



230496

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/10/2010	.	
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The Committee on Education Pre-K - 12 (Detert) recommended the following:

Senate Amendment (with title amendment)

Delete lines 146 - 756
and insert:
credit. Successful completion of a high school level Algebra I or geometry course is not contingent upon the student's performance on the end-of-course assessment required under s. 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course assessment, and beginning with the 2012-2013 school year, to earn high school credit for a geometry course, a middle school



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13 student must pass the geometry end-of-course assessment.

14 3. Three middle school or higher courses in social studies,
15 one semester of which must include the study of state and
16 federal government and civics education.

17 4. Three middle school or higher courses in science.
18 Successful completion of a high school level Biology I course is
19 not contingent upon the student's performance on the end-of-
20 course assessment required under s. 1008.22(3)(c)2.a.(II).
21 However, beginning with the 2012-2013 school year, to earn high
22 school credit for a Biology I course, a middle school student
23 must pass the Biology I end-of-course assessment.

24 5. One course in career and education planning to be
25 completed in 7th or 8th grade. The course may be taught by any
26 member of the instructional staff; must include career
27 exploration using Florida CHOICES for the 21st Century or a
28 comparable cost-effective program; must include educational
29 planning using the online student advising system known as
30 Florida Academic Counseling and Tracking for Students at the
31 Internet website FACTS.org; and shall result in the completion
32 of a personalized academic and career plan. The required
33 personalized academic and career plan must inform students of
34 high school graduation requirements, high school assessment and
35 college entrance test requirements, Florida Bright Futures
36 Scholarship Program requirements, state university and Florida
37 college admission requirements, and programs through which a
38 high school student can earn college credit, including Advanced
39 Placement, International Baccalaureate, Advanced International
40 Certificate of Education, dual enrollment, career academy
41 opportunities, and courses that lead to national industry



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42 certification.

43

44 Each school must hold a parent meeting either in the evening or
45 on a weekend to inform parents about the course curriculum and
46 activities. Each student shall complete an electronic personal
47 education plan that must be signed by the student; the student's
48 instructor, guidance counselor, or academic advisor; and the
49 student's parent. ~~By January 1, 2007,~~ The Department of
50 Education shall develop course frameworks and professional
51 development materials for the career exploration and education
52 planning course. The course may be implemented as a stand-alone
53 course or integrated into another course or courses. The
54 Commissioner of Education shall collect longitudinal high school
55 course enrollment data by student ethnicity in order to analyze
56 course-taking patterns.

57 Section 3. Subsections (1) and (2), paragraph (a) of
58 subsection (4), and paragraph (b) of subsection (8) of section
59 1003.428, Florida Statutes, are amended to read:

60 1003.428 General requirements for high school graduation;
61 revised.—

62 (1) Except as otherwise authorized pursuant to s. 1003.429,
63 beginning with students entering grade 9 ~~their first year of~~
64 ~~high school~~ in the 2007-2008 school year, graduation requires
65 the successful completion of a minimum of 24 credits, an
66 International Baccalaureate curriculum, or an Advanced
67 International Certificate of Education curriculum. Students must
68 be advised of eligibility requirements for state scholarship
69 programs and postsecondary admissions.

70 (2) The 24 credits may be earned through applied,



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71 integrated, and combined courses approved by the Department of
72 Education. Beginning with students entering grade 9 in the 2013-
73 2014 school year, one of the 24 credits must be earned through a
74 virtual instruction course. For purposes of this subsection, the
75 term "virtual instruction course" means a course of instruction
76 provided in an interactive learning environment created through
77 technology in which students are separated from their teachers
78 by time or space. This requirement shall be met through a
79 virtual instruction course that significantly integrates content
80 aligned to appropriate state curriculum standards, as determined
81 by the Department of Education, and for which a standardized
82 end-of-course assessment, as approved by the department, is
83 administered. A student who is enrolled in a full-time virtual
84 instruction program under s. 1002.45 meets this requirement. The
85 24 credits ~~and~~ shall be distributed as follows:

86 (a) Sixteen core curriculum credits:

