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LEGISLATIVE ACTION

Senate

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House

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04/04/2013 05:17 PM

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Senator Legg moved the following:

Senate Amendment (with title amendment)

Delete lines 551 - 2048

and insert:

Section 15. Section 1003.428, Florida Statutes, is amended to read:

1003.428 General requirements for high school graduation ~~revised.~~ -

(1) ~~Except as otherwise authorized pursuant to s. 1003.429,~~ Beginning with students entering grade 9 in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.



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14 Students must be advised of eligibility requirements for state
15 scholarship programs and postsecondary admissions.

16 (2) The 24 credits may be earned through applied,
17 integrated, and career education ~~combined~~ courses approved by
18 the Department of Education. The 24 credits shall be distributed
19 as follows:

20 (a) Sixteen core curriculum credits:

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

23 2. Four credits in mathematics, one of which must be
24 Algebra I, a series of courses equivalent to Algebra I, or a
25 higher-level mathematics course. Beginning with students
26 entering grade 9 in the 2010-2011 school year, in addition to
27 the Algebra I credit requirement, one of the four credits in
28 mathematics must be geometry or a series of courses equivalent
29 to geometry as approved by the State Board of Education.
30 Beginning with students entering grade 9 in the 2010-2011 school
31 year, the end-of-course assessment requirements under s.
32 1008.22(3)(c)2.a.(I) must be met in order for a student to earn
33 the required credit in Algebra I. Beginning with students
34 entering grade 9 in the 2011-2012 school year, the end-of-course
35 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be
36 met in order for a student to earn the required credit in
37 geometry. Beginning with students entering grade 9 in the 2012-
38 2013 school year, in addition to the Algebra I and geometry
39 credit requirements, one of the four credits in mathematics must
40 be Algebra II or a series of courses equivalent to Algebra II as
41 approved by the State Board of Education.

42 3. Three credits in science, two of which must have a



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43 laboratory component. Beginning with students entering grade 9
44 in the 2011-2012 school year, one of the three credits in
45 science must be Biology I or a series of courses equivalent to
46 Biology I as approved by the State Board of Education. Beginning
47 with students entering grade 9 in the 2011-2012 school year, the
48 end-of-course assessment requirements under s.

49 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
50 the required credit in Biology I. Beginning with students
51 entering grade 9 in the 2013-2014 school year, one of the three
52 credits must be Biology I or a series of courses equivalent to
53 Biology I as approved by the State Board of Education, one
54 credit must be chemistry or physics or a series of courses
55 equivalent to chemistry or physics as approved by the State
56 Board of Education, and one credit must be an equally rigorous
57 course, as determined by the State Board of Education.

58 4. Three credits in social studies as follows: one credit
59 in United States history; one credit in world history; one-half
60 credit in economics, which shall include financial literacy; and
61 one-half credit in United States government.

62 5. One credit in fine or performing arts, speech and
63 debate, or a practical arts course that incorporates artistic
64 content and techniques of creativity, interpretation, and
65 imagination. Eligible practical arts courses shall be identified
66 through the Course Code Directory.

67 6. One credit in physical education to include integration
68 of health. Participation in an interscholastic sport at the
69 junior varsity or varsity level for two full seasons shall
70 satisfy the one-credit requirement in physical education if the
71 student passes a competency test on personal fitness with a



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72 score of "C" or better. The competency test on personal fitness
73 must be developed by the Department of Education. A district
74 school board may not require that the one credit in physical
75 education be taken during the 9th grade year. Completion of one
76 semester with a grade of "C" or better in a marching band class,
77 in a physical activity class that requires participation in
78 marching band activities as an extracurricular activity, or in a
79 dance class shall satisfy one-half credit in physical education
80 or one-half credit in performing arts. This credit may not be
81 used to satisfy the personal fitness requirement or the
82 requirement for adaptive physical education under an individual
83 education plan (IEP) or 504 plan. Completion of 2 years in a
84 Reserve Officer Training Corps (R.O.T.C.) class, a significant
85 component of which is drills, shall satisfy the one-credit
86 requirement in physical education and the one-credit requirement
87 in performing arts. This credit may not be used to satisfy the
88 personal fitness requirement or the requirement for adaptive
89 physical education under an individual education plan (IEP) or
90 504 plan.

91 (b) Eight credits in electives.

92 1. For each year in which a student scores ~~at~~ Level 1 on
93 FCAT Reading, the student must be enrolled in and complete an
94 intensive reading course the following year. Placement of Level
95 2 readers in either an intensive reading course or a content
96 area course in which reading strategies are delivered shall be
97 determined by diagnosis of reading needs. The department shall
98 provide guidance on appropriate strategies for diagnosing and
99 meeting the varying instructional needs of students reading
100 below grade level. Reading courses shall be designed and offered



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101 pursuant to the comprehensive reading plan required by s.
102 1011.62(9). A high school student who scores ~~at~~ Level 1 or Level
103 2 on FCAT Reading but who did not score below Level 3 in the
104 previous 3 years may be granted a 1-year exemption from the
105 reading remediation requirement; however, the student must have
106 an approved academic improvement plan already in place, signed
107 by the appropriate school staff and the student's parent, for
108 the year for which the exemption is granted.

109 2. For each year in which a student scores ~~at~~ Level 1 or
110 Level 2 on FCAT Mathematics, the student must receive
111 remediation the following year. These courses may be taught
112 through applied, integrated, or combined courses and are subject
113 to approval by the department for inclusion in the Course Code
114 Directory.

115 (c) Beginning with students entering grade 9 in the 2011-
116 2012 school year, at least one course within the 24 credits
117 required in this subsection must be completed through online
118 learning. A school district may not require a student to take
119 the online course outside the school day or in addition to a
120 student's courses for a given semester. An online course taken
121 during grades 6 through 8 fulfills this requirement. This
122 requirement shall be met through an online course offered by the
123 Florida Virtual School, an online course offered by the high
124 school, or an online dual enrollment course. A student who is
125 enrolled in a full-time or part-time virtual instruction program
126 under s. 1002.45 meets this requirement. This requirement does
127 not apply to a student who has an individual educational plan
128 under s. 1003.57 which indicates that an online course would be
129 inappropriate or a student who is enrolled in a Florida high



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130 school and has less than 1 academic year remaining in high
131 school.

132 (3) (a) A district school board may require specific courses
133 and programs of study within the minimum credit requirements for
134 high school graduation and shall modify basic courses, as
135 necessary, to assure exceptional students the opportunity to
136 meet the graduation requirements for a standard diploma, using
137 one of the following strategies:

138 1. Assignment of the exceptional student to an exceptional
139 education class for instruction in a basic course with the same
140 student performance standards as those required of
141 nonexceptional students in the district school board student
142 progression plan; or

143 2. Assignment of the exceptional student to a basic
144 education class for instruction that is modified to accommodate
145 the student's exceptionality.

146 (b) The district school board shall determine which of
147 these strategies to employ based upon an assessment of the
148 student's needs and shall reflect this decision in the student's
149 individual education plan.

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

152 (a) Successful completion of the academic credit or
153 curriculum requirements of subsections (1) and (2). For courses
154 that require statewide, standardized end-of-course assessments
155 under s. 1008.22(3)(c)2.d., a minimum of 30 percent of a
156 student's course grade shall be comprised of performance on the
157 statewide, standardized end-of-course assessment.

158 (b) Earning passing scores on the FCAT, as defined in s.



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159 1008.22(3)(c), or scores on a standardized test that are
160 concordant with passing scores on the FCAT as defined in s.
161 1008.22(10).

162 (c) Completion of all other applicable requirements
163 prescribed by the district school board pursuant to s. 1008.25.

164 (d) Achievement of a cumulative grade point average of 2.0
165 on a 4.0 scale, or its equivalent, in the courses required by
166 this section.

167
168 Each district school board shall adopt policies designed to
169 assist students in meeting the requirements of this subsection.
170 These policies may include, but are not limited to: forgiveness
171 policies, summer school or before or after school attendance,
172 special counseling, volunteers or peer tutors, school-sponsored
173 help sessions, homework hotlines, and study skills classes.
174 Forgiveness policies for required courses shall be limited to
175 replacing a grade of "D" or "F," or the equivalent of a grade of
176 "D" or "F," with a grade of "C" or higher, or the equivalent of
177 a grade of "C" or higher, earned subsequently in the same or
178 comparable course. Forgiveness policies for elective courses
179 shall be limited to replacing a grade of "D" or "F," or the
180 equivalent of a grade of "D" or "F," with a grade of "C" or
181 higher, or the equivalent of a grade of "C" or higher, earned
182 subsequently in another course. The only exception to these
183 forgiveness policies shall be made for a student in the middle
184 grades who takes any high school course for high school credit
185 and earns a grade of "C," "D," or "F" or the equivalent of a
186 grade of "C," "D," or "F." In such case, the district
187 forgiveness policy must allow the replacement of the grade with



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188 a grade of "C" or higher, or the equivalent of a grade of "C" or
189 higher, earned subsequently in the same or comparable course. In
190 all cases of grade forgiveness, only the new grade shall be used
191 in the calculation of the student's grade point average. Any
192 course grade not replaced according to a district school board
193 forgiveness policy shall be included in the calculation of the
194 cumulative grade point average required for graduation.

195 (5) The State Board of Education, after a public hearing
196 and consideration, shall adopt rules based upon the
197 recommendations of the commissioner for the provision of test
198 accommodations and modifications of procedures as necessary for
199 students with disabilities which will demonstrate the student's
200 abilities rather than reflect the student's impaired sensory,
201 manual, speaking, or psychological process skills.

202 (6) The public hearing and consideration required in
203 subsection (5) shall not be construed to amend or nullify the
204 requirements of security relating to the contents of
205 examinations or assessment instruments and related materials or
206 data as prescribed in s. 1008.23.

207 (7) (a) A student who meets all requirements prescribed in
208 subsections (1), (2), (3), and (4) shall be awarded a standard
209 diploma in a form prescribed by the State Board of Education.

210 (b) A student who completes the minimum number of credits
211 and other requirements prescribed by subsections (1), (2), and
212 (3), but who is unable to meet the standards of paragraph
213 (4) (b), paragraph (4) (c), or paragraph (4) (d), shall be awarded
214 a certificate of completion in a form prescribed by the State
215 Board of Education. However, any student who is otherwise
216 entitled to a certificate of completion may elect to remain in



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217 the secondary school either as a full-time student or a part-
218 time student for up to 1 additional year and receive special
219 instruction designed to remedy his or her identified
220 deficiencies.

221 (8) (a) Each district school board must provide instruction
222 to prepare students with disabilities to demonstrate proficiency
223 in the core content knowledge and skills necessary for
224 successful grade-to-grade progression and high school
225 graduation.

226 (b)1. A student with a disability, as defined in s.
227 1007.02(2), for whom the individual education plan (IEP)
228 committee determines that the FCAT cannot accurately measure the
229 student's abilities taking into consideration all allowable
230 accommodations, shall have the FCAT requirement of paragraph
231 (4) (b) waived for the purpose of receiving a standard high
232 school diploma, if the student:

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

235 b. Does not meet the requirements of paragraph (4) (b) after
236 one opportunity in 10th grade and one opportunity in 11th grade.

237 2. A student with a disability, as defined in s.
238 1007.02(2), for whom the IEP committee determines that an end-
239 of-course assessment cannot accurately measure the student's
240 abilities, taking into consideration all allowable
241 accommodations, shall have the end-of-course assessment results
242 waived for the purpose of determining the student's course grade
243 and credit as required in paragraph (4) (a).

