

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

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 s.
106 1011.62, F.S.; revising provisions relating to bonuses
107 awarded to teachers providing advanced placement
108 instruction; revising the calculation of additional
109 full-time equivalent membership based on completion of
110 career-themed courses and issuance of industry
111 certification; providing for teacher bonuses related
112 to industry certification instruction; providing for

113 certain recognitions and performance payments to
 114 schools in which students earn digital competency
 115 certificates; amending ss. 1012.22 and 1012.56, F.S.;
 116 conforming provisions; amending s. 1012.98, F.S.;
 117 revising requirements for professional development
 118 systems developed by school districts; providing that
 119 students participating in an accelerated high school
 120 graduation option may continue participation;
 121 providing a directive to the Division of Law Revision
 122 and Information; providing an effective date.

123
 124 Be It Enacted by the Legislature of the State of Florida:

125
 126 Section 1. Paragraph (g) is added to subsection (5) of
 127 section 1000.03, Florida Statutes, to read:

128 1000.03 Function, mission, and goals of the Florida K-20
 129 education system.—

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

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

137 1. Career opportunities, educational requirements
 138 associated with each career, educational institutions that
 139 prepare students to enter each career, and student financial aid
 140 available to pursue postsecondary instruction required to enter

141 each career.

142 2. How to make informed decisions about the program of
143 study that best addresses the students' interests and abilities
144 while preparing them to enter postsecondary education or the
145 workforce.

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

148

149 This information shall be provided to students and parents
150 through websites, handbooks, manuals, or other regularly
151 provided communications.

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

154 1000.21 Systemwide definitions.—As used in the Florida K-
155 20 Education Code:

156 (7) ~~"Sunshine State Standards" or the "Next Generation~~
157 ~~Sunshine State Standards" means the state's public K-12~~
158 ~~curricular standards, including common core standards in English~~
159 ~~Language Arts and Mathematics, adopted under s. 1003.41. The~~
160 ~~term includes the Sunshine State Standards that are in place for~~
161 ~~a subject until the standards for that subject are replaced~~
162 ~~under s. 1003.41 by the Next Generation Sunshine State~~
163 ~~Standards.~~

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

167 1001.42 Powers and duties of district school board.—The
168 district school board, acting as a board, shall exercise all

169 powers and perform all duties listed below:

170 (26) TECHNICAL CENTER GOVERNING BOARD.—May appoint a
171 governing board for a school district technical center or a
172 system of technical centers for the purpose of aligning the
173 educational programs of the technical center with the needs of
174 local businesses and responding quickly to the needs of local
175 businesses for employees holding industry certifications. A
176 technical center governing board shall be comprised of seven
177 members, three of whom must be members of the district school
178 board or their designees and four of whom must be local business
179 leaders. The district school board shall delegate to the
180 technical center governing board decisions regarding entrance
181 requirements for students, curriculum, program development,
182 budget and funding allocations, and the development with local
183 businesses of partnership agreements and appropriate industry
184 certifications in order to meet local and regional economic
185 needs. A technical center governing board may approve only
186 courses and programs that contain industry certifications. A
187 course may be continued if at least 25 percent of the students
188 enrolled in the course attain an industry certification. If
189 fewer than 25 percent of the students enrolled in a course
190 attain an industry certification, the course must be
191 discontinued the following year.

192 Section 4. Paragraph (b) of subsection (1) of section
193 1002.3105, Florida Statutes, is amended to read:

194 1002.3105 Academically Challenging Curriculum to Enhance
195 Learning (ACCEL) options.—

196 (1) ACCEL OPTIONS.—

197 (b) At a minimum, each school must offer the following
198 ACCEL options: whole-grade and midyear promotion; subject-matter
199 acceleration; virtual instruction in higher grade level
200 subjects; and the Credit Acceleration Program under s.
201 1003.4295. Additional ACCEL options may include, but are not
202 limited to, enriched science, technology, engineering, and
203 mathematics ~~(STEM)~~ coursework; enrichment programs; flexible
204 grouping; advanced academic courses; combined classes; self-
205 paced instruction; curriculum compacting; advanced-content
206 instruction; rigorous industry certifications that are
207 articulated to college credit and approved pursuant to ss.
208 1003.492 and 1008.44; work-related internships or
209 apprenticeships; and telescoping curriculum.

210 Section 5. Paragraph (a) of subsection (7) of section
211 1002.33, Florida Statutes, is amended to read:

212 1002.33 Charter schools.—

213 (7) CHARTER.—The major issues involving the operation of a
214 charter school shall be considered in advance and written into
215 the charter. The charter shall be signed by the governing board
216 of the charter school and the sponsor, following a public
217 hearing to ensure community input.

218 (a) The charter shall address and criteria for approval of
219 the charter shall be based on:

220 1. The school's mission, the students to be served, and
221 the ages and grades to be included.

222 2. The focus of the curriculum, the instructional methods
223 to be used, any distinctive instructional techniques to be
224 employed, and identification and acquisition of appropriate

225 technologies needed to improve educational and administrative
226 performance which include a means for promoting safe, ethical,
227 and appropriate uses of technology which comply with legal and
228 professional standards.

229 a. The charter shall ensure that reading is a primary
230 focus of the curriculum and that resources are provided to
231 identify and provide specialized instruction for students who
232 are reading below grade level. The curriculum and instructional
233 strategies for reading must be consistent with the Next
234 Generation Sunshine State Standards and grounded in
235 scientifically based reading research.

236 b. In order to provide students with access to diverse
237 instructional delivery models, to facilitate the integration of
238 technology within traditional classroom instruction, and to
239 provide students with the skills they need to compete in the
240 21st century economy, the Legislature encourages instructional
241 methods for blended learning courses consisting of both
242 traditional classroom and online instructional techniques.
243 Charter schools may implement blended learning courses which
244 combine traditional classroom instruction and virtual
245 instruction. Students in a blended learning course must be full-
246 time students of the charter school and receive the online
247 instruction in a classroom setting at the charter school.
248 Instructional personnel certified pursuant to s. 1012.55 who
249 provide virtual instruction for blended learning courses may be
250 employees of the charter school or may be under contract to
251 provide instructional services to charter school students. At a
252 minimum, such instructional personnel must hold an active state

253 or school district adjunct certification under s. 1012.57 for
254 the subject area of the blended learning course. The funding and
255 performance accountability requirements for blended learning
256 courses are the same as those for traditional courses.

257 3. The current incoming baseline standard of student
258 academic achievement, the outcomes to be achieved, and the
259 method of measurement that will be used. The criteria listed in
260 this subparagraph shall include a detailed description of:

261 a. How the baseline student academic achievement levels
262 and prior rates of academic progress will be established.

263 b. How these baseline rates will be compared to rates of
264 academic progress achieved by these same students while
265 attending the charter school.

266 c. To the extent possible, how these rates of progress
267 will be evaluated and compared with rates of progress of other
268 closely comparable student populations.

269

270 The district school board is required to provide academic
271 student performance data to charter schools for each of their
272 students coming from the district school system, as well as
273 rates of academic progress of comparable student populations in
274 the district school system.

275 4. The methods used to identify the educational strengths
276 and needs of students and how well educational goals and
277 performance standards are met by students attending the charter
278 school. The methods shall provide a means for the charter school
279 to ensure accountability to its constituents by analyzing
280 student performance data and by evaluating the effectiveness and

281 efficiency of its major educational programs. Students in
 282 charter schools shall, at a minimum, participate in the
 283 statewide assessment program created under s. 1008.22.

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

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

289 7. The admissions procedures and dismissal procedures,
 290 including the school's code of student conduct.

291 8. The ways by which the school will achieve a
 292 racial/ethnic balance reflective of the community it serves or
 293 within the racial/ethnic range of other public schools in the
 294 same school district.

295 9. The financial and administrative management of the
 296 school, including a reasonable demonstration of the professional
 297 experience or competence of those individuals or organizations
 298 applying to operate the charter school or those hired or
 299 retained to perform such professional services and the
 300 description of clearly delineated responsibilities and the
 301 policies and practices needed to effectively manage the charter
 302 school. A description of internal audit procedures and
 303 establishment of controls to ensure that financial resources are
 304 properly managed must be included. Both public sector and
 305 private sector professional experience shall be equally valid in
 306 such a consideration.

307 10. The asset and liability projections required in the
 308 application which are incorporated into the charter and shall be

309 compared with information provided in the annual report of the
310 charter school.

311 11. A description of procedures that identify various
312 risks and provide for a comprehensive approach to reduce the
313 impact of losses; plans to ensure the safety and security of
314 students and staff; plans to identify, minimize, and protect
315 others from violent or disruptive student behavior; and the
316 manner in which the school will be insured, including whether or
317 not the school will be required to have liability insurance,
318 and, if so, the terms and conditions thereof and the amounts of
319 coverage.

320 12. The term of the charter which shall provide for
321 cancellation of the charter if insufficient progress has been
322 made in attaining the student achievement objectives of the
323 charter and if it is not likely that such objectives can be
324 achieved before expiration of the charter. The initial term of a
325 charter shall be for 4 or 5 years. In order to facilitate access
326 to long-term financial resources for charter school
327 construction, charter schools that are operated by a
328 municipality or other public entity as provided by law are
329 eligible for up to a 15-year charter, subject to approval by the
330 district school board. A charter lab school is eligible for a
331 charter for a term of up to 15 years. In addition, to facilitate
332 access to long-term financial resources for charter school
333 construction, charter schools that are operated by a private,
334 not-for-profit, s. 501(c)(3) status corporation are eligible for
335 up to a 15-year charter, subject to approval by the district
336 school board. Such long-term charters remain subject to annual

337 review and may be terminated during the term of the charter, but
338 only according to the provisions set forth in subsection (8).

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

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

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

346 16. A timetable for implementing the charter which
347 addresses the implementation of each element thereof and the
348 date by which the charter shall be awarded in order to meet this
349 timetable.

350 17. In the case of an existing public school that is being
351 converted to charter status, alternative arrangements for
352 current students who choose not to attend the charter school and
353 for current teachers who choose not to teach in the charter
354 school after conversion in accordance with the existing
355 collective bargaining agreement or district school board rule in
356 the absence of a collective bargaining agreement. However,
357 alternative arrangements shall not be required for current
358 teachers who choose not to teach in a charter lab school, except
359 as authorized by the employment policies of the state university
360 which grants the charter to the lab school.

361 18. Full disclosure of the identity of all relatives
362 employed by the charter school who are related to the charter
363 school owner, president, chairperson of the governing board of
364 directors, superintendent, governing board member, principal,

365 assistant principal, or any other person employed by the charter
366 school who has equivalent decisionmaking authority. For the
367 purpose of this subparagraph, the term "relative" means father,
368 mother, son, daughter, brother, sister, uncle, aunt, first
369 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
370 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
371 stepfather, stepmother, stepson, stepdaughter, stepbrother,
372 stepsister, half brother, or half sister.

373 19. Implementation of the activities authorized under s.
374 1002.331 by the charter school when it satisfies the eligibility
375 requirements for a high-performing charter school. A high-
376 performing charter school shall notify its sponsor in writing by
377 March 1 if it intends to increase enrollment or expand grade
378 levels the following school year. The written notice shall
379 specify the amount of the enrollment increase and the grade
380 levels that will be added, as applicable.

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

384 1002.37 The Florida Virtual School.—

385 (3) Funding for the Florida Virtual School shall be
386 provided as follows:

387 (a)1. For a student in grades 9 through 12, a "full-time
388 equivalent student" is one student who has successfully
389 completed six full-credit courses that count toward the minimum
390 number of credits required for high school graduation. A student
391 who completes fewer than six full-credit courses is a fraction
392 of a full-time equivalent student. Half-credit course

393 completions shall be included in determining a full-time
394 equivalent student. Credit completed by a student in excess of
395 the minimum required for that student for high school graduation
396 is not eligible for funding.

397 2. For a student in kindergarten through grade 8, a "full-
398 time equivalent student" is one student who has successfully
399 completed six courses or the prescribed level of content that
400 counts toward promotion to the next grade. A student who
401 completes fewer than six courses or the prescribed level of
402 content shall be a fraction of a full-time equivalent student.

403 ~~3. Beginning in the 2014-2015 fiscal year, when s.~~
404 ~~1008.22(3)(g) is implemented, the reported full-time equivalent~~
405 ~~students and associated funding of students enrolled in courses~~
406 ~~requiring passage of an end-of-course assessment shall be~~
407 ~~adjusted after the student completes the end-of-course~~
408 ~~assessment. However, no adjustment shall be made for home~~
409 ~~education program students who choose not to take an end-of-~~
410 ~~course assessment.~~

411
412 For purposes of this paragraph, the calculation of "full-time
413 equivalent student" shall be as prescribed in s.

414 1011.61(1)(c)1.b.(V).

415 (9)

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

420 Section 7. Section 1002.375, Florida Statutes, is

421 repealed.

422 Section 8. Paragraphs (c) and (d) of subsection (1),
423 paragraph (b) of subsection (4) and paragraphs (e), (f), and (g)
424 of subsection (7) of section 1002.45, Florida Statutes, are
425 amended to read:

426 1002.45 Virtual instruction programs.—

427 (1) PROGRAM.—

428 (c) To provide students with the option of participating
429 in virtual instruction programs as required by paragraph (b), a
430 school district may:

431 1. Contract with the Florida Virtual School or establish a
432 franchise of the Florida Virtual School for the provision of a
433 program under paragraph (b). Using this option is subject to the
434 requirements of this section and s. 1011.61(1)(c)1.b.(III) and
435 (IV).

436 2. Contract with an approved provider under subsection (2)
437 for the provision of a full-time program under subparagraph
438 (b)1. or subparagraph (b)3. or a part-time program under
439 subparagraph (b)2. or subparagraph (b)3.

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

445 4. Establish school district operated part-time or full-
446 time kindergarten through grade 12 virtual instruction programs
447 under paragraph (b) for students enrolled in the school
448 district. A full-time program shall operate under its own Master

449 School Identification Number.

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

452

453 Contracts under subparagraph 1. or subparagraph 2. may include
454 multidistrict contractual arrangements that may be executed by a
455 regional consortium for its member districts. A multidistrict
456 contractual arrangement or an agreement under subparagraph 3. is
457 not subject to s. 1001.42(4)(d) and does not require the
458 participating school districts to be contiguous. These
459 arrangements may be used to fulfill the requirements of
460 paragraph (b).

461 (d) A virtual charter school may provide full-time virtual
462 instruction for students in kindergarten through grade 12 if the
463 virtual charter school has a charter approved pursuant to s.
464 1002.33 authorizing full-time virtual instruction. A virtual
465 charter school may:

466 1. Contract with the Florida Virtual School.

467 2. Contract with an approved provider under subsection
468 (2).

469 3. Enter into an agreement with a school district to allow
470 the participation of the virtual charter school's students in
471 the school district's virtual instruction program. The agreement
472 must indicate a process for reporting of student enrollment and
473 the transfer of funds required by paragraph (7)(e) ~~(7)(f)~~.

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

476 (b) Provide a method for determining that a student has

477 satisfied the requirements for graduation in s. 1003.428 or s.
478 1003.4282, ~~s. 1003.429, or s. 1003.43~~ if the contract is for the
479 provision of a full-time virtual instruction program to students
480 in grades 9 through 12.

481 (7) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
482 FUNDING.—

483 ~~(e) Beginning in the 2014-2015 fiscal year, when s.~~
484 ~~1008.22(3)(g) is implemented, the reported full-time equivalent~~
485 ~~students and associated funding of students enrolled in courses~~
486 ~~requiring passage of an end-of-course assessment shall be~~
487 ~~adjusted after the student completes the end-of-course~~
488 ~~assessment.~~

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

494 (f) ~~(g)~~ A Florida College System institution provider may
495 not report students who are served in a virtual instruction
496 program for funding under the Florida College System Program
497 Fund.

498 Section 9. Paragraph (i) of subsection (1) of section
499 1003.02, Florida Statutes, is amended to read:

500 1003.02 District school board operation and control of
501 public K-12 education within the school district.—As provided in
502 part II of chapter 1001, district school boards are
503 constitutionally and statutorily charged with the operation and
504 control of public K-12 education within their school district.

505 The district school boards must establish, organize, and operate
506 their public K-12 schools and educational programs, employees,
507 and facilities. Their responsibilities include staff
508 development, public K-12 school student education including
509 education for exceptional students and students in juvenile
510 justice programs, special programs, adult education programs,
511 and career education programs. Additionally, district school
512 boards must:

513 (1) Provide for the proper accounting for all students of
514 school age, for the attendance and control of students at
515 school, and for proper attention to health, safety, and other
516 matters relating to the welfare of students in the following
517 fields:

518 (i) Parental notification of acceleration options.—At the
519 beginning of each school year, notify parents of students in or
520 entering high school of the opportunity and benefits of advanced
521 placement, International Baccalaureate, Advanced International
522 Certificate of Education, dual enrollment, and Florida Virtual
523 School courses and options for early ~~or accelerated high school~~
524 graduation under s. ss. 1003.4281 and ~~1003.429~~.

525 Section 10. Paragraph (c) of subsection (3) of section
526 1003.03, Florida Statutes, is amended to read:

527 1003.03 Maximum class size.—

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

532 (c)1. Repeal district school board policies that require

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533 students to earn ~~have~~ more than the 24 credits required under s.
534 1003.428 to graduate from high school.

535 2. Implement the early graduation option provided in s.
536 1003.4281 ~~Adopt policies to allow students to graduate from high~~
537 ~~school as soon as they pass the grade 10 FCAT and complete the~~
538 ~~courses required for high school graduation.~~

539 Section 11. Section 1003.41, Florida Statutes, is amended
540 to read:

541 (Substantial rewording of section. See
542 s. 1003.41, F.S., for present text.)

543 1003.41 Next Generation Sunshine State Standards.-

544 (1) Next Generation Sunshine State Standards establish the
545 core content of the curricula to be taught in the state and
546 specify the core content knowledge and skills that K-12 public
547 school students are expected to acquire. Standards must be
548 rigorous and relevant and provide for the logical, sequential
549 progression of core curricular content that incrementally
550 increases a student's core content knowledge and skills over
551 time. Curricular content for all subjects must integrate
552 critical-thinking, problem-solving, and workforce-literacy
553 skills; communication, reading, and writing skills; mathematics
554 skills; collaboration skills; contextual and applied-learning
555 skills; technology-literacy skills; information and media-
556 literacy skills; and civic-engagement skills. The standards must
557 include distinct grade-level expectations for the core content
558 knowledge and skills that a student is expected to have acquired
559 by each individual grade level from kindergarten through grade
560 8. The standards for grades 9 through 12 may be organized by

561 grade clusters of more than one grade level except as otherwise
562 provided for visual and performing arts, physical education,
563 health, and foreign language standards.

564 (2) Next Generation Sunshine State Standards must meet the
565 following requirements:

566 (a) English Language Arts standards must establish
567 specific curricular content for, at a minimum, reading, writing,
568 speaking and listening, and language.

569 (b) Science standards must establish specific curricular
570 content for, at a minimum, the nature of science, earth and
571 space science, physical science, and life science.

572 (c) Mathematics standards must establish specific
573 curricular content for, at a minimum, algebra, geometry,
574 statistics and probability, number and quantity, functions, and
575 modeling.