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

89 2. Four credits in mathematics, one of which must be
90 Algebra I, a series of courses equivalent to Algebra I, or a
91 higher-level mathematics course. Beginning with students
92 entering grade 9 in the 2010-2011 school year, in addition to
93 the Algebra I credit requirement, one of the four credits in
94 mathematics must be geometry or a series of courses equivalent
95 to geometry as approved by the State Board of Education.
96 Beginning with students entering grade 9 in the 2010-2011 school
97 year, the end-of-course assessment requirements under s.
98 1008.22(3)(c)2.a.(I) must be met in order for a student to earn
99 a passing grade for the course and receive the required credit



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100 in Algebra I. Beginning with students entering grade 9 in the
101 2011-2012 school year, the end-of-course assessment requirements
102 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
103 to earn a passing grade for the course and receive the required
104 credit in geometry. Beginning with students entering grade 9 in
105 the 2012-2013 school year, in addition to the Algebra I and
106 geometry credit requirements, one of the four credits in
107 mathematics must be Algebra II or a series of courses equivalent
108 to Algebra II as approved by the State Board of Education.
109 Beginning with students entering grade 9 in the 2013-2014 school
110 year, the end-of-course requirements under s.
111 1008.22(3)(c)2.a.(I) must be met in order for a student to earn
112 the required credit in Algebra II. ~~School districts are~~
113 ~~encouraged to set specific goals to increase enrollments in, and~~
114 ~~successful completion of, geometry and Algebra II.~~

115 3. Three credits in science, two of which must have a
116 laboratory component. Beginning with students entering grade 9
117 in the 2011-2012 school year, one of the three credits in
118 science must be Biology I or a series of courses equivalent to
119 Biology I as approved by the State Board of Education. Beginning
120 with students entering grade 9 in the 2011-2012 school year, the
121 end-of-course assessment requirements under s.
122 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
123 the required credit in Biology I. Beginning with students
124 entering grade 9 in the 2013-2014 school year, one of the three
125 credits must be Biology I or a series of courses equivalent to
126 Biology I as approved by the State Board of Education, one
127 credit must be chemistry or physics or a series of courses
128 equivalent to chemistry or physics as approved by the State



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129 Board of Education, and one credit must be an equally rigorous
130 course, as determined by the State Board of Education. Beginning
131 with students entering grade 9 in the 2014-2015 school year, the
132 end-of-course requirements under s. 1008.22(3)(c)2.a.(I) must be
133 met in order for a student to earn the required credit in
134 chemistry or physics.

135 4. Three credits in social studies as follows: one credit
136 in United States ~~American~~ history; one credit in world history;
137 one-half credit in economics; and one-half credit in United
138 States ~~American~~ government.

139 5. One credit in fine or performing arts, speech and
140 debate, or a practical arts course that incorporates artistic
141 content and techniques of creativity, interpretation, and
142 imagination. Eligible practical arts courses shall be identified
143 through the Course Code Directory.

144 6. One credit in physical education to include integration
145 of health. Participation in an interscholastic sport at the
146 junior varsity or varsity level for two full seasons shall
147 satisfy the one-credit requirement in physical education if the
148 student passes a competency test on personal fitness with a
149 score of "C" or better. The competency test on personal fitness
150 must be developed by the Department of Education. A district
151 school board may not require that the one credit in physical
152 education be taken during the 9th grade year. Completion of one
153 semester with a grade of "C" or better in a marching band class,
154 in a physical activity class that requires participation in
155 marching band activities as an extracurricular activity, or in a
156 dance class shall satisfy one-half credit in physical education
157 or one-half credit in performing arts. This credit may not be



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158 used to satisfy the personal fitness requirement or the
159 requirement for adaptive physical education under an individual
160 education plan (IEP) or 504 plan. Completion of 2 years in a
161 Reserve Officer Training Corps (R.O.T.C.) class, a significant
162 component of which is drills, shall satisfy the one-credit
163 requirement in physical education and the one-credit requirement
164 in performing arts. This credit may not be used to satisfy the
165 personal fitness requirement or the requirement for adaptive
166 physical education under an individual education plan (IEP) or
167 504 plan.