244 ~~(9) The Commissioner of Education may award a standard high~~
245 ~~school diploma to honorably discharged veterans who started high~~



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246 ~~school between 1937 and 1946 and were scheduled to graduate~~
247 ~~between 1941 and 1950 but were inducted into the United States~~
248 ~~Armed Forces between September 16, 1940, and December 31, 1946,~~
249 ~~prior to completing the necessary high school graduation~~
250 ~~requirements. Upon the recommendation of the commissioner, the~~
251 ~~State Board of Education may develop criteria and guidelines for~~
252 ~~awarding such diplomas.~~

253 ~~(10) The Commissioner of Education may award a standard~~
254 ~~high school diploma to honorably discharged veterans who started~~
255 ~~high school between 1946 and 1950 and were scheduled to graduate~~
256 ~~between 1950 and 1954, but were inducted into the United States~~
257 ~~Armed Forces between June 27, 1950, and January 31, 1955, and~~
258 ~~served during the Korean Conflict prior to completing the~~
259 ~~necessary high school graduation requirements. Upon the~~
260 ~~recommendation of the commissioner, the State Board of Education~~
261 ~~may develop criteria and guidelines for awarding such diplomas.~~

262 ~~(9)(11)~~ The State Board of Education may adopt rules
263 pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
264 ~~provisions of this section and may enforce the provisions of~~
265 ~~this section pursuant to s. 1008.32.~~

266 Section 16. Subsection (1) of section 1003.4281, Florida
267 Statutes, is amended to read:

268 1003.4281 Early high school graduation.—

269 (1) The purpose of this section is to provide a student the
270 option of early graduation if the student earns ~~has completed a~~
271 ~~minimum of~~ 24 credits and meets the graduation requirements set
272 forth in s. 1003.428 or s. 1003.4282, as applicable. For
273 purposes of this section, the term "early graduation" means
274 graduation from high school in less than 8 semesters or the



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275 equivalent.

276 Section 17. Section 1003.4282, Florida Statutes, is created
277 to read:

278 1003.4282 Requirements for a standard high school diploma.-

279 (1) TWENTY-FOUR CREDITS REQUIRED.-

280 (a) Beginning with students entering grade 9 in the 2013-
281 2014 school year, receipt of a standard high school diploma
282 requires successful completion of 24 credits, an International
283 Baccalaureate curriculum, or an Advanced International
284 Certificate of Education curriculum.

285 (b) The required credits may be earned through equivalent,
286 applied, or integrated courses or career education courses as
287 defined in s. 1003.01(4), including work-related internships
288 approved by the State Board of Education and identified in the
289 course code directory. However, any must-pass assessment
290 requirements must be met. An equivalent course is one or more
291 courses identified by content-area experts as being a match to
292 the core curricular content of another course, based upon review
293 of the Next Generation Sunshine State Standards for that
294 subject. An applied course aligns with Next Generation Sunshine
295 State Standards and includes real-world applications of a career
296 and technical education standard used in business or industry.
297 An integrated course includes content from several courses
298 within a content area or across content areas.

299 (2) NOTIFICATION REQUIREMENTS.-The school district must
300 notify students and parents, in writing, of the requirements for
301 a standard high school diploma, available designations, and the
302 eligibility requirements for state scholarship programs and
303 postsecondary admissions. The Department of Education shall



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304 directly and through the school districts notify registered
305 private schools of public high school course credit and
306 assessment requirements. Each private school must make this
307 information available to students and their parents so they are
308 aware of public high school graduation requirements.

309 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
310 REQUIREMENTS.—

311 (a) Four credits in English Language Arts (ELA).—The four
312 credits must be in ELA I, II, III, and IV. A student must pass
313 10th grade FCAT Reading until the state transitions to a common
314 core 10th grade ELA assessment, after which time a student must
315 pass the ELA assessment in order to earn a standard high school
316 diploma.

317 (b) Four credits in mathematics.—A student must earn one
318 credit in Algebra I and one credit in geometry. A student's
319 performance on the Algebra I end-of-course (EOC) assessment or
320 common core assessment, as applicable, constitutes 30 percent of
321 the student's final course grade. A student must pass the
322 Algebra I EOC assessment until the state transitions to a common
323 core Algebra I assessment after which time a student must pass
324 the common core assessment in order to earn a standard high
325 school diploma. A student's performance on the Geometry EOC
326 assessment or common core assessment, as applicable, constitutes
327 30 percent of the student's final course grade. When the state
328 administers a common core Algebra II assessment, a student
329 selecting Algebra II must take the assessment, and the student's
330 performance on the assessment constitutes 30 percent of the
331 student's final course grade. Industry certification courses
332 that lead to college credit may substitute for up to two math



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333 credits.

334 (c) Three credits in science.—Two of the three required
335 credits must have a laboratory component. A student must earn
336 one credit in Biology I and two credits in equally rigorous
337 courses. The Biology I EOC assessment constitutes 30 percent of
338 the student's final course grade. Industry certification courses
339 that lead to college credit may substitute for up to one science
340 credit.

341 (d) Three credits in social studies.—A student must earn
342 one credit in United States History; one credit in World
343 History; one-half credit in economics, which must include
344 financial literacy; and one-half credit in United States
345 Government. The United States History EOC assessment constitutes
346 30 percent of the student's final course grade.

347 (e) One credit in fine or performing arts, speech and
348 debate, or practical arts.—The practical arts course must
349 incorporate artistic content and techniques of creativity,
350 interpretation, and imagination. Eligible practical arts courses
351 are identified in the Course Code Directory.

352 (f) One credit in physical education.—Physical education
353 must include the integration of health. This requirement is
354 subject to all of the provisions in s. 1003.428(2)(a)6.

355 (g) Eight credits in electives.—School districts must
356 develop and offer coordinated electives so that a student may
357 develop knowledge and skills in his or her area of interest,
358 such as electives with a STEM or liberal arts focus. Such
359 electives must include opportunities for students to earn
360 college credit, including industry-certified career education
361 programs or series of career-themed courses that result in



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362 industry certification or articulate into the award of college
363 credit, or career education courses for which there is a
364 statewide or local articulation agreement and which lead to
365 college credit.

366 (4) ONLINE COURSE REQUIREMENT.—Excluding a driver education
367 course, at least one course within the 24 credits required under
368 this section must be completed through online learning. A school
369 district may not require a student to take the online course
370 outside the school day or in addition to a student's courses for
371 a given semester. An online course taken in grade 6, grade 7, or
372 grade 8 fulfills this requirement. This requirement is met
373 through an online course offered by the Florida Virtual School,
374 a virtual education provider approved by the State Board of
375 Education, a high school, or an online dual enrollment course. A
376 student who is enrolled in a full-time or part-time virtual
377 instruction program under s. 1002.45 meets this requirement.
378 This requirement does not apply to a student who has an
379 individual education plan under s. 1003.57 which indicates that
380 an online course would be inappropriate or to an out-of-state
381 transfer student who is enrolled in a Florida high school and
382 has 1 academic year or less remaining in high school.

383 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.—

384 (a) Each year a student scores Level 1 or Level 2 on 9th
385 grade or 10th grade FCAT Reading or, when implemented, 9th
386 grade, 10th grade, or 11th grade common core English Language
387 Arts (ELA) assessments, the student must be enrolled in and
388 complete an intensive remedial course the following year or be
389 placed in a content area course that includes remediation of
390 skills not acquired by the student.



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391 (b) Each year a student scores Level 1 or Level 2 on the
392 Algebra I EOC assessment, or upon transition to the common core
393 Algebra I assessment, the student must be enrolled in and
394 complete an intensive remedial course the following year or be
395 placed in a content area course that includes remediation of
396 skills not acquired by the student.

397 (6) GRADE FORGIVENESS POLICY.—Each district school board
398 shall adopt policies designed to assist students in meeting
399 graduation requirements including grade forgiveness policies.
400 Forgiveness policies for required courses shall be limited to
401 replacing a grade of "D" or "F" with a grade of "C" or higher
402 earned subsequently in the same or comparable course.
403 Forgiveness policies for elective courses shall be limited to
404 replacing a grade of "D" or "F" with a grade of "C" or higher
405 earned subsequently in another course. The only exception to
406 these forgiveness policies shall be made for a student in the
407 middle grades who takes any high school course for high school
408 credit and earns a grade of "C," "D," or "F". In such case, the
409 district forgiveness policy must allow the replacement of the
410 grade with a grade of "C" or higher earned subsequently in the
411 same or comparable course. In all cases of grade forgiveness,
412 only the new grade shall be used in the calculation of the
413 student's grade point average. Any course grade not replaced
414 according to a district school board forgiveness policy shall be
415 included in the calculation of the cumulative grade point
416 average required for graduation.

417 (7) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
418 earns a cumulative grade point average (GPA) of 2.0 on a 4.0
419 scale and meets the requirements of this section shall be



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420 awarded a standard high school diploma in a form prescribed by
421 the State Board of Education. Notwithstanding any other law to
422 the contrary, all students enrolled in high school as of the
423 2012-2013 school year who earned a passing grade in Biology I or
424 geometry before the 2013-2014 school year shall be awarded a
425 credit in that course if the student passed the course. The
426 student's performance on the EOC assessment is not required to
427 constitute 30 percent of the student's final course grade. A
428 student who fails to earn the required credits or achieve a 2.0
429 GPA shall be awarded a certificate of completion in a form
430 prescribed by the State Board of Education.

431 (8) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—Beginning with
432 the 2012-2013 school year, if a student transfers to a Florida
433 public high school from out of country, out of state, a private
434 school, or a home education program and the student's transcript
435 shows a mathematics credit in a course that requires passage of
436 a statewide, standardized assessment in order to earn a standard
437 high school diploma, the student must pass the assessment unless
438 the student earned a comparative score pursuant to s. 1008.22,
439 passed a statewide assessment in that subject administered by
440 the transferring entity, or passed the statewide assessment the
441 transferring entity uses to satisfy the requirements of the
442 Elementary and Secondary Education Act, 20 U.S.C. s. 6301. If a
443 student's transcript shows a credit in high school reading or
444 English Language Arts II or III, the student must take and pass
445 grade 10 FCAT Reading or earn a concordant score on the SAT or
446 ACT as specified by state board rule or, when the state
447 transitions to common core English Language Arts assessments,
448 earn a passing score on the English Language Arts assessment as



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449 required under this section.

450 (9) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL
451 CREDIT REQUIREMENTS.—

452 (a) Participation in career education courses engages
453 students in their high school education, increases academic
454 achievement, enhances employability, and increases postsecondary
455 success. By July 1, 2014, the department shall develop, for
456 approval by the State Board of Education, multiple, additional
457 career education courses or a series of courses that meet the
458 requirements set forth in s. 1003.493(2), (4), and (5) and this
459 subsection and allow students to earn credit in both the career
460 education course and courses required for high school graduation
461 under this section and ss. 1003.428 and 1003.4281.

462 1. The state board must determine if sufficient academic
463 standards are covered to warrant the award of academic credit.

464 2. Career education courses must include workforce and
465 digital literacy skills and the integration of required course
466 content with practical applications and designated rigorous
467 coursework that results in one or more industry certifications
468 or clearly articulated credit or advanced standing in a 2-year
469 or 4-year certificate or degree program, which may include high
470 school junior and senior year work-related internships or
471 apprenticeships. The department shall negotiate state licenses
472 for material and testing for industry certifications. The
473 instructional methodology used in these courses must be
474 comprised of authentic projects, problems, and activities for
475 contextually learning the academics.

476 (b) Each school district should take the initiative to work
477 with local workforce boards, local business and industry



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478 leaders, and postsecondary institutions to establish
479 partnerships for the purpose of creating career education
480 courses or a series of courses that meet the requirements set
481 forth in s. 1003.493(2), (4), and (5) that students can take to
482 earn required high school course credits. Emphasis should be
483 placed on online course work and digital literacy. School
484 districts must submit their recommended career education courses
485 to the department for state board approval. School district-
486 recommended career education courses must meet the same rigorous
487 standards as department-developed career education courses in
488 order to be approved by the state board. School districts
489 participating in the development of rigorous career education
490 courses will be able to better address local workforce needs and
491 allow students the opportunity to acquire the knowledge and
492 skills that are needed not only for academic advancement but
493 also for employability purposes.

494 (c) Regional consortium service organizations established
495 pursuant to s. 1001.451 shall work with school districts, local
496 workforce boards, postsecondary institutions, and local business
497 and industry leaders to create career education courses that
498 meet the requirements set forth in s. 1003.493(2), (4), and (5)
499 and this subsection that students can take to earn required high
500 school course credits. The regional consortium shall submit
501 course recommendations to the department, on behalf of the
502 consortium member districts, for state board approval. A strong
503 emphasis should be placed on online course work, digital
504 literacy, and workforce literacy as defined in s. 1004.02(27).
505 For purposes of providing students the opportunity to earn
506 industry certifications, consortiums must secure the necessary



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507 site licenses and testing contracts for use by member districts.

508 (10) RULES.—The State Board of Education shall adopt rules
509 to implement this section.

