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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/16/2012	.	
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The Committee on Education Pre-K - 12 (Benacquisto) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause and insert:

Section 1. Section 1002.3105, Florida Statutes, is created to read:

1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options.-

(1) ACCEL OPTIONS.-

(a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction



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13 to eligible public school students in kindergarten through grade
14 12.

15 (b)1. At a minimum, each school must offer the following
16 ACCEL options:

17 a. Whole-grade and midyear promotion;

18 b. Subject-matter acceleration;

19 c. Virtual instruction in higher grade level subjects; and

20 d. The Credit Acceleration Program under s. 1003.4295.

21 2. Additional ACCEL options may include, but are not
22 limited to:

23 a. Enriched science, technology, engineering, and
24 mathematics (STEM) coursework;

25 b. Enrichment programs;

26 c. Flexible grouping;

27 d. Advanced academic courses;

28 e. Combined classes;

29 f. Self-paced instruction;

30 g. Curriculum compacting;

31 h. Advanced-content instruction; and

32 i. Telescoping curriculum.

33 (2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—

34 (a) *Principal-determined eligibility requirements.*—

35 1. Each principal must establish student eligibility
36 requirements for virtual instruction in higher grade level
37 subjects. Each principal must also establish student eligibility
38 requirements for whole-grade promotion, midyear promotion, and
39 subject-matter acceleration when the promotion or acceleration
40 occurs within the principal's school.

41 2. If a school offers enriched STEM coursework, enrichment



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42 programs, flexible grouping, advanced academic courses, combined
43 classes, self-paced instruction, curriculum compacting,
44 advanced-content instruction, telescoping curriculum, or an
45 alternative ACCEL option established by the principal, the
46 principal must establish student eligibility requirements
47 therefor.

48 (b) School district-determined eligibility and procedural
49 requirements.—A school district must establish student
50 eligibility requirements and procedural requirements for any
51 whole-grade promotion, midyear promotion, or subject-matter
52 acceleration that would result in a student attending a
53 different school. Student eligibility requirements and
54 procedural requirements established by the school district must
55 be included in the school district's comprehensive student
56 progression plan under s. 1008.25.

57 (3) STUDENT ELIGIBILITY CONSIDERATIONS.—When establishing
58 student eligibility requirements, principals and school
59 districts must consider, at a minimum:

60 (a) The student's performance on a locally determined
61 assessment, a statewide assessment, or a statewide, standardized
62 assessment administered pursuant to s. 1008.22.

63 (b) The student's grade point average.

64 (c) The student's attendance and conduct record.

65 (d) Recommendations from one or more of the student's
66 teachers in core-curricula courses as defined in s.
67 1003.01(14)(a)-(e).

68 (4) ACCEL REQUIREMENTS.—

69 (a) Each principal must inform parents and students of the
70 ACCEL options available at the school and the student



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71 eligibility requirements for the ACCEL options established
72 pursuant to paragraph (2) (a).

73 (b)1. Each principal must establish a process by which a
74 parent may request student participation in whole-grade
75 promotion, midyear promotion, and subject-matter acceleration
76 when the promotion or acceleration occurs within the principal's
77 school; virtual instruction in higher grade level subjects; or
78 an alternative ACCEL option established by the principal. If the
79 parent selects one of these ACCEL options and the student meets
80 the eligibility requirements established by the principal
81 pursuant to paragraph (2) (a), the student must be provided the
82 opportunity to participate in the ACCEL option.

83 2. Each school district must establish a process by which a
84 parent may request student participation in whole-grade
85 promotion, midyear promotion, or subject-matter acceleration
86 that would result in a student attending a different school. If
87 the parent selects one of these ACCEL options and the student
88 meets the eligibility and procedural requirements set forth in
89 the district's comprehensive student progression plan, as
90 required under paragraph (2) (b), the student must be provided
91 the opportunity to participate in the ACCEL option.

92 (c) If a student participates in an ACCEL option pursuant
93 to the parental request under subparagraph (b)1., a performance
94 contract must be executed by the student, the parent, and the
95 principal. At a minimum, the performance contract must require
96 compliance with:

- 97 1. Minimum student attendance requirements.
- 98 2. Minimum student conduct requirements.
- 99 3. ACCEL option requirements established by the principal,



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100 which may include participation in extracurricular activities,
101 educational outings, field trips, interscholastic competitions,
102 and other activities related to the ACCEL option selected.

103 (d) If a principal initiates a student's participation in
104 an ACCEL option, the student's parent must be notified. A
105 performance contract, pursuant to paragraph (c), is not required
106 when a principal initiates participation but may be used at the
107 discretion of the principal.

108 Section 2. Paragraph (i) of subsection (1) of section
109 1003.02, Florida Statutes, is amended to read:

110 1003.02 District school board operation and control of
111 public K-12 education within the school district.—As provided in
112 part II of chapter 1001, district school boards are
113 constitutionally and statutorily charged with the operation and
114 control of public K-12 education within their school district.
115 The district school boards must establish, organize, and operate
116 their public K-12 schools and educational programs, employees,
117 and facilities. Their responsibilities include staff
118 development, public K-12 school student education including
119 education for exceptional students and students in juvenile
120 justice programs, special programs, adult education programs,
121 and career education programs. Additionally, district school
122 boards must:

123 (1) Provide for the proper accounting for all students of
124 school age, for the attendance and control of students at
125 school, and for proper attention to health, safety, and other
126 matters relating to the welfare of students in the following
127 fields:

128 (i) *Parental notification of acceleration options*



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129 ~~mechanisms~~.—At the beginning of each school year and during
130 registration for the next term, notify parents of students in or
131 entering high school of the opportunity and benefits of advanced
132 placement, International Baccalaureate, Advanced International
133 Certificate of Education, dual enrollment, and Florida Virtual
134 School courses and options for early or accelerated high school
135 graduation under ss. 1003.4281 and 1003.429.

136 Section 3. Section 1003.4281, Florida Statutes, is created
137 to read:

138 1003.4281 Science, Technology, Engineering, and Mathematics
139 (STEM) High School Graduation Acceleration Act of 2012.—

140 (1) This section may be cited as the “Science, Technology,
141 Engineering, and Mathematics (STEM) High School Graduation
142 Acceleration Act of 2012.”

143 (2) The purpose of this section is to provide an option in
144 which a student may select early graduation if the student has
145 completed a minimum of 24 credits and meets the graduation
146 requirements in s. 1003.428. For purposes of this section, the
147 term “early graduation” means graduating from high school in
148 less than 8 semesters or the equivalent.

149 (3) Each school district shall adopt a policy that provides
150 a high school student with the option of graduating early. Each
151 school district shall notify the parent of a student who is
152 eligible, pursuant to this section, to graduate early. A school
153 district may not prohibit a student who meets the requirements
154 of this section from graduating early.

155 (4) A student who graduates early is eligible to continue
156 participating in activities, awards, class rankings, social
157 events, and graduation events as if the student were still



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158 enrolled in high school as a regular high school student.
159 However, a school principal or superintendent may prevent a
160 student from participating in these activities and events for
161 reasons that would otherwise exclude a regularly enrolled
162 student from participation. A student who graduates early may be
163 denied access to the school facilities and grounds during normal
164 operating hours unless the student complies with the rules and
165 policies prescribed by the district school board.

166 (5) For the purposes of this section, a credit is equal to
167 1/6 of an FTE. A student may earn up to 6 paid high school
168 credits equivalent to 1 FTE per school year in grades 9 through
169 12 for courses provided by the school district. High school
170 credits earned in excess of 6 per school year in courses
171 provided by the school district are unpaid credits.

172 Section 4. Section 1007.27, Florida Statutes, is amended to
173 read:

174 1007.27 Articulated acceleration mechanisms.—

175 (1) It is the intent of the Legislature that a variety of
176 articulated acceleration mechanisms be available for secondary
177 and postsecondary students attending public educational
178 institutions. It is intended that articulated acceleration serve
179 to shorten the time necessary for a student to complete the
180 requirements associated with the conference of a high school
181 diploma and a postsecondary degree, broaden the scope of
182 curricular options available to students, or increase the depth
183 of study available for a particular subject. Articulated
184 acceleration mechanisms shall include, but are not ~~be~~ limited
185 to, dual enrollment and early admission as provided for in s.
186 1007.271, ~~early admission~~, advanced placement, credit by



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187 examination, the International Baccalaureate Program, and the
188 Advanced International Certificate of Education Program. Credit
189 earned through the Florida Virtual School shall provide
190 additional opportunities for early graduation and acceleration.
191 Students of Florida public secondary schools enrolled pursuant
192 to this subsection shall be deemed authorized users of the
193 state-funded electronic library resources that are licensed for
194 Florida College System institutions and state universities by
195 the Florida Center for Library Automation and the College Center
196 for Library Automation. Verification of eligibility shall be in
197 accordance with rules established by the State Board of
198 Education and regulations established by the Board of Governors
199 and processes implemented by Florida College System institutions
200 and state universities.

201 (2) The Department of Education shall annually identify and
202 publish the minimum scores, maximum credit, and course or
203 courses for which credit is to be awarded for each College Level
204 Examination Program (CLEP) subject examination, College Board
205 Advanced Placement Program examination, Advanced International
206 Certificate of Education examination, and International
207 Baccalaureate examination. The department shall use student
208 performance data in subsequent postsecondary courses to
209 determine the appropriate examination scores and courses for
210 which credit is to be granted. Minimum scores may vary by
211 subject area based on available performance data. In addition,
212 the department shall identify such courses in the general
213 education core curriculum of each state university and Florida
214 College System institution.

