shall be awarded a certificate of completion in a form
1314 prescribed by the State Board of Education.

1315 (8) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—

1316 (a) Beginning with the 2012-2013 school year, if a student

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1317 transfers to a Florida public high school from out of country,
1318 out of state, a private school, or a home education program and
1319 the student's transcript shows a mathematics credit in a course
1320 that requires passage of a statewide, standardized assessment in
1321 order to earn course credit, the student must pass the
1322 assessment in order to earn the credit unless the student earned
1323 an equivalent score pursuant to s. 1008.22, passed a statewide
1324 assessment in that subject administered by the transferring
1325 entity, or passed the statewide assessment the transferring
1326 entity uses to satisfy the requirements of the Elementary and
1327 Secondary Education Act, 20 U.S.C. s. 6301. If a student's
1328 transcript shows a credit in high school reading or English
1329 Language Arts II or III, the student must take and pass grade 10
1330 FCAT Reading or earn a concordant score on the SAT or ACT as
1331 specified by state board rule or, when the state transitions to
1332 common core English Language Arts assessments, earn a passing
1333 score on the English Language Arts assessment as required under
1334 the standard high school diploma designation selected under this
1335 section.

1336 (b) Credits and grades earned and offered for acceptance
1337 by a transferring student shall be based on official transcripts
1338 and shall be accepted at face value subject to validation, as
1339 provided by State Board of Education rule, if required by the
1340 receiving school's accreditation.

1341 (9) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL
1342 CREDIT REQUIREMENTS.—

1343 (a) Participation in career education courses engages
1344 students in their high school education, increases academic

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1345 achievement, enhances employability, and increases postsecondary
1346 success. By July 1, 2014, the department shall develop, for
1347 approval by the State Board of Education, multiple, additional
1348 career education courses or a series of courses that meet the
1349 requirements set forth in s. 1003.493(2), (4), and (5) and this
1350 subsection and allow students to earn credit in both the career
1351 education course and courses required for high school graduation
1352 under ss. 1003.428, 1003.4281, and 1003.4282.

1353 1. The state board must determine if sufficient academic
1354 standards are covered to warrant the award of academic credit.

1355 2. Career education courses must include workforce and
1356 digital literacy skills and the integration of required course
1357 content with practical applications and designated rigorous
1358 coursework that results in one or more industry certifications
1359 or clearly articulated credit or advanced standing in a 2-year
1360 or 4-year certificate or degree program, which may include high
1361 school junior and senior year work-related internships or
1362 apprenticeships. The department shall negotiate state licenses
1363 for material and testing for industry certifications. The
1364 instructional methodology used in these courses must be
1365 comprised of authentic projects, problems, and activities for
1366 contextually learning the academics.

1367 3. The state board shall identify an industry
1368 certification or multiple certifications from the Industry
1369 Certification Funding List or the Postsecondary Industry
1370 Certification Funding List that demonstrate attainment of
1371 standards associated with digital composition, word processing,
1372 and presentation skills, which shall satisfy at least one credit

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1373 in English Language Arts required to fulfill high school
1374 graduation requirements.

1375 (b) Each school district should take the initiative to
1376 work with local workforce boards, local business and industry
1377 leaders, and postsecondary institutions to establish
1378 partnerships for the purpose of creating career education
1379 courses or a series of courses that meet the requirements set
1380 forth in s. 1003.493(2), (4), and (5) that students can take to
1381 earn required high school course credits. Emphasis should be
1382 placed on online course work and digital literacy. School
1383 districts must submit their recommended career education courses
1384 to the department for state board approval. School district-
1385 recommended career education courses must meet the same rigorous
1386 standards as department-developed career education courses in
1387 order to be approved by the state board. School districts
1388 participating in the development of rigorous career education
1389 courses will be able to better address local workforce needs and
1390 allow students the opportunity to acquire the knowledge and
1391 skills that are needed not only for academic advancement but
1392 also for employability purposes.

1393 (c) Regional consortium service organizations established
1394 pursuant to s. 1001.451 shall work with school districts, local
1395 workforce boards, postsecondary institutions, and local business
1396 and industry leaders to create career education courses that
1397 meet the requirements set forth in s. 1003.493(2), (4), and (5)
1398 and this subsection that students can take to earn required high
1399 school course credits. The regional consortium shall submit
1400 course recommendations to the department, on behalf of the

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1401 consortium member districts, for state board approval. A strong
 1402 emphasis should be placed on online course work, digital
 1403 literacy, and workforce literacy as defined in s. 1004.02(27).
 1404 For purposes of providing students the opportunity to earn
 1405 industry certifications, consortiums must secure the necessary
 1406 site licenses and testing contracts for use by member districts.

1407 (10) RULES.—The State Board of Education shall adopt rules
 1408 to implement this section.

1409 Section 18. Section 1003.4285, Florida Statutes, is
 1410 amended to read:

1411 1003.4285 Standard high school diploma designations.—Each
 1412 standard high school diploma shall include, as appropriate
 1413 ~~applicable~~:

1414 (1) The designation a student earned under s. 1003.4282
 1415 and, if a student received a waiver under s. 1008.22(3)(c)2., a
 1416 statement so indicating. ~~A designation of the student's major~~
 1417 ~~area of interest pursuant to the student's completion of credits~~
 1418 ~~as provided in s. 1003.428.~~

1419 (2) A designation reflecting completion of four or more
 1420 accelerated college credit courses if the student is eligible
 1421 for college credit pursuant to s. 1007.27 or s. 1007.271 in
 1422 Advanced Placement, International Baccalaureate, Advanced
 1423 International Certificate of Education, or dual enrollment
 1424 courses. ~~The Commissioner of Education shall establish~~
 1425 ~~guidelines for successful passage of examinations or coursework~~
 1426 ~~in each of the accelerated college credit options for purposes~~
 1427 ~~of this subsection.~~

1428 (3) A designation reflecting the ~~attainment of one or more~~

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1429 industry certifications that were attained ~~from the list~~
 1430 ~~approved by Workforce Florida, Inc.,~~ under s. 1003.492.

1431 (4) A designation reflecting a Florida Ready to Work
 1432 Credential in accordance with s. 445.06.

1433 Section 19. Section 1003.4286, Florida Statutes, is
 1434 created to read:

1435 1003.4286 Award of standard high school diplomas to
 1436 honorably discharged veterans.—Pursuant to rules adopted by the
 1437 State Board of Education in consultation with the Department of
 1438 Military Affairs, the Commissioner of Education may award a
 1439 standard high school diploma to an honorably discharged veteran
 1440 who has not completed high school graduation requirements.

1441 Section 20. Section 1003.429, Florida Statutes, is
 1442 repealed.

1443 Section 21. Subsections (1) and (3) of section 1003.4295,
 1444 Florida Statutes, are amended to read:

1445 1003.4295 Acceleration options.—

1446 (1) Each high school shall advise each student of courses
 1447 ~~programs~~ through which a high school student can earn college
 1448 credit, including Advanced Placement, International
 1449 Baccalaureate, Advanced International Certificate of Education,
 1450 dual enrollment, ~~and~~ early admission courses, and career academy
 1451 courses, ~~and~~ courses that lead to ~~national~~ industry
 1452 certification, as well as the availability of course offerings
 1453 through virtual instruction. Students shall also be advised of
 1454 the early ~~and accelerated~~ graduation options under s. ss.
 1455 ~~1003.4281 and 1003.429.~~

1456 (3) The Credit Acceleration Program (CAP) is created for

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1457 the purpose of allowing a student to earn high school credit in
1458 Algebra I, Algebra II, Geometry, United States History, or
1459 Biology ~~a course that requires a statewide, standardized end-of-~~
1460 ~~course assessment~~ if the student passes the statewide,
1461 standardized assessment administered under s. 1008.22 ~~attains a~~
1462 ~~specified score on the assessment.~~ Notwithstanding s. 1003.436,
1463 a school district shall award course credit to a student who is
1464 not enrolled in the course, or who has not completed the course,
1465 if the student attains a passing score on the corresponding
1466 statewide, standardized ~~end-of-course~~ assessment. The school
1467 district shall permit a student who is not enrolled in the
1468 course, or who has not completed the course, to take the
1469 ~~standardized end-of-course~~ assessment during the regular
1470 administration of the assessment.

1471 Section 22. Section 1003.43, Florida Statutes, is
1472 repealed.

1473 Section 23. Section 1003.433, Florida Statutes, is amended
1474 to read:

1475 1003.433 Learning opportunities for out-of-state and out-
1476 of-country transfer students and students needing additional
1477 instruction to meet high school graduation requirements.—

1478 (1) Students who enter a Florida public school at the
1479 eleventh or twelfth grade from out of state or out of ~~from a~~
1480 ~~foreign~~ country shall not be required to spend additional time
1481 in a Florida public school in order to meet the high school
1482 course requirements if the student has met all requirements of
1483 the school district, state, or country from which he or she is
1484 transferring. Such students who are not proficient in English

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1485 should receive immediate and intensive instruction in English
1486 language acquisition. However, to receive a standard high school
1487 diploma, a transfer student must earn a 2.0 grade point average
1488 and meet the requirements under s. 1008.22 ~~pass the grade 10~~
1489 ~~FCAT required in s. 1008.22(3) or an alternate assessment as~~
1490 ~~described in s. 1008.22(10).~~

1491 (2) Students who earn the required 24 credits ~~have met all~~
1492 ~~requirements~~ for the standard high school diploma except for
1493 passage of any must-pass assessment under s. 1003.4282 or s.
1494 1008.22 ~~the grade 10 FCAT~~ or an alternate assessment by the end
1495 of grade 12 must be provided the following learning
1496 opportunities:

1497 (a) Participation in an accelerated high school
1498 equivalency diploma preparation program during the summer.

1499 (b) Upon receipt of a certificate of completion, be
1500 allowed to take the College Placement Test and be admitted to
1501 ~~remedial or credit courses at~~ a Florida College System
1502 institution, as appropriate.

1503 (c) Participation in an adult general education program as
1504 provided in s. 1004.93 for such time as the student requires to
1505 master English, reading, mathematics, or any other subject
1506 required for high school graduation. Students attending adult
1507 basic, adult secondary, or vocational-preparatory instruction
1508 are exempt from any requirement for the payment of tuition and
1509 fees, including lab fees, pursuant to s. 1009.25. A student
1510 attending an adult general education program shall have the
1511 opportunity to take any must-pass assessment under s. 1003.4282
1512 or s. 1008.22 ~~the grade 10 FCAT~~ an unlimited number of times in

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1513 order to receive a standard high school diploma.

1514 (3) Students who have been enrolled in an ESOL program for
 1515 less than 2 school years and have met all requirements for the
 1516 standard high school diploma except for passage of any must-pass
 1517 assessment under s. 1003.4282 or s. 1008.22 ~~the grade 10 FCAT~~ or
 1518 alternate assessment may receive immersion English language
 1519 instruction during the summer following their senior year.
 1520 Students receiving such instruction are eligible to take the
 1521 required assessment ~~FCAT~~ or alternate assessment and receive a
 1522 standard high school diploma upon passage of the required
 1523 assessment ~~grade 10 FCAT~~ or ~~the~~ alternate assessment. This
 1524 subsection shall be implemented to the extent funding is
 1525 provided in the General Appropriations Act.

