

By Senator Gaetz

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1                                   A bill to be entitled  
2           An act relating to high school graduation; creating s.  
3           1003.4281, F.S.; providing a short title; providing a  
4           purpose; providing a definition for the term "early  
5           graduation"; requiring that each school district adopt  
6           a policy that provides a high school student with the  
7           option of graduating early; requiring that each school  
8           district notify the parent of a student who is  
9           eligible for early graduation; prohibiting a school  
10          district from preventing a student from graduating  
11          early if the student meets the requirements; providing  
12          that a student who graduates early is eligible to  
13          continue participating in activities, awards, class  
14          rankings, social events, and graduation events;  
15          authorizing a school principal or superintendent to  
16          prevent such participation under certain  
17          circumstances; providing that a student who graduates  
18          early may be denied access to the school facilities  
19          and grounds during normal operating hours; providing  
20          that a credit is equal to one-sixth full-time  
21          equivalent student; amending s. 1008.22, F.S.;  
22          requiring that the end-of-course assessment in Algebra  
23          I be administered four times annually beginning with a  
24          specified school year; amending s. 1008.34, F.S.;  
25          revising provisions relating to school grades;  
26          requiring that the Department of Education award bonus  
27          points to a high school based on the percentage of  
28          students who earn credits in mathematics and science  
29          in excess of the general requirements for high school

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30 graduation and the number of students who graduate in  
31 less than 8 semesters or the equivalent; amending ss.  
32 1009.53 and 1009.531, F.S.; authorizing the Department  
33 of Education to evaluate students who graduate at the  
34 midpoint of the academic year for a Florida Bright  
35 Futures Scholarship award; requiring that such  
36 students be evaluated for scholarship renewal after  
37 completion of a full academic year at an eligible  
38 postsecondary education institution; requiring that  
39 students submit a completed Florida Financial Aid  
40 Application by a specified date; amending s. 1011.61,  
41 F.S.; providing reporting requirements for school  
42 districts for full-time equivalent students in courses  
43 requiring statewide end-of-course assessments;  
44 providing that a student who passes a statewide end-  
45 of-course assessment without having taken the  
46 corresponding course is one-sixth of a full-time  
47 equivalent student for funding purposes; providing for  
48 school districts to receive additional funding for  
49 students who graduate early; amending s. 1011.62,  
50 F.S.; providing a calculation of additional full-time  
51 equivalent membership based on accelerated high school  
52 graduation; authorizing a school district to report  
53 unpaid high school credits for students who graduate  
54 at least one semester or 1 year or more in advance of  
55 their scheduled graduation for funding purposes;  
56 providing an effective date.

57  
58 Be It Enacted by the Legislature of the State of Florida:

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59  
60 Section 1. Section 1003.4281, Florida Statutes, is created  
61 to read:

62 1003.4281 Science, Technology, Engineering, and Mathematics  
63 (STEM) High School Graduation Acceleration Act of 2012.-

64 (1) This section may be cited as the "Science, Technology,  
65 Engineering, and Mathematics (STEM) High School Graduation  
66 Acceleration Act of 2012."

67 (2) The purpose of this section is to provide an option in  
68 which a student may select early graduation if the student has  
69 completed a minimum of 24 credits and meets the graduation  
70 requirements in s. 1003.428. For purposes of this section, the  
71 term "early graduation" means graduating from high school in  
72 less than 8 semesters or the equivalent.

73 (3) Each school district shall adopt a policy that provides  
74 a high school student with the option of graduating early. Each  
75 school district shall notify the parent of a student who is  
76 eligible, pursuant to this section, to graduate early. A school  
77 district may not prohibit a student who meets the requirements  
78 of this section from graduating early.

79 (4) A student who graduates early is eligible to continue  
80 participating in activities, awards, class rankings, social  
81 events, and graduation events as if the student were still  
82 enrolled in high school as a regular high school student.  
83 However, a school principal or superintendent may prevent a  
84 student from participating in these activities and events for  
85 reasons that would otherwise exclude a regularly enrolled  
86 student from participation. A student who graduates early may be  
87 denied access to the school facilities and grounds during normal

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88 operating hours unless the student complies with the rules and  
89 policies prescribed by the district school board.

90 (5) For the purposes of this section, a credit is equal to  
91 1/6 of an FTE. A student may earn up to 6 paid high school  
92 credits equivalent to 1 FTE per school year in grades 9 through  
93 12 for courses provided by the school district. High school  
94 credits earned in excess of 6 per school year in courses  
95 provided by the school district are unpaid credits.

96 Section 2. Paragraph (c) of subsection (3) of section  
97 1008.22, Florida Statutes, is amended to read:

98 1008.22 Student assessment program for public schools.—

99 (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall  
100 design and implement a statewide program of educational  
101 assessment that provides information for the improvement of the  
102 operation and management of the public schools, including  
103 schools operating for the purpose of providing educational  
104 services to youth in Department of Juvenile Justice programs.  
105 The commissioner may enter into contracts for the continued  
106 administration of the assessment, testing, and evaluation  
107 programs authorized and funded by the Legislature. Contracts may  
108 be initiated in 1 fiscal year and continue into the next and may  
109 be paid from the appropriations of either or both fiscal years.  
110 The commissioner is authorized to negotiate for the sale or  
111 lease of tests, scoring protocols, test scoring services, and  
112 related materials developed pursuant to law. Pursuant to the  
113 statewide assessment program, the commissioner shall:

114 (c) Develop and implement a student achievement testing  
115 program as follows:

116 1. The Florida Comprehensive Assessment Test (FCAT)

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117 measures a student's content knowledge and skills in reading,  
118 writing, science, and mathematics. The content knowledge and  
119 skills assessed by the FCAT must be aligned to the core  
120 curricular content established in the Next Generation Sunshine  
121 State Standards. Other content areas may be included as directed  
122 by the commissioner. Comprehensive assessments of reading and  
123 mathematics shall be administered annually in grades 3 through  
124 10 except, beginning with the 2010-2011 school year, the  
125 administration of grade 9 FCAT Mathematics shall be  
126 discontinued, and beginning with the 2011-2012 school year, the  
127 administration of grade 10 FCAT Mathematics shall be  
128 discontinued, except as required for students who have not  
129 attained minimum performance expectations for graduation as  
130 provided in paragraph (9)(c). FCAT Writing and FCAT Science  
131 shall be administered at least once at the elementary, middle,  
132 and high school levels except, beginning with the 2011-2012  
133 school year, the administration of FCAT Science at the high  
134 school level shall be discontinued.

135 2.a. End-of-course assessments for a subject shall be  
136 administered in addition to the comprehensive assessments  
137 required under subparagraph 1. End-of-course assessments must be  
138 rigorous, statewide, standardized, and developed or approved by  
139 the department. The content knowledge and skills assessed by  
140 end-of-course assessments must be aligned to the core curricular  
141 content established in the Next Generation Sunshine State  
142 Standards.