215 (3) Each Florida College System institution and state



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216 university must award credit for specific courses for which
217 competency has been demonstrated by successful passage of one of
218 the examinations in subsection (2) unless the award of credit
219 duplicates credit already awarded. Florida College System
220 institutions and state universities may not exempt students from
221 courses without the award of credit if competencies have been so
222 demonstrated.

223 (4) It is the intent of the Legislature to provide
224 articulated acceleration mechanisms for students who are in home
225 education programs, as defined in s. 1002.01, consistent with
226 the educational opportunities available to public and private
227 secondary school students. Home education students may
228 participate in dual enrollment, career dual enrollment, early
229 admission, and credit by examination. Credit earned by home
230 education students through dual enrollment shall apply toward
231 the completion of a home education program that meets the
232 requirements of s. 1002.41.

233 ~~(5) Early admission shall be a form of dual enrollment~~
234 ~~through which eligible secondary students enroll in a~~
235 ~~postsecondary institution on a full-time basis in courses that~~
236 ~~are creditable toward the high school diploma and the associate~~
237 ~~or baccalaureate degree. Students enrolled pursuant to this~~
238 ~~subsection shall be exempt from the payment of registration,~~
239 ~~tuition, and laboratory fees.~~

240 (5) ~~(6)~~ Advanced placement is ~~shall be~~ the enrollment of an
241 eligible secondary student in a course offered through the
242 Advanced Placement Program administered by the College Board.
243 Postsecondary credit for an advanced placement course is ~~shall~~
244 ~~be~~ limited to students who score a minimum of 3, on a 5-point



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245 scale, on the corresponding Advanced Placement Examination. The
246 specific courses for which students receive such credit shall be
247 identified in the statewide articulation agreement required by
248 s. 1007.23(1). Students of Florida public secondary schools
249 enrolled pursuant to this subsection are ~~shall be~~ exempt from
250 the payment of any fees for administration of the examination
251 regardless of whether or not the student achieves a passing
252 score on the examination. For purposes of this subsection, an
253 eligible public secondary student is a student who is enrolled
254 in a Florida public secondary school, who demonstrates readiness
255 for college-level coursework through achievement of a minimum
256 score on a statewide assessment administered pursuant to s.
257 1008.22 or a common placement test administered pursuant to s.
258 1008.30, and who has a 3.0 unweighted grade point average in the
259 related courses in which the student is requesting enrollment in
260 an Advanced Placement course. The State Board of Education shall
261 establish, by rule, the required minimum scores on statewide
262 assessments and common placement tests.

263 (6) ~~(7)~~ Credit by examination shall be the program through
264 which secondary and postsecondary students generate
265 postsecondary credit based on the receipt of a specified minimum
266 score on nationally standardized general or subject-area
267 examinations. For the purpose of statewide application, such
268 examinations and the corresponding minimum scores required for
269 an award of credit shall be delineated by the State Board of
270 Education and the Board of Governors in the statewide
271 articulation agreement required by s. 1007.23(1). The maximum
272 credit generated by a student pursuant to this subsection shall
273 be mitigated by any related postsecondary credit earned by the



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274 student prior to the administration of the examination. This
275 subsection shall not preclude Florida College System
276 institutions and universities from awarding credit by
277 examination based on student performance on examinations
278 developed within and recognized by the individual postsecondary
279 institutions.

280 (7)~~(8)~~ The International Baccalaureate Program shall be the
281 curriculum in which eligible secondary students are enrolled in
282 a program of studies offered through the International
283 Baccalaureate Program administered by the International
284 Baccalaureate Office. The State Board of Education and the Board
285 of Governors shall specify in the statewide articulation
286 agreement required by s. 1007.23(1) the cutoff scores and
287 International Baccalaureate Examinations which will be used to
288 grant postsecondary credit at Florida College System
289 institutions and universities. Any changes to the articulation
290 agreement, which have the effect of raising the required cutoff
291 score or of changing the International Baccalaureate
292 Examinations which will be used to grant postsecondary credit,
293 shall only apply to students taking International Baccalaureate
294 Examinations after such changes are adopted by the State Board
295 of Education and the Board of Governors. Students shall be
296 awarded a maximum of 30 semester credit hours pursuant to this
297 subsection. The specific course for which a student may receive
298 such credit shall be specified in the statewide articulation
299 agreement required by s. 1007.23(1). Students enrolled pursuant
300 to this subsection shall be exempt from the payment of any fees
301 for administration of the examinations regardless of whether or
302 not the student achieves a passing score on the examination.



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303 (8)~~(9)~~ The Advanced International Certificate of Education
304 Program and the International General Certificate of Secondary
305 Education (pre-AICE) Program shall be the curricula in which
306 eligible secondary students are enrolled in programs of study
307 offered through the Advanced International Certificate of
308 Education Program or the International General Certificate of
309 Secondary Education (pre-AICE) Program administered by the
310 University of Cambridge Local Examinations Syndicate. The State
311 Board of Education and the Board of Governors shall specify in
312 the statewide articulation agreement required by s. 1007.23(1)
313 the cutoff scores and Advanced International Certificate of
314 Education examinations which will be used to grant postsecondary
315 credit at Florida College System institutions and universities.
316 Any changes to the cutoff scores, which changes have the effect
317 of raising the required cutoff score or of changing the Advanced
318 International Certification of Education examinations which will
319 be used to grant postsecondary credit, shall apply to students
320 taking Advanced International Certificate of Education
321 examinations after such changes are adopted by the State Board
322 of Education and the Board of Governors. Students shall be
323 awarded a maximum of 30 semester credit hours pursuant to this
324 subsection. The specific course for which a student may receive
325 such credit shall be determined by the Florida College System
326 institution or university that accepts the student for
327 admission. Students enrolled in either program of study pursuant
328 to this subsection shall be exempt from the payment of any fees
329 for administration of the examinations regardless of whether the
330 student achieves a passing score on the examination.

331 Section 5. Paragraph (c) of subsection (3) of section



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332 1008.22, Florida Statutes, is amended to read:

333 1008.22 Student assessment program for public schools.—

334 (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall
335 design and implement a statewide program of educational
336 assessment that provides information for the improvement of the
337 operation and management of the public schools, including
338 schools operating for the purpose of providing educational
339 services to youth in Department of Juvenile Justice programs.
340 The commissioner may enter into contracts for the continued
341 administration of the assessment, testing, and evaluation
342 programs authorized and funded by the Legislature. Contracts may
343 be initiated in 1 fiscal year and continue into the next and may
344 be paid from the appropriations of either or both fiscal years.
345 The commissioner is authorized to negotiate for the sale or
346 lease of tests, scoring protocols, test scoring services, and
347 related materials developed pursuant to law. Pursuant to the
348 statewide assessment program, the commissioner shall:

349 (c) Develop and implement a student achievement testing
350 program as follows:

351 1. The Florida Comprehensive Assessment Test (FCAT)
352 measures a student's content knowledge and skills in reading,
353 writing, science, and mathematics. The content knowledge and
354 skills assessed by the FCAT must be aligned to the core
355 curricular content established in the Next Generation Sunshine
356 State Standards. Other content areas may be included as directed
357 by the commissioner. Comprehensive assessments of reading and
358 mathematics shall be administered annually in grades 3 through
359 10 except, beginning with the 2010-2011 school year, the
360 administration of grade 9 FCAT Mathematics shall be



361 discontinued, and beginning with the 2011-2012 school year, the
362 administration of grade 10 FCAT Mathematics shall be
363 discontinued, except as required for students who have not
364 attained minimum performance expectations for graduation as
365 provided in paragraph (9) (c). FCAT Writing and FCAT Science
366 shall be administered at least once at the elementary, middle,
367 and high school levels except, beginning with the 2011-2012
368 school year, the administration of FCAT Science at the high
369 school level shall be discontinued.

370 2.a. End-of-course assessments for a subject shall be
371 administered in addition to the comprehensive assessments
372 required under subparagraph 1. End-of-course assessments must be
373 rigorous, statewide, standardized, and developed or approved by
374 the department. The content knowledge and skills assessed by
375 end-of-course assessments must be aligned to the core curricular
376 content established in the Next Generation Sunshine State
377 Standards.

378 (I) Statewide, standardized end-of-course assessments in
379 mathematics shall be administered according to this sub-sub-
380 subparagraph. Beginning with the 2010-2011 school year, all
381 students enrolled in Algebra I or an equivalent course must take
382 the Algebra I end-of-course assessment. For students entering
383 grade 9 during the 2010-2011 school year and who are enrolled in
384 Algebra I or an equivalent, each student's performance on the
385 end-of-course assessment in Algebra I shall constitute 30
386 percent of the student's final course grade. Beginning with the
387 2012-2013 school year, the end-of-course assessment in Algebra I
388 shall be administered four times annually. Beginning with
389 students entering grade 9 in the 2011-2012 school year, a



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390 student who is enrolled in Algebra I or an equivalent must earn
391 a passing score on the end-of-course assessment in Algebra I or
392 attain an equivalent score as described in subsection (11) in
393 order to earn course credit. Beginning with the 2011-2012 school
394 year, all students enrolled in geometry or an equivalent course
395 must take the geometry end-of-course assessment. For students
396 entering grade 9 during the 2011-2012 school year, each
397 student's performance on the end-of-course assessment in
398 geometry shall constitute 30 percent of the student's final
399 course grade. Beginning with students entering grade 9 during
400 the 2012-2013 school year, a student must earn a passing score
401 on the end-of-course assessment in geometry or attain an
402 equivalent score as described in subsection (11) in order to
403 earn course credit.