1526 ~~(4) The district school superintendent shall be~~
 1527 ~~responsible for notifying all students of the consequences of~~
 1528 ~~failure to receive a standard high school diploma, including the~~
 1529 ~~potential ineligibility for financial assistance at~~
 1530 ~~postsecondary educational institutions.~~

1531 (4)~~(5)~~ The State Board of Education may adopt rules
 1532 pursuant to ss. 120.536(1) and 120.54 to administer this
 1533 section.

1534 Section 24. Subsection (6) of section 1003.435, Florida
 1535 Statutes, is amended to read:

1536 1003.435 High school equivalency diploma program.—

1537 (6)~~(a)~~ All high school equivalency diplomas issued under
 1538 the provisions of this section shall have equal status with
 1539 other high school diplomas for all state purposes, including
 1540 admission to any state university or Florida College System

1541 institution.

1542 ~~(b) The State Board of Education shall adopt rules~~
 1543 ~~providing for the award of a standard high school diploma to~~
 1544 ~~holders of high school equivalency diplomas who are assessed as~~
 1545 ~~meeting designated criteria, and the commissioner shall~~
 1546 ~~establish procedures for administering the assessment.~~

1547 Section 25. Paragraph (a) of subsection (1) of section
 1548 1003.436, Florida Statutes, is amended to read:

1549 1003.436 Definition of "credit".-

1550 (1)(a) For the purposes of requirements for high school
 1551 graduation, one full credit means a minimum of 135 hours of bona
 1552 fide instruction in a designated course of study that contains
 1553 student performance standards, except as otherwise provided
 1554 through the Credit Acceleration Program (CAP) under s.

1555 1003.4295(3). One full credit means a minimum of 120 hours of
 1556 bona fide instruction in a designated course of study that
 1557 contains student performance standards for purposes of meeting
 1558 high school graduation requirements in a district school that
 1559 has been authorized to implement block scheduling by the
 1560 district school board. The State Board of Education shall
 1561 determine the number of postsecondary credit hours earned
 1562 through dual enrollment pursuant to s. 1007.271 that satisfy the
 1563 requirements of a dual enrollment articulation agreement
 1564 according to s. 1007.271(21) and that equal one full credit of
 1565 the equivalent high school course identified pursuant to s.
 1566 1007.271(9).

1567 Section 26. Section 1003.438, Florida Statutes, is amended
 1568 to read:

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1569 1003.438 Special high school graduation requirements for
 1570 certain exceptional students.—A student who has been identified,
 1571 in accordance with rules established by the State Board of
 1572 Education, as a student with disabilities who has an
 1573 intellectual disability; an autism spectrum disorder; a language
 1574 impairment; an orthopedic impairment; an other health
 1575 impairment; a traumatic brain injury; an emotional or behavioral
 1576 disability; a specific learning disability, including, but not
 1577 limited to, dyslexia, dyscalculia, or developmental aphasia; or
 1578 students who are deaf or hard of hearing or dual sensory
 1579 impaired shall not be required to meet all requirements of ~~s.~~
 1580 ~~1003.43~~ or s. 1003.428 or s. 1003.4282 and shall, upon meeting
 1581 all applicable requirements prescribed by the district school
 1582 board pursuant to s. 1008.25, be awarded a special diploma in a
 1583 form prescribed by the commissioner; however, such special
 1584 graduation requirements prescribed by the district school board
 1585 must include minimum graduation requirements as prescribed by
 1586 the commissioner. Any such student who meets all special
 1587 requirements of the district school board, but is unable to meet
 1588 the appropriate special state minimum requirements, shall be
 1589 awarded a special certificate of completion in a form prescribed
 1590 by the commissioner. However, this section does not limit or
 1591 restrict the right of an exceptional student solely to a special
 1592 diploma or special certificate of completion. Any such student
 1593 shall, upon proper request, be afforded the opportunity to fully
 1594 meet all requirements of ~~s. 1003.43~~ or s. 1003.428 or s.
 1595 1003.4282 through the standard procedures established therein
 1596 and thereby to qualify for a standard diploma upon graduation.

1597 Section 27. Paragraphs (e) and (f) of subsection (3) of
 1598 section 1003.491, Florida Statutes, are amended to read:

1599 1003.491 Florida Career and Professional Education Act.—
 1600 The Florida Career and Professional Education Act is created to
 1601 provide a statewide planning partnership between the business
 1602 and education communities in order to attract, expand, and
 1603 retain targeted, high-value industry and to sustain a strong,
 1604 knowledge-based economy.

1605 (3) The strategic 3-year plan developed jointly by the
 1606 local school district, regional workforce boards, economic
 1607 development agencies, and state-approved postsecondary
 1608 institutions shall be constructed and based on:

1609 (e) Strategies to provide personalized student advisement,
 1610 including a parent-participation component, and coordination
 1611 with middle grades ~~schools~~ to promote and support career-themed
 1612 courses and education planning as required under s. 1003.4156;

1613 (f) Alignment of requirements for middle school career
 1614 planning under s. 1003.4156(1)(e) ~~1003.4156(1)(a)5.~~, middle and
 1615 high school career and professional academies or career-themed
 1616 courses leading to industry certification or postsecondary
 1617 credit, and high school graduation requirements;

1618 Section 28. Subsections (2) and (4) of section 1003.4935,
 1619 Florida Statutes, are amended to read:

1620 1003.4935 Middle grades ~~school~~ career and professional
 1621 academy courses and career-themed courses.—

1622 (2) Each middle grades ~~school~~ career and professional
 1623 academy or career-themed course must be aligned with at least
 1624 one high school career and professional academy or career-themed

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1625 course offered in the district and maintain partnerships with
 1626 local business and industry and economic development boards.
 1627 Middle grades ~~school~~ career and professional academies and
 1628 career-themed courses must:

1629 (a) Lead to careers in occupations designated as high-
 1630 skill, high-wage, and high-demand in the Industry Certification
 1631 Funding List approved under rules adopted by the State Board of
 1632 Education;

1633 (b) Integrate content from core subject areas;

1634 (c) Integrate career and professional academy or career-
 1635 themed course content with intensive reading, English Language
 1636 Arts, and mathematics pursuant to ss. ~~s.~~ 1003.428 and 1003.4282;

1637 (d) Coordinate with high schools to maximize opportunities
 1638 for middle grades ~~school~~ students to earn high school credit;

1639 (e) Provide access to virtual instruction courses provided
 1640 by virtual education providers legislatively authorized to
 1641 provide part-time instruction to middle grades ~~school~~ students.
 1642 The virtual instruction courses must be aligned to state
 1643 curriculum standards for middle grades ~~school~~ career and
 1644 professional academy courses or career-themed courses, with
 1645 priority given to students who have required course deficits;

1646 (f) Provide instruction from highly skilled professionals
 1647 who hold industry certificates in the career area in which they
 1648 teach;

1649 (g) Offer externships; and

1650 (h) Provide personalized student advisement that includes
 1651 a parent-participation component.

1652 ~~(4) The State Board of Education shall adopt rules to~~

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1653 | ~~identify industry certifications in science, technology,~~
 1654 | ~~engineering, and mathematics offered in middle school to be~~
 1655 | ~~included on the Industry Certified Funding List and which are~~
 1656 | ~~eligible for additional full-time equivalent membership under s.~~
 1657 | ~~1011.62(1).~~

1658 | Section 29. Paragraph (c) of subsection (3) of section
 1659 | 1003.51, Florida Statutes, is amended to read:

1660 | 1003.51 Other public educational services.—

1661 | (3) The Department of Education in partnership with the
 1662 | Department of Juvenile Justice, the district school boards, and
 1663 | providers shall:

1664 | (c) Maintain standardized required content of education
 1665 | records to be included as part of a youth's commitment record.
 1666 | These requirements shall reflect the policy and standards
 1667 | adopted pursuant to subsection (2) and shall include, but not be
 1668 | limited to, the following:

1669 | 1. A copy of the student's individual educational plan.
 1670 | 2. ~~Assessment~~ Data on student performance on assessments,
 1671 | ~~including grade level proficiency in reading, writing, and~~
 1672 | ~~mathematics, and performance on tests~~ taken according to s.
 1673 | 1008.22.

1674 | 3. A copy of the student's permanent cumulative record.

1675 | 4. A copy of the student's academic transcript.

1676 | 5. A portfolio reflecting the youth's academic
 1677 | accomplishments while in the Department of Juvenile Justice
 1678 | program.

1679 | Section 30. Subsection (4) of section 1003.621, Florida
 1680 | Statutes, is amended to read:

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1681 1003.621 Academically high-performing school districts.—It
1682 is the intent of the Legislature to recognize and reward school
1683 districts that demonstrate the ability to consistently maintain
1684 or improve their high-performing status. The purpose of this
1685 section is to provide high-performing school districts with
1686 flexibility in meeting the specific requirements in statute and
1687 rules of the State Board of Education.

1688 (4) REPORTS.—The academically high-performing school
1689 district shall submit to the State Board of Education and the
1690 Legislature an annual report on December 1 which delineates the
1691 performance of the school district relative to the academic
1692 performance of students at each grade level in reading, writing,
1693 mathematics, science, and any other subject that is included as
1694 a part of the statewide assessment program in s. 1008.22. The
1695 annual report shall be submitted in a format prescribed by the
1696 Department of Education and shall include, ~~but need not be~~
1697 ~~limited to, the following:~~

1698 (a) Longitudinal performance of students on ~~in~~
1699 ~~mathematics, reading, writing, science, and any other subject~~
1700 ~~that is included as a part of the statewide, standardized~~
1701 assessments taken under assessment program in s. 1008.22;

1702 (b) Longitudinal performance of students by grade level
1703 and subgroup on ~~in mathematics, reading, writing, science, and~~
1704 ~~any other subject that is included as a part of the statewide,~~
1705 standardized assessments taken under assessment program in s.
1706 1008.22;

1707 (c) Longitudinal performance regarding efforts to close
1708 the achievement gap;

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- 1709 (d)1. Number and percentage of students who take an
 1710 Advanced Placement Examination; and
 1711 2. Longitudinal performance regarding students who take an
 1712 Advanced Placement Examination by demographic group,
 1713 specifically by age, gender, race, and Hispanic origin, and by
 1714 participation in the National School Lunch Program;
 1715 (e) Evidence of compliance with subsection (1); and
 1716 (f) A description of each waiver and the status of each
 1717 waiver.

1718 Section 31. Subsection (1) of section 1004.935, Florida
 1719 Statutes, is amended to read:

1720 1004.935 Adults with Disabilities Workforce Education
 1721 Pilot Program.—

1722 (1) The Adults with Disabilities Workforce Education Pilot
 1723 Program is established in the Department of Education for 2
 1724 years in Hardee, DeSoto, Manatee, and Sarasota Counties to
 1725 provide the option of receiving a scholarship for instruction at
 1726 private schools for up to 30 students who:

- 1727 (a) Have a disability;
 1728 (b) Are 22 years of age;
 1729 (c) Are receiving instruction from an instructor in a
 1730 private school to meet the high school graduation requirements
 1731 in s. 1003.428 or s. 1003.4282;
 1732 (d) Do not have a standard high school diploma or a
 1733 special high school diploma; and
 1734 (e) Receive "supported employment services," which means
 1735 employment that is located or provided in an integrated work
 1736 setting with earnings paid on a commensurate wage basis and for

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1737 | which continued support is needed for job maintenance.

1738

1739 | As used in this section, the term "student with a disability"
1740 | includes a student who is documented as having an intellectual
1741 | disability; a speech impairment; a language impairment; a
1742 | hearing impairment, including deafness; a visual impairment,
1743 | including blindness; a dual sensory impairment; an orthopedic
1744 | impairment; another health impairment; an emotional or
1745 | behavioral disability; a specific learning disability,
1746 | including, but not limited to, dyslexia, dyscalculia, or
1747 | developmental aphasia; a traumatic brain injury; a developmental
1748 | delay; or autism spectrum disorder.

