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1
2 An act relating to K-20 education; amending s.
3 1000.03, F.S.; providing for comprehensive K-20 career
4 and education planning; amending s. 1000.21, F.S.;
5 providing that Next Generation Sunshine State
6 Standards include specified common core standards;
7 amending s. 1001.42, F.S.; authorizing a district
8 school board to appoint a governing board for a school
9 district technical center; providing governing board
10 membership and responsibilities; amending s.
11 1002.3105, F.S.; providing additional academically
12 challenging curriculum options; amending s. 1002.33,
13 F.S.; conforming provisions; amending s. 1002.37,
14 F.S.; revising funding for the Florida Virtual School
15 based on student completion of end-of-course
16 assessments; repealing s. 1002.375, F.S., relating to
17 an alternative credit for high school courses pilot
18 project; amending s. 1002.45, F.S.; revising funding
19 for virtual instruction programs based on student
20 completion of end-of-course assessments; amending s.
21 1003.02, F.S.; conforming provisions; amending s.
22 1003.03, F.S.; revising implementation options to meet
23 class size requirements; amending s. 1003.41, F.S.;
24 revising requirements for the Next Generation Sunshine
25 State Standards; repealing s. 1003.413, F.S., relating
26 to the Florida Secondary School Redesign Act; amending
27 s. 1003.4156, F.S.; revising middle grades promotion
28 requirements; conforming provisions relating to the
29 statewide, standardized assessment program; revising

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30 career and education planning course content; revising
31 remediation strategies; amending s. 1003.4203, F.S.;
32 requiring the availability of digital materials in
33 prekindergarten through grade 12; providing for
34 digital recognition and certificate programs; amending
35 s. 1003.428, F.S.; including financial literacy within
36 the economics course required for high school
37 graduation; conforming provisions; amending s.
38 1003.4281, F.S.; conforming provisions; creating s.
39 1003.4282, F.S.; providing requirements for a standard
40 high school diploma; establishing a 24-credit
41 requirement; providing for a standard college and
42 career high school diploma and course and assessment
43 requirements; providing requirements relating to
44 online courses, remediation, grade forgiveness, award
45 of a standard high school diploma, transfer of high
46 school credits, and career education courses that earn
47 high school credits; requiring the State Board of
48 Education to adopt rules; amending s. 1003.4285, F.S.;
49 revising standard high school diploma designations;
50 providing for a scholar designation, an industry
51 designation, or a waiver designation on the diploma;
52 creating s. 1003.4286, F.S.; providing for the award
53 of a standard high school diploma to honorably
54 discharged veterans pursuant to rule; repealing s.
55 1003.429, F.S., relating to accelerated high school
56 graduation options; amending s. 1003.4295, F.S.;
57 conforming provisions; repealing s. 1003.43, F.S.,
58 relating to general requirements for high school

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59 graduation; amending s. 1003.433, F.S.; conforming
60 provisions; amending s. 1003.435, F.S.; deleting a
61 rulemaking requirement relating to high school
62 equivalency diplomas; amending s. 1003.436, F.S.;
63 providing a reference to the Credit Acceleration
64 Program for purposes of defining the term "credit";
65 amending ss. 1003.438, 1003.491, 1003.4935, 1003.51,
66 1003.621, and 1004.935, F.S.; conforming provisions;
67 amending s. 1007.271, F.S.; authorizing career dual
68 enrollment students to earn industry certifications
69 for credit toward high school graduation; amending s.
70 1008.22, F.S.; substantially rewording the student
71 assessment program for public schools; providing
72 requirements for a statewide, standardized assessment
73 program aligned to core curricular content in the Next
74 Generation Sunshine State Standards; providing
75 requirements for end-of-course assessments; providing
76 requirements for instruction for students with
77 disabilities; providing for transition to common core
78 assessments in English Language Arts and mathematics;
79 providing requirements for assessment scores,
80 achievement levels, assessment schedules, and
81 reporting of assessment results; providing prohibited
82 and authorized assessment-preparation activities;
83 authorizing contracts for assessments; requiring
84 analysis of data, administration of local assessments,
85 and identification of concordant and comparative
86 scores; requiring annual reporting of student
87 performance data; requiring the state board to adopt

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88 rules; amending s. 1008.25, F.S.; providing for
89 instructional sequencing of courses, including
90 industry certifications; conforming provisions
91 relating to student assessment, remediation,
92 retention, and progression; deleting unfunded and
93 inactive programs and reporting requirements; revising
94 school district reporting requirements; amending ss.
95 1008.30 and 1008.34, F.S.; conforming provisions;
96 creating s. 1008.44, F.S.; providing requirements for
97 industry certifications, an industry certification
98 funding list, and a postsecondary industry
99 certification funding list for distribution of funding
100 to school districts and Florida College System
101 institutions; amending s. 1011.61, F.S.; revising
102 provisions relating to funding for students in virtual
103 instruction programs, the Florida Virtual School, and
104 regular instructional programs based on student
105 completion of end-of-course assessments; amending s.
106 1011.62, F.S.; revising provisions relating to bonuses
107 awarded to teachers providing advanced placement
108 instruction; revising the calculation of additional
109 full-time equivalent membership based on completion of
110 career-themed courses and issuance of industry
111 certification; providing for teacher bonuses related
112 to industry certification instruction; providing for
113 certain recognitions and performance payments to
114 schools in which students earn digital competency
115 certificates; amending ss. 1012.22 and 1012.56, F.S.;;
116 conforming provisions; amending s. 1012.98, F.S.;

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117 revising requirements for professional development
118 systems developed by school districts; providing that
119 students participating in an accelerated high school
120 graduation option may continue participation;
121 providing a directive to the Division of Law Revision
122 and Information; amending s. 1001.706, F.S.; requiring
123 the strategic plan of the Board of Governors to
124 include criteria for designating high-demand degree
125 programs of emphasis; creating s. 1001.7065, F.S.;
126 creating the preeminent state research universities
127 program; establishing a collaborative partnership
128 between the Board of Governors and the Legislature to
129 elevate the academic and research preeminence of the
130 highest-performing state research universities;
131 establishing academic and research excellence
132 standards for a university to be designated a
133 preeminent state research university; providing for a
134 preeminent state research university to establish an
135 institute for online learning; directing the Board of
136 Governors to convene an advisory board; providing
137 duties and responsibilities of the advisory board, the
138 university, and the Board of Governors to provide
139 high-quality, fully online baccalaureate degree
140 programs, including establishment of a tuition
141 structure for the institute; providing for the award
142 of funding to preeminent state research universities
143 based upon performance; authorizing a preeminent state
144 research university to establish special course
145 requirements; providing for preeminent state research

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146 university flexibility; encouraging the Board of
147 Governors to promote additional programs of
148 excellence; amending s. 1004.02, F.S.; revising
149 definitions relating to adult general education and
150 instruction to attain academic and workforce readiness
151 skills; creating s. 1004.082, F.S.; providing for
152 support for talent retention programs for certain
153 middle school and high school students; amending s.
154 1004.91, F.S.; revising requirements for basic skills
155 instruction for career education programs; amending s.
156 1004.93, F.S.; requiring certain adult education
157 students to complete action-steps-to-employment;
158 amending s. 1006.735, F.S.; establishing the Complete
159 Florida Degree Program and providing requirements for
160 its implementation; amending s. 1007.263, F.S.;
161 conforming provisions; amending s. 1008.37, F.S.;
162 conforming provisions; amending s. 1009.22, F.S.;
163 revising provisions relating to fees for students in
164 adult education programs; amending s. 1009.25, F.S.;
165 revising provisions relating to fee exemptions;
166 amending s. 1009.26, F.S.; providing for fee waivers
167 for certain baccalaureate degree programs; amending s.
168 1009.531, F.S.; deleting an eligibility requirement
169 for a Florida Bright Futures Scholarship Program
170 award; amending s. 1011.80, F.S.; revising provisions
171 relating to the basis for funding workforce education
172 programs; providing requirements for performance
173 funding for industry certifications for school
174 district workforce education programs; revising

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175 provisions relating to funding for coenrolled
176 students; amending s. 1011.81, F.S.; providing
177 requirements for performance funding for industry
178 certifications for Florida College System
179 institutions; providing for performance funding based
180 on accountability metrics; amending s. 1011.905, F.S.;
181 revising the formula upon which performance funding
182 for state universities is based and awarded; requiring
183 the State Board of Education and the Board of
184 Governors to provide recommendations to the
185 Legislature by a specified date; providing an
186 effective date.

187
188 Be It Enacted by the Legislature of the State of Florida:

189
190 Section 1. Paragraph (g) is added to subsection (5) of
191 section 1000.03, Florida Statutes, to read:

192 1000.03 Function, mission, and goals of the Florida K-20
193 education system.—

194 (5) The priorities of Florida's K-20 education system
195 include:

196 (g) Comprehensive K-20 career and education planning.—It is
197 essential that Florida's K-20 education system better prepare
198 all students at every level for the transition from school to
199 postsecondary education or work by providing information
200 regarding:

201 1. Career opportunities, educational requirements
202 associated with each career, educational institutions that
203 prepare students to enter each career, and student financial aid

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204 available to pursue postsecondary instruction required to enter
205 each career.

206 2. How to make informed decisions about the program of
207 study that best addresses the students' interests and abilities
208 while preparing them to enter postsecondary education or the
209 workforce.

210 3. Recommended coursework and programs that prepare
211 students for success in their areas of interest and ability.

212
213 This information shall be provided to students and parents
214 through websites, handbooks, manuals, or other regularly
215 provided communications.

216 Section 2. Subsection (7) of section 1000.21, Florida
217 Statutes, is amended to read:

218 1000.21 Systemwide definitions.—As used in the Florida K-20
219 Education Code:

220 (7) ~~“Sunshine State Standards” or the “Next Generation~~
221 ~~Sunshine State Standards” means the state’s public K-12~~
222 ~~curricular standards, including common core standards in English~~
223 ~~Language Arts and mathematics, adopted under s. 1003.41. The~~
224 ~~term includes the Sunshine State Standards that are in place for~~
225 ~~a subject until the standards for that subject are replaced~~
226 ~~under s. 1003.41 by the Next Generation Sunshine State~~
227 ~~Standards.~~

228 Section 3. Subsection (26) of section 1001.42, Florida
229 Statutes, is renumbered as subsection (27), and a new subsection
230 (26) is added to that section, to read:

231 1001.42 Powers and duties of district school board.—The
232 district school board, acting as a board, shall exercise all

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233 powers and perform all duties listed below:

234 (26) TECHNICAL CENTER GOVERNING BOARD.—May appoint a
235 governing board for a school district technical center or a
236 system of technical centers for the purpose of aligning the
237 educational programs of the technical center with the needs of
238 local businesses and responding quickly to the needs of local
239 businesses for employees holding industry certifications. A
240 technical center governing board shall be comprised of seven
241 members, three of whom must be members of the district school
242 board or their designees and four of whom must be local business
243 leaders. The district school board shall delegate to the
244 technical center governing board decisions regarding entrance
245 requirements for students, curriculum, program development,
246 budget and funding allocations, and the development with local
247 businesses of partnership agreements and appropriate industry
248 certifications in order to meet local and regional economic
249 needs. A technical center governing board may approve only
250 courses and programs that contain industry certifications. A
251 course may be continued if at least 25 percent of the students
252 enrolled in the course attain an industry certification. If
253 fewer than 25 percent of the students enrolled in a course
254 attain an industry certification, the course must be
255 discontinued the following year.