404 (II) Statewide, standardized end-of-course assessments in
405 science shall be administered according to this sub-sub-
406 subparagraph. Beginning with the 2011-2012 school year, all
407 students enrolled in Biology I or an equivalent course must take
408 the Biology I end-of-course assessment. For the 2011-2012 school
409 year, each student's performance on the end-of-course assessment
410 in Biology I shall constitute 30 percent of the student's final
411 course grade. Beginning with students entering grade 9 during
412 the 2012-2013 school year, a student must earn a passing score
413 on the end-of-course assessment in Biology I in order to earn
414 course credit.

415 b. During the 2012-2013 school year, an end-of-course
416 assessment in civics education shall be administered as a field
417 test at the middle school level. During the 2013-2014 school
418 year, each student's performance on the statewide, standardized



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419 end-of-course assessment in civics education shall constitute 30
420 percent of the student's final course grade. Beginning with the
421 2014-2015 school year, a student must earn a passing score on
422 the end-of-course assessment in civics education in order to
423 pass the course and be promoted from the middle grades. The
424 school principal of a middle school shall determine, in
425 accordance with State Board of Education rule, whether a student
426 who transfers to the middle school and who has successfully
427 completed a civics education course at the student's previous
428 school must take an end-of-course assessment in civics
429 education.

430 c. The commissioner may select one or more nationally
431 developed comprehensive examinations, which may include, but
432 need not be limited to, examinations for a College Board
433 Advanced Placement course, International Baccalaureate course,
434 or Advanced International Certificate of Education course, or
435 industry-approved examinations to earn national industry
436 certifications identified in the Industry Certification Funding
437 List, pursuant to rules adopted by the State Board of Education,
438 for use as end-of-course assessments under this paragraph, if
439 the commissioner determines that the content knowledge and
440 skills assessed by the examinations meet or exceed the grade
441 level expectations for the core curricular content established
442 for the course in the Next Generation Sunshine State Standards.
443 The commissioner may collaborate with the American Diploma
444 Project in the adoption or development of rigorous end-of-course
445 assessments that are aligned to the Next Generation Sunshine
446 State Standards.

447 d. Contingent upon funding provided in the General



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448 Appropriations Act, including the appropriation of funds
449 received through federal grants, the Commissioner of Education
450 shall establish an implementation schedule for the development
451 and administration of additional statewide, standardized end-of-
452 course assessments in English/Language Arts II, Algebra II,
453 chemistry, physics, earth/space science, United States history,
454 and world history. Priority shall be given to the development of
455 end-of-course assessments in English/Language Arts II. The
456 Commissioner of Education shall evaluate the feasibility and
457 effect of transitioning from the grade 9 and grade 10 FCAT
458 Reading and high school level FCAT Writing to an end-of-course
459 assessment in English/Language Arts II. The commissioner shall
460 report the results of the evaluation to the President of the
461 Senate and the Speaker of the House of Representatives no later
462 than July 1, 2011.

463 3. The testing program shall measure student content
464 knowledge and skills adopted by the State Board of Education as
465 specified in paragraph (a) and measure and report student
466 performance levels of all students assessed in reading, writing,
467 mathematics, and science. The commissioner shall provide for the
468 tests to be developed or obtained, as appropriate, through
469 contracts and project agreements with private vendors, public
470 vendors, public agencies, postsecondary educational
471 institutions, or school districts. The commissioner shall obtain
472 input with respect to the design and implementation of the
473 testing program from state educators, assistive technology
474 experts, and the public.

475 4. The testing program shall be composed of criterion-
476 referenced tests that shall, to the extent determined by the



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477 commissioner, include test items that require the student to
478 produce information or perform tasks in such a way that the core
479 content knowledge and skills he or she uses can be measured.

480 5. FCAT Reading, Mathematics, and Science and all
481 statewide, standardized end-of-course assessments shall measure
482 the content knowledge and skills a student has attained on the
483 assessment by the use of scaled scores and achievement levels.
484 Achievement levels shall range from 1 through 5, with level 1
485 being the lowest achievement level, level 5 being the highest
486 achievement level, and level 3 indicating satisfactory
487 performance on an assessment. For purposes of FCAT Writing,
488 student achievement shall be scored using a scale of 1 through 6
489 and the score earned shall be used in calculating school grades.
490 A score shall be designated for each subject area tested, below
491 which score a student's performance is deemed inadequate. The
492 school districts shall provide appropriate remedial instruction
493 to students who score below these levels.

494 6. The State Board of Education shall, by rule, designate a
495 passing score for each part of the grade 10 assessment test and
496 end-of-course assessments. Any rule that has the effect of
497 raising the required passing scores may apply only to students
498 taking the assessment for the first time after the rule is
499 adopted by the State Board of Education. Except as otherwise
500 provided in this subparagraph and as provided in s.
501 1003.428(8)(b) or s. 1003.43(11)(b), students must earn a
502 passing score on grade 10 FCAT Reading and grade 10 FCAT
503 Mathematics or attain concordant scores as described in
504 subsection (10) in order to qualify for a standard high school
505 diploma.



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506 7. In addition to designating a passing score under
507 subparagraph 6., the State Board of Education shall also
508 designate, by rule, a score for each statewide, standardized
509 end-of-course assessment which indicates that a student is high
510 achieving and has the potential to meet college-readiness
511 standards by the time the student graduates from high school.

512 8. Participation in the testing program is mandatory for
513 all students attending public school, including students served
514 in Department of Juvenile Justice programs, except as otherwise
515 prescribed by the commissioner. A student who has not earned
516 passing scores on the grade 10 FCAT as provided in subparagraph
517 6. must participate in each retake of the assessment until the
518 student earns passing scores or achieves scores on a
519 standardized assessment which are concordant with passing scores
520 pursuant to subsection (10). If a student does not participate
521 in the statewide assessment, the district must notify the
522 student's parent and provide the parent with information
523 regarding the implications of such nonparticipation. A parent
524 must provide signed consent for a student to receive classroom
525 instructional accommodations that would not be available or
526 permitted on the statewide assessments and must acknowledge in
527 writing that he or she understands the implications of such
528 instructional accommodations. The State Board of Education shall
529 adopt rules, based upon recommendations of the commissioner, for
530 the provision of test accommodations for students in exceptional
531 education programs and for students who have limited English
532 proficiency. Accommodations that negate the validity of a
533 statewide assessment are not allowable in the administration of
534 the FCAT or an end-of-course assessment. However, instructional



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535 accommodations are allowable in the classroom if included in a
536 student's individual education plan. Students using
537 instructional accommodations in the classroom that are not
538 allowable as accommodations on the FCAT or an end-of-course
539 assessment may have the FCAT or an end-of-course assessment
540 requirement waived pursuant to the requirements of s.
541 1003.428(8) (b) or s. 1003.43(11) (b).

542 9. A student seeking an adult high school diploma must meet
543 the same testing requirements that a regular high school student
544 must meet.

545 10. District school boards must provide instruction to
546 prepare students in the core curricular content established in
547 the Next Generation Sunshine State Standards adopted under s.
548 1003.41, including the core content knowledge and skills
549 necessary for successful grade-to-grade progression and high
550 school graduation. If a student is provided with instructional
551 accommodations in the classroom that are not allowable as
552 accommodations in the statewide assessment program, as described
553 in the test manuals, the district must inform the parent in
554 writing and must provide the parent with information regarding
555 the impact on the student's ability to meet expected performance
556 levels in reading, writing, mathematics, and science. The
557 commissioner shall conduct studies as necessary to verify that
558 the required core curricular content is part of the district
559 instructional programs.

560 11. District school boards must provide opportunities for
561 students to demonstrate an acceptable performance level on an
562 alternative standardized assessment approved by the State Board
563 of Education following enrollment in summer academies.



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564 12. The Department of Education must develop, or select,
565 and implement a common battery of assessment tools that will be
566 used in all juvenile justice programs in the state. These tools
567 must accurately measure the core curricular content established
568 in the Next Generation Sunshine State Standards.

569 13. For students seeking a special diploma pursuant to s.
570 1003.438, the Department of Education must develop or select and
571 implement an alternate assessment tool that accurately measures
572 the core curricular content established in the Next Generation
573 Sunshine State Standards for students with disabilities under s.
574 1003.438.

575 14. The Commissioner of Education shall establish schedules
576 for the administration of statewide assessments and the
577 reporting of student test results. When establishing the
578 schedules for the administration of statewide assessments, the
579 commissioner shall consider the observance of religious and
580 school holidays. The commissioner shall, by August 1 of each
581 year, notify each school district in writing and publish on the
582 department's Internet website the testing and reporting
583 schedules for, at a minimum, the school year following the
584 upcoming school year. The testing and reporting schedules shall
585 require that:

586 a. There is the latest possible administration of statewide
587 assessments and the earliest possible reporting to the school
588 districts of student test results which is feasible within
589 available technology and specific appropriations; however, test
590 results for the FCAT must be made available no later than the
591 week of June 8. Student results for end-of-course assessments
592 must be provided no later than 1 week after the school district



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593 completes testing for each course. The commissioner may extend
594 the reporting schedule under exigent circumstances.

595 b. FCAT Writing may not be administered earlier than the
596 week of March 1, and a comprehensive statewide assessment of any
597 other subject may not be administered earlier than the week of
598 April 15.

599 c. A statewide, standardized end-of-course assessment is
600 administered at the end of the course. The commissioner shall
601 select an administration period for assessments that meets the
602 intent of end-of-course assessments and provides student results
603 prior to the end of the course. School districts shall
604 administer tests in accordance with the schedule determined by
605 the commissioner. For an end-of-course assessment administered
606 at the end of the first semester, the commissioner shall
607 determine the most appropriate testing dates based on a review
608 of each school district's academic calendar.