1749 | Section 32. Subsections (2), (7), (9), and (11) of section
1750 | 1007.271, Florida Statutes, are amended to read:

1751 | 1007.271 Dual enrollment programs.—

1752 | (2) For the purpose of this section, an eligible secondary
1753 | student is a student who is enrolled in a Florida public
1754 | secondary school or in a Florida private secondary school which
1755 | is in compliance with s. 1002.42(2) and provides a secondary
1756 | curriculum pursuant to s. 1003.428 or s. 1003.4282, ~~s. 1003.429,~~
1757 | ~~or s. 1003.43~~. Students who are eligible for dual enrollment
1758 | pursuant to this section may enroll in dual enrollment courses
1759 | conducted during school hours, after school hours, and during
1760 | the summer term. However, if the student is projected to
1761 | graduate from high school before the scheduled completion date
1762 | of a postsecondary course, the student may not register for that
1763 | course through dual enrollment. The student may apply to the
1764 | postsecondary institution and pay the required registration,

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1765 tuition, and fees if the student meets the postsecondary
1766 institution's admissions requirements under s. 1007.263.
1767 Instructional time for dual enrollment may vary from 900 hours;
1768 however, the school district may only report the student for a
1769 maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student
1770 enrolled as a dual enrollment student is exempt from the payment
1771 of registration, tuition, and laboratory fees. Vocational-
1772 preparatory instruction, college-preparatory instruction, and
1773 other forms of precollegiate instruction, as well as physical
1774 education courses that focus on the physical execution of a
1775 skill rather than the intellectual attributes of the activity,
1776 are ineligible for inclusion in the dual enrollment program.
1777 Recreation and leisure studies courses shall be evaluated
1778 individually in the same manner as physical education courses
1779 for potential inclusion in the program.

1780 (7) Career dual enrollment shall be provided as a
1781 curricular option for secondary students to pursue in order to
1782 earn industry certifications adopted pursuant to s. 1008.44,
1783 which count as ~~a series of elective~~ credits toward the high
1784 school diploma. Career dual enrollment shall be available for
1785 secondary students seeking a degree and industry certification
1786 through ~~or certificate from a career education complete career-~~
1787 ~~preparatory program or course~~ and may not be used to enroll
1788 ~~students in isolated career courses.~~

1789 (9) The Commissioner of Education shall appoint faculty
1790 committees representing public school, Florida College System
1791 institution, and university faculties to identify postsecondary
1792 courses that meet the high school graduation requirements of s.

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1793 | 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43~~ and to
 1794 | establish the number of postsecondary semester credit hours of
 1795 | instruction and equivalent high school credits earned through
 1796 | dual enrollment pursuant to this section that are necessary to
 1797 | meet high school graduation requirements. Such equivalencies
 1798 | shall be determined solely on comparable course content and not
 1799 | on seat time traditionally allocated to such courses in high
 1800 | school. The Commissioner of Education shall recommend to the
 1801 | State Board of Education those postsecondary courses identified
 1802 | to meet high school graduation requirements, based on mastery of
 1803 | course outcomes, by their course numbers, and all high schools
 1804 | shall accept these postsecondary education courses toward
 1805 | meeting the requirements of s. 1003.428 or s. 1003.4282, ~~s.~~
 1806 | ~~1003.429, or s. 1003.43.~~

1807 | (11) Career early admission is a form of career dual
 1808 | enrollment through which eligible secondary students enroll full
 1809 | time in a career center or a Florida College System institution
 1810 | in postsecondary programs leading to industry certifications, as
 1811 | listed in the Postsecondary Industry Certification Funding List
 1812 | pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
 1813 | the high school diploma and the certificate or associate degree.
 1814 | Participation in the career early admission program is limited
 1815 | to students who have completed a minimum of 4 ~~6~~ semesters of
 1816 | full-time secondary enrollment, including studies undertaken in
 1817 | the ninth grade. Students enrolled pursuant to this section are
 1818 | exempt from the payment of registration, tuition, and laboratory
 1819 | fees.

1820 | Section 33. Section 1008.22, Florida Statutes, is amended

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1821 to read:

1822 (Substantial rewording of section. See

1823 s. 1008.22, F.S., for present text.)

1824 1008.22 Student assessment program for public schools.—

1825 (1) PURPOSE.—The primary purpose of the student assessment

1826 program is to provide student academic achievement and learning

1827 gains data to students, parents, teachers, school

1828 administrators, and school district staff. This data is to be

1829 used by districts to improve instruction; by students, parents,

1830 and teachers to guide learning objectives; by education

1831 researchers to assess national and international education

1832 comparison data; and by the public to assess the cost benefit of

1833 the expenditure of taxpayer dollars. The program must be

1834 designed to:

1835 (a) Assess the achievement level and annual learning gains

1836 of each student in English Language Arts and Mathematics and the

1837 achievement level in all other subjects assessed.

1838 (b) Provide data for making decisions regarding school

1839 accountability, recognition, and improvement of operations and

1840 management, including schools operating for the purpose of

1841 providing educational services to youth in Department of

1842 Juvenile Justice programs.

1843 (c) Identify the educational strengths and needs of

1844 students and the readiness of students to be promoted to the

1845 next grade level or to graduate from high school.

1846 (d) Assess how well educational goals and curricular

1847 standards are met at the school, district, state, national, and

1848 international levels.

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1849 (e) Provide information to aid in the evaluation and
1850 development of educational programs and policies.

1851 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—
1852 Florida school districts shall participate in the administration
1853 of the National Assessment of Educational Progress, or similar
1854 national or international assessments, both for the national
1855 sample and for any state-by-state comparison programs that may
1856 be initiated, as directed by the commissioner. The assessments
1857 must be conducted using the data collection procedures, student
1858 surveys, educator surveys, and other instruments included in the
1859 National Assessment of Educational Progress or similar national
1860 or international assessments being administered in Florida. The
1861 administration of such assessments shall be in addition to and
1862 separate from the administration of the statewide, standardized
1863 assessments.

1864 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1865 Commissioner of Education shall design and implement a
1866 statewide, standardized assessment program aligned to the core
1867 curricular content established in the Next Generation Sunshine
1868 State Standards. The commissioner also must develop or select
1869 and implement a common battery of assessment tools that will be
1870 used in all juvenile justice education programs in the state.
1871 These tools must accurately measure the core curricular content
1872 established in the Next Generation Sunshine State Standards.
1873 Participation in the assessment program is mandatory for all
1874 school districts and all students attending public schools,
1875 including students seeking an adult high school diploma and
1876 students in Department of Juvenile Justice education programs,

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1877 except as otherwise prescribed by the commissioner. If a student
1878 does not participate in the assessment program, the school
1879 district must notify the student's parent and provide the parent
1880 with information regarding the implications of such
1881 nonparticipation. The statewide, standardized assessment program
1882 shall be designed and implemented as follows:

1883 (a) Florida Comprehensive Assessment Test (FCAT) until
1884 replaced by common core assessments.—FCAT Reading shall be
1885 administered annually in grades 3 through 10; FCAT Mathematics
1886 shall be administered annually in grades 3 through 8; FCAT
1887 Writing shall be administered annually at least once at the
1888 elementary, middle, and high school levels; and FCAT Science
1889 shall be administered annually at least once at the elementary
1890 and middle grades levels. A student who has not earned a passing
1891 score on grade 10 FCAT Reading must participate in each retake
1892 of the assessment until the student earns a passing score. The
1893 commissioner shall recommend and the State Board of Education
1894 must adopt a score on both the SAT and ACT that is concordant to
1895 a passing score on grade 10 FCAT Reading that, if achieved by a
1896 student, meets the must-pass requirement for grade 10 FCAT
1897 Reading.

1898 (b) End-of-course (EOC) assessments.—EOC assessments must
1899 be statewide, standardized, and developed or approved by the
1900 Department of Education as follows:

1901 1. Statewide, standardized EOC assessments in mathematics
1902 shall be administered according to this subparagraph. Beginning
1903 with the 2010-2011 school year, all students enrolled in Algebra
1904 I must take the Algebra I EOC assessment. Except as otherwise

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1905 provided in this section, beginning with students entering grade
1906 9 in the 2011-2012 school year, a student who is enrolled in
1907 Algebra I must earn a passing score on the Algebra I EOC
1908 assessment or attain an equivalent score as authorized under
1909 subsection (8) in order to earn course credit. A student who has
1910 not earned a passing score on the Algebra I EOC assessment must
1911 participate in each retake of the assessment until the student
1912 earns a passing score. Beginning with the 2011-2012 school year,
1913 all students enrolled in Geometry must take the Geometry EOC
1914 assessment. Except as otherwise provided in this section and s.
1915 1003.4282, students entering grade 9 in the 2012-2013 school
1916 year must earn a passing score on the Geometry EOC assessment or
1917 attain an equivalent score as authorized under subsection (8) in
1918 order to earn course credit. Middle grades students enrolled in
1919 Algebra I or Geometry must take the statewide, standardized EOC
1920 assessment for those courses and are not required to take the
1921 corresponding grade-level FCAT.

1922 2. Statewide, standardized EOC assessments in science
1923 shall be administered according to this subparagraph. Beginning
1924 with the 2011-2012 school year, all students enrolled in Biology
1925 I must take the Biology I EOC assessment. Except as otherwise
1926 provided in this section and s. 1003.4282, students entering
1927 grade 9 in the 2012-2013 school year must earn a passing score
1928 on the Biology I EOC assessment in order to earn course credit.

1929 3. During the 2012-2013 school year, an EOC assessment in
1930 civics education shall be administered as a field test at the
1931 middle grades level. Beginning with the 2013-2014 school year,
1932 each student's performance on the statewide, standardized EOC

1933 | assessment in civics education constitutes 30 percent of the
 1934 | student's final course grade.

1935 | 4. The commissioner may select one or more nationally
 1936 | developed comprehensive examinations, which may include
 1937 | examinations for a College Board Advanced Placement course,
 1938 | International Baccalaureate course, or Advanced International
 1939 | Certificate of Education course, or industry-approved
 1940 | examinations to earn national industry certifications identified
 1941 | in the Industry Certification Funding List, for use as EOC
 1942 | assessments under this paragraph if the commissioner determines
 1943 | that the content knowledge and skills assessed by the
 1944 | examinations meet or exceed the grade-level expectations for the
 1945 | core curricular content established for the course in the Next
 1946 | Generation Sunshine State Standards. Use of any such examination
 1947 | as an EOC assessment must be approved by the state board.

1948 | 5. Contingent upon funding provided in the General
 1949 | Appropriations Act, including the appropriation of funds
 1950 | received through federal grants, the commissioner may establish
 1951 | an implementation schedule for the development and
 1952 | administration of additional statewide, standardized EOC
 1953 | assessments that must be approved by the state board. If
 1954 | approved by the state board, student performance on such
 1955 | assessments constitutes 30 percent of a student's final course
 1956 | grade.

1957 | 6. All statewide, standardized EOC assessments must be
 1958 | administered online except as otherwise provided in paragraph
 1959 | (c).

1960 | (c) Students with disabilities; Florida Alternate

1961 Assessment.—

1962 1. Each district school board must provide instruction to
 1963 prepare students with disabilities in the core content knowledge
 1964 and skills necessary for successful grade-to-grade progression
 1965 and high school graduation.