256 Section 4. Paragraph (b) of subsection (1) of section
257 1002.3105, Florida Statutes, is amended, and subsection (5) is
258 added to that section, to read:

259 1002.3105 Academically Challenging Curriculum to Enhance
260 Learning (ACCEL) options.—

261 (1) ACCEL OPTIONS.—

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262 (b) At a minimum, each school must offer the following
263 ACCEL options: whole-grade and midyear promotion; subject-matter
264 acceleration; virtual instruction in higher grade level
265 subjects; and the Credit Acceleration Program under s.
266 1003.4295. Additional ACCEL options may include, but are not
267 limited to, enriched science, technology, engineering, and
268 mathematics ~~(STEM)~~ coursework; enrichment programs; flexible
269 grouping; advanced academic courses; combined classes; self-
270 paced instruction; rigorous industry certifications that are
271 articulated to college credit and approved pursuant to ss.
272 1003.492 and 1008.44; work-related internships or
273 apprenticeships; curriculum compacting; advanced-content
274 instruction; and telescoping curriculum.

275 (5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
276 meets the requirements of s. 1003.4282(3)(a)-(e), earns three
277 credits in electives, and earns a cumulative grade point average
278 (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high
279 school diploma in a form prescribed by the State Board of
280 Education.

281 Section 5. Paragraph (a) of subsection (7) of section
282 1002.33, Florida Statutes, is amended to read:

283 1002.33 Charter schools.—

284 (7) CHARTER.—The major issues involving the operation of a
285 charter school shall be considered in advance and written into
286 the charter. The charter shall be signed by the governing board
287 of the charter school and the sponsor, following a public
288 hearing to ensure community input.

289 (a) The charter shall address and criteria for approval of
290 the charter shall be based on:

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291 1. The school's mission, the students to be served, and the
292 ages and grades to be included.

293 2. The focus of the curriculum, the instructional methods
294 to be used, any distinctive instructional techniques to be
295 employed, and identification and acquisition of appropriate
296 technologies needed to improve educational and administrative
297 performance which include a means for promoting safe, ethical,
298 and appropriate uses of technology which comply with legal and
299 professional standards.

300 a. The charter shall ensure that reading is a primary focus
301 of the curriculum and that resources are provided to identify
302 and provide specialized instruction for students who are reading
303 below grade level. The curriculum and instructional strategies
304 for reading must be consistent with the Next Generation Sunshine
305 State Standards and grounded in scientifically based reading
306 research.

307 b. In order to provide students with access to diverse
308 instructional delivery models, to facilitate the integration of
309 technology within traditional classroom instruction, and to
310 provide students with the skills they need to compete in the
311 21st century economy, the Legislature encourages instructional
312 methods for blended learning courses consisting of both
313 traditional classroom and online instructional techniques.
314 Charter schools may implement blended learning courses which
315 combine traditional classroom instruction and virtual
316 instruction. Students in a blended learning course must be full-
317 time students of the charter school and receive the online
318 instruction in a classroom setting at the charter school.
319 Instructional personnel certified pursuant to s. 1012.55 who

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320 provide virtual instruction for blended learning courses may be
321 employees of the charter school or may be under contract to
322 provide instructional services to charter school students. At a
323 minimum, such instructional personnel must hold an active state
324 or school district adjunct certification under s. 1012.57 for
325 the subject area of the blended learning course. The funding and
326 performance accountability requirements for blended learning
327 courses are the same as those for traditional courses.

328 3. The current incoming baseline standard of student
329 academic achievement, the outcomes to be achieved, and the
330 method of measurement that will be used. The criteria listed in
331 this subparagraph shall include a detailed description of:

332 a. How the baseline student academic achievement levels and
333 prior rates of academic progress will be established.

334 b. How these baseline rates will be compared to rates of
335 academic progress achieved by these same students while
336 attending the charter school.

337 c. To the extent possible, how these rates of progress will
338 be evaluated and compared with rates of progress of other
339 closely comparable student populations.

340

341 The district school board is required to provide academic
342 student performance data to charter schools for each of their
343 students coming from the district school system, as well as
344 rates of academic progress of comparable student populations in
345 the district school system.

346 4. The methods used to identify the educational strengths
347 and needs of students and how well educational goals and
348 performance standards are met by students attending the charter

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349 school. The methods shall provide a means for the charter school
350 to ensure accountability to its constituents by analyzing
351 student performance data and by evaluating the effectiveness and
352 efficiency of its major educational programs. Students in
353 charter schools shall, at a minimum, participate in the
354 statewide assessment program created under s. 1008.22.

355 5. In secondary charter schools, a method for determining
356 that a student has satisfied the requirements for graduation in
357 s. 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43.~~

358 6. A method for resolving conflicts between the governing
359 board of the charter school and the sponsor.

360 7. The admissions procedures and dismissal procedures,
361 including the school's code of student conduct.

362 8. The ways by which the school will achieve a
363 racial/ethnic balance reflective of the community it serves or
364 within the racial/ethnic range of other public schools in the
365 same school district.

366 9. The financial and administrative management of the
367 school, including a reasonable demonstration of the professional
368 experience or competence of those individuals or organizations
369 applying to operate the charter school or those hired or
370 retained to perform such professional services and the
371 description of clearly delineated responsibilities and the
372 policies and practices needed to effectively manage the charter
373 school. A description of internal audit procedures and
374 establishment of controls to ensure that financial resources are
375 properly managed must be included. Both public sector and
376 private sector professional experience shall be equally valid in
377 such a consideration.

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378 10. The asset and liability projections required in the
379 application which are incorporated into the charter and shall be
380 compared with information provided in the annual report of the
381 charter school.

382 11. A description of procedures that identify various risks
383 and provide for a comprehensive approach to reduce the impact of
384 losses; plans to ensure the safety and security of students and
385 staff; plans to identify, minimize, and protect others from
386 violent or disruptive student behavior; and the manner in which
387 the school will be insured, including whether or not the school
388 will be required to have liability insurance, and, if so, the
389 terms and conditions thereof and the amounts of coverage.

390 12. The term of the charter which shall provide for
391 cancellation of the charter if insufficient progress has been
392 made in attaining the student achievement objectives of the
393 charter and if it is not likely that such objectives can be
394 achieved before expiration of the charter. The initial term of a
395 charter shall be for 4 or 5 years. In order to facilitate access
396 to long-term financial resources for charter school
397 construction, charter schools that are operated by a
398 municipality or other public entity as provided by law are
399 eligible for up to a 15-year charter, subject to approval by the
400 district school board. A charter lab school is eligible for a
401 charter for a term of up to 15 years. In addition, to facilitate
402 access to long-term financial resources for charter school
403 construction, charter schools that are operated by a private,
404 not-for-profit, s. 501(c)(3) status corporation are eligible for
405 up to a 15-year charter, subject to approval by the district
406 school board. Such long-term charters remain subject to annual

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407 review and may be terminated during the term of the charter, but
408 only according to the provisions set forth in subsection (8).

409 13. The facilities to be used and their location.

410 14. The qualifications to be required of the teachers and
411 the potential strategies used to recruit, hire, train, and
412 retain qualified staff to achieve best value.

413 15. The governance structure of the school, including the
414 status of the charter school as a public or private employer as
415 required in paragraph (12) (i).

416 16. A timetable for implementing the charter which
417 addresses the implementation of each element thereof and the
418 date by which the charter shall be awarded in order to meet this
419 timetable.

420 17. In the case of an existing public school that is being
421 converted to charter status, alternative arrangements for
422 current students who choose not to attend the charter school and
423 for current teachers who choose not to teach in the charter
424 school after conversion in accordance with the existing
425 collective bargaining agreement or district school board rule in
426 the absence of a collective bargaining agreement. However,
427 alternative arrangements shall not be required for current
428 teachers who choose not to teach in a charter lab school, except
429 as authorized by the employment policies of the state university
430 which grants the charter to the lab school.

431 18. Full disclosure of the identity of all relatives
432 employed by the charter school who are related to the charter
433 school owner, president, chairperson of the governing board of
434 directors, superintendent, governing board member, principal,
435 assistant principal, or any other person employed by the charter

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436 school who has equivalent decisionmaking authority. For the
437 purpose of this subparagraph, the term "relative" means father,
438 mother, son, daughter, brother, sister, uncle, aunt, first
439 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
440 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
441 stepfather, stepmother, stepson, stepdaughter, stepbrother,
442 stepsister, half brother, or half sister.

443 19. Implementation of the activities authorized under s.
444 1002.331 by the charter school when it satisfies the eligibility
445 requirements for a high-performing charter school. A high-
446 performing charter school shall notify its sponsor in writing by
447 March 1 if it intends to increase enrollment or expand grade
448 levels the following school year. The written notice shall
449 specify the amount of the enrollment increase and the grade
450 levels that will be added, as applicable.

451 Section 6. Paragraph (a) of subsection (3) and paragraph
452 (b) of subsection (9) of section 1002.37, Florida Statutes, are
453 amended to read:

454 1002.37 The Florida Virtual School.—

455 (3) Funding for the Florida Virtual School shall be
456 provided as follows:

457 (a)1. For a student in grades 9 through 12, a "full-time
458 equivalent student" is one student who has successfully
459 completed six full-credit courses that count toward the minimum
460 number of credits required for high school graduation. A student
461 who completes fewer than six full-credit courses is a fraction
462 of a full-time equivalent student. Half-credit course
463 completions shall be included in determining a full-time
464 equivalent student. Credit completed by a student in excess of

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465 the minimum required for that student for high school graduation
466 is not eligible for funding.

467 2. For a student in kindergarten through grade 8, a "full-
468 time equivalent student" is one student who has successfully
469 completed six courses or the prescribed level of content that
470 counts toward promotion to the next grade. A student who
471 completes fewer than six courses or the prescribed level of
472 content shall be a fraction of a full-time equivalent student.