609
610 The commissioner may, based on collaboration and input from
611 school districts, design and implement student testing programs,
612 for any grade level and subject area, necessary to effectively
613 monitor educational achievement in the state, including the
614 measurement of educational achievement of the Next Generation
615 Sunshine State Standards for students with disabilities.
616 Development and refinement of assessments shall include
617 universal design principles and accessibility standards that
618 will prevent any unintended obstacles for students with
619 disabilities while ensuring the validity and reliability of the
620 test. These principles should be applicable to all technology
621 platforms and assistive devices available for the assessments.



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622 The field testing process and psychometric analyses for the
623 statewide assessment program must include an appropriate
624 percentage of students with disabilities and an evaluation or
625 determination of the effect of test items on such students.

626 Section 6. Subsection (3) of section 1008.34, Florida
627 Statutes, is amended to read:

628 1008.34 School grading system; school report cards;
629 district grade.—

630 (3) DESIGNATION OF SCHOOL GRADES.—

631 (a) Each school that has students who are tested and
632 included in the school grading system shall receive a school
633 grade, except as follows:

634 1. A school shall not receive a school grade if the number
635 of its students tested and included in the school grading system
636 is less than the minimum sample size necessary, based on
637 accepted professional practice, for statistical reliability and
638 prevention of the unlawful release of personally identifiable
639 student data under s. 1002.22 or 20 U.S.C. s. 1232g.

640 2. An alternative school may choose to receive a school
641 grade under this section or a school improvement rating under s.
642 1008.341. For charter schools that meet the definition of an
643 alternative school pursuant to State Board of Education rule,
644 the decision to receive a school grade is the decision of the
645 charter school governing board.

646 3. A school that serves any combination of students in
647 kindergarten through grade 3 which does not receive a school
648 grade because its students are not tested and included in the
649 school grading system shall receive the school grade designation
650 of a K-3 feeder pattern school identified by the Department of



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651 Education and verified by the school district. A school feeder
652 pattern exists if at least 60 percent of the students in the
653 school serving a combination of students in kindergarten through
654 grade 3 are scheduled to be assigned to the graded school.

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

656 a. Student achievement scores, including achievement on all
657 FCAT assessments administered under s. 1008.22(3)(c)1., end-of-
658 course assessments administered under s. 1008.22(3)(c)2.a., and
659 achievement scores for students seeking a special diploma.

660 b. Student learning gains in reading and mathematics as
661 measured by FCAT and end-of-course assessments, as described in
662 s. 1008.22(3)(c)1. and 2.a. Learning gains for students seeking
663 a special diploma, as measured by an alternate assessment tool,
664 shall be included not later than the 2009-2010 school year.

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

669 2. Beginning with the 2011-2012 school year, for schools
670 comprised of middle school grades 6 through 8 or grades 7 and 8,
671 the school's grade shall include the performance and
672 participation of its students enrolled in high school level
673 courses with end-of-course assessments administered under s.
674 1008.22(3)(c)2.a. Performance and participation must be weighted
675 equally. As valid data becomes available, the school grades
676 shall include the students' attainment of national industry
677 certification identified in the Industry Certification Funding
678 List pursuant to rules adopted by the State Board of Education.

679 3. ~~Beginning with the 2009-2010 school year~~ For schools



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680 comprised of high school grades 9, 10, 11, and 12, or grades 10,
681 11, and 12, 50 percent of the school grade shall be based on a
682 combination of the factors listed in sub-subparagraphs 1.a.-c.
683 and the remaining 50 percent on the following factors:

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

685 b. As valid data becomes available, the performance and
686 participation of the school's students in College Board Advanced
687 Placement courses, International Baccalaureate courses, dual
688 enrollment courses, and Advanced International Certificate of
689 Education courses; and the students' achievement of national
690 industry certification identified in the Industry Certification
691 Funding List, pursuant to rules adopted by the State Board of
692 Education;

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

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

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

701 f. The percentage of the school's students who earn credits
702 in mathematics and science courses that must be:

703 (I) In excess of the requirements in s. 1003.428(2)(a)2.
704 and 3.; and

705 (II) At a level of rigor exceeding the course requirements
706 in s. 1003.428(2)(a)2. and 3.;

707 g. The percentage of students who graduate in less than 8
708 semesters or the equivalent; and



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709 ~~h.f.~~ The growth or decline in the components listed in sub-
710 subparagraphs a.-e. from year to year.

711
712 Beginning with the 2012-2013 school year, the Department of
713 Education shall award bonus points to each high school based on
714 the data in sub-subparagraphs f. and g.

715 (c) Student assessment data used in determining school
716 grades shall include:

717 1. The aggregate scores of all eligible students enrolled
718 in the school who have been assessed on the FCAT and statewide,
719 standardized end-of-course assessments in courses required for
720 high school graduation, including, beginning with the 2010-2011
721 school year, the end-of-course assessment in Algebra I; and
722 beginning with the 2011-2012 school year, the end-of-course
723 assessments in geometry and Biology; and beginning with the
724 2013-2014 school year, on the statewide, standardized end-of-
725 course assessment in civics education at the middle school
726 level.

727 2. The aggregate scores of all eligible students enrolled
728 in the school who have been assessed on the FCAT and end-of-
729 course assessments as described in s. 1008.22(3)(c)2.a., and who
730 have scored at or in the lowest 25th percentile of students in
731 the school in reading and mathematics, unless these students are
732 exhibiting satisfactory performance.

733 3. The achievement scores and learning gains of eligible
734 students attending alternative schools that provide dropout
735 prevention and academic intervention services pursuant to s.
736 1003.53. The term "eligible students" in this subparagraph does
737 not include students attending an alternative school who are



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738 subject to district school board policies for expulsion for
739 repeated or serious offenses, who are in dropout retrieval
740 programs serving students who have officially been designated as
741 dropouts, or who are in programs operated or contracted by the
742 Department of Juvenile Justice. The student performance data for
743 eligible students identified in this subparagraph shall be
744 included in the calculation of the home school's grade. As used
745 in this subparagraph and s. 1008.341, the term "home school"
746 means the school to which the student would be assigned if the
747 student were not assigned to an alternative school. If an
748 alternative school chooses to be graded under this section,
749 student performance data for eligible students identified in
750 this subparagraph shall not be included in the home school's
751 grade but shall be included only in the calculation of the
752 alternative school's grade. A school district that fails to
753 assign the FCAT and end-of-course assessment as described in s.
754 1008.22 (3) (c) 2.a. scores of each of its students to his or her
755 home school or to the alternative school that receives a grade
756 shall forfeit Florida School Recognition Program funds for 1
757 fiscal year. School districts must require collaboration between
758 the home school and the alternative school in order to promote
759 student success. This collaboration must include an annual
760 discussion between the principal of the alternative school and
761 the principal of each student's home school concerning the most
762 appropriate school assignment of the student.

763 4. The achievement scores and learning gains of students
764 designated as hospital- or homebound. Student assessment data
765 for students designated as hospital- or homebound shall be
766 assigned to their home school for the purposes of school grades.



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767 As used in this subparagraph, the term "home school" means the
768 school to which a student would be assigned if the student were
769 not assigned to a hospital- or homebound program.

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

774 a. The high school graduation rate of the school as
775 calculated by the Department of Education;

776 b. The participation rate of all eligible students enrolled
777 in the school and enrolled in College Board Advanced Placement
778 courses; International Baccalaureate courses; dual enrollment
779 courses; Advanced International Certificate of Education
780 courses; and courses or sequences of courses leading to national
781 industry certification identified in the Industry Certification
782 Funding List, pursuant to rules adopted by the State Board of
783 Education;

784 c. The aggregate scores of all eligible students enrolled
785 in the school in College Board Advanced Placement courses,
786 International Baccalaureate courses, and Advanced International
787 Certificate of Education courses;

788 d. Earning of college credit by all eligible students
789 enrolled in the school in dual enrollment programs under s.
790 1007.271;

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

794 f. The aggregate scores of all eligible students enrolled
795 in the school in reading, mathematics, and other subjects as



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796 measured by the SAT, the ACT, and the common placement test for
797 postsecondary readiness;

798 g. The high school graduation rate of all eligible at-risk
799 students enrolled in the school who scored at Level 2 or lower
800 on the grade 8 FCAT Reading and Mathematics examinations;

801 h. The performance of the school's students on statewide
802 standardized end-of-course assessments administered under s.
803 1008.22(3)(c)2.c. and d.; ~~and~~

804 i. The percentage of the school's students who earn credits
805 in mathematics and science courses that must be:

806 (I) In excess of the requirements in s. 1003.428(2)(a)2.
807 and 3.; and

808 (II) At a level of rigor exceeding the course requirements
809 in s. 1003.428(2)(a)2. and 3.;

810 j. The percentage of students who graduate in less than 8
811 semesters or the equivalent; and

812 k.~~i~~. The growth or decline in the data components listed in
813 sub-subparagraphs a.-h. from year to year.

814

815 Beginning with the 2012-2013 school year, the Department of
816 Education shall award bonus points to each high school based on
817 the data in sub-subparagraphs i. and j. The State Board of
818 Education shall adopt appropriate criteria for each school
819 grade. The criteria must also give added weight to student
820 achievement in reading. Schools designated with a grade of "C,"
821 making satisfactory progress, shall be required to demonstrate
822 that adequate progress has been made by students in the school
823 who are in the lowest 25th percentile in reading and mathematics
824 on the FCAT and end-of-course assessments as described in s.



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825 1008.22(3)(c)2.a., unless these students are exhibiting
826 satisfactory performance. Beginning with the 2009-2010 school
827 year for schools comprised of high school grades 9, 10, 11, and
828 12, or grades 10, 11, and 12, the criteria for school grades
829 must also give added weight to the graduation rate of all
830 eligible at-risk students, as defined in this paragraph.
831 Beginning in the 2009-2010 school year, in order for a high
832 school to be designated as having a grade of "A," making
833 excellent progress, the school must demonstrate that at-risk
834 students, as defined in this paragraph, in the school are making
835 adequate progress.

