

By the Committee on Education Pre-K - 12; and Senators Gaetz and Gardiner

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1                                   A bill to be entitled  
2           An act relating to high school graduation; creating s.  
3           1002.3105, F.S.; establishing Academically Challenging  
4           Curriculum to Enhance Learning (ACCEL) options to  
5           provide eligible public school students educational  
6           options that provide academically challenging  
7           curriculum or accelerated instruction; requiring that  
8           each school offer minimum ACCEL options; providing for  
9           additional ACCEL options; requiring that each school  
10          principal and school district determine student  
11          eligibility and procedural requirements; requiring  
12          that each school principal and school district base  
13          such determination on certain considerations;  
14          requiring that each school principal inform parents  
15          and students of the ACCEL options and the eligibility  
16          requirements; requiring that each school principal and  
17          school district establish a process by which a parent  
18          may request student participation in whole-grade  
19          promotion, midyear promotion, and subject-matter  
20          acceleration under certain circumstances; requiring  
21          that a performance contract be executed by the  
22          student, the parent, and the school principal under  
23          certain circumstances; requiring that a student's  
24          parent be notified if a school principal initiates a  
25          student's participation in an ACCEL option; amending  
26          s. 1003.02, F.S.; requiring that school districts  
27          notify parents of options for early or accelerated  
28          high school graduation at the beginning of each school  
29          year and during registration for the next term;

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30 creating s. 1003.4281, F.S.; providing a short title;  
31 providing a purpose; providing a definition for the  
32 term "early graduation"; requiring that each school  
33 district adopt a policy that provides a high school  
34 student with the option of graduating early; requiring  
35 that each school district notify the parent of a  
36 student who is eligible for early graduation;  
37 prohibiting a school district from preventing a  
38 student from graduating early if the student meets the  
39 requirements; providing that a student who graduates  
40 early is eligible to continue participating in  
41 activities, awards, class rankings, social events, and  
42 graduation events; authorizing a school principal or  
43 superintendent to prevent such participation under  
44 certain circumstances; providing that a student who  
45 graduates early may be denied access to the school  
46 facilities and grounds during normal operating hours;  
47 providing that a credit is equal to one-sixth full-  
48 time equivalent student; amending s. 1007.27, F.S.;  
49 revising provisions relating to articulated  
50 acceleration mechanisms and early admission; providing  
51 student eligibility requirements for enrollment in  
52 advanced placement courses; amending s. 1008.22, F.S.;  
53 requiring that the end-of-course assessment in Algebra  
54 I be administered four times annually beginning with a  
55 specified school year; amending s. 1008.34, F.S.;  
56 revising provisions relating to school grades;  
57 requiring that the Department of Education award bonus  
58 points to a high school based on the percentage of

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59 students who earn credits in mathematics and science  
60 in excess of the general requirements for high school  
61 graduation and the percentage of students who graduate  
62 in less than 8 semesters or the equivalent; amending  
63 ss. 1009.53 and 1009.531, F.S.; authorizing the  
64 Department of Education to evaluate students who  
65 graduate at the midpoint of the academic year for a  
66 Florida Bright Futures Scholarship award; requiring  
67 that such students be evaluated for scholarship  
68 renewal after completion of a full academic year at an  
69 eligible postsecondary education institution;  
70 requiring that students submit a completed Florida  
71 Financial Aid Application by a specified date;  
72 amending s. 1011.61, F.S.; providing reporting  
73 requirements for school districts for full-time  
74 equivalent students in courses requiring statewide  
75 end-of-course assessments; providing that a student  
76 who passes a statewide end-of-course assessment  
77 without having taken the corresponding course is one-  
78 sixth of a full-time equivalent student for funding  
79 purposes; providing for school districts to receive  
80 additional funding for students who graduate early;  
81 amending s. 1011.62, F.S.; providing a calculation of  
82 additional full-time equivalent membership based on  
83 accelerated high school graduation; authorizing a  
84 school district to report unpaid high school credits  
85 for students who graduate at least one semester or 1  
86 year or more in advance of their scheduled graduation  
87 for funding purposes; providing an effective date.

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

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 to eligible public school students in kindergarten through grade 12.

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

a. Whole-grade and midyear promotion;

b. Subject-matter acceleration;

c. Virtual instruction in higher grade level subjects; and

d. The Credit Acceleration Program under s. 1003.4295.

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

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

b. Enrichment programs;

c. Flexible grouping;

d. Advanced academic courses;

e. Combined classes;

f. Self-paced instruction;

g. Curriculum compacting;

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117 h. Advanced-content instruction; and

118 i. Telescoping curriculum.

119 (2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—

120 (a) Principal-determined eligibility requirements.—

121 1. Each principal must establish student eligibility  
122 requirements for virtual instruction in higher grade level  
123 subjects. Each principal must also establish student eligibility  
124 requirements for whole-grade promotion, midyear promotion, and  
125 subject-matter acceleration when the promotion or acceleration  
126 occurs within the principal's school.

127 2. If a school offers enriched STEM coursework, enrichment  
128 programs, flexible grouping, advanced academic courses, combined  
129 classes, self-paced instruction, curriculum compacting,  
130 advanced-content instruction, telescoping curriculum, or an  
131 alternative ACCEL option established by the principal, the  
132 principal must establish student eligibility requirements  
133 therefor.

134 (b) School district-determined eligibility and procedural  
135 requirements.—A school district must establish student  
136 eligibility requirements and procedural requirements for any  
137 whole-grade promotion, midyear promotion, or subject-matter  
138 acceleration that would result in a student attending a  
139 different school. Student eligibility requirements and  
140 procedural requirements established by the school district must  
141 be included in the school district's comprehensive student  
142 progression plan under s. 1008.25.

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

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146 (a) The student's performance on a locally determined  
147 assessment, a statewide assessment, or a statewide, standardized  
148 assessment administered pursuant to s. 1008.22.

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

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

151 (d) Recommendations from one or more of the student's  
152 teachers in core-curricula courses as defined in s.  
153 1003.01(14)(a)-(e).

154 (4) ACCEL REQUIREMENTS.—

155 (a) Each principal must inform parents and students of the  
156 ACCEL options available at the school and the student  
157 eligibility requirements for the ACCEL options established  
158 pursuant to paragraph (2)(a).

159 (b)1. Each principal must establish a process by which a  
160 parent may request student participation in whole-grade  
161 promotion, midyear promotion, and subject-matter acceleration  
162 when the promotion or acceleration occurs within the principal's  
163 school; virtual instruction in higher grade level subjects; or  
164 an alternative ACCEL option established by the principal. If the  
165 parent selects one of these ACCEL options and the student meets  
166 the eligibility requirements established by the principal  
167 pursuant to paragraph (2)(a), the student must be provided the  
168 opportunity to participate in the ACCEL option.

169 2. Each school district must establish a process by which a  
170 parent may request student participation in whole-grade  
171 promotion, midyear promotion, or subject-matter acceleration  
172 that would result in a student attending a different school. If  
173 the parent selects one of these ACCEL options and the student  
174 meets the eligibility and procedural requirements set forth in

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175 the district's comprehensive student progression plan, as  
176 required under paragraph (2) (b), the student must be provided  
177 the opportunity to participate in the ACCEL option.

178 (c) If a student participates in an ACCEL option pursuant  
179 to the parental request under subparagraph (b)1., a performance  
180 contract must be executed by the student, the parent, and the  
181 principal. At a minimum, the performance contract must require  
182 compliance with:

183 1. Minimum student attendance requirements.

184 2. Minimum student conduct requirements.

185 3. ACCEL option requirements established by the principal,  
186 which may include participation in extracurricular activities,  
187 educational outings, field trips, interscholastic competitions,  
188 and other activities related to the ACCEL option selected.

189 (d) If a principal initiates a student's participation in  
190 an ACCEL option, the student's parent must be notified. A  
191 performance contract, pursuant to paragraph (c), is not required  
192 when a principal initiates participation but may be used at the  
193 discretion of the principal.

194 Section 2. Paragraph (i) of subsection (1) of section  
195 1003.02, Florida Statutes, is amended to read:

196 1003.02 District school board operation and control of  
197 public K-12 education within the school district.—As provided in  
198 part II of chapter 1001, district school boards are  
199 constitutionally and statutorily charged with the operation and  
200 control of public K-12 education within their school district.  
201 The district school boards must establish, organize, and operate  
202 their public K-12 schools and educational programs, employees,  
203 and facilities. Their responsibilities include staff

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204 development, public K-12 school student education including  
205 education for exceptional students and students in juvenile  
206 justice programs, special programs, adult education programs,  
207 and career education programs. Additionally, district school  
208 boards must:

209 (1) Provide for the proper accounting for all students of  
210 school age, for the attendance and control of students at  
211 school, and for proper attention to health, safety, and other  
212 matters relating to the welfare of students in the following  
213 fields:

214 (i) *Parental notification of acceleration options*  
215 ~~*mechanisms*~~.—At the beginning of each school year and during  
216 registration for the next term, notify parents of students in or  
217 entering high school of the opportunity and benefits of advanced  
218 placement, International Baccalaureate, Advanced International  
219 Certificate of Education, dual enrollment, and Florida Virtual  
220 School courses and options for early or accelerated high school  
221 graduation under ss. 1003.4281 and 1003.429.

222 Section 3. Section 1003.4281, Florida Statutes, is created  
223 to read:

224 1003.4281 Science, Technology, Engineering, and Mathematics  
225 (STEM) High School Graduation Acceleration Act of 2012.—

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

229 (2) The purpose of this section is to provide an option in  
230 which a student may select early graduation if the student has  
231 completed a minimum of 24 credits and meets the graduation  
232 requirements in s. 1003.428. For purposes of this section, the



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233 term "early graduation" means graduating from high school in  
234 less than 8 semesters or the equivalent.

