

By Senator Gaetz

4-00834F-11

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1                                   A bill to be entitled  
2           An act relating to career and professional academies;  
3           amending s. 1003.491, F.S.; revising provisions  
4           relating to the Florida Career and Professional  
5           Education Act; replacing references to local workforce  
6           boards with regional workforce boards; requiring that  
7           economic development agencies collaborate with each  
8           district school board, regional workforce boards, and  
9           postsecondary institutions to develop a strategic 5-  
10          year plan that addresses local and regional workforce  
11          demands; requiring that the strategic plan include  
12          access to courses offered through virtual education  
13          providers and a review of career and professional  
14          academy courses; requiring that the strategic plan be  
15          reviewed, updated, and jointly approved; amending s.  
16          1003.492, F.S.; revising provisions relating to  
17          industry-certified career education programs to  
18          conform to changes made by the act; requiring that  
19          rules adopted by the State Board of Education include  
20          an approval process for determining the funding  
21          weights of industry certifications; requiring that the  
22          performance factors for students participating in  
23          industry-certified career education programs include  
24          awards of postsecondary credit and state scholarships  
25          amending s. 1003.493, F.S.; revising provisions  
26          relating to career and professional academies to  
27          conform to changes made by the act; requiring that  
28          career and professional academies discontinue  
29          enrollment of students for the following year if the

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30 passage rate on the industry certification exam falls  
31 below 50 percent; amending s. 1011.62, F.S.; revising  
32 provisions relating to the calculation of additional  
33 full-time equivalent membership based on certification  
34 of successful completion of industry-certified career  
35 and professional academy programs; requiring that the  
36 value of full-time equivalent membership be determined  
37 by weights adopted by the State Board of Education;  
38 amending s. 1012.39, F.S.; requiring that each  
39 district school board establish qualifications for  
40 nondegreed teachers of career and technical education  
41 courses for program clusters recognized in the state;  
42 authorizing district school boards to establish  
43 alternative qualifications for certain teachers;  
44 creating s. 1003.4935, F.S.; requiring that each  
45 district school board, in collaboration with regional  
46 workforce boards, economic development agencies, and  
47 state-approved postsecondary institutions, include a  
48 component in the strategic 5-year plan to implement a  
49 career and professional academy in at least one middle  
50 school in each district; providing requirements for  
51 the middle school career and professional academies;  
52 requiring that the Department of Education collect and  
53 report student achievement data for middle school  
54 career academy students; amending s. 1008.34, F.S.;  
55 conforming provisions relating to the designation of  
56 school grades to changes made by the act; providing an  
57 effective date.

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

60  
61 Section 1. Subsections (2), (3), and (5) of section  
62 1003.491, Florida Statutes, are amended to read:

63 1003.491 Florida Career and Professional Education Act.—The  
64 Florida Career and Professional Education Act is created to  
65 provide a statewide planning partnership between the business  
66 and education communities in order to attract, expand, and  
67 retain targeted, high-value industry and to sustain a strong,  
68 knowledge-based economy.

69 (2) ~~Beginning with the 2007-2008 school year,~~ Each district  
70 school board shall develop, in collaboration with regional local  
71 workforce boards, economic development agencies, and  
72 postsecondary institutions approved to operate in the state, a  
73 strategic 5-year plan to address and meet local and regional  
74 workforce demands. If involvement of a the regional local  
75 workforce board or an economic development agency in the  
76 strategic plan development is not feasible, the local school  
77 board, with the approval of the Agency for Workforce Innovation,  
78 shall collaborate with the most appropriate regional local  
79 business leadership board. Two or more school districts may  
80 collaborate in the development of the strategic plan and offer a  
81 career and professional academy as a joint venture. The  
82 strategic plan ~~Such plans~~ must describe in detail provisions for  
83 the efficient transportation of students, the maximum use of  
84 shared resources, and access to courses aligned to state  
85 curriculum standards through virtual education providers, and an  
86 objective review of career and professional academy courses to  
87 determine if the courses will lead to the attainment of industry