1966 2. A student with a disability, as defined in s.
 1967 1007.02(2), for whom the individual education plan (IEP) team
 1968 determines that the statewide, standardized assessments under
 1969 this section cannot accurately measure the student's abilities,
 1970 taking into consideration all allowable accommodations, shall
 1971 have assessment results waived for the purpose of receiving a
 1972 course grade and a standard high school diploma. Such waiver
 1973 shall be designated on the diploma as provided under s.
 1974 1003.4285.

1975 3. The State Board of Education shall adopt rules, based
 1976 upon recommendations of the commissioner, for the provision of
 1977 assessment accommodations for students with disabilities and for
 1978 students who have limited English proficiency.

1979 a. Accommodations that negate the validity of a statewide,
 1980 standardized assessment are not allowed during the
 1981 administration of the assessment. However, instructional
 1982 accommodations are allowed in the classroom if identified in a
 1983 student's IEP. Students using instructional accommodations in
 1984 the classroom that are not allowed on a statewide, standardized
 1985 assessment may have assessment results waived if the IEP team
 1986 determines that the assessment cannot accurately measure the
 1987 student's abilities.

1988 b. If a student is provided with instructional

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1989 accommodations in the classroom that are not allowed as
1990 accommodations for statewide, standardized assessments, the
1991 district must inform the parent in writing and provide the
1992 parent with information regarding the impact on the student's
1993 ability to meet expected performance levels. A parent must
1994 provide signed consent for a student to receive classroom
1995 instructional accommodations that would not be available or
1996 permitted on a statewide, standardized assessment and
1997 acknowledge in writing that he or she understands the
1998 implications of such instructional accommodations.

1999 c. If a student's IEP states that online administration of
2000 a statewide, standardized assessment will significantly impair
2001 the student's ability to perform, the assessment shall be
2002 administered in hard copy.

2003 4. For students with significant cognitive disabilities,
2004 the Department of Education shall provide for implementation of
2005 the Florida Alternate Assessment to accurately measure the core
2006 curricular content established in the Next Generation Sunshine
2007 State Standards.

2008 (d) Common core assessments in English Language Arts (ELA)
2009 and Mathematics.-

2010 1. After field and baseline testing, and contingent upon
2011 funding, common core assessments shall be administered to
2012 students in grades 3 through 11 in ELA. Retake opportunities for
2013 grade 10 and grade 11 ELA assessments must be provided. Students
2014 taking the ELA assessments are not required to take the
2015 assessments in FCAT Reading or FCAT Writing. Common core ELA
2016 assessments shall be administered online.

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2017 2. After field and baseline testing, and contingent upon
2018 funding, common core assessments in Mathematics shall be
2019 administered to all students in grades 3 through 8, and common
2020 core assessments in Algebra I, Geometry, and Algebra II shall be
2021 administered to students enrolled in those courses. Retake
2022 opportunities must be provided for Algebra I. Students may take
2023 the common core Mathematics assessments pursuant to the Credit
2024 Acceleration Program (CAP) under s. 1003.4295(3). Students
2025 taking common core assessments in Mathematics are not required
2026 to take FCAT Mathematics or statewide, standardized EOC
2027 assessments in mathematics. Common core Mathematics assessments
2028 shall be administered online.

2029 3. The State Board of Education shall adopt rules
2030 establishing an implementation schedule to transition from FCAT
2031 Reading, FCAT Writing, FCAT Mathematics, and Algebra I and
2032 Geometry EOC assessments to common core assessments in English
2033 Language Arts and Mathematics. The schedule must take into
2034 consideration funding, sufficient field and baseline data,
2035 access to assessments, and school district readiness to
2036 administer the common core assessments online. In the fourth
2037 year of administration, after field and baseline testing, the
2038 common core assessments may, and with respect to the common core
2039 assessments in Algebra I and 10th grade ELA shall, be required
2040 to earn high school course credit as specified under s.
2041 1003.4282. Until the 10th grade common core ELA assessment and
2042 the common core Algebra I assessment become must-pass
2043 assessments, students must pass 10th grade FCAT Reading and the
2044 Algebra I EOC assessment, or achieve a concordant or equivalent

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2045 score as authorized under this section, in order to meet
2046 graduation requirements under s. 1003.4282. Students taking 10th
2047 grade FCAT Reading or the Algebra I EOC assessment are not
2048 required to take the respective common core assessments.

2049 (e) Assessment scores and achievement levels.—

2050 1. All statewide, standardized EOC assessments and FCAT
2051 Reading, FCAT Writing, and FCAT Science shall use scaled scores
2052 and achievement levels. Achievement levels shall range from 1
2053 through 5, with level 1 being the lowest achievement level,
2054 level 5 being the highest achievement level, and level 3
2055 indicating satisfactory performance on an assessment. For
2056 purposes of FCAT Writing, student achievement shall be scored
2057 using a scale of 1 through 6. Common core English Language Arts
2058 and Mathematics assessments shall use achievement levels 1
2059 through 5.

2060 2. The state board shall designate by rule a passing score
2061 for each statewide, standardized EOC and FCAT assessment. In
2062 addition, the state board shall designate a score for each
2063 statewide, standardized EOC assessment that indicates that a
2064 student is high achieving and has the potential to meet college-
2065 readiness standards by the time the student graduates from high
2066 school.

2067 3. If the commissioner seeks to revise a statewide,
2068 standardized assessment and the revisions require the state
2069 board to modify performance level scores, including the passing
2070 score, the commissioner shall provide a copy of the proposed
2071 scores and implementation plan to the President of the Senate
2072 and the Speaker of the House of Representatives at least 90 days

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2073 | before submission to the state board for review. Until the state
2074 | board adopts the modifications by rule, the commissioner shall
2075 | use calculations for scoring the assessment that adjust student
2076 | scores on the revised assessment for statistical equivalence to
2077 | student scores on the former assessment. The state board shall
2078 | adopt by rule the passing score for the revised assessment that
2079 | is statistically equivalent to the passing score on the
2080 | discontinued assessment for a student who is required to attain
2081 | a passing score on the discontinued assessment. The commissioner
2082 | may, with approval of the state board, discontinue
2083 | administration of the former assessment upon the graduation,
2084 | based on normal student progression, of students participating
2085 | in the final regular administration of the former assessment. If
2086 | the commissioner revises a statewide, standardized assessment
2087 | and the revisions require the state board to modify the passing
2088 | score, only students taking the assessment for the first time
2089 | after the rule is adopted are affected.

2090 | (f) Assessment schedules and reporting of results.—The
2091 | Commissioner of Education shall establish schedules for the
2092 | administration of assessments and the reporting of student
2093 | assessment results. The commissioner shall consider the
2094 | observance of religious and school holidays when developing the
2095 | schedule. By August 1 of each year, the commissioner shall
2096 | notify each school district in writing and publish on the
2097 | department's website the assessment and reporting schedules for,
2098 | at a minimum, the school year following the upcoming school
2099 | year. The assessment and reporting schedules must provide the
2100 | earliest possible reporting of student assessment results to the

2101 school districts. Assessment results for FCAT Reading and FCAT
 2102 Mathematics must be made available no later than the week of
 2103 June 8. The administration of FCAT Writing and the Florida
 2104 Alternate Assessment may be no earlier than the week of March 1.
 2105 School districts shall administer assessments in accordance with
 2106 the schedule established by the commissioner.

2107 (g) Prohibited activities.—A district school board shall
 2108 prohibit each public school from suspending a regular program of
 2109 curricula for purposes of administering practice assessments or
 2110 engaging in other assessment-preparation activities for a
 2111 statewide, standardized assessment. However, a district school
 2112 board may authorize a public school to engage in the following
 2113 assessment-preparation activities:

2114 1. Distributing to students sample assessment books and
 2115 answer keys published by the Department of Education.

2116 2. Providing individualized instruction in assessment-
 2117 taking strategies, without suspending the school's regular
 2118 program of curricula, for a student who scores Level 1 or Level
 2119 2 on a prior administration of an assessment.

2120 3. Providing individualized instruction in the content
 2121 knowledge and skills assessed, without suspending the school's
 2122 regular program of curricula, for a student who scores Level 1
 2123 or Level 2 on a prior administration of an assessment or a
 2124 student who, through a diagnostic assessment administered by the
 2125 school district, is identified as having a deficiency in the
 2126 content knowledge and skills assessed.

2127 4. Administering a practice assessment or engaging in
 2128 other assessment-preparation activities that are determined

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2129 necessary to familiarize students with the organization of the
2130 assessment, the format of assessment items, and the assessment
2131 directions or that are otherwise necessary for the valid and
2132 reliable administration of the assessment, as set forth in rules
2133 adopted by the State Board of Education with specific reference
2134 to this paragraph.

2135 (h) Contracts for assessments.—The commissioner shall
2136 provide for the assessments to be developed or obtained, as
2137 appropriate, through contracts and project agreements with
2138 private vendors, public vendors, public agencies, postsecondary
2139 educational institutions, or school districts. The commissioner
2140 may enter into contracts for the continued administration of the
2141 assessments authorized and funded by the Legislature. Contracts
2142 may be initiated in 1 fiscal year and continue into the next
2143 fiscal year and may be paid from the appropriations of either or
2144 both fiscal years. The commissioner may negotiate for the sale
2145 or lease of tests, scoring protocols, test scoring services, and
2146 related materials developed pursuant to law.

2147 (4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall
2148 participate in the statewide, standardized assessment program in
2149 accordance with the assessment and reporting schedules published
2150 by the Commissioner of Education. District school boards shall
2151 not establish school calendars that conflict with or jeopardize
2152 implementation of the assessment program. All district school
2153 boards shall report assessment results as required by the state
2154 management information system. Performance data shall be
2155 analyzed and reported to parents, the community, and the state.
2156 Student performance data shall be used by districts in

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2157 developing objectives for the school improvement plan,
2158 evaluating instructional personnel and administrative personnel,
2159 assigning staff, allocating resources, acquiring instructional
2160 materials and technology, implementing performance-based
2161 budgeting, and promoting and assigning students to educational
2162 programs. The analysis of student performance data must also
2163 identify strengths and needs in the educational program and
2164 trends over time. The analysis must be used in conjunction with
2165 the budgetary planning processes developed pursuant to s.
2166 1008.385 and the development of remediation programs.

2167 (5) REQUIRED ANALYSES.—The commissioner shall provide, at
2168 a minimum, statewide, standardized assessment data analysis
2169 showing student achievement levels and learning gains by
2170 teacher, school, and school district.

2171 (6) LOCAL ASSESSMENTS.—

2172 (a) Measurement of student learning gains in all subjects
2173 and grade levels, except those subjects and grade levels
2174 measured under the statewide, standardized assessment program
2175 described in this section, is the responsibility of the school
2176 districts.

2177 (b) Beginning with the 2014-2015 school year, each school
2178 district shall administer for each course offered in the
2179 district a student assessment that measures mastery of the
2180 content, as described in the state-adopted course description,
2181 at the necessary level of rigor for the course. Such assessments
2182 may include:

2183 1. Statewide assessments.

2184 2. Other standardized assessments, including nationally

2185 recognized standardized assessments.

2186 3. Industry certification examinations.

2187 4. District-developed or district-selected end-of-course
 2188 assessments.

2189 (c) The Commissioner of Education shall identify methods
 2190 to assist and support districts in the development and
 2191 acquisition of assessments required under this subsection.
 2192 Methods may include developing item banks, facilitating the
 2193 sharing of developed tests among school districts, acquiring
 2194 assessments from state and national curriculum-area
 2195 organizations, and providing technical assistance in best
 2196 professional practices of test development based upon state-
 2197 adopted curriculum standards, administration, and security.