473 3. Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~
474 ~~s. 1008.22(3)(g) is implemented,~~ the reported full-time
475 equivalent students and associated funding of students enrolled
476 in courses requiring passage of an end-of-course assessment
477 under s. 1003.4282 to earn a standard high school diploma shall
478 be adjusted if after the student does not pass ~~completes~~ the
479 end-of-course assessment. However, no adjustment shall be made
480 for home education program students who choose not to take an
481 end-of-course assessment or for a student who enrolls in a
482 segmented remedial course delivered online.

483
484 For purposes of this paragraph, the calculation of "full-time
485 equivalent student" shall be as prescribed in s.
486 1011.61(1)(c)1.b.(V).

487 (9)

488 (b) Public school students receiving part-time instruction
489 by the Florida Virtual School in courses requiring statewide
490 end-of-course assessments must take all statewide end-of-course
491 assessments required pursuant to s. 1008.22 ~~s. 1008.22(3)(c)2.~~

492 Section 7. Section 1002.375, Florida Statutes, is repealed.

493 Section 8. Paragraph (b) of subsection (4) and paragraph

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494 (e) of subsection (7) of section 1002.45, Florida Statutes, are
495 amended to read:

496 1002.45 Virtual instruction programs.—

497 (4) CONTRACT REQUIREMENTS.—Each contract with an approved
498 provider must at minimum:

499 (b) Provide a method for determining that a student has
500 satisfied the requirements for graduation in s. 1003.428 or s.
501 1003.4282, ~~s. 1003.429~~, ~~or s. 1003.43~~ if the contract is for the
502 provision of a full-time virtual instruction program to students
503 in grades 9 through 12.

504 (7) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
505 FUNDING.—

506 (e) Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~
507 ~~s. 1008.22(3)(g) is implemented~~, the reported full-time
508 equivalent students and associated funding of students enrolled
509 in courses requiring passage of an end-of-course assessment
510 under s. 1003.4282 to earn a standard high school diploma shall
511 be adjusted if after the student does not pass ~~completes~~ the
512 end-of-course assessment. However, no adjustment shall be made
513 for a student who enrolls in a segmented remedial course
514 delivered online.

515 Section 9. Paragraph (i) of subsection (1) of section
516 1003.02, Florida Statutes, is amended to read:

517 1003.02 District school board operation and control of
518 public K-12 education within the school district.—As provided in
519 part II of chapter 1001, district school boards are
520 constitutionally and statutorily charged with the operation and
521 control of public K-12 education within their school district.
522 The district school boards must establish, organize, and operate

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523 their public K-12 schools and educational programs, employees,
524 and facilities. Their responsibilities include staff
525 development, public K-12 school student education including
526 education for exceptional students and students in juvenile
527 justice programs, special programs, adult education programs,
528 and career education programs. Additionally, district school
529 boards must:

530 (1) Provide for the proper accounting for all students of
531 school age, for the attendance and control of students at
532 school, and for proper attention to health, safety, and other
533 matters relating to the welfare of students in the following
534 fields:

535 (i) *Parental notification of acceleration options.*—At the
536 beginning of each school year, notify parents of students in or
537 entering high school of the opportunity and benefits of advanced
538 placement, International Baccalaureate, Advanced International
539 Certificate of Education, dual enrollment, and Florida Virtual
540 School courses and options for early ~~or accelerated high school~~
541 graduation under s. ss. 1003.4281 and 1003.429.

542 Section 10. Paragraph (c) of subsection (3) of section
543 1003.03, Florida Statutes, is amended to read:

544 1003.03 Maximum class size.—

545 (3) IMPLEMENTATION OPTIONS.—District school boards must
546 consider, but are not limited to, implementing the following
547 items in order to meet the constitutional class size maximums
548 described in subsection (1):

549 (c)1. Repeal district school board policies that require
550 students to earn ~~have~~ more than the 24 credits required under s.
551 1003.428 to graduate from high school.

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552 2. Implement the early graduation option provided in s.
553 1003.4281 ~~Adopt policies to allow students to graduate from high~~
554 ~~school as soon as they pass the grade 10 FCAT and complete the~~
555 ~~courses required for high school graduation.~~

556 Section 11. Section 1003.41, Florida Statutes, is amended
557 to read:

558 (Substantial rewording of section. See
559 s. 1003.41, F.S., for present text.)

560 1003.41 Next Generation Sunshine State Standards.—

561 (1) Next Generation Sunshine State Standards establish the
562 core content of the curricula to be taught in the state and
563 specify the core content knowledge and skills that K-12 public
564 school students are expected to acquire. Standards must be
565 rigorous and relevant and provide for the logical, sequential
566 progression of core curricular content that incrementally
567 increases a student's core content knowledge and skills over
568 time. Curricular content for all subjects must integrate
569 critical-thinking, problem-solving, and workforce-literacy
570 skills; communication, reading, and writing skills; mathematics
571 skills; collaboration skills; contextual and applied-learning
572 skills; technology-literacy skills; information and media-
573 literacy skills; and civic-engagement skills. The standards must
574 include distinct grade-level expectations for the core content
575 knowledge and skills that a student is expected to have acquired
576 by each individual grade level from kindergarten through grade
577 8. The standards for grades 9 through 12 may be organized by
578 grade clusters of more than one grade level except as otherwise
579 provided for visual and performing arts, physical education,
580 health, and foreign language standards.

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581 (2) Next Generation Sunshine State Standards must meet the
582 following requirements:

583 (a) English Language Arts standards must establish specific
584 curricular content for, at a minimum, reading, writing, speaking
585 and listening, and language.

586 (b) Science standards must establish specific curricular
587 content for, at a minimum, the nature of science, earth and
588 space science, physical science, and life science.

589 (c) Mathematics standards must establish specific
590 curricular content for, at a minimum, algebra, geometry,
591 statistics and probability, number and quantity, functions, and
592 modeling.

593 (d) Social Studies standards must establish specific
594 curricular content for, at a minimum, geography, United States
595 and world history, government, civics, humanities, and
596 economics, including financial literacy. Financial literacy
597 includes the knowledge, understanding, skills, behaviors,
598 attitudes, and values that will enable a student to make
599 responsible and effective financial decisions on a daily basis.
600 Financial literacy instruction shall be an integral part of
601 instruction throughout the entire economics course and include
602 information regarding earning income; buying goods and services;
603 saving and financial investing; taxes; the use of credit and
604 credit cards; budgeting and debt management, including student
605 loans and secured loans; banking and financial services;
606 planning for one's financial future, including higher education
607 and career planning; credit reports and scores; and fraud and
608 identity theft prevention.

609 (e) Visual and performing arts, physical education, health,

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610 and foreign language standards must establish specific
611 curricular content and include distinct grade level expectations
612 for the core content knowledge and skills that a student is
613 expected to have acquired by each individual grade level from
614 kindergarten through grade 5. The standards for grades 6 through
615 12 may be organized by grade clusters of more than one grade
616 level.

617 (3) The Commissioner of Education, as needed, shall develop
618 and submit proposed revisions to the standards for review and
619 comment by Florida educators, school administrators,
620 representatives of the Florida College System institutions and
621 state universities who have expertise in the content knowledge
622 and skills necessary to prepare a student for postsecondary
623 education and careers, business and industry leaders, and the
624 public. The commissioner, after considering reviews and
625 comments, shall submit the proposed revisions to the State Board
626 of Education for adoption. In addition, the commissioner shall
627 prepare an analysis of the costs associated with implementing a
628 separate, one-half credit course in financial literacy,
629 including estimated costs for instructional personnel, training,
630 and the development or purchase of instructional materials. The
631 commissioner shall work with one or more nonprofit organizations
632 with proven expertise in the area of personal finance, consider
633 free resources that can be utilized for instructional materials,
634 and provide data on the implementation of such a course in other
635 states. The commissioner shall provide the cost analysis to the
636 President of the Senate and the Speaker of the House of
637 Representatives by October 1, 2013.

638 (4) The State Board of Education shall adopt rules to

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639 administer this section.

640 Section 12. Section 1003.413, Florida Statutes, is
641 repealed.

642 Section 13. Section 1003.4156, Florida Statutes, is amended
643 to read:

644 1003.4156 General requirements for middle grades
645 promotion.—

646 (1) In order for a student to be promoted to high school
647 Promotion from a school that includes ~~composed of~~ middle grades
648 6, 7, and 8, ~~requires that:~~

649 ~~(a)~~ the student must successfully complete the following
650 ~~academic courses as follows:~~

651 (a)1. Three middle grades school or higher courses in
652 English Language Arts (ELA). ~~These courses shall emphasize~~
653 ~~literature, composition, and technical text.~~

654 (b)2. Three middle grades school or higher courses in
655 mathematics. Each ~~middle~~ school that includes middle grades must
656 offer at least one high school level mathematics course for
657 which students may earn high school credit. Successful
658 completion of a high school level Algebra I or geometry course
659 is not contingent upon the student's performance on the
660 statewide, standardized end-of-course (EOC) assessment or, upon
661 transition to common core assessments, the common core Algebra I
662 or geometry assessments required under s. 1008.22 s.

663 ~~1008.22(3)(c)2.a.(I)~~. However, beginning with the 2011-2012
664 school year, to earn high school credit for ~~an~~ Algebra I ~~course~~,
665 a middle grades school student must pass the Algebra I
666 statewide, standardized end-of-course assessment, and beginning
667 with the 2012-2013 school year, to earn high school credit for a

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668 geometry course, a middle grades school student must take pass
669 the statewide, standardized geometry end-of-course assessment,
670 which constitutes 30 percent of the student's final course
671 grade, and earn a passing grade in the course.

672 (c)3. Three middle grades school or higher courses in
673 social studies, ~~one semester of which must include the study of~~
674 ~~state and federal government and civics education.~~ Beginning
675 with students entering grade 6 in the 2012-2013 school year, one
676 of these courses must be at least a one-semester civics
677 education course ~~that a student successfully completes in~~
678 ~~accordance with s. 1008.22(3)(c) and that includes the roles and~~
679 ~~responsibilities of federal, state, and local governments; the~~
680 ~~structures and functions of the legislative, executive, and~~
681 ~~judicial branches of government; and the meaning and~~
682 ~~significance of historic documents, such as the Articles of~~
683 ~~Confederation, the Declaration of Independence, and the~~
684 ~~Constitution of the United States.~~ Beginning with the 2013-2014
685 school year, each student's performance on the statewide,
686 standardized EOC assessment in civics education required under
687 s. 1008.22 constitutes 30 percent of the student's final course
688 grade.