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88 certifications included on the Industry Certified Funding List  
89 pursuant to rules adopted by the State Board of Education ~~the~~  
90 ~~Florida Virtual School when appropriate.~~ Each strategic plan  
91 shall be reviewed, updated, and jointly approved every 5 years  
92 by the local school district, regional workforce boards,  
93 economic development agencies, and state-approved postsecondary  
94 institutions ~~completed no later than June 30, 2008, and shall~~  
95 ~~include provisions to have in place at least one operational~~  
96 ~~career and professional academy, pursuant to s. 1003.492, no~~  
97 ~~later than the beginning of the 2008-2009 school year.~~

98 (3) The strategic 5-year plan developed jointly between the  
99 local school district, regional ~~local~~ workforce boards, economic  
100 development agencies, and state-approved postsecondary  
101 institutions shall be constructed and based on:

102 (a) Research conducted to objectively determine local and  
103 regional workforce needs for the ensuing 5 years, using labor  
104 projections of the United States Department of Labor and the  
105 Agency for Workforce Innovation;

106 (b) Strategies to develop and implement career academies  
107 based on those careers determined to be in high demand;

108 (c) Maximum use of private sector facilities and personnel;

109 (d) Strategies that ensure instruction by industry-  
110 certified faculty and standards and strategies to maintain  
111 current industry credentials and for recruiting and retaining  
112 faculty to meet those standards;

113 (e) Alignment of ~~to~~ requirements for middle school career  
114 exploration, middle and high school career and professional  
115 academies leading to industry certification, and high school  
116 graduation requirements ~~redesign;~~

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117 (f) Provisions to ensure that courses offered through  
118 career and professional academies are academically rigorous,  
119 meet or exceed appropriate state-adopted subject area standards,  
120 result in attainment of industry certification, and, when  
121 appropriate, result in postsecondary credit;

122 (g) Strategies to improve the passage rate for industry  
123 certification exams that fall below 50 percent;

124 (h)~~(g)~~ Establishment of student eligibility criteria in  
125 career and professional academies which include opportunities  
126 for students who have been unsuccessful in traditional  
127 classrooms but who show aptitude to participate in academies.  
128 School boards shall address the analysis of eighth grade student  
129 achievement data to provide opportunities for students who may  
130 be deemed as potential dropouts to participate in career and  
131 professional academies;

132 (i)~~(h)~~ Strategies to provide sufficient space within  
133 academies to meet workforce needs and to provide access to all  
134 interested and qualified students;

135 (j)~~(i)~~ Strategies to implement ~~engage Department of~~  
136 ~~Juvenile Justice students in~~ career and professional academy  
137 training that leads to industry certification in Department of  
138 Juvenile Justice facilities;

139 (k)~~(j)~~ Opportunities for high school students to earn  
140 weighted or dual enrollment credit for higher-level career and  
141 technical courses;

142 (l)~~(k)~~ Promotion of the benefits of the Gold Seal Bright  
143 Futures Scholarship;

144 (m)~~(l)~~ Strategies to ensure the review of district pupil-  
145 progression plans and to amend such plans to include career and

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146 professional courses and to include courses that may qualify as  
147 substitute courses for core graduation requirements and those  
148 that may be counted as elective courses; and

149 (n) ~~(m)~~ Strategies to provide professional development for  
150 secondary guidance counselors on the benefits of career and  
151 professional academies.

152 (5) The submission and review of newly proposed core  
153 courses shall be conducted electronically, and each proposed  
154 core course shall be approved or denied within 60 days. All  
155 courses approved as core courses for purposes of middle school  
156 promotion and high school graduation ~~purposes~~ shall be  
157 immediately added to the Course Code Directory. Approved core  
158 courses shall also be reviewed and considered for approval for  
159 dual enrollment credit. The Board of Governors and the  
160 Commissioner of Education shall jointly recommend an annual  
161 deadline for approval of new core courses to be included for  
162 purposes of postsecondary admissions and dual enrollment credit  
163 the following academic year. The State Board of Education shall  
164 establish an appeals process in the event that a proposed course  
165 is denied which shall require a consensus ruling by the Agency  
166 for Workforce Innovation and the Commissioner of Education  
167 within 15 days. The curriculum review committee must be  
168 established and operational no later than September 1, 2007.