2198 (7) CONCORDANT SCORES FOR 10TH GRADE FCAT READING.—Until
 2199 the state transitions to common core English Language Arts
 2200 assessments, the Commissioner of Education must identify scores
 2201 on the SAT and ACT that if achieved satisfy the graduation
 2202 requirement that a student pass 10th grade FCAT Reading. The
 2203 commissioner may identify concordant scores on other assessments
 2204 as well. If the content or scoring procedures change for 10th
 2205 grade FCAT Reading, new concordant scores must be determined. If
 2206 new concordant scores are not timely adopted, the last-adopted
 2207 concordant scores remain in effect until such time as new scores
 2208 are adopted. The state board shall adopt concordant scores in
 2209 rule.

2210 (8) EQUIVALENT SCORES FOR END-OF-COURSE (EOC)
 2211 ASSESSMENTS.—The Commissioner of Education must identify one or
 2212 more equivalent scores for the Algebra I EOC assessment and may

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2213 identify equivalent scores for the other EOC assessments. If the
2214 content or scoring procedures change for the EOC assessments,
2215 new equivalent scores must be determined. If new equivalent
2216 scores are not timely adopted, the last-adopted equivalent
2217 scores remain in effect until such time as new scores are
2218 adopted. The state board shall adopt equivalent scores in rule.

2219 (9) REPORTS.—The Department of Education shall annually
2220 provide a report to the Governor, the President of the Senate,
2221 and the Speaker of the House of Representatives which shall
2222 include the following:

2223 (a) Longitudinal performance of students in reading and
2224 mathematics.

2225 (b) Longitudinal performance of students by grade level in
2226 reading and mathematics.

2227 (c) Longitudinal performance regarding efforts to close
2228 the achievement gap.

2229 (d) Other student performance data based on national norm-
2230 referenced and criterion-referenced tests, if available;
2231 national assessments, such as the National Assessment of
2232 Educational Progress; and international assessments.

2233 (e) The number of students who after 8th grade enroll in
2234 adult education rather than other secondary education.

2235 (f) Any plan or intent to establish or implement new
2236 statewide, standardized assessments.

2237 (10) RULES.—The State Board of Education shall adopt rules
2238 to implement this section.

2239 Section 34. Paragraph (f) of subsection (2), paragraphs
2240 (a) and (b) of subsection (4), paragraphs (a) and (b) of

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2241 subsection (5), paragraph (b) of subsection (6), paragraph (b)
 2242 of subsection (7), and paragraphs (b) and (c) of subsection (8)
 2243 of section 1008.25, Florida Statutes, are amended, and paragraph
 2244 (h) is added to subsection (2) of that section, to read:

2245 1008.25 Public school student progression; remedial
 2246 instruction; reporting requirements.—

2247 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
 2248 school board shall establish a comprehensive plan for student
 2249 progression which must:

2250 (f) Advise parents and students of the early ~~and~~
 2251 ~~accelerated~~ graduation options under s. ss. 1003.4281 ~~and~~
 2252 ~~1003.429~~.

2253 (h) Provide instructional sequences by which students in
 2254 kindergarten through high school may attain progressively higher
 2255 levels of skill in the use of digital competency tools and
 2256 applications. The instructional sequences must include
 2257 demonstration of competence of standards required pursuant to
 2258 ss. 1003.41 and 1003.4203 through attainment of industry
 2259 certifications and other means of demonstrating credit
 2260 requirements identified under ss. 1002.3105, 1003.4203,
 2261 1003.428, and 1003.4282.

2262 (4) ASSESSMENT AND REMEDIATION.—

2263 (a) Each student must participate in the statewide,
 2264 standardized assessment program tests required by s. 1008.22.
 2265 Each student who does not meet specific levels of performance on
 2266 the required assessments as determined by the district school
 2267 board ~~in FCAT reading, writing, science, and mathematics for~~
 2268 ~~each grade level,~~ or who scores below Level 3 on ~~in~~ FCAT Reading

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2269 | or FCAT Mathematics or on the common core English Language Arts
2270 | or Mathematics assessments as applicable under s. 1008.22~~7~~ must
2271 | be provided with additional diagnostic assessments to determine
2272 | the nature of the student's difficulty, the areas of academic
2273 | need, and strategies for appropriate intervention and
2274 | instruction as described in paragraph (b).

2275 | (b) The school in which the student is enrolled must
2276 | develop, in consultation with the student's parent, and must
2277 | implement a progress monitoring plan. A progress monitoring plan
2278 | is intended to provide the school district and the school
2279 | flexibility in meeting the academic needs of the student and to
2280 | reduce paperwork. A student who is not meeting the school
2281 | district or state requirements for proficiency in reading and
2282 | mathematics ~~math~~ shall be covered by one of the following plans
2283 | to target instruction and identify ways to improve his or her
2284 | academic achievement:

2285 | 1. A federally required student plan such as an individual
2286 | education plan;

2287 | 2. A schoolwide system of progress monitoring for all
2288 | students; or

2289 | 3. An individualized progress monitoring plan.

2290 |

2291 | The plan chosen must be designed to assist the student or the
2292 | school in meeting state and district expectations for
2293 | proficiency. If the student has been identified as having a
2294 | deficiency in reading, the K-12 comprehensive reading plan
2295 | required by s. 1011.62(9) shall include instructional and
2296 | support services to be provided to meet the desired levels of

2297 performance. District school boards may require low-performing
 2298 students to attend remediation programs held before or after
 2299 regular school hours or during the summer if transportation is
 2300 provided.

2301 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

2302 (a) ~~It is the ultimate goal of the Legislature that every~~
 2303 ~~student read at or above grade level.~~ Any student who exhibits a
 2304 substantial deficiency in reading, based upon locally determined
 2305 or statewide assessments conducted in kindergarten or grade 1,
 2306 grade 2, or grade 3, or through teacher observations, must be
 2307 given intensive reading instruction immediately following the
 2308 identification of the reading deficiency. The student's reading
 2309 proficiency must be reassessed by locally determined assessments
 2310 or through teacher observations at the beginning of the grade
 2311 following the intensive reading instruction. The student must
 2312 continue to be provided with intensive reading instruction until
 2313 the reading deficiency is remedied.

2314 (b) ~~Beginning with the 2002-2003 school year,~~ If a the
 2315 student's reading deficiency, ~~as identified in paragraph (a),~~ is
 2316 not remedied by the end of grade 3, as demonstrated by scoring
 2317 ~~at~~ Level 2 or higher on the statewide, standardized assessment
 2318 required under s. 1008.22 ~~test in reading~~ for grade 3, the
 2319 student must be retained.

2320 (6) ELIMINATION OF SOCIAL PROMOTION.—

2321 (b) The district school board may only exempt students
 2322 from mandatory retention, as provided in paragraph (5) (b), for
 2323 good cause. Good cause exemptions shall be limited to the
 2324 following:

2325 1. Limited English proficient students who have had less
 2326 than 2 years of instruction in an English for Speakers of Other
 2327 Languages program.

2328 2. Students with disabilities whose individual education
 2329 plan indicates that participation in the statewide assessment
 2330 program is not appropriate, consistent with the requirements of
 2331 State Board of Education rule.

2332 3. Students who demonstrate an acceptable level of
 2333 performance on an alternative standardized reading or English
 2334 Language Arts assessment approved by the State Board of
 2335 Education.

2336 4. A student ~~Students who demonstrates demonstrate,~~
 2337 through a student portfolio, that he or she ~~the student~~ is
 2338 performing reading on grade level as evidenced by demonstration
 2339 of mastery of the Sunshine State Standards in reading equal to
 2340 at least at a Level 2 performance on the FCAT Reading or the
 2341 common core English Language Arts assessment, as applicable
 2342 under s. 1008.22.

2343 5. Students with disabilities who participate in ~~the~~ FCAT
 2344 Reading or the common core English Language Arts assessment, as
 2345 applicable under s. 1008.22, and who have an individual
 2346 education plan or a Section 504 plan that reflects that the
 2347 student has received intensive remediation in reading or English
 2348 Language Arts for more than 2 years but still demonstrates a
 2349 deficiency ~~in reading~~ and was previously retained in
 2350 kindergarten, grade 1, grade 2, or grade 3.

2351 6. Students who have received intensive remediation in
 2352 reading or English Language Arts, as applicable under s.

2353 | 1008.22, for 2 or more years but still demonstrate a deficiency
 2354 | ~~in reading~~ and who were previously retained in kindergarten,
 2355 | grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
 2356 | ~~reading~~ instruction for students so promoted must include an
 2357 | altered instructional day that includes specialized diagnostic
 2358 | information and specific reading strategies for each student.
 2359 | The district school board shall assist schools and teachers to
 2360 | implement reading strategies that research has shown to be
 2361 | successful in improving reading among low-performing readers.

2362 | (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
 2363 | STUDENTS READERS.—

2364 | (b) ~~Beginning with the 2004-2005 school year,~~ Each school
 2365 | district shall:

2366 | ~~1. Conduct a review of student progress monitoring plans~~
 2367 | ~~for all students who did not score above Level 1 on the reading~~
 2368 | ~~portion of the FCAT and did not meet the criteria for one of the~~
 2369 | ~~good cause exemptions in paragraph (6) (b). The review shall~~
 2370 | ~~address additional supports and services, as described in this~~
 2371 | ~~subsection, needed to remediate the identified areas of reading~~
 2372 | ~~deficiency. The school district shall require a student~~
 2373 | ~~portfolio to be completed for each such student.~~

2374 | ~~1.2.~~ Provide third grade students who are retained under
 2375 | the provisions of paragraph (5) (b) with intensive instructional
 2376 | services and supports to remediate the identified areas of
 2377 | reading deficiency, including a minimum of 90 minutes of daily,
 2378 | ~~uninterrupted,~~ scientifically research-based reading or English
 2379 | Language Arts instruction, which may be broken into smaller
 2380 | increments of instructional time of not less than 20-minute time

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2381 blocks, and other strategies prescribed by the school district,
2382 which may include, but are not limited to:

- 2383 a. Small group instruction.
2384 b. Reduced teacher-student ratios.
2385 c. More frequent progress monitoring.
2386 d. Tutoring or mentoring.
2387 e. Transition classes containing 3rd and 4th grade
2388 students.
2389 f. Extended school day, week, or year.
2390 g. Summer reading camps.

2391 ~~2.3.~~ Provide written notification to the parent of any
2392 student who is retained under the provisions of paragraph (5) (b)
2393 that his or her child has not met the proficiency level required
2394 for promotion and the reasons the child is not eligible for a
2395 good cause exemption as provided in paragraph (6) (b). The
2396 notification must comply with the provisions of s. 1002.20(15)
2397 and must include a description of proposed interventions and
2398 supports that will be provided to the child to remediate the
2399 identified areas of reading deficiency.