576 (d) Social Studies standards must establish specific
577 curricular content for, at a minimum, geography, United States
578 and world history, government, civics, humanities, and
579 economics, including financial literacy. Financial literacy
580 includes the knowledge, understanding, skills, behaviors,
581 attitudes, and values that will enable a student to make
582 responsible and effective financial decisions on a daily basis.
583 Financial literacy instruction shall be an integral part of
584 instruction throughout the entire economics course and include
585 information regarding earning income; buying goods and services;
586 saving and financial investing; taxes; the use of credit and
587 credit cards; budgeting and debt management, including student
588 loans and secured loans; banking and financial services;

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589 planning for one's financial future, including higher education
590 and career planning; credit reports and scores; and fraud and
591 identity theft prevention.

592 (e) Visual and Performing Arts, Physical Education,
593 Health, and Foreign Language standards must establish specific
594 curricular content and include distinct grade-level expectations
595 for the core content knowledge and skills that a student is
596 expected to have acquired by each individual grade level from
597 kindergarten through grade 5. The standards for grades 6 through
598 12 may be organized by grade clusters of more than one grade
599 level.

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

617 (4) The State Board of Education shall adopt rules to
618 administer this section.

619 Section 12. Section 1003.413, Florida Statutes, is
620 repealed.

621 Section 13. Section 1003.4156, Florida Statutes, is
622 amended to read:

623 1003.4156 General requirements for middle grades
624 promotion.—

625 (1) In order for a student to be promoted to high school
626 ~~Promotion~~ from a school that includes ~~composed of~~ middle grades
627 6, 7, and 8, ~~requires that:~~

628 ~~(a)~~ the student must successfully complete the following
629 ~~academic~~ courses ~~as follows:~~

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

633 ~~(b)2.~~ Three middle grades ~~school~~ or higher courses in
634 mathematics. Each ~~middle~~ school that includes middle grades must
635 offer at least one high school level mathematics course for
636 which students may earn high school credit. Successful
637 completion of a high school level Algebra I or Geometry course
638 is not contingent upon the student's performance on the
639 statewide, standardized end-of-course (EOC) assessment or, upon
640 transition to common core assessments, the common core Algebra I
641 or Geometry assessments required under s. 1008.22

642 ~~1008.22(3)(c)2.a.(I)~~. However, beginning with the 2011-2012
643 school year, to earn high school credit for ~~an~~ Algebra I ~~course,~~
644 a middle grades ~~school~~ student must pass the Algebra I

645 statewide, standardized end-of-course assessment, and beginning
646 with the 2012-2013 school year, to earn high school credit for a
647 Geometry course, a middle grades school student must take pass
648 the statewide, standardized Geometry end-of-course assessment,
649 which constitutes 30 percent of the student's final course
650 grade, and earn a passing grade in the course.

651 (c)3. Three middle grades school or higher courses in
652 social studies, ~~one semester of which must include the study of~~
653 ~~state and federal government and civics education.~~ Beginning
654 with students entering grade 6 in the 2012-2013 school year, one
655 of these courses must be at least a one-semester civics
656 education course ~~that a student successfully completes in~~
657 ~~accordance with s. 1008.22(3)(c) and~~ that includes the roles and
658 responsibilities of federal, state, and local governments; the
659 structures and functions of the legislative, executive, and
660 judicial branches of government; and the meaning and
661 significance of historic documents, such as the Articles of
662 Confederation, the Declaration of Independence, and the
663 Constitution of the United States. Beginning with the 2013-2014
664 school year, each student's performance on the statewide,
665 standardized EOC assessment in civics education required under
666 s. 1008.22 constitutes 30 percent of the student's final course
667 grade.

668 (d)4. Three middle grades school or higher courses in
669 science. Successful completion of a high school level Biology I
670 course is not contingent upon the student's performance on the
671 statewide, standardized EOC end-of-course assessment required
672 under s. 1008.22 ~~1008.22(3)(c)2.a.(II)~~. However, beginning with

673 | the 2012-2013 school year, to earn high school credit for a
674 | Biology I course, a middle grades school student must take pass
675 | the statewide, standardized Biology I EOC end-of-course
676 | assessment, which constitutes 30 percent of the student's final
677 | course grade, and earn a passing grade in the course.

678 | (e)5. One course in career and education planning to be
679 | completed in 6th, 7th, or 8th grade. The course may be taught by
680 | any member of the instructional staff. At a minimum, the course
681 | must be Internet-based, easy to use, and customizable to each
682 | student and include research-based assessments to assist
683 | students in determining educational and career options and
684 | goals. In addition, the course; must result in a completed
685 | personalized academic and career plan for the student; must
686 | emphasize the importance of entrepreneurship skills; must
687 | emphasize technology or the application of technology in career
688 | fields; and, beginning in the 2014-2015 academic year, must
689 | include information from the Department of Economic
690 | Opportunity's economic security report as described in s.
691 | 445.07. The required personalized academic and career plan must
692 | inform students of high school graduation requirements,
693 | including a detailed explanation of the standard high school
694 | diploma designation options provided under s. 1003.4282; high
695 | school assessment and college entrance test requirements;
696 | Florida Bright Futures Scholarship Program requirements;
697 | state university and Florida College System institution admission
698 | requirements; available opportunities to, and programs through
699 | which a high school student can earn college credit in high
700 | school, including Advanced Placement courses, the International

701 | Baccalaureate program, the Advanced International Certificate of
 702 | Education program, and dual enrollment, including career dual
 703 | enrollment; and career education courses, including ~~academy and~~
 704 | career-themed courses ~~course opportunities~~, and courses that
 705 | lead to national industry certification.

706 |
 707 | ~~A student with a disability, as defined in s. 1007.02(2), for~~
 708 | ~~whom the individual education plan team determines that an end-~~
 709 | ~~of-course assessment cannot accurately measure the student's~~
 710 | ~~abilities, taking into consideration all allowable~~
 711 | ~~accommodations, shall have the end-of-course assessment results~~
 712 | ~~waived for purposes of determining the student's course grade~~
 713 | ~~and completing the requirements for middle grades promotion.~~

714 | Each school must inform parents about the course curriculum and
 715 | activities. Each student shall complete a personal education
 716 | plan that must be signed by the student and the student's
 717 | parent. The Department of Education shall develop course
 718 | frameworks and professional development materials for the career
 719 | and education planning course. The course may be implemented as
 720 | a stand-alone course or integrated into another course or
 721 | courses. The Commissioner of Education shall collect
 722 | longitudinal high school course enrollment data by student
 723 | ethnicity in order to analyze course-taking patterns.

724 | (2)(b) ~~If~~ ~~For each year in which~~ a middle grades student
 725 | scores ~~at~~ Level 1 or Level 2 on FCAT Reading or, when the state
 726 | transitions to common core assessments, on the English Language
 727 | Arts assessments required under s. 1008.22, the following year
 728 | the student must enroll ~~be enrolled~~ in and complete a remedial

729 | ~~an intensive reading course the following year. Placement of~~
730 | ~~Level 2 readers in either an intensive reading course or a~~
731 | ~~content area course in which remediation reading strategies are~~
732 | ~~incorporated into course content delivery delivered shall be~~
733 | ~~determined by diagnosis of reading needs. The department shall~~
734 | ~~provide guidance on appropriate strategies for diagnosing and~~
735 | ~~meeting the varying instructional needs of students performing~~
736 | ~~reading below grade level. Reading courses shall be designed and~~
737 | ~~offered pursuant to the comprehensive reading plan required by~~
738 | ~~s. 1011.62(9). A middle grades student who scores at Level 1 or~~
739 | ~~Level 2 on FCAT Reading but who did not score below Level 3 in~~
740 | ~~the previous 3 years may be granted a 1-year exemption from the~~
741 | ~~reading remediation requirement; however, the student must have~~
742 | ~~an approved academic improvement plan already in place, signed~~
743 | ~~by the appropriate school staff and the student's parent, for~~
744 | ~~the year for which the exemption is granted.~~

745 | (3)(c) ~~If~~ For each year in which a middle grades student
746 | scores ~~at~~ Level 1 or Level 2 on FCAT Mathematics or, when the
747 | state transitions to common core assessments, on the Mathematics
748 | common core assessments required under s. 1008.22, the following
749 | year, the student must receive remediation ~~the following year,~~
750 | which may be integrated into the student's required mathematics
751 | courses ~~course~~.

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

755 | (4)(3) The State Board of Education shall ~~may~~ adopt rules
756 | pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~

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757 ~~provisions of this section and may enforce the provisions of~~
758 ~~this section pursuant to s. 1008.32.~~

759 Section 14. Section 1003.4203, Florida Statutes, is
760 amended to read:

761 1003.4203 Digital materials, recognitions, certificates,
762 and technical assistance curriculum.-

763 (1) Each district school board, in consultation with the
764 district school superintendent, shall make available ~~may develop~~
765 ~~and implement a digital materials curriculum~~ for students in
766 prekindergarten grades 6 through grade 12 in order to enable
767 students to attain digital skills ~~competencies in web~~
768 ~~communications and web design. A digital curriculum may include~~
769 ~~web-based skills, web-based core technologies, web design, use~~
770 ~~of digital technologies and markup language to show competency~~
771 ~~in computer skills, and use of web-based core technologies to~~
772 ~~design creative, informational, and content standards for web-~~
773 ~~based digital products that demonstrate proficiency in creating,~~
774 ~~publishing, testing, monitoring, and maintaining a website.~~

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

780 (2) Beginning with the 2013-2014 school year, each
781 district school board, in consultation with the district school
782 superintendent, shall make available digital materials,
783 including software applications, to students with disabilities
784 who are in prekindergarten through grade 12.

785 (3) Subject to available funding, by December 1, 2013, the
786 department shall contract with one or more technology companies,
787 or affiliated nonprofit organizations, that have approved
788 industry certifications identified on the Industry Certification
789 Funding List or the Postsecondary Industry Certification Funding
790 List, pursuant to s. 1003.492 or s. 1008.44, to develop a
791 Florida Cyber Security Recognition program and a Florida Digital
792 Arts Recognition program. The department shall notify each
793 school district when the programs are developed and available.
794 The programs shall be made available to all public elementary
795 school students at no cost to the districts or charter schools.

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

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

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

804 (b) The technology companies or affiliated nonprofit
805 organizations that provide the programs must provide open access
806 to materials for teaching and assessing the skills a student
807 must acquire in order to earn a Florida Cyber Security
808 Recognition or a Florida Digital Arts Recognition acknowledging
809 successful completion of the respective program. The school
810 district shall notify each elementary school advisory council of
811 the methods of delivery of the open-access content and
812 assessments. If there is no elementary school advisory council,

813 notification must be provided to the district advisory council.

814 (4) Subject to available funding, by December 1, 2013, the
815 department shall contract with one or more technology companies
816 that have approved industry certifications identified on the
817 Industry Certification Funding List or the Postsecondary
818 Industry Certification Funding List, pursuant to s. 1003.492 or
819 s. 1008.44, to develop a Florida Digital Tools Certificate
820 program that focuses on a student's technology competence. The
821 department shall notify each school district when the program is
822 developed and available. The program shall be made available to
823 all public middle grades students at no cost to the districts or
824 charter schools. Upon successful completion of the program, a
825 student shall be awarded a certificate that identifies the
826 student's digital skill level.

827 (a) Targeted skills to be mastered include digital
828 technology skills that are necessary to the student's academic
829 work and skills the student may need in future employment. The
830 skills must include, but are not limited to, word processing,
831 spreadsheet display, email protocols, and creation of
832 presentations, including sound, text, and graphic presentations,
833 consistent with industry certifications that are listed on the
834 Industry Certification Funding List, pursuant to s. 1003.492.

835 (b) A technology company that provides the program and
836 certificate must provide open access to materials for teaching
837 and assessing the skills necessary to earn the certificate. The
838 school district shall notify each middle school advisory council
839 of the methods of delivery of the open-access content and
840 assessments for the certificate. If there is no middle school

841 advisory council, notification must be provided to the district
842 advisory council.

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

846 (5)~~(3)~~ The Department of Education or a company contracted
847 with under subsection (4) shall provide technical assistance to
848 shall develop a model digital curriculum to serve as a guide for
849 district school boards in the implementation of this section.
850 Technical assistance to districts shall include, but is not
851 limited to, identification of digital technology resources,
852 primarily open-access resources, including digital curriculum,
853 instructional materials, media assets, and other digital tools
854 and applications; training mechanisms for teachers and others to
855 facilitate integration of digital technologies into
856 instructional strategies; and model policies and procedures that
857 support sustainable implementation practices development of a
858 digital curriculum.

859 (6)~~(4)~~ A district school board may seek partnerships with
860 other school districts, private businesses, postsecondary
861 institutions, or ~~and~~ consultants to offer classes and
862 instruction to teachers and students to assist the school
863 district in providing digital materials, recognitions, and
864 certificates established pursuant to this section curriculum
865 instruction.

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

868 Section 15. Subsections (1), (2), (9), (10), and (11) of

869 section 1003.428, Florida Statutes, are amended to read:

870 1003.428 General requirements for high school graduation,
 871 ~~revised.~~—

872 (1) ~~Except as otherwise authorized pursuant to s.~~
 873 ~~1003.429,~~ Beginning with students entering grade 9 in the 2007-
 874 2008 school year, graduation requires the successful completion
 875 of a minimum of 24 credits, an International Baccalaureate
 876 curriculum, or an Advanced International Certificate of
 877 Education curriculum. Students must be advised of eligibility
 878 requirements for state scholarship programs and postsecondary
 879 admissions.

880 (2) The 24 credits may be earned through applied,
 881 integrated, and career education ~~combined~~ courses approved by
 882 the Department of Education. The 24 credits shall be distributed
 883 as follows:

884 (a) Sixteen core curriculum credits:

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

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

897 the required credit in Algebra I. Beginning with students
898 entering grade 9 in the 2011-2012 school year, the end-of-course
899 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be
900 met in order for a student to earn the required credit in
901 geometry. Beginning with students entering grade 9 in the 2012-
902 2013 school year, in addition to the Algebra I and geometry
903 credit requirements, one of the four credits in mathematics must
904 be Algebra II or a series of courses equivalent to Algebra II as
905 approved by the State Board of Education.

906 3. Three credits in science, two of which must have a
907 laboratory component. Beginning with students entering grade 9
908 in the 2011-2012 school year, one of the three credits in
909 science must be Biology I or a series of courses equivalent to
910 Biology I as approved by the State Board of Education. Beginning
911 with students entering grade 9 in the 2011-2012 school year, the
912 end-of-course assessment requirements under s.
913 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
914 the required credit in Biology I. Beginning with students
915 entering grade 9 in the 2013-2014 school year, one of the three
916 credits must be Biology I or a series of courses equivalent to
917 Biology I as approved by the State Board of Education, one
918 credit must be chemistry or physics or a series of courses
919 equivalent to chemistry or physics as approved by the State
920 Board of Education, and one credit must be an equally rigorous
921 course, as determined by the State Board of Education.

922 4. Three credits in social studies as follows: one credit
923 in United States history; one credit in world history; one-half
924 credit in economics, which shall include financial literacy; and

925 one-half credit in United States government.

926 5. One credit in fine or performing arts, speech and
927 debate, or a practical arts course that incorporates artistic
928 content and techniques of creativity, interpretation, and
929 imagination. Eligible practical arts courses shall be identified
930 through the Course Code Directory.

931 6. One credit in physical education to include integration
932 of health. Participation in an interscholastic sport at the
933 junior varsity or varsity level for two full seasons shall
934 satisfy the one-credit requirement in physical education if the
935 student passes a competency test on personal fitness with a
936 score of "C" or better. The competency test on personal fitness
937 must be developed by the Department of Education. A district
938 school board may not require that the one credit in physical
939 education be taken during the 9th grade year. Completion of one
940 semester with a grade of "C" or better in a marching band class,
941 in a physical activity class that requires participation in
942 marching band activities as an extracurricular activity, or in a
943 dance class shall satisfy one-half credit in physical education
944 or one-half credit in performing arts. This credit may not be
945 used to satisfy the personal fitness requirement or the
946 requirement for adaptive physical education under an individual
947 education plan (IEP) or 504 plan. Completion of 2 years in a
948 Reserve Officer Training Corps (R.O.T.C.) class, a significant
949 component of which is drills, shall satisfy the one-credit
950 requirement in physical education and the one-credit requirement
951 in performing arts. This credit may not be used to satisfy the
952 personal fitness requirement or the requirement for adaptive

953 physical education under an individual education plan (IEP) or
954 504 plan.

955 (b) Eight credits in electives.

956 1. For each year in which a student scores ~~at~~ Level 1 on
957 FCAT Reading, the student must be enrolled in and complete an
958 intensive reading course the following year. Placement of Level
959 2 readers in either an intensive reading course or a content
960 area course in which reading strategies are delivered shall be
961 determined by diagnosis of reading needs. The department shall
962 provide guidance on appropriate strategies for diagnosing and
963 meeting the varying instructional needs of students reading
964 below grade level. Reading courses shall be designed and offered
965 pursuant to the comprehensive reading plan required by s.

966 1011.62(9). A high school student who scores ~~at~~ Level 1 or Level
967 2 on FCAT Reading but who did not score below Level 3 in the
968 previous 3 years may be granted a 1-year exemption from the
969 reading remediation requirement; however, the student must have
970 an approved academic improvement plan already in place, signed
971 by the appropriate school staff and the student's parent, for
972 the year for which the exemption is granted.

973 2. For each year in which a student scores ~~at~~ Level 1 or
974 Level 2 on FCAT Mathematics, the student must receive
975 remediation the following year. These courses may be taught
976 through applied, integrated, or combined courses and are subject
977 to approval by the department for inclusion in the Course Code
978 Directory.

979 (c) Beginning with students entering grade 9 in the 2011-
980 2012 school year, at least one course within the 24 credits

981 required in this subsection must be completed through online
982 learning. A school district may not require a student to take
983 the online course outside the school day or in addition to a
984 student's courses for a given semester. An online course taken
985 during grades 6 through 8 fulfills this requirement. This
986 requirement shall be met through an online course offered by the
987 Florida Virtual School, an online course offered by the high
988 school, or an online dual enrollment course. A student who is
989 enrolled in a full-time or part-time virtual instruction program
990 under s. 1002.45 meets this requirement. This requirement does
991 not apply to a student who has an individual educational plan
992 under s. 1003.57 which indicates that an online course would be
993 inappropriate or a student who is enrolled in a Florida high
994 school and has less than 1 academic year remaining in high
995 school.