169 Section 2. Subsections (2) and (3) of section 1003.492,  
170 Florida Statutes, are amended to read:

171 1003.492 Industry-certified career education programs.—

172 (2) The State Board of Education shall use the expertise of  
173 Workforce Florida, Inc., and Enterprise Florida, Inc., to  
174 develop and adopt rules pursuant to ss. 120.536(1) and 120.54

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175 for implementing an industry certification process. These rules  
176 shall include an approval process for determining the funding  
177 weights of industry certifications based on the rigor of the  
178 certification and the value of the certification to Florida  
179 businesses and industry. Industry certification shall be defined  
180 by the Agency for Workforce Innovation, based upon the highest  
181 available national standards for specific industry  
182 certification, to ensure student skill proficiency and to  
183 address emerging labor market and industry trends. A regional  
184 workforce board or a career and professional academy may apply  
185 to Workforce Florida, Inc., to request additions to the approved  
186 list of industry certifications based on high-demand job  
187 requirements in the regional economy. The list of industry  
188 certifications approved by Workforce Florida, Inc., and the  
189 Department of Education shall be published and updated annually  
190 by a date certain, to be included in the adopted rule.

191 (3) The Department of Education shall collect student  
192 achievement and performance data in industry-certified career  
193 education programs and shall work with Workforce Florida, Inc.,  
194 and Enterprise Florida, Inc., in the analysis of collected data.  
195 The data collection and analyses shall examine the performance  
196 of participating students over time. Performance factors shall  
197 include, but not be limited to, graduation rates, retention  
198 rates, awards of postsecondary credit and state scholarships  
199 under chapter 1009 Florida Bright Futures Scholarship awards,  
200 additional educational attainment, employment records, earnings,  
201 industry certification, and employer satisfaction. The  
202 performance results and analyses ~~of this study~~ shall be  
203 submitted to the President of the Senate and the Speaker of the

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204 House of Representatives annually by December 31.

205 Section 3. Subsections (2), (4), (5), and (6) of section  
206 1003.493, Florida Statutes, are amended to read:

207 1003.493 Career and professional academies.—

208 (2) The goals of a career and professional academy are to:

209 (a) Increase student academic achievement and graduation  
210 rates through integrated academic and career curricula.

211 (b) Prepare graduating high school students to make  
212 appropriate choices relative to employment and future  
213 educational experiences.

214 (c) Focus on career preparation through rigorous academics  
215 and industry certification.

216 (d) Raise student aspiration and commitment to academic  
217 achievement and work ethics through relevant coursework.

218 ~~(e) Support graduation requirements pursuant to s. 1003.428~~  
219 ~~by providing creative, applied major areas of interest.~~

220 (e) ~~(f)~~ Promote acceleration mechanisms, such as dual  
221 enrollment, articulated credit, or occupational completion  
222 points, so that students may earn postsecondary credit while in  
223 high school.

224 (f) ~~(g)~~ Support the state's economy by meeting industry  
225 needs for skilled employees in high-demand occupations.

226 (4) Each career and professional academy must:

227 (a) Provide a rigorous standards-based academic curriculum  
228 integrated with a career curriculum. The curriculum must take  
229 into consideration multiple styles of student learning; promote  
230 learning by doing through application and adaptation; maximize  
231 relevance of the subject matter; enhance each student's capacity  
232 to excel; and include an emphasis on work habits and work



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233 ethics.