510 Section 18. Section 1003.4285, Florida Statutes, is amended
511 to read:

512 1003.4285 Standard high school diploma designations.—

513 (1) Each standard high school diploma shall include, as
514 applicable, the following designations if the student meets the
515 criteria set forth for the designation:

516 (a) Scholar designation.—In addition to the requirements of
517 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
518 Scholar designation, a student must satisfy the following
519 requirements:

520 1. English Language Arts (ELA).—When the state transitions
521 to common core assessments, pass the 11th grade ELA common core
522 assessment.

523 2. Mathematics.—Earn one credit in Algebra II and one
524 credit in statistics or an equally rigorous course. When the
525 state transitions to common core assessments, students must pass
526 the Algebra II common core assessment.

527 3. Science.—Pass the statewide, standardized Biology I end-
528 of-course assessment and earn one credit in chemistry or physics
529 and one credit in a course equally rigorous to chemistry or
530 physics.

531 4. Social studies.—Pass the statewide, standardized United
532 States History end-of-course assessment.

533 5. Foreign language.—Earn two credits in the same foreign
534 language.

535 6. Electives.—Earn at least one credit in an Advanced



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536 Placement, an International Baccalaureate, an Advanced
537 International Certificate of Education, or a dual enrollment
538 course.

539 (b) Merit designation.—In addition to the requirements of
540 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
541 Merit designation, a student must attain one or more industry
542 certifications from the list established under s. 1003.492.

543 (2) Students and parents shall be provided information
544 about diploma designations through an online education and
545 career planning tool, which allows students to monitor their
546 progress toward the attainment of each designation.

547 (3) The State Board of Education may make recommendations
548 to the Legislature regarding the establishment of additional
549 designations.

550 ~~(1) A designation of the student's major area of interest~~
551 ~~pursuant to the student's completion of credits as provided in~~
552 ~~s. 1003.428.~~

553 ~~(2) A designation reflecting completion of four or more~~
554 ~~accelerated college credit courses if the student is eligible~~
555 ~~for college credit pursuant to s. 1007.27 or s. 1007.271 in~~
556 ~~Advanced Placement, International Baccalaureate, Advanced~~
557 ~~International Certificate of Education, or dual enrollment~~
558 ~~courses. The Commissioner of Education shall establish~~
559 ~~guidelines for successful passage of examinations or coursework~~
560 ~~in each of the accelerated college credit options for purposes~~
561 ~~of this subsection.~~

562 ~~(3) A designation reflecting the attainment of one or more~~
563 ~~industry certifications from the list approved by Workforce~~
564 ~~Florida, Inc., under s. 1003.492.~~



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565 ~~(4) A designation reflecting a Florida Ready to Work~~
566 ~~Credential in accordance with s. 445.06.~~

567 Section 19. Section 1003.4286, Florida Statutes, is created
568 to read:

569 1003.4286 Award of standard high school diplomas to
570 honorably discharged veterans.—Pursuant to rules adopted by the
571 State Board of Education in consultation with the Department of
572 Military Affairs, the Commissioner of Education may award a
573 standard high school diploma to an honorably discharged veteran
574 who has not completed high school graduation requirements.

575 Section 20. Section 1003.429, Florida Statutes, is
576 repealed.

577 Section 21. Subsections (1) and (3) of section 1003.4295,
578 Florida Statutes, are amended to read:

579 1003.4295 Acceleration options.—

580 (1) Each high school shall advise each student of courses
581 ~~programs~~ through which a high school student can earn college
582 credit, including Advanced Placement, International
583 Baccalaureate, Advanced International Certificate of Education,
584 dual enrollment, ~~and~~ early admission ~~courses~~, and career academy
585 courses, ~~and~~ courses that lead to ~~national~~ industry
586 certification, as well as the availability of course offerings
587 through virtual instruction. Students shall also be advised of
588 the early ~~and accelerated~~ graduation options under s. ss.
589 ~~1003.4281 and 1003.429.~~

590 (3) The Credit Acceleration Program (CAP) is created for
591 the purpose of allowing a student to earn high school credit in
592 Algebra I, Algebra II, geometry, United States history, or
593 biology ~~a course that requires a statewide, standardized end-of-~~



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594 ~~course assessment~~ if the student passes the statewide,
595 standardized assessment administered under s. 1008.22 attains a
596 ~~specified score on the assessment.~~ Notwithstanding s. 1003.436,
597 a school district shall award course credit to a student who is
598 not enrolled in the course, or who has not completed the course,
599 if the student attains a passing score on the corresponding
600 statewide, standardized ~~end-of-course~~ assessment. The school
601 district shall permit a student who is not enrolled in the
602 course, or who has not completed the course, to take the
603 ~~standardized end-of-course~~ assessment during the regular
604 administration of the assessment.

605 Section 22. Section 1003.43, Florida Statutes, is repealed.

606 Section 23. Section 1003.433, Florida Statutes, is amended
607 to read:

608 1003.433 Learning opportunities for out-of-state and out-
609 of-country transfer students and students needing additional
610 instruction to meet high school graduation requirements.-

611 (1) Students who enter a Florida public school at the
612 eleventh or twelfth grade from out of state or out of ~~from a~~
613 ~~foreign~~ country shall not be required to spend additional time
614 in a Florida public school in order to meet the high school
615 course requirements if the student has met all requirements of
616 the school district, state, or country from which he or she is
617 transferring. Such students who are not proficient in English
618 should receive immediate and intensive instruction in English
619 language acquisition. However, to receive a standard high school
620 diploma, a transfer student must earn a 2.0 grade point average
621 and meet the requirements under s. 1008.22 ~~pass the grade 10~~
622 ~~FCAT required in s. 1008.22(3) or an alternate assessment as~~



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623 ~~described in s. 1008.22(10).~~

624 (2) Students who earn the required 24 credits ~~have met all~~
625 ~~requirements~~ for the standard high school diploma except for
626 passage of any must-pass assessment under s. 1003.4282 or s.
627 1008.22 ~~the grade 10 FCAT~~ or an alternate assessment by the end
628 of grade 12 must be provided the following learning
629 opportunities:

630 (a) Participation in an accelerated high school equivalency
631 diploma preparation program during the summer.

632 (b) Upon receipt of a certificate of completion, be allowed
633 to take the College Placement Test and be admitted to remedial
634 or credit courses at a Florida College System institution, as
635 appropriate.

636 (c) Participation in an adult general education program as
637 provided in s. 1004.93 for such time as the student requires to
638 master English, reading, mathematics, or any other subject
639 required for high school graduation. ~~Students attending adult~~
640 ~~basic, adult secondary, or vocational preparatory instruction~~
641 ~~are exempt from any requirement for the payment of tuition and~~
642 ~~fees, including lab fees, pursuant to s. 1009.25.~~ A student
643 attending an adult general education program shall have the
644 opportunity to take any must-pass assessment under s. 1003.4282
645 or s. 1008.22 ~~the grade 10 FCAT~~ an unlimited number of times in
646 order to receive a standard high school diploma.

647 (3) Students who have been enrolled in an ESOL program for
648 less than 2 school years and have met all requirements for the
649 standard high school diploma except for passage of any must-pass
650 assessment under s. 1003.4282 or s. 1008.22 ~~the grade 10 FCAT~~ or
651 alternate assessment may receive immersion English language



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652 instruction during the summer following their senior year.
653 Students receiving such instruction are eligible to take the
654 required assessment ~~FCAT~~ or alternate assessment and receive a
655 standard high school diploma upon passage of the required
656 assessment ~~grade 10 FCAT~~ or ~~the~~ alternate assessment. This
657 subsection shall be implemented to the extent funding is
658 provided in the General Appropriations Act.

659 ~~(4) The district school superintendent shall be responsible~~
660 ~~for notifying all students of the consequences of failure to~~
661 ~~receive a standard high school diploma, including the potential~~
662 ~~ineligibility for financial assistance at postsecondary~~
663 ~~educational institutions.~~

664 ~~(4)-(5)~~ The State Board of Education may adopt rules
665 pursuant to ss. 120.536(1) and 120.54 to administer this
666 section.

667 Section 24. Subsection (6) of section 1003.435, Florida
668 Statutes, is amended to read:

669 1003.435 High school equivalency diploma program.—

670 (6) ~~(a)~~ All high school equivalency diplomas issued under
671 the provisions of this section shall have equal status with
672 other high school diplomas for all state purposes, including
673 admission to any state university or Florida College System
674 institution.

675 ~~(b) The State Board of Education shall adopt rules~~
676 ~~providing for the award of a standard high school diploma to~~
677 ~~holders of high school equivalency diplomas who are assessed as~~
678 ~~meeting designated criteria, and the commissioner shall~~
679 ~~establish procedures for administering the assessment.~~

680 Section 25. Paragraph (a) of subsection (1) of section



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681 1003.436, Florida Statutes, is amended to read:

682 1003.436 Definition of "credit".-

683 (1)(a) For the purposes of requirements for high school
684 graduation, one full credit means a minimum of 135 hours of bona
685 fide instruction in a designated course of study that contains
686 student performance standards, except as otherwise provided
687 through the Credit Acceleration Program (CAP) under s.
688 1003.4295(3). One full credit means a minimum of 120 hours of
689 bona fide instruction in a designated course of study that
690 contains student performance standards for purposes of meeting
691 high school graduation requirements in a district school that
692 has been authorized to implement block scheduling by the
693 district school board. The State Board of Education shall
694 determine the number of postsecondary credit hours earned
695 through dual enrollment pursuant to s. 1007.271 that satisfy the
696 requirements of a dual enrollment articulation agreement
697 according to s. 1007.271(21) and that equal one full credit of
698 the equivalent high school course identified pursuant to s.
699 1007.271(9).

700 Section 26. Section 1003.438, Florida Statutes, is amended
701 to read:

702 1003.438 Special high school graduation requirements for
703 certain exceptional students.-A student who has been identified,
704 in accordance with rules established by the State Board of
705 Education, as a student with disabilities who has an
706 intellectual disability; an autism spectrum disorder; a language
707 impairment; an orthopedic impairment; an other health
708 impairment; a traumatic brain injury; an emotional or behavioral
709 disability; a specific learning disability, including, but not



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710 limited to, dyslexia, dyscalculia, or developmental aphasia; or
711 students who are deaf or hard of hearing or dual sensory
712 impaired shall not be required to meet all requirements of ~~s.~~
713 ~~1003.43~~ or s. 1003.428 or s. 1003.4282 and shall, upon meeting
714 all applicable requirements prescribed by the district school
715 board pursuant to s. 1008.25, be awarded a special diploma in a
716 form prescribed by the commissioner; however, such special
717 graduation requirements prescribed by the district school board
718 must include minimum graduation requirements as prescribed by
719 the commissioner. Any such student who meets all special
720 requirements of the district school board, but is unable to meet
721 the appropriate special state minimum requirements, shall be
722 awarded a special certificate of completion in a form prescribed
723 by the commissioner. However, this section does not limit or
724 restrict the right of an exceptional student solely to a special
725 diploma or special certificate of completion. Any such student
726 shall, upon proper request, be afforded the opportunity to fully
727 meet all requirements of ~~s. 1003.43~~ or s. 1003.428 or s.
728 1003.4282 through the standard procedures established therein
729 and thereby to qualify for a standard diploma upon graduation.

730 Section 27. Paragraphs (e) and (f) of subsection (3) of
731 section 1003.491, Florida Statutes, are amended to read:

732 1003.491 Florida Career and Professional Education Act.—The
733 Florida Career and Professional Education Act is created to
734 provide a statewide planning partnership between the business
735 and education communities in order to attract, expand, and
736 retain targeted, high-value industry and to sustain a strong,
737 knowledge-based economy.

738 (3) The strategic 3-year plan developed jointly by the



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739 local school district, regional workforce boards, economic
740 development agencies, and state-approved postsecondary
741 institutions shall be constructed and based on:

742 (e) Strategies to provide personalized student advisement,
743 including a parent-participation component, and coordination
744 with middle grades ~~schools~~ to promote and support career-themed
745 courses and education planning as required under s. 1003.4156;

746 (f) Alignment of requirements for middle school career
747 planning under s. 1003.4156(1)(e) ~~1003.4156(1)(a)5.~~, middle and
748 high school career and professional academies or career-themed
749 courses leading to industry certification or postsecondary
750 credit, and high school graduation requirements;

751 Section 28. Section 1003.4935, Florida Statutes, is amended
752 to read:

753 1003.4935 Middle grades ~~school~~ career and professional
754 academy courses and career-themed courses.-

755 (1) Beginning with the 2011-2012 school year, each district
756 school board, in collaboration with regional workforce boards,
757 economic development agencies, and state-approved postsecondary
758 institutions, shall include plans to implement a career and
759 professional academy or a career-themed course, as defined in s.
760 1003.493(1)(b), in at least one middle school in the district as
761 part of the strategic 3-year plan pursuant to s. 1003.491(2).