996 ~~(9) The Commissioner of Education may award a standard~~
997 ~~high school diploma to honorably discharged veterans who started~~
998 ~~high school between 1937 and 1946 and were scheduled to graduate~~
999 ~~between 1941 and 1950 but were inducted into the United States~~
1000 ~~Armed Forces between September 16, 1940, and December 31, 1946,~~
1001 ~~prior to completing the necessary high school graduation~~
1002 ~~requirements. Upon the recommendation of the commissioner, the~~
1003 ~~State Board of Education may develop criteria and guidelines for~~
1004 ~~awarding such diplomas.~~

1005 ~~(10) The Commissioner of Education may award a standard~~
1006 ~~high school diploma to honorably discharged veterans who started~~
1007 ~~high school between 1946 and 1950 and were scheduled to graduate~~
1008 ~~between 1950 and 1954, but were inducted into the United States~~

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1009 ~~Armed Forces between June 27, 1950, and January 31, 1955, and~~
1010 ~~served during the Korean Conflict prior to completing the~~
1011 ~~necessary high school graduation requirements. Upon the~~
1012 ~~recommendation of the commissioner, the State Board of Education~~
1013 ~~may develop criteria and guidelines for awarding such diplomas.~~

1014 (9) ~~(11)~~ The State Board of Education may adopt rules
1015 pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
1016 ~~provisions of this section and may enforce the provisions of~~
1017 this section pursuant to s. 1008.32.

1018 Section 16. Subsection (1) of section 1003.4281, Florida
1019 Statutes, is amended to read:

1020 1003.4281 Early high school graduation.—

1021 (1) The purpose of this section is to provide a student
1022 the option of early graduation if the student earns ~~has~~
1023 ~~completed a minimum of~~ 24 credits and meets the graduation
1024 requirements set forth in s. 1003.428 or s. 1003.4282, as
1025 applicable. For purposes of this section, the term "early
1026 graduation" means graduation from high school in less than 8
1027 semesters or the equivalent.

1028 Section 17. Section 1003.4282, Florida Statutes, is
1029 created to read:

1030 1003.4282 Requirements for a standard high school
1031 diploma.—

1032 (1) TWENTY-FOUR CREDITS REQUIRED.—

1033 (a) Beginning with students entering grade 9 in the 2013-
1034 2014 school year, receipt of a standard high school diploma
1035 requires successful completion of 24 credits, an International
1036 Baccalaureate curriculum, or an Advanced International

1037 | Certificate of Education curriculum.

1038 | (b) The required credits may be earned through equivalent,

1039 | applied, or integrated courses or career education courses as

1040 | defined in s. 1003.01(4), including work-related internships

1041 | approved by the State Board of Education and identified in the

1042 | course code directory. However, any must-pass assessment

1043 | requirements must be met. An equivalent course is one or more

1044 | courses identified by content-area experts as being a match to

1045 | the core curricular content of another course, based upon review

1046 | of the Next Generation Sunshine State Standards for that

1047 | subject. An applied course aligns with Next Generation Sunshine

1048 | State Standards and includes real-world applications of a career

1049 | and technical education standard used in business or industry.

1050 | An integrated course includes content from several courses

1051 | within a content area or across content areas.

1052 | (c) A student may choose among three standard high school

1053 | diploma designations. By providing choices, students and their

1054 | parents will be more integrally involved in planning for the

1055 | student's postsecondary success.

1056 | (2) NOTIFICATION REQUIREMENTS.—The school district must

1057 | notify students and parents, in writing, of the requirements of

1058 | each standard high school diploma designation and the

1059 | eligibility requirements for state scholarship programs and

1060 | postsecondary admissions. The Department of Education shall

1061 | directly and through the school districts notify private schools

1062 | of public high school course credit and assessment requirements.

1063 | Each private school must make this information available to

1064 | students and their parents so they are aware of public high

1065 school graduation requirements.

1066 (3) DESIGNATIONS.—By the end of the first semester in 9th
1067 grade, a public school student and his or her parent must select
1068 a standard high school diploma designation that best meets the
1069 student's needs and goals. School staff must assist students and
1070 their parents in the selection. The parent and student must sign
1071 a standardized form indicating their selection. The form must
1072 contain a brief description of each designation available. If a
1073 standard high school diploma designation selection is not made,
1074 the student is expected to earn the College and Career
1075 designation in order to graduate. A student must be provided an
1076 opportunity to change his or her designation selection.

1077 (a) College and Career designation; course and assessment
1078 requirements.—

1079 1. Four credits in English Language Arts (ELA).—The four
1080 credits must be in ELA I, II, III, and IV. A student must pass
1081 10th grade FCAT Reading until the state transitions to a common
1082 core 10th grade ELA assessment after which time a student must
1083 pass the ELA assessment in order to earn a standard high school
1084 diploma.

1085 2. Four credits in Mathematics.—A student must earn one
1086 credit in Algebra I and one credit in Geometry. A student's
1087 performance on the Algebra I end-of-course (EOC) assessment or
1088 common core assessment, as applicable, constitutes 30 percent of
1089 the student's final course grade. A student must pass the
1090 Algebra I EOC assessment until the state transitions to a common
1091 core Algebra I assessment after which time a student must pass
1092 the common core assessment in order to earn a standard high

1093 school diploma. A student's performance on the Geometry EOC
1094 assessment or common core assessment, as applicable, constitutes
1095 30 percent of the student's final course grade. When the state
1096 administers a common core Algebra II assessment, a student
1097 selecting Algebra II must take the assessment, and the student's
1098 performance on the assessment constitutes 30 percent of the
1099 student's final course grade.

1100 3. Three credits in Science.—Two of the three required
1101 credits must have a laboratory component. A student must earn
1102 one credit in Biology I and two credits in equally rigorous
1103 courses. The Biology I EOC assessment constitutes 30 percent of
1104 the student's final course grade.

1105 4. Three credits in Social Studies.—A student must earn
1106 one credit in United States History; one credit in World
1107 History; one-half credit in Economics, which must include
1108 financial literacy; and one-half credit in United States
1109 Government. The United States History EOC assessment constitutes
1110 30 percent of the student's final course grade.

1111 5. One credit in Fine or Performing Arts, Speech and
1112 Debate, or Practical Arts.—The practical arts course must
1113 incorporate artistic content and techniques of creativity,
1114 interpretation, and imagination. Eligible practical arts courses
1115 are identified in the Course Code Directory.

1116 6. One credit in Physical Education.—Physical Education
1117 must include the integration of health. This requirement is
1118 subject to all of the provisions in s. 1003.428(2)(a)6.

1119 7. Eight credits in electives.—School districts must
1120 develop and offer coordinated electives so that a student may

1121 develop knowledge and skills in his or her area of interest,
1122 such as electives with a STEM or Liberal Arts focus or career
1123 education courses that result in or lead to industry
1124 certification.

1125 (b) Industry designation; course and assessment
1126 requirements.-

1127 1. Four credits in English Language Arts (ELA).-The four
1128 credits must be in ELA I, II, III, and IV. A student must pass
1129 10th grade FCAT Reading until the state transitions to a common
1130 core 10th grade must-pass ELA assessment after which time a
1131 student must pass the ELA assessment in order to earn a standard
1132 high school diploma.

1133 2. Four credits in Mathematics.-A student must earn one
1134 credit in Algebra I. A student's performance on the Algebra I
1135 EOC assessment or common core assessment, as applicable,
1136 constitutes 30 percent of the student's final course grade. A
1137 student must pass the Algebra I EOC assessment until the state
1138 transitions to a common core Algebra I assessment after which
1139 time a student must pass the common core assessment in order to
1140 earn a standard high school diploma. If a student selects
1141 Geometry as one of the four mathematics credits, a student's
1142 performance on the Geometry EOC assessment or common core
1143 assessment, as applicable, constitutes 30 percent of the
1144 student's final course grade. When the state administers a
1145 common core Algebra II assessment, a student selecting Algebra
1146 II must take the assessment, and the student's performance on
1147 the assessment constitutes 30 percent of the student's final
1148 course grade.

1149 3. Three credits in Science.—Two of the three required
1150 credits must have a laboratory component. A student must earn
1151 one credit in Biology I. The Biology I EOC assessment
1152 constitutes 30 percent of the student's final course grade.

1153 4. Three credits in Social Studies.—A student must earn
1154 one credit in United States History; one credit in World
1155 History; one-half credit in Economics, which must include
1156 financial literacy; and one-half credit in United States
1157 Government. Student performance on the United States History EOC
1158 assessment constitutes 30 percent of the student's final course
1159 grade.

1160 5. One credit in Fine or Performing Arts, Speech and
1161 Debate, or Practical Arts.—The practical arts course must
1162 incorporate artistic content and techniques of creativity,
1163 interpretation, and imagination. Eligible practical arts courses
1164 are identified in the Course Code Directory.

1165 6. One credit in Physical Education.—Physical Education
1166 must include the integration of health. This requirement is
1167 subject to all of the provisions in s. 1003.428(2)(a)6.

1168 7. Eight credits in electives.—A student must complete an
1169 industry-certified career education program or a series of
1170 career-themed courses that result in industry certification or
1171 articulate into the award of college credit or must complete
1172 career education courses for which there is a statewide or local
1173 articulation agreement and which lead to college credit.

1174 (c) Scholar designation; course and assessment
1175 requirements.—

1176 1. Four credits in English Language Arts (ELA).—The four

1177 credits must be in ELA I, II, III, and IV. A student must pass
1178 10th grade FCAT Reading until the state transitions to a common
1179 core 10th grade ELA assessment after which time a student must
1180 pass the ELA assessment in order to earn a standard high school
1181 diploma. A student also must pass the 11th grade ELA assessment
1182 in order to earn the scholar designation.

1183 2. Four credits in Mathematics.—A student must earn one
1184 credit in Algebra I; one credit in Geometry; one credit in
1185 Algebra II; and one credit in Statistics or an equally rigorous
1186 course. A student's performance on the Algebra I EOC assessment
1187 or common core assessment, as applicable, constitutes 30 percent
1188 of the student's final course grade. A student must pass the
1189 Algebra I EOC assessment until the state transitions to a common
1190 core Algebra I assessment after which time a student must pass
1191 the common core assessment in order to earn a standard high
1192 school diploma. A student's performance on the Geometry EOC
1193 assessment or common core assessment, as applicable, constitutes
1194 30 percent of the student's final course grade, and the student
1195 must pass the assessment in order to earn the scholar
1196 designation. A student's performance on the common core Algebra
1197 II assessment constitutes 30 percent of a student's final course
1198 grade, and the student must pass the assessment in order to earn
1199 the scholar designation.

1200 3. Three credits in Science.—Two of the three required
1201 credits must have a laboratory component. A student must earn
1202 one credit in Biology I, one credit in Chemistry or Physics, and
1203 one credit in a course equally rigorous to Chemistry or Physics.
1204 A student's performance on the Biology I EOC assessment

1205 constitutes 30 percent of the student's final course grade, and
 1206 the student must pass the assessment in order to earn the
 1207 scholar designation.

1208 4. Three credits in Social Studies.—A student must earn
 1209 one credit in United States History; one credit in World
 1210 History; one-half credit in Economics, which must include
 1211 financial literacy; and one-half credit in United States
 1212 Government. Student performance on the United States History EOC
 1213 assessment constitutes 30 percent of the student's final course
 1214 grade, and the student must pass the assessment in order to earn
 1215 the scholar designation.

1216 5. One credit in Fine or Performing Arts, Speech and
 1217 Debate, or Practical Arts.—The practical arts course must
 1218 incorporate artistic content and techniques of creativity,
 1219 interpretation, and imagination. Eligible practical arts courses
 1220 are identified in the Course Code Directory.

1221 6. One credit in Physical Education.—Physical Education
 1222 must include the integration of health. This requirement is
 1223 subject to all of the provisions in s. 1003.428(2)(a)6.

1224 7. Two credits in a foreign language.—The two credits must
 1225 be in the same foreign language.

1226 8. Six credits in electives.—At least one of the credits
 1227 must be in an Advanced Placement, an International
 1228 Baccalaureate, an Advanced International Certificate of
 1229 Education, or a dual enrollment course. Electives may include
 1230 career education courses. School districts shall coordinate
 1231 electives with a STEM or Liberal Arts focus, and school staff
 1232 shall assist students in selecting the most appropriate focus.

1233 (4) ONLINE COURSE REQUIREMENT.—Excluding a driver's
1234 education course, at least one course within the 24 credits
1235 required under this section must be completed through online
1236 learning. A school district may not require a student to take
1237 the online course outside the school day or in addition to a
1238 student's courses for a given semester. An online course taken
1239 in grade 6, grade 7, or grade 8 fulfills this requirement. This
1240 requirement is met through an online course offered by the
1241 Florida Virtual School, a virtual education provider approved by
1242 the State Board of Education, a high school, or an online dual
1243 enrollment course. A student who is enrolled in a full-time or
1244 part-time virtual instruction program under s. 1002.45 meets
1245 this requirement. This requirement does not apply to a student
1246 who has an individual education plan under s. 1003.57 which
1247 indicates that an online course would be inappropriate or to an
1248 out-of-state transfer student who is enrolled in a Florida high
1249 school and has 1 academic year or less remaining in high school.

1250 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.—

1251 (a) Each year a student scores Level 1 or Level 2 on 9th
1252 grade or 10th grade FCAT Reading or, when implemented, 9th
1253 grade, 10th grade, or 11th grade common core English Language
1254 Arts (ELA) assessments, the student must be enrolled in and
1255 complete an intensive remedial course the following year or be
1256 placed in a content area course that includes remediation of
1257 skills not acquired by the student.

1258 (b) Each year a student scores Level 1 or Level 2 on the
1259 Algebra I EOC assessment, or upon transition to the common core
1260 Algebra I assessment, the student must be enrolled in and

1261 complete an intensive remedial course the following year or be
1262 placed in a content area course that includes remediation of
1263 skills not acquired by the student.

1264 (6) GRADE FORGIVENESS POLICY.—Each district school board
1265 shall adopt policies designed to assist students in meeting
1266 graduation requirements including grade forgiveness policies.
1267 Forgiveness policies for required courses shall be limited to
1268 replacing a grade of "D" or "F" with a grade of "C" or higher
1269 earned subsequently in the same or comparable course.
1270 Forgiveness policies for elective courses shall be limited to
1271 replacing a grade of "D" or "F" with a grade of "C" or higher
1272 earned subsequently in another course. The only exception to
1273 these forgiveness policies shall be made for a student in the
1274 middle grades who takes any high school course for high school
1275 credit and earns a grade of "C," "D," or "F". In such case, the
1276 district forgiveness policy must allow the replacement of the
1277 grade with a grade of "C" or higher earned subsequently in the
1278 same or comparable course. In all cases of grade forgiveness,
1279 only the new grade shall be used in the calculation of the
1280 student's grade point average. Any course grade not replaced
1281 according to a district school board forgiveness policy shall be
1282 included in the calculation of the cumulative grade point
1283 average required for graduation.

1284 (7) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
1285 earns a cumulative grade point average (GPA) of 2.0 on a 4.0
1286 scale and meets the requirements of this section shall be
1287 awarded a standard high school diploma in a form prescribed by
1288 the State Board of Education. Notwithstanding any other law to

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1289 the contrary, all students enrolled in high school as of the
1290 2012-2013 school year may select one of the standard high school
1291 diploma designations and, if the student meets the applicable
1292 requirements and earns a 2.0 GPA, the student shall be awarded a
1293 standard high school diploma with the appropriate designation
1294 indicated on the diploma. A high school student who earned a
1295 passing grade in Biology I or Geometry before the 2013-2014
1296 school year shall be awarded a credit in that course if the
1297 student selects the College and Career designation or the
1298 Industry designation and, if the student selects the Scholar
1299 designation and passed the course and the EOC assessment, the
1300 student's performance on the EOC assessment is not required to
1301 constitute 30 percent of the student's final course grade. A
1302 student who fails to earn the required credits or achieve a 2.0
1303 GPA shall be awarded a certificate of completion in a form
1304 prescribed by the State Board of Education.

1305 (8) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—

1306 (a) Beginning with the 2012-2013 school year, if a student
1307 transfers to a Florida public high school from out of country,
1308 out of state, a private school, or a home education program and
1309 the student's transcript shows a mathematics credit in a course
1310 that requires passage of a statewide, standardized assessment in
1311 order to earn course credit, the student must pass the
1312 assessment in order to earn the credit unless the student earned
1313 an equivalent score pursuant to s. 1008.22, passed a statewide
1314 assessment in that subject administered by the transferring
1315 entity, or passed the statewide assessment the transferring
1316 entity uses to satisfy the requirements of the Elementary and

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1317 Secondary Education Act, 20 U.S.C. s. 6301. If a student's
1318 transcript shows a credit in high school reading or English
1319 Language Arts II or III, the student must take and pass grade 10
1320 FCAT Reading or earn a concordant score on the SAT or ACT as
1321 specified by state board rule or, when the state transitions to
1322 common core English Language Arts assessments, earn a passing
1323 score on the English Language Arts assessment as required under
1324 the standard high school diploma designation selected under this
1325 section.

1326 (b) Credits and grades earned and offered for acceptance
1327 by a transferring student shall be based on official transcripts
1328 and shall be accepted at face value subject to validation, as
1329 provided by State Board of Education rule, if required by the
1330 receiving school's accreditation.

1331 (9) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL
1332 CREDIT REQUIREMENTS.—

1333 (a) Participation in career education courses engages
1334 students in their high school education, increases academic
1335 achievement, enhances employability, and increases postsecondary
1336 success. By July 1, 2014, the department shall develop, for
1337 approval by the State Board of Education, multiple, additional
1338 career education courses or a series of courses that meet the
1339 requirements set forth in s. 1003.493(2), (4), and (5) and this
1340 subsection and allow students to earn credit in both the career
1341 education course and courses required for high school graduation
1342 under ss. 1003.428, 1003.4281, and 1003.4282.

1343 1. The state board must determine if sufficient academic
1344 standards are covered to warrant the award of academic credit.

1345 2. Career education courses must include workforce and
1346 digital literacy skills and the integration of required course
1347 content with practical applications and designated rigorous
1348 coursework that results in one or more industry certifications
1349 or clearly articulated credit or advanced standing in a 2-year
1350 or 4-year certificate or degree program, which may include high
1351 school junior and senior year work-related internships or
1352 apprenticeships. The department shall negotiate state licenses
1353 for material and testing for industry certifications. The
1354 instructional methodology used in these courses must be
1355 comprised of authentic projects, problems, and activities for
1356 contextually learning the academics.

1357 3. The state board shall identify an industry
1358 certification or multiple certifications from the Industry
1359 Certification Funding List or the Postsecondary Industry
1360 Certification Funding List that demonstrate attainment of
1361 standards associated with digital composition, word processing,
1362 and presentation skills, which shall satisfy at least one credit
1363 in English Language Arts required to fulfill high school
1364 graduation requirements.

1365 (b) Each school district should take the initiative to
1366 work with local workforce boards, local business and industry
1367 leaders, and postsecondary institutions to establish
1368 partnerships for the purpose of creating career education
1369 courses or a series of courses that meet the requirements set
1370 forth in s. 1003.493(2), (4), and (5) that students can take to
1371 earn required high school course credits. Emphasis should be
1372 placed on online course work and digital literacy. School

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1373 districts must submit their recommended career education courses
1374 to the department for state board approval. School district-
1375 recommended career education courses must meet the same rigorous
1376 standards as department-developed career education courses in
1377 order to be approved by the state board. School districts
1378 participating in the development of rigorous career education
1379 courses will be able to better address local workforce needs and
1380 allow students the opportunity to acquire the knowledge and
1381 skills that are needed not only for academic advancement but
1382 also for employability purposes.