168 (b) Eight credits in ~~majors, minors, or~~ electives. ÷

169 ~~1. Four credits in a major area of interest, such as~~
170 ~~sequential courses in a career and technical program, fine and~~
171 ~~performing arts, or academic content area, selected by the~~
172 ~~student as part of the education plan required by s. 1003.4156.~~
173 ~~Students may revise major areas of interest each year as part of~~
174 ~~annual course registration processes and should update their~~
175 ~~education plan to reflect such revisions. Annually by October 1,~~
176 ~~the district school board shall approve major areas of interest~~
177 ~~and submit the list of majors to the Commissioner of Education~~
178 ~~for approval. Each major area of interest shall be deemed~~
179 ~~approved unless specifically rejected by the commissioner within~~
180 ~~60 days. Upon approval, each district's major areas of interest~~
181 ~~shall be available for use by all school districts and shall be~~
182 ~~posted on the department's website.~~

183 ~~2. Four credits in elective courses selected by the student~~
184 ~~as part of the education plan required by s. 1003.4156. These~~
185 ~~credits may be combined to allow for a second major area of~~
186 ~~interest pursuant to subparagraph 1., a minor area of interest,~~



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187 ~~elective courses, or intensive reading or mathematics~~
188 ~~intervention courses as described in this subparagraph.~~

189 ~~a. Minor areas of interest are composed of three credits~~
190 ~~selected by the student as part of the education plan required~~
191 ~~by s. 1003.4156 and approved by the district school board.~~

192 ~~b. Elective courses are selected by the student in order to~~
193 ~~pursue a complete education program as described in s.~~
194 ~~1001.41(3) and to meet eligibility requirements for~~
195 ~~scholarships.~~

196 ~~1.e.~~ For each year in which a student scores at Level 1 on
197 FCAT Reading, the student must be enrolled in and complete an
198 intensive reading course the following year. Placement of Level
199 2 readers in either an intensive reading course or a content
200 area course in which reading strategies are delivered shall be
201 determined by diagnosis of reading needs. The department shall
202 provide guidance on appropriate strategies for diagnosing and
203 meeting the varying instructional needs of students reading
204 below grade level. Reading courses shall be designed and offered
205 pursuant to the comprehensive reading plan required by s.
206 1011.62(9).

207 ~~2.d.~~ For each year in which a student scores at Level 1 or
208 Level 2 on FCAT Mathematics, the student must receive
209 remediation the following year. These courses may be taught
210 through applied, integrated, or combined courses and are subject
211 to approval by the department for inclusion in the Course Code
212 Directory.

213 (4) Each district school board shall establish standards
214 for graduation from its schools, which must include:

215 (a) Successful completion of the academic credit or



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216 curriculum requirements of subsections (1) and (2). For courses
217 that require statewide, standardized end-of-course assessments
218 under s. 1008.22 and standardized end-of-course assessments
219 under s. 1008.222, passage of the end-of-course assessment.
220

221 Each district school board shall adopt policies designed to
222 assist students in meeting the requirements of this subsection.
223 These policies may include, but are not limited to: forgiveness
224 policies, summer school or before or after school attendance,
225 special counseling, volunteers or peer tutors, school-sponsored
226 help sessions, homework hotlines, and study skills classes.
227 Forgiveness policies for required courses shall be limited to
228 replacing a grade of "D" or "F," or the equivalent of a grade of
229 "D" or "F," with a grade of "C" or higher, or the equivalent of
230 a grade of "C" or higher, earned subsequently in the same or
231 comparable course. Forgiveness policies for elective courses
232 shall be limited to replacing a grade of "D" or "F," or the
233 equivalent of a grade of "D" or "F," with a grade of "C" or
234 higher, or the equivalent of a grade of "C" or higher, earned
235 subsequently in another course. The only exception to these
236 forgiveness policies shall be made for a student in the middle
237 grades who takes any high school course for high school credit
238 and earns a grade of "C," "D," or "F" or the equivalent of a
239 grade of "C," "D," or "F." In such case, the district
240 forgiveness policy must allow the replacement of the grade with
241 a grade of "C" or higher, or the equivalent of a grade of "C" or
242 higher, earned subsequently in the same or comparable course. In
243 all cases of grade forgiveness, only the new grade shall be used
244 in the calculation of the student's grade point average. Any



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245 course grade not replaced according to a district school board
246 forgiveness policy shall be included in the calculation of the
247 cumulative grade point average required for graduation.