762 The strategic plan must provide students the opportunity to
763 transfer from a middle school career and professional academy or
764 a career-themed course to a high school career and professional
765 academy or a career-themed course currently operating within the
766 school district. Students who complete a middle school career
767 and professional academy or a career-themed course must have the



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768 opportunity to earn an industry certificate and high school
769 credit and participate in career planning, job shadowing, and
770 business leadership development activities.

771 (2) Each middle grades ~~school~~ career and professional
772 academy or career-themed course must be aligned with at least
773 one high school career and professional academy or career-themed
774 course offered in the district and maintain partnerships with
775 local business and industry and economic development boards.
776 Middle grades ~~school~~ career and professional academies and
777 career-themed courses must:

778 (a) Lead to careers in occupations designated as high-
779 skill, high-wage, and high-demand in the Industry Certification
780 Funding List approved under rules adopted by the State Board of
781 Education;

782 (b) Integrate content from core subject areas;

783 (c) Integrate career and professional academy or career-
784 themed course content with intensive reading, English Language
785 Arts, and mathematics pursuant to ss. s. 1003.428 and 1003.4282;

786 (d) Coordinate with high schools to maximize opportunities
787 for middle grades ~~school~~ students to earn high school credit;

788 (e) Provide access to virtual instruction courses provided
789 by virtual education providers legislatively authorized to
790 provide part-time instruction to middle grades ~~school~~ students.

791 The virtual instruction courses must be aligned to state
792 curriculum standards for middle grades ~~school~~ career and
793 professional academy courses or career-themed courses, with
794 priority given to students who have required course deficits;

795 (f) Provide instruction from highly skilled professionals
796 who hold industry certificates in the career area in which they



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797 teach;

798 (g) Offer externships; and

799 (h) Provide personalized student advisement that includes a
800 parent-participation component.

801 (3) Beginning with the 2012-2013 school year, if a school
802 district implements a middle school career and professional
803 academy or a career-themed course, the Department of Education
804 shall collect and report student achievement data pursuant to
805 performance factors identified under s. 1003.492(3) for students
806 enrolled in an academy or a career-themed course.

807 ~~(4) The State Board of Education shall adopt rules to~~
808 ~~identify industry certifications in science, technology,~~
809 ~~engineering, and mathematics offered in middle school to be~~
810 ~~included on the Industry Certified Funding List and which are~~
811 ~~eligible for additional full-time equivalent membership under s.~~
812 ~~1011.62(1).~~

813 Section 29. Paragraph (c) of subsection (3) of section
814 1003.51, Florida Statutes, is amended to read:

815 1003.51 Other public educational services.-

816 (3) The Department of Education in partnership with the
817 Department of Juvenile Justice, the district school boards, and
818 providers shall:

819 (c) Maintain standardized required content of education
820 records to be included as part of a youth's commitment record.
821 These requirements shall reflect the policy and standards
822 adopted pursuant to subsection (2) and shall include, but not be
823 limited to, the following:

824 1. A copy of the student's individual educational plan.

825 2. ~~Assessment~~ Data on student performance on assessments,



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826 ~~including grade level proficiency in reading, writing, and~~
827 ~~mathematics, and performance on tests~~ taken according to s.
828 1008.22.

829 3. A copy of the student's permanent cumulative record.

830 4. A copy of the student's academic transcript.

831 5. A portfolio reflecting the youth's academic
832 accomplishments while in the Department of Juvenile Justice
833 program.

834 Section 30. Subsection (4) of section 1003.621, Florida
835 Statutes, is amended to read:

836 1003.621 Academically high-performing school districts.—It
837 is the intent of the Legislature to recognize and reward school
838 districts that demonstrate the ability to consistently maintain
839 or improve their high-performing status. The purpose of this
840 section is to provide high-performing school districts with
841 flexibility in meeting the specific requirements in statute and
842 rules of the State Board of Education.

843 (4) REPORTS.—The academically high-performing school
844 district shall submit to the State Board of Education and the
845 Legislature an annual report on December 1 which delineates the
846 performance of the school district relative to the academic
847 performance of students at each grade level in reading, writing,
848 mathematics, science, and any other subject that is included as
849 a part of the statewide assessment program in s. 1008.22. The
850 annual report shall be submitted in a format prescribed by the
851 Department of Education and shall include, ~~but need not be~~
852 ~~limited to, the following:~~

853 (a) Longitudinal performance of students on ~~in mathematics,~~
854 ~~reading, writing, science, and any other subject that is~~



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855 ~~included as a part of the statewide, standardized assessments~~
856 ~~taken under assessment program in s. 1008.22;~~

857 (b) Longitudinal performance of students by grade level and
858 subgroup on ~~in mathematics, reading, writing, science, and any~~
859 ~~other subject that is included as a part of the statewide,~~
860 standardized assessments taken under assessment program in s.
861 1008.22;

862 (c) Longitudinal performance regarding efforts to close the
863 achievement gap;

864 (d)1. Number and percentage of students who take an
865 Advanced Placement Examination; and

866 2. Longitudinal performance regarding students who take an
867 Advanced Placement Examination by demographic group,
868 specifically by age, gender, race, and Hispanic origin, and by
869 participation in the National School Lunch Program;

870 (e) Evidence of compliance with subsection (1); and

871 (f) A description of each waiver and the status of each
872 waiver.

873 Section 31. Subsection (1) of section 1004.935, Florida
874 Statutes, is amended to read:

875 1004.935 Adults with Disabilities Workforce Education Pilot
876 Program.—

877 (1) The Adults with Disabilities Workforce Education Pilot
878 Program is established in the Department of Education for 2
879 years in Hardee, DeSoto, Manatee, and Sarasota Counties to
880 provide the option of receiving a scholarship for instruction at
881 private schools for up to 30 students who:

882 (a) Have a disability;

883 (b) Are 22 years of age;



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884 (c) Are receiving instruction from an instructor in a
885 private school to meet the high school graduation requirements
886 in s. 1003.428 or s. 1003.4282;

887 (d) Do not have a standard high school diploma or a special
888 high school diploma; and

889 (e) Receive "supported employment services," which means
890 employment that is located or provided in an integrated work
891 setting with earnings paid on a commensurate wage basis and for
892 which continued support is needed for job maintenance.

893

894 As used in this section, the term "student with a disability"
895 includes a student who is documented as having an intellectual
896 disability; a speech impairment; a language impairment; a
897 hearing impairment, including deafness; a visual impairment,
898 including blindness; a dual sensory impairment; an orthopedic
899 impairment; another health impairment; an emotional or
900 behavioral disability; a specific learning disability,
901 including, but not limited to, dyslexia, dyscalculia, or
902 developmental aphasia; a traumatic brain injury; a developmental
903 delay; or autism spectrum disorder.

904 Section 32. Subsections (2), (7), (9), and (11) of section
905 1007.271, Florida Statutes, are amended to read:

906 1007.271 Dual enrollment programs.—

907 (2) For the purpose of this section, an eligible secondary
908 student is a student who is enrolled in a Florida public
909 secondary school or in a Florida private secondary school which
910 is in compliance with s. 1002.42(2) and provides a secondary
911 curriculum pursuant to s. 1003.428 or s. 1003.4282, ~~s. 1003.429,~~
912 ~~or s. 1003.43~~. Students who are eligible for dual enrollment



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913 pursuant to this section may enroll in dual enrollment courses
914 conducted during school hours, after school hours, and during
915 the summer term. However, if the student is projected to
916 graduate from high school before the scheduled completion date
917 of a postsecondary course, the student may not register for that
918 course through dual enrollment. The student may apply to the
919 postsecondary institution and pay the required registration,
920 tuition, and fees if the student meets the postsecondary
921 institution's admissions requirements under s. 1007.263.
922 Instructional time for dual enrollment may vary from 900 hours;
923 however, the school district may only report the student for a
924 maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student
925 enrolled as a dual enrollment student is exempt from the payment
926 of registration, tuition, and laboratory fees. Applied academics
927 for adult education ~~Vocational-preparatory~~ instruction, college-
928 preparatory instruction, and other forms of precollegiate
929 instruction, as well as physical education courses that focus on
930 the physical execution of a skill rather than the intellectual
931 attributes of the activity, are ineligible for inclusion in the
932 dual enrollment program. Recreation and leisure studies courses
933 shall be evaluated individually in the same manner as physical
934 education courses for potential inclusion in the program.

935 (7) Career dual enrollment shall be provided as a
936 curricular option for secondary students to pursue in order to
937 earn industry certifications adopted pursuant to s. 1008.44,
938 which count as a series of elective credits toward the high
939 school diploma. Career dual enrollment shall be available for
940 secondary students seeking a degree and industry certification
941 through ~~or certificate from a career education complete career-~~



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942 ~~preparatory program or course and may not be used to enroll~~
943 ~~students in isolated career courses.~~

944 (9) The Commissioner of Education shall appoint faculty
945 committees representing public school, Florida College System
946 institution, and university faculties to identify postsecondary
947 courses that meet the high school graduation requirements of s.
948 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43~~ and to
949 establish the number of postsecondary semester credit hours of
950 instruction and equivalent high school credits earned through
951 dual enrollment pursuant to this section that are necessary to
952 meet high school graduation requirements. Such equivalencies
953 shall be determined solely on comparable course content and not
954 on seat time traditionally allocated to such courses in high
955 school. The Commissioner of Education shall recommend to the
956 State Board of Education those postsecondary courses identified
957 to meet high school graduation requirements, based on mastery of
958 course outcomes, by their course numbers, and all high schools
959 shall accept these postsecondary education courses toward
960 meeting the requirements of s. 1003.428 or s. 1003.4282, ~~s.~~
961 ~~1003.429, or s. 1003.43.~~

962 (11) Career early admission is a form of career dual
963 enrollment through which eligible secondary students enroll full
964 time in a career center or a Florida College System institution
965 in postsecondary programs leading to industry certifications, as
966 listed in the Postsecondary Industry Certification Funding List
967 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
968 the high school diploma and the certificate or associate degree.
969 Participation in the career early admission program is limited
970 to students who have completed a minimum of 4 ~~6~~ semesters of



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971 full-time secondary enrollment, including studies undertaken in
972 the ninth grade. Students enrolled pursuant to this section are
973 exempt from the payment of registration, tuition, and laboratory
974 fees.

975 Section 33. Section 1008.22, Florida Statutes, is amended
976 to read:

977 (Substantial rewording of section. See
978 s. 1008.22, F.S., for present text.)

979 1008.22 Student assessment program for public schools.—

980 (1) PURPOSE.—The primary purpose of the student assessment
981 program is to provide student academic achievement and learning
982 gains data to students, parents, teachers, school
983 administrators, and school district staff. This data is to be
984 used by districts to improve instruction; by students, parents,
985 and teachers to guide learning objectives; by education
986 researchers to assess national and international education
987 comparison data; and by the public to assess the cost benefit of
988 the expenditure of taxpayer dollars. The program must be
989 designed to:

990 (a) Assess the achievement level and annual learning gains
991 of each student in English Language Arts and mathematics and the
992 achievement level in all other subjects assessed.

993 (b) Provide data for making decisions regarding school
994 accountability, recognition, and improvement of operations and
995 management, including schools operating for the purpose of
996 providing educational services to youth in Department of
997 Juvenile Justice programs.