2400 ~~3.4.~~ Implement a policy for the midyear promotion of any
2401 student retained under the provisions of paragraph (5) (b) who
2402 can demonstrate that he or she is a successful and independent
2403 reader and performing, ~~reading~~ at or above grade level in
2404 reading or English Language Arts, as applicable under s.
2405 1008.22, ~~and ready to be promoted to grade 4.~~ Tools that school
2406 districts may use in reevaluating any student retained may
2407 include subsequent assessments, alternative assessments, and
2408 portfolio reviews, in accordance with rules of the State Board

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2409 of Education. ~~Students promoted during the school year after~~
2410 ~~November 1 must demonstrate proficiency above that required to~~
2411 ~~score at Level 2 on the grade 3 FCAT, as determined by the State~~
2412 ~~Board of Education. The State Board of Education shall adopt~~
2413 ~~standards that provide a reasonable expectation that the~~
2414 ~~student's progress is sufficient to master appropriate 4th grade~~
2415 ~~level reading skills.~~

2416 4.5. Provide students who are retained under the
2417 provisions of paragraph (5) (b) with a high-performing teacher as
2418 determined by student performance data and above-satisfactory
2419 performance appraisals.

2420 ~~6. In addition to required reading enhancement and~~
2421 ~~acceleration strategies, provide parents of students to be~~
2422 ~~retained with at least one of the following instructional~~
2423 ~~options:~~

2424 ~~a. Supplemental tutoring in scientifically research-based~~
2425 ~~reading services in addition to the regular reading block,~~
2426 ~~including tutoring before and/or after school.~~

2427 ~~b. A "Read at Home" plan outlined in a parental contract,~~
2428 ~~including participation in "Families Building Better Readers~~
2429 ~~Workshops" and regular parent-guided home reading.~~

2430 ~~c. A mentor or tutor with specialized reading training.~~

2431 ~~7. Establish a Reading Enhancement and Acceleration~~
2432 ~~Development (READ) Initiative. The focus of the READ Initiative~~
2433 ~~shall be to prevent the retention of grade 3 students and to~~
2434 ~~offer intensive accelerated reading instruction to grade 3~~
2435 ~~students who failed to meet standards for promotion to grade 4~~
2436 ~~and to each K-3 student who is assessed as exhibiting a reading~~

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2437 | ~~deficiency. The READ Initiative shall:~~

2438 | ~~a. Be provided to all K-3 students at risk of retention as~~

2439 | ~~identified by the statewide assessment system used in Reading~~

2440 | ~~First schools. The assessment must measure phonemic awareness,~~

2441 | ~~phonics, fluency, vocabulary, and comprehension.~~

2442 | ~~b. Be provided during regular school hours in addition to~~

2443 | ~~the regular reading instruction.~~

2444 | ~~e. Provide a state identified reading curriculum that has~~

2445 | ~~been reviewed by the Florida Center for Reading Research at~~

2446 | ~~Florida State University and meets, at a minimum, the following~~

2447 | ~~specifications:~~

2448 | ~~(I) Assists students assessed as exhibiting a reading~~

2449 | ~~deficiency in developing the ability to read at grade level.~~

2450 | ~~(II) Provides skill development in phonemic awareness,~~

2451 | ~~phonics, fluency, vocabulary, and comprehension.~~

2452 | ~~(III) Provides scientifically based and reliable~~

2453 | ~~assessment.~~

2454 | ~~(IV) Provides initial and ongoing analysis of each~~

2455 | ~~student's reading progress.~~

2456 | ~~(V) Is implemented during regular school hours.~~

2457 | ~~(VI) Provides a curriculum in core academic subjects to~~

2458 | ~~assist the student in maintaining or meeting proficiency levels~~

2459 | ~~for the appropriate grade in all academic subjects.~~

2460 | ~~5.8.~~ Establish at each school, when ~~where~~ applicable, an

2461 | Intensive Acceleration Class for retained grade 3 students who

2462 | subsequently score ~~at~~ Level 1 on the required statewide,

2463 | standardized assessment identified in s. 1008.22 reading portion

2464 | ~~of the FCAT.~~ The focus of the Intensive Acceleration Class shall

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2465 be to increase a child's reading and English Language Arts skill
2466 level at least two grade levels in 1 school year. The Intensive
2467 Acceleration Class shall:

2468 a. Be provided to any student in grade 3 who scores ~~at~~
2469 Level 1 on ~~the reading portion of the~~ FCAT Reading or the common
2470 core English Language Arts assessment, as applicable under s.
2471 1008.22, and who was retained in grade 3 the prior year because
2472 of scoring ~~at Level 1 on the reading portion of the~~ FCAT.

2473 b. Have a reduced teacher-student ratio.

2474 c. Provide uninterrupted reading instruction for the
2475 majority of student contact time each day and incorporate
2476 opportunities to master the grade 4 Next Generation Sunshine
2477 State Standards in other core subject areas.

2478 d. Use a reading program that is scientifically research-
2479 based and has proven results in accelerating student reading
2480 achievement within the same school year.

2481 e. Provide intensive language and vocabulary instruction
2482 using a scientifically research-based program, including use of
2483 a speech-language therapist.

2484 ~~f. Include weekly progress monitoring measures to ensure~~
2485 ~~progress is being made.~~

2486 ~~g. Report to the Department of Education, in the manner~~
2487 ~~described by the department, the progress of students in the~~
2488 ~~class at the end of the first semester.~~

2489 ~~9. Report to the State Board of Education, as requested,~~
2490 ~~on the specific intensive reading interventions and supports~~
2491 ~~implemented at the school district level. The Commissioner of~~
2492 ~~Education shall annually prescribe the required components of~~

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2493 ~~requested reports.~~

2494 ~~10. Provide a student who has been retained in grade 3 and~~
2495 ~~has received intensive instructional services but is still not~~
2496 ~~ready for grade promotion, as determined by the school district,~~
2497 ~~the option of being placed in a transitional instructional~~
2498 ~~setting. Such setting shall specifically be designed to produce~~
2499 ~~learning gains sufficient to meet grade 4 performance standards~~
2500 ~~while continuing to remediate the areas of reading deficiency.~~

2501 (8) ANNUAL REPORT.—

2502 (b) Each district school board must annually publish on
2503 the district website ~~in the local newspaper, and report in~~
2504 ~~writing to the State Board of Education by September 1 of each~~
2505 ~~year,~~ the following information on the prior school year:

2506 1. The provisions of this section relating to public
2507 school student progression and the district school board's
2508 policies and procedures on student retention and promotion.

2509 2. By grade, the number and percentage of all students in
2510 grades 3 through 10 performing at Levels 1 and 2 on the reading
2511 portion of the FCAT.

2512 3. By grade, the number and percentage of all students
2513 retained in grades 3 through 10.

2514 4. Information on the total number of students who were
2515 promoted for good cause, by each category of good cause as
2516 specified in paragraph (6) (b).

2517 5. Any revisions to the district school board's policy on
2518 student retention and promotion from the prior year.

2519 ~~(c) The Department of Education shall establish a uniform~~
2520 ~~format for school districts to report the information required~~

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2521 | ~~in paragraph (b). The format shall be developed with input from~~
 2522 | ~~district school boards and shall be provided not later than 90~~
 2523 | ~~days prior to the annual due date. The department shall annually~~
 2524 | ~~compile the information required in subparagraphs (b)2., 3., and~~
 2525 | ~~4., along with state-level summary information, and report such~~
 2526 | ~~information to the Governor, the President of the Senate, and~~
 2527 | ~~the Speaker of the House of Representatives.~~

2528 | Section 35. Subsection (3) of section 1008.30, Florida
 2529 | Statutes, is amended to read:

2530 | 1008.30 Common placement testing for public postsecondary
 2531 | education.—

2532 | (3) The State Board of Education shall adopt rules that
 2533 | require high schools to evaluate before the beginning of grade
 2534 | 12 the college readiness of each student who scores ~~at~~ Level 2
 2535 | or Level 3 on ~~the reading portion of the~~ grade 10 FCAT Reading
 2536 | or the English Language Arts assessment under s. 1008.22, as
 2537 | applicable, or Level 2, Level 3, or Level 4 on the Algebra I
 2538 | assessment ~~mathematics assessments~~ under s. 1008.22
 2539 | ~~1008.22(3)(c)~~. High schools shall perform this evaluation using
 2540 | results from the corresponding component of the common placement
 2541 | test prescribed in this section, or an alternative equivalent
 2542 | test identified by the State Board of Education. The State Board
 2543 | of Education shall identify in rule the assessments necessary to
 2544 | perform the evaluations required by this subsection and shall
 2545 | work with the school districts to administer the assessments.
 2546 | The State Board of Education shall establish by rule the minimum
 2547 | test scores a student must achieve to demonstrate readiness.
 2548 | Students who demonstrate readiness by achieving the minimum test

2549 | scores established by the state board and enroll in a Florida
 2550 | College System institution within 2 years of achieving such
 2551 | scores shall not be required to retest or enroll in remediation
 2552 | when admitted to any Florida College System institution. The
 2553 | high school shall use the results of the test to advise the
 2554 | students of any identified deficiencies and to provide 12th
 2555 | grade students, and require them to complete, appropriate
 2556 | postsecondary preparatory instruction before ~~prior to~~ high
 2557 | school graduation. The curriculum provided under this subsection
 2558 | shall be identified in rule by the State Board of Education and
 2559 | encompass Florida's Postsecondary Readiness Competencies. Other
 2560 | elective courses may not be substituted for the selected
 2561 | postsecondary ~~reading,~~ mathematics, reading, ~~or~~ writing, or
 2562 | English Language Arts preparatory course unless the elective
 2563 | course covers the same competencies included in the
 2564 | postsecondary ~~reading,~~ mathematics, reading, ~~or~~ writing, or
 2565 | English Language Arts preparatory course.

2566 | Section 36. Paragraphs (b) and (c) of subsection (3) of
 2567 | section 1008.34, Florida Statutes, are amended to read:

2568 | 1008.34 School grading system; school report cards;
 2569 | district grade.—

2570 | (3) DESIGNATION OF SCHOOL GRADES.—

2571 | (b)1. A school's grade shall be based on a combination of:

2572 | a. Student achievement scores on statewide, standardized,
 2573 | ~~including achievement as measured by FCAT assessments under s.~~
 2574 | 1008.22 ~~1008.22(3)(c)1., statewide, standardized end-of-course~~
 2575 | ~~assessments under s. 1008.22(3)(c)2.a. and b.,~~ and achievement
 2576 | scores for students seeking a special diploma.

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2577 b. Student learning gains in FCAT Reading or, upon
2578 transition to common core assessments, the common core English
2579 Language Arts and Mathematics assessments as measured by ~~FCAT~~
2580 ~~and statewide, standardized end-of-course~~ assessments
2581 administered pursuant to s. 1008.22, as described in s.
2582 ~~1008.22(3)(c)1. and 2.a.,~~ including learning gains for students
2583 seeking a special diploma, as measured by an alternate
2584 assessment.

2585 c. Improvement of the lowest 25th percentile of students
2586 in the school in reading or, upon transition to common core
2587 assessments, English Language Arts and Mathematics on the FCAT
2588 ~~or end-of-course~~ assessments administered pursuant to s. 1008.22
2589 ~~described in s. 1008.22(3)(c)2.a.,~~ unless these students are
2590 exhibiting satisfactory performance.

2591 2. Beginning with the 2011-2012 school year, for schools
2592 comprised of middle ~~school~~ grades 6 through 8 or grades 7 and 8,
2593 the school's grade shall include the performance and
2594 participation of its students enrolled in high school level
2595 courses with statewide, standardized ~~end-of-course~~ assessments
2596 administered under s. 1008.22 ~~1008.22(3)(c)2.a.~~ Performance and
2597 participation must be weighted equally. As valid data becomes
2598 available, the school grades shall include the students'
2599 attainment of national industry certification identified in the
2600 Industry Certification Funding List pursuant to rules adopted by
2601 the state board.