143 (I) Statewide, standardized end-of-course assessments in  
144 mathematics shall be administered according to this sub-sub-  
145 subparagraph. Beginning with the 2010-2011 school year, all

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146 students enrolled in Algebra I or an equivalent course must take  
147 the Algebra I end-of-course assessment. For students entering  
148 grade 9 during the 2010-2011 school year and who are enrolled in  
149 Algebra I or an equivalent, each student's performance on the  
150 end-of-course assessment in Algebra I shall constitute 30  
151 percent of the student's final course grade. Beginning with the  
152 2012-2013 school year, the end-of-course assessment in Algebra I  
153 shall be administered four times annually. Beginning with  
154 students entering grade 9 in the 2011-2012 school year, a  
155 student who is enrolled in Algebra I or an equivalent must earn  
156 a passing score on the end-of-course assessment in Algebra I or  
157 attain an equivalent score as described in subsection (11) in  
158 order to earn course credit. Beginning with the 2011-2012 school  
159 year, all students enrolled in geometry or an equivalent course  
160 must take the geometry end-of-course assessment. For students  
161 entering grade 9 during the 2011-2012 school year, each  
162 student's performance on the end-of-course assessment in  
163 geometry shall constitute 30 percent of the student's final  
164 course grade. Beginning with students entering grade 9 during  
165 the 2012-2013 school year, a student must earn a passing score  
166 on the end-of-course assessment in geometry or attain an  
167 equivalent score as described in subsection (11) in order to  
168 earn course credit.

169 (II) Statewide, standardized end-of-course assessments in  
170 science shall be administered according to this sub-sub-  
171 subparagraph. Beginning with the 2011-2012 school year, all  
172 students enrolled in Biology I or an equivalent course must take  
173 the Biology I end-of-course assessment. For the 2011-2012 school  
174 year, each student's performance on the end-of-course assessment

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175 in Biology I shall constitute 30 percent of the student's final  
176 course grade. Beginning with students entering grade 9 during  
177 the 2012-2013 school year, a student must earn a passing score  
178 on the end-of-course assessment in Biology I in order to earn  
179 course credit.

180 b. During the 2012-2013 school year, an end-of-course  
181 assessment in civics education shall be administered as a field  
182 test at the middle school level. During the 2013-2014 school  
183 year, each student's performance on the statewide, standardized  
184 end-of-course assessment in civics education shall constitute 30  
185 percent of the student's final course grade. Beginning with the  
186 2014-2015 school year, a student must earn a passing score on  
187 the end-of-course assessment in civics education in order to  
188 pass the course and be promoted from the middle grades. The  
189 school principal of a middle school shall determine, in  
190 accordance with State Board of Education rule, whether a student  
191 who transfers to the middle school and who has successfully  
192 completed a civics education course at the student's previous  
193 school must take an end-of-course assessment in civics  
194 education.

195 c. The commissioner may select one or more nationally  
196 developed comprehensive examinations, which may include, but  
197 need not be limited to, examinations for a College Board  
198 Advanced Placement course, International Baccalaureate course,  
199 or Advanced International Certificate of Education course, or  
200 industry-approved examinations to earn national industry  
201 certifications identified in the Industry Certification Funding  
202 List, pursuant to rules adopted by the State Board of Education,  
203 for use as end-of-course assessments under this paragraph, if

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204 the commissioner determines that the content knowledge and  
205 skills assessed by the examinations meet or exceed the grade  
206 level expectations for the core curricular content established  
207 for the course in the Next Generation Sunshine State Standards.  
208 The commissioner may collaborate with the American Diploma  
209 Project in the adoption or development of rigorous end-of-course  
210 assessments that are aligned to the Next Generation Sunshine  
211 State Standards.

212 d. Contingent upon funding provided in the General  
213 Appropriations Act, including the appropriation of funds  
214 received through federal grants, the Commissioner of Education  
215 shall establish an implementation schedule for the development  
216 and administration of additional statewide, standardized end-of-  
217 course assessments in English/Language Arts II, Algebra II,  
218 chemistry, physics, earth/space science, United States history,  
219 and world history. Priority shall be given to the development of  
220 end-of-course assessments in English/Language Arts II. The  
221 Commissioner of Education shall evaluate the feasibility and  
222 effect of transitioning from the grade 9 and grade 10 FCAT  
223 Reading and high school level FCAT Writing to an end-of-course  
224 assessment in English/Language Arts II. The commissioner shall  
225 report the results of the evaluation to the President of the  
226 Senate and the Speaker of the House of Representatives no later  
227 than July 1, 2011.

228 3. The testing program shall measure student content  
229 knowledge and skills adopted by the State Board of Education as  
230 specified in paragraph (a) and measure and report student  
231 performance levels of all students assessed in reading, writing,  
232 mathematics, and science. The commissioner shall provide for the



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233 tests to be developed or obtained, as appropriate, through  
234 contracts and project agreements with private vendors, public  
235 vendors, public agencies, postsecondary educational  
236 institutions, or school districts. The commissioner shall obtain  
237 input with respect to the design and implementation of the  
238 testing program from state educators, assistive technology  
239 experts, and the public.

240 4. The testing program shall be composed of criterion-  
241 referenced tests that shall, to the extent determined by the  
242 commissioner, include test items that require the student to  
243 produce information or perform tasks in such a way that the core  
244 content knowledge and skills he or she uses can be measured.

245 5. FCAT Reading, Mathematics, and Science and all  
246 statewide, standardized end-of-course assessments shall measure  
247 the content knowledge and skills a student has attained on the  
248 assessment by the use of scaled scores and achievement levels.  
249 Achievement levels shall range from 1 through 5, with level 1  
250 being the lowest achievement level, level 5 being the highest  
251 achievement level, and level 3 indicating satisfactory  
252 performance on an assessment. For purposes of FCAT Writing,  
253 student achievement shall be scored using a scale of 1 through 6  
254 and the score earned shall be used in calculating school grades.  
255 A score shall be designated for each subject area tested, below  
256 which score a student's performance is deemed inadequate. The  
257 school districts shall provide appropriate remedial instruction  
258 to students who score below these levels.

259 6. The State Board of Education shall, by rule, designate a  
260 passing score for each part of the grade 10 assessment test and  
261 end-of-course assessments. Any rule that has the effect of

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262 raising the required passing scores may apply only to students  
263 taking the assessment for the first time after the rule is  
264 adopted by the State Board of Education. Except as otherwise  
265 provided in this subparagraph and as provided in s.  
266 1003.428(8)(b) or s. 1003.43(11)(b), students must earn a  
267 passing score on grade 10 FCAT Reading and grade 10 FCAT  
268 Mathematics or attain concordant scores as described in  
269 subsection (10) in order to qualify for a standard high school  
270 diploma.

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

277 8. Participation in the testing program is mandatory for  
278 all students attending public school, including students served  
279 in Department of Juvenile Justice programs, except as otherwise  
280 prescribed by the commissioner. A student who has not earned  
281 passing scores on the grade 10 FCAT as provided in subparagraph  
282 6. must participate in each retake of the assessment until the  
283 student earns passing scores or achieves scores on a  
284 standardized assessment which are concordant with passing scores  
285 pursuant to subsection (10). If a student does not participate  
286 in the statewide assessment, the district must notify the  
287 student's parent and provide the parent with information  
288 regarding the implications of such nonparticipation. A parent  
289 must provide signed consent for a student to receive classroom  
290 instructional accommodations that would not be available or

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291 permitted on the statewide assessments and must acknowledge in  
292 writing that he or she understands the implications of such  
293 instructional accommodations. The State Board of Education shall  
294 adopt rules, based upon recommendations of the commissioner, for  
295 the provision of test accommodations for students in exceptional  
296 education programs and for students who have limited English  
297 proficiency. Accommodations that negate the validity of a  
298 statewide assessment are not allowable in the administration of  
299 the FCAT or an end-of-course assessment. However, instructional  
300 accommodations are allowable in the classroom if included in a  
301 student's individual education plan. Students using  
302 instructional accommodations in the classroom that are not  
303 allowable as accommodations on the FCAT or an end-of-course  
304 assessment may have the FCAT or an end-of-course assessment  
305 requirement waived pursuant to the requirements of s.  
306 1003.428(8)(b) or s. 1003.43(11)(b).