998 (c) Identify the educational strengths and needs of
999 students and the readiness of students to be promoted to the



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1000 next grade level or to graduate from high school.
1001 (d) Assess how well educational goals and curricular
1002 standards are met at the school, district, state, national, and
1003 international levels.
1004 (e) Provide information to aid in the evaluation and
1005 development of educational programs and policies.
1006 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—
1007 Florida school districts shall participate in the administration
1008 of the National Assessment of Educational Progress, or similar
1009 national or international assessments, both for the national
1010 sample and for any state-by-state comparison programs that may
1011 be initiated, as directed by the commissioner. The assessments
1012 must be conducted using the data collection procedures, student
1013 surveys, educator surveys, and other instruments included in the
1014 National Assessment of Educational Progress or similar national
1015 or international assessments being administered in Florida. The
1016 administration of such assessments shall be in addition to and
1017 separate from the administration of the statewide, standardized
1018 assessments.
1019 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1020 Commissioner of Education shall design and implement a
1021 statewide, standardized assessment program aligned to the core
1022 curricular content established in the Next Generation Sunshine
1023 State Standards. The commissioner also must develop or select
1024 and implement a common battery of assessment tools that will be
1025 used in all juvenile justice education programs in the state.
1026 These tools must accurately measure the core curricular content
1027 established in the Next Generation Sunshine State Standards.
1028 Participation in the assessment program is mandatory for all



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1029 school districts and all students attending public schools,
1030 including students seeking an adult high school diploma and
1031 students in Department of Juvenile Justice education programs,
1032 except as otherwise prescribed by the commissioner. If a student
1033 does not participate in the assessment program, the school
1034 district must notify the student's parent and provide the parent
1035 with information regarding the implications of such
1036 nonparticipation. The statewide, standardized assessment program
1037 shall be designed and implemented as follows:

1038 (a) Florida Comprehensive Assessment Test (FCAT) until
1039 replaced by common core assessments.—FCAT Reading shall be
1040 administered annually in grades 3 through 10; FCAT Mathematics
1041 shall be administered annually in grades 3 through 8; FCAT
1042 Writing shall be administered annually at least once at the
1043 elementary, middle, and high school levels; and FCAT Science
1044 shall be administered annually at least once at the elementary
1045 and middle grades levels. A student who has not earned a passing
1046 score on grade 10 FCAT Reading must participate in each retake
1047 of the assessment until the student earns a passing score. The
1048 commissioner shall recommend and the State Board of Education
1049 must adopt a score on both the SAT and ACT that is concordant to
1050 a passing score on grade 10 FCAT Reading that, if achieved by a
1051 student, meets the must-pass requirement for grade 10 FCAT
1052 Reading.

1053 (b) End-of-course (EOC) assessments.—EOC assessments must
1054 be statewide, standardized, and developed or approved by the
1055 Department of Education as follows:

1056 1. Statewide, standardized EOC assessments in mathematics
1057 shall be administered according to this subparagraph. Beginning



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1058 with the 2010-2011 school year, all students enrolled in Algebra
1059 I must take the Algebra I EOC assessment. Except as otherwise
1060 provided in this section, beginning with students entering grade
1061 9 in the 2011-2012 school year, a student who is enrolled in
1062 Algebra I must earn a passing score on the Algebra I EOC
1063 assessment or attain a comparative score as authorized under
1064 subsection (8) in order to earn a standard high school diploma.
1065 A student who has not earned a passing score on the Algebra I
1066 EOC assessment must participate in each retake of the assessment
1067 until the student earns a passing score. Beginning with the
1068 2011-2012 school year, all students enrolled in geometry must
1069 take the Geometry EOC assessment. Middle grades students
1070 enrolled in Algebra I or geometry must take the statewide,
1071 standardized EOC assessment for those courses and are not
1072 required to take the corresponding grade-level FCAT.

1073 2. Statewide, standardized EOC assessments in science shall
1074 be administered according to this subparagraph. Beginning with
1075 the 2011-2012 school year, all students enrolled in Biology I
1076 must take the Biology I EOC assessment.

1077 3. During the 2012-2013 school year, an EOC assessment in
1078 civics education shall be administered as a field test at the
1079 middle grades level. Beginning with the 2013-2014 school year,
1080 each student's performance on the statewide, standardized EOC
1081 assessment in civics education constitutes 30 percent of the
1082 student's final course grade.

1083 4. The commissioner may select one or more nationally
1084 developed comprehensive examinations, which may include
1085 examinations for a College Board Advanced Placement course,
1086 International Baccalaureate course, or Advanced International



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1087 Certificate of Education course, or industry-approved
1088 examinations to earn national industry certifications identified
1089 in the Industry Certification Funding List, for use as EOC
1090 assessments under this paragraph if the commissioner determines
1091 that the content knowledge and skills assessed by the
1092 examinations meet or exceed the grade-level expectations for the
1093 core curricular content established for the course in the Next
1094 Generation Sunshine State Standards. Use of any such examination
1095 as an EOC assessment must be approved by the state board.

1096 5. Contingent upon funding provided in the General
1097 Appropriations Act, including the appropriation of funds
1098 received through federal grants, the commissioner may establish
1099 an implementation schedule for the development and
1100 administration of additional statewide, standardized EOC
1101 assessments that must be approved by the state board. If
1102 approved by the state board, student performance on such
1103 assessments constitutes 30 percent of a student's final course
1104 grade.

1105 6. All statewide, standardized EOC assessments must be
1106 administered online except as otherwise provided in paragraph
1107 (c).

1108 (c) *Students with disabilities; Florida Alternate*
1109 *Assessment.*

1110 1. Each district school board must provide instruction to
1111 prepare students with disabilities in the core content knowledge
1112 and skills necessary for successful grade-to-grade progression
1113 and high school graduation.

1114 2. A student with a disability, as defined in s.
1115 1007.02(2), for whom the individual education plan (IEP) team



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1116 determines that the statewide, standardized assessments under
1117 this section cannot accurately measure the student's abilities,
1118 taking into consideration all allowable accommodations, shall
1119 have assessment results waived for the purpose of receiving a
1120 course grade and a standard high school diploma. Such waiver
1121 shall be designated on the student's transcript.

1122 3. The State Board of Education shall adopt rules, based
1123 upon recommendations of the commissioner, for the provision of
1124 assessment accommodations for students with disabilities and for
1125 students who have limited English proficiency.

1126 a. Accommodations that negate the validity of a statewide,
1127 standardized assessment are not allowed during the
1128 administration of the assessment. However, instructional
1129 accommodations are allowed in the classroom if identified in a
1130 student's IEP. Students using instructional accommodations in
1131 the classroom that are not allowed on a statewide, standardized
1132 assessment may have assessment results waived if the IEP team
1133 determines that the assessment cannot accurately measure the
1134 student's abilities.

1135 b. If a student is provided with instructional
1136 accommodations in the classroom that are not allowed as
1137 accommodations for statewide, standardized assessments, the
1138 district must inform the parent in writing and provide the
1139 parent with information regarding the impact on the student's
1140 ability to meet expected performance levels. A parent must
1141 provide signed consent for a student to receive classroom
1142 instructional accommodations that would not be available or
1143 permitted on a statewide, standardized assessment and
1144 acknowledge in writing that he or she understands the



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1145 implications of such instructional accommodations.

1146 c. If a student's IEP states that online administration of
1147 a statewide, standardized assessment will significantly impair
1148 the student's ability to perform, the assessment shall be
1149 administered in hard copy.

1150 4. For students with significant cognitive disabilities,
1151 the Department of Education shall provide for implementation of
1152 the Florida Alternate Assessment to accurately measure the core
1153 curricular content established in the Next Generation Sunshine
1154 State Standards.

1155 (d) Common core assessments in English Language Arts (ELA)
1156 and mathematics.-

1157 1. Contingent upon funding, common core assessments in ELA
1158 shall be administered to students in grades 3 through 11. Retake
1159 opportunities for the grade 10 assessment must be provided.
1160 Students taking the ELA assessments are not required to take the
1161 assessments in FCAT Reading or FCAT Writing. Common core ELA
1162 assessments shall be administered online.

1163 2. Contingent upon funding, common core assessments in
1164 mathematics shall be administered to all students in grades 3
1165 through 8, and common core assessments in Algebra I, geometry,
1166 and Algebra II shall be administered to students enrolled in
1167 those courses. Retake opportunities must be provided for the
1168 Algebra I assessment. Students may take the common core
1169 mathematics assessments pursuant to the Credit Acceleration
1170 Program (CAP) under s. 1003.4295(3). Students taking common core
1171 assessments in mathematics are not required to take FCAT
1172 Mathematics or statewide, standardized EOC assessments in
1173 mathematics. Common core mathematics assessments shall be



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1174 administered online.

1175 3. The State Board of Education shall adopt rules
1176 establishing an implementation schedule to transition from FCAT
1177 Reading, FCAT Writing, FCAT Mathematics, and Algebra I and
1178 Geometry EOC assessments to common core assessments in English
1179 Language Arts and mathematics. The schedule must take into
1180 consideration funding, sufficient field and baseline data,
1181 access to assessments, instructional alignment, and school
1182 district readiness to administer the common core assessments
1183 online. Until the 10th grade common core ELA and Algebra I
1184 assessments become must-pass assessments, students must pass
1185 10th grade FCAT Reading and the Algebra I EOC assessment, or
1186 achieve a concordant or comparative score as authorized under
1187 this section, in order to earn a standard high school diploma
1188 under s. 1003.4282. Students taking 10th grade FCAT Reading or
1189 the Algebra I EOC assessment are not required to take the
1190 respective common core assessments.

1191 4. The Department of Education shall publish minimum and
1192 recommended technology requirements that include specifications
1193 for hardware, software, networking, security, and broadband
1194 capacity to facilitate school district compliance with the
1195 requirement that common core assessments be administered online.

1196 (e) Assessment scores and achievement levels.-

1197 1. All statewide, standardized EOC assessments and FCAT
1198 Reading, FCAT Writing, and FCAT Science shall use scaled scores
1199 and achievement levels. Achievement levels shall range from 1
1200 through 5, with level 1 being the lowest achievement level,
1201 level 5 being the highest achievement level, and level 3
1202 indicating satisfactory performance on an assessment. For



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1203 purposes of FCAT Writing, student achievement shall be scored
1204 using a scale of 1 through 6.

1205 2. The state board shall designate by rule a passing score
1206 for each statewide, standardized EOC and FCAT assessment. In
1207 addition, the state board shall designate a score for each
1208 statewide, standardized EOC assessment that indicates that a
1209 student is high achieving and has the potential to meet college-
1210 readiness standards by the time the student graduates from high
1211 school.

1212 3. If the commissioner seeks to revise a statewide,
1213 standardized assessment and the revisions require the state
1214 board to modify performance level scores, including the passing
1215 score, the commissioner shall provide a copy of the proposed
1216 scores and implementation plan to the President of the Senate
1217 and the Speaker of the House of Representatives at least 90 days
1218 before submission to the state board for review. Until the state
1219 board adopts the modifications by rule, the commissioner shall
1220 use calculations for scoring the assessment that adjust student
1221 scores on the revised assessment for statistical equivalence to
1222 student scores on the former assessment. The state board shall
1223 adopt by rule the passing score for the revised assessment that
1224 is statistically equivalent to the passing score on the
1225 discontinued assessment for a student who is required to attain
1226 a passing score on the discontinued assessment. The commissioner
1227 may, with approval of the state board, discontinue
1228 administration of the former assessment upon the graduation,
1229 based on normal student progression, of students participating
1230 in the final regular administration of the former assessment. If
1231 the commissioner revises a statewide, standardized assessment



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1232 and the revisions require the state board to modify the passing
1233 score, only students taking the assessment for the first time
1234 after the rule is adopted are affected.

1235 (f) Assessment schedules and reporting of results.—The
1236 Commissioner of Education shall establish schedules for the
1237 administration of assessments and the reporting of student
1238 assessment results. The commissioner shall consider the
1239 observance of religious and school holidays when developing the
1240 schedule. By August 1 of each year, the commissioner shall
1241 notify each school district in writing and publish on the
1242 department's website the assessment and reporting schedules for,
1243 at a minimum, the school year following the upcoming school
1244 year. The assessment and reporting schedules must provide the
1245 earliest possible reporting of student assessment results to the
1246 school districts. Assessment results for FCAT Reading and FCAT
1247 Mathematics must be made available no later than the week of
1248 June 8. The administration of FCAT Writing and the Florida
1249 Alternate Assessment may be no earlier than the week of March 1.
1250 School districts shall administer assessments in accordance with
1251 the schedule established by the commissioner.

1252 (g) Prohibited activities.—A district school board shall
1253 prohibit each public school from suspending a regular program of
1254 curricula for purposes of administering practice assessments or
1255 engaging in other assessment-preparation activities for a
1256 statewide, standardized assessment. However, a district school
1257 board may authorize a public school to engage in the following
1258 assessment-preparation activities:

1259 1. Distributing to students sample assessment books and
1260 answer keys published by the Department of Education.



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1261 2. Providing individualized instruction in assessment-
1262 taking strategies, without suspending the school's regular
1263 program of curricula, for a student who scores Level 1 or Level
1264 2 on a prior administration of an assessment.