1383 (c) Regional consortium service organizations established
1384 pursuant to s. 1001.451 shall work with school districts, local
1385 workforce boards, postsecondary institutions, and local business
1386 and industry leaders to create career education courses that
1387 meet the requirements set forth in s. 1003.493(2), (4), and (5)
1388 and this subsection that students can take to earn required high
1389 school course credits. The regional consortium shall submit
1390 course recommendations to the department, on behalf of the
1391 consortium member districts, for state board approval. A strong
1392 emphasis should be placed on online course work, digital
1393 literacy, and workforce literacy as defined in s. 1004.02(27).
1394 For purposes of providing students the opportunity to earn
1395 industry certifications, consortiums must secure the necessary
1396 site licenses and testing contracts for use by member districts.

1397 (10) RULES.—The State Board of Education shall adopt rules
1398 to implement this section.

1399 Section 18. Section 1003.4285, Florida Statutes, is
1400 amended to read:

1401 1003.4285 Standard high school diploma designations.—Each
 1402 standard high school diploma shall include, as appropriate
 1403 ~~applicable~~:

1404 (1) The designation a student earned under s. 1003.4282
 1405 and, if a student received a waiver under s. 1008.22(3)(c)2., a
 1406 statement so indicating. ~~A designation of the student's major~~
 1407 ~~area of interest pursuant to the student's completion of credits~~
 1408 ~~as provided in s. 1003.428.~~

1409 (2) A designation reflecting completion of four or more
 1410 accelerated college credit courses if the student is eligible
 1411 for college credit pursuant to s. 1007.27 or s. 1007.271 in
 1412 Advanced Placement, International Baccalaureate, Advanced
 1413 International Certificate of Education, or dual enrollment
 1414 courses. ~~The Commissioner of Education shall establish~~
 1415 ~~guidelines for successful passage of examinations or coursework~~
 1416 ~~in each of the accelerated college credit options for purposes~~
 1417 ~~of this subsection.~~

1418 (3) A designation reflecting the ~~attainment of one or more~~
 1419 industry certifications that were attained ~~from the list~~
 1420 ~~approved by Workforce Florida, Inc.,~~ under s. 1003.492.

1421 (4) A designation reflecting a Florida Ready to Work
 1422 Credential in accordance with s. 445.06.

1423 Section 19. Section 1003.4286, Florida Statutes, is
 1424 created to read:

1425 1003.4286 Award of standard high school diplomas to
 1426 honorably discharged veterans.—Pursuant to rules adopted by the
 1427 State Board of Education in consultation with the Department of
 1428 Military Affairs, the Commissioner of Education may award a

1429 standard high school diploma to an honorably discharged veteran
 1430 who has not completed high school graduation requirements.

1431 Section 20. Section 1003.429, Florida Statutes, is
 1432 repealed.

1433 Section 21. Subsections (1) and (3) of section 1003.4295,
 1434 Florida Statutes, are amended to read:

1435 1003.4295 Acceleration options.—

1436 (1) Each high school shall advise each student of courses
 1437 ~~programs~~ through which a high school student can earn college
 1438 credit, including Advanced Placement, International
 1439 Baccalaureate, Advanced International Certificate of Education,
 1440 dual enrollment, ~~and~~ early admission ~~courses~~, and career academy
 1441 courses~~,~~ and courses that lead to ~~national~~ industry
 1442 certification, as well as the availability of course offerings
 1443 through virtual instruction. Students shall also be advised of
 1444 the early ~~and accelerated~~ graduation options under s. ss.
 1445 1003.4281 ~~and 1003.429.~~

1446 (3) The Credit Acceleration Program (CAP) is created for
 1447 the purpose of allowing a student to earn high school credit in
 1448 Algebra I, Algebra II, Geometry, United States History, or
 1449 Biology ~~a course that requires a statewide, standardized end-of-~~
 1450 ~~course assessment~~ if the student passes the statewide,
 1451 standardized assessment administered under s. 1008.22 ~~attains a~~
 1452 ~~specified score on the assessment.~~ Notwithstanding s. 1003.436,
 1453 a school district shall award course credit to a student who is
 1454 not enrolled in the course, or who has not completed the course,
 1455 if the student attains a passing score on the corresponding
 1456 statewide, standardized ~~end-of-course~~ assessment. The school

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1457 district shall permit a student who is not enrolled in the
1458 course, or who has not completed the course, to take the
1459 ~~standardized end-of-course~~ assessment during the regular
1460 administration of the assessment.

1461 Section 22. Section 1003.43, Florida Statutes, is
1462 repealed.

1463 Section 23. Section 1003.433, Florida Statutes, is amended
1464 to read:

1465 1003.433 Learning opportunities for out-of-state and out-
1466 of-country transfer students and students needing additional
1467 instruction to meet high school graduation requirements.—

1468 (1) Students who enter a Florida public school at the
1469 eleventh or twelfth grade from out of state or out of ~~from a~~
1470 ~~foreign~~ country shall not be required to spend additional time
1471 in a Florida public school in order to meet the high school
1472 course requirements if the student has met all requirements of
1473 the school district, state, or country from which he or she is
1474 transferring. Such students who are not proficient in English
1475 should receive immediate and intensive instruction in English
1476 language acquisition. However, to receive a standard high school
1477 diploma, a transfer student must earn a 2.0 grade point average
1478 and meet the requirements under s. 1008.22 ~~pass the grade 10~~
1479 ~~FCAT required in s. 1008.22(3) or an alternate assessment as~~
1480 ~~described in s. 1008.22(10).~~

1481 (2) Students who earn the required 24 credits ~~have met all~~
1482 ~~requirements~~ for the standard high school diploma except for
1483 passage of any must-pass assessment under s. 1003.4282 or s.
1484 1008.22 ~~the grade 10 FCAT~~ or an alternate assessment by the end

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1485 of grade 12 must be provided the following learning
1486 opportunities:

1487 (a) Participation in an accelerated high school
1488 equivalency diploma preparation program during the summer.

1489 (b) Upon receipt of a certificate of completion, be
1490 allowed to take the College Placement Test and be admitted to
1491 ~~remedial or credit courses at~~ a Florida College System
1492 institution, as appropriate.

1493 (c) Participation in an adult general education program as
1494 provided in s. 1004.93 for such time as the student requires to
1495 master English, reading, mathematics, or any other subject
1496 required for high school graduation. Students attending adult
1497 basic, adult secondary, or vocational-preparatory instruction
1498 are exempt from any requirement for the payment of tuition and
1499 fees, including lab fees, pursuant to s. 1009.25. A student
1500 attending an adult general education program shall have the
1501 opportunity to take any must-pass assessment under s. 1003.4282
1502 or s. 1008.22 ~~the grade 10 FCAT~~ an unlimited number of times in
1503 order to receive a standard high school diploma.

1504 (3) Students who have been enrolled in an ESOL program for
1505 less than 2 school years and have met all requirements for the
1506 standard high school diploma except for passage of any must-pass
1507 assessment under s. 1003.4282 or s. 1008.22 ~~the grade 10 FCAT~~ or
1508 alternate assessment may receive immersion English language
1509 instruction during the summer following their senior year.
1510 Students receiving such instruction are eligible to take the
1511 required assessment ~~FCAT~~ or alternate assessment and receive a
1512 standard high school diploma upon passage of the required

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1513 assessment ~~grade 10 FCAT or the~~ alternate assessment. This
1514 subsection shall be implemented to the extent funding is
1515 provided in the General Appropriations Act.

1516 ~~(4) The district school superintendent shall be~~
1517 ~~responsible for notifying all students of the consequences of~~
1518 ~~failure to receive a standard high school diploma, including the~~
1519 ~~potential ineligibility for financial assistance at~~
1520 ~~postsecondary educational institutions.~~

1521 (4) ~~(5)~~ The State Board of Education may adopt rules
1522 pursuant to ss. 120.536(1) and 120.54 to administer this
1523 section.

1524 Section 24. Subsection (6) of section 1003.435, Florida
1525 Statutes, is amended to read:

1526 1003.435 High school equivalency diploma program.—

1527 (6) ~~(a)~~ All high school equivalency diplomas issued under
1528 the provisions of this section shall have equal status with
1529 other high school diplomas for all state purposes, including
1530 admission to any state university or Florida College System
1531 institution.

1532 ~~(b) The State Board of Education shall adopt rules~~
1533 ~~providing for the award of a standard high school diploma to~~
1534 ~~holders of high school equivalency diplomas who are assessed as~~
1535 ~~meeting designated criteria, and the commissioner shall~~
1536 ~~establish procedures for administering the assessment.~~

1537 Section 25. Paragraph (a) of subsection (1) of section
1538 1003.436, Florida Statutes, is amended to read:

1539 1003.436 Definition of "credit".—

1540 (1) (a) For the purposes of requirements for high school

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1541 graduation, one full credit means a minimum of 135 hours of bona
1542 fide instruction in a designated course of study that contains
1543 student performance standards, except as otherwise provided
1544 through the Credit Acceleration Program (CAP) under s.
1545 1003.4295(3). One full credit means a minimum of 120 hours of
1546 bona fide instruction in a designated course of study that
1547 contains student performance standards for purposes of meeting
1548 high school graduation requirements in a district school that
1549 has been authorized to implement block scheduling by the
1550 district school board. The State Board of Education shall
1551 determine the number of postsecondary credit hours earned
1552 through dual enrollment pursuant to s. 1007.271 that satisfy the
1553 requirements of a dual enrollment articulation agreement
1554 according to s. 1007.271(21) and that equal one full credit of
1555 the equivalent high school course identified pursuant to s.
1556 1007.271(9).

1557 Section 26. Section 1003.438, Florida Statutes, is amended
1558 to read:

1559 1003.438 Special high school graduation requirements for
1560 certain exceptional students.—A student who has been identified,
1561 in accordance with rules established by the State Board of
1562 Education, as a student with disabilities who has an
1563 intellectual disability; an autism spectrum disorder; a language
1564 impairment; an orthopedic impairment; an other health
1565 impairment; a traumatic brain injury; an emotional or behavioral
1566 disability; a specific learning disability, including, but not
1567 limited to, dyslexia, dyscalculia, or developmental aphasia; or
1568 students who are deaf or hard of hearing or dual sensory

1569 | impaired shall not be required to meet all requirements of ~~s.~~
 1570 | ~~1003.43~~ or s. 1003.428 or s. 1003.4282 and shall, upon meeting
 1571 | all applicable requirements prescribed by the district school
 1572 | board pursuant to s. 1008.25, be awarded a special diploma in a
 1573 | form prescribed by the commissioner; however, such special
 1574 | graduation requirements prescribed by the district school board
 1575 | must include minimum graduation requirements as prescribed by
 1576 | the commissioner. Any such student who meets all special
 1577 | requirements of the district school board, but is unable to meet
 1578 | the appropriate special state minimum requirements, shall be
 1579 | awarded a special certificate of completion in a form prescribed
 1580 | by the commissioner. However, this section does not limit or
 1581 | restrict the right of an exceptional student solely to a special
 1582 | diploma or special certificate of completion. Any such student
 1583 | shall, upon proper request, be afforded the opportunity to fully
 1584 | meet all requirements of ~~s. 1003.43~~ or s. 1003.428 or s.
 1585 | 1003.4282 through the standard procedures established therein
 1586 | and thereby to qualify for a standard diploma upon graduation.

1587 | Section 27. Paragraphs (e) and (f) of subsection (3) of
 1588 | section 1003.491, Florida Statutes, are amended to read:

1589 | 1003.491 Florida Career and Professional Education Act.—
 1590 | The Florida Career and Professional Education Act is created to
 1591 | provide a statewide planning partnership between the business
 1592 | and education communities in order to attract, expand, and
 1593 | retain targeted, high-value industry and to sustain a strong,
 1594 | knowledge-based economy.

1595 | (3) The strategic 3-year plan developed jointly by the
 1596 | local school district, regional workforce boards, economic

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1597 development agencies, and state-approved postsecondary
1598 institutions shall be constructed and based on:

1599 (e) Strategies to provide personalized student advisement,
1600 including a parent-participation component, and coordination
1601 with middle grades ~~schools~~ to promote and support career-themed
1602 courses and education planning as required under s. 1003.4156;

1603 (f) Alignment of requirements for middle school career
1604 planning under s. 1003.4156(1)(e) ~~1003.4156(1)(a)5.~~, middle and
1605 high school career and professional academies or career-themed
1606 courses leading to industry certification or postsecondary
1607 credit, and high school graduation requirements;

1608 Section 28. Subsections (2) and (4) of section 1003.4935,
1609 Florida Statutes, are amended to read:

1610 1003.4935 Middle grades ~~school~~ career and professional
1611 academy courses and career-themed courses.—

1612 (2) Each middle grades ~~school~~ career and professional
1613 academy or career-themed course must be aligned with at least
1614 one high school career and professional academy or career-themed
1615 course offered in the district and maintain partnerships with
1616 local business and industry and economic development boards.
1617 Middle grades ~~school~~ career and professional academies and
1618 career-themed courses must:

1619 (a) Lead to careers in occupations designated as high-
1620 skill, high-wage, and high-demand in the Industry Certification
1621 Funding List approved under rules adopted by the State Board of
1622 Education;

1623 (b) Integrate content from core subject areas;

1624 (c) Integrate career and professional academy or career-

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1625 themed course content with intensive reading, English Language
1626 Arts, and mathematics pursuant to ss. ~~s.~~ 1003.428 and 1003.4282;

1627 (d) Coordinate with high schools to maximize opportunities
1628 for middle grades school students to earn high school credit;

1629 (e) Provide access to virtual instruction courses provided
1630 by virtual education providers legislatively authorized to
1631 provide part-time instruction to middle grades school students.

1632 The virtual instruction courses must be aligned to state
1633 curriculum standards for middle grades school career and
1634 professional academy courses or career-themed courses, with
1635 priority given to students who have required course deficits;

1636 (f) Provide instruction from highly skilled professionals
1637 who hold industry certificates in the career area in which they
1638 teach;

1639 (g) Offer externships; and

1640 (h) Provide personalized student advisement that includes
1641 a parent-participation component.

1642 ~~(4) The State Board of Education shall adopt rules to~~
1643 ~~identify industry certifications in science, technology,~~
1644 ~~engineering, and mathematics offered in middle school to be~~
1645 ~~included on the Industry Certified Funding List and which are~~
1646 ~~eligible for additional full-time equivalent membership under s.~~
1647 ~~1011.62(1).~~

1648 Section 29. Paragraph (c) of subsection (3) of section
1649 1003.51, Florida Statutes, is amended to read:

1650 1003.51 Other public educational services.—

1651 (3) The Department of Education in partnership with the
1652 Department of Juvenile Justice, the district school boards, and

1653 providers shall:

1654 (c) Maintain standardized required content of education
 1655 records to be included as part of a youth's commitment record.
 1656 These requirements shall reflect the policy and standards
 1657 adopted pursuant to subsection (2) and shall include, but not be
 1658 limited to, the following:

- 1659 1. A copy of the student's individual educational plan.
- 1660 2. ~~Assessment~~ Data on student performance on assessments,
 1661 ~~including grade level proficiency in reading, writing, and~~
 1662 ~~mathematics, and performance on tests~~ taken according to s.
 1663 1008.22.
- 1664 3. A copy of the student's permanent cumulative record.
- 1665 4. A copy of the student's academic transcript.
- 1666 5. A portfolio reflecting the youth's academic
 1667 accomplishments while in the Department of Juvenile Justice
 1668 program.

1669 Section 30. Subsection (4) of section 1003.621, Florida
 1670 Statutes, is amended to read:

1671 1003.621 Academically high-performing school districts.—It
 1672 is the intent of the Legislature to recognize and reward school
 1673 districts that demonstrate the ability to consistently maintain
 1674 or improve their high-performing status. The purpose of this
 1675 section is to provide high-performing school districts with
 1676 flexibility in meeting the specific requirements in statute and
 1677 rules of the State Board of Education.

1678 (4) REPORTS.—The academically high-performing school
 1679 district shall submit to the State Board of Education and the
 1680 Legislature an annual report on December 1 which delineates the

1681 performance of the school district relative to the academic
1682 performance of students at each grade level in reading, writing,
1683 mathematics, science, and any other subject that is included as
1684 a part of the statewide assessment program in s. 1008.22. The
1685 annual report shall be submitted in a format prescribed by the
1686 Department of Education and shall include, ~~but need not be~~
1687 ~~limited to, the following:~~

1688 (a) Longitudinal performance of students on ~~in~~
1689 ~~mathematics, reading, writing, science, and any other subject~~
1690 ~~that is included as a part of the statewide,~~ standardized
1691 assessments taken under assessment program in s. 1008.22;

1692 (b) Longitudinal performance of students by grade level
1693 and subgroup on ~~in mathematics, reading, writing, science, and~~
1694 ~~any other subject that is included as a part of the statewide,~~
1695 standardized assessments taken under assessment program in s.
1696 1008.22;

1697 (c) Longitudinal performance regarding efforts to close
1698 the achievement gap;

1699 (d)1. Number and percentage of students who take an
1700 Advanced Placement Examination; and

1701 2. Longitudinal performance regarding students who take an
1702 Advanced Placement Examination by demographic group,
1703 specifically by age, gender, race, and Hispanic origin, and by
1704 participation in the National School Lunch Program;

1705 (e) Evidence of compliance with subsection (1); and

1706 (f) A description of each waiver and the status of each
1707 waiver.

1708 Section 31. Subsection (1) of section 1004.935, Florida

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1709 Statutes, is amended to read:

1710 1004.935 Adults with Disabilities Workforce Education
1711 Pilot Program.—

1712 (1) The Adults with Disabilities Workforce Education Pilot
1713 Program is established in the Department of Education for 2
1714 years in Hardee, DeSoto, Manatee, and Sarasota Counties to
1715 provide the option of receiving a scholarship for instruction at
1716 private schools for up to 30 students who:

1717 (a) Have a disability;

1718 (b) Are 22 years of age;

1719 (c) Are receiving instruction from an instructor in a
1720 private school to meet the high school graduation requirements
1721 in s. 1003.428 or s. 1003.4282;

1722 (d) Do not have a standard high school diploma or a
1723 special high school diploma; and

1724 (e) Receive "supported employment services," which means
1725 employment that is located or provided in an integrated work
1726 setting with earnings paid on a commensurate wage basis and for
1727 which continued support is needed for job maintenance.

1728

1729 As used in this section, the term "student with a disability"
1730 includes a student who is documented as having an intellectual
1731 disability; a speech impairment; a language impairment; a
1732 hearing impairment, including deafness; a visual impairment,
1733 including blindness; a dual sensory impairment; an orthopedic
1734 impairment; another health impairment; an emotional or
1735 behavioral disability; a specific learning disability,
1736 including, but not limited to, dyslexia, dyscalculia, or

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1737 developmental aphasia; a traumatic brain injury; a developmental
1738 delay; or autism spectrum disorder.