307 9. A student seeking an adult high school diploma must meet  
308 the same testing requirements that a regular high school student  
309 must meet.

310 10. District school boards must provide instruction to  
311 prepare students in the core curricular content established in  
312 the Next Generation Sunshine State Standards adopted under s.  
313 1003.41, including the core content knowledge and skills  
314 necessary for successful grade-to-grade progression and high  
315 school graduation. If a student is provided with instructional  
316 accommodations in the classroom that are not allowable as  
317 accommodations in the statewide assessment program, as described  
318 in the test manuals, the district must inform the parent in  
319 writing and must provide the parent with information regarding

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320 the impact on the student's ability to meet expected performance  
321 levels in reading, writing, mathematics, and science. The  
322 commissioner shall conduct studies as necessary to verify that  
323 the required core curricular content is part of the district  
324 instructional programs.

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

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

334 13. For students seeking a special diploma pursuant to s.  
335 1003.438, the Department of Education must develop or select and  
336 implement an alternate assessment tool that accurately measures  
337 the core curricular content established in the Next Generation  
338 Sunshine State Standards for students with disabilities under s.  
339 1003.438.

340 14. The Commissioner of Education shall establish schedules  
341 for the administration of statewide assessments and the  
342 reporting of student test results. When establishing the  
343 schedules for the administration of statewide assessments, the  
344 commissioner shall consider the observance of religious and  
345 school holidays. The commissioner shall, by August 1 of each  
346 year, notify each school district in writing and publish on the  
347 department's Internet website the testing and reporting  
348 schedules for, at a minimum, the school year following the

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349 upcoming school year. The testing and reporting schedules shall  
350 require that:

351 a. There is the latest possible administration of statewide  
352 assessments and the earliest possible reporting to the school  
353 districts of student test results which is feasible within  
354 available technology and specific appropriations; however, test  
355 results for the FCAT must be made available no later than the  
356 week of June 8. Student results for end-of-course assessments  
357 must be provided no later than 1 week after the school district  
358 completes testing for each course. The commissioner may extend  
359 the reporting schedule under exigent circumstances.

360 b. FCAT Writing may not be administered earlier than the  
361 week of March 1, and a comprehensive statewide assessment of any  
362 other subject may not be administered earlier than the week of  
363 April 15.

364 c. A statewide, standardized end-of-course assessment is  
365 administered at the end of the course. The commissioner shall  
366 select an administration period for assessments that meets the  
367 intent of end-of-course assessments and provides student results  
368 prior to the end of the course. School districts shall  
369 administer tests in accordance with the schedule determined by  
370 the commissioner. For an end-of-course assessment administered  
371 at the end of the first semester, the commissioner shall  
372 determine the most appropriate testing dates based on a review  
373 of each school district's academic calendar.

374  
375 The commissioner may, based on collaboration and input from  
376 school districts, design and implement student testing programs,  
377 for any grade level and subject area, necessary to effectively

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378 monitor educational achievement in the state, including the  
379 measurement of educational achievement of the Next Generation  
380 Sunshine State Standards for students with disabilities.  
381 Development and refinement of assessments shall include  
382 universal design principles and accessibility standards that  
383 will prevent any unintended obstacles for students with  
384 disabilities while ensuring the validity and reliability of the  
385 test. These principles should be applicable to all technology  
386 platforms and assistive devices available for the assessments.  
387 The field testing process and psychometric analyses for the  
388 statewide assessment program must include an appropriate  
389 percentage of students with disabilities and an evaluation or  
390 determination of the effect of test items on such students.

391 Section 3. Subsection (3) of section 1008.34, Florida  
392 Statutes, is amended to read:

393 1008.34 School grading system; school report cards;  
394 district grade.—

395 (3) DESIGNATION OF SCHOOL GRADES.—

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

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

405 2. An alternative school may choose to receive a school  
406 grade under this section or a school improvement rating under s.

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407 1008.341. For charter schools that meet the definition of an  
408 alternative school pursuant to State Board of Education rule,  
409 the decision to receive a school grade is the decision of the  
410 charter school governing board.

411 3. A school that serves any combination of students in  
412 kindergarten through grade 3 which does not receive a school  
413 grade because its students are not tested and included in the  
414 school grading system shall receive the school grade designation  
415 of a K-3 feeder pattern school identified by the Department of  
416 Education and verified by the school district. A school feeder  
417 pattern exists if at least 60 percent of the students in the  
418 school serving a combination of students in kindergarten through  
419 grade 3 are scheduled to be assigned to the graded school.

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

421 a. Student achievement scores, including achievement on all  
422 FCAT assessments administered under s. 1008.22(3)(c)1., end-of-  
423 course assessments administered under s. 1008.22(3)(c)2.a., and  
424 achievement scores for students seeking a special diploma.

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

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

434 2. Beginning with the 2011-2012 school year, for schools  
435 comprised of middle school grades 6 through 8 or grades 7 and 8,

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436 the school's grade shall include the performance and  
437 participation of its students enrolled in high school level  
438 courses with end-of-course assessments administered under s.  
439 1008.22(3)(c)2.a. Performance and participation must be weighted  
440 equally. As valid data becomes available, the school grades  
441 shall include the students' attainment of national industry  
442 certification identified in the Industry Certification Funding  
443 List pursuant to rules adopted by the State Board of Education.

444 3. ~~Beginning with the 2009-2010 school year~~ For schools  
445 comprised of high school grades 9, 10, 11, and 12, or grades 10,  
446 11, and 12, 50 percent of the school grade shall be based on a  
447 combination of the factors listed in sub-subparagraphs 1.a.-c.  
448 and the remaining 50 percent on the following factors:

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

450 b. As valid data becomes available, the performance and  
451 participation of the school's students in College Board Advanced  
452 Placement courses, International Baccalaureate courses, dual  
453 enrollment courses, and Advanced International Certificate of  
454 Education courses; and the students' achievement of national  
455 industry certification identified in the Industry Certification  
456 Funding List, pursuant to rules adopted by the State Board of  
457 Education;

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

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

463 e. As valid data becomes available, the performance of the  
464 school's students on statewide standardized end-of-course



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465 assessments administered under s. 1008.22(3)(c)2.c. and d.; ~~and~~  
466 f. Beginning with the 2012-2013 school year, the Department  
467 of Education shall award bonus points to each high school based  
468 on the percentage of the school's students who earn credits in  
469 mathematics and science in excess of the requirements in s.  
470 1003.428(2)(a)2. and 3. The courses must be at a level of rigor  
471 that exceeds the course requirements in s. 1003.428(2)(a)2. and  
472 3.;

473 g. Beginning with the 2012-2013 school year, the Department  
474 of Education shall award bonus points to each high school based  
475 on the percentage of students who graduate in less than 8  
476 semesters or the equivalent; and

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

479 (c) Student assessment data used in determining school  
480 grades shall include:

481 1. The aggregate scores of all eligible students enrolled  
482 in the school who have been assessed on the FCAT and statewide,  
483 standardized end-of-course assessments in courses required for  
484 high school graduation, including, beginning with the 2010-2011  
485 school year, the end-of-course assessment in Algebra I; and  
486 beginning with the 2011-2012 school year, the end-of-course  
487 assessments in geometry and Biology; and beginning with the  
488 2013-2014 school year, on the statewide, standardized end-of-  
489 course assessment in civics education at the middle school  
490 level.