689 (d)4. Three middle grades school or higher courses in
690 science. Successful completion of a high school level Biology I
691 course is not contingent upon the student's performance on the
692 statewide, standardized EOC end-of-course assessment required
693 under s. 1008.22 ~~s. 1008.22(3)(c)2.a.(II)~~. However, beginning
694 with the 2012-2013 school year, to earn high school credit for a
695 Biology I course, a middle grades school student must take pass
696 the statewide, standardized Biology I EOC end-of-course

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697 assessment, which constitutes 30 percent of the student's final
698 course grade, and earn a passing grade in the course.

699 (e)5. One course in career and education planning to be
700 completed in 6th, 7th, or 8th grade. The course may be taught by
701 any member of the instructional staff. At a minimum, the course
702 must be Internet-based, easy to use, and customizable to each
703 student and include research-based assessments to assist
704 students in determining educational and career options and
705 goals. In addition, the course~~+~~ must result in a completed
706 personalized academic and career plan for the student; must
707 emphasize the importance of entrepreneurship skills; must
708 emphasize technology or the application of technology in career
709 fields; and, beginning in the 2014-2015 academic year, must
710 include information from the Department of Economic
711 Opportunity's economic security report as described in s.
712 445.07. The required personalized academic and career plan must
713 inform students of high school graduation requirements,
714 including a detailed explanation of the diploma designation
715 options provided under s. 1003.4285; high school assessment and
716 college entrance test requirements;~~7~~ Florida Bright Futures
717 Scholarship Program requirements;~~7~~ state university and Florida
718 College System institution admission requirements; available
719 opportunities to,~~7~~ ~~and programs through which a high school~~
720 ~~student can~~ earn college credit in high school, including
721 Advanced Placement courses; the~~7~~ International Baccalaureate
722 Program; the~~7~~ Advanced International Certificate of Education
723 Program;~~7~~ dual enrollment, including career dual enrollment; and
724 career education courses, including academy and career-themed
725 courses ~~course opportunities,~~ and courses that lead to ~~national~~

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726 industry certification pursuant to s. 1003.492 or s. 1008.44.

727

728 ~~A student with a disability, as defined in s. 1007.02(2), for~~
729 ~~whom the individual education plan team determines that an end-~~
730 ~~of-course assessment cannot accurately measure the student's~~
731 ~~abilities, taking into consideration all allowable~~
732 ~~accommodations, shall have the end-of-course assessment results~~
733 ~~waived for purposes of determining the student's course grade~~
734 ~~and completing the requirements for middle grades promotion.~~

735 Each school must inform parents about the course curriculum and
736 activities. Each student shall complete a personal education
737 plan that must be signed by the student and the student's
738 parent. The Department of Education shall develop course
739 frameworks and professional development materials for the career
740 and education planning course. The course may be implemented as
741 a stand-alone course or integrated into another course or
742 courses. The Commissioner of Education shall collect
743 longitudinal high school course enrollment data by student
744 ethnicity in order to analyze course-taking patterns.

745 (2)(b) If For each year in which a middle grades student
746 scores at Level 1 or Level 2 on FCAT Reading or, when the state
747 transitions to common core assessments on the English Language
748 Arts assessments required under s. 1008.22, the following year
749 the student must enroll be enrolled in and complete a remedial
750 an intensive reading course the following year. Placement of
751 Level 2 readers in either an intensive reading course or a
752 content area course in which remediation reading strategies are
753 incorporated into course content delivery delivered shall be
754 determined by diagnosis of reading needs. The department shall

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755 provide guidance on appropriate strategies for diagnosing and
756 meeting the varying instructional needs of students performing
757 ~~reading~~ below grade level. ~~Reading courses shall be designed and~~
758 ~~offered pursuant to the comprehensive reading plan required by~~
759 ~~s. 1011.62(9). A middle grades student who scores at Level 1 or~~
760 ~~Level 2 on FCAT Reading but who did not score below Level 3 in~~
761 ~~the previous 3 years may be granted a 1-year exemption from the~~
762 ~~reading remediation requirement; however, the student must have~~
763 ~~an approved academic improvement plan already in place, signed~~
764 ~~by the appropriate school staff and the student's parent, for~~
765 ~~the year for which the exemption is granted.~~

766 (3)(e) If ~~For each year in which~~ a middle grades student
767 scores at Level 1 or Level 2 on FCAT Mathematics or, when the
768 state transitions to common core assessments, on the mathematics
769 common core assessments required under s. 1008.22, the following
770 year, the student must receive remediation ~~the following year,~~
771 which may be integrated into the student's required mathematics
772 courses ~~course~~.

773 ~~(2) Students in grade 6, grade 7, or grade 8 who are not~~
774 ~~enrolled in schools with a middle grades configuration are~~
775 ~~subject to the promotion requirements of this section.~~

776 (4)(3) The State Board of Education shall ~~may~~ adopt rules
777 pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
778 ~~provisions of~~ this section and may enforce ~~the provisions of~~
779 this section pursuant to s. 1008.32.

780 Section 14. Section 1003.4203, Florida Statutes, is amended
781 to read:

782 1003.4203 Digital materials, recognitions, certificates,
783 and technical assistance ~~curriculum~~.

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784 (1) Each district school board, in consultation with the
785 district school superintendent, shall make available ~~may develop~~
786 ~~and implement a digital materials curriculum~~ for students in
787 prekindergarten grades 6 through grade 12 in order to enable
788 students to attain digital skills ~~competencies in web~~
789 ~~communications and web design. A digital curriculum may include~~
790 ~~web-based skills, web-based core technologies, web design, use~~
791 ~~of digital technologies and markup language to show competency~~
792 ~~in computer skills, and use of web-based core technologies to~~
793 ~~design creative, informational, and content standards for web-~~
794 ~~based digital products that demonstrate proficiency in creating,~~
795 ~~publishing, testing, monitoring, and maintaining a website.~~

796 (2) The digital materials curriculum instruction may be
797 integrated into ~~middle school and high school~~ subject area
798 curricula, ~~or~~ offered as a separate course, made available
799 through open-access options, or deployed through online or
800 digital computer applications, subject to available funding.

801 (2) Beginning with the 2013-2014 school year, each district
802 school board, in consultation with the district school
803 superintendent, shall make available digital and instructional
804 materials, including software applications, to students with
805 disabilities who are in prekindergarten through grade 12.

806 (3) Subject to available funding, by December 1, 2013, the
807 department shall contract with one or more technology companies,
808 or affiliated nonprofit organizations, that have approved
809 industry certifications identified on the Industry Certification
810 Funding List or the Postsecondary Industry Certification Funding
811 List, pursuant to s. 1003.492 or s. 1008.44, to develop a
812 Florida Cyber Security Recognition and a Florida Digital Arts

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813 Recognition. The department shall notify each school district
814 when the recognitions are developed and available. The
815 recognitions shall be made available to all public elementary
816 school students at no cost to the districts or charter schools.

817 (a) Targeted knowledge and skills to be mastered for each
818 recognition shall be identified by the department. Knowledge and
819 skills may be demonstrated through student attainment of the
820 below recognitions in particular content areas:

821 1. The Florida Cyber Security Recognition must be based
822 upon an understanding of computer processing operations and, in
823 most part, on cyber security skills that increase a student's
824 cyber-safe practices.

825 2. The Florida Digital Arts Recognition must reflect a
826 balance of skills in technology and the arts.

827 (b) The technology companies or affiliated nonprofit
828 organizations that provide the recognition must provide open
829 access to materials for teaching and assessing the skills a
830 student must acquire in order to earn a Florida Cyber Security
831 Recognition or a Florida Digital Arts Recognition. The school
832 district shall notify each elementary school advisory council of
833 the methods of delivery of the open-access content and
834 assessments. If there is no elementary school advisory council,
835 notification must be provided to the district advisory council.

836 (4) Subject to available funding, by December 1, 2013, the
837 department shall contract with one or more technology companies
838 that have approved industry certifications identified on the
839 Industry Certification Funding List or the Postsecondary
840 Industry Certification Funding List, pursuant to s. 1003.492 or
841 s. 1008.44, to develop a Florida Digital Tools Certificate to

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842 indicate a student's digital skills. The department shall notify
843 each school district when the certificate is developed and
844 available. The certificate shall be made available to all public
845 middle grades students at no cost to the districts or charter
846 schools.

847 (a) Targeted skills to be mastered for the certificate
848 include digital skills that are necessary to the student's
849 academic work and skills the student may need in future
850 employment. The skills must include, but are not limited to,
851 word processing, spreadsheet display, and creation of
852 presentations, including sound, text, and graphic presentations,
853 consistent with industry certifications that are listed on the
854 Industry Certification Funding List, pursuant to s. 1003.492.

855 (b) A technology company that provides the certificate must
856 provide open access to materials for teaching and assessing the
857 skills necessary to earn the certificate. The school district
858 shall notify each middle school advisory council of the methods
859 of delivery of the open-access content and assessments for the
860 certificate. If there is no middle school advisory council,
861 notification must be provided to the district advisory council.

862 (c) The Legislature intends that by July 1, 2018, on an
863 annual basis, at least 75 percent of public middle grades
864 students earn a Florida Digital Tools Certificate.

865 (5) ~~(3)~~ The Department of Education or a company contracted
866 with under subsection (4) shall provide technical assistance to
867 shall develop a model digital curriculum to serve as a guide for
868 district school boards in the implementation of this section.
869 Technical assistance to districts shall include, but is not
870 limited to, identification of digital resources, primarily open-

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871 access resources, including digital curriculum, instructional
872 materials, media assets, and other digital tools and
873 applications; training mechanisms for teachers and others to
874 facilitate integration of digital resources and technologies
875 into instructional strategies; and model policies and procedures
876 that support sustainable implementation practices ~~development of~~
877 ~~a digital curriculum.~~

878 (6) ~~(4)~~ A district school board may seek partnerships with
879 other school districts, private businesses, postsecondary
880 institutions, or ~~and~~ consultants to offer classes and
881 instruction to teachers and students to assist the school
882 district in providing digital materials, recognitions, and
883 certificates established pursuant to this section ~~curriculum~~
884 ~~instruction.~~

885 (7) The State Board of Education shall adopt rules to
886 administer this section.

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

889 1003.428 General requirements for high school graduation;
890 ~~revised.~~—

891 ~~(1) Except as otherwise authorized pursuant to s. 1003.429,~~
892 Beginning with students entering grade 9 in the 2007-2008 school
893 year, graduation requires the successful completion of a minimum
894 of 24 credits, an International Baccalaureate curriculum, or an
895 Advanced International Certificate of Education curriculum.
896 Students must be advised of eligibility requirements for state
897 scholarship programs and postsecondary admissions.