2602 3. Beginning with the 2009-2010 school year for schools
2603 comprised of high school grades 9, 10, 11, and 12, or grades 10,
2604 11, and 12, at least 50 percent of the school grade shall be

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2605 based on a combination of the factors listed in sub-
2606 subparagraphs 1.a.-c. and the remaining percentage on the
2607 following factors:

2608 a. The high school graduation rate of the school;

2609 b. As valid data becomes available, the performance and
2610 participation of the school's students in College Board Advanced
2611 Placement courses, International Baccalaureate courses, dual
2612 enrollment courses, and Advanced International Certificate of
2613 Education courses; and the students' achievement of national
2614 industry certification identified in the Industry Certification
2615 Funding List, pursuant to rules adopted by the state board;

2616 c. Postsecondary readiness of all of the school's on-time
2617 graduates as measured by the SAT, the ACT, the Postsecondary
2618 Education Readiness Test, or the common placement test;

2619 d. The high school graduation rate of at-risk students,
2620 who score ~~are students scoring at~~ Level 1 or Level 2 on grade 8
2621 FCAT Reading or the English Language Arts and ~~FCAT~~ mathematics
2622 assessments administered under s. 1008.22;

2623 e. As valid data becomes available, the performance of the
2624 school's students on statewide, standardized end-of-course
2625 assessments administered under s. 1008.22(3)(b)4. and 5.
2626 ~~1008.22(3)(c)2.c. and d.;~~ and

2627 f. The growth or decline in the components listed in sub-
2628 subparagraphs a.-e. from year to year.

2629 (c) Student assessment data used in determining school
2630 grades shall include:

2631 1. The aggregate scores of all eligible students enrolled
2632 in the school who have been assessed on ~~the FCAT and~~ statewide,

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2633 standardized ~~end-of-course~~ assessments in courses required for
2634 high school graduation, including, beginning with the 2011-2012
2635 school year, the end-of-course assessment in Algebra I; and
2636 beginning with the 2012-2013 school year, the end-of-course
2637 assessments in Geometry and Biology I; and beginning with the
2638 2014-2015 school year, on the statewide, standardized end-of-
2639 course assessment in civics education at the middle grades
2640 ~~school~~ level.

2641 2. The aggregate scores of all eligible students enrolled
2642 in the school who have been assessed on ~~the FCAT and~~ statewide,
2643 standardized ~~end-of-course~~ assessments under s. 1008.22 as
2644 ~~described in s. 1008.22(3)(c)2.a.,~~ and who have scored at or in
2645 the lowest 25th percentile of students in the school in reading
2646 and mathematics, unless these students are exhibiting
2647 satisfactory performance.

2648 3. The achievement scores and learning gains of eligible
2649 students attending alternative schools that provide dropout
2650 prevention and academic intervention services pursuant to s.
2651 1003.53. The term "eligible students" in this subparagraph does
2652 not include students attending an alternative school who are
2653 subject to district school board policies for expulsion for
2654 repeated or serious offenses, who are in dropout retrieval
2655 programs serving students who have officially been designated as
2656 dropouts, or who are in programs operated or contracted by the
2657 Department of Juvenile Justice. The student performance data for
2658 eligible students identified in this subparagraph shall be
2659 included in the calculation of the home school's grade. As used
2660 in this subparagraph and s. 1008.341, the term "home school"

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2661 means the school to which the student would be assigned if the
2662 student were not assigned to an alternative school. If an
2663 alternative school chooses to be graded under this section,
2664 student performance data for eligible students identified in
2665 this subparagraph shall not be included in the home school's
2666 grade but shall be included only in the calculation of the
2667 alternative school's grade. A school district that fails to
2668 assign ~~the FCAT and~~ statewide, standardized end-of-course
2669 ~~assessment as described in s. 1008.22(3)(c)2.a.~~ scores of each
2670 of its students to his or her home school or to the alternative
2671 school that receives a grade shall forfeit Florida School
2672 Recognition Program funds for 1 fiscal year. School districts
2673 must require collaboration between the home school and the
2674 alternative school in order to promote student success. This
2675 collaboration must include an annual discussion between the
2676 principal of the alternative school and the principal of each
2677 student's home school concerning the most appropriate school
2678 assignment of the student.

2679 4. The achievement scores and learning gains of students
2680 designated as hospital- or homebound. Student assessment data
2681 for students designated as hospital- or homebound shall be
2682 assigned to their home school for the purposes of school grades.
2683 As used in this subparagraph, the term "home school" means the
2684 school to which a student would be assigned if the student were
2685 not assigned to a hospital- or homebound program.

2686 5. For schools comprised of high school grades 9, 10, 11,
2687 and 12, or grades 10, 11, and 12, the data listed in
2688 subparagraphs 1.-3. and the following data as the Department of

2689 Education determines such data are valid and available:
 2690 a. The high school graduation rate of the school as
 2691 calculated by the department;
 2692 b. The participation rate of all eligible students
 2693 enrolled in the school and enrolled in College Board Advanced
 2694 Placement courses; International Baccalaureate courses; dual
 2695 enrollment courses; Advanced International Certificate of
 2696 Education courses; and courses or sequences of courses leading
 2697 to national industry certification identified in the Industry
 2698 Certification Funding List, pursuant to rules adopted by the
 2699 State Board of Education;
 2700 c. The aggregate scores of all eligible students enrolled
 2701 in the school in College Board Advanced Placement courses,
 2702 International Baccalaureate courses, and Advanced International
 2703 Certificate of Education courses;
 2704 d. Earning of college credit by all eligible students
 2705 enrolled in the school in dual enrollment programs under s.
 2706 1007.271;
 2707 e. Earning of a national industry certification identified
 2708 in the Industry Certification Funding List, pursuant to rules
 2709 adopted by the State Board of Education;
 2710 f. The aggregate scores of all eligible students enrolled
 2711 in the school in reading, mathematics, and other subjects as
 2712 measured by the SAT, the ACT, the Postsecondary Education
 2713 Readiness Test, and the common placement test for postsecondary
 2714 readiness;
 2715 g. The high school graduation rate of all eligible at-risk
 2716 students enrolled in the school who scored ~~at~~ Level 2 or lower

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2717 on grade 8 FCAT Reading and FCAT Mathematics;

2718 h. The performance of the school's students on statewide,
 2719 standardized end-of-course assessments administered under s.
 2720 1008.22(3)(b)4. and 5. ~~1008.22(3)(c)2.c. and d.~~; and

2721 i. The growth or decline in the data components listed in
 2722 sub-subparagraphs a.-h. from year to year.

2723

2724 The State Board of Education shall adopt appropriate criteria
 2725 for each school grade. The criteria must also give added weight
 2726 to student achievement in reading. Schools earning a grade of
 2727 "C," making satisfactory progress, shall be required to
 2728 demonstrate that adequate progress has been made by students in
 2729 the school who are in the lowest 25th percentile in reading and
 2730 mathematics on statewide, standardized ~~the FCAT and end-of-~~
 2731 ~~course~~ assessments under s. 1008.22 ~~as described in s.~~
 2732 ~~1008.22(3)(c)2.a.~~, unless these students are exhibiting
 2733 satisfactory performance. For schools comprised of high school
 2734 grades 9, 10, 11, and 12, or grades 10, 11, and 12, the criteria
 2735 for school grades must also give added weight to the graduation
 2736 rate of all eligible at-risk students. In order for a high
 2737 school to earn a grade of "A," the school must demonstrate that
 2738 its at-risk students, as defined in this paragraph, are making
 2739 adequate progress.

2740 Section 37. Section 1008.44, Florida Statutes, is created
 2741 to read:

2742 1008.44 Industry certifications; Industry Certification
 2743 Funding List and Postsecondary Industry Certification Funding
 2744 List.-

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2745 (1) Pursuant to s. 1003.492, the Department of Education
2746 shall, at least annually, identify, under rules adopted by the
2747 State Board of Education, the Industry Certification Funding
2748 List that must be applied in the distribution of funding to
2749 school districts pursuant to s. 1011.62. The commissioner may at
2750 any time recommend adding or deleting certifications as
2751 appropriate.

2752 (2) The State Board of Education shall adopt, at least
2753 annually, the Postsecondary Industry Certification Funding List
2754 pursuant to this section. The commissioner shall recommend, at
2755 least annually, the Postsecondary Industry Certification Funding
2756 List to the State Board of Education and may at any time
2757 recommend adding or deleting certifications as appropriate. The
2758 list shall be used to determine annual performance funding
2759 distributions to school districts or Florida College System
2760 institutions pursuant to ss. 1011.80 and 1011.81, as
2761 appropriate, for career education programs and workforce
2762 education programs. The Chancellor of the State University
2763 System, the Chancellor of the Florida College System, and the
2764 Chancellor of Career and Adult Education shall work with local
2765 workforce boards, other postsecondary institutions, businesses,
2766 and industry to identify, create, and recommend to the
2767 commissioner industry certifications to be placed on the funding
2768 list. The chancellors shall review results of the economic
2769 security report of employment and earning outcomes produced
2770 annually pursuant to s. 445.07 when determining recommended
2771 certifications for the list, as well as other reports and
2772 indicators available regarding certification needs.

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2773 (3) In the case of rigorous industry certifications that
2774 have embedded prerequisite minimum age, grade level, diploma or
2775 degree, postgraduation period of work experience, or other
2776 reasonable requirements that may limit the extent to which a
2777 student can complete all requirements of the certification
2778 recognized by industry for employment purposes, the commissioner
2779 shall differentiate content, instructional, and assessment
2780 requirements that, when provided by a public institution and
2781 satisfactorily attained by a student, indicate accomplishment of
2782 requirements necessary for funding pursuant to ss. 1011.62,
2783 1011.80, and 1011.81, notwithstanding attainment of prerequisite
2784 requirements necessary for recognition by industry for
2785 employment purposes. The differentiated requirements established
2786 by the commissioner shall be included in the Industry
2787 Certification Funding List at the time the certification is
2788 adopted.

2789 Section 38. Paragraph (b) of subsection (1) of section
2790 1009.531, Florida Statutes, is amended to read:

2791 1009.531 Florida Bright Futures Scholarship Program;
2792 student eligibility requirements for initial awards.-

2793 (1) Effective January 1, 2008, in order to be eligible for
2794 an initial award from any of the three types of scholarships
2795 under the Florida Bright Futures Scholarship Program, a student
2796 must:

2797 (b) Earn a standard Florida high school diploma or its
2798 equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.4282,
2799 ~~s. 1003.429, s. 1003.43,~~ or s. 1003.435 unless:

2800 1. The student completes a home education program

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2801 according to s. 1002.41; or

2802 2. The student earns a high school diploma from a non-
 2803 Florida school while living with a parent or guardian who is on
 2804 military or public service assignment away from Florida.

2805 Section 39. Paragraph (c) of subsection (1) of section
 2806 1011.61, Florida Statutes, is amended to read:

2807 1011.61 Definitions.—Notwithstanding the provisions of s.
 2808 1000.21, the following terms are defined as follows for the
 2809 purposes of the Florida Education Finance Program:

2810 (1) A "full-time equivalent student" in each program of
 2811 the district is defined in terms of full-time students and part-
 2812 time students as follows:

2813 (c)1. A "full-time equivalent student" is:

2814 a. A full-time student in any one of the programs listed
 2815 in s. 1011.62(1)(c); or

2816 b. A combination of full-time or part-time students in any
 2817 one of the programs listed in s. 1011.62(1)(c) which is the
 2818 equivalent of one full-time student based on the following
 2819 calculations:

2820 (I) A full-time student in a combination of programs
 2821 listed in s. 1011.62(1)(c) shall be a fraction of a full-time
 2822 equivalent membership in each program equal to the number of net
 2823 hours per school year for which he or she is a member, divided
 2824 by the appropriate number of hours set forth in subparagraph
 2825 (a)1. or subparagraph (a)2. The sum of the fractions for each
 2826 program may not exceed the maximum value set forth in subsection
 2827 (4).