491 2. The aggregate scores of all eligible students enrolled  
492 in the school who have been assessed on the FCAT and end-of-  
493 course assessments as described in s. 1008.22(3)(c)2.a., and who

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494 have scored at or in the lowest 25th percentile of students in  
495 the school in reading and mathematics, unless these students are  
496 exhibiting satisfactory performance.

497 3. The achievement scores and learning gains of eligible  
498 students attending alternative schools that provide dropout  
499 prevention and academic intervention services pursuant to s.  
500 1003.53. The term "eligible students" in this subparagraph does  
501 not include students attending an alternative school who are  
502 subject to district school board policies for expulsion for  
503 repeated or serious offenses, who are in dropout retrieval  
504 programs serving students who have officially been designated as  
505 dropouts, or who are in programs operated or contracted by the  
506 Department of Juvenile Justice. The student performance data for  
507 eligible students identified in this subparagraph shall be  
508 included in the calculation of the home school's grade. As used  
509 in this subparagraph and s. 1008.341, the term "home school"  
510 means the school to which the student would be assigned if the  
511 student were not assigned to an alternative school. If an  
512 alternative school chooses to be graded under this section,  
513 student performance data for eligible students identified in  
514 this subparagraph shall not be included in the home school's  
515 grade but shall be included only in the calculation of the  
516 alternative school's grade. A school district that fails to  
517 assign the FCAT and end-of-course assessment as described in s.  
518 1008.22(3)(c)2.a. scores of each of its students to his or her  
519 home school or to the alternative school that receives a grade  
520 shall forfeit Florida School Recognition Program funds for 1  
521 fiscal year. School districts must require collaboration between  
522 the home school and the alternative school in order to promote

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523 student success. This collaboration must include an annual  
524 discussion between the principal of the alternative school and  
525 the principal of each student's home school concerning the most  
526 appropriate school assignment of the student.

527 4. The achievement scores and learning gains of students  
528 designated as hospital- or homebound. Student assessment data  
529 for students designated as hospital- or homebound shall be  
530 assigned to their home school for the purposes of school grades.  
531 As used in this subparagraph, the term "home school" means the  
532 school to which a student would be assigned if the student were  
533 not assigned to a hospital- or homebound program.

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

538 a. The high school graduation rate of the school as  
539 calculated by the Department of Education;

540 b. The participation rate of all eligible students enrolled  
541 in the school and enrolled in College Board Advanced Placement  
542 courses; International Baccalaureate courses; dual enrollment  
543 courses; Advanced International Certificate of Education  
544 courses; and courses or sequences of courses leading to national  
545 industry certification identified in the Industry Certification  
546 Funding List, pursuant to rules adopted by the State Board of  
547 Education;

548 c. The aggregate scores of all eligible students enrolled  
549 in the school in College Board Advanced Placement courses,  
550 International Baccalaureate courses, and Advanced International  
551 Certificate of Education courses;

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552 d. Earning of college credit by all eligible students  
553 enrolled in the school in dual enrollment programs under s.  
554 1007.271;

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

558 f. The aggregate scores of all eligible students enrolled  
559 in the school in reading, mathematics, and other subjects as  
560 measured by the SAT, the ACT, and the common placement test for  
561 postsecondary readiness;

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

565 h. The performance of the school's students on statewide  
566 standardized end-of-course assessments administered under s.  
567 1008.22(3)(c)2.c. and d.; ~~and~~

568 i. Beginning with the 2012-2013 school year, the Department  
569 of Education shall award bonus points to each high school based  
570 on the percentage of the school's students who earn credits in  
571 mathematics and science in excess of the requirements in s.  
572 1003.428(2)(a)2. and 3. The courses must be at a level of rigor  
573 that exceeds the course requirements in s. 1003.428(2)(a)2. and  
574 3.;

575 j. Beginning with the 2012-2013 school year, the Department  
576 of Education shall award bonus points to each high school based  
577 on the percentage of students who graduate in less than 8  
578 semesters or the equivalent; and

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

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581  
582 The State Board of Education shall adopt appropriate criteria  
583 for each school grade. The criteria must also give added weight  
584 to student achievement in reading. Schools designated with a  
585 grade of "C," making satisfactory progress, shall be required to  
586 demonstrate that adequate progress has been made by students in  
587 the school who are in the lowest 25th percentile in reading and  
588 mathematics on the FCAT and end-of-course assessments as  
589 described in s. 1008.22(3)(c)2.a., unless these students are  
590 exhibiting satisfactory performance. Beginning with the 2009-  
591 2010 school year for schools comprised of high school grades 9,  
592 10, 11, and 12, or grades 10, 11, and 12, the criteria for  
593 school grades must also give added weight to the graduation rate  
594 of all eligible at-risk students, as defined in this paragraph.  
595 Beginning in the 2009-2010 school year, in order for a high  
596 school to be designated as having a grade of "A," making  
597 excellent progress, the school must demonstrate that at-risk  
598 students, as defined in this paragraph, in the school are making  
599 adequate progress.

600 Section 4. Subsection (5) of section 1009.53, Florida  
601 Statutes, is amended to read:

602 1009.53 Florida Bright Futures Scholarship Program.—

603 (5) The department shall issue awards from the scholarship  
604 program annually. However, the department may evaluate students  
605 who graduate from high school at the midpoint of the academic  
606 year for an award, with distribution of the initial award during  
607 the spring term at an eligible postsecondary institution. The  
608 department shall evaluate a student for renewal of an award  
609 after the student completes a full academic year, which begins

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610 with the fall term through the beginning of the next fall term.  
611 Annual awards may be for up to 45 semester credit hours or the  
612 equivalent. Before the registration period each semester, the  
613 department shall transmit payment for each award to the  
614 president or director of the postsecondary education  
615 institution, or his or her representative, except that the  
616 department may withhold payment if the receiving institution  
617 fails to report or to make refunds to the department as required  
618 in this section.

619 (a) Within 30 days after the end of regular registration  
620 each semester, the educational institution shall certify to the  
621 department the eligibility status of each student who receives  
622 an award. After the end of the drop and add period, an  
623 institution is not required to reevaluate or revise a student's  
624 eligibility status; however, an institution must make a refund  
625 to the department within 30 days after the end of the semester  
626 of any funds received for courses dropped by a student or  
627 courses from which a student has withdrawn after the end of the  
628 drop and add period, unless the student has been granted an  
629 exception by the department pursuant to subsection (11).

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

634 (c) Each institution that receives moneys through this  
635 program shall provide for a financial audit, as defined in s.  
636 11.45, conducted by an independent certified public accountant  
637 or the Auditor General for each fiscal year in which the  
638 institution expends program moneys in excess of \$100,000. At

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639 least every 2 years, the audit shall include an examination of  
640 the institution's administration of the program and the  
641 institution's accounting of the moneys for the program since the  
642 last examination of the institution's administration of the  
643 program. The report on the audit must be submitted to the  
644 department within 9 months after the end of the fiscal year. The  
645 department may conduct its own annual audit of an institution's  
646 administration of the program. The department may request a  
647 refund of any moneys overpaid to the institution for the  
648 program. The department may suspend or revoke an institution's  
649 eligibility to receive future moneys for the program if the  
650 department finds that an institution has not complied with this  
651 section. The institution must remit within 60 days any refund  
652 requested in accordance with this subsection.