234 (b) Include one or more partnerships with postsecondary  
235 institutions, businesses, industry, employers, economic  
236 development organizations, or other appropriate partners from  
237 the local community. Such partnerships shall be delineated in  
238 articulation agreements to provide for career-based courses that  
239 earn postsecondary credit. Such agreements may include  
240 articulation between the academy and public or private 2-year  
241 and 4-year postsecondary institutions and technical centers. The  
242 Department of Education, in consultation with the Board of  
243 Governors, shall establish a mechanism to ensure articulation  
244 and transfer of credits to postsecondary institutions in this  
245 state. Such partnerships must provide opportunities for:

246 1. Instruction from highly skilled professionals who  
247 possess industry-certification credentials for courses they are  
248 teaching.

249 2. Internships, externships, and on-the-job training.

250 3. A postsecondary degree, diploma, or certificate.

251 4. The highest available level of industry certification.

252 5. Maximum articulation of credits pursuant to s. 1007.23  
253 upon program completion.

254 (c) Provide shared, maximum use of private sector  
255 facilities and personnel.

256 (d) Provide personalized student advisement, including a  
257 parent-participation component, and coordination with middle  
258 schools to promote and support career exploration and education  
259 planning as required under s. 1003.4156. Coordination with  
260 middle schools must provide information to middle school  
261 students about secondary and postsecondary career education

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262 programs and academies.

263 (e) Promote and provide opportunities for career and  
264 professional academy students to attain, at minimum, the Florida  
265 Gold Seal Vocational Scholars award pursuant to s. 1009.536.

266 (f) Provide instruction in careers designated as high  
267 growth, high demand, and high pay by the regional ~~local~~  
268 workforce development board, the chamber of commerce, economic  
269 development agencies, or the Agency for Workforce Innovation.

270 (g) Deliver academic content through instruction relevant  
271 to the career, including intensive reading and mathematics  
272 intervention required by s. 1003.428, with an emphasis on  
273 strengthening reading for information skills.

274 (h) Offer applied courses that combine academic content  
275 with technical skills.

276 (i) Provide instruction resulting in competency,  
277 certification, or credentials in workplace skills, including,  
278 but not limited to, communication skills, interpersonal skills,  
279 decisionmaking skills, the importance of attendance and  
280 timeliness in the work environment, and work ethics.

281 ~~(j) Provide opportunities for students to obtain the~~  
282 ~~Florida Ready to Work Certification pursuant to s. 1004.99.~~

283 ~~(k) Include an evaluation plan developed jointly with the~~  
284 ~~Department of Education and the local workforce board. The~~  
285 ~~evaluation plan must include an assessment tool based on~~  
286 ~~national industry standards, such as the Career Academy National~~  
287 ~~Standards of Practice, and outcome measures, including, but not~~  
288 ~~limited to, achievement of national industry certifications~~  
289 ~~identified in the Industry Certification Funding List, pursuant~~  
290 ~~to rules adopted by the State Board of Education, graduation~~

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291 ~~rates, enrollment in postsecondary education, business and~~  
292 ~~industry satisfaction, employment and earnings, awards of~~  
293 ~~postsecondary credit and scholarships, and student achievement~~  
294 ~~levels and learning gains on statewide assessments administered~~  
295 ~~under s. 1008.22(3)(c). The Department of Education shall use~~  
296 ~~Workforce Florida, Inc., and Enterprise Florida, Inc., in~~  
297 ~~identifying industry experts to participate in developing and~~  
298 ~~implementing such assessments.~~

299 (j) ~~(l)~~ Include a plan to sustain career and professional  
300 academies.

301 (k) ~~(m)~~ Redirect appropriated career funding to career and  
302 professional academies.