836 Section 7. Subsection (5) of section 1009.53, Florida
837 Statutes, is amended to read:

838 1009.53 Florida Bright Futures Scholarship Program.—

839 (5) The department shall issue awards from the scholarship
840 program annually. However, the department may evaluate students
841 who graduate from high school at the midpoint of the academic
842 year for an award, with distribution of the initial award during
843 the spring term at an eligible postsecondary institution. The
844 department shall evaluate a student for renewal of an award
845 after the student completes a full academic year, which begins
846 with the fall term through the beginning of the next fall term.
847 Annual awards may be for up to 45 semester credit hours or the
848 equivalent. Before the registration period each semester, the
849 department shall transmit payment for each award to the
850 president or director of the postsecondary education
851 institution, or his or her representative, except that the
852 department may withhold payment if the receiving institution
853 fails to report or to make refunds to the department as required



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854 in this section.

855 (a) Within 30 days after the end of regular registration
856 each semester, the educational institution shall certify to the
857 department the eligibility status of each student who receives
858 an award. After the end of the drop and add period, an
859 institution is not required to reevaluate or revise a student's
860 eligibility status; however, an institution must make a refund
861 to the department within 30 days after the end of the semester
862 of any funds received for courses dropped by a student or
863 courses from which a student has withdrawn after the end of the
864 drop and add period, unless the student has been granted an
865 exception by the department pursuant to subsection (11).

866 (b) An institution that receives funds from the program
867 shall certify to the department the amount of funds disbursed to
868 each student and shall remit to the department any undisbursed
869 advances within 60 days after the end of regular registration.

870 (c) Each institution that receives moneys through this
871 program shall provide for a financial audit, as defined in s.
872 11.45, conducted by an independent certified public accountant
873 or the Auditor General for each fiscal year in which the
874 institution expends program moneys in excess of \$100,000. At
875 least every 2 years, the audit shall include an examination of
876 the institution's administration of the program and the
877 institution's accounting of the moneys for the program since the
878 last examination of the institution's administration of the
879 program. The report on the audit must be submitted to the
880 department within 9 months after the end of the fiscal year. The
881 department may conduct its own annual audit of an institution's
882 administration of the program. The department may request a



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883 refund of any moneys overpaid to the institution for the
884 program. The department may suspend or revoke an institution's
885 eligibility to receive future moneys for the program if the
886 department finds that an institution has not complied with this
887 section. The institution must remit within 60 days any refund
888 requested in accordance with this subsection.

889 (d) Any institution that is not subject to an audit
890 pursuant to this subsection shall attest, under penalty of
891 perjury, that the moneys were used in compliance with law. The
892 attestation shall be made annually in a form and format
893 determined by the department.

894 Section 8. Paragraph (f) of subsection (1) of section
895 1009.531, Florida Statutes, is amended to read:

896 1009.531 Florida Bright Futures Scholarship Program;
897 student eligibility requirements for initial awards.—

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

902 (f) Apply for a scholarship from the program by high school
903 graduation. A student who graduates from high school at the
904 midpoint of the academic year may be evaluated for an award for
905 the current academic year if he or she submits a completed
906 Florida Financial Aid Application by August 31 of his or her
907 graduation year.

908 Section 9. Paragraph (c) of subsection (1) is of section
909 1011.61, Florida Statutes, is amended to read:

910 1011.61 Definitions.—Notwithstanding the provisions of s.
911 1000.21, the following terms are defined as follows for the



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912 purposes of the Florida Education Finance Program:

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

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

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

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

923 (I) A full-time student in a combination of programs listed
924 in s. 1011.62(1)(c) shall be a fraction of a full-time
925 equivalent membership in each special program equal to the
926 number of net hours per school year for which he or she is a
927 member, divided by the appropriate number of hours set forth in
928 subparagraph (a)1. or subparagraph (a)2. The difference between
929 that fraction or sum of fractions and the maximum value as set
930 forth in subsection (4) for each full-time student is presumed
931 to be the balance of the student's time not spent in such
932 special education programs and shall be recorded as time in the
933 appropriate basic program.

934 (II) A prekindergarten handicapped student shall meet the
935 requirements specified for kindergarten students.

936 (III) A full-time equivalent student for students in
937 kindergarten through grade 5 in a virtual instruction program
938 under s. 1002.45 or a virtual charter school under s. 1002.33
939 shall consist of a student who has successfully completed a
940 basic program listed in s. 1011.62(1)(c)1.a. or b., and who is



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941 promoted to a higher grade level.

942 (IV) A full-time equivalent student for students in grades
943 6 through 12 in a virtual instruction program under s.
944 1002.45(1)(b)1., 2., or 3. or a virtual charter school under s.
945 1002.33 shall consist of six full credit completions in programs
946 listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions
947 may be a combination of full-credit courses or half-credit
948 courses. Beginning in the 2014-2015 fiscal year, when s.
949 1008.22(3)(g) is implemented, the reported full-time equivalent
950 students and associated funding of students enrolled in courses
951 requiring passage of an end-of-course assessment shall be
952 adjusted after the student completes the end-of-course
953 assessment.

954 (V) A Florida Virtual School full-time equivalent student
955 shall consist of six full credit completions or the prescribed
956 level of content that counts toward promotion to the next grade
957 in the programs listed in s. 1011.62(1)(c)1.a. and b. for
958 kindergarten through grade 8 and the programs listed in s.
959 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions
960 may be a combination of full-credit courses or half-credit
961 courses. Beginning in the 2014-2015 fiscal year, when s.
962 1008.22(3)(g) is implemented, the reported full-time equivalent
963 students and associated funding of students enrolled in courses
964 requiring passage of an end-of-course assessment shall be
965 adjusted after the student completes the end-of-course
966 assessment.

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



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970 (VII) Each successfully completed credit earned under the
971 alternative high school course credit requirements authorized in
972 s. 1002.375, which is not reported as a portion of the 900 net
973 hours of instruction pursuant to subparagraph (1)(a)1., shall be
974 calculated as 1/6 FTE.

975 (VIII) (A) A full-time equivalent student for courses
976 requiring statewide end-of-course assessments pursuant to s.
977 1008.22(3) shall be defined and reported as provided in s.
978 1011.61(1)(a)1. for the first 3 years of administering the end-
979 of-course assessments. Beginning in the fourth year of
980 administering the end-of-course assessments, FTE shall be
981 credit-based and each course shall be equal to 1/6 FTE. The
982 reported FTE shall be adjusted after the student completes the
983 end-of-course assessment pursuant to s. 1008.22(3)(c)2.a.

984 (B) For students enrolled in a school district as a full-
985 time student, the school district may report 1/6 FTE for each
986 student who passes a statewide end-of-course assessment without
987 having taken the corresponding course.

988 (C) The FTE earned under this sub-sub-sub-subparagraph and
989 any FTE for courses or programs listed in s. 1011.62(1)(c) which
990 do not require passing statewide end-of-course assessments are
991 subject to the requirements in subsection (4).

992 2. A student in membership in a program scheduled for more
993 or less than 180 school days or the equivalent on an hourly
994 basis as specified by rules of the State Board of Education is a
995 fraction of a full-time equivalent membership equal to the
996 number of instructional hours in membership divided by the
997 appropriate number of hours set forth in subparagraph (a)1.;

998 however, for the purposes of this subparagraph, membership in



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999 programs scheduled for more than 180 days is limited to students
1000 enrolled in juvenile justice education programs and the Florida
1001 Virtual School.

1002
1003 The department shall determine and implement an equitable method
1004 of equivalent funding for experimental schools and for schools
1005 operating under emergency conditions, which schools have been
1006 approved by the department to operate for less than the minimum
1007 school day.

1008 Section 10. Subsection (1) of section 1011.62, Florida
1009 Statutes, is amended to read:

1010 1011.62 Funds for operation of schools.—If the annual
1011 allocation from the Florida Education Finance Program to each
1012 district for operation of schools is not determined in the
1013 annual appropriations act or the substantive bill implementing
1014 the annual appropriations act, it shall be determined as
1015 follows:

1016 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
1017 OPERATION.—The following procedure shall be followed in
1018 determining the annual allocation to each district for
1019 operation:

1020 (a) *Determination of full-time equivalent membership.*—
1021 During each of several school weeks, including scheduled
1022 intersessions of a year-round school program during the fiscal
1023 year, a program membership survey of each school shall be made
1024 by each district by aggregating the full-time equivalent student
1025 membership of each program by school and by district. The
1026 department shall establish the number and interval of membership
1027 calculations, except that for basic and special programs such



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1028 calculations shall not exceed nine for any fiscal year. The
1029 district's full-time equivalent membership shall be computed and
1030 currently maintained in accordance with regulations of the
1031 commissioner.

1032 (b) *Determination of base student allocation.*—The base
1033 student allocation for the Florida Education Finance Program for
1034 kindergarten through grade 12 shall be determined annually by
1035 the Legislature and shall be that amount prescribed in the
1036 current year's General Appropriations Act.

1037 (c) *Determination of programs.*—Cost factors based on
1038 desired relative cost differences between the following programs
1039 shall be established in the annual General Appropriations Act.
1040 The Commissioner of Education shall specify a matrix of services
1041 and intensity levels to be used by districts in the
1042 determination of the two weighted cost factors for exceptional
1043 students with the highest levels of need. For these students,
1044 the funding support level shall fund the exceptional students'
1045 education program, with the exception of extended school year
1046 services for students with disabilities.