2828 (II) A prekindergarten student with a disability shall

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2829 meet the requirements specified for kindergarten students.

2830 (III) A full-time equivalent student for students in
2831 kindergarten through grade 12 in a full-time virtual instruction
2832 program under s. 1002.45 or a virtual charter school under s.
2833 1002.33 shall consist of six full-credit completions or the
2834 prescribed level of content that counts toward promotion to the
2835 next grade in programs listed in s. 1011.62(1)(c). Credit
2836 completions may be a combination of full-credit courses or half-
2837 credit courses. ~~Beginning in the 2014-2015 fiscal year, when s.~~
2838 ~~1008.22(3)(g) is implemented, the reported full-time equivalent~~
2839 ~~students and associated funding of students enrolled in courses~~
2840 ~~requiring passage of an end-of-course assessment shall be~~
2841 ~~adjusted after the student completes the end-of-course~~
2842 ~~assessment.~~

2843 (IV) A full-time equivalent student for students in
2844 kindergarten through grade 12 in a part-time virtual instruction
2845 program under s. 1002.45 shall consist of six full-credit
2846 completions in programs listed in s. 1011.62(1)(c)1. and 3.
2847 Credit completions may be a combination of full-credit courses
2848 or half-credit courses. ~~Beginning in the 2014-2015 fiscal year,~~
2849 ~~when s. 1008.22(3)(g) is implemented, the reported full-time~~
2850 ~~equivalent students and associated funding of students enrolled~~
2851 ~~in courses requiring passage of an end-of-course assessment~~
2852 ~~shall be adjusted after the student completes the end-of-course~~
2853 ~~assessment.~~

2854 (V) A Florida Virtual School full-time equivalent student
2855 shall consist of six full-credit completions or the prescribed
2856 level of content that counts toward promotion to the next grade

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2857 in the programs listed in s. 1011.62(1)(c)1. and 3. for students
2858 participating in kindergarten through grade 12 part-time virtual
2859 instruction and the programs listed in s. 1011.62(1)(c) for
2860 students participating in kindergarten through grade 12 full-
2861 time virtual instruction. Credit completions may be a
2862 combination of full-credit courses or half-credit courses.
2863 ~~Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is~~
2864 ~~implemented, the reported full-time equivalent students and~~
2865 ~~associated funding of students enrolled in courses requiring~~
2866 ~~passage of an end-of-course assessment shall be adjusted after~~
2867 ~~the student completes the end-of-course assessment.~~

2868 (VI) Each successfully completed full-credit course earned
2869 through an online course delivered by a district other than the
2870 one in which the student resides shall be calculated as 1/6
2871 FTE.

2872 ~~(VII) Each successfully completed credit earned under the~~
2873 ~~alternative high school course credit requirements authorized in~~
2874 ~~s. 1002.375, which is not reported as a portion of the 900 net~~
2875 ~~hours of instruction pursuant to subparagraph (1)(a)1., shall be~~
2876 ~~calculated as 1/6 FTE.~~

2877 (VII) ~~(VIII)~~ (A) ~~A full-time equivalent student for courses~~
2878 ~~requiring a statewide, standardized end-of-course assessment~~
2879 ~~pursuant to s. 1008.22(3)(c)2.a. shall be defined and reported~~
2880 ~~based on the number of instructional hours as provided in this~~
2881 ~~subsection for the first 3 years of administering the end-of-~~
2882 ~~course assessment. Beginning in the fourth year of administering~~
2883 ~~the end-of-course assessment, the FTE shall be credit-based and~~
2884 ~~each course shall be equal to 1/6 FTE. The reported FTE shall~~

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2885 | ~~be adjusted after the student successfully completes the end-of-~~
2886 | ~~course assessment pursuant to s. 1008.22(3)(c)2.a.~~

2887 | (A)~~(B)~~ For students enrolled in a school district as a
2888 | full-time student, the district may report 1/6 FTE for each
2889 | student who passes a statewide, standardized end-of-course
2890 | assessment without being enrolled in the corresponding course.

2891 | (B)~~(C)~~ The FTE earned under this sub-sub-subparagraph and
2892 | any FTE for courses or programs listed in s. 1011.62(1)(c) that
2893 | do not require passing a statewide, standardized end-of-course
2894 | assessment are subject to the requirements in subsection (4).

2895 | 2. A student in membership in a program scheduled for more
2896 | or less than 180 school days or the equivalent on an hourly
2897 | basis as specified by rules of the State Board of Education is a
2898 | fraction of a full-time equivalent membership equal to the
2899 | number of instructional hours in membership divided by the
2900 | appropriate number of hours set forth in subparagraph (a)1.;
2901 | however, for the purposes of this subparagraph, membership in
2902 | programs scheduled for more than 180 days is limited to students
2903 | enrolled in juvenile justice education programs and the Florida
2904 | Virtual School.

2905 |
2906 | The department shall determine and implement an equitable method
2907 | of equivalent funding for experimental schools and for schools
2908 | operating under emergency conditions, which schools have been
2909 | approved by the department to operate for less than the minimum
2910 | school day.

2911 | Section 40. Paragraph (b) of subsection (1) of section
2912 | 1012.22, Florida Statutes, is amended to read:

2913 | 1012.22 Public school personnel; powers and duties of the
2914 | district school board.—The district school board shall:

2915 | (1) Designate positions to be filled, prescribe
2916 | qualifications for those positions, and provide for the
2917 | appointment, compensation, promotion, suspension, and dismissal
2918 | of employees as follows, subject to the requirements of this
2919 | chapter:

2920 | (b) Time to act on nominations.—The district school board
2921 | shall act not later than 3 weeks following the receipt of
2922 | statewide, standardized ~~FCAT~~ scores and data under s. 1008.22,
2923 | including school grades, or June 30, whichever is later, on the
2924 | district school superintendent's nominations of supervisors,
2925 | principals, and members of the instructional staff.

2926 | Section 41. Subsection (4) of section 1012.56, Florida
2927 | Statutes, is amended to read:

2928 | 1012.56 Educator certification requirements.—

2929 | (4) ALIGNMENT OF SUBJECT AREAS.—~~As the Sunshine State~~
2930 | ~~Standards are replaced by the Next Generation Sunshine State~~
2931 | ~~Standards under s. 1003.41,~~ The State Board of Education shall
2932 | align the subject area examinations to the Next Generation
2933 | Sunshine State Standards.

2934 | Section 42. Paragraph (b) of subsection (4) of section
2935 | 1012.98, Florida Statutes, is amended to read:

2936 | 1012.98 School Community Professional Development Act.—

2937 | (4) The Department of Education, school districts,
2938 | schools, Florida College System institutions, and state
2939 | universities share the responsibilities described in this
2940 | section. These responsibilities include the following:

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2941 (b) Each school district shall develop a professional
2942 development system as specified in subsection (3). The system
2943 shall be developed in consultation with teachers, teacher-
2944 educators of Florida College System institutions and state
2945 universities, business and community representatives, and local
2946 education foundations, consortia, and professional
2947 organizations. The professional development system must:

2948 1. Be approved by the department. All substantial
2949 revisions to the system shall be submitted to the department for
2950 review for continued approval.

2951 2. Be based on analyses of student achievement data and
2952 instructional strategies and methods that support rigorous,
2953 relevant, and challenging curricula for all students. Schools
2954 and districts, in developing and refining the professional
2955 development system, shall also review and monitor school
2956 discipline data; school environment surveys; assessments of
2957 parental satisfaction; performance appraisal data of teachers,
2958 managers, and administrative personnel; and other performance
2959 indicators to identify school and student needs that can be met
2960 by improved professional performance.

2961 3. Provide inservice activities coupled with followup
2962 support appropriate to accomplish district-level and school-
2963 level improvement goals and standards. The inservice activities
2964 for instructional personnel shall focus on analysis of student
2965 achievement data, ongoing formal and informal assessments of
2966 student achievement, identification and use of enhanced and
2967 differentiated instructional strategies that emphasize rigor,
2968 relevance, and reading in the content areas, enhancement of

2969 subject content expertise, integrated use of classroom
 2970 technology that enhances teaching and learning, classroom
 2971 management, parent involvement, and school safety.

2972 4. Include a master plan for inservice activities,
 2973 pursuant to rules of the State Board of Education, for all
 2974 district employees from all fund sources. The master plan shall
 2975 be updated annually by September 1, must be based on input from
 2976 teachers and district and school instructional leaders, and must
 2977 use the latest available student achievement data and research
 2978 to enhance rigor and relevance in the classroom. Each district
 2979 inservice plan must be aligned to and support the school-based
 2980 inservice plans and school improvement plans pursuant to s.
 2981 1001.42(18). District plans must be approved by the district
 2982 school board annually in order to ensure compliance with
 2983 subsection (1) and to allow for dissemination of research-based
 2984 best practices to other districts. District school boards must
 2985 submit verification of their approval to the Commissioner of
 2986 Education no later than October 1, annually.

2987 5. Authorize ~~Require~~ each school principal to establish
 2988 and maintain an individual professional development plan for
 2989 each instructional employee assigned to the school as a seamless
 2990 component to the school improvement plans developed pursuant to
 2991 s. 1001.42(18). An ~~The~~ individual professional development plan
 2992 must~~;~~

2993 a. ~~be~~ related to specific performance data for the
 2994 students to whom the teacher is assigned;;

2995 | ~~b.~~ define the inservice objectives and specific measurable
 2996 | improvements expected in student performance as a result of the
 2997 | inservice activity; ~~and.~~

2998 | ~~e.~~ include an evaluation component that determines the
 2999 | effectiveness of the professional development plan.

3000 | 6. Include inservice activities for school administrative
 3001 | personnel that address updated skills necessary for
 3002 | instructional leadership and effective school management
 3003 | pursuant to s. 1012.986.

3004 | 7. Provide for systematic consultation with regional and
 3005 | state personnel designated to provide technical assistance and
 3006 | evaluation of local professional development programs.

3007 | 8. Provide for delivery of professional development by
 3008 | distance learning and other technology-based delivery systems to
 3009 | reach more educators at lower costs.

3010 | 9. Provide for the continuous evaluation of the quality
 3011 | and effectiveness of professional development programs in order
 3012 | to eliminate ineffective programs and strategies and to expand
 3013 | effective ones. Evaluations must consider the impact of such
 3014 | activities on the performance of participating educators and
 3015 | their students' achievement and behavior.

3016 | Section 43. Any student who selected and is participating
 3017 | in an accelerated high school graduation option under s.
 3018 | 1003.429, Florida Statutes, before July 1, 2013, may continue
 3019 | that option, and all statutory program requirements of the
 3020 | accelerated high school option shall remain applicable to the
 3021 | student as long as the student continues participation in the
 3022 | option.

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3023 Section 44. The Division of Law Revision and Information
3024 is requested to prepare a reviser's bill for the 2014 Regular
3025 Session of the Legislature to change the term "Sunshine State
3026 Standards" to "Next Generation Sunshine State Standards"
3027 wherever the term appears in the Florida Statutes.

3028 Section 45. This act shall take effect July 1, 2013.