248 (8)

249 (b)1. A student with a disability, as defined in s.
250 1007.02(2), for whom the individual education plan (IEP)
251 committee determines that the FCAT cannot accurately measure the
252 student's abilities taking into consideration all allowable
253 accommodations, shall have the FCAT requirement of paragraph
254 (4)(b) waived for the purpose of receiving a standard high
255 school diploma, if the student:

256 a.1. Completes the minimum number of credits and other
257 requirements prescribed by subsections (1), (2), and (3).

258 b.2. Does not meet the requirements of paragraph (4)(b)
259 after one opportunity in 10th grade and one opportunity in 11th
260 grade.

261 2. A student with a disability, as defined in s.
262 1007.02(2), for whom the IEP committee determines that an end-
263 of-course assessment cannot accurately measure the student's
264 abilities, taking into consideration all allowable
265 accommodations and alternate assessments, shall have the end-of-
266 course assessment results waived for the purpose of determining
267 the student's course grade and credit as required in paragraph
268 (4)(a). However, the student is not eligible for a standard high
269 school diploma. The student is eligible for a special diploma.

270 Section 4. Subsections (1) and (5), paragraph (c) of
271 subsection (7), and subsection (8) of section 1003.429, Florida
272 Statutes, are amended to read:

273 1003.429 Accelerated high school graduation options.-



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274 (1) Students who enter grade 9 in the 2006-2007 school year
275 and thereafter may select, upon receipt of each consent required
276 by this section, one of the following three high school
277 graduation options:

278 (a) Completion of the general requirements for high school
279 graduation pursuant to s. 1003.428 or s. 1003.43, as applicable;

280 (b) Completion of a 3-year standard college preparatory
281 program requiring successful completion of a minimum of 18
282 academic credits in grades 9 through 12. At least 6 of the 18
283 credits required for completion of this program must be received
284 in classes that are offered pursuant to the International
285 Baccalaureate Program, the Advanced Placement Program, dual
286 enrollment, Advanced International Certificate of Education, or
287 specifically listed or identified by the Department of Education
288 as rigorous pursuant to s. 1009.531(3). Beginning with students
289 entering grade 9 in the 2013-2014 school year, one of the 18
290 credits must be earned through a virtual instruction course. For
291 purposes of this paragraph, the term "virtual instruction
292 course" means a course of instruction provided in an interactive
293 learning environment created through technology in which
294 students are separated from their teachers by time or space.
295 This requirement shall be met through a virtual instruction
296 course that significantly integrates content aligned to
297 appropriate state curriculum standards, as determined by the
298 Department of Education, and for which a standardized end-of-
299 course assessment, as approved by the department, is
300 administered. A student who is enrolled in a full-time virtual
301 instruction program under s. 1002.45 meets this requirement. The
302 18 credits required for completion of this program shall be



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303 primary requirements and shall be distributed as follows:
304 1. Four credits in English, with major concentration in
305 composition and literature;
306 2. Three credits and, beginning with students entering
307 grade 9 in the 2010-2011 school year, four credits in
308 mathematics at the Algebra I level or higher from the list of
309 courses that qualify for state university admission. Beginning
310 with students entering grade 9 in the 2010-2011 school year, in
311 addition to the Algebra I credit requirement, one of the four
312 credits in mathematics must be geometry or a series of courses
313 equivalent to geometry as approved by the State Board of
314 Education. Beginning with students entering grade 9 in the 2010-
315 2011 school year, the end-of-course assessment requirements
316 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
317 to earn a passing grade for the course and receive the required
318 credit in Algebra I. Beginning with students entering grade 9 in
319 the 2011-2012 school year, the end-of-course assessment
320 requirements under s. 1008.22(3)(c)2.a.(I) must be met in order
321 for a student to earn a passing grade for the course and receive
322 the required credit in geometry. Beginning with students
323 entering grade 9 in the 2012-2013 school year, in addition to
324 the Algebra I and geometry credit requirements, one of the four
325 credits in mathematics must be Algebra II or a series of courses
326 equivalent to Algebra II as approved by the State Board of
327 Education. Beginning with students entering grade 9 in the 2013-
328 2014 school year, the end-of-course assessment requirements
329 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
330 to earn the required credits in Algebra II;
331 3. Three credits in ~~natural~~ science, two of which must have