- 1047 1. Basic programs.—
- 1048 a. Kindergarten and grades 1, 2, and 3.
 - 1049 b. Grades 4, 5, 6, 7, and 8.
 - 1050 c. Grades 9, 10, 11, and 12.
- 1051 2. Programs for exceptional students.—
- 1052 a. Support Level IV.
 - 1053 b. Support Level V.
- 1054 3. Secondary career education programs.—
- 1055 4. English for Speakers of Other Languages.—
- 1056 (d) *Annual allocation calculation.*—



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1057 1. The Department of Education is authorized and directed
1058 to review all district programs and enrollment projections and
1059 calculate a maximum total weighted full-time equivalent student
1060 enrollment for each district for the K-12 FEFP.

1061 2. Maximum enrollments calculated by the department shall
1062 be derived from enrollment estimates used by the Legislature to
1063 calculate the FEFP. If two or more districts enter into an
1064 agreement under the provisions of s. 1001.42(4)(d), after the
1065 final enrollment estimate is agreed upon, the amount of FTE
1066 specified in the agreement, not to exceed the estimate for the
1067 specific program as identified in paragraph (c), may be
1068 transferred from the participating districts to the district
1069 providing the program.

1070 3. As part of its calculation of each district's maximum
1071 total weighted full-time equivalent student enrollment, the
1072 department shall establish separate enrollment ceilings for each
1073 of two program groups. Group 1 shall be composed of basic
1074 programs for grades K-3, grades 4-8, and grades 9-12. Group 2
1075 shall be composed of students in exceptional student education
1076 programs support levels IV and V, English for Speakers of Other
1077 Languages programs, and all career programs in grades 9-12.

1078 a. For any calculation of the FEFP, the enrollment ceiling
1079 for group 1 shall be calculated by multiplying the actual
1080 enrollment for each program in the program group by its
1081 appropriate program weight.

1082 b. The weighted enrollment ceiling for group 2 programs
1083 shall be calculated by multiplying the enrollment for each
1084 program by the appropriate program weight as provided in the
1085 General Appropriations Act. The weighted enrollment ceiling for



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1086 program group 2 shall be the sum of the weighted enrollment
1087 ceilings for each program in the program group, plus the
1088 increase in weighted full-time equivalent student membership
1089 from the prior year for clients of the Department of Children
1090 and Family Services and the Department of Juvenile Justice.

1091 c. If, for any calculation of the FEFP, the weighted
1092 enrollment for program group 2, derived by multiplying actual
1093 enrollments by appropriate program weights, exceeds the
1094 enrollment ceiling for that group, the following procedure shall
1095 be followed to reduce the weighted enrollment for that group to
1096 equal the enrollment ceiling:

1097 (I) The weighted enrollment ceiling for each program in the
1098 program group shall be subtracted from the weighted enrollment
1099 for that program derived from actual enrollments.

1100 (II) If the difference calculated under sub-sub-
1101 subparagraph (I) is greater than zero for any program, a
1102 reduction proportion shall be computed for the program by
1103 dividing the absolute value of the difference by the total
1104 amount by which the weighted enrollment for the program group
1105 exceeds the weighted enrollment ceiling for the program group.

1106 (III) The reduction proportion calculated under sub-sub-
1107 subparagraph (II) shall be multiplied by the total amount of the
1108 program group's enrollment over the ceiling as calculated under
1109 sub-sub-subparagraph (I).

1110 (IV) The prorated reduction amount calculated under sub-
1111 sub-subparagraph (III) shall be subtracted from the program's
1112 weighted enrollment to produce a revised program weighted
1113 enrollment.

1114 (V) The prorated reduction amount calculated under sub-sub-



1115 subparagraph (III) shall be divided by the appropriate program
1116 weight, and the result shall be added to the revised program
1117 weighted enrollment computed in sub-sub-subparagraph (IV).

1118 (e) *Funding model for exceptional student education*
1119 *programs.*—

1120 1.a. The funding model uses basic, at-risk, support levels
1121 IV and V for exceptional students and career Florida Education
1122 Finance Program cost factors, and a guaranteed allocation for
1123 exceptional student education programs. Exceptional education
1124 cost factors are determined by using a matrix of services to
1125 document the services that each exceptional student will
1126 receive. The nature and intensity of the services indicated on
1127 the matrix shall be consistent with the services described in
1128 each exceptional student's individual educational plan. The
1129 Department of Education shall review and revise the descriptions
1130 of the services and supports included in the matrix of services
1131 for exceptional students and shall implement those revisions
1132 before the beginning of the 2012-2013 school year.

1133 b. In order to generate funds using one of the two weighted
1134 cost factors, a matrix of services must be completed at the time
1135 of the student's initial placement into an exceptional student
1136 education program and at least once every 3 years by personnel
1137 who have received approved training. Nothing listed in the
1138 matrix shall be construed as limiting the services a school
1139 district must provide in order to ensure that exceptional
1140 students are provided a free, appropriate public education.

1141 c. Students identified as exceptional, in accordance with
1142 chapter 6A-6, Florida Administrative Code, who do not have a
1143 matrix of services as specified in sub-subparagraph b. shall



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1144 generate funds on the basis of full-time-equivalent student
1145 membership in the Florida Education Finance Program at the same
1146 funding level per student as provided for basic students.
1147 Additional funds for these exceptional students will be provided
1148 through the guaranteed allocation designated in subparagraph 2.

1149 2. For students identified as exceptional who do not have a
1150 matrix of services and students who are gifted in grades K
1151 through 8, there is created a guaranteed allocation to provide
1152 these students with a free appropriate public education, in
1153 accordance with s. 1001.42(4)(m) and rules of the State Board of
1154 Education, which shall be allocated annually to each school
1155 district in the amount provided in the General Appropriations
1156 Act. These funds shall be in addition to the funds appropriated
1157 on the basis of FTE student membership in the Florida Education
1158 Finance Program, and the amount allocated for each school
1159 district shall not be recalculated during the year. These funds
1160 shall be used to provide special education and related services
1161 for exceptional students and students who are gifted in grades K
1162 through 8. Beginning with the 2007-2008 fiscal year, a
1163 district's expenditure of funds from the guaranteed allocation
1164 for students in grades 9 through 12 who are gifted may not be
1165 greater than the amount expended during the 2006-2007 fiscal
1166 year for gifted students in grades 9 through 12.

1167 (f) *Supplemental academic instruction; categorical fund.*—

1168 1. There is created a categorical fund to provide
1169 supplemental academic instruction to students in kindergarten
1170 through grade 12. This paragraph may be cited as the
1171 "Supplemental Academic Instruction Categorical Fund."

1172 2. Categorical funds for supplemental academic instruction



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1173 shall be allocated annually to each school district in the
1174 amount provided in the General Appropriations Act. These funds
1175 shall be in addition to the funds appropriated on the basis of
1176 FTE student membership in the Florida Education Finance Program
1177 and shall be included in the total potential funds of each
1178 district. These funds shall be used to provide supplemental
1179 academic instruction to students enrolled in the K-12 program.
1180 Supplemental instruction strategies may include, but are not
1181 limited to: modified curriculum, reading instruction, after-
1182 school instruction, tutoring, mentoring, class size reduction,
1183 extended school year, intensive skills development in summer
1184 school, and other methods for improving student achievement.
1185 Supplemental instruction may be provided to a student in any
1186 manner and at any time during or beyond the regular 180-day term
1187 identified by the school as being the most effective and
1188 efficient way to best help that student progress from grade to
1189 grade and to graduate.

1190 3. Effective with the 1999-2000 fiscal year, funding on the
1191 basis of FTE membership beyond the 180-day regular term shall be
1192 provided in the FEFP only for students enrolled in juvenile
1193 justice education programs or in education programs for
1194 juveniles placed in secure facilities or programs under s.
1195 985.19. Funding for instruction beyond the regular 180-day
1196 school year for all other K-12 students shall be provided
1197 through the supplemental academic instruction categorical fund
1198 and other state, federal, and local fund sources with ample
1199 flexibility for schools to provide supplemental instruction to
1200 assist students in progressing from grade to grade and
1201 graduating.



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1202 4. The Florida State University School, as a lab school, is
1203 authorized to expend from its FEFP or Lottery Enhancement Trust
1204 Fund allocation the cost to the student of remediation in
1205 reading, writing, or mathematics for any graduate who requires
1206 remediation at a postsecondary educational institution.

1207 5. Beginning in the 1999-2000 school year, dropout
1208 prevention programs as defined in ss. 1003.52, 1003.53(1)(a),
1209 (b), and (c), and 1003.54 shall be included in group 1 programs
1210 under subparagraph (d)3.

1211 (g) *Education for speakers of other languages.*—A school
1212 district shall be eligible to report full-time equivalent
1213 student membership in the ESOL program in the Florida Education
1214 Finance Program provided the following conditions are met:

1215 1. The school district has a plan approved by the
1216 Department of Education.

1217 2. The eligible student is identified and assessed as
1218 limited English proficient based on assessment criteria.

1219 3.a. An eligible student may be reported for funding in the
1220 ESOL program for a base period of 3 years. However, a student
1221 whose English competency does not meet the criteria for
1222 proficiency after 3 years in the ESOL program may be reported
1223 for a fourth, fifth, and sixth year of funding, provided his or
1224 her limited English proficiency is assessed and properly
1225 documented before ~~prior to~~ his or her enrollment in each
1226 additional year beyond the 3-year base period.

1227 b. If a student exits the program and is later reclassified
1228 as limited English proficient, the student may be reported in
1229 the ESOL program for funding for an additional year, or extended
1230 annually for a period not to exceed a total of 6 years pursuant



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1231 to this paragraph, based on an annual evaluation of the
1232 student's status.