303 (5) All career courses offered in a career and professional  
304 academy must lead to industry certification or college credit  
305 linked directly to the career theme of the course. If the  
306 passage rate on the industry certification exam that is  
307 associated with the career and professional academy falls below  
308 50 percent, the academy must discontinue enrollment of students  
309 the following school year. ~~At least 50 percent of students~~  
310 ~~enrolled in a career course must achieve industry certifications~~  
311 ~~or college credits during the second year the course is offered~~  
312 ~~in order for the course to be offered a third year. At least 66~~  
313 ~~percent of students enrolled in such a course must achieve~~  
314 ~~industry certifications or college credits during the third year~~  
315 ~~the course is offered in order for it to be offered a fourth~~  
316 ~~year and thereafter.~~

317 (6) Workforce Florida, Inc., through the secondary career  
318 academies initiatives, The Okaloosa County School District  
319 ~~CHOICE Institutes~~ shall serve in an advisory role and shall

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320 offer technical assistance in the development and deployment of  
321 newly established career and professional academies ~~for a 3-year~~  
322 ~~period beginning July 1, 2007.~~

323 Section 4. Paragraph (p) of subsection (1) of section  
324 1011.62, Florida Statutes, is amended to read:

325 1011.62 Funds for operation of schools.—If the annual  
326 allocation from the Florida Education Finance Program to each  
327 district for operation of schools is not determined in the  
328 annual appropriations act or the substantive bill implementing  
329 the annual appropriations act, it shall be determined as  
330 follows:

331 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR  
332 OPERATION.—The following procedure shall be followed in  
333 determining the annual allocation to each district for  
334 operation:

335 (p) *Calculation of additional full-time equivalent*  
336 *membership based on certification of successful completion of*  
337 *industry-certified career and professional academy programs*  
338 *pursuant to ss. 1003.491, 1003.492, ~~and~~ 1003.493, and 1003.4935*  
339 *and identified in the Industry Certified Funding List pursuant*  
340 *to rules adopted by the State Board of Education.—A maximum*  
341 *value of 0.3 full-time equivalent student membership shall be*  
342 *calculated for each student who completes an industry-certified*  
343 *career and professional academy program under ss. 1003.491,*  
344 *1003.492, ~~and~~ 1003.493, and 1003.4935 and who is issued the*  
345 *highest level of industry certification identified annually in*  
346 *the Industry Certification Funding List approved under rules*  
347 *adopted by the State Board of Education and a high school*  
348 *diploma. The value of full-time equivalent student membership*

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349 shall be determined by weights adopted by the State Board of  
350 Education pursuant to s. 1003.492. Such value shall be added to  
351 the total full-time equivalent student membership in secondary  
352 career education programs for grades 9 through 12 in the  
353 subsequent year for courses that were not funded through dual  
354 enrollment. The additional full-time equivalent membership  
355 authorized under this paragraph may not exceed 0.3 per student.  
356 Allocated funds shall be proportionately prorated and  
357 distributed to middle school career and professional academies  
358 for those students who earned industry certifications. Each  
359 district must allocate at least 80 percent of the funds  
360 generated by student attainment of an ~~provided for~~ industry  
361 certification, in accordance with this paragraph, to the program  
362 in which the student earned the industry certification ~~that~~  
363 ~~generated the funds.~~ Unless a different amount is specified in  
364 the General Appropriations Act, the appropriation for this  
365 calculation is limited to \$15 million annually. If the  
366 appropriation is insufficient to fully fund the total  
367 calculation, the appropriation shall be prorated.

368 Section 5. Subsection (1) of section 1012.39, Florida  
369 Statutes, is amended to read:

370 1012.39 Employment of substitute teachers, teachers of  
371 adult education, nondegreed teachers of career education, and  
372 career specialists; students performing clinical field  
373 experience.—

374 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and  
375 1012.57, or any other provision of law or rule to the contrary,  
376 each district school board shall establish the minimal  
377 qualifications for:

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378 (a) Substitute teachers to be employed pursuant to s.  
379 1012.35. The qualifications shall require the filing of a  
380 complete set of fingerprints in the same manner as required by  
381 s. 1012.32; documentation of a minimum education level of a high  
382 school diploma or equivalent; and completion of an initial  
383 orientation and training program in district policies and  
384 procedures addressing school safety and security procedures,  
385 educational liability laws, professional responsibilities, and  
386 ethics.