898 (2) The 24 credits may be earned through applied,
899 integrated, and career education ~~combined~~ courses approved by

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900 the Department of Education. The 24 credits shall be distributed
901 as follows:

902 (a) Sixteen core curriculum credits:

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

905 2. Four credits in mathematics, one of which must be
906 Algebra I, a series of courses equivalent to Algebra I, or a
907 higher-level mathematics course. Beginning with students
908 entering grade 9 in the 2010-2011 school year, in addition to
909 the Algebra I credit requirement, one of the four credits in
910 mathematics must be geometry or a series of courses equivalent
911 to geometry as approved by the State Board of Education.
912 Beginning with students entering grade 9 in the 2010-2011 school
913 year, the end-of-course assessment requirements under s.
914 1008.22(3)(c)2.a.(I) must be met in order for a student to earn
915 the required credit in Algebra I. Beginning with students
916 entering grade 9 in the 2011-2012 school year, the end-of-course
917 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be
918 met in order for a student to earn the required credit in
919 geometry. Beginning with students entering grade 9 in the 2012-
920 2013 school year, in addition to the Algebra I and geometry
921 credit requirements, one of the four credits in mathematics must
922 be Algebra II or a series of courses equivalent to Algebra II as
923 approved by the State Board of Education.

924 3. Three credits in science, two of which must have a
925 laboratory component. Beginning with students entering grade 9
926 in the 2011-2012 school year, one of the three credits in
927 science must be Biology I or a series of courses equivalent to
928 Biology I as approved by the State Board of Education. Beginning

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929 with students entering grade 9 in the 2011-2012 school year, the
930 end-of-course assessment requirements under s.
931 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
932 the required credit in Biology I. Beginning with students
933 entering grade 9 in the 2013-2014 school year, one of the three
934 credits must be Biology I or a series of courses equivalent to
935 Biology I as approved by the State Board of Education, one
936 credit must be chemistry or physics or a series of courses
937 equivalent to chemistry or physics as approved by the State
938 Board of Education, and one credit must be an equally rigorous
939 course, as determined by the State Board of Education.

940 4. Three credits in social studies as follows: one credit
941 in United States history; one credit in world history; one-half
942 credit in economics, which shall include financial literacy; and
943 one-half credit in United States government.

944 5. One credit in fine or performing arts, speech and
945 debate, or a practical arts course that incorporates artistic
946 content and techniques of creativity, interpretation, and
947 imagination. Eligible practical arts courses shall be identified
948 through the Course Code Directory.

949 6. One credit in physical education to include integration
950 of health. Participation in an interscholastic sport at the
951 junior varsity or varsity level for two full seasons shall
952 satisfy the one-credit requirement in physical education if the
953 student passes a competency test on personal fitness with a
954 score of "C" or better. The competency test on personal fitness
955 must be developed by the Department of Education. A district
956 school board may not require that the one credit in physical
957 education be taken during the 9th grade year. Completion of one

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958 semester with a grade of "C" or better in a marching band class,
959 in a physical activity class that requires participation in
960 marching band activities as an extracurricular activity, or in a
961 dance class shall satisfy one-half credit in physical education
962 or one-half credit in performing arts. This credit may not be
963 used to satisfy the personal fitness requirement or the
964 requirement for adaptive physical education under an individual
965 education plan (IEP) or 504 plan. Completion of 2 years in a
966 Reserve Officer Training Corps (R.O.T.C.) class, a significant
967 component of which is drills, shall satisfy the one-credit
968 requirement in physical education and the one-credit requirement
969 in performing arts. This credit may not be used to satisfy the
970 personal fitness requirement or the requirement for adaptive
971 physical education under an individual education plan (IEP) or
972 504 plan.

973 (b) Eight credits in electives.

974 1. For each year in which a student scores ~~at~~ Level 1 on
975 FCAT Reading, the student must be enrolled in and complete an
976 intensive reading course the following year. Placement of Level
977 2 readers in either an intensive reading course or a content
978 area course in which reading strategies are delivered shall be
979 determined by diagnosis of reading needs. The department shall
980 provide guidance on appropriate strategies for diagnosing and
981 meeting the varying instructional needs of students reading
982 below grade level. Reading courses shall be designed and offered
983 pursuant to the comprehensive reading plan required by s.
984 1011.62(9). A high school student who scores ~~at~~ Level 1 or Level
985 2 on FCAT Reading but who did not score below Level 3 in the
986 previous 3 years may be granted a 1-year exemption from the

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987 reading remediation requirement; however, the student must have
988 an approved academic improvement plan already in place, signed
989 by the appropriate school staff and the student's parent, for
990 the year for which the exemption is granted.

991 2. For each year in which a student scores ~~at~~ Level 1 or
992 Level 2 on FCAT Mathematics, the student must receive
993 remediation the following year. These courses may be taught
994 through applied, integrated, or combined courses and are subject
995 to approval by the department for inclusion in the Course Code
996 Directory.

997 (c) Beginning with students entering grade 9 in the 2011-
998 2012 school year, at least one course within the 24 credits
999 required in this subsection must be completed through online
1000 learning. A school district may not require a student to take
1001 the online course outside the school day or in addition to a
1002 student's courses for a given semester. An online course taken
1003 during grades 6 through 8 fulfills this requirement. This
1004 requirement shall be met through an online course offered by the
1005 Florida Virtual School, an online course offered by the high
1006 school, or an online dual enrollment course. A student who is
1007 enrolled in a full-time or part-time virtual instruction program
1008 under s. 1002.45 meets this requirement. This requirement does
1009 not apply to a student who has an individual educational plan
1010 under s. 1003.57 which indicates that an online course would be
1011 inappropriate or a student who is enrolled in a Florida high
1012 school and has less than 1 academic year remaining in high
1013 school.

1014 (3) (a) A district school board may require specific courses
1015 and programs of study within the minimum credit requirements for

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1016 high school graduation and shall modify basic courses, as
1017 necessary, to assure exceptional students the opportunity to
1018 meet the graduation requirements for a standard diploma, using
1019 one of the following strategies:

1020 1. Assignment of the exceptional student to an exceptional
1021 education class for instruction in a basic course with the same
1022 student performance standards as those required of
1023 nonexceptional students in the district school board student
1024 progression plan; or

1025 2. Assignment of the exceptional student to a basic
1026 education class for instruction that is modified to accommodate
1027 the student's exceptionality.

1028 (b) The district school board shall determine which of
1029 these strategies to employ based upon an assessment of the
1030 student's needs and shall reflect this decision in the student's
1031 individual education plan.

1032 (4) Each district school board shall establish standards
1033 for graduation from its schools, which must include:

1034 (a) Successful completion of the academic credit or
1035 curriculum requirements of subsections (1) and (2). For courses
1036 that require statewide, standardized end-of-course assessments
1037 under s. 1008.22(3)(c)2.d., a minimum of 30 percent of a
1038 student's course grade shall be comprised of performance on the
1039 statewide, standardized end-of-course assessment.

1040 (b) Earning passing scores on the FCAT, as defined in s.
1041 1008.22(3)(c), or scores on a standardized test that are
1042 concordant with passing scores on the FCAT as defined in s.
1043 1008.22(10).

1044 (c) Completion of all other applicable requirements

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1045 prescribed by the district school board pursuant to s. 1008.25.

1046 (d) Achievement of a cumulative grade point average of 2.0
1047 on a 4.0 scale, or its equivalent, in the courses required by
1048 this section.

1049

1050 Each district school board shall adopt policies designed to
1051 assist students in meeting the requirements of this subsection.
1052 These policies may include, but are not limited to: forgiveness
1053 policies, summer school or before or after school attendance,
1054 special counseling, volunteers or peer tutors, school-sponsored
1055 help sessions, homework hotlines, and study skills classes.
1056 Forgiveness policies for required courses shall be limited to
1057 replacing a grade of "D" or "F," or the equivalent of a grade of
1058 "D" or "F," with a grade of "C" or higher, or the equivalent of
1059 a grade of "C" or higher, earned subsequently in the same or
1060 comparable course. Forgiveness policies for elective courses
1061 shall be limited to replacing a grade of "D" or "F," or the
1062 equivalent of a grade of "D" or "F," with a grade of "C" or
1063 higher, or the equivalent of a grade of "C" or higher, earned
1064 subsequently in another course. The only exception to these
1065 forgiveness policies shall be made for a student in the middle
1066 grades who takes any high school course for high school credit
1067 and earns a grade of "C," "D," or "F" or the equivalent of a
1068 grade of "C," "D," or "F." In such case, the district
1069 forgiveness policy must allow the replacement of the grade with
1070 a grade of "C" or higher, or the equivalent of a grade of "C" or
1071 higher, earned subsequently in the same or comparable course. In
1072 all cases of grade forgiveness, only the new grade shall be used
1073 in the calculation of the student's grade point average. Any

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1074 course grade not replaced according to a district school board
1075 forgiveness policy shall be included in the calculation of the
1076 cumulative grade point average required for graduation.

1077 (5) The State Board of Education, after a public hearing
1078 and consideration, shall adopt rules based upon the
1079 recommendations of the commissioner for the provision of test
1080 accommodations and modifications of procedures as necessary for
1081 students with disabilities which will demonstrate the student's
1082 abilities rather than reflect the student's impaired sensory,
1083 manual, speaking, or psychological process skills.

1084 (6) The public hearing and consideration required in
1085 subsection (5) shall not be construed to amend or nullify the
1086 requirements of security relating to the contents of
1087 examinations or assessment instruments and related materials or
1088 data as prescribed in s. 1008.23.

1089 (7) (a) A student who meets all requirements prescribed in
1090 subsections (1), (2), (3), and (4) shall be awarded a standard
1091 diploma in a form prescribed by the State Board of Education.

1092 (b) A student who completes the minimum number of credits
1093 and other requirements prescribed by subsections (1), (2), and
1094 (3), but who is unable to meet the standards of paragraph
1095 (4) (b), paragraph (4) (c), or paragraph (4) (d), shall be awarded
1096 a certificate of completion in a form prescribed by the State
1097 Board of Education. However, any student who is otherwise
1098 entitled to a certificate of completion may elect to remain in
1099 the secondary school either as a full-time student or a part-
1100 time student for up to 1 additional year and receive special
1101 instruction designed to remedy his or her identified
1102 deficiencies.

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1103 (8) (a) Each district school board must provide instruction
1104 to prepare students with disabilities to demonstrate proficiency
1105 in the core content knowledge and skills necessary for
1106 successful grade-to-grade progression and high school
1107 graduation.

1108 (b)1. A student with a disability, as defined in s.
1109 1007.02(2), for whom the individual education plan (IEP)
1110 committee determines that the FCAT cannot accurately measure the
1111 student's abilities taking into consideration all allowable
1112 accommodations, shall have the FCAT requirement of paragraph
1113 (4) (b) waived for the purpose of receiving a standard high
1114 school diploma, if the student:

1115 a. Completes the minimum number of credits and other
1116 requirements prescribed by subsections (1), (2), and (3).