1233 4. An eligible student may be reported for funding in the
1234 ESOL program for membership in ESOL instruction in English and
1235 ESOL instruction or home language instruction in the basic
1236 subject areas of mathematics, science, social studies, and
1237 computer literacy.

1238 (h) *Small, isolated high schools.*—Districts that ~~which~~ levy
1239 the maximum nonvoted discretionary millage, exclusive of millage
1240 for capital outlay purposes levied pursuant to s. 1011.71(2),
1241 may calculate full-time equivalent students for small, isolated
1242 high schools by multiplying the number of unweighted full-time
1243 equivalent students times 2.75; provided the school has attained
1244 a grade of "C" or better, pursuant to s. 1008.34, for the
1245 previous school year. For the purpose of this section, the term
1246 "small, isolated high school" means any high school that ~~which~~
1247 is located no less than 28 miles by the shortest route from
1248 another high school; that ~~which~~ has been serving students
1249 primarily in basic studies provided by sub-subparagraphs (c)1.b.
1250 and c. and may include subparagraph (c)4.; and that ~~which~~ has a
1251 membership of no more than 100 students, but no fewer than 28
1252 students, in grades 9 through 12.

1253 (i) *Calculation of full-time equivalent membership with*
1254 *respect to dual enrollment instruction.*—Students enrolled in
1255 dual enrollment instruction pursuant to s. 1007.271 may be
1256 included in calculations of full-time equivalent student
1257 memberships for basic programs for grades 9 through 12 by a
1258 district school board. Instructional time for dual enrollment
1259 may vary from 900 hours; however, the school district may only



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1260 report the student for a maximum of 1.0 full-time equivalent
1261 student membership, as provided in s. 1011.61(4). Dual
1262 enrollment full-time equivalent student membership shall be
1263 calculated in an amount equal to the hours of instruction that
1264 would be necessary to earn the full-time equivalent student
1265 membership for an equivalent course if it were taught in the
1266 school district. Students in dual enrollment courses may also be
1267 calculated as the proportional shares of full-time equivalent
1268 enrollments they generate for a Florida College System
1269 institution or university conducting the dual enrollment
1270 instruction. Early admission students shall be considered dual
1271 enrollments for funding purposes. Students may be enrolled in
1272 dual enrollment instruction provided by an eligible independent
1273 college or university and may be included in calculations of
1274 full-time equivalent student memberships for basic programs for
1275 grades 9 through 12 by a district school board. However, those
1276 provisions of law which exempt dual enrolled and early admission
1277 students from payment of instructional materials and tuition and
1278 fees, including laboratory fees, do ~~shall~~ not apply to students
1279 who select the option of enrolling in an eligible independent
1280 institution. An independent college or university that ~~which~~ is
1281 located and chartered in Florida, is not for profit, is
1282 accredited by the Commission on Colleges of the Southern
1283 Association of Colleges and Schools or the Accrediting Council
1284 for Independent Colleges and Schools, and confers degrees as
1285 defined in s. 1005.02 shall be eligible for inclusion in the
1286 dual enrollment or early admission program. Students enrolled in
1287 dual enrollment instruction shall be exempt from the payment of
1288 tuition and fees, including laboratory fees. No student enrolled



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1289 in college credit mathematics or English dual enrollment
1290 instruction shall be funded as a dual enrollment unless the
1291 student has successfully completed the relevant section of the
1292 entry-level examination required pursuant to s. 1008.30.

1293 (j) *Instruction in exploratory career education.*—Students
1294 in grades 7 through 12 who are enrolled for more than four
1295 semesters in exploratory career education may not be counted as
1296 full-time equivalent students for this instruction.

1297 (k) *Study hall.*—A student who is enrolled in study hall may
1298 not be included in the calculation of full-time equivalent
1299 student membership for funding under this section.

1300 (l) *Calculation of additional full-time equivalent*
1301 *membership based on International Baccalaureate examination*
1302 *scores of students.*—A value of 0.16 full-time equivalent student
1303 membership shall be calculated for each student enrolled in an
1304 International Baccalaureate course who receives a score of 4 or
1305 higher on a subject examination. A value of 0.3 full-time
1306 equivalent student membership shall be calculated for each
1307 student who receives an International Baccalaureate diploma.
1308 Such value shall be added to the total full-time equivalent
1309 student membership in basic programs for grades 9 through 12 in
1310 the subsequent fiscal year. Each school district shall allocate
1311 80 percent of the funds received from International
1312 Baccalaureate bonus FTE funding to the school program whose
1313 students generate the funds and to school programs that prepare
1314 prospective students to enroll in International Baccalaureate
1315 courses. Funds shall be expended solely for the payment of
1316 allowable costs associated with the International Baccalaureate
1317 program. Allowable costs include International Baccalaureate



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1318 annual school fees; International Baccalaureate examination
1319 fees; salary, benefits, and bonuses for teachers and program
1320 coordinators for the International Baccalaureate program and
1321 teachers and coordinators who prepare prospective students for
1322 the International Baccalaureate program; supplemental books;
1323 instructional supplies; instructional equipment or instructional
1324 materials for International Baccalaureate courses; other
1325 activities that identify prospective International Baccalaureate
1326 students or prepare prospective students to enroll in
1327 International Baccalaureate courses; and training or
1328 professional development for International Baccalaureate
1329 teachers. School districts shall allocate the remaining 20
1330 percent of the funds received from International Baccalaureate
1331 bonus FTE funding for programs that assist academically
1332 disadvantaged students to prepare for more rigorous courses. The
1333 school district shall distribute to each classroom teacher who
1334 provided International Baccalaureate instruction:

1335 1. A bonus in the amount of \$50 for each student taught by
1336 the International Baccalaureate teacher in each International
1337 Baccalaureate course who receives a score of 4 or higher on the
1338 International Baccalaureate examination.

1339 2. An additional bonus of \$500 to each International
1340 Baccalaureate teacher in a school designated with a grade of "D"
1341 or "F" who has at least one student scoring 4 or higher on the
1342 International Baccalaureate examination, regardless of the
1343 number of classes taught or of the number of students scoring a
1344 4 or higher on the International Baccalaureate examination.

1345
1346 Bonuses awarded to a teacher according to this paragraph may



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1347 ~~shall~~ not exceed \$2,000 in any given school year and shall be in
1348 addition to any regular wage or other bonus the teacher received
1349 or is scheduled to receive.

1350 (m) *Calculation of additional full-time equivalent*
1351 *membership based on Advanced International Certificate of*
1352 *Education examination scores of students.*—A value of 0.16 full-
1353 time equivalent student membership shall be calculated for each
1354 student enrolled in a full-credit Advanced International
1355 Certificate of Education course who receives a score of E or
1356 higher on a subject examination. A value of 0.08 full-time
1357 equivalent student membership shall be calculated for each
1358 student enrolled in a half-credit Advanced International
1359 Certificate of Education course who receives a score of E or
1360 higher on a subject examination. A value of 0.3 full-time
1361 equivalent student membership shall be calculated for each
1362 student who receives an Advanced International Certificate of
1363 Education diploma. Such value shall be added to the total full-
1364 time equivalent student membership in basic programs for grades
1365 9 through 12 in the subsequent fiscal year. The school district
1366 shall distribute to each classroom teacher who provided Advanced
1367 International Certificate of Education instruction:

1368 1. A bonus in the amount of \$50 for each student taught by
1369 the Advanced International Certificate of Education teacher in
1370 each full-credit Advanced International Certificate of Education
1371 course who receives a score of E or higher on the Advanced
1372 International Certificate of Education examination. A bonus in
1373 the amount of \$25 for each student taught by the Advanced
1374 International Certificate of Education teacher in each half-
1375 credit Advanced International Certificate of Education course



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1376 who receives a score of E or higher on the Advanced
1377 International Certificate of Education examination.

1378 2. An additional bonus of \$500 to each Advanced
1379 International Certificate of Education teacher in a school
1380 designated with a grade of "D" or "F" who has at least one
1381 student scoring E or higher on the full-credit Advanced
1382 International Certificate of Education examination, regardless
1383 of the number of classes taught or of the number of students
1384 scoring an E or higher on the full-credit Advanced International
1385 Certificate of Education examination.

1386 3. Additional bonuses of \$250 each to teachers of half-
1387 credit Advanced International Certificate of Education classes
1388 in a school designated with a grade of "D" or "F" which has at
1389 least one student scoring an E or higher on the half-credit
1390 Advanced International Certificate of Education examination in
1391 that class. The maximum additional bonus for a teacher awarded
1392 in accordance with this subparagraph may ~~shall~~ not exceed \$500
1393 in any given school year. Teachers receiving an award under
1394 subparagraph 2. are not eligible for a bonus under this
1395 subparagraph.

1396
1397 Bonuses awarded to a teacher according to this paragraph may
1398 ~~shall~~ not exceed \$2,000 in any given school year and shall be in
1399 addition to any regular wage or other bonus the teacher received
1400 or is scheduled to receive.

1401 (n) *Calculation of additional full-time equivalent*
1402 *membership based on college board advanced placement scores of*
1403 *students.*—A value of 0.16 full-time equivalent student
1404 membership shall be calculated for each student in each advanced



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1405 placement course who receives a score of 3 or higher on the
1406 College Board Advanced Placement Examination for the prior year
1407 and added to the total full-time equivalent student membership
1408 in basic programs for grades 9 through 12 in the subsequent
1409 fiscal year. Each district must allocate at least 80 percent of
1410 the funds provided to the district for advanced placement
1411 instruction, in accordance with this paragraph, to the high
1412 school that generates the funds. The school district shall
1413 distribute to each classroom teacher who provided advanced
1414 placement instruction:

1415 1. A bonus in the amount of \$50 for each student taught by
1416 the Advanced Placement teacher in each advanced placement course
1417 who receives a score of 3 or higher on the College Board
1418 Advanced Placement Examination.