1265 3. Providing individualized instruction in the content
1266 knowledge and skills assessed, without suspending the school's
1267 regular program of curricula, for a student who scores Level 1
1268 or Level 2 on a prior administration of an assessment or a
1269 student who, through a diagnostic assessment administered by the
1270 school district, is identified as having a deficiency in the
1271 content knowledge and skills assessed.

1272 4. Administering a practice assessment or engaging in other
1273 assessment-preparation activities that are determined necessary
1274 to familiarize students with the organization of the assessment,
1275 the format of assessment items, and the assessment directions or
1276 that are otherwise necessary for the valid and reliable
1277 administration of the assessment, as set forth in rules adopted
1278 by the State Board of Education with specific reference to this
1279 paragraph.

1280 (h) *Contracts for assessments.*—The commissioner shall
1281 provide for the assessments to be developed or obtained, as
1282 appropriate, through contracts and project agreements with
1283 private vendors, public vendors, public agencies, postsecondary
1284 educational institutions, or school districts. The commissioner
1285 may enter into contracts for the continued administration of the
1286 assessments authorized and funded by the Legislature. Contracts
1287 may be initiated in 1 fiscal year and continue into the next
1288 fiscal year and may be paid from the appropriations of either or
1289 both fiscal years. The commissioner may negotiate for the sale



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1290 or lease of tests, scoring protocols, test scoring services, and
1291 related materials developed pursuant to law.

1292 (4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall
1293 participate in the statewide, standardized assessment program in
1294 accordance with the assessment and reporting schedules and the
1295 minimum and recommended technology requirements published by the
1296 Commissioner of Education. District school boards shall not
1297 establish school calendars that conflict with or jeopardize
1298 implementation of the assessment program. All district school
1299 boards shall report assessment results as required by the state
1300 management information system. Performance data shall be
1301 analyzed and reported to parents, the community, and the state.
1302 Student performance data shall be used by districts in
1303 developing objectives for the school improvement plan,
1304 evaluating instructional personnel and administrative personnel,
1305 assigning staff, allocating resources, acquiring instructional
1306 materials and technology, implementing performance-based
1307 budgeting, and promoting and assigning students to educational
1308 programs. The analysis of student performance data must also
1309 identify strengths and needs in the educational program and
1310 trends over time. The analysis must be used in conjunction with
1311 the budgetary planning processes developed pursuant to s.
1312 1008.385 and the development of remediation programs.

1313 (5) REQUIRED ANALYSES.—The commissioner shall provide, at a
1314 minimum, statewide, standardized assessment data analysis
1315 showing student achievement levels and learning gains by
1316 teacher, school, and school district.

1317 (6) LOCAL ASSESSMENTS.—

1318 (a) Measurement of student learning gains in all subjects



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1319 and grade levels, except those subjects and grade levels
1320 measured under the statewide, standardized assessment program
1321 described in this section, is the responsibility of the school
1322 districts.

1323 (b) Beginning with the 2014-2015 school year, each school
1324 district shall administer for each course offered in the
1325 district a student assessment that measures mastery of the
1326 content, as described in the state-adopted course description,
1327 at the necessary level of rigor for the course. Such assessments
1328 may include:

1329 1. Statewide assessments.

1330 2. Other standardized assessments, including nationally
1331 recognized standardized assessments.

1332 3. Industry certification examinations.

1333 4. District-developed or district-selected end-of-course
1334 assessments.

1335 (c) The Commissioner of Education shall identify methods to
1336 assist and support districts in the development and acquisition
1337 of assessments required under this subsection. Methods may
1338 include developing item banks, facilitating the sharing of
1339 developed tests among school districts, acquiring assessments
1340 from state and national curriculum-area organizations, and
1341 providing technical assistance in best professional practices of
1342 test development based upon state-adopted curriculum standards,
1343 administration, and security.

1344 (7) CONCORDANT SCORES FOR 10TH GRADE FCAT READING.—Until
1345 the state transitions to common core English Language Arts
1346 assessments, the Commissioner of Education must identify scores
1347 on the SAT and ACT that if achieved satisfy the graduation



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1348 requirement that a student pass 10th grade FCAT Reading. The
1349 commissioner may identify concordant scores on other assessments
1350 as well. If the content or scoring procedures change for 10th
1351 grade FCAT Reading, new concordant scores must be determined. If
1352 new concordant scores are not timely adopted, the last-adopted
1353 concordant scores remain in effect until such time as new scores
1354 are adopted. The state board shall adopt concordant scores in
1355 rule.

1356 (8) COMPARATIVE SCORES FOR END-OF-COURSE (EOC)
1357 ASSESSMENTS.—The Commissioner of Education must identify one or
1358 more comparative scores for the Algebra I EOC assessment and may
1359 identify comparative scores for the other EOC assessments. If
1360 the content or scoring procedures change for the EOC
1361 assessments, new comparative scores must be determined. If new
1362 comparative scores are not timely adopted, the last-adopted
1363 comparative scores remain in effect until such time as new
1364 scores are adopted. The state board shall adopt comparative
1365 scores in rule.

1366 (9) REPORTS.—The Department of Education shall annually
1367 provide a report to the Governor, the President of the Senate,
1368 and the Speaker of the House of Representatives which shall
1369 include the following:

1370 (a) Longitudinal performance of students in reading and
1371 mathematics.

1372 (b) Longitudinal performance of students by grade level in
1373 reading and mathematics.

1374 (c) Longitudinal performance regarding efforts to close the
1375 achievement gap.

1376 (d) Other student performance data based on national norm-



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1377 referenced and criterion-referenced tests, if available;
1378 national assessments, such as the National Assessment of
1379 Educational Progress; and international assessments.

1380 (e) The number of students who after 8th grade enroll in
1381 adult education rather than other secondary education.

1382 (f) Any plan or intent to establish or implement new
1383 statewide, standardized assessments.

1384 (10) RULES.—The State Board of Education shall adopt rules
1385 to implement this section.

1386 Section 34. Paragraph (f) of subsection (2), paragraphs (a)
1387 and (b) of subsection (4), paragraphs (a) and (b) of subsection
1388 (5), paragraph (b) of subsection (6), subsection (7), and
1389 subsection (8) of section 1008.25, Florida Statutes, are
1390 amended, and paragraph (h) is added to subsection (2) of that
1391 section, to read:

1392 1008.25 Public school student progression; remedial
1393 instruction; reporting requirements.—

1394 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
1395 school board shall establish a comprehensive plan for student
1396 progression which must:

1397 (f) Advise parents and students of the early ~~and~~
1398 ~~accelerated~~ graduation options under s. ss. 1003.4281 ~~and~~
1399 ~~1003.429~~.

1400 (h) Provide instructional sequences by which students in
1401 kindergarten through high school may attain progressively higher
1402 levels of skill in the use of digital tools and applications.

1403 The instructional sequences must include participation in
1404 curricular and instructional options and the demonstration of
1405 competence of standards required pursuant to ss. 1003.41 and



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1406 1003.4203 through attainment of industry certifications and
1407 other means of demonstrating credit requirements identified
1408 under ss. 1002.3105, 1003.4203, 1003.428, and 1003.4282.

1409 (4) ASSESSMENT AND REMEDIATION.—

1410 (a) Each student must participate in the statewide,
1411 standardized assessment program tests required by s. 1008.22.
1412 Each student who does not meet specific levels of performance on
1413 the required assessments as determined by the district school
1414 board ~~in FCAT reading, writing, science, and mathematics for~~
1415 ~~each grade level,~~ or who scores below Level 3 on in FCAT Reading
1416 or FCAT Mathematics or on the common core English Language Arts
1417 or mathematics assessments as applicable under s. 1008.22, must
1418 be provided with additional diagnostic assessments to determine
1419 the nature of the student's difficulty, the areas of academic
1420 need, and strategies for appropriate intervention and
1421 instruction as described in paragraph (b).

1422 (b) The school in which the student is enrolled must
1423 develop, in consultation with the student's parent, and must
1424 implement a progress monitoring plan. A progress monitoring plan
1425 is intended to provide the school district and the school
1426 flexibility in meeting the academic needs of the student and to
1427 reduce paperwork. A student who is not meeting the school
1428 district or state requirements for proficiency in reading and
1429 mathematics math shall be covered by one of the following plans
1430 to target instruction and identify ways to improve his or her
1431 academic achievement:

1432 1. A federally required student plan such as an individual
1433 education plan;

1434 2. A schoolwide system of progress monitoring for all



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1435 students; or

1436 3. An individualized progress monitoring plan.

1437

1438 The plan chosen must be designed to assist the student or the
1439 school in meeting state and district expectations for
1440 proficiency. If the student has been identified as having a
1441 deficiency in reading, the K-12 comprehensive reading plan
1442 required by s. 1011.62(9) shall include instructional and
1443 support services to be provided to meet the desired levels of
1444 performance. District school boards may require low-performing
1445 students to attend remediation programs held before or after
1446 regular school hours or during the summer if transportation is
1447 provided.

1448 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

1449 ~~(a) It is the ultimate goal of the Legislature that every~~
1450 ~~student read at or above grade level.~~ Any student who exhibits a
1451 substantial deficiency in reading, based upon locally determined
1452 or statewide assessments conducted in kindergarten or grade 1,
1453 grade 2, or grade 3, or through teacher observations, must be
1454 given intensive reading instruction immediately following the
1455 identification of the reading deficiency. The student's reading
1456 proficiency must be reassessed by locally determined assessments
1457 or through teacher observations at the beginning of the grade
1458 following the intensive reading instruction. The student must
1459 continue to be provided with intensive reading instruction until
1460 the reading deficiency is remedied.

1461 ~~(b) Beginning with the 2002-2003 school year, If a the~~
1462 ~~student's reading deficiency, as identified in paragraph (a), is~~
1463 not remedied by the end of grade 3, as demonstrated by scoring



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1464 ~~at~~ Level 2 or higher on the statewide, standardized assessment
1465 required under s. 1008.22 ~~test in reading~~ for grade 3, the
1466 student must be retained.

1467 (6) ELIMINATION OF SOCIAL PROMOTION.—

1468 (b) The district school board may only exempt students from
1469 mandatory retention, as provided in paragraph (5) (b), for good
1470 cause. Good cause exemptions shall be limited to the following:

1471 1. Limited English proficient students who have had less
1472 than 2 years of instruction in an English for Speakers of Other
1473 Languages program.

1474 2. Students with disabilities whose individual education
1475 plan indicates that participation in the statewide assessment
1476 program is not appropriate, consistent with the requirements of
1477 State Board of Education rule.

1478 3. Students who demonstrate an acceptable level of
1479 performance on an alternative standardized reading or English
1480 Language Arts assessment approved by the State Board of
1481 Education.

1482 4. A student ~~Students~~ who demonstrates ~~demonstrate~~, through
1483 a student portfolio, that he or she ~~the student~~ is performing
1484 reading on grade level as evidenced by demonstration of mastery
1485 of the Sunshine State Standards in reading equal to at least at
1486 a Level 2 performance on the FCAT Reading or the common core
1487 English Language Arts assessment, as applicable under s.
1488 1008.22.

1489 5. Students with disabilities who participate in ~~the~~ FCAT
1490 Reading or the common core English Language Arts assessment, as
1491 applicable under s. 1008.22, and who have an individual
1492 education plan or a Section 504 plan that reflects that the



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1493 student has received intensive remediation in reading and
1494 English Language Arts for more than 2 years but still
1495 demonstrates a deficiency ~~in reading~~ and was previously retained
1496 in kindergarten, grade 1, grade 2, or grade 3.

1497 6. Students who have received intensive remediation in
1498 reading and English Language Arts, as applicable under s.
1499 1008.22, for 2 or more years but still demonstrate a deficiency
1500 ~~in reading~~ and who were previously retained in kindergarten,
1501 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
1502 ~~reading~~ instruction for students so promoted must include an
1503 altered instructional day that includes specialized diagnostic
1504 information and specific reading strategies for each student.
1505 The district school board shall assist schools and teachers to
1506 implement reading strategies that research has shown to be
1507 successful in improving reading among low-performing readers.

1508 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
1509 STUDENTS ~~READERS~~.—

1510 (a) Students retained under the provisions of paragraph
1511 (5) (b) must be provided intensive interventions in reading to
1512 ameliorate the student's specific reading deficiency, as
1513 identified by a valid and reliable diagnostic assessment. This
1514 intensive intervention must include effective instructional
1515 strategies, participation in the school district's summer
1516 reading camp, and appropriate teaching methodologies necessary
1517 to assist those students in becoming successful readers, able to
1518 read at or above grade level, and ready for promotion to the
1519 next grade.