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

658 Section 5. Paragraph (f) of subsection (1) of section  
659 1009.531, Florida Statutes, is amended to read:

660 1009.531 Florida Bright Futures Scholarship Program;  
661 student eligibility requirements for initial awards.-

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

666 (f) Apply for a scholarship from the program by high school  
667 graduation. A student who graduates from high school at the

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668 midpoint of the academic year may be evaluated for an award for  
669 the current academic year if he or she submits a completed  
670 Florida Financial Aid Application by November 30 of his or her  
671 graduation year.

672 Section 6. Paragraph (c) of subsection (1) is of section  
673 1011.61, Florida Statutes, is amended to read:

674 1011.61 Definitions.—Notwithstanding the provisions of s.  
675 1000.21, the following terms are defined as follows for the  
676 purposes of the Florida Education Finance Program:

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

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

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

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

687 (I) A full-time student in a combination of programs listed  
688 in s. 1011.62(1)(c) shall be a fraction of a full-time  
689 equivalent membership in each special program equal to the  
690 number of net hours per school year for which he or she is a  
691 member, divided by the appropriate number of hours set forth in  
692 subparagraph (a)1. or subparagraph (a)2. The difference between  
693 that fraction or sum of fractions and the maximum value as set  
694 forth in subsection (4) for each full-time student is presumed  
695 to be the balance of the student's time not spent in such  
696 special education programs and shall be recorded as time in the



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697 appropriate basic program.

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

700 (III) A full-time equivalent student for students in  
701 kindergarten through grade 5 in a virtual instruction program  
702 under s. 1002.45 or a virtual charter school under s. 1002.33  
703 shall consist of a student who has successfully completed a  
704 basic program listed in s. 1011.62(1)(c)1.a. or b., and who is  
705 promoted to a higher grade level.

706 (IV) A full-time equivalent student for students in grades  
707 6 through 12 in a virtual instruction program under s.  
708 1002.45(1)(b)1., 2., or 3. or a virtual charter school under s.  
709 1002.33 shall consist of six full credit completions in programs  
710 listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions  
711 may be a combination of full-credit courses or half-credit  
712 courses. Beginning in the 2014-2015 fiscal year, when s.  
713 1008.22(3)(g) is implemented, the reported full-time equivalent  
714 students and associated funding of students enrolled in courses  
715 requiring passage of an end-of-course assessment shall be  
716 adjusted after the student completes the end-of-course  
717 assessment.

718 (V) A Florida Virtual School full-time equivalent student  
719 shall consist of six full credit completions or the prescribed  
720 level of content that counts toward promotion to the next grade  
721 in the programs listed in s. 1011.62(1)(c)1.a. and b. for  
722 kindergarten through grade 8 and the programs listed in s.  
723 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions  
724 may be a combination of full-credit courses or half-credit  
725 courses. Beginning in the 2014-2015 fiscal year, when s.

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726 1008.22(3)(g) is implemented, the reported full-time equivalent  
727 students and associated funding of students enrolled in courses  
728 requiring passage of an end-of-course assessment shall be  
729 adjusted after the student completes the end-of-course  
730 assessment.

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

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

739 (VIII) (A) A full-time equivalent student for courses  
740 requiring statewide end-of-course assessments pursuant to s.  
741 1008.22(3) shall be defined and reported as one-sixth of the  
742 hours in s. 1011.61(1)(a)1. for the first 3 years of  
743 administering the end-of-course assessments. Beginning in the  
744 fourth year of administering the end-of-course assessments, FTE  
745 shall be credit-based and each course shall be equal to 1/6 FTE.  
746 The reported FTE shall be adjusted after the student completes  
747 the end-of-course assessment pursuant to s. 1008.22(3)(c)2.a.

748 (B) The school district may report 1/6 FTE for each student  
749 who passes a statewide end-of-course assessment without having  
750 taken the corresponding course.

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

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755           2. A student in membership in a program scheduled for more  
756 or less than 180 school days or the equivalent on an hourly  
757 basis as specified by rules of the State Board of Education is a  
758 fraction of a full-time equivalent membership equal to the  
759 number of instructional hours in membership divided by the  
760 appropriate number of hours set forth in subparagraph (a)1.;  
761 however, for the purposes of this subparagraph, membership in  
762 programs scheduled for more than 180 days is limited to students  
763 enrolled in juvenile justice education programs and the Florida  
764 Virtual School.

765  
766 The department shall determine and implement an equitable method  
767 of equivalent funding for experimental schools and for schools  
768 operating under emergency conditions, which schools have been  
769 approved by the department to operate for less than the minimum  
770 school day.

771           Section 7. Subsection (1) of section 1011.62, Florida  
772 Statutes, is amended to read:

773           1011.62 Funds for operation of schools.—If the annual  
774 allocation from the Florida Education Finance Program to each  
775 district for operation of schools is not determined in the  
776 annual appropriations act or the substantive bill implementing  
777 the annual appropriations act, it shall be determined as  
778 follows:

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

783           (a) *Determination of full-time equivalent membership.*—

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784 During each of several school weeks, including scheduled  
785 intersessions of a year-round school program during the fiscal  
786 year, a program membership survey of each school shall be made  
787 by each district by aggregating the full-time equivalent student  
788 membership of each program by school and by district. The  
789 department shall establish the number and interval of membership  
790 calculations, except that for basic and special programs such  
791 calculations shall not exceed nine for any fiscal year. The  
792 district's full-time equivalent membership shall be computed and  
793 currently maintained in accordance with regulations of the  
794 commissioner.

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

800 (c) *Determination of programs.*—Cost factors based on  
801 desired relative cost differences between the following programs  
802 shall be established in the annual General Appropriations Act.  
803 The Commissioner of Education shall specify a matrix of services  
804 and intensity levels to be used by districts in the  
805 determination of the two weighted cost factors for exceptional  
806 students with the highest levels of need. For these students,  
807 the funding support level shall fund the exceptional students'  
808 education program, with the exception of extended school year  
809 services for students with disabilities.

- 810 1. Basic programs.—  
811 a. Kindergarten and grades 1, 2, and 3.  
812 b. Grades 4, 5, 6, 7, and 8.

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- 813 c. Grades 9, 10, 11, and 12.
- 814 2. Programs for exceptional students.—
- 815 a. Support Level IV.
- 816 b. Support Level V.
- 817 3. Secondary career education programs.—
- 818 4. English for Speakers of Other Languages.—
- 819 (d) *Annual allocation calculation.*—
- 820 1. The Department of Education is authorized and directed
- 821 to review all district programs and enrollment projections and
- 822 calculate a maximum total weighted full-time equivalent student
- 823 enrollment for each district for the K-12 FEFP.
- 824 2. Maximum enrollments calculated by the department shall
- 825 be derived from enrollment estimates used by the Legislature to
- 826 calculate the FEFP. If two or more districts enter into an
- 827 agreement under the provisions of s. 1001.42(4)(d), after the
- 828 final enrollment estimate is agreed upon, the amount of FTE
- 829 specified in the agreement, not to exceed the estimate for the
- 830 specific program as identified in paragraph (c), may be
- 831 transferred from the participating districts to the district
- 832 providing the program.
- 833 3. As part of its calculation of each district's maximum
- 834 total weighted full-time equivalent student enrollment, the
- 835 department shall establish separate enrollment ceilings for each
- 836 of two program groups. Group 1 shall be composed of basic
- 837 programs for grades K-3, grades 4-8, and grades 9-12. Group 2
- 838 shall be composed of students in exceptional student education
- 839 programs support levels IV and V, English for Speakers of Other
- 840 Languages programs, and all career programs in grades 9-12.
- 841 a. For any calculation of the FEFP, the enrollment ceiling

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842 for group 1 shall be calculated by multiplying the actual  
843 enrollment for each program in the program group by its  
844 appropriate program weight.