235 (3) Each school district shall adopt a policy that provides  
236 a high school student with the option of graduating early. Each  
237 school district shall notify the parent of a student who is  
238 eligible, pursuant to this section, to graduate early. A school  
239 district may not prohibit a student who meets the requirements  
240 of this section from graduating early.

241 (4) A student who graduates early is eligible to continue  
242 participating in activities, awards, class rankings, social  
243 events, and graduation events as if the student were still  
244 enrolled in high school as a regular high school student.  
245 However, a school principal or superintendent may prevent a  
246 student from participating in these activities and events for  
247 reasons that would otherwise exclude a regularly enrolled  
248 student from participation. A student who graduates early may be  
249 denied access to the school facilities and grounds during normal  
250 operating hours unless the student complies with the rules and  
251 policies prescribed by the district school board.

252 (5) For the purposes of this section, a credit is equal to  
253 1/6 of an FTE. A student may earn up to 6 paid high school  
254 credits equivalent to 1 FTE per school year in grades 9 through  
255 12 for courses provided by the school district. High school  
256 credits earned in excess of 6 per school year in courses  
257 provided by the school district are unpaid credits.

258 Section 4. Section 1007.27, Florida Statutes, is amended to  
259 read:

260 1007.27 Articulated acceleration mechanisms.—

261 (1) It is the intent of the Legislature that a variety of

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262 articulated acceleration mechanisms be available for secondary  
263 and postsecondary students attending public educational  
264 institutions. It is intended that articulated acceleration serve  
265 to shorten the time necessary for a student to complete the  
266 requirements associated with the conference of a high school  
267 diploma and a postsecondary degree, broaden the scope of  
268 curricular options available to students, or increase the depth  
269 of study available for a particular subject. Articulated  
270 acceleration mechanisms shall include, but are not ~~be~~ limited  
271 to, dual enrollment and early admission as provided for in s.  
272 1007.271, ~~early admission~~, advanced placement, credit by  
273 examination, the International Baccalaureate Program, and the  
274 Advanced International Certificate of Education Program. Credit  
275 earned through the Florida Virtual School shall provide  
276 additional opportunities for early graduation and acceleration.  
277 Students of Florida public secondary schools enrolled pursuant  
278 to this subsection shall be deemed authorized users of the  
279 state-funded electronic library resources that are licensed for  
280 Florida College System institutions and state universities by  
281 the Florida Center for Library Automation and the College Center  
282 for Library Automation. Verification of eligibility shall be in  
283 accordance with rules established by the State Board of  
284 Education and regulations established by the Board of Governors  
285 and processes implemented by Florida College System institutions  
286 and state universities.

287 (2) The Department of Education shall annually identify and  
288 publish the minimum scores, maximum credit, and course or  
289 courses for which credit is to be awarded for each College Level  
290 Examination Program (CLEP) subject examination, College Board

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291 Advanced Placement Program examination, Advanced International  
292 Certificate of Education examination, and International  
293 Baccalaureate examination. The department shall use student  
294 performance data in subsequent postsecondary courses to  
295 determine the appropriate examination scores and courses for  
296 which credit is to be granted. Minimum scores may vary by  
297 subject area based on available performance data. In addition,  
298 the department shall identify such courses in the general  
299 education core curriculum of each state university and Florida  
300 College System institution.

301 (3) Each Florida College System institution and state  
302 university must award credit for specific courses for which  
303 competency has been demonstrated by successful passage of one of  
304 the examinations in subsection (2) unless the award of credit  
305 duplicates credit already awarded. Florida College System  
306 institutions and state universities may not exempt students from  
307 courses without the award of credit if competencies have been so  
308 demonstrated.

309 (4) It is the intent of the Legislature to provide  
310 articulated acceleration mechanisms for students who are in home  
311 education programs, as defined in s. 1002.01, consistent with  
312 the educational opportunities available to public and private  
313 secondary school students. Home education students may  
314 participate in dual enrollment, career dual enrollment, early  
315 admission, and credit by examination. Credit earned by home  
316 education students through dual enrollment shall apply toward  
317 the completion of a home education program that meets the  
318 requirements of s. 1002.41.

319 ~~(5) Early admission shall be a form of dual enrollment~~

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320 ~~through which eligible secondary students enroll in a~~  
321 ~~postsecondary institution on a full-time basis in courses that~~  
322 ~~are creditable toward the high school diploma and the associate~~  
323 ~~or baccalaureate degree. Students enrolled pursuant to this~~  
324 ~~subsection shall be exempt from the payment of registration,~~  
325 ~~tuition, and laboratory fees.~~

326 ~~(5)(6)~~ Advanced placement is ~~shall be~~ the enrollment of an  
327 eligible secondary student in a course offered through the  
328 Advanced Placement Program administered by the College Board.  
329 Postsecondary credit for an advanced placement course is ~~shall~~  
330 ~~be~~ limited to students who score a minimum of 3, on a 5-point  
331 scale, on the corresponding Advanced Placement Examination. The  
332 specific courses for which students receive such credit shall be  
333 identified in the statewide articulation agreement required by  
334 s. 1007.23(1). Students of Florida public secondary schools  
335 enrolled pursuant to this subsection are ~~shall be~~ exempt from  
336 the payment of any fees for administration of the examination  
337 regardless of whether or not the student achieves a passing  
338 score on the examination. For purposes of this subsection, an  
339 eligible public secondary student is a student who is enrolled  
340 in a Florida public secondary school, who demonstrates readiness  
341 for college-level coursework through achievement of a minimum  
342 score on a statewide assessment administered pursuant to s.  
343 1008.22 or a common placement test administered pursuant to s.  
344 1008.30, and who has a 3.0 unweighted grade point average in the  
345 related courses in which the student is requesting enrollment in  
346 an Advanced Placement course. The State Board of Education shall  
347 establish, by rule, the required minimum scores on statewide  
348 assessments and common placement tests.

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349        (6)~~(7)~~ Credit by examination shall be the program through  
350 which secondary and postsecondary students generate  
351 postsecondary credit based on the receipt of a specified minimum  
352 score on nationally standardized general or subject-area  
353 examinations. For the purpose of statewide application, such  
354 examinations and the corresponding minimum scores required for  
355 an award of credit shall be delineated by the State Board of  
356 Education and the Board of Governors in the statewide  
357 articulation agreement required by s. 1007.23(1). The maximum  
358 credit generated by a student pursuant to this subsection shall  
359 be mitigated by any related postsecondary credit earned by the  
360 student prior to the administration of the examination. This  
361 subsection shall not preclude Florida College System  
362 institutions and universities from awarding credit by  
363 examination based on student performance on examinations  
364 developed within and recognized by the individual postsecondary  
365 institutions.

366        (7)~~(8)~~ The International Baccalaureate Program shall be the  
367 curriculum in which eligible secondary students are enrolled in  
368 a program of studies offered through the International  
369 Baccalaureate Program administered by the International  
370 Baccalaureate Office. The State Board of Education and the Board  
371 of Governors shall specify in the statewide articulation  
372 agreement required by s. 1007.23(1) the cutoff scores and  
373 International Baccalaureate Examinations which will be used to  
374 grant postsecondary credit at Florida College System  
375 institutions and universities. Any changes to the articulation  
376 agreement, which have the effect of raising the required cutoff  
377 score or of changing the International Baccalaureate

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378 Examinations which will be used to grant postsecondary credit,  
379 shall only apply to students taking International Baccalaureate  
380 Examinations after such changes are adopted by the State Board  
381 of Education and the Board of Governors. Students shall be  
382 awarded a maximum of 30 semester credit hours pursuant to this  
383 subsection. The specific course for which a student may receive  
384 such credit shall be specified in the statewide articulation  
385 agreement required by s. 1007.23(1). Students enrolled pursuant  
386 to this subsection shall be exempt from the payment of any fees  
387 for administration of the examinations regardless of whether or  
388 not the student achieves a passing score on the examination.

389 (8)~~(9)~~ The Advanced International Certificate of Education  
390 Program and the International General Certificate of Secondary  
391 Education (pre-AICE) Program shall be the curricula in which  
392 eligible secondary students are enrolled in programs of study  
393 offered through the Advanced International Certificate of  
394 Education Program or the International General Certificate of  
395 Secondary Education (pre-AICE) Program administered by the  
396 University of Cambridge Local Examinations Syndicate. The State  
397 Board of Education and the Board of Governors shall specify in  
398 the statewide articulation agreement required by s. 1007.23(1)  
399 the cutoff scores and Advanced International Certificate of  
400 Education examinations which will be used to grant postsecondary  
401 credit at Florida College System institutions and universities.  
402 Any changes to the cutoff scores, which changes have the effect  
403 of raising the required cutoff score or of changing the Advanced  
404 International Certification of Education examinations which will  
405 be used to grant postsecondary credit, shall apply to students  
406 taking Advanced International Certificate of Education

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407 examinations after such changes are adopted by the State Board  
408 of Education and the Board of Governors. Students shall be  
409 awarded a maximum of 30 semester credit hours pursuant to this  
410 subsection. The specific course for which a student may receive  
411 such credit shall be determined by the Florida College System  
412 institution or university that accepts the student for  
413 admission. Students enrolled in either program of study pursuant  
414 to this subsection shall be exempt from the payment of any fees  
415 for administration of the examinations regardless of whether the  
416 student achieves a passing score on the examination.

