



205274

LEGISLATIVE ACTION

Senate

House

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Floor: 2/AD/2R

03/23/2010 10:52 AM

Senator Detert moved the following:

Senate Amendment

Delete lines 454 - 676

and insert:

2. Three credits and, beginning with students entering grade 9 in the 2010-2011 school year, four credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission. Beginning with students entering grade 9 in the 2010-2011 school year, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-



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14 2011 school year, the end-of-course assessment requirements
15 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
16 to earn the required credit in Algebra I. Beginning with
17 students entering grade 9 in the 2011-2012 school year, the end-
18 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
19 must be met in order for a student to earn the required credit
20 in geometry. Beginning with students entering grade 9 in the
21 2012-2013 school year, in addition to the Algebra I and geometry
22 credit requirements, one of the four credits in mathematics must
23 be Algebra II or a series of courses equivalent to Algebra II as
24 approved by the State Board of Education;

25 3. Three credits in ~~natural~~ science, two of which must have
26 a laboratory component. Beginning with students entering grade 9
27 in the 2011-2012 school year, one of the three credits in
28 science must be Biology I or a series of courses equivalent to
29 Biology I as approved by the State Board of Education. Beginning
30 with students entering grade 9 in the 2011-2012 school year, the
31 end-of-course assessment requirements under s.
32 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
33 the required credit in Biology I. Beginning with students
34 entering grade 9 in the 2013-2014 school year, one of the three
35 credits must be Biology I or a series of courses equivalent to
36 Biology I as approved by the State Board of Education, one
37 credit must be chemistry or physics or a series of courses
38 equivalent to chemistry or physics as approved by the State
39 Board of Education, and one credit must be an equally rigorous
40 course, as approved by the State Board of Education;

41 4. Three credits in social sciences, which must include one
42 credit in United States ~~American~~ history, one credit in world



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43 history, one-half credit in United States ~~American~~ government,
44 and one-half credit in economics;

45 5. Two credits in the same second language unless the
46 student is a native speaker of or can otherwise demonstrate
47 competency in a language other than English. If the student
48 demonstrates competency in another language, the student may
49 replace the language requirement with two credits in other
50 academic courses; and

51 6. Three credits in electives and, beginning with students
52 entering grade 9 in the 2010-2011 school year, two credits in
53 electives; or

54 (c) Completion of a 3-year career preparatory program
55 requiring successful completion of a minimum of 18 academic
56 credits in grades 9 through 12. Beginning with students entering
57 grade 9 in the 2013-2014 school year, one of the 18 credits must
58 be earned through a virtual instruction course. For purposes of
59 this paragraph, the term "virtual instruction course" means a
60 course of instruction provided in an interactive learning
61 environment created through technology in which students are
62 separated from their teachers by time or space. This requirement
63 shall be met through a virtual instruction course that
64 significantly integrates content aligned to appropriate state
65 curriculum standards, as determined by the Department of
66 Education, and for which a standardized end-of-course
67 assessment, as approved by the department, is administered. A
68 student who is enrolled in a full-time virtual instruction
69 program under s. 1002.45 meets this requirement. The 18 credits
70 shall be primary requirements and shall be distributed as
71 follows:



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72 1. Four credits in English, with major concentration in
73 composition and literature;

74 2. Three credits and, beginning with students entering
75 grade 9 in the 2010-2011 school year, four credits in
76 mathematics, one of which must be Algebra I. Beginning with
77 students entering grade 9 in the 2010-2011 school year, in
78 addition to the Algebra I credit requirement, one of the four
79 credits in mathematics must be geometry or a series of courses
80 equivalent to geometry as approved by the State Board of
81 Education. Beginning with students entering grade 9 in the 2010-
82 2011 school year, the end-of-course assessment requirements
83 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
84 to earn the required credit in Algebra I. Beginning with
85 students entering grade 9 in the 2011-2012 school year, the end-
86 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
87 must be met in order for a student to earn the required credit
88 in geometry. Beginning with students entering grade 9 in the
89 2012-2013 school year, in addition to the Algebra I and geometry
90 credit requirements, one of the four credits in mathematics must
91 be Algebra II or a series of courses equivalent to Algebra II as
92 approved by the State Board of Education;

93 3. Three credits in ~~natural~~ science, two of which must have
94 a laboratory component. Beginning with students entering grade 9
95 in the 2011-2012 school year, one of the three credits in
96 science must be Biology I or a series of courses equivalent to
97 Biology I as approved by the State Board of Education. Beginning
98 with students entering grade 9 in the 2011-2012 school year, the
99 end-of-course assessment requirements under s.
100 1008.22(3)(c)2.a.(II) must be met in order for a student to earn



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101 the required credit in Biology I. Beginning with students
102 entering grade 9 in the 2013-2014 school year, one of the three
103 credits must be Biology I or a series of courses equivalent to
104 Biology I as approved by the State Board of Education, one
105 credit must be chemistry or physics or a series of courses
106 equivalent to chemistry or physics as approved by the State
107 Board of Education, and one credit must be an equally rigorous
108 course, as approved by the State Board of Education;

109 4. Three credits in social sciences, which must include one
110 credit in United States ~~American~~ history, one credit in world
111 history, one-half credit in United States ~~American~~ government,
112 and one-half credit in economics;

113 5. Three credits in a single vocational or career education
114 program, three credits in career and technical certificate dual
115 enrollment courses, or five credits in vocational or career
116 education courses; and

117 6. Two credits and, beginning with students entering grade
118 9 in the 2010-2011 school year, one credit in electives unless
119 five credits are earned pursuant to subparagraph 5.