845 b. The weighted enrollment ceiling for group 2 programs  
846 shall be calculated by multiplying the enrollment for each  
847 program by the appropriate program weight as provided in the  
848 General Appropriations Act. The weighted enrollment ceiling for  
849 program group 2 shall be the sum of the weighted enrollment  
850 ceilings for each program in the program group, plus the  
851 increase in weighted full-time equivalent student membership  
852 from the prior year for clients of the Department of Children  
853 and Family Services and the Department of Juvenile Justice.

854 c. If, for any calculation of the FEFP, the weighted  
855 enrollment for program group 2, derived by multiplying actual  
856 enrollments by appropriate program weights, exceeds the  
857 enrollment ceiling for that group, the following procedure shall  
858 be followed to reduce the weighted enrollment for that group to  
859 equal the enrollment ceiling:

860 (I) The weighted enrollment ceiling for each program in the  
861 program group shall be subtracted from the weighted enrollment  
862 for that program derived from actual enrollments.

863 (II) If the difference calculated under sub-sub-  
864 subparagraph (I) is greater than zero for any program, a  
865 reduction proportion shall be computed for the program by  
866 dividing the absolute value of the difference by the total  
867 amount by which the weighted enrollment for the program group  
868 exceeds the weighted enrollment ceiling for the program group.

869 (III) The reduction proportion calculated under sub-sub-  
870 subparagraph (II) shall be multiplied by the total amount of the

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871 program group's enrollment over the ceiling as calculated under  
872 sub-sub-subparagraph (I).

873 (IV) The prorated reduction amount calculated under sub-  
874 sub-subparagraph (III) shall be subtracted from the program's  
875 weighted enrollment to produce a revised program weighted  
876 enrollment.

877 (V) The prorated reduction amount calculated under sub-sub-  
878 subparagraph (III) shall be divided by the appropriate program  
879 weight, and the result shall be added to the revised program  
880 weighted enrollment computed in sub-sub-subparagraph (IV).

881 (e) *Funding model for exceptional student education*  
882 *programs.*—

883 1.a. The funding model uses basic, at-risk, support levels  
884 IV and V for exceptional students and career Florida Education  
885 Finance Program cost factors, and a guaranteed allocation for  
886 exceptional student education programs. Exceptional education  
887 cost factors are determined by using a matrix of services to  
888 document the services that each exceptional student will  
889 receive. The nature and intensity of the services indicated on  
890 the matrix shall be consistent with the services described in  
891 each exceptional student's individual educational plan. The  
892 Department of Education shall review and revise the descriptions  
893 of the services and supports included in the matrix of services  
894 for exceptional students and shall implement those revisions  
895 before the beginning of the 2012-2013 school year.

896 b. In order to generate funds using one of the two weighted  
897 cost factors, a matrix of services must be completed at the time  
898 of the student's initial placement into an exceptional student  
899 education program and at least once every 3 years by personnel

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900 who have received approved training. Nothing listed in the  
901 matrix shall be construed as limiting the services a school  
902 district must provide in order to ensure that exceptional  
903 students are provided a free, appropriate public education.

904 c. Students identified as exceptional, in accordance with  
905 chapter 6A-6, Florida Administrative Code, who do not have a  
906 matrix of services as specified in sub-subparagraph b. shall  
907 generate funds on the basis of full-time-equivalent student  
908 membership in the Florida Education Finance Program at the same  
909 funding level per student as provided for basic students.

910 Additional funds for these exceptional students will be provided  
911 through the guaranteed allocation designated in subparagraph 2.

912 2. For students identified as exceptional who do not have a  
913 matrix of services and students who are gifted in grades K  
914 through 8, there is created a guaranteed allocation to provide  
915 these students with a free appropriate public education, in  
916 accordance with s. 1001.42(4)(m) and rules of the State Board of  
917 Education, which shall be allocated annually to each school  
918 district in the amount provided in the General Appropriations  
919 Act. These funds shall be in addition to the funds appropriated  
920 on the basis of FTE student membership in the Florida Education  
921 Finance Program, and the amount allocated for each school  
922 district shall not be recalculated during the year. These funds  
923 shall be used to provide special education and related services  
924 for exceptional students and students who are gifted in grades K  
925 through 8. Beginning with the 2007-2008 fiscal year, a  
926 district's expenditure of funds from the guaranteed allocation  
927 for students in grades 9 through 12 who are gifted may not be  
928 greater than the amount expended during the 2006-2007 fiscal



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929 year for gifted students in grades 9 through 12.

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

931 1. There is created a categorical fund to provide  
932 supplemental academic instruction to students in kindergarten  
933 through grade 12. This paragraph may be cited as the  
934 “Supplemental Academic Instruction Categorical Fund.”

935 2. Categorical funds for supplemental academic instruction  
936 shall be allocated annually to each school district in the  
937 amount provided in the General Appropriations Act. These funds  
938 shall be in addition to the funds appropriated on the basis of  
939 FTE student membership in the Florida Education Finance Program  
940 and shall be included in the total potential funds of each  
941 district. These funds shall be used to provide supplemental  
942 academic instruction to students enrolled in the K-12 program.  
943 Supplemental instruction strategies may include, but are not  
944 limited to: modified curriculum, reading instruction, after-  
945 school instruction, tutoring, mentoring, class size reduction,  
946 extended school year, intensive skills development in summer  
947 school, and other methods for improving student achievement.  
948 Supplemental instruction may be provided to a student in any  
949 manner and at any time during or beyond the regular 180-day term  
950 identified by the school as being the most effective and  
951 efficient way to best help that student progress from grade to  
952 grade and to graduate.

953 3. Effective with the 1999-2000 fiscal year, funding on the  
954 basis of FTE membership beyond the 180-day regular term shall be  
955 provided in the FEFP only for students enrolled in juvenile  
956 justice education programs or in education programs for  
957 juveniles placed in secure facilities or programs under s.

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958 985.19. Funding for instruction beyond the regular 180-day  
959 school year for all other K-12 students shall be provided  
960 through the supplemental academic instruction categorical fund  
961 and other state, federal, and local fund sources with ample  
962 flexibility for schools to provide supplemental instruction to  
963 assist students in progressing from grade to grade and  
964 graduating.

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

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

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

978 1. The school district has a plan approved by the  
979 Department of Education.

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

982 3.a. An eligible student may be reported for funding in the  
983 ESOL program for a base period of 3 years. However, a student  
984 whose English competency does not meet the criteria for  
985 proficiency after 3 years in the ESOL program may be reported  
986 for a fourth, fifth, and sixth year of funding, provided his or

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987 her limited English proficiency is assessed and properly  
988 documented before ~~prior to~~ his or her enrollment in each  
989 additional year beyond the 3-year base period.

990 b. If a student exits the program and is later reclassified  
991 as limited English proficient, the student may be reported in  
992 the ESOL program for funding for an additional year, or extended  
993 annually for a period not to exceed a total of 6 years pursuant  
994 to this paragraph, based on an annual evaluation of the  
995 student's status.

996 4. An eligible student may be reported for funding in the  
997 ESOL program for membership in ESOL instruction in English and  
998 ESOL instruction or home language instruction in the basic  
999 subject areas of mathematics, science, social studies, and  
1000 computer literacy.