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332 a laboratory component. Beginning with students entering grade 9
333 in the 2011-2012 school year, one of the three credits in
334 science must be Biology I or a series of courses equivalent to
335 Biology I as approved by the State Board of Education. Beginning
336 with students entering grade 9 in the 2011-2012 school year, the
337 end-of-course assessment requirements under s.
338 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
339 the required credit in Biology I. Beginning with students
340 entering grade 9 in the 2013-2014 school year, one of the three
341 credits must be Biology I or a series of courses equivalent to
342 Biology I as approved by the State Board of Education, one
343 credit must be chemistry or physics or a series of courses
344 equivalent to chemistry or physics as approved by the State
345 Board of Education, and one credit must be an equally rigorous
346 course, as approved by the State Board of Education. Beginning
347 with students entering grade 9 in the 2013-2014 school year, the
348 end-of-course assessment requirements under s.
349 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
350 the required credit in chemistry or physics;

351 4. Three credits in social sciences, which must include one
352 credit in United States ~~American~~ history, one credit in world
353 history, one-half credit in United States ~~American~~ government,
354 and one-half credit in economics;

355 5. Two credits in the same second language unless the
356 student is a native speaker of or can otherwise demonstrate
357 competency in a language other than English. If the student
358 demonstrates competency in another language, the student may
359 replace the language requirement with two credits in other
360 academic courses; and



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361 6. Three credits in electives and, beginning with students
362 entering grade 9 in the 2010-2011 school year, two credits in
363 electives; or

364 (c) Completion of a 3-year career preparatory program
365 requiring successful completion of a minimum of 18 academic
366 credits in grades 9 through 12. Beginning with students entering
367 grade 9 in the 2013-2014 school year, one of the 18 credits must
368 be earned through a virtual instruction course. For purposes of
369 this paragraph, the term "virtual instruction course" means a
370 course of instruction provided in an interactive learning
371 environment created through technology in which students are
372 separated from their teachers by time or space. This requirement
373 shall be met through a virtual instruction course that
374 significantly integrates content aligned to appropriate state
375 curriculum standards, as determined by the Department of
376 Education, and for which a standardized end-of-course
377 assessment, as approved by the department, is administered. A
378 student who is enrolled in a full-time virtual instruction
379 program under s. 1002.45 meets this requirement. The 18 credits
380 shall be primary requirements and shall be distributed as
381 follows:

382 1. Four credits in English, with major concentration in
383 composition and literature;

384 2. Three credits and, beginning with students entering
385 grade 9 in the 2010-2011 school year, four credits in
386 mathematics, one of which must be Algebra I. Beginning with
387 students entering grade 9 in the 2010-2011 school year, in
388 addition to the Algebra I credit requirement, one of the four
389 credits in mathematics must be geometry or a series of courses



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390 equivalent to geometry as approved by the State Board of
391 Education. Beginning with students entering grade 9 in the 2010-
392 2011 school year, the end-of-course assessment requirements
393 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
394 to earn a passing grade for the course and receive the required
395 credit in Algebra I. Beginning with students entering grade 9 in
396 the 2011-2012 school year, the end-of-course assessment
397 requirements under s. 1008.22(3)(c)2.a.(I) must be met in order
398 for a student to earn a passing grade for the course and receive
399 the required credit in geometry. Beginning with students
400 entering grade 9 in the 2012-2013 school year, in addition to
401 the Algebra I and geometry credit requirements, one of the four
402 credits in mathematics must be Algebra II or a series of courses
403 equivalent to Algebra II as approved by the State Board of
404 Education. Beginning with students entering grade 9 in the 2013-
405 2014 school year, the end-of-course assessment requirements
406 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
407 to earn the required credits in Algebra II;