417 Section 5. Paragraph (c) of subsection (3) of section  
418 1008.22, Florida Statutes, is amended to read:

419 1008.22 Student assessment program for public schools.—

420 (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall  
421 design and implement a statewide program of educational  
422 assessment that provides information for the improvement of the  
423 operation and management of the public schools, including  
424 schools operating for the purpose of providing educational  
425 services to youth in Department of Juvenile Justice programs.  
426 The commissioner may enter into contracts for the continued  
427 administration of the assessment, testing, and evaluation  
428 programs authorized and funded by the Legislature. Contracts may  
429 be initiated in 1 fiscal year and continue into the next and may  
430 be paid from the appropriations of either or both fiscal years.  
431 The commissioner is authorized to negotiate for the sale or  
432 lease of tests, scoring protocols, test scoring services, and  
433 related materials developed pursuant to law. Pursuant to the  
434 statewide assessment program, the commissioner shall:

435 (c) Develop and implement a student achievement testing

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436 program as follows:

437 1. The Florida Comprehensive Assessment Test (FCAT)  
438 measures a student's content knowledge and skills in reading,  
439 writing, science, and mathematics. The content knowledge and  
440 skills assessed by the FCAT must be aligned to the core  
441 curricular content established in the Next Generation Sunshine  
442 State Standards. Other content areas may be included as directed  
443 by the commissioner. Comprehensive assessments of reading and  
444 mathematics shall be administered annually in grades 3 through  
445 10 except, beginning with the 2010-2011 school year, the  
446 administration of grade 9 FCAT Mathematics shall be  
447 discontinued, and beginning with the 2011-2012 school year, the  
448 administration of grade 10 FCAT Mathematics shall be  
449 discontinued, except as required for students who have not  
450 attained minimum performance expectations for graduation as  
451 provided in paragraph (9)(c). FCAT Writing and FCAT Science  
452 shall be administered at least once at the elementary, middle,  
453 and high school levels except, beginning with the 2011-2012  
454 school year, the administration of FCAT Science at the high  
455 school level shall be discontinued.

456 2.a. End-of-course assessments for a subject shall be  
457 administered in addition to the comprehensive assessments  
458 required under subparagraph 1. End-of-course assessments must be  
459 rigorous, statewide, standardized, and developed or approved by  
460 the department. The content knowledge and skills assessed by  
461 end-of-course assessments must be aligned to the core curricular  
462 content established in the Next Generation Sunshine State  
463 Standards.

464 (I) Statewide, standardized end-of-course assessments in



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465 mathematics shall be administered according to this sub-sub-  
466 subparagraph. Beginning with the 2010-2011 school year, all  
467 students enrolled in Algebra I or an equivalent course must take  
468 the Algebra I end-of-course assessment. For students entering  
469 grade 9 during the 2010-2011 school year and who are enrolled in  
470 Algebra I or an equivalent, each student's performance on the  
471 end-of-course assessment in Algebra I shall constitute 30  
472 percent of the student's final course grade. Beginning with the  
473 2012-2013 school year, the end-of-course assessment in Algebra I  
474 shall be administered four times annually. Beginning with  
475 students entering grade 9 in the 2011-2012 school year, a  
476 student who is enrolled in Algebra I or an equivalent must earn  
477 a passing score on the end-of-course assessment in Algebra I or  
478 attain an equivalent score as described in subsection (11) in  
479 order to earn course credit. Beginning with the 2011-2012 school  
480 year, all students enrolled in geometry or an equivalent course  
481 must take the geometry end-of-course assessment. For students  
482 entering grade 9 during the 2011-2012 school year, each  
483 student's performance on the end-of-course assessment in  
484 geometry shall constitute 30 percent of the student's final  
485 course grade. Beginning with students entering grade 9 during  
486 the 2012-2013 school year, a student must earn a passing score  
487 on the end-of-course assessment in geometry or attain an  
488 equivalent score as described in subsection (11) in order to  
489 earn course credit.

490 (II) Statewide, standardized end-of-course assessments in  
491 science shall be administered according to this sub-sub-  
492 subparagraph. Beginning with the 2011-2012 school year, all  
493 students enrolled in Biology I or an equivalent course must take

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494 the Biology I end-of-course assessment. For the 2011-2012 school  
495 year, each student's performance on the end-of-course assessment  
496 in Biology I shall constitute 30 percent of the student's final  
497 course grade. Beginning with students entering grade 9 during  
498 the 2012-2013 school year, a student must earn a passing score  
499 on the end-of-course assessment in Biology I in order to earn  
500 course credit.

501 b. During the 2012-2013 school year, an end-of-course  
502 assessment in civics education shall be administered as a field  
503 test at the middle school level. During the 2013-2014 school  
504 year, each student's performance on the statewide, standardized  
505 end-of-course assessment in civics education shall constitute 30  
506 percent of the student's final course grade. Beginning with the  
507 2014-2015 school year, a student must earn a passing score on  
508 the end-of-course assessment in civics education in order to  
509 pass the course and be promoted from the middle grades. The  
510 school principal of a middle school shall determine, in  
511 accordance with State Board of Education rule, whether a student  
512 who transfers to the middle school and who has successfully  
513 completed a civics education course at the student's previous  
514 school must take an end-of-course assessment in civics  
515 education.

516 c. The commissioner may select one or more nationally  
517 developed comprehensive examinations, which may include, but  
518 need not be limited to, examinations for a College Board  
519 Advanced Placement course, International Baccalaureate course,  
520 or Advanced International Certificate of Education course, or  
521 industry-approved examinations to earn national industry  
522 certifications identified in the Industry Certification Funding

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523 List, pursuant to rules adopted by the State Board of Education,  
524 for use as end-of-course assessments under this paragraph, if  
525 the commissioner determines that the content knowledge and  
526 skills assessed by the examinations meet or exceed the grade  
527 level expectations for the core curricular content established  
528 for the course in the Next Generation Sunshine State Standards.  
529 The commissioner may collaborate with the American Diploma  
530 Project in the adoption or development of rigorous end-of-course  
531 assessments that are aligned to the Next Generation Sunshine  
532 State Standards.

533       d. Contingent upon funding provided in the General  
534 Appropriations Act, including the appropriation of funds  
535 received through federal grants, the Commissioner of Education  
536 shall establish an implementation schedule for the development  
537 and administration of additional statewide, standardized end-of-  
538 course assessments in English/Language Arts II, Algebra II,  
539 chemistry, physics, earth/space science, United States history,  
540 and world history. Priority shall be given to the development of  
541 end-of-course assessments in English/Language Arts II. The  
542 Commissioner of Education shall evaluate the feasibility and  
543 effect of transitioning from the grade 9 and grade 10 FCAT  
544 Reading and high school level FCAT Writing to an end-of-course  
545 assessment in English/Language Arts II. The commissioner shall  
546 report the results of the evaluation to the President of the  
547 Senate and the Speaker of the House of Representatives no later  
548 than July 1, 2011.

549       3. The testing program shall measure student content  
550 knowledge and skills adopted by the State Board of Education as  
551 specified in paragraph (a) and measure and report student

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552 performance levels of all students assessed in reading, writing,  
553 mathematics, and science. The commissioner shall provide for the  
554 tests to be developed or obtained, as appropriate, through  
555 contracts and project agreements with private vendors, public  
556 vendors, public agencies, postsecondary educational  
557 institutions, or school districts. The commissioner shall obtain  
558 input with respect to the design and implementation of the  
559 testing program from state educators, assistive technology  
560 experts, and the public.

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

566 5. FCAT Reading, Mathematics, and Science and all  
567 statewide, standardized end-of-course assessments shall measure  
568 the content knowledge and skills a student has attained on the  
569 assessment by the use of scaled scores and achievement levels.  
570 Achievement levels shall range from 1 through 5, with level 1  
571 being the lowest achievement level, level 5 being the highest  
572 achievement level, and level 3 indicating satisfactory  
573 performance on an assessment. For purposes of FCAT Writing,  
574 student achievement shall be scored using a scale of 1 through 6  
575 and the score earned shall be used in calculating school grades.  
576 A score shall be designated for each subject area tested, below  
577 which score a student's performance is deemed inadequate. The  
578 school districts shall provide appropriate remedial instruction  
579 to students who score below these levels.

580 6. The State Board of Education shall, by rule, designate a

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581 passing score for each part of the grade 10 assessment test and  
582 end-of-course assessments. Any rule that has the effect of  
583 raising the required passing scores may apply only to students  
584 taking the assessment for the first time after the rule is  
585 adopted by the State Board of Education. Except as otherwise  
586 provided in this subparagraph and as provided in s.  
587 1003.428(8)(b) or s. 1003.43(11)(b), students must earn a  
588 passing score on grade 10 FCAT Reading and grade 10 FCAT  
589 Mathematics or attain concordant scores as described in  
590 subsection (10) in order to qualify for a standard high school  
591 diploma.