1739 Section 32. Subsections (2), (7), (9), and (11) of section
1740 1007.271, Florida Statutes, are amended to read:

1741 1007.271 Dual enrollment programs.—

1742 (2) For the purpose of this section, an eligible secondary
1743 student is a student who is enrolled in a Florida public
1744 secondary school or in a Florida private secondary school which
1745 is in compliance with s. 1002.42(2) and provides a secondary
1746 curriculum pursuant to s. 1003.428 or s. 1003.4282, ~~s. 1003.429,~~
1747 ~~or s. 1003.43~~. Students who are eligible for dual enrollment
1748 pursuant to this section may enroll in dual enrollment courses
1749 conducted during school hours, after school hours, and during
1750 the summer term. However, if the student is projected to
1751 graduate from high school before the scheduled completion date
1752 of a postsecondary course, the student may not register for that
1753 course through dual enrollment. The student may apply to the
1754 postsecondary institution and pay the required registration,
1755 tuition, and fees if the student meets the postsecondary
1756 institution's admissions requirements under s. 1007.263.
1757 Instructional time for dual enrollment may vary from 900 hours;
1758 however, the school district may only report the student for a
1759 maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student
1760 enrolled as a dual enrollment student is exempt from the payment
1761 of registration, tuition, and laboratory fees. Vocational-
1762 preparatory instruction, college-preparatory instruction, and
1763 other forms of precollegiate instruction, as well as physical
1764 education courses that focus on the physical execution of a

1765 skill rather than the intellectual attributes of the activity,
 1766 are ineligible for inclusion in the dual enrollment program.
 1767 Recreation and leisure studies courses shall be evaluated
 1768 individually in the same manner as physical education courses
 1769 for potential inclusion in the program.

1770 (7) Career dual enrollment shall be provided as a
 1771 curricular option for secondary students to pursue in order to
 1772 earn industry certifications adopted pursuant to s. 1008.44,
 1773 which count as ~~a series of elective~~ credits toward the high
 1774 school diploma. Career dual enrollment shall be available for
 1775 secondary students seeking a degree and industry certification
 1776 through ~~or certificate from a career education complete career-~~
 1777 ~~preparatory program or course~~ and may not be used to enroll
 1778 students in isolated career courses.

1779 (9) The Commissioner of Education shall appoint faculty
 1780 committees representing public school, Florida College System
 1781 institution, and university faculties to identify postsecondary
 1782 courses that meet the high school graduation requirements of s.
 1783 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43~~ and to
 1784 establish the number of postsecondary semester credit hours of
 1785 instruction and equivalent high school credits earned through
 1786 dual enrollment pursuant to this section that are necessary to
 1787 meet high school graduation requirements. Such equivalencies
 1788 shall be determined solely on comparable course content and not
 1789 on seat time traditionally allocated to such courses in high
 1790 school. The Commissioner of Education shall recommend to the
 1791 State Board of Education those postsecondary courses identified
 1792 to meet high school graduation requirements, based on mastery of

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1793 course outcomes, by their course numbers, and all high schools
 1794 shall accept these postsecondary education courses toward
 1795 meeting the requirements of s. 1003.428 or s. 1003.4282, ~~s.~~
 1796 ~~1003.429, or s. 1003.43.~~

1797 (11) Career early admission is a form of career dual
 1798 enrollment through which eligible secondary students enroll full
 1799 time in a career center or a Florida College System institution
 1800 in postsecondary programs leading to industry certifications, as
 1801 listed in the Postsecondary Industry Certification Funding List
 1802 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
 1803 the high school diploma and the certificate or associate degree.
 1804 Participation in the career early admission program is limited
 1805 to students who have completed a minimum of 4 ~~6~~ semesters of
 1806 full-time secondary enrollment, including studies undertaken in
 1807 the ninth grade. Students enrolled pursuant to this section are
 1808 exempt from the payment of registration, tuition, and laboratory
 1809 fees.

1810 Section 33. Section 1008.22, Florida Statutes, is amended
 1811 to read:

1812 (Substantial rewording of section. See
 1813 s. 1008.22, F.S., for present text.)

1814 1008.22 Student assessment program for public schools.—

1815 (1) PURPOSE.—The primary purpose of the student assessment
 1816 program is to provide student academic achievement and learning
 1817 gains data to students, parents, teachers, school
 1818 administrators, and school district staff. This data is to be
 1819 used by districts to improve instruction; by students, parents,
 1820 and teachers to guide learning objectives; by education

1821 researchers to assess national and international education
1822 comparison data; and by the public to assess the cost benefit of
1823 the expenditure of taxpayer dollars. The program must be
1824 designed to:

1825 (a) Assess the achievement level and annual learning gains
1826 of each student in English Language Arts and Mathematics and the
1827 achievement level in all other subjects assessed.

1828 (b) Provide data for making decisions regarding school
1829 accountability, recognition, and improvement of operations and
1830 management, including schools operating for the purpose of
1831 providing educational services to youth in Department of
1832 Juvenile Justice programs.

1833 (c) Identify the educational strengths and needs of
1834 students and the readiness of students to be promoted to the
1835 next grade level or to graduate from high school.

1836 (d) Assess how well educational goals and curricular
1837 standards are met at the school, district, state, national, and
1838 international levels.

1839 (e) Provide information to aid in the evaluation and
1840 development of educational programs and policies.

1841 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—
1842 Florida school districts shall participate in the administration
1843 of the National Assessment of Educational Progress, or similar
1844 national or international assessments, both for the national
1845 sample and for any state-by-state comparison programs that may
1846 be initiated, as directed by the commissioner. The assessments
1847 must be conducted using the data collection procedures, student
1848 surveys, educator surveys, and other instruments included in the

1849 National Assessment of Educational Progress or similar national
1850 or international assessments being administered in Florida. The
1851 administration of such assessments shall be in addition to and
1852 separate from the administration of the statewide, standardized
1853 assessments.

1854 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1855 Commissioner of Education shall design and implement a
1856 statewide, standardized assessment program aligned to the core
1857 curricular content established in the Next Generation Sunshine
1858 State Standards. The commissioner also must develop or select
1859 and implement a common battery of assessment tools that will be
1860 used in all juvenile justice education programs in the state.
1861 These tools must accurately measure the core curricular content
1862 established in the Next Generation Sunshine State Standards.
1863 Participation in the assessment program is mandatory for all
1864 school districts and all students attending public schools,
1865 including students seeking an adult high school diploma and
1866 students in Department of Juvenile Justice education programs,
1867 except as otherwise prescribed by the commissioner. If a student
1868 does not participate in the assessment program, the school
1869 district must notify the student's parent and provide the parent
1870 with information regarding the implications of such
1871 nonparticipation. The statewide, standardized assessment program
1872 shall be designed and implemented as follows:

1873 (a) Florida Comprehensive Assessment Test (FCAT) until
1874 replaced by common core assessments.—FCAT Reading shall be
1875 administered annually in grades 3 through 10; FCAT Mathematics
1876 shall be administered annually in grades 3 through 8; FCAT

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1877 Writing shall be administered annually at least once at the
1878 elementary, middle, and high school levels; and FCAT Science
1879 shall be administered annually at least once at the elementary
1880 and middle grades levels. A student who has not earned a passing
1881 score on grade 10 FCAT Reading must participate in each retake
1882 of the assessment until the student earns a passing score. The
1883 commissioner shall recommend and the State Board of Education
1884 must adopt a score on both the SAT and ACT that is concordant to
1885 a passing score on grade 10 FCAT Reading that, if achieved by a
1886 student, meets the must-pass requirement for grade 10 FCAT
1887 Reading.

1888 (b) End-of-course (EOC) assessments.—EOC assessments must
1889 be statewide, standardized, and developed or approved by the
1890 Department of Education as follows:

1891 1. Statewide, standardized EOC assessments in mathematics
1892 shall be administered according to this subparagraph. Beginning
1893 with the 2010-2011 school year, all students enrolled in Algebra
1894 I must take the Algebra I EOC assessment. Except as otherwise
1895 provided in this section, beginning with students entering grade
1896 9 in the 2011-2012 school year, a student who is enrolled in
1897 Algebra I must earn a passing score on the Algebra I EOC
1898 assessment or attain an equivalent score as authorized under
1899 subsection (8) in order to earn course credit. A student who has
1900 not earned a passing score on the Algebra I EOC assessment must
1901 participate in each retake of the assessment until the student
1902 earns a passing score. Beginning with the 2011-2012 school year,
1903 all students enrolled in Geometry must take the Geometry EOC
1904 assessment. Except as otherwise provided in this section and s.

1905 1003.4282, students entering grade 9 in the 2012-2013 school
 1906 year must earn a passing score on the Geometry EOC assessment or
 1907 attain an equivalent score as authorized under subsection (8) in
 1908 order to earn course credit. Middle grades students enrolled in
 1909 Algebra I or Geometry must take the statewide, standardized EOC
 1910 assessment for those courses and are not required to take the
 1911 corresponding grade-level FCAT.

1912 2. Statewide, standardized EOC assessments in science
 1913 shall be administered according to this subparagraph. Beginning
 1914 with the 2011-2012 school year, all students enrolled in Biology
 1915 I must take the Biology I EOC assessment. Except as otherwise
 1916 provided in this section and s. 1003.4282, students entering
 1917 grade 9 in the 2012-2013 school year must earn a passing score
 1918 on the Biology I EOC assessment in order to earn course credit.

1919 3. During the 2012-2013 school year, an EOC assessment in
 1920 civics education shall be administered as a field test at the
 1921 middle grades level. Beginning with the 2013-2014 school year,
 1922 each student's performance on the statewide, standardized EOC
 1923 assessment in civics education constitutes 30 percent of the
 1924 student's final course grade.

1925 4. The commissioner may select one or more nationally
 1926 developed comprehensive examinations, which may include
 1927 examinations for a College Board Advanced Placement course,
 1928 International Baccalaureate course, or Advanced International
 1929 Certificate of Education course, or industry-approved
 1930 examinations to earn national industry certifications identified
 1931 in the Industry Certification Funding List, for use as EOC
 1932 assessments under this paragraph if the commissioner determines

1933 | that the content knowledge and skills assessed by the
 1934 | examinations meet or exceed the grade-level expectations for the
 1935 | core curricular content established for the course in the Next
 1936 | Generation Sunshine State Standards. Use of any such examination
 1937 | as an EOC assessment must be approved by the state board.

1938 | 5. Contingent upon funding provided in the General
 1939 | Appropriations Act, including the appropriation of funds
 1940 | received through federal grants, the commissioner may establish
 1941 | an implementation schedule for the development and
 1942 | administration of additional statewide, standardized EOC
 1943 | assessments that must be approved by the state board. If
 1944 | approved by the state board, student performance on such
 1945 | assessments constitutes 30 percent of a student's final course
 1946 | grade.

1947 | 6. All statewide, standardized EOC assessments must be
 1948 | administered online except as otherwise provided in paragraph
 1949 | (c).

1950 | (c) Students with disabilities; Florida Alternate
 1951 | Assessment.—

1952 | 1. Each district school board must provide instruction to
 1953 | prepare students with disabilities in the core content knowledge
 1954 | and skills necessary for successful grade-to-grade progression
 1955 | and high school graduation.

1956 | 2. A student with a disability, as defined in s.
 1957 | 1007.02(2), for whom the individual education plan (IEP) team
 1958 | determines that the statewide, standardized assessments under
 1959 | this section cannot accurately measure the student's abilities,
 1960 | taking into consideration all allowable accommodations, shall

1961 | have assessment results waived for the purpose of receiving a
 1962 | course grade and a standard high school diploma. Such waiver
 1963 | shall be designated on the diploma as provided under s.
 1964 | 1003.4285.

1965 | 3. The State Board of Education shall adopt rules, based
 1966 | upon recommendations of the commissioner, for the provision of
 1967 | assessment accommodations for students with disabilities and for
 1968 | students who have limited English proficiency.

1969 | a. Accommodations that negate the validity of a statewide,
 1970 | standardized assessment are not allowed during the
 1971 | administration of the assessment. However, instructional
 1972 | accommodations are allowed in the classroom if identified in a
 1973 | student's IEP. Students using instructional accommodations in
 1974 | the classroom that are not allowed on a statewide, standardized
 1975 | assessment may have assessment results waived if the IEP team
 1976 | determines that the assessment cannot accurately measure the
 1977 | student's abilities.

1978 | b. If a student is provided with instructional
 1979 | accommodations in the classroom that are not allowed as
 1980 | accommodations for statewide, standardized assessments, the
 1981 | district must inform the parent in writing and provide the
 1982 | parent with information regarding the impact on the student's
 1983 | ability to meet expected performance levels. A parent must
 1984 | provide signed consent for a student to receive classroom
 1985 | instructional accommodations that would not be available or
 1986 | permitted on a statewide, standardized assessment and
 1987 | acknowledge in writing that he or she understands the
 1988 | implications of such instructional accommodations.

1989 c. If a student's IEP states that online administration of
 1990 a statewide, standardized assessment will significantly impair
 1991 the student's ability to perform, the assessment shall be
 1992 administered in hard copy.

1993 4. For students with significant cognitive disabilities,
 1994 the Department of Education shall provide for implementation of
 1995 the Florida Alternate Assessment to accurately measure the core
 1996 curricular content established in the Next Generation Sunshine
 1997 State Standards.

1998 (d) Common core assessments in English Language Arts (ELA)
 1999 and Mathematics.-

2000 1. Contingent upon funding, common core assessments in ELA
 2001 shall be administered to students in grades 3 through 11. Retake
 2002 opportunities for the grade 10 assessment must be provided.
 2003 Students taking the ELA assessments are not required to take the
 2004 assessments in FCAT Reading or FCAT Writing. Common core ELA
 2005 assessments shall be administered online.

2006 2. Contingent upon funding, common core assessments in
 2007 Mathematics shall be administered to all students in grades 3
 2008 through 8, and common core assessments in Algebra I, Geometry,
 2009 and Algebra II shall be administered to students enrolled in
 2010 those courses. Retake opportunities must be provided for the
 2011 Algebra I assessment. Students may take the common core
 2012 Mathematics assessments pursuant to the Credit Acceleration
 2013 Program (CAP) under s. 1003.4295(3). Students taking common core
 2014 assessments in Mathematics are not required to take FCAT
 2015 Mathematics or statewide, standardized EOC assessments in
 2016 mathematics. Common core Mathematics assessments shall be

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2017 | administered online.

2018 | 3. The State Board of Education shall adopt rules
2019 | establishing an implementation schedule to transition from FCAT
2020 | Reading, FCAT Writing, FCAT Mathematics, and Algebra I and
2021 | Geometry EOC assessments to common core assessments in English
2022 | Language Arts and Mathematics. The schedule must take into
2023 | consideration funding, sufficient field and baseline data,
2024 | access to assessments, instructional alignment, and school
2025 | district readiness to administer the common core assessments
2026 | online. Until the 10th grade common core ELA and Algebra I
2027 | assessments become must-pass assessments, students must pass
2028 | 10th grade FCAT Reading and the Algebra I EOC assessment, or
2029 | achieve a concordant or equivalent score as authorized under
2030 | this section, in order to earn a standard high school diploma
2031 | under s. 1003.4282. Students taking 10th grade FCAT Reading or
2032 | the Algebra I EOC assessment are not required to take the
2033 | respective common core assessments.

2034 | (e) Assessment scores and achievement levels.—

2035 | 1. All statewide, standardized EOC assessments and FCAT
2036 | Reading, FCAT Writing, and FCAT Science shall use scaled scores
2037 | and achievement levels. Achievement levels shall range from 1
2038 | through 5, with level 1 being the lowest achievement level,
2039 | level 5 being the highest achievement level, and level 3
2040 | indicating satisfactory performance on an assessment. For
2041 | purposes of FCAT Writing, student achievement shall be scored
2042 | using a scale of 1 through 6. Common core English Language Arts
2043 | and Mathematics assessments shall use achievement levels 1
2044 | through 5.

2045 2. The state board shall designate by rule a passing score
2046 for each statewide, standardized EOC and FCAT assessment. In
2047 addition, the state board shall designate a score for each
2048 statewide, standardized EOC assessment that indicates that a
2049 student is high achieving and has the potential to meet college-
2050 readiness standards by the time the student graduates from high
2051 school.

2052 3. If the commissioner seeks to revise a statewide,
2053 standardized assessment and the revisions require the state
2054 board to modify performance level scores, including the passing
2055 score, the commissioner shall provide a copy of the proposed
2056 scores and implementation plan to the President of the Senate
2057 and the Speaker of the House of Representatives at least 90 days
2058 before submission to the state board for review. Until the state
2059 board adopts the modifications by rule, the commissioner shall
2060 use calculations for scoring the assessment that adjust student
2061 scores on the revised assessment for statistical equivalence to
2062 student scores on the former assessment. The state board shall
2063 adopt by rule the passing score for the revised assessment that
2064 is statistically equivalent to the passing score on the
2065 discontinued assessment for a student who is required to attain
2066 a passing score on the discontinued assessment. The commissioner
2067 may, with approval of the state board, discontinue
2068 administration of the former assessment upon the graduation,
2069 based on normal student progression, of students participating
2070 in the final regular administration of the former assessment. If
2071 the commissioner revises a statewide, standardized assessment
2072 and the revisions require the state board to modify the passing

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2073 score, only students taking the assessment for the first time
2074 after the rule is adopted are affected.

2075 (f) Assessment schedules and reporting of results.—The
2076 Commissioner of Education shall establish schedules for the
2077 administration of assessments and the reporting of student
2078 assessment results. The commissioner shall consider the
2079 observance of religious and school holidays when developing the
2080 schedule. By August 1 of each year, the commissioner shall
2081 notify each school district in writing and publish on the
2082 department's website the assessment and reporting schedules for,
2083 at a minimum, the school year following the upcoming school
2084 year. The assessment and reporting schedules must provide the
2085 earliest possible reporting of student assessment results to the
2086 school districts. Assessment results for FCAT Reading and FCAT
2087 Mathematics must be made available no later than the week of
2088 June 8. The administration of FCAT Writing and the Florida
2089 Alternate Assessment may be no earlier than the week of March 1.
2090 School districts shall administer assessments in accordance with
2091 the schedule established by the commissioner.

2092 (g) Prohibited activities.—A district school board shall
2093 prohibit each public school from suspending a regular program of
2094 curricula for purposes of administering practice assessments or
2095 engaging in other assessment-preparation activities for a
2096 statewide, standardized assessment. However, a district school
2097 board may authorize a public school to engage in the following
2098 assessment-preparation activities:

2099 1. Distributing to students sample assessment books and
2100 answer keys published by the Department of Education.

2101 2. Providing individualized instruction in assessment-
2102 taking strategies, without suspending the school's regular
2103 program of curricula, for a student who scores Level 1 or Level
2104 2 on a prior administration of an assessment.

2105 3. Providing individualized instruction in the content
2106 knowledge and skills assessed, without suspending the school's
2107 regular program of curricula, for a student who scores Level 1
2108 or Level 2 on a prior administration of an assessment or a
2109 student who, through a diagnostic assessment administered by the
2110 school district, is identified as having a deficiency in the
2111 content knowledge and skills assessed.

2112 4. Administering a practice assessment or engaging in
2113 other assessment-preparation activities that are determined
2114 necessary to familiarize students with the organization of the
2115 assessment, the format of assessment items, and the assessment
2116 directions or that are otherwise necessary for the valid and
2117 reliable administration of the assessment, as set forth in rules
2118 adopted by the State Board of Education with specific reference
2119 to this paragraph.