408 3. Three credits in ~~natural~~ science, two of which must have
409 a laboratory component. Beginning with students entering grade 9
410 in the 2011-2012 school year, one of the three credits in
411 science must be Biology I or a series of courses equivalent to
412 Biology I as approved by the State Board of Education. Beginning
413 with students entering grade 9 in the 2011-2012 school year, the
414 end-of-course assessment requirements under s.
415 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
416 the required credit in Biology I. Beginning with students
417 entering grade 9 in the 2013-2014 school year, one of the three
418 credits must be Biology I or a series of courses equivalent to



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419 Biology I as approved by the State Board of Education, one
420 credit must be chemistry or physics or a series of courses
421 equivalent to chemistry or physics as approved by the State
422 Board of Education, and one credit must be an equally rigorous
423 course, as approved by the State Board of Education. Beginning
424 with students entering grade 9 in the 2013-2014 school year, the
425 end-of-course assessment requirements under s.
426 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
427 the required credit in chemistry or physics;

428 4. Three credits in social sciences, which must include one
429 credit in United States ~~American~~ history, one credit in world
430 history, one-half credit in United States ~~American~~ government,
431 and one-half credit in economics;

432 5. Three credits in a single vocational or career education
433 program, three credits in career and technical certificate dual
434 enrollment courses, or five credits in vocational or career
435 education courses; and

436 6. Two credits and, beginning with students entering grade
437 9 in the 2010-2011 school year, one credit in electives unless
438 five credits are earned pursuant to subparagraph 5.

439
440 Any student who selected an accelerated graduation program
441 before July 1, 2004, may continue that program, and all
442 statutory program requirements that were applicable when the
443 student made the program choice shall remain applicable to the
444 student as long as the student continues that program.

445 (5) District school boards may not establish requirements
446 for accelerated 3-year high school graduation options in excess
447 of the requirements in paragraphs (1)(b) and (c). For courses



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448 that require statewide, standardized end-of-course assessments
449 under s. 1008.22 and standardized end-of-course assessments
450 under s. 1008.222, passage of the end-of-course assessment.
451 Students enrolled in the accelerated high school graduation
452 option are eligible to participate in the Credit Acceleration
453 Program pursuant to s. 1003.4295(3).

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

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

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

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

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

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

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

472 Section 5. Section 1003.4295, Florida Statutes, is created
473 to read:

474 1003.4295 Acceleration courses.—

475 (1) Each high school shall advise each student of programs
476 through which a high school student can earn college credit,



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477 including Advanced Placement, International Baccalaureate,
478 Advanced International Certificate of Education, dual enrollment
479 courses, career academy courses, and courses that lead to
480 national industry certification, as well as the availability of
481 course offerings through virtual instruction.

482 (2) Beginning with the 2011-2012 school year, each high
483 school shall offer an International Baccalaureate Program, an
484 Advanced International Certificate of Education Program, or a
485 combination of at least four courses in dual enrollment or
486 Advanced Placement, including one course each in English,
487 mathematics, science, and social studies. To meet this
488 requirement, school districts may provide courses through
489 virtual instruction, if the virtual course significantly
490 integrates postsecondary level content for which a student may
491 earn college credit, as determined by the Department of
492 Education, and for which a standardized end-of-course
493 assessment, as approved by the department, is administered.