1001 (h) *Small, isolated high schools.*—Districts that ~~which~~ levy  
1002 the maximum nonvoted discretionary millage, exclusive of millage  
1003 for capital outlay purposes levied pursuant to s. 1011.71(2),  
1004 may calculate full-time equivalent students for small, isolated  
1005 high schools by multiplying the number of unweighted full-time  
1006 equivalent students times 2.75; provided the school has attained  
1007 a grade of "C" or better, pursuant to s. 1008.34, for the  
1008 previous school year. For the purpose of this section, the term  
1009 "small, isolated high school" means any high school that ~~which~~  
1010 is located no less than 28 miles by the shortest route from  
1011 another high school; that ~~which~~ has been serving students  
1012 primarily in basic studies provided by sub-subparagraphs (c)1.b.  
1013 and c. and may include subparagraph (c)4.; and that ~~which~~ has a  
1014 membership of no more than 100 students, but no fewer than 28  
1015 students, in grades 9 through 12.

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1016 (i) *Calculation of full-time equivalent membership with*  
1017 *respect to dual enrollment instruction.*—Students enrolled in  
1018 dual enrollment instruction pursuant to s. 1007.271 may be  
1019 included in calculations of full-time equivalent student  
1020 memberships for basic programs for grades 9 through 12 by a  
1021 district school board. Instructional time for dual enrollment  
1022 may vary from 900 hours; however, the school district may only  
1023 report the student for a maximum of 1.0 full-time equivalent  
1024 student membership, as provided in s. 1011.61(4). Dual  
1025 enrollment full-time equivalent student membership shall be  
1026 calculated in an amount equal to the hours of instruction that  
1027 would be necessary to earn the full-time equivalent student  
1028 membership for an equivalent course if it were taught in the  
1029 school district. Students in dual enrollment courses may also be  
1030 calculated as the proportional shares of full-time equivalent  
1031 enrollments they generate for a Florida College System  
1032 institution or university conducting the dual enrollment  
1033 instruction. Early admission students shall be considered dual  
1034 enrollments for funding purposes. Students may be enrolled in  
1035 dual enrollment instruction provided by an eligible independent  
1036 college or university and may be included in calculations of  
1037 full-time equivalent student memberships for basic programs for  
1038 grades 9 through 12 by a district school board. However, those  
1039 provisions of law which exempt dual enrolled and early admission  
1040 students from payment of instructional materials and tuition and  
1041 fees, including laboratory fees, do ~~shall~~ not apply to students  
1042 who select the option of enrolling in an eligible independent  
1043 institution. An independent college or university that ~~which~~ is  
1044 located and chartered in Florida, is not for profit, is

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1045 accredited by the Commission on Colleges of the Southern  
1046 Association of Colleges and Schools or the Accrediting Council  
1047 for Independent Colleges and Schools, and confers degrees as  
1048 defined in s. 1005.02 shall be eligible for inclusion in the  
1049 dual enrollment or early admission program. Students enrolled in  
1050 dual enrollment instruction shall be exempt from the payment of  
1051 tuition and fees, including laboratory fees. No student enrolled  
1052 in college credit mathematics or English dual enrollment  
1053 instruction shall be funded as a dual enrollment unless the  
1054 student has successfully completed the relevant section of the  
1055 entry-level examination required pursuant to s. 1008.30.

1056 (j) *Instruction in exploratory career education.*—Students  
1057 in grades 7 through 12 who are enrolled for more than four  
1058 semesters in exploratory career education may not be counted as  
1059 full-time equivalent students for this instruction.

1060 (k) *Study hall.*—A student who is enrolled in study hall may  
1061 not be included in the calculation of full-time equivalent  
1062 student membership for funding under this section.

1063 (l) *Calculation of additional full-time equivalent*  
1064 *membership based on International Baccalaureate examination*  
1065 *scores of students.*—A value of 0.16 full-time equivalent student  
1066 membership shall be calculated for each student enrolled in an  
1067 International Baccalaureate course who receives a score of 4 or  
1068 higher on a subject examination. A value of 0.3 full-time  
1069 equivalent student membership shall be calculated for each  
1070 student who receives an International Baccalaureate diploma.  
1071 Such value shall be added to the total full-time equivalent  
1072 student membership in basic programs for grades 9 through 12 in  
1073 the subsequent fiscal year. Each school district shall allocate

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1074 80 percent of the funds received from International  
1075 Baccalaureate bonus FTE funding to the school program whose  
1076 students generate the funds and to school programs that prepare  
1077 prospective students to enroll in International Baccalaureate  
1078 courses. Funds shall be expended solely for the payment of  
1079 allowable costs associated with the International Baccalaureate  
1080 program. Allowable costs include International Baccalaureate  
1081 annual school fees; International Baccalaureate examination  
1082 fees; salary, benefits, and bonuses for teachers and program  
1083 coordinators for the International Baccalaureate program and  
1084 teachers and coordinators who prepare prospective students for  
1085 the International Baccalaureate program; supplemental books;  
1086 instructional supplies; instructional equipment or instructional  
1087 materials for International Baccalaureate courses; other  
1088 activities that identify prospective International Baccalaureate  
1089 students or prepare prospective students to enroll in  
1090 International Baccalaureate courses; and training or  
1091 professional development for International Baccalaureate  
1092 teachers. School districts shall allocate the remaining 20  
1093 percent of the funds received from International Baccalaureate  
1094 bonus FTE funding for programs that assist academically  
1095 disadvantaged students to prepare for more rigorous courses. The  
1096 school district shall distribute to each classroom teacher who  
1097 provided International Baccalaureate instruction:

1098 1. A bonus in the amount of \$50 for each student taught by  
1099 the International Baccalaureate teacher in each International  
1100 Baccalaureate course who receives a score of 4 or higher on the  
1101 International Baccalaureate examination.

1102 2. An additional bonus of \$500 to each International

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1103 Baccalaureate teacher in a school designated with a grade of "D"  
1104 or "F" who has at least one student scoring 4 or higher on the  
1105 International Baccalaureate examination, regardless of the  
1106 number of classes taught or of the number of students scoring a  
1107 4 or higher on the International Baccalaureate examination.

1108

1109 Bonuses awarded to a teacher according to this paragraph may  
1110 ~~shall~~ not exceed \$2,000 in any given school year and shall be in  
1111 addition to any regular wage or other bonus the teacher received  
1112 or is scheduled to receive.

1113 (m) *Calculation of additional full-time equivalent*  
1114 *membership based on Advanced International Certificate of*  
1115 *Education examination scores of students.*—A value of 0.16 full-  
1116 time equivalent student membership shall be calculated for each  
1117 student enrolled in a full-credit Advanced International  
1118 Certificate of Education course who receives a score of E or  
1119 higher on a subject examination. A value of 0.08 full-time  
1120 equivalent student membership shall be calculated for each  
1121 student enrolled in a half-credit Advanced International  
1122 Certificate of Education course who receives a score of E or  
1123 higher on a subject examination. A value of 0.3 full-time  
1124 equivalent student membership shall be calculated for each  
1125 student who receives an Advanced International Certificate of  
1126 Education diploma. Such value shall be added to the total full-  
1127 time equivalent student membership in basic programs for grades  
1128 9 through 12 in the subsequent fiscal year. The school district  
1129 shall distribute to each classroom teacher who provided Advanced  
1130 International Certificate of Education instruction:

1131 1. A bonus in the amount of \$50 for each student taught by

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1132 the Advanced International Certificate of Education teacher in  
1133 each full-credit Advanced International Certificate of Education  
1134 course who receives a score of E or higher on the Advanced  
1135 International Certificate of Education examination. A bonus in  
1136 the amount of \$25 for each student taught by the Advanced  
1137 International Certificate of Education teacher in each half-  
1138 credit Advanced International Certificate of Education course  
1139 who receives a score of E or higher on the Advanced  
1140 International Certificate of Education examination.