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

598 8. Participation in the testing program is mandatory for  
599 all students attending public school, including students served  
600 in Department of Juvenile Justice programs, except as otherwise  
601 prescribed by the commissioner. A student who has not earned  
602 passing scores on the grade 10 FCAT as provided in subparagraph  
603 6. must participate in each retake of the assessment until the  
604 student earns passing scores or achieves scores on a  
605 standardized assessment which are concordant with passing scores  
606 pursuant to subsection (10). If a student does not participate  
607 in the statewide assessment, the district must notify the  
608 student's parent and provide the parent with information  
609 regarding the implications of such nonparticipation. A parent

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610 must provide signed consent for a student to receive classroom  
611 instructional accommodations that would not be available or  
612 permitted on the statewide assessments and must acknowledge in  
613 writing that he or she understands the implications of such  
614 instructional accommodations. The State Board of Education shall  
615 adopt rules, based upon recommendations of the commissioner, for  
616 the provision of test accommodations for students in exceptional  
617 education programs and for students who have limited English  
618 proficiency. Accommodations that negate the validity of a  
619 statewide assessment are not allowable in the administration of  
620 the FCAT or an end-of-course assessment. However, instructional  
621 accommodations are allowable in the classroom if included in a  
622 student's individual education plan. Students using  
623 instructional accommodations in the classroom that are not  
624 allowable as accommodations on the FCAT or an end-of-course  
625 assessment may have the FCAT or an end-of-course assessment  
626 requirement waived pursuant to the requirements of s.  
627 1003.428(8)(b) or s. 1003.43(11)(b).

628 9. A student seeking an adult high school diploma must meet  
629 the same testing requirements that a regular high school student  
630 must meet.

631 10. District school boards must provide instruction to  
632 prepare students in the core curricular content established in  
633 the Next Generation Sunshine State Standards adopted under s.  
634 1003.41, including the core content knowledge and skills  
635 necessary for successful grade-to-grade progression and high  
636 school graduation. If a student is provided with instructional  
637 accommodations in the classroom that are not allowable as  
638 accommodations in the statewide assessment program, as described

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639 in the test manuals, the district must inform the parent in  
640 writing and must provide the parent with information regarding  
641 the impact on the student's ability to meet expected performance  
642 levels in reading, writing, mathematics, and science. The  
643 commissioner shall conduct studies as necessary to verify that  
644 the required core curricular content is part of the district  
645 instructional programs.

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

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

655 13. For students seeking a special diploma pursuant to s.  
656 1003.438, the Department of Education must develop or select and  
657 implement an alternate assessment tool that accurately measures  
658 the core curricular content established in the Next Generation  
659 Sunshine State Standards for students with disabilities under s.  
660 1003.438.

661 14. The Commissioner of Education shall establish schedules  
662 for the administration of statewide assessments and the  
663 reporting of student test results. When establishing the  
664 schedules for the administration of statewide assessments, the  
665 commissioner shall consider the observance of religious and  
666 school holidays. The commissioner shall, by August 1 of each  
667 year, notify each school district in writing and publish on the

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668 department's Internet website the testing and reporting  
669 schedules for, at a minimum, the school year following the  
670 upcoming school year. The testing and reporting schedules shall  
671 require that:

672 a. There is the latest possible administration of statewide  
673 assessments and the earliest possible reporting to the school  
674 districts of student test results which is feasible within  
675 available technology and specific appropriations; however, test  
676 results for the FCAT must be made available no later than the  
677 week of June 8. Student results for end-of-course assessments  
678 must be provided no later than 1 week after the school district  
679 completes testing for each course. The commissioner may extend  
680 the reporting schedule under exigent circumstances.

681 b. FCAT Writing may not be administered earlier than the  
682 week of March 1, and a comprehensive statewide assessment of any  
683 other subject may not be administered earlier than the week of  
684 April 15.

685 c. A statewide, standardized end-of-course assessment is  
686 administered at the end of the course. The commissioner shall  
687 select an administration period for assessments that meets the  
688 intent of end-of-course assessments and provides student results  
689 prior to the end of the course. School districts shall  
690 administer tests in accordance with the schedule determined by  
691 the commissioner. For an end-of-course assessment administered  
692 at the end of the first semester, the commissioner shall  
693 determine the most appropriate testing dates based on a review  
694 of each school district's academic calendar.

695  
696 The commissioner may, based on collaboration and input from



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697 school districts, design and implement student testing programs,  
698 for any grade level and subject area, necessary to effectively  
699 monitor educational achievement in the state, including the  
700 measurement of educational achievement of the Next Generation  
701 Sunshine State Standards for students with disabilities.  
702 Development and refinement of assessments shall include  
703 universal design principles and accessibility standards that  
704 will prevent any unintended obstacles for students with  
705 disabilities while ensuring the validity and reliability of the  
706 test. These principles should be applicable to all technology  
707 platforms and assistive devices available for the assessments.  
708 The field testing process and psychometric analyses for the  
709 statewide assessment program must include an appropriate  
710 percentage of students with disabilities and an evaluation or  
711 determination of the effect of test items on such students.

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

714 1008.34 School grading system; school report cards;  
715 district grade.—

716 (3) DESIGNATION OF SCHOOL GRADES.—

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

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

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726           2. An alternative school may choose to receive a school  
727 grade under this section or a school improvement rating under s.  
728 1008.341. For charter schools that meet the definition of an  
729 alternative school pursuant to State Board of Education rule,  
730 the decision to receive a school grade is the decision of the  
731 charter school governing board.

732           3. A school that serves any combination of students in  
733 kindergarten through grade 3 which does not receive a school  
734 grade because its students are not tested and included in the  
735 school grading system shall receive the school grade designation  
736 of a K-3 feeder pattern school identified by the Department of  
737 Education and verified by the school district. A school feeder  
738 pattern exists if at least 60 percent of the students in the  
739 school serving a combination of students in kindergarten through  
740 grade 3 are scheduled to be assigned to the graded school.

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

742           a. Student achievement scores, including achievement on all  
743 FCAT assessments administered under s. 1008.22(3)(c)1., end-of-  
744 course assessments administered under s. 1008.22(3)(c)2.a., and  
745 achievement scores for students seeking a special diploma.

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

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

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755           2. Beginning with the 2011-2012 school year, for schools  
756 comprised of middle school grades 6 through 8 or grades 7 and 8,  
757 the school's grade shall include the performance and  
758 participation of its students enrolled in high school level  
759 courses with end-of-course assessments administered under s.  
760 1008.22(3)(c)2.a. Performance and participation must be weighted  
761 equally. As valid data becomes available, the school grades  
762 shall include the students' attainment of national industry  
763 certification identified in the Industry Certification Funding  
764 List pursuant to rules adopted by the State Board of Education.

765           3. ~~Beginning with the 2009-2010 school year~~ For schools  
766 comprised of high school grades 9, 10, 11, and 12, or grades 10,  
767 11, and 12, 50 percent of the school grade shall be based on a  
768 combination of the factors listed in sub-subparagraphs 1.a.-c.  
769 and the remaining 50 percent on the following factors:

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

771           b. As valid data becomes available, the performance and  
772 participation of the school's students in College Board Advanced  
773 Placement courses, International Baccalaureate courses, dual  
774 enrollment courses, and Advanced International Certificate of  
775 Education courses; and the students' achievement of national  
776 industry certification identified in the Industry Certification  
777 Funding List, pursuant to rules adopted by the State Board of  
778 Education;

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

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

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

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

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

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

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

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

797  
798 Beginning with the 2012-2013 school year, the Department of  
799 Education shall award bonus points to each high school based on  
800 the data in sub-subparagraphs f. and g.

801 (c) Student assessment data used in determining school  
802 grades shall include:

803 1. The aggregate scores of all eligible students enrolled  
804 in the school who have been assessed on the FCAT and statewide,  
805 standardized end-of-course assessments in courses required for  
806 high school graduation, including, beginning with the 2010-2011  
807 school year, the end-of-course assessment in Algebra I; and  
808 beginning with the 2011-2012 school year, the end-of-course  
809 assessments in geometry and Biology; and beginning with the  
810 2013-2014 school year, on the statewide, standardized end-of-  
811 course assessment in civics education at the middle school  
812 level.

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

819           3. The achievement scores and learning gains of eligible  
820 students attending alternative schools that provide dropout  
821 prevention and academic intervention services pursuant to s.  
822 1003.53. The term "eligible students" in this subparagraph does  
823 not include students attending an alternative school who are  
824 subject to district school board policies for expulsion for  
825 repeated or serious offenses, who are in dropout retrieval  
826 programs serving students who have officially been designated as  
827 dropouts, or who are in programs operated or contracted by the  
828 Department of Juvenile Justice. The student performance data for  
829 eligible students identified in this subparagraph shall be  
830 included in the calculation of the home school's grade. As used  
831 in this subparagraph and s. 1008.341, the term "home school"  
832 means the school to which the student would be assigned if the  
833 student were not assigned to an alternative school. If an  
834 alternative school chooses to be graded under this section,  
835 student performance data for eligible students identified in  
836 this subparagraph shall not be included in the home school's  
837 grade but shall be included only in the calculation of the  
838 alternative school's grade. A school district that fails to  
839 assign the FCAT and end-of-course assessment as described in s.  
840 1008.22(3)(c)2.a. scores of each of its students to his or her  
841 home school or to the alternative school that receives a grade

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842 shall forfeit Florida School Recognition Program funds for 1  
843 fiscal year. School districts must require collaboration between  
844 the home school and the alternative school in order to promote  
845 student success. This collaboration must include an annual  
846 discussion between the principal of the alternative school and  
847 the principal of each student's home school concerning the most  
848 appropriate school assignment of the student.

849 4. The achievement scores and learning gains of students  
850 designated as hospital- or homebound. Student assessment data  
851 for students designated as hospital- or homebound shall be  
852 assigned to their home school for the purposes of school grades.  
853 As used in this subparagraph, the term "home school" means the  
854 school to which a student would be assigned if the student were  
855 not assigned to a hospital- or homebound program.