1117 b. Does not meet the requirements of paragraph (4) (b) after
1118 one opportunity in 10th grade and one opportunity in 11th grade.

1119 2. A student with a disability, as defined in s.
1120 1007.02(2), for whom the IEP committee determines that an end-
1121 of-course assessment cannot accurately measure the student's
1122 abilities, taking into consideration all allowable
1123 accommodations, shall have the end-of-course assessment results
1124 waived for the purpose of determining the student's course grade
1125 and credit as required in paragraph (4) (a).

1126 ~~(9) The Commissioner of Education may award a standard high~~
1127 ~~school diploma to honorably discharged veterans who started high~~
1128 ~~school between 1937 and 1946 and were scheduled to graduate~~
1129 ~~between 1941 and 1950 but were inducted into the United States~~
1130 ~~Armed Forces between September 16, 1940, and December 31, 1946,~~
1131 ~~prior to completing the necessary high school graduation~~

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1132 ~~requirements. Upon the recommendation of the commissioner, the~~
1133 ~~State Board of Education may develop criteria and guidelines for~~
1134 ~~awarding such diplomas.~~

1135 ~~(10) The Commissioner of Education may award a standard~~
1136 ~~high school diploma to honorably discharged veterans who started~~
1137 ~~high school between 1946 and 1950 and were scheduled to graduate~~
1138 ~~between 1950 and 1954, but were inducted into the United States~~
1139 ~~Armed Forces between June 27, 1950, and January 31, 1955, and~~
1140 ~~served during the Korean Conflict prior to completing the~~
1141 ~~necessary high school graduation requirements. Upon the~~
1142 ~~recommendation of the commissioner, the State Board of Education~~
1143 ~~may develop criteria and guidelines for awarding such diplomas.~~

1144 ~~(9)~~⁽¹¹⁾ The State Board of Education may adopt rules
1145 pursuant to ss. 120.536(1) and 120.54 to implement the
1146 ~~provisions of this section and may enforce the provisions of~~
1147 this section pursuant to s. 1008.32.

1148 Section 16. Subsection (1) of section 1003.4281, Florida
1149 Statutes, is amended to read:

1150 1003.4281 Early high school graduation.—

1151 (1) The purpose of this section is to provide a student the
1152 option of early graduation if the student earns ~~has completed a~~
1153 ~~minimum of~~ 24 credits and meets the graduation requirements set
1154 forth in s. 1003.428 or s. 1003.4282, as applicable. For
1155 purposes of this section, the term "early graduation" means
1156 graduation from high school in less than 8 semesters or the
1157 equivalent.

1158 Section 17. Section 1003.4282, Florida Statutes, is created
1159 to read:

1160 1003.4282 Requirements for a standard high school diploma.—

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1161 (1) TWENTY-FOUR CREDITS REQUIRED.—

1162 (a) Beginning with students entering grade 9 in the 2013-
1163 2014 school year, receipt of a standard high school diploma
1164 requires successful completion of 24 credits, an International
1165 Baccalaureate curriculum, or an Advanced International
1166 Certificate of Education curriculum.

1167 (b) The required credits may be earned through equivalent,
1168 applied, or integrated courses or career education courses as
1169 defined in s. 1003.01(4), including work-related internships
1170 approved by the State Board of Education and identified in the
1171 course code directory. However, any must-pass assessment
1172 requirements must be met. An equivalent course is one or more
1173 courses identified by content-area experts as being a match to
1174 the core curricular content of another course, based upon review
1175 of the Next Generation Sunshine State Standards for that
1176 subject. An applied course aligns with Next Generation Sunshine
1177 State Standards and includes real-world applications of a career
1178 and technical education standard used in business or industry.
1179 An integrated course includes content from several courses
1180 within a content area or across content areas.

1181 (2) NOTIFICATION REQUIREMENTS.—The school district must
1182 notify students and parents, in writing, of the requirements for
1183 a standard high school diploma, available designations, and the
1184 eligibility requirements for state scholarship programs and
1185 postsecondary admissions. The Department of Education shall
1186 directly and through the school districts notify registered
1187 private schools of public high school course credit and
1188 assessment requirements. Each private school must make this
1189 information available to students and their parents so they are

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1190 aware of public high school graduation requirements.

1191 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
1192 REQUIREMENTS.—

1193 (a) *Four credits in English Language Arts (ELA).*—The four
1194 credits must be in ELA I, II, III, and IV. A student must pass
1195 10th grade FCAT Reading until the state transitions to a common
1196 core 10th grade ELA assessment, after which time a student must
1197 pass the ELA assessment in order to earn a standard high school
1198 diploma.

1199 (b) *Four credits in mathematics.*—A student must earn one
1200 credit in Algebra I and one credit in geometry. A student's
1201 performance on the Algebra I end-of-course (EOC) assessment or
1202 common core assessment, as applicable, constitutes 30 percent of
1203 the student's final course grade. A student must pass the
1204 Algebra I EOC assessment until the state transitions to a common
1205 core Algebra I assessment after which time a student must pass
1206 the common core assessment in order to earn a standard high
1207 school diploma. A student's performance on the Geometry EOC
1208 assessment or common core assessment, as applicable, constitutes
1209 30 percent of the student's final course grade. When the state
1210 administers a common core Algebra II assessment, a student
1211 selecting Algebra II must take the assessment, and the student's
1212 performance on the assessment constitutes 30 percent of the
1213 student's final course grade. Industry certification courses
1214 that lead to college credit may substitute for up to two math
1215 credits.

1216 (c) *Three credits in science.*—Two of the three required
1217 credits must have a laboratory component. A student must earn
1218 one credit in Biology I and two credits in equally rigorous

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1219 courses. The Biology I EOC assessment constitutes 30 percent of
1220 the student's final course grade. Industry certification courses
1221 that lead to college credit may substitute for up to one science
1222 credit.

1223 (d) Three credits in social studies.—A student must earn
1224 one credit in United States History; one credit in World
1225 History; one-half credit in economics, which must include
1226 financial literacy; and one-half credit in United States
1227 Government. The United States History EOC assessment constitutes
1228 30 percent of the student's final course grade.

1229 (e) One credit in fine or performing arts, speech and
1230 debate, or practical arts.—The practical arts course must
1231 incorporate artistic content and techniques of creativity,
1232 interpretation, and imagination. Eligible practical arts courses
1233 are identified in the Course Code Directory.

1234 (f) One credit in physical education.—Physical education
1235 must include the integration of health. This requirement is
1236 subject to all of the provisions in s. 1003.428(2)(a)6.

1237 (g) Eight credits in electives.—School districts must
1238 develop and offer coordinated electives so that a student may
1239 develop knowledge and skills in his or her area of interest,
1240 such as electives with a STEM or liberal arts focus. Such
1241 electives must include opportunities for students to earn
1242 college credit, including industry-certified career education
1243 programs or series of career-themed courses that result in
1244 industry certification or articulate into the award of college
1245 credit, or career education courses for which there is a
1246 statewide or local articulation agreement and which lead to
1247 college credit.

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1248 (4) ONLINE COURSE REQUIREMENT.—Excluding a driver education
1249 course, at least one course within the 24 credits required under
1250 this section must be completed through online learning. A school
1251 district may not require a student to take the online course
1252 outside the school day or in addition to a student's courses for
1253 a given semester. An online course taken in grade 6, grade 7, or
1254 grade 8 fulfills this requirement. This requirement is met
1255 through an online course offered by the Florida Virtual School,
1256 a virtual education provider approved by the State Board of
1257 Education, a high school, or an online dual enrollment course. A
1258 student who is enrolled in a full-time or part-time virtual
1259 instruction program under s. 1002.45 meets this requirement.
1260 This requirement does not apply to a student who has an
1261 individual education plan under s. 1003.57 which indicates that
1262 an online course would be inappropriate or to an out-of-state
1263 transfer student who is enrolled in a Florida high school and
1264 has 1 academic year or less remaining in high school.

1265 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.—

1266 (a) Each year a student scores Level 1 or Level 2 on 9th
1267 grade or 10th grade FCAT Reading or, when implemented, 9th
1268 grade, 10th grade, or 11th grade common core English Language
1269 Arts (ELA) assessments, the student must be enrolled in and
1270 complete an intensive remedial course the following year or be
1271 placed in a content area course that includes remediation of
1272 skills not acquired by the student.

1273 (b) Each year a student scores Level 1 or Level 2 on the
1274 Algebra I EOC assessment, or upon transition to the common core
1275 Algebra I assessment, the student must be enrolled in and
1276 complete an intensive remedial course the following year or be

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1277 placed in a content area course that includes remediation of
1278 skills not acquired by the student.

1279 (6) GRADE FORGIVENESS POLICY.—Each district school board
1280 shall adopt policies designed to assist students in meeting
1281 graduation requirements including grade forgiveness policies.
1282 Forgiveness policies for required courses shall be limited to
1283 replacing a grade of "D" or "F" with a grade of "C" or higher
1284 earned subsequently in the same or comparable course.
1285 Forgiveness policies for elective courses shall be limited to
1286 replacing a grade of "D" or "F" with a grade of "C" or higher
1287 earned subsequently in another course. The only exception to
1288 these forgiveness policies shall be made for a student in the
1289 middle grades who takes any high school course for high school
1290 credit and earns a grade of "C," "D," or "F". In such case, the
1291 district forgiveness policy must allow the replacement of the
1292 grade with a grade of "C" or higher earned subsequently in the
1293 same or comparable course. In all cases of grade forgiveness,
1294 only the new grade shall be used in the calculation of the
1295 student's grade point average. Any course grade not replaced
1296 according to a district school board forgiveness policy shall be
1297 included in the calculation of the cumulative grade point
1298 average required for graduation.

1299 (7) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
1300 earns a cumulative grade point average (GPA) of 2.0 on a 4.0
1301 scale and meets the requirements of this section shall be
1302 awarded a standard high school diploma in a form prescribed by
1303 the State Board of Education. Notwithstanding any other law to
1304 the contrary, all students enrolled in high school as of the
1305 2012-2013 school year who earned a passing grade in Biology I or

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1306 geometry before the 2013-2014 school year shall be awarded a
1307 credit in that course if the student passed the course. The
1308 student's performance on the EOC assessment is not required to
1309 constitute 30 percent of the student's final course grade. A
1310 student who fails to earn the required credits or achieve a 2.0
1311 GPA shall be awarded a certificate of completion in a form
1312 prescribed by the State Board of Education.