2120 (h) Contracts for assessments.—The commissioner shall
2121 provide for the assessments to be developed or obtained, as
2122 appropriate, through contracts and project agreements with
2123 private vendors, public vendors, public agencies, postsecondary
2124 educational institutions, or school districts. The commissioner
2125 may enter into contracts for the continued administration of the
2126 assessments authorized and funded by the Legislature. Contracts
2127 may be initiated in 1 fiscal year and continue into the next
2128 fiscal year and may be paid from the appropriations of either or

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2129 both fiscal years. The commissioner may negotiate for the sale
2130 or lease of tests, scoring protocols, test scoring services, and
2131 related materials developed pursuant to law.

2132 (4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall
2133 participate in the statewide, standardized assessment program in
2134 accordance with the assessment and reporting schedules published
2135 by the Commissioner of Education. District school boards shall
2136 not establish school calendars that conflict with or jeopardize
2137 implementation of the assessment program. All district school
2138 boards shall report assessment results as required by the state
2139 management information system. Performance data shall be
2140 analyzed and reported to parents, the community, and the state.
2141 Student performance data shall be used by districts in
2142 developing objectives for the school improvement plan,
2143 evaluating instructional personnel and administrative personnel,
2144 assigning staff, allocating resources, acquiring instructional
2145 materials and technology, implementing performance-based
2146 budgeting, and promoting and assigning students to educational
2147 programs. The analysis of student performance data must also
2148 identify strengths and needs in the educational program and
2149 trends over time. The analysis must be used in conjunction with
2150 the budgetary planning processes developed pursuant to s.
2151 1008.385 and the development of remediation programs.

2152 (5) REQUIRED ANALYSES.—The commissioner shall provide, at
2153 a minimum, statewide, standardized assessment data analysis
2154 showing student achievement levels and learning gains by
2155 teacher, school, and school district.

2156 (6) LOCAL ASSESSMENTS.—

2157 (a) Measurement of student learning gains in all subjects
 2158 and grade levels, except those subjects and grade levels
 2159 measured under the statewide, standardized assessment program
 2160 described in this section, is the responsibility of the school
 2161 districts.

2162 (b) Beginning with the 2014-2015 school year, each school
 2163 district shall administer for each course offered in the
 2164 district a student assessment that measures mastery of the
 2165 content, as described in the state-adopted course description,
 2166 at the necessary level of rigor for the course. Such assessments
 2167 may include:

- 2168 1. Statewide assessments.
- 2169 2. Other standardized assessments, including nationally
 2170 recognized standardized assessments.
- 2171 3. Industry certification examinations.
- 2172 4. District-developed or district-selected end-of-course
 2173 assessments.

2174 (c) The Commissioner of Education shall identify methods
 2175 to assist and support districts in the development and
 2176 acquisition of assessments required under this subsection.
 2177 Methods may include developing item banks, facilitating the
 2178 sharing of developed tests among school districts, acquiring
 2179 assessments from state and national curriculum-area
 2180 organizations, and providing technical assistance in best
 2181 professional practices of test development based upon state-
 2182 adopted curriculum standards, administration, and security.

2183 (7) CONCORDANT SCORES FOR 10TH GRADE FCAT READING.—Until
 2184 the state transitions to common core English Language Arts

2185 assessments, the Commissioner of Education must identify scores
 2186 on the SAT and ACT that if achieved satisfy the graduation
 2187 requirement that a student pass 10th grade FCAT Reading. The
 2188 commissioner may identify concordant scores on other assessments
 2189 as well. If the content or scoring procedures change for 10th
 2190 grade FCAT Reading, new concordant scores must be determined. If
 2191 new concordant scores are not timely adopted, the last-adopted
 2192 concordant scores remain in effect until such time as new scores
 2193 are adopted. The state board shall adopt concordant scores in
 2194 rule.

2195 (8) EQUIVALENT SCORES FOR END-OF-COURSE (EOC)
 2196 ASSESSMENTS.—The Commissioner of Education must identify one or
 2197 more equivalent scores for the Algebra I EOC assessment and may
 2198 identify equivalent scores for the other EOC assessments. If the
 2199 content or scoring procedures change for the EOC assessments,
 2200 new equivalent scores must be determined. If new equivalent
 2201 scores are not timely adopted, the last-adopted equivalent
 2202 scores remain in effect until such time as new scores are
 2203 adopted. The state board shall adopt equivalent scores in rule.

2204 (9) REPORTS.—The Department of Education shall annually
 2205 provide a report to the Governor, the President of the Senate,
 2206 and the Speaker of the House of Representatives which shall
 2207 include the following:

2208 (a) Longitudinal performance of students in reading and
 2209 mathematics.

2210 (b) Longitudinal performance of students by grade level in
 2211 reading and mathematics.

2212 (c) Longitudinal performance regarding efforts to close

2213 | the achievement gap.

2214 | (d) Other student performance data based on national norm-
 2215 | referenced and criterion-referenced tests, if available;
 2216 | national assessments, such as the National Assessment of
 2217 | Educational Progress; and international assessments.

2218 | (e) The number of students who after 8th grade enroll in
 2219 | adult education rather than other secondary education.

2220 | (f) Any plan or intent to establish or implement new
 2221 | statewide, standardized assessments.

2222 | (10) RULES.—The State Board of Education shall adopt rules
 2223 | to implement this section.

2224 | Section 34. Paragraph (f) of subsection (2), paragraphs
 2225 | (a) and (b) of subsection (4), paragraphs (a) and (b) of
 2226 | subsection (5), paragraph (b) of subsection (6), paragraph (b)
 2227 | of subsection (7), and paragraphs (b) and (c) of subsection (8)
 2228 | of section 1008.25, Florida Statutes, are amended, and paragraph
 2229 | (h) is added to subsection (2) of that section, to read:

2230 | 1008.25 Public school student progression; remedial
 2231 | instruction; reporting requirements.—

2232 | (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
 2233 | school board shall establish a comprehensive plan for student
 2234 | progression which must:

2235 | (f) Advise parents and students of the early ~~and~~
 2236 | ~~accelerated~~ graduation options under s. ~~ss.~~ 1003.4281 and
 2237 | 1003.429.

2238 | (h) Provide instructional sequences by which students in
 2239 | kindergarten through high school may attain progressively higher
 2240 | levels of skill in the use of digital competency tools and

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2241 applications. The instructional sequences must include
2242 demonstration of competence of standards required pursuant to
2243 ss. 1003.41 and 1003.4203 through attainment of industry
2244 certifications and other means of demonstrating credit
2245 requirements identified under ss. 1002.3105, 1003.4203,
2246 1003.428, and 1003.4282.

2247 (4) ASSESSMENT AND REMEDIATION.—

2248 (a) Each student must participate in the statewide,
2249 standardized assessment program tests required by s. 1008.22.
2250 Each student who does not meet specific levels of performance on
2251 the required assessments as determined by the district school
2252 board ~~in FCAT reading, writing, science, and mathematics for~~
2253 ~~each grade level,~~ or who scores below Level 3 on ~~in~~ FCAT Reading
2254 or FCAT Mathematics or on the common core English Language Arts
2255 or Mathematics assessments as applicable under s. 1008.22, must
2256 be provided with additional diagnostic assessments to determine
2257 the nature of the student's difficulty, the areas of academic
2258 need, and strategies for appropriate intervention and
2259 instruction as described in paragraph (b).

2260 (b) The school in which the student is enrolled must
2261 develop, in consultation with the student's parent, and must
2262 implement a progress monitoring plan. A progress monitoring plan
2263 is intended to provide the school district and the school
2264 flexibility in meeting the academic needs of the student and to
2265 reduce paperwork. A student who is not meeting the school
2266 district or state requirements for proficiency in reading and
2267 mathematics ~~math~~ shall be covered by one of the following plans
2268 to target instruction and identify ways to improve his or her

2269 | academic achievement:

2270 | 1. A federally required student plan such as an individual
2271 | education plan;

2272 | 2. A schoolwide system of progress monitoring for all
2273 | students; or

2274 | 3. An individualized progress monitoring plan.

2275 |

2276 | The plan chosen must be designed to assist the student or the
2277 | school in meeting state and district expectations for
2278 | proficiency. If the student has been identified as having a
2279 | deficiency in reading, the K-12 comprehensive reading plan
2280 | required by s. 1011.62(9) shall include instructional and
2281 | support services to be provided to meet the desired levels of
2282 | performance. District school boards may require low-performing
2283 | students to attend remediation programs held before or after
2284 | regular school hours or during the summer if transportation is
2285 | provided.

2286 | (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

2287 | (a) ~~It is the ultimate goal of the Legislature that every~~
2288 | ~~student read at or above grade level.~~ Any student who exhibits a
2289 | substantial deficiency in reading, based upon locally determined
2290 | or statewide assessments conducted in kindergarten or grade 1,
2291 | grade 2, or grade 3, or through teacher observations, must be
2292 | given intensive reading instruction immediately following the
2293 | identification of the reading deficiency. The student's reading
2294 | proficiency must be reassessed by locally determined assessments
2295 | or through teacher observations at the beginning of the grade
2296 | following the intensive reading instruction. The student must

2297 continue to be provided with intensive reading instruction until
 2298 the reading deficiency is remedied.

2299 (b) ~~Beginning with the 2002-2003 school year,~~ If a the
 2300 student's reading deficiency, ~~as identified in paragraph (a),~~ is
 2301 not remedied by the end of grade 3, as demonstrated by scoring
 2302 ~~at~~ Level 2 or higher on the statewide, standardized assessment
 2303 required under s. 1008.22 ~~test in reading~~ for grade 3, the
 2304 student must be retained.

2305 (6) ELIMINATION OF SOCIAL PROMOTION.—

2306 (b) The district school board may only exempt students
 2307 from mandatory retention, as provided in paragraph (5) (b), for
 2308 good cause. Good cause exemptions shall be limited to the
 2309 following:

2310 1. Limited English proficient students who have had less
 2311 than 2 years of instruction in an English for Speakers of Other
 2312 Languages program.

2313 2. Students with disabilities whose individual education
 2314 plan indicates that participation in the statewide assessment
 2315 program is not appropriate, consistent with the requirements of
 2316 State Board of Education rule.

2317 3. Students who demonstrate an acceptable level of
 2318 performance on an alternative standardized reading or English
 2319 Language Arts assessment approved by the State Board of
 2320 Education.

2321 4. A student ~~Students~~ who demonstrates ~~demonstrate,~~
 2322 through a student portfolio, that he or she ~~the student~~ is
 2323 performing ~~reading on grade level as evidenced by demonstration~~
 2324 ~~of mastery of the Sunshine State Standards in reading equal to~~

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2325 | at least ~~at a~~ Level 2 ~~performance on the~~ FCAT Reading or the
 2326 | common core English Language Arts assessment, as applicable
 2327 | under s. 1008.22.

2328 | 5. Students with disabilities who participate in ~~the~~ FCAT
 2329 | Reading or the common core English Language Arts assessment, as
 2330 | applicable under s. 1008.22, and who have an individual
 2331 | education plan or a Section 504 plan that reflects that the
 2332 | student has received intensive remediation in reading or English
 2333 | Language Arts for more than 2 years but still demonstrates a
 2334 | deficiency ~~in reading~~ and was previously retained in
 2335 | kindergarten, grade 1, grade 2, or grade 3.

2336 | 6. Students who have received intensive remediation in
 2337 | reading or English Language Arts, as applicable under s.
 2338 | 1008.22, for 2 or more years but still demonstrate a deficiency
 2339 | ~~in reading~~ and who were previously retained in kindergarten,
 2340 | grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
 2341 | ~~reading~~ instruction for students so promoted must include an
 2342 | altered instructional day that includes specialized diagnostic
 2343 | information and specific reading strategies for each student.
 2344 | The district school board shall assist schools and teachers to
 2345 | implement reading strategies that research has shown to be
 2346 | successful in improving reading among low-performing readers.

2347 | (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
 2348 | STUDENTS READERS.—

2349 | (b) ~~Beginning with the 2004-2005 school year,~~ Each school
 2350 | district shall:

2351 | 1. ~~Conduct a review of student progress monitoring plans~~
 2352 | ~~for all students who did not score above Level 1 on the reading~~

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2353 ~~portion of the FCAT and did not meet the criteria for one of the~~
2354 ~~good cause exemptions in paragraph (6) (b). The review shall~~
2355 ~~address additional supports and services, as described in this~~
2356 ~~subsection, needed to remediate the identified areas of reading~~
2357 ~~deficiency. The school district shall require a student~~
2358 ~~portfolio to be completed for each such student.~~

2359 1.2. Provide third grade students who are retained under
2360 the provisions of paragraph (5) (b) with intensive instructional
2361 services and supports to remediate the identified areas of
2362 reading deficiency, including a minimum of 90 minutes of daily,
2363 ~~uninterrupted,~~ scientifically research-based reading or English
2364 Language Arts instruction, which may be broken into smaller
2365 increments of instructional time of not less than 20-minute time
2366 blocks, and other strategies prescribed by the school district,
2367 which may include, but are not limited to:

- 2368 a. Small group instruction.
2369 b. Reduced teacher-student ratios.
2370 c. More frequent progress monitoring.
2371 d. Tutoring or mentoring.
2372 e. Transition classes containing 3rd and 4th grade
2373 students.
2374 f. Extended school day, week, or year.
2375 g. Summer reading camps.

2376 2.3. Provide written notification to the parent of any
2377 student who is retained under the provisions of paragraph (5) (b)
2378 that his or her child has not met the proficiency level required
2379 for promotion and the reasons the child is not eligible for a
2380 good cause exemption as provided in paragraph (6) (b). The

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2381 notification must comply with the provisions of s. 1002.20(15)
2382 and must include a description of proposed interventions and
2383 supports that will be provided to the child to remediate the
2384 identified areas of reading deficiency.

2385 3.4. Implement a policy for the midyear promotion of any
2386 student retained under the provisions of paragraph (5)(b) who
2387 can demonstrate that he or she is a successful and independent
2388 reader and performing,~~reading~~ at or above grade level in
2389 reading or English Language Arts, as applicable under s.
2390 1008.22,~~and ready to be promoted to grade 4.~~ Tools that school
2391 districts may use in reevaluating any student retained may
2392 include subsequent assessments, alternative assessments, and
2393 portfolio reviews, in accordance with rules of the State Board
2394 of Education. ~~Students promoted during the school year after~~
2395 ~~November 1 must demonstrate proficiency above that required to~~
2396 ~~score at Level 2 on the grade 3 FCAT, as determined by the State~~
2397 ~~Board of Education. The State Board of Education shall adopt~~
2398 ~~standards that provide a reasonable expectation that the~~
2399 ~~student's progress is sufficient to master appropriate 4th grade~~
2400 ~~level reading skills.~~

2401 4.5. Provide students who are retained under the
2402 provisions of paragraph (5)(b) with a high-performing teacher as
2403 determined by student performance data and above-satisfactory
2404 performance appraisals.

2405 ~~6.~~ ~~In addition to required reading enhancement and~~
2406 ~~acceleration strategies, provide parents of students to be~~
2407 ~~retained with at least one of the following instructional~~
2408 ~~options:~~

2409 a. ~~Supplemental tutoring in scientifically research-based~~
2410 ~~reading services in addition to the regular reading block,~~
2411 ~~including tutoring before and/or after school.~~

2412 b. ~~A "Read at Home" plan outlined in a parental contract,~~
2413 ~~including participation in "Families Building Better Readers~~
2414 ~~Workshops" and regular parent-guided home reading.~~

2415 e. ~~A mentor or tutor with specialized reading training.~~

2416 7. ~~Establish a Reading Enhancement and Acceleration~~
2417 ~~Development (READ) Initiative. The focus of the READ Initiative~~
2418 ~~shall be to prevent the retention of grade 3 students and to~~
2419 ~~offer intensive accelerated reading instruction to grade 3~~
2420 ~~students who failed to meet standards for promotion to grade 4~~
2421 ~~and to each K-3 student who is assessed as exhibiting a reading~~
2422 ~~deficiency. The READ Initiative shall:~~

2423 a. ~~Be provided to all K-3 students at risk of retention as~~
2424 ~~identified by the statewide assessment system used in Reading~~
2425 ~~First schools. The assessment must measure phonemic awareness,~~
2426 ~~phonics, fluency, vocabulary, and comprehension.~~

2427 b. ~~Be provided during regular school hours in addition to~~
2428 ~~the regular reading instruction.~~

2429 e. ~~Provide a state-identified reading curriculum that has~~
2430 ~~been reviewed by the Florida Center for Reading Research at~~
2431 ~~Florida State University and meets, at a minimum, the following~~
2432 ~~specifications:~~

2433 (I) ~~Assists students assessed as exhibiting a reading~~
2434 ~~deficiency in developing the ability to read at grade level.~~

2435 (II) ~~Provides skill development in phonemic awareness,~~
2436 ~~phonics, fluency, vocabulary, and comprehension.~~

2437 ~~(III) Provides scientifically based and reliable~~
 2438 ~~assessment.~~

2439 ~~(IV) Provides initial and ongoing analysis of each~~
 2440 ~~student's reading progress.~~

2441 ~~(V) Is implemented during regular school hours.~~

2442 ~~(VI) Provides a curriculum in core academic subjects to~~
 2443 ~~assist the student in maintaining or meeting proficiency levels~~
 2444 ~~for the appropriate grade in all academic subjects.~~

2445 5.8. Establish at each school, when ~~where~~ applicable, an
 2446 Intensive Acceleration Class for retained grade 3 students who
 2447 subsequently score ~~at~~ Level 1 on the required statewide,
 2448 standardized assessment identified in s. 1008.22 reading portion
 2449 ~~of the FCAT.~~ The focus of the Intensive Acceleration Class shall
 2450 be to increase a child's reading and English Language Arts skill
 2451 level at least two grade levels in 1 school year. The Intensive
 2452 Acceleration Class shall:

2453 a. Be provided to any student in grade 3 who scores ~~at~~
 2454 Level 1 on the reading portion of the FCAT Reading or the common
 2455 core English Language Arts assessment, as applicable under s.
 2456 1008.22, and who was retained in grade 3 the prior year because
 2457 of scoring ~~at~~ Level 1 ~~on the reading portion of the FCAT.~~

2458 b. Have a reduced teacher-student ratio.

2459 c. Provide uninterrupted reading instruction for the
 2460 majority of student contact time each day and incorporate
 2461 opportunities to master the grade 4 Next Generation Sunshine
 2462 State Standards in other core subject areas.

2463 d. Use a reading program that is scientifically research-
 2464 based and has proven results in accelerating student reading

2465 achievement within the same school year.

2466 e. Provide intensive language and vocabulary instruction
2467 using a scientifically research-based program, including use of
2468 a speech-language therapist.