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

860 a. The high school graduation rate of the school as  
861 calculated by the Department of Education;

862 b. The participation rate of all eligible students enrolled  
863 in the school and enrolled in College Board Advanced Placement  
864 courses; International Baccalaureate courses; dual enrollment  
865 courses; Advanced International Certificate of Education  
866 courses; and courses or sequences of courses leading to national  
867 industry certification identified in the Industry Certification  
868 Funding List, pursuant to rules adopted by the State Board of  
869 Education;

870 c. The aggregate scores of all eligible students enrolled

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871 in the school in College Board Advanced Placement courses,  
872 International Baccalaureate courses, and Advanced International  
873 Certificate of Education courses;

874 d. Earning of college credit by all eligible students  
875 enrolled in the school in dual enrollment programs under s.  
876 1007.271;

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

880 f. The aggregate scores of all eligible students enrolled  
881 in the school in reading, mathematics, and other subjects as  
882 measured by the SAT, the ACT, and the common placement test for  
883 postsecondary readiness;

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

887 h. The performance of the school's students on statewide  
888 standardized end-of-course assessments administered under s.  
889 1008.22(3)(c)2.c. and d.; ~~and~~

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

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

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

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

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

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900  
901 Beginning with the 2012-2013 school year, the Department of  
902 Education shall award bonus points to each high school based on  
903 the data in sub-subparagraphs i. and j. The State Board of  
904 Education shall adopt appropriate criteria for each school  
905 grade. The criteria must also give added weight to student  
906 achievement in reading. Schools designated with a grade of "C,"  
907 making satisfactory progress, shall be required to demonstrate  
908 that adequate progress has been made by students in the school  
909 who are in the lowest 25th percentile in reading and mathematics  
910 on the FCAT and end-of-course assessments as described in s.  
911 1008.22(3)(c)2.a., unless these students are exhibiting  
912 satisfactory performance. Beginning with the 2009-2010 school  
913 year for schools comprised of high school grades 9, 10, 11, and  
914 12, or grades 10, 11, and 12, the criteria for school grades  
915 must also give added weight to the graduation rate of all  
916 eligible at-risk students, as defined in this paragraph.  
917 Beginning in the 2009-2010 school year, in order for a high  
918 school to be designated as having a grade of "A," making  
919 excellent progress, the school must demonstrate that at-risk  
920 students, as defined in this paragraph, in the school are making  
921 adequate progress.

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

924 1009.53 Florida Bright Futures Scholarship Program.—

925 (5) The department shall issue awards from the scholarship  
926 program annually. However, the department may evaluate students  
927 who graduate from high school at the midpoint of the academic  
928 year for an award, with distribution of the initial award during



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929 the spring term at an eligible postsecondary institution. The  
930 department shall evaluate a student for renewal of an award  
931 after the student completes a full academic year, which begins  
932 with the fall term through the beginning of the next fall term.  
933 Annual awards may be for up to 45 semester credit hours or the  
934 equivalent. Before the registration period each semester, the  
935 department shall transmit payment for each award to the  
936 president or director of the postsecondary education  
937 institution, or his or her representative, except that the  
938 department may withhold payment if the receiving institution  
939 fails to report or to make refunds to the department as required  
940 in this section.

941 (a) Within 30 days after the end of regular registration  
942 each semester, the educational institution shall certify to the  
943 department the eligibility status of each student who receives  
944 an award. After the end of the drop and add period, an  
945 institution is not required to reevaluate or revise a student's  
946 eligibility status; however, an institution must make a refund  
947 to the department within 30 days after the end of the semester  
948 of any funds received for courses dropped by a student or  
949 courses from which a student has withdrawn after the end of the  
950 drop and add period, unless the student has been granted an  
951 exception by the department pursuant to subsection (11).

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

956 (c) Each institution that receives moneys through this  
957 program shall provide for a financial audit, as defined in s.

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958 11.45, conducted by an independent certified public accountant  
959 or the Auditor General for each fiscal year in which the  
960 institution expends program moneys in excess of \$100,000. At  
961 least every 2 years, the audit shall include an examination of  
962 the institution's administration of the program and the  
963 institution's accounting of the moneys for the program since the  
964 last examination of the institution's administration of the  
965 program. The report on the audit must be submitted to the  
966 department within 9 months after the end of the fiscal year. The  
967 department may conduct its own annual audit of an institution's  
968 administration of the program. The department may request a  
969 refund of any moneys overpaid to the institution for the  
970 program. The department may suspend or revoke an institution's  
971 eligibility to receive future moneys for the program if the  
972 department finds that an institution has not complied with this  
973 section. The institution must remit within 60 days any refund  
974 requested in accordance with this subsection.

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

980 Section 8. Paragraph (f) of subsection (1) of section  
981 1009.531, Florida Statutes, is amended to read:

982 1009.531 Florida Bright Futures Scholarship Program;  
983 student eligibility requirements for initial awards.-

984 (1) Effective January 1, 2008, in order to be eligible for  
985 an initial award from any of the three types of scholarships  
986 under the Florida Bright Futures Scholarship Program, a student

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987 must:

988 (f) Apply for a scholarship from the program by high school  
989 graduation. A student who graduates from high school at the  
990 midpoint of the academic year may be evaluated for an award for  
991 the current academic year if he or she submits a completed  
992 Florida Financial Aid Application by August 31 of his or her  
993 graduation year.

994 Section 9. Paragraph (c) of subsection (1) is of section  
995 1011.61, Florida Statutes, is amended to read:

996 1011.61 Definitions.—Notwithstanding the provisions of s.  
997 1000.21, the following terms are defined as follows for the  
998 purposes of the Florida Education Finance Program:

999 (1) A “full-time equivalent student” in each program of the  
1000 district is defined in terms of full-time students and part-time  
1001 students as follows:

1002 (c)1. A “full-time equivalent student” is:

1003 a. A full-time student in any one of the programs listed in  
1004 s. 1011.62(1)(c); or

1005 b. A combination of full-time or part-time students in any  
1006 one of the programs listed in s. 1011.62(1)(c) which is the  
1007 equivalent of one full-time student based on the following  
1008 calculations:

1009 (I) A full-time student in a combination of programs listed  
1010 in s. 1011.62(1)(c) shall be a fraction of a full-time  
1011 equivalent membership in each special program equal to the  
1012 number of net hours per school year for which he or she is a  
1013 member, divided by the appropriate number of hours set forth in  
1014 subparagraph (a)1. or subparagraph (a)2. The difference between  
1015 that fraction or sum of fractions and the maximum value as set

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1016 forth in subsection (4) for each full-time student is presumed  
1017 to be the balance of the student's time not spent in such  
1018 special education programs and shall be recorded as time in the  
1019 appropriate basic program.

1020 (II) A prekindergarten handicapped student shall meet the  
1021 requirements specified for kindergarten students.

1022 (III) A full-time equivalent student for students in  
1023 kindergarten through grade 5 in a virtual instruction program  
1024 under s. 1002.45 or a virtual charter school under s. 1002.33  
1025 shall consist of a student who has successfully completed a  
1026 basic program listed in s. 1011.62(1)(c)1.a. or b., and who is  
1027 promoted to a higher grade level.

1028 (IV) A full-time equivalent student for students in grades  
1029 6 through 12 in a virtual instruction program under s.  
1030 1002.45(1)(b)1., 2., or 3. or a virtual charter school under s.  
1031 1002.33 shall consist of six full credit completions in programs  
1032 listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions  
1033 may be a combination of full-credit courses or half-credit  
1034 courses. Beginning in the 2014-2015 fiscal year, when s.  
1035 1008.22(3)(g) is implemented, the reported full-time equivalent  
1036 students and associated funding of students enrolled in courses  
1037 requiring passage of an end-of-course assessment shall be  
1038 adjusted after the student completes the end-of-course  
1039 assessment.

1040 (V) A Florida Virtual School full-time equivalent student  
1041 shall consist of six full credit completions or the prescribed  
1042 level of content that counts toward promotion to the next grade  
1043 in the programs listed in s. 1011.62(1)(c)1.a. and b. for  
1044 kindergarten through grade 8 and the programs listed in s.

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1045 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions  
1046 may be a combination of full-credit courses or half-credit  
1047 courses. Beginning in the 2014-2015 fiscal year, when s.  
1048 1008.22(3)(g) is implemented, the reported full-time equivalent  
1049 students and associated funding of students enrolled in courses  
1050 requiring passage of an end-of-course assessment shall be  
1051 adjusted after the student completes the end-of-course  
1052 assessment.

1053 (VI) Each successfully completed full-credit course earned  
1054 through an online course delivered by a district other than the  
1055 one in which the student resides shall be calculated as 1/6 FTE.

1056 (VII) Each successfully completed credit earned under the  
1057 alternative high school course credit requirements authorized in  
1058 s. 1002.375, which is not reported as a portion of the 900 net  
1059 hours of instruction pursuant to subparagraph (1)(a)1., shall be  
1060 calculated as 1/6 FTE.

1061 (VIII) (A) A full-time equivalent student for courses  
1062 requiring statewide end-of-course assessments pursuant to s.  
1063 1008.22(3) shall be defined and reported as provided in s.  
1064 1011.61(1)(a)1. for the first 3 years of administering the end-  
1065 of-course assessments. Beginning in the fourth year of  
1066 administering the end-of-course assessments, FTE shall be  
1067 credit-based and each course shall be equal to 1/6 FTE. The  
1068 reported FTE shall be adjusted after the student completes the  
1069 end-of-course assessment pursuant to s. 1008.22(3)(c)2.a.

1070 (B) For students enrolled in a school district as a full-  
1071 time student, the school district may report 1/6 FTE for each  
1072 student who passes a statewide end-of-course assessment without  
1073 having taken the corresponding course.