1520 (b) ~~Beginning with the 2004-2005 school year~~, Each school
1521 district shall:



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1522 ~~1. Conduct a review of student progress monitoring plans~~
1523 ~~for all students who did not score above Level 1 on the reading~~
1524 ~~portion of the FCAT and did not meet the criteria for one of the~~
1525 ~~good cause exemptions in paragraph (6) (b). The review shall~~
1526 ~~address additional supports and services, as described in this~~
1527 ~~subsection, needed to remediate the identified areas of reading~~
1528 ~~deficiency. The school district shall require a student~~
1529 ~~portfolio to be completed for each such student.~~

1530 ~~1.2.~~ Provide third grade students who are retained under
1531 the provisions of paragraph (5) (b) with intensive instructional
1532 services and supports to remediate the identified areas of
1533 reading deficiency, including participation in the school
1534 district's summer reading camp as required under paragraph (a)
1535 and a minimum of 90 minutes of daily, uninterrupted,
1536 scientifically research-based reading instruction which includes
1537 phonemic awareness, phonics, fluency, vocabulary, and
1538 comprehension and other strategies prescribed by the school
1539 district, which may include, but are not limited to:

1540 a. Integration of science and social studies content within
1541 the 90-minute block.

1542 ~~b.a.~~ Small group instruction.

1543 ~~c.b.~~ Reduced teacher-student ratios.

1544 ~~d.e.~~ More frequent progress monitoring.

1545 ~~e.d.~~ Tutoring or mentoring.

1546 ~~f.e.~~ Transition classes containing 3rd and 4th grade
1547 students.

1548 ~~g.f.~~ Extended school day, week, or year.

1549 ~~g.~~ Summer reading camps.

1550 ~~2.3.~~ Provide written notification to the parent of any



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1551 student who is retained under the provisions of paragraph (5) (b)
1552 that his or her child has not met the proficiency level required
1553 for promotion and the reasons the child is not eligible for a
1554 good cause exemption as provided in paragraph (6) (b). The
1555 notification must comply with the provisions of s. 1002.20(15)
1556 and must include a description of proposed interventions and
1557 supports that will be provided to the child to remediate the
1558 identified areas of reading deficiency.

1559 3.4. Implement a policy for the midyear promotion of any
1560 student retained under the provisions of paragraph (5) (b) who
1561 can demonstrate that he or she is a successful and independent
1562 reader and performing,~~reading~~ at or above grade level in
1563 reading and English Language Arts, as applicable under s.
1564 1008.22,~~and ready to be promoted to grade 4.~~ Tools that school
1565 districts may use in reevaluating any student retained may
1566 include subsequent assessments, alternative assessments, and
1567 portfolio reviews, in accordance with rules of the State Board
1568 of Education. ~~Students promoted during the school year after~~
1569 ~~November 1 must demonstrate proficiency above that required to~~
1570 ~~score at Level 2 on the grade 3 FCAT, as determined by the State~~
1571 ~~Board of Education. The State Board of Education shall adopt~~
1572 ~~standards that provide a reasonable expectation that the~~
1573 ~~student's progress is sufficient to master appropriate 4th grade~~
1574 ~~level reading skills.~~

1575 4.5. Provide students who are retained under the provisions
1576 of paragraph (5) (b) with a highly effective high-performing
1577 teacher as determined by the teacher's performance evaluation
1578 under s. 1012.34 ~~student performance data and above-satisfactory~~
1579 ~~performance appraisals.~~



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1580 ~~6. In addition to required reading enhancement and~~
1581 ~~acceleration strategies, provide parents of students to be~~
1582 ~~retained with at least one of the following instructional~~
1583 ~~options:~~
1584 ~~a. Supplemental tutoring in scientifically research-based~~
1585 ~~reading services in addition to the regular reading block,~~
1586 ~~including tutoring before and/or after school.~~
1587 ~~b. A "Read at Home" plan outlined in a parental contract,~~
1588 ~~including participation in "Families Building Better Readers~~
1589 ~~Workshops" and regular parent-guided home reading.~~
1590 ~~c. A mentor or tutor with specialized reading training.~~
1591 ~~7. Establish a Reading Enhancement and Acceleration~~
1592 ~~Development (READ) Initiative. The focus of the READ Initiative~~
1593 ~~shall be to prevent the retention of grade 3 students and to~~
1594 ~~offer intensive accelerated reading instruction to grade 3~~
1595 ~~students who failed to meet standards for promotion to grade 4~~
1596 ~~and to each K-3 student who is assessed as exhibiting a reading~~
1597 ~~deficiency. The READ Initiative shall:~~
1598 ~~a. Be provided to all K-3 students at risk of retention as~~
1599 ~~identified by the statewide assessment system used in Reading~~
1600 ~~First schools. The assessment must measure phonemic awareness,~~
1601 ~~phonics, fluency, vocabulary, and comprehension.~~
1602 ~~b. Be provided during regular school hours in addition to~~
1603 ~~the regular reading instruction.~~
1604 ~~c. Provide a state-identified reading curriculum that has~~
1605 ~~been reviewed by the Florida Center for Reading Research at~~
1606 ~~Florida State University and meets, at a minimum, the following~~
1607 ~~specifications:~~
1608 ~~(I) Assists students assessed as exhibiting a reading~~



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1609 ~~deficiency in developing the ability to read at grade level.~~

1610 ~~(II) Provides skill development in phonemic awareness,~~
1611 ~~phonics, fluency, vocabulary, and comprehension.~~

1612 ~~(III) Provides scientifically based and reliable~~
1613 ~~assessment.~~

1614 ~~(IV) Provides initial and ongoing analysis of each~~
1615 ~~student's reading progress.~~

1616 ~~(V) Is implemented during regular school hours.~~

1617 ~~(VI) Provides a curriculum in core academic subjects to~~
1618 ~~assist the student in maintaining or meeting proficiency levels~~
1619 ~~for the appropriate grade in all academic subjects.~~

1620 5.8. Establish at each school, ~~when~~ where applicable, an
1621 Intensive Acceleration Class for retained grade 3 students who
1622 subsequently score ~~at~~ Level 1 on the required statewide,
1623 standardized assessment identified in s. 1008.22 reading portion
1624 ~~of the FCAT.~~ The focus of the Intensive Acceleration Class shall
1625 be to increase a child's reading and English Language Arts skill
1626 level at least two grade levels in 1 school year. The Intensive
1627 Acceleration Class shall:

1628 a. Be provided to any student in grade 3 who scores ~~at~~
1629 Level 1 on ~~the reading portion of the FCAT~~ Reading or the common
1630 core English Language Arts assessment, as applicable under s.
1631 1008.22, and who was retained in grade 3 the prior year because
1632 of scoring ~~at~~ Level 1 ~~on the reading portion of the FCAT.~~

1633 b. Have a reduced teacher-student ratio.

1634 c. Provide uninterrupted reading instruction for the
1635 majority of student contact time each day and incorporate
1636 opportunities to master the grade 4 Next Generation Sunshine
1637 State Standards in other core subject areas.



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1638 d. Use a reading program that is scientifically research-
1639 based and has proven results in accelerating student reading
1640 achievement within the same school year.

1641 e. Provide intensive language and vocabulary instruction
1642 using a scientifically research-based program, including use of
1643 a speech-language therapist.

1644 ~~f. Include weekly progress monitoring measures to ensure
1645 progress is being made.~~

1646 ~~g. Report to the Department of Education, in the manner
1647 described by the department, the progress of students in the
1648 class at the end of the first semester.~~

1649 ~~9. Report to the State Board of Education, as requested, on
1650 the specific intensive reading interventions and supports
1651 implemented at the school district level. The Commissioner of
1652 Education shall annually prescribe the required components of
1653 requested reports.~~

1654 ~~10. Provide a student who has been retained in grade 3 and
1655 has received intensive instructional services but is still not
1656 ready for grade promotion, as determined by the school district,
1657 the option of being placed in a transitional instructional
1658 setting. Such setting shall specifically be designed to produce
1659 learning gains sufficient to meet grade 4 performance standards
1660 while continuing to remediate the areas of reading deficiency.~~

1661 (8) ANNUAL REPORT.—

1662 (a) In addition to the requirements in paragraph (5) (b),
1663 each district school board must annually report to the parent of
1664 each student the progress of the student toward achieving state
1665 and district expectations for proficiency in reading, writing,
1666 science, and mathematics. The district school board must report



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1667 to the parent the student's results on each statewide assessment
1668 test. The evaluation of each student's progress must be based
1669 upon the student's classroom work, observations, tests, district
1670 and state assessments, and other relevant information. Progress
1671 reporting must be provided to the parent in writing in a format
1672 adopted by the district school board.

1673 (b) Each district school board must annually publish on the
1674 district website ~~in the local newspaper, and report in writing~~
1675 ~~to the State Board of Education by September 1 of each year,~~ the
1676 following information on the prior school year:

1677 1. The provisions of this section relating to public school
1678 student progression and the district school board's policies and
1679 procedures on student retention and promotion.

1680 2. By grade, the number and percentage of all students in
1681 grades 3 through 10 performing at Levels 1 and 2 on the reading
1682 portion of the FCAT.

1683 3. By grade, the number and percentage of all students
1684 retained in grades 3 through 10.

1685 4. Information on the total number of students who were
1686 promoted for good cause, by each category of good cause as
1687 specified in paragraph (6) (b).

1688 5. Any revisions to the district school board's policy on
1689 student retention and promotion from the prior year.

1690 ~~(c) The Department of Education shall establish a uniform~~
1691 ~~format for school districts to report the information required~~
1692 ~~in paragraph (b). The format shall be developed with input from~~
1693 ~~district school boards and shall be provided not later than 90~~
1694 ~~days prior to the annual due date. The department shall annually~~
1695 ~~compile the information required in subparagraphs (b)2., 3., and~~



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1696 ~~4., along with state level summary information, and report such~~
1697 ~~information to the Governor, the President of the Senate, and~~
1698 ~~the Speaker of the House of Representatives.~~

1699 Section 35. Subsection (3) of section 1008.30, Florida
1700 Statutes, is amended to read:

1701 1008.30 Common placement testing for public postsecondary
1702 education.-

1703 (3) The State Board of Education shall adopt rules that
1704 require high schools to evaluate before the beginning of grade
1705 12 the college readiness of each student who scores ~~at~~ Level 2
1706 or Level 3 on ~~the reading portion of the~~ grade 10 FCAT Reading
1707 or the English Language Arts assessment under s. 1008.22, as
1708 applicable, or Level 2, Level 3, or Level 4 on the Algebra I
1709 assessment ~~mathematics assessments~~ under s. 1008.22
1710 ~~1008.22(3)(c).~~ High schools shall perform this evaluation using
1711 results from the corresponding component of the common placement
1712 test prescribed in this section, or an equivalent test
1713 identified by the State Board of Education. The State Board of
1714 Education shall identify in rule the assessments necessary to
1715 perform the evaluations required by this subsection and shall
1716 work with the school districts to administer the assessments.
1717 The State Board of Education shall establish by rule the minimum
1718 test scores a student must achieve to demonstrate readiness.
1719 Students who demonstrate readiness by achieving the minimum test
1720 scores established by the state board and enroll in a Florida
1721 College System institution within 2 years of achieving such
1722 scores shall not be required to retest or enroll in remediation
1723 when admitted to any Florida College System institution. The
1724 high school shall use the results of the test to advise the



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1725 students of any identified deficiencies and to provide 12th
1726 grade students, and require them to complete, appropriate
1727 postsecondary preparatory instruction before ~~prior to~~ high
1728 school graduation. The curriculum provided under this subsection
1729 shall be identified in rule by the State Board of Education and
1730 encompass Florida's Postsecondary Readiness Competencies. Other
1731 elective courses may not be substituted for the selected
1732 postsecondary ~~reading,~~ mathematics, reading, ~~or~~ writing, or
1733 English Language Arts preparatory course unless the elective
1734 course covers the same competencies included in the
1735 postsecondary ~~reading,~~ mathematics, reading, ~~or~~ writing, or
1736 English Language Arts preparatory course.