2469 f. ~~Include weekly progress monitoring measures to ensure
2470 progress is being made.~~

2471 g. ~~Report to the Department of Education, in the manner
2472 described by the department, the progress of students in the
2473 class at the end of the first semester.~~

2474 9. ~~Report to the State Board of Education, as requested,
2475 on the specific intensive reading interventions and supports
2476 implemented at the school district level. The Commissioner of
2477 Education shall annually prescribe the required components of
2478 requested reports.~~

2479 10. ~~Provide a student who has been retained in grade 3 and
2480 has received intensive instructional services but is still not
2481 ready for grade promotion, as determined by the school district,
2482 the option of being placed in a transitional instructional
2483 setting. Such setting shall specifically be designed to produce
2484 learning gains sufficient to meet grade 4 performance standards
2485 while continuing to remediate the areas of reading deficiency.~~

2486 (8) ANNUAL REPORT.—

2487 (b) Each district school board must annually publish on
2488 the district website ~~in the local newspaper, and report in
2489 writing to the State Board of Education by September 1 of each
2490 year,~~ the following information on the prior school year:

2491 1. The provisions of this section relating to public
2492 school student progression and the district school board's

2493 policies and procedures on student retention and promotion.

2494 2. By grade, the number and percentage of all students in
2495 grades 3 through 10 performing at Levels 1 and 2 on the reading
2496 portion of the FCAT.

2497 3. By grade, the number and percentage of all students
2498 retained in grades 3 through 10.

2499 4. Information on the total number of students who were
2500 promoted for good cause, by each category of good cause as
2501 specified in paragraph (6) (b).

2502 5. Any revisions to the district school board's policy on
2503 student retention and promotion from the prior year.

2504 ~~(c) The Department of Education shall establish a uniform~~
2505 ~~format for school districts to report the information required~~
2506 ~~in paragraph (b). The format shall be developed with input from~~
2507 ~~district school boards and shall be provided not later than 90~~
2508 ~~days prior to the annual due date. The department shall annually~~
2509 ~~compile the information required in subparagraphs (b)2., 3., and~~
2510 ~~4., along with state-level summary information, and report such~~
2511 ~~information to the Governor, the President of the Senate, and~~
2512 ~~the Speaker of the House of Representatives.~~

2513 Section 35. Subsection (3) of section 1008.30, Florida
2514 Statutes, is amended to read:

2515 1008.30 Common placement testing for public postsecondary
2516 education.—

2517 (3) The State Board of Education shall adopt rules that
2518 require high schools to evaluate before the beginning of grade
2519 12 the college readiness of each student who scores ~~at~~ Level 2
2520 or Level 3 on ~~the reading portion of the~~ grade 10 FCAT Reading

2521 | or the English Language Arts assessment under s. 1008.22, as
 2522 | applicable, or Level 2, Level 3, or Level 4 on the Algebra I
 2523 | assessment ~~mathematics assessments~~ under s. 1008.22
 2524 | ~~1008.22(3)(c)~~. High schools shall perform this evaluation using
 2525 | results from the corresponding component of the common placement
 2526 | test prescribed in this section, or an alternative ~~equivalent~~
 2527 | test identified by the State Board of Education. The State Board
 2528 | of Education shall identify in rule the assessments necessary to
 2529 | perform the evaluations required by this subsection and shall
 2530 | work with the school districts to administer the assessments.
 2531 | The State Board of Education shall establish by rule the minimum
 2532 | test scores a student must achieve to demonstrate readiness.
 2533 | Students who demonstrate readiness by achieving the minimum test
 2534 | scores established by the state board and enroll in a Florida
 2535 | College System institution within 2 years of achieving such
 2536 | scores shall not be required to retest or enroll in remediation
 2537 | when admitted to any Florida College System institution. The
 2538 | high school shall use the results of the test to advise the
 2539 | students of any identified deficiencies and to provide 12th
 2540 | grade students, and require them to complete, appropriate
 2541 | postsecondary preparatory instruction before ~~prior to~~ high
 2542 | school graduation. The curriculum provided under this subsection
 2543 | shall be identified in rule by the State Board of Education and
 2544 | encompass Florida's Postsecondary Readiness Competencies. Other
 2545 | elective courses may not be substituted for the selected
 2546 | postsecondary ~~reading,~~ mathematics, reading, ~~or~~ writing, ~~or~~
 2547 | English Language Arts preparatory course unless the elective
 2548 | course covers the same competencies included in the

2549 postsecondary ~~reading~~, mathematics, reading, or writing, or
2550 English Language Arts preparatory course.

2551 Section 36. Paragraphs (b) and (c) of subsection (3) of
2552 section 1008.34, Florida Statutes, are amended to read:

2553 1008.34 School grading system; school report cards;
2554 district grade.—

2555 (3) DESIGNATION OF SCHOOL GRADES.—

2556 (b)1. A school's grade shall be based on a combination of:

2557 a. Student achievement scores on statewide, standardized,
2558 ~~including achievement as measured by FCAT~~ assessments under s.
2559 1008.22 ~~1008.22(3)(c)1., statewide, standardized end-of-course~~
2560 ~~assessments under s. 1008.22(3)(c)2.a. and b.,~~ and achievement
2561 scores for students seeking a special diploma.

2562 b. Student learning gains in FCAT Reading or, upon
2563 transition to common core assessments, the common core English
2564 Language Arts and Mathematics assessments as measured by ~~FCAT~~
2565 ~~and~~ statewide, standardized ~~end-of-course~~ assessments
2566 administered pursuant to s. 1008.22, as described in s.
2567 ~~1008.22(3)(c)1. and 2.a.,~~ including learning gains for students
2568 seeking a special diploma, as measured by an alternate
2569 assessment.

2570 c. Improvement of the lowest 25th percentile of students
2571 in the school in reading or, upon transition to common core
2572 assessments, English Language Arts and Mathematics ~~on the FCAT~~
2573 ~~or end-of-course~~ assessments administered pursuant to s. 1008.22
2574 ~~described in s. 1008.22(3)(c)2.a.,~~ unless these students are
2575 exhibiting satisfactory performance.

2576 2. Beginning with the 2011-2012 school year, for schools

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2577 comprised of middle ~~school~~ grades 6 through 8 or grades 7 and 8,
2578 the school's grade shall include the performance and
2579 participation of its students enrolled in high school level
2580 courses with statewide, standardized ~~end-of-course~~ assessments
2581 administered under s. 1008.22 ~~1008.22(3)(c)2.a.~~ Performance and
2582 participation must be weighted equally. As valid data becomes
2583 available, the school grades shall include the students'
2584 attainment of national industry certification identified in the
2585 Industry Certification Funding List pursuant to rules adopted by
2586 the state board.

2587 3. Beginning with the 2009-2010 school year for schools
2588 comprised of high school grades 9, 10, 11, and 12, or grades 10,
2589 11, and 12, at least 50 percent of the school grade shall be
2590 based on a combination of the factors listed in sub-
2591 subparagraphs 1.a.-c. and the remaining percentage on the
2592 following factors:

- 2593 a. The high school graduation rate of the school;
- 2594 b. As valid data becomes available, the performance and
2595 participation of the school's students in College Board Advanced
2596 Placement courses, International Baccalaureate courses, dual
2597 enrollment courses, and Advanced International Certificate of
2598 Education courses; and the students' achievement of national
2599 industry certification identified in the Industry Certification
2600 Funding List, pursuant to rules adopted by the state board;
- 2601 c. Postsecondary readiness of all of the school's on-time
2602 graduates as measured by the SAT, the ACT, the Postsecondary
2603 Education Readiness Test, or the common placement test;
- 2604 d. The high school graduation rate of at-risk students,

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2605 | who score ~~are students scoring at~~ Level 1 or Level 2 on grade 8
 2606 | FCAT Reading or the English Language Arts and ~~FCAT~~ mathematics
 2607 | assessments administered under s. 1008.22;

2608 | e. As valid data becomes available, the performance of the
 2609 | school's students on statewide, standardized end-of-course
 2610 | assessments administered under s. 1008.22(3)(b)4. and 5.

2611 | ~~1008.22(3)(c)2.e. and d.;~~ and

2612 | f. The growth or decline in the components listed in sub-
 2613 | subparagraphs a.-e. from year to year.

2614 | (c) Student assessment data used in determining school
 2615 | grades shall include:

2616 | 1. The aggregate scores of all eligible students enrolled
 2617 | in the school who have been assessed on ~~the FCAT and~~ statewide,
 2618 | standardized ~~end-of-course~~ assessments in courses required for
 2619 | high school graduation, including, beginning with the 2011-2012
 2620 | school year, the end-of-course assessment in Algebra I; and
 2621 | beginning with the 2012-2013 school year, the end-of-course
 2622 | assessments in Geometry and Biology I; and beginning with the
 2623 | 2014-2015 school year, on the statewide, standardized end-of-
 2624 | course assessment in civics education at the middle grades
 2625 | ~~school~~ level.

2626 | 2. The aggregate scores of all eligible students enrolled
 2627 | in the school who have been assessed on ~~the FCAT and~~ statewide,
 2628 | standardized ~~end-of-course~~ assessments under s. 1008.22 ~~as~~
 2629 | ~~described in s. 1008.22(3)(c)2.a.,~~ and who have scored at or in
 2630 | the lowest 25th percentile of students in the school in reading
 2631 | and mathematics, unless these students are exhibiting
 2632 | satisfactory performance.

2633 3. The achievement scores and learning gains of eligible
2634 students attending alternative schools that provide dropout
2635 prevention and academic intervention services pursuant to s.
2636 1003.53. The term "eligible students" in this subparagraph does
2637 not include students attending an alternative school who are
2638 subject to district school board policies for expulsion for
2639 repeated or serious offenses, who are in dropout retrieval
2640 programs serving students who have officially been designated as
2641 dropouts, or who are in programs operated or contracted by the
2642 Department of Juvenile Justice. The student performance data for
2643 eligible students identified in this subparagraph shall be
2644 included in the calculation of the home school's grade. As used
2645 in this subparagraph and s. 1008.341, the term "home school"
2646 means the school to which the student would be assigned if the
2647 student were not assigned to an alternative school. If an
2648 alternative school chooses to be graded under this section,
2649 student performance data for eligible students identified in
2650 this subparagraph shall not be included in the home school's
2651 grade but shall be included only in the calculation of the
2652 alternative school's grade. A school district that fails to
2653 assign ~~the FCAT and~~ statewide, standardized end-of-course
2654 ~~assessment as described in s. 1008.22(3)(c)2.a.~~ scores of each
2655 of its students to his or her home school or to the alternative
2656 school that receives a grade shall forfeit Florida School
2657 Recognition Program funds for 1 fiscal year. School districts
2658 must require collaboration between the home school and the
2659 alternative school in order to promote student success. This
2660 collaboration must include an annual discussion between the

2661 principal of the alternative school and the principal of each
2662 student's home school concerning the most appropriate school
2663 assignment of the student.

2664 4. The achievement scores and learning gains of students
2665 designated as hospital- or homebound. Student assessment data
2666 for students designated as hospital- or homebound shall be
2667 assigned to their home school for the purposes of school grades.
2668 As used in this subparagraph, the term "home school" means the
2669 school to which a student would be assigned if the student were
2670 not assigned to a hospital- or homebound program.

2671 5. For schools comprised of high school grades 9, 10, 11,
2672 and 12, or grades 10, 11, and 12, the data listed in
2673 subparagraphs 1.-3. and the following data as the Department of
2674 Education determines such data are valid and available:

2675 a. The high school graduation rate of the school as
2676 calculated by the department;

2677 b. The participation rate of all eligible students
2678 enrolled in the school and enrolled in College Board Advanced
2679 Placement courses; International Baccalaureate courses; dual
2680 enrollment courses; Advanced International Certificate of
2681 Education courses; and courses or sequences of courses leading
2682 to national industry certification identified in the Industry
2683 Certification Funding List, pursuant to rules adopted by the
2684 State Board of Education;

2685 c. The aggregate scores of all eligible students enrolled
2686 in the school in College Board Advanced Placement courses,
2687 International Baccalaureate courses, and Advanced International
2688 Certificate of Education courses;

2689 d. Earning of college credit by all eligible students
 2690 enrolled in the school in dual enrollment programs under s.
 2691 1007.271;

2692 e. Earning of a national industry certification identified
 2693 in the Industry Certification Funding List, pursuant to rules
 2694 adopted by the State Board of Education;

2695 f. The aggregate scores of all eligible students enrolled
 2696 in the school in reading, mathematics, and other subjects as
 2697 measured by the SAT, the ACT, the Postsecondary Education
 2698 Readiness Test, and the common placement test for postsecondary
 2699 readiness;

2700 g. The high school graduation rate of all eligible at-risk
 2701 students enrolled in the school who scored ~~at~~ Level 2 or lower
 2702 on grade 8 FCAT Reading and FCAT Mathematics;

2703 h. The performance of the school's students on statewide,
 2704 standardized end-of-course assessments administered under s.
 2705 1008.22(3)(b)4. and 5. ~~1008.22(3)(c)2.c. and d.~~; and

2706 i. The growth or decline in the data components listed in
 2707 sub-subparagraphs a.-h. from year to year.

2708
 2709 The State Board of Education shall adopt appropriate criteria
 2710 for each school grade. The criteria must also give added weight
 2711 to student achievement in reading. Schools earning a grade of
 2712 "C," making satisfactory progress, shall be required to
 2713 demonstrate that adequate progress has been made by students in
 2714 the school who are in the lowest 25th percentile in reading and
 2715 mathematics on statewide, standardized ~~the FCAT and end-of-~~
 2716 ~~course~~ assessments under s. 1008.22 ~~as described in s.~~

2717 | ~~1008.22(3)(c)2.a.~~, unless these students are exhibiting
 2718 | satisfactory performance. For schools comprised of high school
 2719 | grades 9, 10, 11, and 12, or grades 10, 11, and 12, the criteria
 2720 | for school grades must also give added weight to the graduation
 2721 | rate of all eligible at-risk students. In order for a high
 2722 | school to earn a grade of "A," the school must demonstrate that
 2723 | its at-risk students, as defined in this paragraph, are making
 2724 | adequate progress.

2725 | Section 37. Section 1008.44, Florida Statutes, is created
 2726 | to read:

2727 | 1008.44 Industry certifications; Industry Certification
 2728 | Funding List and Postsecondary Industry Certification Funding
 2729 | List.—

2730 | (1) Pursuant to s. 1003.492, the Department of Education
 2731 | shall, at least annually, identify, under rules adopted by the
 2732 | State Board of Education, the Industry Certification Funding
 2733 | List that must be applied in the distribution of funding to
 2734 | school districts pursuant to s. 1011.62. The commissioner may at
 2735 | any time recommend adding or deleting certifications as
 2736 | appropriate.

2737 | (2) The State Board of Education shall adopt, at least
 2738 | annually, the Postsecondary Industry Certification Funding List
 2739 | pursuant to this section. The commissioner shall recommend, at
 2740 | least annually, the Postsecondary Industry Certification Funding
 2741 | List to the State Board of Education and may at any time
 2742 | recommend adding or deleting certifications as appropriate. The
 2743 | list shall be used to determine annual performance funding
 2744 | distributions to school districts or Florida College System

2745 institutions pursuant to ss. 1011.80 and 1011.81, as
2746 appropriate, for career education programs and workforce
2747 education programs. The Chancellor of the State University
2748 System, the Chancellor of the Florida College System, and the
2749 Chancellor of Career and Adult Education shall work with local
2750 workforce boards, other postsecondary institutions, businesses,
2751 and industry to identify, create, and recommend to the
2752 commissioner industry certifications to be placed on the funding
2753 list. The chancellors shall review results of the economic
2754 security report of employment and earning outcomes produced
2755 annually pursuant to s. 445.07 when determining recommended
2756 certifications for the list, as well as other reports and
2757 indicators available regarding certification needs.

2758 (3) In the case of rigorous industry certifications that
2759 have embedded prerequisite minimum age, grade level, diploma or
2760 degree, postgraduation period of work experience, or other
2761 reasonable requirements that may limit the extent to which a
2762 student can complete all requirements of the certification
2763 recognized by industry for employment purposes, the commissioner
2764 shall differentiate content, instructional, and assessment
2765 requirements that, when provided by a public institution and
2766 satisfactorily attained by a student, indicate accomplishment of
2767 requirements necessary for funding pursuant to ss. 1011.62,
2768 1011.80, and 1011.81, notwithstanding attainment of prerequisite
2769 requirements necessary for recognition by industry for
2770 employment purposes. The differentiated requirements established
2771 by the commissioner shall be included in the Industry
2772 Certification Funding List at the time the certification is

2773 | adopted.

2774 | Section 38. Paragraph (b) of subsection (1) of section
2775 | 1009.531, Florida Statutes, is amended to read:

2776 | 1009.531 Florida Bright Futures Scholarship Program;
2777 | student eligibility requirements for initial awards.—

2778 | (1) Effective January 1, 2008, in order to be eligible for
2779 | an initial award from any of the three types of scholarships
2780 | under the Florida Bright Futures Scholarship Program, a student
2781 | must:

2782 | (b) Earn a standard Florida high school diploma or its
2783 | equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.4282,
2784 | ~~s. 1003.429, s. 1003.43,~~ or s. 1003.435 unless:

2785 | 1. The student completes a home education program
2786 | according to s. 1002.41; or

2787 | 2. The student earns a high school diploma from a non-
2788 | Florida school while living with a parent or guardian who is on
2789 | military or public service assignment away from Florida.

2790 | Section 39. Paragraph (c) of subsection (1) of section
2791 | 1011.61, Florida Statutes, is amended to read:

2792 | 1011.61 Definitions.—Notwithstanding the provisions of s.
2793 | 1000.21, the following terms are defined as follows for the
2794 | purposes of the Florida Education Finance Program:

2795 | (1) A "full-time equivalent student" in each program of
2796 | the district is defined in terms of full-time students and part-
2797 | time students as follows:

2798 | (c)1. A "full-time equivalent student" is:

2799 | a. A full-time student in any one of the programs listed
2800 | in s. 1011.62(1)(c); or

2801 b. A combination of full-time or part-time students in any
 2802 one of the programs listed in s. 1011.62(1)(c) which is the
 2803 equivalent of one full-time student based on the following
 2804 calculations:

2805 (I) A full-time student in a combination of programs
 2806 listed in s. 1011.62(1)(c) shall be a fraction of a full-time
 2807 equivalent membership in each program equal to the number of net
 2808 hours per school year for which he or she is a member, divided
 2809 by the appropriate number of hours set forth in subparagraph
 2810 (a)1. or subparagraph (a)2. The sum of the fractions for each
 2811 program may not exceed the maximum value set forth in subsection
 2812 (4).

2813 (II) A prekindergarten student with a disability shall
 2814 meet the requirements specified for kindergarten students.