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1074        (C) The FTE earned under this sub-sub-sub-subparagraph and  
1075 any FTE for courses or programs listed in s. 1011.62(1)(c) which  
1076 do not require passing statewide end-of-course assessments are  
1077 subject to the requirements in subsection (4).

1078        2. A student in membership in a program scheduled for more  
1079 or less than 180 school days or the equivalent on an hourly  
1080 basis as specified by rules of the State Board of Education is a  
1081 fraction of a full-time equivalent membership equal to the  
1082 number of instructional hours in membership divided by the  
1083 appropriate number of hours set forth in subparagraph (a)1.;  
1084 however, for the purposes of this subparagraph, membership in  
1085 programs scheduled for more than 180 days is limited to students  
1086 enrolled in juvenile justice education programs and the Florida  
1087 Virtual School.

1088  
1089 The department shall determine and implement an equitable method  
1090 of equivalent funding for experimental schools and for schools  
1091 operating under emergency conditions, which schools have been  
1092 approved by the department to operate for less than the minimum  
1093 school day.

1094        Section 10. Subsection (1) of section 1011.62, Florida  
1095 Statutes, is amended to read:

1096        1011.62 Funds for operation of schools.—If the annual  
1097 allocation from the Florida Education Finance Program to each  
1098 district for operation of schools is not determined in the  
1099 annual appropriations act or the substantive bill implementing  
1100 the annual appropriations act, it shall be determined as  
1101 follows:

1102        (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR

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1103 OPERATION.—The following procedure shall be followed in  
1104 determining the annual allocation to each district for  
1105 operation:

1106 (a) *Determination of full-time equivalent membership.*—  
1107 During each of several school weeks, including scheduled  
1108 intersessions of a year-round school program during the fiscal  
1109 year, a program membership survey of each school shall be made  
1110 by each district by aggregating the full-time equivalent student  
1111 membership of each program by school and by district. The  
1112 department shall establish the number and interval of membership  
1113 calculations, except that for basic and special programs such  
1114 calculations shall not exceed nine for any fiscal year. The  
1115 district's full-time equivalent membership shall be computed and  
1116 currently maintained in accordance with regulations of the  
1117 commissioner.

1118 (b) *Determination of base student allocation.*—The base  
1119 student allocation for the Florida Education Finance Program for  
1120 kindergarten through grade 12 shall be determined annually by  
1121 the Legislature and shall be that amount prescribed in the  
1122 current year's General Appropriations Act.

1123 (c) *Determination of programs.*—Cost factors based on  
1124 desired relative cost differences between the following programs  
1125 shall be established in the annual General Appropriations Act.  
1126 The Commissioner of Education shall specify a matrix of services  
1127 and intensity levels to be used by districts in the  
1128 determination of the two weighted cost factors for exceptional  
1129 students with the highest levels of need. For these students,  
1130 the funding support level shall fund the exceptional students'  
1131 education program, with the exception of extended school year

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1132 services for students with disabilities.

1133 1. Basic programs.—

1134 a. Kindergarten and grades 1, 2, and 3.

1135 b. Grades 4, 5, 6, 7, and 8.

1136 c. Grades 9, 10, 11, and 12.

1137 2. Programs for exceptional students.—

1138 a. Support Level IV.

1139 b. Support Level V.

1140 3. Secondary career education programs.—

1141 4. English for Speakers of Other Languages.—

1142 (d) *Annual allocation calculation.*—

1143 1. The Department of Education is authorized and directed  
1144 to review all district programs and enrollment projections and  
1145 calculate a maximum total weighted full-time equivalent student  
1146 enrollment for each district for the K-12 FEFP.

1147 2. Maximum enrollments calculated by the department shall  
1148 be derived from enrollment estimates used by the Legislature to  
1149 calculate the FEFP. If two or more districts enter into an  
1150 agreement under the provisions of s. 1001.42(4)(d), after the  
1151 final enrollment estimate is agreed upon, the amount of FTE  
1152 specified in the agreement, not to exceed the estimate for the  
1153 specific program as identified in paragraph (c), may be  
1154 transferred from the participating districts to the district  
1155 providing the program.

1156 3. As part of its calculation of each district's maximum  
1157 total weighted full-time equivalent student enrollment, the  
1158 department shall establish separate enrollment ceilings for each  
1159 of two program groups. Group 1 shall be composed of basic  
1160 programs for grades K-3, grades 4-8, and grades 9-12. Group 2



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1161 shall be composed of students in exceptional student education  
1162 programs support levels IV and V, English for Speakers of Other  
1163 Languages programs, and all career programs in grades 9-12.

1164 a. For any calculation of the FEFP, the enrollment ceiling  
1165 for group 1 shall be calculated by multiplying the actual  
1166 enrollment for each program in the program group by its  
1167 appropriate program weight.

1168 b. The weighted enrollment ceiling for group 2 programs  
1169 shall be calculated by multiplying the enrollment for each  
1170 program by the appropriate program weight as provided in the  
1171 General Appropriations Act. The weighted enrollment ceiling for  
1172 program group 2 shall be the sum of the weighted enrollment  
1173 ceilings for each program in the program group, plus the  
1174 increase in weighted full-time equivalent student membership  
1175 from the prior year for clients of the Department of Children  
1176 and Family Services and the Department of Juvenile Justice.

1177 c. If, for any calculation of the FEFP, the weighted  
1178 enrollment for program group 2, derived by multiplying actual  
1179 enrollments by appropriate program weights, exceeds the  
1180 enrollment ceiling for that group, the following procedure shall  
1181 be followed to reduce the weighted enrollment for that group to  
1182 equal the enrollment ceiling:

1183 (I) The weighted enrollment ceiling for each program in the  
1184 program group shall be subtracted from the weighted enrollment  
1185 for that program derived from actual enrollments.

1186 (II) If the difference calculated under sub-sub-  
1187 subparagraph (I) is greater than zero for any program, a  
1188 reduction proportion shall be computed for the program by  
1189 dividing the absolute value of the difference by the total

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1190 amount by which the weighted enrollment for the program group  
1191 exceeds the weighted enrollment ceiling for the program group.

1192 (III) The reduction proportion calculated under sub-sub-  
1193 subparagraph (II) shall be multiplied by the total amount of the  
1194 program group's enrollment over the ceiling as calculated under  
1195 sub-sub-subparagraph (I).

1196 (IV) The prorated reduction amount calculated under sub-  
1197 sub-subparagraph (III) shall be subtracted from the program's  
1198 weighted enrollment to produce a revised program weighted  
1199 enrollment.

1200 (V) The prorated reduction amount calculated under sub-sub-  
1201 subparagraph (III) shall be divided by the appropriate program  
1202 weight, and the result shall be added to the revised program  
1203 weighted enrollment computed in sub-sub-subparagraph (IV).

1204 (e) *Funding model for exceptional student education*  
1205 *programs.*—

1206 1.a. The funding model uses basic, at-risk, support levels  
1207 IV and V for exceptional students and career Florida Education  
1208 Finance Program cost factors, and a guaranteed allocation for  
1209 exceptional student education programs. Exceptional education  
1210 cost factors are determined by using a matrix of services to  
1211 document the services that each exceptional student will  
1212 receive. The nature and intensity of the services indicated on  
1213 the matrix shall be consistent with the services described in  
1214 each exceptional student's individual educational plan. The  
1215 Department of Education shall review and revise the descriptions  
1216 of the services and supports included in the matrix of services  
1217 for exceptional students and shall implement those revisions  
1218 before the beginning of the 2012-2013 school year.

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1219           b. In order to generate funds using one of the two weighted  
1220 cost factors, a matrix of services must be completed at the time  
1221 of the student's initial placement into an exceptional student  
1222 education program and at least once every 3 years by personnel  
1223 who have received approved training. Nothing listed in the  
1224 matrix shall be construed as limiting the services a school  
1225 district must provide in order to ensure that exceptional  
1226 students are provided a free, appropriate public education.

1227           c. Students identified as exceptional, in accordance with  
1228 chapter 6A-6, Florida Administrative Code, who do not have a  
1229 matrix of services as specified in sub-subparagraph b. shall  
1230 generate funds on the basis of full-time-equivalent student  
1231 membership in the Florida Education Finance Program at the same  
1232 funding level per student as provided for basic students.  
1233 Additional funds for these exceptional students will be provided  
1234 through the guaranteed allocation designated in subparagraph 2.

1235           2. For students identified as exceptional who do not have a  
1236 matrix of services and students who are gifted in grades K  
1237 through 8, there is created a guaranteed allocation to provide  
1238 these students with a free appropriate public education, in  
1239 accordance with s. 1001.42(4)(m) and rules of the State Board of  
1240 Education, which shall be allocated annually to each school  
1241 district in the amount provided in the General Appropriations  
1242 Act. These funds shall be in addition to the funds appropriated  
1243 on the basis of FTE student membership in the Florida Education  
1244 Finance Program, and the amount allocated for each school  
1245 district shall not be recalculated during the year. These funds  
1246 shall be used to provide special education and related services  
1247 for exceptional students and students who are gifted in grades K

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1248 through 8. Beginning with the 2007-2008 fiscal year, a  
1249 district's expenditure of funds from the guaranteed allocation  
1250 for students in grades 9 through 12 who are gifted may not be  
1251 greater than the amount expended during the 2006-2007 fiscal  
1252 year for gifted students in grades 9 through 12.

1253 (f) *Supplemental academic instruction; categorical fund.*—

1254 1. There is created a categorical fund to provide  
1255 supplemental academic instruction to students in kindergarten  
1256 through grade 12. This paragraph may be cited as the  
1257 "Supplemental Academic Instruction Categorical Fund."