387 (b) Part-time and full-time teachers in adult education  
388 programs. The qualifications shall require the filing of a  
389 complete set of fingerprints in the same manner as required by  
390 s. 1012.32. Faculty employed solely to conduct postsecondary  
391 instruction may be exempted from this requirement.

392 (c) Part-time and full-time nondegreed teachers of career  
393 programs. Qualifications shall be established for nondegreed  
394 teachers of career and technical education courses for program  
395 clusters that are recognized in this state ~~agriculture,~~  
396 ~~business, health occupations, family and consumer sciences,~~  
397 ~~industrial, marketing, career specialist, and public service~~  
398 ~~education teachers~~, based primarily on successful occupational  
399 experience rather than academic training. The qualifications for  
400 such teachers shall require:

401 1. The filing of a complete set of fingerprints in the same  
402 manner as required by s. 1012.32. Faculty employed solely to  
403 conduct postsecondary instruction may be exempted from this  
404 requirement.

405 2. Documentation of education and successful occupational  
406 experience including documentation of:

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- 407 a. A high school diploma or the equivalent.
- 408 b. Completion of 6 years of full-time successful  
409 occupational experience or the equivalent of part-time  
410 experience in the teaching specialization area. The district  
411 school board may establish alternative qualifications for  
412 teachers who hold industry certificates in the career areas in  
413 which they teach. ~~Alternate means of determining successful~~  
414 ~~occupational experience may be established by the district~~  
415 ~~school board.~~
- 416 c. Industry certification if state or national industry  
417 certifications are available and applicable.
- 418 ~~d.e.~~ Completion of career education training conducted  
419 through the local school district inservice master plan.
- 420 ~~e.d.~~ For full-time teachers, completion of professional  
421 education training in teaching methods, course construction,  
422 lesson planning and evaluation, and teaching special needs  
423 students. This training may be completed through coursework from  
424 an accredited or approved institution or an approved district  
425 teacher education program.
- 426 ~~f.e.~~ Demonstration of successful teaching performance.
- 427 Section 6. Section 1003.4935, Florida Statutes, is created  
428 to read:
- 429 1003.4935 Middle school career and professional academy  
430 courses.-
- 431 (1) Beginning with the 2011-2012 school year, each district  
432 school board, in collaboration with regional workforce boards,  
433 economic development agencies, and state-approved postsecondary  
434 institutions, shall include plans to implement a career and  
435 professional academy in at least one middle school in the

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436 district as part of the strategic 5-year plan pursuant to s.  
437 1003.491(2), Florida Statutes. The middle school career and  
438 professional academy component of the strategic plan must ensure  
439 the transition of middle school career and professional academy  
440 students to a high school career and professional academy  
441 currently operating within the district. Beginning with the  
442 2012-2013 school year, each school district shall have in place  
443 at least one operational middle school career and professional  
444 academy. Students who complete a middle school career and  
445 professional academy must have the opportunity to earn an  
446 industry certificate and high school credit and participate in  
447 career planning, job shadowing, and business leadership  
448 development activities.

449 (2) Each middle school career and professional academy must  
450 be aligned with at least one high school career and professional  
451 academy offered in the district and maintain partnerships with  
452 local business and industry and economic development boards.  
453 Middle school career and professional academies must:

454 (a) Provide instruction in courses leading to careers in  
455 occupations designated as high growth, high demand, and high pay  
456 in the Industry Certification Funding List approved under rules  
457 adopted by the State Board of Education;

458 (b) Offer career and professional academy courses that  
459 integrate content from core subject areas;

460 (c) Offer courses that integrate career and professional  
461 academy content with intensive reading and mathematics pursuant  
462 to s. 1003.428, Florida Statutes;

463 (d) Coordinate with high schools to maximize opportunities  
464 for middle school career and professional academy students to



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465 earn high school credit;

466 (e) Provide access to virtual instruction courses aligned  
467 to state curriculum standards for middle school career and  
468 professional academy students, with priority given to students  
469 who have required course deficits;

470 (f) Provide instruction from highly skilled professionals  
471 who hold industry certificates in the career area in which they  
472 teach;

473 (g) Offer externships; and

474 (h) Provide personalized student advisement to include a  
475 parent-participation component.