1419 2. An additional bonus of \$500 to each Advanced Placement
1420 teacher in a school designated with a grade of "D" or "F" who
1421 has at least one student scoring 3 or higher on the College
1422 Board Advanced Placement Examination, regardless of the number
1423 of classes taught or of the number of students scoring a 3 or
1424 higher on the College Board Advanced Placement Examination.

1425
1426 Bonuses awarded to a teacher according to this paragraph may
1427 ~~shall~~ not exceed \$2,000 in any given school year and shall be in
1428 addition to any regular wage or other bonus the teacher received
1429 or is scheduled to receive.

1430 (o) *Calculation of additional full-time equivalent*
1431 *membership based on certification of successful completion of*
1432 *industry-certified career and professional academy programs*
1433 *pursuant to ss. 1003.491, 1003.492, 1003.493, and 1003.4935 and*



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1434 *identified in the Industry Certified Funding List pursuant to*
1435 *rules adopted by the State Board of Education.—A value of 0.1,*
1436 *0.2, or 0.3 full-time equivalent student membership shall be*
1437 *calculated for each student who completes an industry-certified*
1438 *career and professional academy program under ss. 1003.491,*
1439 *1003.492, 1003.493, and 1003.4935 and who is issued the highest*
1440 *level of industry certification identified annually in the*
1441 *Industry Certification Funding List approved under rules adopted*
1442 *by the State Board of Education and a high school diploma. The*
1443 *maximum full-time equivalent student membership value for any*
1444 *student is 0.3. The Department of Education shall assign the*
1445 *appropriate full-time equivalent value for each certification,*
1446 *50 percent of which is based on rigor and the remaining 50*
1447 *percent on employment value. The State Board of Education shall*
1448 *include the assigned values in the Industry Certification*
1449 *Funding List under rules adopted by the state board. Rigor shall*
1450 *be based on the number of instructional hours, including work*
1451 *experience hours, required to earn the certification, with a*
1452 *bonus for industry certifications that have a statewide*
1453 *articulation agreement for college credit approved by the State*
1454 *Board of Education. Employment value shall be based on the entry*
1455 *wage, growth rate in employment for each occupational category,*
1456 *and average annual openings for the primary occupation linked to*
1457 *the industry certification. Such value shall be added to the*
1458 *total full-time equivalent student membership in secondary*
1459 *career education programs for grades 9 through 12 in the*
1460 *subsequent year for courses that were not funded through dual*
1461 *enrollment. The additional full-time equivalent membership*
1462 *authorized under this paragraph may not exceed 0.3 per student.*



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1463 Each district must allocate at least 80 percent of the funds
1464 provided for industry certification, in accordance with this
1465 paragraph, to the program that generated the funds. Unless a
1466 different amount is specified in the General Appropriations Act,
1467 the appropriation for this calculation is limited to \$15 million
1468 annually. If the appropriation is insufficient to fully fund the
1469 total calculation, the appropriation shall be prorated.

1470 (p) Calculation of additional full-time equivalent
1471 membership based on accelerated high school graduation.—
1472 Notwithstanding s. 1011.61(4), a school district that authorizes
1473 the accelerated graduation of a student who has met all the
1474 requirements in s. 1003.428 and graduates at least one semester
1475 in advance of the scheduled graduation of the student's cohort
1476 may report one-sixth of an FTE for unpaid high school credit
1477 delivered by the district during the student's prior enrollment.
1478 For a student who graduates 1 year or more in advance of the
1479 student's cohort, the school district may report up to 1 FTE for
1480 unpaid high school credits. For a student who graduates one
1481 semester in advance of the student's cohort, the school district
1482 may report up to 1/2 FTE for unpaid high school credits. If the
1483 student was enrolled in the district as a full-time high school
1484 student for at least 2 years, the district shall report the
1485 unpaid FTE delivered by the district. If the student was
1486 enrolled in the district for less than 2 years, the district
1487 shall report the unpaid FTE delivered by the district and the
1488 prior district of enrollment. The district of enrollment for
1489 which early graduation is claimed shall transfer a proportionate
1490 share of the funds earned for the unpaid FTE to the prior
1491 district of enrollment.



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1492 (q)~~(p)~~ *Year-round-school programs.*—The Commissioner of
1493 Education is authorized to adjust student eligibility
1494 definitions, funding criteria, and reporting requirements of
1495 statutes and rules in order that year-round-school programs may
1496 achieve equivalent application of funding requirements with non-
1497 year-round-school programs.

1498 (r)~~(q)~~ *Extended-school-year program.*—It is the intent of
1499 the Legislature that students be provided additional instruction
1500 by extending the school year to 210 days or more. Districts may
1501 apply to the Commissioner of Education for funds to be used in
1502 planning and implementing an extended-school-year program.

1503 (s)~~(r)~~ *Determination of the basic amount for current*
1504 *operation.*—The basic amount for current operation to be included
1505 in the Florida Education Finance Program for kindergarten
1506 through grade 12 for each district shall be the product of the
1507 following:

- 1508 1. The full-time equivalent student membership in each
1509 program, multiplied by
- 1510 2. The cost factor for each program, adjusted for the
1511 maximum as provided by paragraph (c), multiplied by
- 1512 3. The base student allocation.

1513 (t)~~(s)~~ *Computation for funding through the Florida*
1514 *Education Finance Program.*—The State Board of Education may
1515 adopt rules establishing programs and courses for which the
1516 student may earn credit toward high school graduation.

1517 Section 11. This act shall take effect July 1, 2012.

1518
1519 ===== T I T L E A M E N D M E N T =====

1520 And the title is amended as follows:



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1521 Delete everything before the enacting clause
1522 and insert:

1523 A bill to be entitled
1524 An act relating to high school graduation; creating s.
1525 1002.3105, F.S.; establishing Academically Challenging
1526 Curriculum to Enhance Learning (ACCEL) options to
1527 provide eligible public school students educational
1528 options that provide academically challenging
1529 curriculum or accelerated instruction; requiring that
1530 each school offer minimum ACCEL options; providing for
1531 additional ACCEL options; requiring that each school
1532 principal and school district determine student
1533 eligibility and procedural requirements; requiring
1534 that each school principal and school district base
1535 such determination on certain considerations;
1536 requiring that each school principal inform parents
1537 and students of the ACCEL options and the eligibility
1538 requirements; requiring that each school principal and
1539 school district establish a process by which a parent
1540 may request student participation in whole-grade
1541 promotion, midyear promotion, and subject-matter
1542 acceleration under certain circumstances; requiring
1543 that a performance contract be executed by the
1544 student, the parent, and the school principal under
1545 certain circumstances; requiring that a student's
1546 parent be notified if a school principal initiates a
1547 student's participation in an ACCEL option; amending
1548 s. 1003.02, F.S.; requiring that school districts
1549 notify parents of options for early or accelerated



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1550 high school graduation at the beginning of each school
1551 year and during registration for the next term;
1552 creating s. 1003.4281, F.S.; providing a short title;
1553 providing a purpose; providing a definition for the
1554 term "early graduation"; requiring that each school
1555 district adopt a policy that provides a high school
1556 student with the option of graduating early; requiring
1557 that each school district notify the parent of a
1558 student who is eligible for early graduation;
1559 prohibiting a school district from preventing a
1560 student from graduating early if the student meets the
1561 requirements; providing that a student who graduates
1562 early is eligible to continue participating in
1563 activities, awards, class rankings, social events, and
1564 graduation events; authorizing a school principal or
1565 superintendent to prevent such participation under
1566 certain circumstances; providing that a student who
1567 graduates early may be denied access to the school
1568 facilities and grounds during normal operating hours;
1569 providing that a credit is equal to one-sixth full-
1570 time equivalent student; amending s. 1007.27, F.S.;
1571 revising provisions relating to articulated
1572 acceleration mechanisms and early admission; providing
1573 student eligibility requirements for enrollment in
1574 advanced placement courses; amending s. 1008.22, F.S.;
1575 requiring that the end-of-course assessment in Algebra
1576 I be administered four times annually beginning with a
1577 specified school year; amending s. 1008.34, F.S.;
1578 revising provisions relating to school grades;



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1579 requiring that the Department of Education award bonus
1580 points to a high school based on the percentage of
1581 students who earn credits in mathematics and science
1582 in excess of the general requirements for high school
1583 graduation and the percentage of students who graduate
1584 in less than 8 semesters or the equivalent; amending
1585 ss. 1009.53 and 1009.531, F.S.; authorizing the
1586 Department of Education to evaluate students who
1587 graduate at the midpoint of the academic year for a
1588 Florida Bright Futures Scholarship award; requiring
1589 that such students be evaluated for scholarship
1590 renewal after completion of a full academic year at an
1591 eligible postsecondary education institution;
1592 requiring that students submit a completed Florida
1593 Financial Aid Application by a specified date;
1594 amending s. 1011.61, F.S.; providing reporting
1595 requirements for school districts for full-time
1596 equivalent students in courses requiring statewide
1597 end-of-course assessments; providing that a student
1598 who passes a statewide end-of-course assessment
1599 without having taken the corresponding course is one-
1600 sixth of a full-time equivalent student for funding
1601 purposes; providing for school districts to receive
1602 additional funding for students who graduate early;
1603 amending s. 1011.62, F.S.; providing a calculation of
1604 additional full-time equivalent membership based on
1605 accelerated high school graduation; authorizing a
1606 school district to report unpaid high school credits
1607 for students who graduate at least one semester or 1



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year or more in advance of their scheduled graduation
for funding purposes; providing an effective date.