1313 (8) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—Beginning with
1314 the 2012-2013 school year, if a student transfers to a Florida
1315 public high school from out of country, out of state, a private
1316 school, or a home education program and the student's transcript
1317 shows a mathematics credit in a course that requires passage of
1318 a statewide, standardized assessment in order to earn a standard
1319 high school diploma, the student must pass the assessment unless
1320 the student earned a comparative score pursuant to s. 1008.22,
1321 passed a statewide assessment in that subject administered by
1322 the transferring entity, or passed the statewide assessment the
1323 transferring entity uses to satisfy the requirements of the
1324 Elementary and Secondary Education Act, 20 U.S.C. s. 6301. If a
1325 student's transcript shows a credit in high school reading or
1326 English Language Arts II or III, the student must take and pass
1327 grade 10 FCAT Reading or earn a concordant score on the SAT or
1328 ACT as specified by state board rule or, when the state
1329 transitions to common core English Language Arts assessments,
1330 earn a passing score on the English Language Arts assessment as
1331 required under this section.

1332 (9) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL
1333 CREDIT REQUIREMENTS.—

1334 (a) Participation in career education courses engages

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1335 students in their high school education, increases academic
1336 achievement, enhances employability, and increases postsecondary
1337 success. By July 1, 2014, the department shall develop, for
1338 approval by the State Board of Education, multiple, additional
1339 career education courses or a series of courses that meet the
1340 requirements set forth in s. 1003.493(2), (4), and (5) and this
1341 subsection and allow students to earn credit in both the career
1342 education course and courses required for high school graduation
1343 under this section and ss. 1003.428 and 1003.4281.

1344 1. The state board must determine if sufficient academic
1345 standards are covered to warrant the award of academic credit.

1346 2. Career education courses must include workforce and
1347 digital literacy skills and the integration of required course
1348 content with practical applications and designated rigorous
1349 coursework that results in one or more industry certifications
1350 or clearly articulated credit or advanced standing in a 2-year
1351 or 4-year certificate or degree program, which may include high
1352 school junior and senior year work-related internships or
1353 apprenticeships. The department shall negotiate state licenses
1354 for material and testing for industry certifications. The
1355 instructional methodology used in these courses must be
1356 comprised of authentic projects, problems, and activities for
1357 contextually learning the academics.

1358 (b) Each school district should take the initiative to work
1359 with local workforce boards, local business and industry
1360 leaders, and postsecondary institutions to establish
1361 partnerships for the purpose of creating career education
1362 courses or a series of courses that meet the requirements set
1363 forth in s. 1003.493(2), (4), and (5) that students can take to

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1364 earn required high school course credits. Emphasis should be
1365 placed on online course work and digital literacy. School
1366 districts must submit their recommended career education courses
1367 to the department for state board approval. School district-
1368 recommended career education courses must meet the same rigorous
1369 standards as department-developed career education courses in
1370 order to be approved by the state board. School districts
1371 participating in the development of rigorous career education
1372 courses will be able to better address local workforce needs and
1373 allow students the opportunity to acquire the knowledge and
1374 skills that are needed not only for academic advancement but
1375 also for employability purposes.

1376 (c) Regional consortium service organizations established
1377 pursuant to s. 1001.451 shall work with school districts, local
1378 workforce boards, postsecondary institutions, and local business
1379 and industry leaders to create career education courses that
1380 meet the requirements set forth in s. 1003.493(2), (4), and (5)
1381 and this subsection that students can take to earn required high
1382 school course credits. The regional consortium shall submit
1383 course recommendations to the department, on behalf of the
1384 consortium member districts, for state board approval. A strong
1385 emphasis should be placed on online course work, digital
1386 literacy, and workforce literacy as defined in s. 1004.02(27).
1387 For purposes of providing students the opportunity to earn
1388 industry certifications, consortiums must secure the necessary
1389 site licenses and testing contracts for use by member districts.

1390 (10) RULES.—The State Board of Education shall adopt rules
1391 to implement this section.

1392 Section 18. Section 1003.4285, Florida Statutes, is amended

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1393 to read:

1394 1003.4285 Standard high school diploma designations.—

1395 (1) Each standard high school diploma shall include, as
1396 applicable, the following designations if the student meets the
1397 criteria set forth for the designation:

1398 (a) Scholar designation.—In addition to the requirements of
1399 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
1400 Scholar designation, a student must satisfy the following
1401 requirements:

1402 1. English Language Arts (ELA).—When the state transitions
1403 to common core assessments, pass the 11th grade ELA common core
1404 assessment.

1405 2. Mathematics.—Earn one credit in Algebra II and one
1406 credit in statistics or an equally rigorous course. When the
1407 state transitions to common core assessments, students must pass
1408 the Algebra II common core assessment.

1409 3. Science.—Pass the statewide, standardized Biology I end-
1410 of-course assessment and earn one credit in chemistry or physics
1411 and one credit in a course equally rigorous to chemistry or
1412 physics.

1413 4. Social studies.—Pass the statewide, standardized United
1414 States History end-of-course assessment.

1415 5. Foreign language.—Earn two credits in the same foreign
1416 language.

1417 6. Electives.—Earn at least one credit in an Advanced
1418 Placement, an International Baccalaureate, an Advanced
1419 International Certificate of Education, or a dual enrollment
1420 course.

1421 (b) Merit designation.—In addition to the requirements of

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1422 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
1423 Merit designation, a student must attain one or more industry
1424 certifications from the list established under s. 1003.492.

1425 (2) Students and parents shall be provided information
1426 about diploma designations through an online education and
1427 career planning tool, which allows students to monitor their
1428 progress toward the attainment of each designation.

1429 (3) The State Board of Education may make recommendations
1430 to the Legislature regarding the establishment of additional
1431 designations.

1432 ~~(1) A designation of the student's major area of interest~~
1433 ~~pursuant to the student's completion of credits as provided in~~
1434 ~~s. 1003.428.~~

1435 ~~(2) A designation reflecting completion of four or more~~
1436 ~~accelerated college credit courses if the student is eligible~~
1437 ~~for college credit pursuant to s. 1007.27 or s. 1007.271 in~~
1438 ~~Advanced Placement, International Baccalaureate, Advanced~~
1439 ~~International Certificate of Education, or dual enrollment~~
1440 ~~courses. The Commissioner of Education shall establish~~
1441 ~~guidelines for successful passage of examinations or coursework~~
1442 ~~in each of the accelerated college credit options for purposes~~
1443 ~~of this subsection.~~

1444 ~~(3) A designation reflecting the attainment of one or more~~
1445 ~~industry certifications from the list approved by Workforce~~
1446 ~~Florida, Inc., under s. 1003.492.~~

1447 ~~(4) A designation reflecting a Florida Ready to Work~~
1448 ~~Credential in accordance with s. 445.06.~~

1449 Section 19. Section 1003.4286, Florida Statutes, is created
1450 to read:

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1451 1003.4286 Award of standard high school diplomas to
1452 honorably discharged veterans.—Pursuant to rules adopted by the
1453 State Board of Education in consultation with the Department of
1454 Military Affairs, the Commissioner of Education may award a
1455 standard high school diploma to an honorably discharged veteran
1456 who has not completed high school graduation requirements.

1457 Section 20. Section 1003.429, Florida Statutes, is
1458 repealed.

1459 Section 21. Subsections (1) and (3) of section 1003.4295,
1460 Florida Statutes, are amended to read:

1461 1003.4295 Acceleration options.—

1462 (1) Each high school shall advise each student of courses
1463 ~~programs~~ through which a high school student can earn college
1464 credit, including Advanced Placement, International
1465 Baccalaureate, Advanced International Certificate of Education,
1466 dual enrollment, ~~and~~ early admission ~~courses~~, and career academy
1467 courses, ~~and~~ courses that lead to ~~national~~ industry
1468 certification, as well as the availability of course offerings
1469 through virtual instruction. Students shall also be advised of
1470 the early ~~and accelerated~~ graduation options under s. ss.
1471 ~~1003.4281 and 1003.429.~~

1472 (3) The Credit Acceleration Program (CAP) is created for
1473 the purpose of allowing a student to earn high school credit in
1474 Algebra I, Algebra II, geometry, United States history, or
1475 biology ~~a course that requires a statewide, standardized end-of-~~
1476 ~~course assessment~~ if the student passes the statewide,
1477 standardized assessment administered under s. 1008.22 ~~attains a~~
1478 ~~specified score on the assessment.~~ Notwithstanding s. 1003.436,
1479 a school district shall award course credit to a student who is

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1480 not enrolled in the course, or who has not completed the course,
1481 if the student attains a passing score on the corresponding
1482 statewide, standardized ~~end-of-course~~ assessment. The school
1483 district shall permit a student who is not enrolled in the
1484 course, or who has not completed the course, to take the
1485 ~~standardized end-of-course~~ assessment during the regular
1486 administration of the assessment.

1487 Section 22. Section 1003.43, Florida Statutes, is repealed.

1488 Section 23. Section 1003.433, Florida Statutes, is amended
1489 to read:

1490 1003.433 Learning opportunities for out-of-state and out-
1491 of-country transfer students and students needing additional
1492 instruction to meet high school graduation requirements.—

1493 (1) Students who enter a Florida public school at the
1494 eleventh or twelfth grade from out of state or out of ~~from a~~
1495 ~~foreign~~ country shall not be required to spend additional time
1496 in a Florida public school in order to meet the high school
1497 course requirements if the student has met all requirements of
1498 the school district, state, or country from which he or she is
1499 transferring. Such students who are not proficient in English
1500 should receive immediate and intensive instruction in English
1501 language acquisition. However, to receive a standard high school
1502 diploma, a transfer student must earn a 2.0 grade point average
1503 and meet the requirements under s. 1008.22 ~~pass the grade 10~~
1504 ~~FCAT required in s. 1008.22(3) or an alternate assessment as~~
1505 ~~described in s. 1008.22(10).~~

1506 (2) Students who earn the required 24 credits ~~have met all~~
1507 ~~requirements~~ for the standard high school diploma except for
1508 passage of any must-pass assessment under s. 1003.4282 or s.

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1509 1008.22 ~~the grade 10 FCAT~~ or an alternate assessment by the end
1510 of grade 12 must be provided the following learning
1511 opportunities:

1512 (a) Participation in an accelerated high school equivalency
1513 diploma preparation program during the summer.

1514 (b) Upon receipt of a certificate of completion, be allowed
1515 to take the College Placement Test and be admitted to remedial
1516 or credit courses at a Florida College System institution, as
1517 appropriate.