1141 2. An additional bonus of \$500 to each Advanced  
1142 International Certificate of Education teacher in a school  
1143 designated with a grade of "D" or "F" who has at least one  
1144 student scoring E or higher on the full-credit Advanced  
1145 International Certificate of Education examination, regardless  
1146 of the number of classes taught or of the number of students  
1147 scoring an E or higher on the full-credit Advanced International  
1148 Certificate of Education examination.

1149 3. Additional bonuses of \$250 each to teachers of half-  
1150 credit Advanced International Certificate of Education classes  
1151 in a school designated with a grade of "D" or "F" which has at  
1152 least one student scoring an E or higher on the half-credit  
1153 Advanced International Certificate of Education examination in  
1154 that class. The maximum additional bonus for a teacher awarded  
1155 in accordance with this subparagraph may ~~shall~~ not exceed \$500  
1156 in any given school year. Teachers receiving an award under  
1157 subparagraph 2. are not eligible for a bonus under this  
1158 subparagraph.

1159  
1160 Bonuses awarded to a teacher according to this paragraph may



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1161 ~~shall~~ not exceed \$2,000 in any given school year and shall be in  
1162 addition to any regular wage or other bonus the teacher received  
1163 or is scheduled to receive.

1164 (n) *Calculation of additional full-time equivalent*  
1165 *membership based on college board advanced placement scores of*  
1166 *students.*—A value of 0.16 full-time equivalent student  
1167 membership shall be calculated for each student in each advanced  
1168 placement course who receives a score of 3 or higher on the  
1169 College Board Advanced Placement Examination for the prior year  
1170 and added to the total full-time equivalent student membership  
1171 in basic programs for grades 9 through 12 in the subsequent  
1172 fiscal year. Each district must allocate at least 80 percent of  
1173 the funds provided to the district for advanced placement  
1174 instruction, in accordance with this paragraph, to the high  
1175 school that generates the funds. The school district shall  
1176 distribute to each classroom teacher who provided advanced  
1177 placement instruction:

1178 1. A bonus in the amount of \$50 for each student taught by  
1179 the Advanced Placement teacher in each advanced placement course  
1180 who receives a score of 3 or higher on the College Board  
1181 Advanced Placement Examination.

1182 2. An additional bonus of \$500 to each Advanced Placement  
1183 teacher in a school designated with a grade of "D" or "F" who  
1184 has at least one student scoring 3 or higher on the College  
1185 Board Advanced Placement Examination, regardless of the number  
1186 of classes taught or of the number of students scoring a 3 or  
1187 higher on the College Board Advanced Placement Examination.

1188  
1189 Bonuses awarded to a teacher according to this paragraph may

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1190 shall not exceed \$2,000 in any given school year and shall be in  
1191 addition to any regular wage or other bonus the teacher received  
1192 or is scheduled to receive.

1193 (o) *Calculation of additional full-time equivalent*  
1194 *membership based on certification of successful completion of*  
1195 *industry-certified career and professional academy programs*  
1196 *pursuant to ss. 1003.491, 1003.492, 1003.493, and 1003.4935 and*  
1197 *identified in the Industry Certified Funding List pursuant to*  
1198 *rules adopted by the State Board of Education.*—A value of 0.1,  
1199 0.2, or 0.3 full-time equivalent student membership shall be  
1200 calculated for each student who completes an industry-certified  
1201 career and professional academy program under ss. 1003.491,  
1202 1003.492, 1003.493, and 1003.4935 and who is issued the highest  
1203 level of industry certification identified annually in the  
1204 Industry Certification Funding List approved under rules adopted  
1205 by the State Board of Education and a high school diploma. The  
1206 maximum full-time equivalent student membership value for any  
1207 student is 0.3. The Department of Education shall assign the  
1208 appropriate full-time equivalent value for each certification,  
1209 50 percent of which is based on rigor and the remaining 50  
1210 percent on employment value. The State Board of Education shall  
1211 include the assigned values in the Industry Certification  
1212 Funding List under rules adopted by the state board. Rigor shall  
1213 be based on the number of instructional hours, including work  
1214 experience hours, required to earn the certification, with a  
1215 bonus for industry certifications that have a statewide  
1216 articulation agreement for college credit approved by the State  
1217 Board of Education. Employment value shall be based on the entry  
1218 wage, growth rate in employment for each occupational category,

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1219 and average annual openings for the primary occupation linked to  
1220 the industry certification. Such value shall be added to the  
1221 total full-time equivalent student membership in secondary  
1222 career education programs for grades 9 through 12 in the  
1223 subsequent year for courses that were not funded through dual  
1224 enrollment. The additional full-time equivalent membership  
1225 authorized under this paragraph may not exceed 0.3 per student.  
1226 Each district must allocate at least 80 percent of the funds  
1227 provided for industry certification, in accordance with this  
1228 paragraph, to the program that generated the funds. Unless a  
1229 different amount is specified in the General Appropriations Act,  
1230 the appropriation for this calculation is limited to \$15 million  
1231 annually. If the appropriation is insufficient to fully fund the  
1232 total calculation, the appropriation shall be prorated.

1233 (p) Calculation of additional full-time equivalent  
1234 membership based on accelerated high school graduation.—

1235 Notwithstanding s. 1011.61(4), a school district that authorizes  
1236 the accelerated graduation of a student who has met all the  
1237 requirements in s. 1003.428 and graduates at least one semester  
1238 in advance of the scheduled graduation of the student's cohort  
1239 may report one-sixth of an FTE for unpaid high school credit  
1240 delivered by the district in the prior years of enrollment. For  
1241 a student who graduates 1 year or more in advance of the  
1242 student's cohort, the school district may report up to 1 FTE for  
1243 unpaid high school credits. For a student who graduates one  
1244 semester in advance of the student's cohort, the school district  
1245 may report up to 1/2 FTE for unpaid high school credits.

1246 (q) ~~(p)~~ Year-round-school programs.—The Commissioner of  
1247 Education is authorized to adjust student eligibility

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1248 definitions, funding criteria, and reporting requirements of  
1249 statutes and rules in order that year-round-school programs may  
1250 achieve equivalent application of funding requirements with non-  
1251 year-round-school programs.

1252 (r)~~(q)~~ *Extended-school-year program.*—It is the intent of  
1253 the Legislature that students be provided additional instruction  
1254 by extending the school year to 210 days or more. Districts may  
1255 apply to the Commissioner of Education for funds to be used in  
1256 planning and implementing an extended-school-year program.

1257 (s)~~(r)~~ *Determination of the basic amount for current*  
1258 *operation.*—The basic amount for current operation to be included  
1259 in the Florida Education Finance Program for kindergarten  
1260 through grade 12 for each district shall be the product of the  
1261 following:

1262 1. The full-time equivalent student membership in each  
1263 program, multiplied by

1264 2. The cost factor for each program, adjusted for the  
1265 maximum as provided by paragraph (c), multiplied by

1266 3. The base student allocation.

1267 (t)~~(s)~~ *Computation for funding through the Florida*  
1268 *Education Finance Program.*—The State Board of Education may  
1269 adopt rules establishing programs and courses for which the  
1270 student may earn credit toward high school graduation.

1271 Section 8. This act shall take effect July 1, 2012.