1258 2. Categorical funds for supplemental academic instruction  
1259 shall be allocated annually to each school district in the  
1260 amount provided in the General Appropriations Act. These funds  
1261 shall be in addition to the funds appropriated on the basis of  
1262 FTE student membership in the Florida Education Finance Program  
1263 and shall be included in the total potential funds of each  
1264 district. These funds shall be used to provide supplemental  
1265 academic instruction to students enrolled in the K-12 program.  
1266 Supplemental instruction strategies may include, but are not  
1267 limited to: modified curriculum, reading instruction, after-  
1268 school instruction, tutoring, mentoring, class size reduction,  
1269 extended school year, intensive skills development in summer  
1270 school, and other methods for improving student achievement.  
1271 Supplemental instruction may be provided to a student in any  
1272 manner and at any time during or beyond the regular 180-day term  
1273 identified by the school as being the most effective and  
1274 efficient way to best help that student progress from grade to  
1275 grade and to graduate.

1276 3. Effective with the 1999-2000 fiscal year, funding on the

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1277 basis of FTE membership beyond the 180-day regular term shall be  
1278 provided in the FEFP only for students enrolled in juvenile  
1279 justice education programs or in education programs for  
1280 juveniles placed in secure facilities or programs under s.  
1281 985.19. Funding for instruction beyond the regular 180-day  
1282 school year for all other K-12 students shall be provided  
1283 through the supplemental academic instruction categorical fund  
1284 and other state, federal, and local fund sources with ample  
1285 flexibility for schools to provide supplemental instruction to  
1286 assist students in progressing from grade to grade and  
1287 graduating.

1288 4. The Florida State University School, as a lab school, is  
1289 authorized to expend from its FEFP or Lottery Enhancement Trust  
1290 Fund allocation the cost to the student of remediation in  
1291 reading, writing, or mathematics for any graduate who requires  
1292 remediation at a postsecondary educational institution.

1293 5. Beginning in the 1999-2000 school year, dropout  
1294 prevention programs as defined in ss. 1003.52, 1003.53(1)(a),  
1295 (b), and (c), and 1003.54 shall be included in group 1 programs  
1296 under subparagraph (d)3.

1297 (g) *Education for speakers of other languages.*—A school  
1298 district shall be eligible to report full-time equivalent  
1299 student membership in the ESOL program in the Florida Education  
1300 Finance Program provided the following conditions are met:

1301 1. The school district has a plan approved by the  
1302 Department of Education.

1303 2. The eligible student is identified and assessed as  
1304 limited English proficient based on assessment criteria.

1305 3.a. An eligible student may be reported for funding in the

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1306 ESOL program for a base period of 3 years. However, a student  
1307 whose English competency does not meet the criteria for  
1308 proficiency after 3 years in the ESOL program may be reported  
1309 for a fourth, fifth, and sixth year of funding, provided his or  
1310 her limited English proficiency is assessed and properly  
1311 documented before ~~prior to~~ his or her enrollment in each  
1312 additional year beyond the 3-year base period.

1313 b. If a student exits the program and is later reclassified  
1314 as limited English proficient, the student may be reported in  
1315 the ESOL program for funding for an additional year, or extended  
1316 annually for a period not to exceed a total of 6 years pursuant  
1317 to this paragraph, based on an annual evaluation of the  
1318 student's status.

1319 4. An eligible student may be reported for funding in the  
1320 ESOL program for membership in ESOL instruction in English and  
1321 ESOL instruction or home language instruction in the basic  
1322 subject areas of mathematics, science, social studies, and  
1323 computer literacy.

1324 (h) *Small, isolated high schools.*—Districts that ~~which~~ levy  
1325 the maximum nonvoted discretionary millage, exclusive of millage  
1326 for capital outlay purposes levied pursuant to s. 1011.71(2),  
1327 may calculate full-time equivalent students for small, isolated  
1328 high schools by multiplying the number of unweighted full-time  
1329 equivalent students times 2.75; provided the school has attained  
1330 a grade of "C" or better, pursuant to s. 1008.34, for the  
1331 previous school year. For the purpose of this section, the term  
1332 "small, isolated high school" means any high school that ~~which~~  
1333 is located no less than 28 miles by the shortest route from  
1334 another high school; that ~~which~~ has been serving students

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1335 primarily in basic studies provided by sub-subparagraphs (c)1.b.  
1336 and c. and may include subparagraph (c)4.; and that ~~which~~ has a  
1337 membership of no more than 100 students, but no fewer than 28  
1338 students, in grades 9 through 12.

1339 (i) *Calculation of full-time equivalent membership with*  
1340 *respect to dual enrollment instruction.*—Students enrolled in  
1341 dual enrollment instruction pursuant to s. 1007.271 may be  
1342 included in calculations of full-time equivalent student  
1343 memberships for basic programs for grades 9 through 12 by a  
1344 district school board. Instructional time for dual enrollment  
1345 may vary from 900 hours; however, the school district may only  
1346 report the student for a maximum of 1.0 full-time equivalent  
1347 student membership, as provided in s. 1011.61(4). Dual  
1348 enrollment full-time equivalent student membership shall be  
1349 calculated in an amount equal to the hours of instruction that  
1350 would be necessary to earn the full-time equivalent student  
1351 membership for an equivalent course if it were taught in the  
1352 school district. Students in dual enrollment courses may also be  
1353 calculated as the proportional shares of full-time equivalent  
1354 enrollments they generate for a Florida College System  
1355 institution or university conducting the dual enrollment  
1356 instruction. Early admission students shall be considered dual  
1357 enrollments for funding purposes. Students may be enrolled in  
1358 dual enrollment instruction provided by an eligible independent  
1359 college or university and may be included in calculations of  
1360 full-time equivalent student memberships for basic programs for  
1361 grades 9 through 12 by a district school board. However, those  
1362 provisions of law which exempt dual enrolled and early admission  
1363 students from payment of instructional materials and tuition and

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1364 fees, including laboratory fees, do ~~shall~~ not apply to students  
1365 who select the option of enrolling in an eligible independent  
1366 institution. An independent college or university that ~~which~~ is  
1367 located and chartered in Florida, is not for profit, is  
1368 accredited by the Commission on Colleges of the Southern  
1369 Association of Colleges and Schools or the Accrediting Council  
1370 for Independent Colleges and Schools, and confers degrees as  
1371 defined in s. 1005.02 shall be eligible for inclusion in the  
1372 dual enrollment or early admission program. Students enrolled in  
1373 dual enrollment instruction shall be exempt from the payment of  
1374 tuition and fees, including laboratory fees. No student enrolled  
1375 in college credit mathematics or English dual enrollment  
1376 instruction shall be funded as a dual enrollment unless the  
1377 student has successfully completed the relevant section of the  
1378 entry-level examination required pursuant to s. 1008.30.

1379 (j) *Instruction in exploratory career education.*—Students  
1380 in grades 7 through 12 who are enrolled for more than four  
1381 semesters in exploratory career education may not be counted as  
1382 full-time equivalent students for this instruction.

1383 (k) *Study hall.*—A student who is enrolled in study hall may  
1384 not be included in the calculation of full-time equivalent  
1385 student membership for funding under this section.

1386 (l) *Calculation of additional full-time equivalent*  
1387 *membership based on International Baccalaureate examination*  
1388 *scores of students.*—A value of 0.16 full-time equivalent student  
1389 membership shall be calculated for each student enrolled in an  
1390 International Baccalaureate course who receives a score of 4 or  
1391 higher on a subject examination. A value of 0.3 full-time  
1392 equivalent student membership shall be calculated for each



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1393 student who receives an International Baccalaureate diploma.  
1394 Such value shall be added to the total full-time equivalent  
1395 student membership in basic programs for grades 9 through 12 in  
1396 the subsequent fiscal year. Each school district shall allocate  
1397 80 percent of the funds received from International  
1398 Baccalaureate bonus FTE funding to the school program whose  
1399 students generate the funds and to school programs that prepare  
1400 prospective students to enroll in International Baccalaureate  
1401 courses. Funds shall be expended solely for the payment of  
1402 allowable costs associated with the International Baccalaureate  
1403 program. Allowable costs include International Baccalaureate  
1404 annual school fees; International Baccalaureate examination  
1405 fees; salary, benefits, and bonuses for teachers and program  
1406 coordinators for the International Baccalaureate program and  
1407 teachers and coordinators who prepare prospective students for  
1408 the International Baccalaureate program; supplemental books;  
1409 instructional supplies; instructional equipment or instructional  
1410 materials for International Baccalaureate courses; other  
1411 activities that identify prospective International Baccalaureate  
1412 students or prepare prospective students to enroll in  
1413 International Baccalaureate courses; and training or  
1414 professional development for International Baccalaureate  
1415 teachers. School districts shall allocate the remaining 20  
1416 percent of the funds received from International Baccalaureate  
1417 bonus FTE funding for programs that assist academically  
1418 disadvantaged students to prepare for more rigorous courses. The  
1419 school district shall distribute to each classroom teacher who  
1420 provided International Baccalaureate instruction:

1421 1. A bonus in the amount of \$50 for each student taught by

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1422 the International Baccalaureate teacher in each International  
1423 Baccalaureate course who receives a score of 4 or higher on the  
1424 International Baccalaureate examination.

1425 2. An additional bonus of \$500 to each International  
1426 Baccalaureate teacher in a school designated with a grade of "D"  
1427 or "F" who has at least one student scoring 4 or higher on the  
1428 International Baccalaureate examination, regardless of the  
1429 number of classes taught or of the number of students scoring a  
1430 4 or higher on the International Baccalaureate examination.