1737 Section 36. Paragraphs (b) and (c) of subsection (3) of
1738 section 1008.34, Florida Statutes, are amended to read:

1739 1008.34 School grading system; school report cards;
1740 district grade.—

1741 (3) DESIGNATION OF SCHOOL GRADES.—

1742 (b)1. A school's grade shall be based on a combination of:

1743 a. Student achievement scores on statewide, standardized,
1744 ~~including achievement as measured by FCAT~~ assessments under s.
1745 1008.22 ~~1008.22(3)(c)1., statewide, standardized end-of-course~~
1746 ~~assessments under s. 1008.22(3)(c)2.a. and b.,~~ and achievement
1747 scores for students seeking a special diploma.

1748 b. Student learning gains in FCAT Reading or, upon
1749 transition to common core assessments, the common core English
1750 Language Arts and Mathematics assessments as measured by FCAT
1751 ~~and~~ statewide, standardized ~~end-of-course~~ assessments
1752 administered pursuant to s. 1008.22, as described in s.
1753 ~~1008.22(3)(c)1. and 2.a.,~~ including learning gains for students



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1754 seeking a special diploma, as measured by an alternate
1755 assessment.

1756 c. Improvement of the lowest 25th percentile of students in
1757 the school in reading or, upon transition to common core
1758 assessments, English Language Arts and Mathematics ~~on the FCAT~~
1759 ~~or end-of-course~~ assessments administered pursuant to s. 1008.22
1760 ~~described in s. 1008.22(3)(c)2.a.~~, unless these students are
1761 exhibiting satisfactory performance.

1762 2. Beginning with the 2011-2012 school year, for schools
1763 comprised of middle ~~school~~ grades 6 through 8 or grades 7 and 8,
1764 the school's grade shall include the performance and
1765 participation of its students enrolled in high school level
1766 courses with statewide, standardized ~~end-of-course~~ assessments
1767 administered under s. 1008.22 ~~1008.22(3)(c)2.a.~~ Performance and
1768 participation must be weighted equally. As valid data becomes
1769 available, the school grades shall include the students'
1770 attainment of national industry certification identified in the
1771 Industry Certification Funding List pursuant to rules adopted by
1772 the state board.

1773 3. Beginning with the 2009-2010 school year for schools
1774 comprised of high school grades 9, 10, 11, and 12, or grades 10,
1775 11, and 12, at least 50 percent of the school grade shall be
1776 based on a combination of the factors listed in sub-
1777 subparagraphs 1.a.-c. and the remaining percentage on the
1778 following factors:

1779 a. The high school graduation rate of the school;

1780 b. As valid data becomes available, the performance and
1781 participation of the school's students in College Board Advanced
1782 Placement courses, International Baccalaureate courses, dual



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1783 enrollment courses, and Advanced International Certificate of
1784 Education courses; and the students' achievement of national
1785 industry certification identified in the Industry Certification
1786 Funding List, pursuant to rules adopted by the state board;

1787 c. Postsecondary readiness of all of the school's on-time
1788 graduates as measured by the SAT, the ACT, the Postsecondary
1789 Education Readiness Test, or the common placement test;

1790 d. The high school graduation rate of at-risk students, who
1791 score are students scoring at Level 1 or Level 2 on grade 8 FCAT
1792 Reading or the English Language Arts and ~~FCAT~~ mathematics
1793 assessments administered under s. 1008.22;

1794 e. As valid data becomes available, the performance of the
1795 school's students on statewide, standardized end-of-course
1796 assessments administered under s. 1008.22(3)(b)4. and 5.
1797 ~~1008.22(3)(c)2.e. and d.;~~ and

1798 f. The growth or decline in the components listed in sub-
1799 subparagraphs a.-e. from year to year.

1800 (c) Student assessment data used in determining school
1801 grades shall include:

1802 1. The aggregate scores of all eligible students enrolled
1803 in the school who have been assessed on ~~the FCAT and~~ statewide,
1804 standardized ~~end-of-course~~ assessments in courses required for
1805 high school graduation, including, beginning with the 2011-2012
1806 school year, the end-of-course assessment in Algebra I; and
1807 beginning with the 2012-2013 school year, the end-of-course
1808 assessments in Geometry and Biology I; and beginning with the
1809 2014-2015 school year, on the statewide, standardized end-of-
1810 course assessment in civics education at the middle grades
1811 ~~school~~ level.



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1812 2. The aggregate scores of all eligible students enrolled
1813 in the school who have been assessed on ~~the FCAT and~~ statewide,
1814 standardized ~~end-of-course~~ assessments under s. 1008.22 as
1815 ~~described in s. 1008.22(3)(c)2.a.~~, and who have scored at or in
1816 the lowest 25th percentile of students in the school in reading
1817 and mathematics, unless these students are exhibiting
1818 satisfactory performance.

1819 3. The achievement scores and learning gains of eligible
1820 students attending alternative schools that provide dropout
1821 prevention and academic intervention services pursuant to s.
1822 1003.53. The term "eligible students" in this subparagraph does
1823 not include students attending an alternative school who are
1824 subject to district school board policies for expulsion for
1825 repeated or serious offenses, who are in dropout retrieval
1826 programs serving students who have officially been designated as
1827 dropouts, or who are in programs operated or contracted by the
1828 Department of Juvenile Justice. The student performance data for
1829 eligible students identified in this subparagraph shall be
1830 included in the calculation of the home school's grade. As used
1831 in this subparagraph and s. 1008.341, the term "home school"
1832 means the school to which the student would be assigned if the
1833 student were not assigned to an alternative school. If an
1834 alternative school chooses to be graded under this section,
1835 student performance data for eligible students identified in
1836 this subparagraph shall not be included in the home school's
1837 grade but shall be included only in the calculation of the
1838 alternative school's grade. A school district that fails to
1839 assign ~~the FCAT and~~ statewide, standardized end-of-course
1840 assessment ~~as described in s. 1008.22(3)(c)2.a.~~ scores of each



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1841 of its students to his or her home school or to the alternative
1842 school that receives a grade shall forfeit Florida School
1843 Recognition Program funds for 1 fiscal year. School districts
1844 must require collaboration between the home school and the
1845 alternative school in order to promote student success. This
1846 collaboration must include an annual discussion between the
1847 principal of the alternative school and the principal of each
1848 student's home school concerning the most appropriate school
1849 assignment of the student.

1850 4. The achievement scores and learning gains of students
1851 designated as hospital- or homebound. Student assessment data
1852 for students designated as hospital- or homebound shall be
1853 assigned to their home school for the purposes of school grades.
1854 As used in this subparagraph, the term "home school" means the
1855 school to which a student would be assigned if the student were
1856 not assigned to a hospital- or homebound program.

1857 5. For schools comprised of high school grades 9, 10, 11,
1858 and 12, or grades 10, 11, and 12, the data listed in
1859 subparagraphs 1.-3. and the following data as the Department of
1860 Education determines such data are valid and available:

1861 a. The high school graduation rate of the school as
1862 calculated by the department;

1863 b. The participation rate of all eligible students enrolled
1864 in the school and enrolled in College Board Advanced Placement
1865 courses; International Baccalaureate courses; dual enrollment
1866 courses; Advanced International Certificate of Education
1867 courses; and courses or sequences of courses leading to national
1868 industry certification identified in the Industry Certification
1869 Funding List, pursuant to rules adopted by the State Board of



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1870 Education;

1871 c. The aggregate scores of all eligible students enrolled
1872 in the school in College Board Advanced Placement courses,
1873 International Baccalaureate courses, and Advanced International
1874 Certificate of Education courses;

1875 d. Earning of college credit by all eligible students
1876 enrolled in the school in dual enrollment programs under s.
1877 1007.271;

1878 e. Earning of a national industry certification identified
1879 in the Industry Certification Funding List, pursuant to rules
1880 adopted by the State Board of Education;

1881 f. The aggregate scores of all eligible students enrolled
1882 in the school in reading, mathematics, and other subjects as
1883 measured by the SAT, the ACT, the Postsecondary Education
1884 Readiness Test, and the common placement test for postsecondary
1885 readiness;

1886 g. The high school graduation rate of all eligible at-risk
1887 students enrolled in the school who scored ~~at~~ Level 2 or lower
1888 on grade 8 FCAT Reading and FCAT Mathematics;

1889 h. The performance of the school's students on statewide,
1890 standardized end-of-course assessments administered under s.
1891 1008.22(3)(b)4. and 5. ~~1008.22(3)(c)2.e. and d.~~; and

1892 i. The growth or decline in the data components listed in
1893 sub-subparagraphs a.-h. from year to year.

1894

1895 The State Board of Education shall adopt appropriate criteria
1896 for each school grade. The criteria must also give added weight
1897 to student achievement in reading. Schools earning a grade of
1898 "C," making satisfactory progress, shall be required to



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1899 demonstrate that adequate progress has been made by students in
1900 the school who are in the lowest 25th percentile in reading and
1901 mathematics on statewide, standardized ~~the FCAT and end-of-~~
1902 ~~course~~ assessments under s. 1008.22 ~~as described in s.~~
1903 ~~1008.22(3)(c)2.a.~~, unless these students are exhibiting
1904 satisfactory performance. For schools comprised of high school
1905 grades 9, 10, 11, and 12, or grades 10, 11, and 12, the criteria
1906 for school grades must also give added weight to the graduation
1907 rate of all eligible at-risk students. In order for a high
1908 school to earn a grade of "A," the school must demonstrate that
1909 its at-risk students, as defined in this paragraph, are making
1910 adequate progress.

1911
1912 ===== T I T L E A M E N D M E N T =====

1913 And the title is amended as follows:

1914 Delete lines 52 - 155

1915 and insert:

1916 1003.428, F.S.; including financial literacy within
1917 the economics course required for high school
1918 graduation; conforming provisions; amending s.
1919 1003.4281, F.S.; conforming provisions; creating s.
1920 1003.4282, F.S.; providing requirements for a standard
1921 high school diploma; establishing a 24-credit
1922 requirement; providing for a standard college and
1923 career high school diploma and course and assessment
1924 requirements; providing requirements relating to
1925 online courses, remediation, grade forgiveness, award
1926 of a standard high school diploma, transfer of high
1927 school credits, and career education courses that earn



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1928 high school credits; requiring the State Board of
1929 Education to adopt rules; amending s. 1003.4285, F.S.;
1930 revising standard high school diploma designations;
1931 providing for a scholar designation, an industry
1932 designation, or a waiver designation on the diploma;
1933 creating s. 1003.4286, F.S.; providing for the award
1934 of a standard high school diploma to honorably
1935 discharged veterans pursuant to rule; repealing s.
1936 1003.429, F.S., relating to accelerated high school
1937 graduation options; amending s. 1003.4295, F.S.;
1938 conforming provisions; repealing s. 1003.43, F.S.,
1939 relating to general requirements for high school
1940 graduation; amending s. 1003.433, F.S.; conforming
1941 provisions; amending s. 1003.435, F.S.; deleting a
1942 rulemaking requirement relating to high school
1943 equivalency diplomas; amending s. 1003.436, F.S.;
1944 providing a reference to the Credit Acceleration
1945 Program for purposes of defining the term "credit";
1946 amending ss. 1003.438, 1003.491, 1003.4935, 1003.51,
1947 1003.621, and 1004.935, F.S.; conforming provisions;
1948 amending s. 1007.271, F.S.; authorizing career dual
1949 enrollment students to earn industry certifications
1950 for credit toward high school graduation; amending s.
1951 1008.22, F.S.; substantially rewording the student
1952 assessment program for public schools; providing
1953 requirements for a statewide, standardized assessment
1954 program aligned to core curricular content in the Next
1955 Generation Sunshine State Standards; providing
1956 requirements for end-of-course assessments; providing



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1957 requirements for instruction for students with
1958 disabilities; providing for transition to common core
1959 assessments in English Language Arts and mathematics;
1960 providing requirements for assessment scores,
1961 achievement levels, assessment schedules, and
1962 reporting of assessment results; providing prohibited
1963 and authorized assessment-preparation activities;
1964 authorizing contracts for assessments; requiring
1965 analysis of data, administration of local assessments,
1966 and identification of concordant and comparative
1967 scores; requiring annual reporting of student
1968 performance data; requiring the state board to adopt
1969 rules; amending s. 1008.25, F.S.; providing for
1970 instructional sequencing of courses, including
1971 industry certifications; conforming provisions
1972 relating to student assessment, remediation,
1973 retention, and progression; deleting unfunded and
1974 inactive programs and reporting requirements; revising
1975 school district reporting requirements; amending ss.
1976 1008.30 and 1008.34, F.S.; conforming provisions;