476 (3) Beginning with the 2012-2013 school year, the  
477 Department of Education shall collect and report student  
478 achievement data pursuant to performance factors identified  
479 under s. 1003.492(3), Florida Statutes, for middle school career  
480 and professional academy students.

481 Section 7. Paragraph (b) of subsection (3) of section  
482 1008.34, Florida Statutes, is amended to read:

483 1008.34 School grading system; school report cards;  
484 district grade.—

485 (3) DESIGNATION OF SCHOOL GRADES.—

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

487 a. Student achievement scores, including achievement on all  
488 FCAT assessments administered under s. 1008.22(3)(c)1., end-of-  
489 course assessments administered under s. 1008.22(3)(c)2.a., and  
490 achievement scores for students seeking a special diploma.

491 b. Student learning gains in reading and mathematics as  
492 measured by FCAT and end-of-course assessments, as described in  
493 s. 1008.22(3)(c)1. and 2.a. Learning gains for students seeking

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494 a special diploma, as measured by an alternate assessment tool,  
495 shall be included not later than the 2009-2010 school year.

496 c. Improvement of the lowest 25th percentile of students in  
497 the school in reading and mathematics on the FCAT or end-of-  
498 course assessments described in s. 1008.22(3)(c)2.a., unless  
499 these students are exhibiting satisfactory performance.

500 2. Beginning with the 2009-2010 school year for schools  
501 comprised of high school grades 9, 10, 11, and 12, or grades 10,  
502 11, and 12, 50 percent of the school grade shall be based on a  
503 combination of the factors listed in sub-subparagraphs 1.a.-c.  
504 and the remaining 50 percent on the following factors:

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

506 b. As valid data becomes available, the performance and  
507 participation of the school's students in College Board Advanced  
508 Placement courses, International Baccalaureate courses, dual  
509 enrollment courses, and Advanced International Certificate of  
510 Education courses; and the students' achievement of national  
511 industry certification identified in the Industry Certification  
512 Funding List, pursuant to rules adopted by the State Board of  
513 Education;

514 c. Postsecondary readiness of the school's students as  
515 measured by the SAT, ACT, or the common placement test;

516 d. The high school graduation rate of at-risk students who  
517 scored at Level 2 or lower on the grade 8 FCAT Reading and  
518 Mathematics examinations;

519 e. As valid data becomes available, the performance of the  
520 school's students on statewide standardized end-of-course  
521 assessments administered under s. 1008.22(3)(c)2.b. and c.; and

522 f. The growth or decline in the components listed in sub-

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523 subparagraphs a.-e. from year to year.

524 3. Beginning with the 2012-2013 school year for schools  
525 comprised of middle school grades 6, 7, and 8, or grades 7, 8,  
526 and 9, 50 percent of the school grade shall be based on a  
527 combination of the factors listed in sub-subparagraphs 1.a.-c.  
528 and the remaining 50 percent on the following factors:

529 a. As valid data becomes available, the participation and  
530 performance of the school's students in career and professional  
531 academies and the students' achievement of national industry  
532 certification identified in the Industry Certification Funding  
533 List pursuant to rules adopted by the State Board of Education;

534 b. The promotion rate to grade 9 of at-risk students who  
535 scored at Level 2 or lower on the grade 8 FCAT Reading and  
536 Mathematics examinations;

537 c. The participation and performance of students in  
538 integrated courses required for promotion;

539 d. The participation and performance of students in credit  
540 recovery virtual education courses and credit recovery  
541 integrated courses;

542 e. The attainment of credit in courses required for high  
543 school graduation under s. 1003.428; and

544 f. The growth or decline in the components listed in sub-  
545 paragraphs a.-e. from year to year.

546 Section 8. This act shall take effect July 1, 2011.