120
121 Any student who selected an accelerated graduation program
122 before July 1, 2004, may continue that program, and all
123 statutory program requirements that were applicable when the
124 student made the program choice shall remain applicable to the
125 student as long as the student continues that program.

126 (5) District school boards may not establish requirements
127 for accelerated 3-year high school graduation options in excess
128 of the requirements in paragraphs (1) (b) and (c). For courses
129 that require statewide, standardized end-of-course assessments



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130 under s. 1008.22(3)(c)2.c., a minimum of 30 percent of a
131 student's course grade shall be comprised of performance on the
132 statewide, standardized end-of-course assessment.

133 (7) If, at the end of grade 10, a student is not on track
134 to meet the credit, assessment, or grade-point-average
135 requirements of the accelerated graduation option selected, the
136 school shall notify the student and parent of the following:

137 (c) The right of the student to change to the 4-year
138 program set forth in s. 1003.428 or s. 1003.43, as applicable.

139 (8) A student who selected one of the accelerated 3-year
140 graduation options shall automatically move to the 4-year
141 program set forth in s. 1003.428 or s. 1003.43, if applicable,
142 if the student:

143 (a) Exercises his or her right to change to the 4-year
144 program;

145 (b) Fails to earn 5 credits by the end of grade 9 or fails
146 to earn 11 credits by the end of grade 10;

147 (c) Does not achieve a score of 3 or higher on the grade 10
148 FCAT Writing assessment; or

149 (d) By the end of grade 11 does not meet the requirements
150 of subsections (1) and (6).

151 Section 5. Section 1003.4295, Florida Statutes, is created
152 to read:

153 1003.4295 Acceleration courses.-

154 (1) Each high school shall advise each student of programs
155 through which a high school student can earn college credit,
156 including Advanced Placement, International Baccalaureate,
157 Advanced International Certificate of Education, dual enrollment
158 courses, career academy courses, and courses that lead to



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159 national industry certification, as well as the availability of
160 course offerings through virtual instruction.

161 (2) Beginning with the 2011-2012 school year, each high
162 school shall offer an International Baccalaureate Program, an
163 Advanced International Certificate of Education Program, or a
164 combination of at least four courses in dual enrollment or
165 Advanced Placement, including one course each in English,
166 mathematics, science, and social studies. To meet this
167 requirement, school districts may provide courses through
168 virtual instruction, if the virtual course significantly
169 integrates postsecondary level content for which a student may
170 earn college credit, as determined by the Department of
171 Education, and for which a standardized end-of-course
172 assessment, as approved by the department, is administered.

173 (3) The Credit Acceleration Program (CAP) is created for
174 the purpose of allowing a secondary student to earn high school
175 credit in a course that requires a statewide, standardized end-
176 of-course assessment if the student attains a specified score on
177 the assessment. Notwithstanding s. 1003.436, a school district
178 shall award course credit to a student who is not enrolled in
179 the course, or who has not completed the course, if the student
180 attains a score indicating satisfactory performance, as defined
181 in s. 1008.22(3)(c)5., on the corresponding statewide,
182 standardized end-of-course assessment. The school district shall
183 permit a student who is not enrolled in the course, or who has
184 not completed the course, to take the standardized end-of-course
185 assessment during the regular administration of the assessment.

186 Section 6. Paragraph (k) of subsection (4) of section
187 1003.493, Florida Statutes, is amended to read:



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188 1003.493 Career and professional academies.—
189 (4) Each career and professional academy must:
190 (k) Include an evaluation plan developed jointly with the
191 Department of Education and the local workforce board. The
192 evaluation plan must include an assessment tool based on
193 national industry standards, such as the Career Academy National
194 Standards of Practice, and outcome measures, including, but not
195 limited to, achievement of national industry certifications
196 identified in the Industry Certification Funding List, pursuant
197 to rules adopted by the State Board of Education, graduation
198 rates, enrollment in postsecondary education, business and
199 industry satisfaction, employment and earnings, awards of
200 postsecondary credit and scholarships, and student FCAT
201 achievement levels and learning gains on statewide assessments
202 administered under s. 1008.22(3)(c). The Department of Education
203 shall use Workforce Florida, Inc., and Enterprise Florida, Inc.,
204 in identifying industry experts to participate in developing and
205 implementing such assessments.