1431  
1432 Bonuses awarded to a teacher according to this paragraph may  
1433 ~~shall~~ not exceed \$2,000 in any given school year and shall be in  
1434 addition to any regular wage or other bonus the teacher received  
1435 or is scheduled to receive.

1436 (m) *Calculation of additional full-time equivalent*  
1437 *membership based on Advanced International Certificate of*  
1438 *Education examination scores of students.*—A value of 0.16 full-  
1439 time equivalent student membership shall be calculated for each  
1440 student enrolled in a full-credit Advanced International  
1441 Certificate of Education course who receives a score of E or  
1442 higher on a subject examination. A value of 0.08 full-time  
1443 equivalent student membership shall be calculated for each  
1444 student enrolled in a half-credit Advanced International  
1445 Certificate of Education course who receives a score of E or  
1446 higher on a subject examination. A value of 0.3 full-time  
1447 equivalent student membership shall be calculated for each  
1448 student who receives an Advanced International Certificate of  
1449 Education diploma. Such value shall be added to the total full-  
1450 time equivalent student membership in basic programs for grades

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1451 9 through 12 in the subsequent fiscal year. The school district  
1452 shall distribute to each classroom teacher who provided Advanced  
1453 International Certificate of Education instruction:

1454 1. A bonus in the amount of \$50 for each student taught by  
1455 the Advanced International Certificate of Education teacher in  
1456 each full-credit Advanced International Certificate of Education  
1457 course who receives a score of E or higher on the Advanced  
1458 International Certificate of Education examination. A bonus in  
1459 the amount of \$25 for each student taught by the Advanced  
1460 International Certificate of Education teacher in each half-  
1461 credit Advanced International Certificate of Education course  
1462 who receives a score of E or higher on the Advanced  
1463 International Certificate of Education examination.

1464 2. An additional bonus of \$500 to each Advanced  
1465 International Certificate of Education teacher in a school  
1466 designated with a grade of "D" or "F" who has at least one  
1467 student scoring E or higher on the full-credit Advanced  
1468 International Certificate of Education examination, regardless  
1469 of the number of classes taught or of the number of students  
1470 scoring an E or higher on the full-credit Advanced International  
1471 Certificate of Education examination.

1472 3. Additional bonuses of \$250 each to teachers of half-  
1473 credit Advanced International Certificate of Education classes  
1474 in a school designated with a grade of "D" or "F" which has at  
1475 least one student scoring an E or higher on the half-credit  
1476 Advanced International Certificate of Education examination in  
1477 that class. The maximum additional bonus for a teacher awarded  
1478 in accordance with this subparagraph may ~~shall~~ not exceed \$500  
1479 in any given school year. Teachers receiving an award under

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1480 subparagraph 2. are not eligible for a bonus under this  
1481 subparagraph.

1482

1483 Bonuses awarded to a teacher according to this paragraph may  
1484 ~~shall~~ not exceed \$2,000 in any given school year and shall be in  
1485 addition to any regular wage or other bonus the teacher received  
1486 or is scheduled to receive.

1487       (n) *Calculation of additional full-time equivalent*  
1488 *membership based on college board advanced placement scores of*  
1489 *students.*—A value of 0.16 full-time equivalent student  
1490 membership shall be calculated for each student in each advanced  
1491 placement course who receives a score of 3 or higher on the  
1492 College Board Advanced Placement Examination for the prior year  
1493 and added to the total full-time equivalent student membership  
1494 in basic programs for grades 9 through 12 in the subsequent  
1495 fiscal year. Each district must allocate at least 80 percent of  
1496 the funds provided to the district for advanced placement  
1497 instruction, in accordance with this paragraph, to the high  
1498 school that generates the funds. The school district shall  
1499 distribute to each classroom teacher who provided advanced  
1500 placement instruction:

1501       1. A bonus in the amount of \$50 for each student taught by  
1502 the Advanced Placement teacher in each advanced placement course  
1503 who receives a score of 3 or higher on the College Board  
1504 Advanced Placement Examination.

1505       2. An additional bonus of \$500 to each Advanced Placement  
1506 teacher in a school designated with a grade of "D" or "F" who  
1507 has at least one student scoring 3 or higher on the College  
1508 Board Advanced Placement Examination, regardless of the number

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1509 of classes taught or of the number of students scoring a 3 or  
1510 higher on the College Board Advanced Placement Examination.

1511  
1512 Bonuses awarded to a teacher according to this paragraph may  
1513 ~~shall~~ not exceed \$2,000 in any given school year and shall be in  
1514 addition to any regular wage or other bonus the teacher received  
1515 or is scheduled to receive.

1516 (o) *Calculation of additional full-time equivalent*  
1517 *membership based on certification of successful completion of*  
1518 *industry-certified career and professional academy programs*  
1519 *pursuant to ss. 1003.491, 1003.492, 1003.493, and 1003.4935 and*  
1520 *identified in the Industry Certified Funding List pursuant to*  
1521 *rules adopted by the State Board of Education.—A value of 0.1,*  
1522 *0.2, or 0.3 full-time equivalent student membership shall be*  
1523 *calculated for each student who completes an industry-certified*  
1524 *career and professional academy program under ss. 1003.491,*  
1525 *1003.492, 1003.493, and 1003.4935 and who is issued the highest*  
1526 *level of industry certification identified annually in the*  
1527 *Industry Certification Funding List approved under rules adopted*  
1528 *by the State Board of Education and a high school diploma. The*  
1529 *maximum full-time equivalent student membership value for any*  
1530 *student is 0.3. The Department of Education shall assign the*  
1531 *appropriate full-time equivalent value for each certification,*  
1532 *50 percent of which is based on rigor and the remaining 50*  
1533 *percent on employment value. The State Board of Education shall*  
1534 *include the assigned values in the Industry Certification*  
1535 *Funding List under rules adopted by the state board. Rigor shall*  
1536 *be based on the number of instructional hours, including work*  
1537 *experience hours, required to earn the certification, with a*

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1538 bonus for industry certifications that have a statewide  
1539 articulation agreement for college credit approved by the State  
1540 Board of Education. Employment value shall be based on the entry  
1541 wage, growth rate in employment for each occupational category,  
1542 and average annual openings for the primary occupation linked to  
1543 the industry certification. Such value shall be added to the  
1544 total full-time equivalent student membership in secondary  
1545 career education programs for grades 9 through 12 in the  
1546 subsequent year for courses that were not funded through dual  
1547 enrollment. The additional full-time equivalent membership  
1548 authorized under this paragraph may not exceed 0.3 per student.  
1549 Each district must allocate at least 80 percent of the funds  
1550 provided for industry certification, in accordance with this  
1551 paragraph, to the program that generated the funds. Unless a  
1552 different amount is specified in the General Appropriations Act,  
1553 the appropriation for this calculation is limited to \$15 million  
1554 annually. If the appropriation is insufficient to fully fund the  
1555 total calculation, the appropriation shall be prorated.

1556 (p) Calculation of additional full-time equivalent  
1557 membership based on accelerated high school graduation.—  
1558 Notwithstanding s. 1011.61(4), a school district that authorizes  
1559 the accelerated graduation of a student who has met all the  
1560 requirements in s. 1003.428 and graduates at least one semester  
1561 in advance of the scheduled graduation of the student's cohort  
1562 may report one-sixth of an FTE for unpaid high school credit  
1563 delivered by the district during the student's prior enrollment.  
1564 For a student who graduates 1 year or more in advance of the  
1565 student's cohort, the school district may report up to 1 FTE for  
1566 unpaid high school credits. For a student who graduates one

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1567 semester in advance of the student's cohort, the school district  
1568 may report up to 1/2 FTE for unpaid high school credits. If the  
1569 student was enrolled in the district as a full-time high school  
1570 student for at least 2 years, the district shall report the  
1571 unpaid FTE delivered by the district. If the student was  
1572 enrolled in the district for less than 2 years, the district  
1573 shall report the unpaid FTE delivered by the district and the  
1574 prior district of enrollment. The district of enrollment for  
1575 which early graduation is claimed shall transfer a proportionate  
1576 share of the funds earned for the unpaid FTE to the prior  
1577 district of enrollment.

1578 (q) ~~(p)~~ *Year-round-school programs.*—The Commissioner of  
1579 Education is authorized to adjust student eligibility  
1580 definitions, funding criteria, and reporting requirements of  
1581 statutes and rules in order that year-round-school programs may  
1582 achieve equivalent application of funding requirements with non-  
1583 year-round-school programs.

1584 (r) ~~(q)~~ *Extended-school-year program.*—It is the intent of  
1585 the Legislature that students be provided additional instruction  
1586 by extending the school year to 210 days or more. Districts may  
1587 apply to the Commissioner of Education for funds to be used in  
1588 planning and implementing an extended-school-year program.

1589 (s) ~~(r)~~ *Determination of the basic amount for current*  
1590 *operation.*—The basic amount for current operation to be included  
1591 in the Florida Education Finance Program for kindergarten  
1592 through grade 12 for each district shall be the product of the  
1593 following:

1594 1. The full-time equivalent student membership in each  
1595 program, multiplied by

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1596           2. The cost factor for each program, adjusted for the  
1597 maximum as provided by paragraph (c), multiplied by

1598           3. The base student allocation.

1599           (t)~~(s)~~ *Computation for funding through the Florida*  
1600 *Education Finance Program.*—The State Board of Education may  
1601 adopt rules establishing programs and courses for which the  
1602 student may earn credit toward high school graduation.

1603           Section 11. This act shall take effect July 1, 2012.