2815 (III) A full-time equivalent student for students in
 2816 kindergarten through grade 12 in a full-time virtual instruction
 2817 program under s. 1002.45 or a virtual charter school under s.
 2818 1002.33 shall consist of six full-credit completions or the
 2819 prescribed level of content that counts toward promotion to the
 2820 next grade in programs listed in s. 1011.62(1)(c). Credit
 2821 completions may be a combination of full-credit courses or half-
 2822 credit courses. ~~Beginning in the 2014-2015 fiscal year, when s.~~
 2823 ~~1008.22(3)(g) is implemented, the reported full-time equivalent~~
 2824 ~~students and associated funding of students enrolled in courses~~
 2825 ~~requiring passage of an end-of-course assessment shall be~~
 2826 ~~adjusted after the student completes the end-of-course~~
 2827 ~~assessment.~~

2828 (IV) A full-time equivalent student for students in

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2829 kindergarten through grade 12 in a part-time virtual instruction
2830 program under s. 1002.45 shall consist of six full-credit
2831 completions in programs listed in s. 1011.62(1)(c)1. and 3.
2832 Credit completions may be a combination of full-credit courses
2833 or half-credit courses. ~~Beginning in the 2014-2015 fiscal year,~~
2834 ~~when s. 1008.22(3)(g) is implemented, the reported full-time~~
2835 ~~equivalent students and associated funding of students enrolled~~
2836 ~~in courses requiring passage of an end-of-course assessment~~
2837 ~~shall be adjusted after the student completes the end-of-course~~
2838 ~~assessment.~~

2839 (V) A Florida Virtual School full-time equivalent student
2840 shall consist of six full-credit completions or the prescribed
2841 level of content that counts toward promotion to the next grade
2842 in the programs listed in s. 1011.62(1)(c)1. and 3. for students
2843 participating in kindergarten through grade 12 part-time virtual
2844 instruction and the programs listed in s. 1011.62(1)(c) for
2845 students participating in kindergarten through grade 12 full-
2846 time virtual instruction. Credit completions may be a
2847 combination of full-credit courses or half-credit courses.
2848 ~~Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is~~
2849 ~~implemented, the reported full-time equivalent students and~~
2850 ~~associated funding of students enrolled in courses requiring~~
2851 ~~passage of an end-of-course assessment shall be adjusted after~~
2852 ~~the student completes the end-of-course assessment.~~

2853 (VI) Each successfully completed full-credit course earned
2854 through an online course delivered by a district other than the
2855 one in which the student resides shall be calculated as 1/6
2856 FTE.

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2857 ~~(VII) Each successfully completed credit earned under the~~
2858 ~~alternative high school course credit requirements authorized in~~
2859 ~~s. 1002.375, which is not reported as a portion of the 900 net~~
2860 ~~hours of instruction pursuant to subparagraph (1) (a)1., shall be~~
2861 ~~calculated as 1/6 FTE.~~

2862 (VII) ~~(VIII) (A) A full-time equivalent student for courses~~
2863 ~~requiring a statewide, standardized end-of-course assessment~~
2864 ~~pursuant to s. 1008.22(3)(c)2.a. shall be defined and reported~~
2865 ~~based on the number of instructional hours as provided in this~~
2866 ~~subsection for the first 3 years of administering the end-of-~~
2867 ~~course assessment. Beginning in the fourth year of administering~~
2868 ~~the end-of-course assessment, the FTE shall be credit-based and~~
2869 ~~each course shall be equal to 1/6 FTE. The reported FTE shall~~
2870 ~~be adjusted after the student successfully completes the end-of-~~
2871 ~~course assessment pursuant to s. 1008.22(3)(c)2.a.~~

2872 (A) ~~(B)~~ For students enrolled in a school district as a
2873 full-time student, the district may report 1/6 FTE for each
2874 student who passes a statewide, standardized end-of-course
2875 assessment without being enrolled in the corresponding course.

2876 (B) ~~(C)~~ The FTE earned under this sub-sub-subparagraph and
2877 any FTE for courses or programs listed in s. 1011.62(1)(c) that
2878 do not require passing a statewide, standardized end-of-course
2879 assessment are subject to the requirements in subsection (4).

2880 2. A student in membership in a program scheduled for more
2881 or less than 180 school days or the equivalent on an hourly
2882 basis as specified by rules of the State Board of Education is a
2883 fraction of a full-time equivalent membership equal to the
2884 number of instructional hours in membership divided by the

2885 | appropriate number of hours set forth in subparagraph (a)1.;
 2886 | however, for the purposes of this subparagraph, membership in
 2887 | programs scheduled for more than 180 days is limited to students
 2888 | enrolled in juvenile justice education programs and the Florida
 2889 | Virtual School.

2890 |
 2891 | The department shall determine and implement an equitable method
 2892 | of equivalent funding for experimental schools and for schools
 2893 | operating under emergency conditions, which schools have been
 2894 | approved by the department to operate for less than the minimum
 2895 | school day.

2896 | Section 40. Paragraphs (n) and (o) of subsection (1) of
 2897 | section 1011.62, Florida Statutes, are amended, present
 2898 | paragraph (s) is redesignated as paragraph (t), present
 2899 | paragraph (t) is redesignated as paragraph (u) and amended, and
 2900 | a new paragraph (s) is added to that subsection, to read:

2901 | 1011.62 Funds for operation of schools.—If the annual
 2902 | allocation from the Florida Education Finance Program to each
 2903 | district for operation of schools is not determined in the
 2904 | annual appropriations act or the substantive bill implementing
 2905 | the annual appropriations act, it shall be determined as
 2906 | follows:

2907 | (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 2908 | OPERATION.—The following procedure shall be followed in
 2909 | determining the annual allocation to each district for
 2910 | operation:

2911 | (n) Calculation of additional full-time equivalent
 2912 | membership based on college board advanced placement scores of

2913 students.—A value of 0.16 full-time equivalent student
2914 membership shall be calculated for each student in each advanced
2915 placement course who receives a score of 3 or higher on the
2916 College Board Advanced Placement Examination for the prior year
2917 and added to the total full-time equivalent student membership
2918 in basic programs for grades 9 through 12 in the subsequent
2919 fiscal year. Each district must allocate at least 80 percent of
2920 the funds provided to the district for advanced placement
2921 instruction, in accordance with this paragraph, to the high
2922 school that generates the funds. The school district shall
2923 distribute to each classroom teacher who provided advanced
2924 placement instruction:

2925 1. A bonus in the amount of \$50 for each student taught by
2926 the Advanced Placement teacher in each advanced placement course
2927 who receives a score of 3 or higher on the College Board
2928 Advanced Placement Examination.

2929 2. An additional bonus of \$500 to each Advanced Placement
2930 teacher in a school designated with a grade of "D" or "F" who
2931 has at least one student scoring 3 or higher on the College
2932 Board Advanced Placement Examination, regardless of the number
2933 of classes taught or of the number of students scoring a 3 or
2934 higher on the College Board Advanced Placement Examination.

2935

2936 Bonuses awarded to a teacher according to this paragraph shall
2937 not exceed \$2,000 in any given school year. However, the maximum
2938 bonus shall be \$3,000 if at least 50 percent of the students
2939 enrolled in a teacher's course earn a score of 3 or higher on
2940 the examination in a school with a grade of "A," "B," or "C" or

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2941 if at least 25 percent of the students enrolled in a teacher's
 2942 course earn a score of 3 or higher on the examination in a
 2943 school with a grade of "D" or "F." Bonuses awarded under this
 2944 paragraph and shall be in addition to any regular wage or other
 2945 bonus the teacher received or is scheduled to receive. For such
 2946 courses, the teacher shall earn an additional bonus of \$50 for
 2947 each student who has a qualifying score up to the maximum of
 2948 \$3,000 in any given school year.

2949 (o) Calculation of additional full-time equivalent
 2950 membership based on ~~certification of~~ successful completion of a
 2951 career-themed course ~~or career and professional academy program~~
 2952 pursuant to ss. 1003.491, 1003.492, and 1003.493, ~~and 1003.4935~~
 2953 and issuance of ~~the highest level of~~ industry certification
 2954 identified in the Industry Certification ~~Certified~~ Funding List
 2955 pursuant to rules adopted by the State Board of Education.-

2956 1. A value of 0.1 or ~~0.2, or 0.3~~ full-time equivalent
 2957 student membership shall be calculated for each student who
 2958 completes a career-themed course as defined in s. 1003.493(1)(b)
 2959 ~~or a career and professional academy program under ss. 1003.491,~~
 2960 ~~1003.492, 1003.493, and 1003.4935~~ and who is issued an the
 2961 ~~highest level of~~ industry certification identified annually in
 2962 the Industry Certification Funding List approved under rules
 2963 adopted by the State Board of Education ~~upon promotion to the~~
 2964 ~~9th grade under subparagraph 2. or upon earning a high school~~
 2965 ~~diploma.~~ The maximum full-time equivalent student membership
 2966 value for any student in grades 9 through 12 is 0.3. A value of
 2967 0.2 full-time equivalent membership shall be calculated for each
 2968 student who is issued an industry certification that has a

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2969 | statewide articulation agreement for college credit approved by
2970 | the State Board of Education. For industry certifications that
2971 | do not articulate for college credit, the Department of
2972 | Education shall assign a ~~the appropriate~~ full-time equivalent
2973 | value of 0.1 for each certification, ~~50 percent of which is~~
2974 | ~~based on rigor and the remaining 50 percent on employment value.~~
2975 | The State Board of Education shall include the assigned values
2976 | in the Industry Certification Funding List under rules adopted
2977 | by the state board. ~~Rigor shall be based on the number of~~
2978 | ~~instructional hours, including work experience hours, required~~
2979 | ~~to earn the certification, with a bonus for industry~~
2980 | ~~certifications that have a statewide articulation agreement for~~
2981 | ~~college credit approved by the State Board of Education.~~
2982 | ~~Employment value shall be based on the entry wage, growth rate~~
2983 | ~~in employment for each occupational category, and average annual~~
2984 | ~~openings for the primary occupation linked to the industry~~
2985 | ~~certification.~~ Such value shall be added to the total full-time
2986 | equivalent student membership in secondary career education
2987 | programs for grades 9 through 12 in the subsequent year for
2988 | courses that were not provided ~~funded~~ through dual enrollment.
2989 | Industry certifications earned through dual enrollment must be
2990 | reported and funded pursuant to ss. 1011.80 and 1011.81.

2991 | ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~
2992 | ~~time equivalent student membership shall be calculated for each~~
2993 | ~~student who completes a career-themed course or a career and~~
2994 | ~~professional academy program under s. 1003.4935 and who is~~
2995 | ~~issued the highest level of industry certification in science,~~
2996 | ~~technology, engineering, or mathematics identified on the~~

2997 ~~Industry Certification Funding List under rules adopted by the~~
 2998 ~~State Board of Education.~~

2999 ~~2.3. The additional full-time equivalent membership~~
 3000 ~~authorized under this paragraph may not exceed 0.3 per student.~~
 3001 Each district must allocate at least 80 percent of the funds
 3002 provided for industry certification, in accordance with this
 3003 paragraph, to the program that generated the funds. This
 3004 allocation may not be used to supplant funds provided for basic
 3005 operation of the program. Unless a different amount is specified
 3006 in the General Appropriations Act, the appropriation for this
 3007 calculation is limited to \$60 ~~\$15~~ million annually. If the
 3008 appropriation is insufficient to fully fund the total
 3009 calculation, the appropriation shall be prorated.

3010 3. Contingent upon appropriations for industry
 3011 certifications earned in the 2013-2014 school year and in
 3012 subsequent years, the school district shall distribute to each
 3013 classroom teacher who provided direct instruction toward the
 3014 attainment of an industry certification that qualified for
 3015 additional full-time equivalent membership under subparagraph
 3016 1.:

3017 a. A bonus in the amount of \$25 for each student taught by
 3018 a teacher who provided instruction in a course that led to the
 3019 attainment of an industry certification on the Industry
 3020 Certification Funding List with a weight of 0.1.

3021 b. A bonus in the amount of \$50 for each student taught by
 3022 a teacher who provided instruction in a course that led to the
 3023 attainment of an industry certification on the Industry
 3024 Certification Funding List with a weight of 0.2.

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3025 4. For the 2013-2014 fiscal year, the additional FTE
3026 membership calculation must include the additional FTE for any
3027 student who earned a certification in the 2009-2010, 2010-2011,
3028 and 2011-2012 fiscal years who was not previously funded and was
3029 enrolled in 2012-2013.

3030
3031 Bonuses awarded pursuant to this paragraph shall be provided to
3032 teachers who are employed by the district in the year in which
3033 the additional FTE membership calculation is included in the
3034 calculation. Bonuses shall be calculated based upon the
3035 associated weight of an industry certification on the Industry
3036 Certification Funding List for the year in which the
3037 certification is earned by the student. Any bonus awarded to a
3038 teacher under this paragraph may not exceed \$2,000 in any given
3039 school year and is in addition to any regular wage or other
3040 bonus the teacher received or is scheduled to receive.

3041 (s) Florida Cyber Security Recognition, Florida Digital
3042 Arts Recognition, and Florida Digital Tools Certificate
3043 established pursuant to s. 1003.4203.-

3044 1. Each school district shall certify by June 30 of each
3045 year to the Department of Education each elementary school that
3046 achieves 75 percent of student attainment of the Florida Cyber
3047 Security Recognition or the Florida Digital Arts Recognition
3048 established pursuant to s. 1003.4203. Upon verification by the
3049 department, each school that has achieved the designated student
3050 recognitions shall be awarded a Florida Digital Learning
3051 Certificate of Achievement by the Commissioner of Education.

3052 2. Contingent upon appropriations, each middle school
 3053 shall receive \$50 for each student who earns the Florida Digital
 3054 Tools Certificate established pursuant to s. 1003.4203 with a
 3055 minimum award per school of \$1,000 annually and a maximum award
 3056 per school of \$15,000 annually. This performance payment shall
 3057 be calculated in the FEFP as a full-time equivalent student.

3058 (u)~~(t)~~ Computation for funding through the Florida
 3059 Education Finance Program.—The State Board of Education may
 3060 adopt rules establishing programs, industry certifications, and
 3061 courses for which the student may earn credit toward high school
 3062 graduation.

3063 Section 41. Paragraph (b) of subsection (1) of section
 3064 1012.22, Florida Statutes, is amended to read:

3065 1012.22 Public school personnel; powers and duties of the
 3066 district school board.—The district school board shall:

3067 (1) Designate positions to be filled, prescribe
 3068 qualifications for those positions, and provide for the
 3069 appointment, compensation, promotion, suspension, and dismissal
 3070 of employees as follows, subject to the requirements of this
 3071 chapter:

3072 (b) Time to act on nominations.—The district school board
 3073 shall act not later than 3 weeks following the receipt of
 3074 statewide, standardized ~~FCAT~~ scores and data under s. 1008.22,
 3075 including school grades, or June 30, whichever is later, on the
 3076 district school superintendent's nominations of supervisors,
 3077 principals, and members of the instructional staff.

3078 Section 42. Subsection (4) of section 1012.56, Florida
 3079 Statutes, is amended to read:

3080 1012.56 Educator certification requirements.—

3081 (4) ALIGNMENT OF SUBJECT AREAS.—~~As the Sunshine State~~
 3082 ~~Standards are replaced by the Next Generation Sunshine State~~
 3083 ~~Standards under s. 1003.41,~~ The State Board of Education shall
 3084 align the subject area examinations to the Next Generation
 3085 Sunshine State Standards.

3086 Section 43. Paragraph (b) of subsection (4) of section
 3087 1012.98, Florida Statutes, is amended to read:

3088 1012.98 School Community Professional Development Act.—

3089 (4) The Department of Education, school districts,
 3090 schools, Florida College System institutions, and state
 3091 universities share the responsibilities described in this
 3092 section. These responsibilities include the following:

3093 (b) Each school district shall develop a professional
 3094 development system as specified in subsection (3). The system
 3095 shall be developed in consultation with teachers, teacher-
 3096 educators of Florida College System institutions and state
 3097 universities, business and community representatives, and local
 3098 education foundations, consortia, and professional
 3099 organizations. The professional development system must:

3100 1. Be approved by the department. All substantial
 3101 revisions to the system shall be submitted to the department for
 3102 review for continued approval.

3103 2. Be based on analyses of student achievement data and
 3104 instructional strategies and methods that support rigorous,
 3105 relevant, and challenging curricula for all students. Schools
 3106 and districts, in developing and refining the professional
 3107 development system, shall also review and monitor school

3108 discipline data; school environment surveys; assessments of
3109 parental satisfaction; performance appraisal data of teachers,
3110 managers, and administrative personnel; and other performance
3111 indicators to identify school and student needs that can be met
3112 by improved professional performance.

3113 3. Provide inservice activities coupled with followup
3114 support appropriate to accomplish district-level and school-
3115 level improvement goals and standards. The inservice activities
3116 for instructional personnel shall focus on analysis of student
3117 achievement data, ongoing formal and informal assessments of
3118 student achievement, identification and use of enhanced and
3119 differentiated instructional strategies that emphasize rigor,
3120 relevance, and reading in the content areas, enhancement of
3121 subject content expertise, integrated use of classroom
3122 technology that enhances teaching and learning, classroom
3123 management, parent involvement, and school safety.

3124 4. Include a master plan for inservice activities,
3125 pursuant to rules of the State Board of Education, for all
3126 district employees from all fund sources. The master plan shall
3127 be updated annually by September 1, must be based on input from
3128 teachers and district and school instructional leaders, and must
3129 use the latest available student achievement data and research
3130 to enhance rigor and relevance in the classroom. Each district
3131 inservice plan must be aligned to and support the school-based
3132 inservice plans and school improvement plans pursuant to s.
3133 1001.42(18). District plans must be approved by the district
3134 school board annually in order to ensure compliance with
3135 subsection (1) and to allow for dissemination of research-based

3136 best practices to other districts. District school boards must
 3137 submit verification of their approval to the Commissioner of
 3138 Education no later than October 1, annually.

3139 5. Authorize ~~Require~~ each school principal to establish
 3140 and maintain an individual professional development plan for
 3141 each instructional employee assigned to the school as a seamless
 3142 component to the school improvement plans developed pursuant to
 3143 s. 1001.42(18). An ~~The~~ individual professional development plan
 3144 must:

3145 a. ~~be~~ related to specific performance data for the
 3146 students to whom the teacher is assigned;;

3147 b. ~~define~~ the inservice objectives and specific measurable
 3148 improvements expected in student performance as a result of the
 3149 inservice activity; and

3150 e. include an evaluation component that determines the
 3151 effectiveness of the professional development plan.

3152 6. Include inservice activities for school administrative
 3153 personnel that address updated skills necessary for
 3154 instructional leadership and effective school management
 3155 pursuant to s. 1012.986.

3156 7. Provide for systematic consultation with regional and
 3157 state personnel designated to provide technical assistance and
 3158 evaluation of local professional development programs.

3159 8. Provide for delivery of professional development by
 3160 distance learning and other technology-based delivery systems to
 3161 reach more educators at lower costs.

3162 9. Provide for the continuous evaluation of the quality
 3163 and effectiveness of professional development programs in order

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3164 | to eliminate ineffective programs and strategies and to expand
3165 | effective ones. Evaluations must consider the impact of such
3166 | activities on the performance of participating educators and
3167 | their students' achievement and behavior.

3168 | Section 44. Any student who selected and is participating
3169 | in an accelerated high school graduation option under s.
3170 | 1003.429, Florida Statutes, before July 1, 2013, may continue
3171 | that option, and all statutory program requirements of the
3172 | accelerated high school option shall remain applicable to the
3173 | student as long as the student continues participation in the
3174 | option.

3175 | Section 45. The Division of Law Revision and Information
3176 | is requested to prepare a reviser's bill for the 2014 Regular
3177 | Session of the Legislature to change the term "Sunshine State
3178 | Standards" to "Next Generation Sunshine State Standards"
3179 | wherever the term appears in the Florida Statutes.

3180 | Section 46. This act shall take effect July 1, 2013.