494 (3) The Credit Acceleration Program (CAP) is created for
495 the purpose of allowing a secondary student to earn high school
496 credit in a course that requires a statewide, standardized end-
497 of-course assessment under s. 1008.22(3)(c) or a standardized
498 end-of-course assessment under s. 1008.222, if the student
499 attains a specified score on the assessment. Notwithstanding s.
500 1003.436, a school district shall award course credit to a
501 student who is not enrolled in the course, or who has not
502 completed the course, if the student attains a score indicating
503 satisfactory performance, as defined in s. 1008.22(3)(c)5., on
504 the corresponding standardized end-of-course assessment. The
505 school district shall permit a student who is not enrolled in



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506 the course, or who has not completed the course, to take the
507 standardized end-of-course assessment during the regular
508 administration of the assessment.

509 Section 6. Paragraph (k) of subsection (4) of section
510 1003.493, Florida Statutes, is amended to read:

511 1003.493 Career and professional academies.—

512 (4) Each career and professional academy must:

513 (k) Include an evaluation plan developed jointly with the
514 Department of Education and the local workforce board. The
515 evaluation plan must include an assessment tool based on
516 national industry standards, such as the Career Academy National
517 Standards of Practice, and outcome measures, including, but not
518 limited to, achievement of national industry certifications
519 identified in the Industry Certified Funding List, pursuant to
520 rules adopted by the State Board of Education, graduation rates,
521 enrollment in postsecondary education, business and industry
522 satisfaction, employment and earnings, awards of postsecondary
523 credit and scholarships, and student FCAT achievement levels and
524 learning gains on statewide assessments administered under s.
525 1008.22(3)(c) and standardized assessments administered under s.
526 1008.222. The Department of Education shall use Workforce
527 Florida, Inc., and Enterprise Florida, Inc., in identifying
528 industry experts to participate in developing and implementing
529 such assessments.

530 Section 7. Paragraph (c) of subsection (6) of section
531 1007.35, Florida Statutes, is amended to read:

532 1007.35 Florida Partnership for Minority and
533 Underrepresented Student Achievement.—

534 (6) The partnership shall:



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535 (c) Provide teacher training and materials that are aligned
536 with the Next Generation Sunshine State Standards and are
537 consistent with best theory and practice regarding multiple
538 learning styles and research on learning, instructional
539 strategies, instructional design, and classroom assessment.
540 Curriculum materials must be based on current, accepted, and
541 essential academic knowledge. ~~Materials for prerequisite courses~~
542 ~~should, at a minimum, address the skills assessed on the Florida~~
543 ~~Comprehensive Assessment Test (FCAT).~~

544 Section 8. Paragraph (c) of subsection (3) and subsections
545 (6), (9), (10), (11), and (12) of section 1008.22, Florida
546 Statutes, are amended to read:

547 1008.22 Student assessment program for public schools.—

548 (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall
549 design and implement a statewide program of educational
550 assessment that provides information for the improvement of the
551 operation and management of the public schools, including
552 schools operating for the purpose of providing educational
553 services to youth in Department of Juvenile Justice programs.
554 The commissioner may enter into contracts for the continued
555 administration of the assessment, testing, and evaluation
556 programs authorized and funded by the Legislature. Contracts may
557 be initiated in 1 fiscal year and continue into the next and may
558 be paid from the appropriations of either or both fiscal years.
559 The commissioner is authorized to negotiate for the sale or
560 lease of tests, scoring protocols, test scoring services, and
561 related materials developed pursuant to law. Pursuant to the
562 statewide assessment program, the commissioner shall:

563 (c) Develop and implement a student achievement testing



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564 program as follows: ~~known as~~
565 1. The Florida Comprehensive Assessment Test (FCAT)
566 measures as part of the statewide assessment program to measure
567 a student's content knowledge and skills in reading, writing,
568 science, and mathematics. The content knowledge and skills
569 assessed by the FCAT must be aligned to the core curricular
570 content established in the Next Generation Sunshine State
571 Standards. Other content areas may be included as directed by
572 the commissioner. Comprehensive assessments of reading and
573 mathematics shall be administered annually in grades 3 through
574 10 except, beginning with the 2010-2011 school year, the
575 administration of grade 9 FCAT Mathematics shall be
576 discontinued, and beginning with the 2011-2012 school year, the
577 administration of grade 10 FCAT Mathematics shall be
578 discontinued, except as required for students who have not
579 attained minimum performance expectations for graduation as
580 provided in paragraph (9) (c). ~~FCAT Comprehensive assessments of~~
581 ~~Writing and FCAT Science shall be administered at least once at~~
582 ~~the elementary, middle, and high school levels~~ except, beginning
583 with the 2011-2012 school year, the administration of FCAT
584 Science at the high school level shall be discontinued.
585 2.a. End-of-course assessments for a subject shall ~~may~~ be
586 administered in addition to the comprehensive assessments
587 required ~~for that subject~~ under subparagraph 1. ~~this paragraph.~~
588 ~~An~~ End-of-course assessments ~~assessment~~ must be rigorous,
589 statewide, standardized, and developed or approved by the
590 department. The content knowledge and skills assessed by
591 ~~comprehensive and~~ end-of-course assessments must be aligned to
592 the core curricular content established in the Next Generation



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593 Sunshine State Standards.

594 (I) Statewide, standardized end-of-course assessments in
595 mathematics shall be administered according to this sub-sub-
596 subparagraph. Beginning with the 2010-2011 school year, all
597 students enrolled in Algebra I or an equivalent course must take
598 the Algebra I end-of-course assessment. Students who earned high
599 school credit in Algebra I while in grades 6 through 8 during
600 the 2007-2008 through 2009-2010 school years and who have not
601 taken Grade 10 FCAT Mathematics must take the Algebra I end-of-
602 course assessment during the 2010-2011 school year. For students
603 entering grade 9 during the 2010-2011 school year and who are
604 enrolled in Algebra I or an equivalent, each student's
605 performance on the end-of-course assessment in Algebra I shall
606 constitute 30 percent of the student's final course grade.
607 Beginning with students entering grade 9 in the 2011-2012 school
608 year, a student who is enrolled in Algebra I or an equivalent
609 must earn a passing score on the end-of-course assessment in
610 Algebra I or attain an equivalent score as described in
611 subsection (11) in order to pass the course and earn course
612 credit. Beginning with the 2011-2012 school year, all students
613 enrolled in geometry or an equivalent course must take the
614 geometry end-of-course assessment. For students entering grade 9
615 during the 2011-2012 school year, each student's performance on
616 the end-of-course assessment in geometry shall constitute 30
617 percent of the student's final course grade. Beginning with
618 students entering grade 9 during the 2012-2013 school year, a
619 student must earn a passing score on the end-of-course
620 assessment in geometry or attain an equivalent score as
621 described in subsection (11) in order to pass the course and



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622 earn course credit. Beginning with the 2013-2014 school year,
623 all students enrolled in Algebra II or an equivalent course must
624 take the Algebra II end-of-course assessment. For students
625 entering grade 9 in the 2013-2014 school year, each student's
626 performance on the end-of-course assessment in Algebra II shall
627 constitute 30 percent of the student's final course grade.
628 Beginning with students entering grade 9 in the 2014-2015 school
629 year, a student must earn a passing score on the end-of-course
630 assessment in Algebra II in order to pass the course and earn
631 course credit.

632
633 ===== T I T L E A M E N D M E N T =====

634 And the title is amended as follows:

635 Delete lines 20 - 35

636 and insert:

637 school graduation; requiring credit in a virtual
638 instruction course; providing a definition for the
639 term "virtual instruction course"; requiring district
640 school board standards for grades in certain courses;
641 providing for waiver of end-of-course assessment
642 results for the purpose of receiving a course grade
643 and credit for students with disabilities; amending s.
644 1003.429, F.S.; revising requirements for accelerated
645 high school graduation options; updating cross-
646 references; requiring students entering grade 9 in
647 specified school years to meet end-of-course
648 assessment requirements and revised credit
649 requirements in mathematics and science for high
650 school graduation; requiring credit in a virtual



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651 instruction course; providing a definition for the
652 term "virtual instruction course"; requiring district
653 school board standards for grades in certain courses;
654 creating s. 1003.4295, F.S.; requiring high schools to
655 advise students of, and offer, acceleration courses;
656 creating the Credit Acceleration Program; amending s.
657 1003.493,