1518 (c) Participation in an adult general education program as
1519 provided in s. 1004.93 for such time as the student requires to
1520 master English, reading, mathematics, or any other subject
1521 required for high school graduation. ~~Students attending adult
1522 basic, adult secondary, or vocational preparatory instruction
1523 are exempt from any requirement for the payment of tuition and
1524 fees, including lab fees, pursuant to s. 1009.25.~~ A student
1525 attending an adult general education program shall have the
1526 opportunity to take any must-pass assessment under s. 1003.4282
1527 or s. 1008.22 ~~the grade 10 FCAT~~ an unlimited number of times in
1528 order to receive a standard high school diploma.

1529 (3) Students who have been enrolled in an ESOL program for
1530 less than 2 school years and have met all requirements for the
1531 standard high school diploma except for passage of any must-pass
1532 assessment under s. 1003.4282 or s. 1008.22 ~~the grade 10 FCAT~~ or
1533 alternate assessment may receive immersion English language
1534 instruction during the summer following their senior year.
1535 Students receiving such instruction are eligible to take the
1536 required assessment ~~FCAT~~ or alternate assessment and receive a
1537 standard high school diploma upon passage of the required

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1538 assessment ~~grade 10 FCAT or the~~ alternate assessment. This
1539 subsection shall be implemented to the extent funding is
1540 provided in the General Appropriations Act.

1541 ~~(4) The district school superintendent shall be responsible~~
1542 ~~for notifying all students of the consequences of failure to~~
1543 ~~receive a standard high school diploma, including the potential~~
1544 ~~ineligibility for financial assistance at postsecondary~~
1545 ~~educational institutions.~~

1546 (4)~~(5)~~ The State Board of Education may adopt rules
1547 pursuant to ss. 120.536(1) and 120.54 to administer this
1548 section.

1549 Section 24. Subsection (6) of section 1003.435, Florida
1550 Statutes, is amended to read:

1551 1003.435 High school equivalency diploma program.—

1552 ~~(6)(a)~~ All high school equivalency diplomas issued under
1553 the provisions of this section shall have equal status with
1554 other high school diplomas for all state purposes, including
1555 admission to any state university or Florida College System
1556 institution.

1557 ~~(b) The State Board of Education shall adopt rules~~
1558 ~~providing for the award of a standard high school diploma to~~
1559 ~~holders of high school equivalency diplomas who are assessed as~~
1560 ~~meeting designated criteria, and the commissioner shall~~
1561 ~~establish procedures for administering the assessment.~~

1562 Section 25. Paragraph (a) of subsection (1) of section
1563 1003.436, Florida Statutes, is amended to read:

1564 1003.436 Definition of "credit".—

1565 (1) (a) For the purposes of requirements for high school
1566 graduation, one full credit means a minimum of 135 hours of bona

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1567 fide instruction in a designated course of study that contains
1568 student performance standards, except as otherwise provided
1569 through the Credit Acceleration Program (CAP) under s.
1570 1003.4295(3). One full credit means a minimum of 120 hours of
1571 bona fide instruction in a designated course of study that
1572 contains student performance standards for purposes of meeting
1573 high school graduation requirements in a district school that
1574 has been authorized to implement block scheduling by the
1575 district school board. The State Board of Education shall
1576 determine the number of postsecondary credit hours earned
1577 through dual enrollment pursuant to s. 1007.271 that satisfy the
1578 requirements of a dual enrollment articulation agreement
1579 according to s. 1007.271(21) and that equal one full credit of
1580 the equivalent high school course identified pursuant to s.
1581 1007.271(9).

1582 Section 26. Section 1003.438, Florida Statutes, is amended
1583 to read:

1584 1003.438 Special high school graduation requirements for
1585 certain exceptional students.—A student who has been identified,
1586 in accordance with rules established by the State Board of
1587 Education, as a student with disabilities who has an
1588 intellectual disability; an autism spectrum disorder; a language
1589 impairment; an orthopedic impairment; an other health
1590 impairment; a traumatic brain injury; an emotional or behavioral
1591 disability; a specific learning disability, including, but not
1592 limited to, dyslexia, dyscalculia, or developmental aphasia; or
1593 students who are deaf or hard of hearing or dual sensory
1594 impaired shall not be required to meet all requirements of ~~s.~~
1595 ~~1003.43~~ or s. 1003.428 or s. 1003.4282 and shall, upon meeting

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1596 all applicable requirements prescribed by the district school
1597 board pursuant to s. 1008.25, be awarded a special diploma in a
1598 form prescribed by the commissioner; however, such special
1599 graduation requirements prescribed by the district school board
1600 must include minimum graduation requirements as prescribed by
1601 the commissioner. Any such student who meets all special
1602 requirements of the district school board, but is unable to meet
1603 the appropriate special state minimum requirements, shall be
1604 awarded a special certificate of completion in a form prescribed
1605 by the commissioner. However, this section does not limit or
1606 restrict the right of an exceptional student solely to a special
1607 diploma or special certificate of completion. Any such student
1608 shall, upon proper request, be afforded the opportunity to fully
1609 meet all requirements of ~~s. 1003.43~~ or s. 1003.428 or s.
1610 1003.4282 through the standard procedures established therein
1611 and thereby to qualify for a standard diploma upon graduation.

1612 Section 27. Paragraphs (e) and (f) of subsection (3) of
1613 section 1003.491, Florida Statutes, are amended to read:

1614 1003.491 Florida Career and Professional Education Act.—The
1615 Florida Career and Professional Education Act is created to
1616 provide a statewide planning partnership between the business
1617 and education communities in order to attract, expand, and
1618 retain targeted, high-value industry and to sustain a strong,
1619 knowledge-based economy.

1620 (3) The strategic 3-year plan developed jointly by the
1621 local school district, regional workforce boards, economic
1622 development agencies, and state-approved postsecondary
1623 institutions shall be constructed and based on:

1624 (e) Strategies to provide personalized student advisement,

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1625 including a parent-participation component, and coordination
1626 with middle grades ~~schools~~ to promote and support career-themed
1627 courses and education planning as required under s. 1003.4156;

1628 (f) Alignment of requirements for middle school career
1629 planning under s. 1003.4156(1)(e) ~~1003.4156(1)(a)5.~~, middle and
1630 high school career and professional academies or career-themed
1631 courses leading to industry certification or postsecondary
1632 credit, and high school graduation requirements;

1633 Section 28. Section 1003.4935, Florida Statutes, is amended
1634 to read:

1635 1003.4935 Middle grades ~~school~~ career and professional
1636 academy courses and career-themed courses.-

1637 (1) Beginning with the 2011-2012 school year, each district
1638 school board, in collaboration with regional workforce boards,
1639 economic development agencies, and state-approved postsecondary
1640 institutions, shall include plans to implement a career and
1641 professional academy or a career-themed course, as defined in s.
1642 1003.493(1)(b), in at least one middle school in the district as
1643 part of the strategic 3-year plan pursuant to s. 1003.491(2).

1644 The strategic plan must provide students the opportunity to
1645 transfer from a middle school career and professional academy or
1646 a career-themed course to a high school career and professional
1647 academy or a career-themed course currently operating within the
1648 school district. Students who complete a middle school career
1649 and professional academy or a career-themed course must have the
1650 opportunity to earn an industry certificate and high school
1651 credit and participate in career planning, job shadowing, and
1652 business leadership development activities.

1653 (2) Each middle grades ~~school~~ career and professional

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1654 academy or career-themed course must be aligned with at least
1655 one high school career and professional academy or career-themed
1656 course offered in the district and maintain partnerships with
1657 local business and industry and economic development boards.
1658 Middle grades ~~school~~ career and professional academies and
1659 career-themed courses must:

1660 (a) Lead to careers in occupations designated as high-
1661 skill, high-wage, and high-demand in the Industry Certification
1662 Funding List approved under rules adopted by the State Board of
1663 Education;

1664 (b) Integrate content from core subject areas;

1665 (c) Integrate career and professional academy or career-
1666 themed course content with intensive reading, English Language
1667 Arts, and mathematics pursuant to ss. ~~s.~~ 1003.428 and 1003.4282;

1668 (d) Coordinate with high schools to maximize opportunities
1669 for middle grades ~~school~~ students to earn high school credit;

1670 (e) Provide access to virtual instruction courses provided
1671 by virtual education providers legislatively authorized to
1672 provide part-time instruction to middle grades ~~school~~ students.

1673 The virtual instruction courses must be aligned to state
1674 curriculum standards for middle grades ~~school~~ career and
1675 professional academy courses or career-themed courses, with
1676 priority given to students who have required course deficits;

1677 (f) Provide instruction from highly skilled professionals
1678 who hold industry certificates in the career area in which they
1679 teach;

1680 (g) Offer externships; and

1681 (h) Provide personalized student advisement that includes a
1682 parent-participation component.

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1683 (3) Beginning with the 2012-2013 school year, if a school
1684 district implements a middle school career and professional
1685 academy or a career-themed course, the Department of Education
1686 shall collect and report student achievement data pursuant to
1687 performance factors identified under s. 1003.492(3) for students
1688 enrolled in an academy or a career-themed course.

1689 ~~(4) The State Board of Education shall adopt rules to~~
1690 ~~identify industry certifications in science, technology,~~
1691 ~~engineering, and mathematics offered in middle school to be~~
1692 ~~included on the Industry Certified Funding List and which are~~
1693 ~~eligible for additional full-time equivalent membership under s.~~
1694 ~~1011.62(1).~~

1695 Section 29. Paragraph (c) of subsection (3) of section
1696 1003.51, Florida Statutes, is amended to read:

1697 1003.51 Other public educational services.-

1698 (3) The Department of Education in partnership with the
1699 Department of Juvenile Justice, the district school boards, and
1700 providers shall:

1701 (c) Maintain standardized required content of education
1702 records to be included as part of a youth's commitment record.
1703 These requirements shall reflect the policy and standards
1704 adopted pursuant to subsection (2) and shall include, but not be
1705 limited to, the following:

1706 1. A copy of the student's individual educational plan.

1707 2. Assessment Data on student performance on assessments,
1708 ~~including grade level proficiency in reading, writing, and~~
1709 ~~mathematics, and performance on tests taken according to s.~~
1710 1008.22.

1711 3. A copy of the student's permanent cumulative record.

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1712 4. A copy of the student's academic transcript.

1713 5. A portfolio reflecting the youth's academic
1714 accomplishments while in the Department of Juvenile Justice
1715 program.

1716 Section 30. Subsection (4) of section 1003.621, Florida
1717 Statutes, is amended to read:

1718 1003.621 Academically high-performing school districts.—It
1719 is the intent of the Legislature to recognize and reward school
1720 districts that demonstrate the ability to consistently maintain
1721 or improve their high-performing status. The purpose of this
1722 section is to provide high-performing school districts with
1723 flexibility in meeting the specific requirements in statute and
1724 rules of the State Board of Education.

1725 (4) REPORTS.—The academically high-performing school
1726 district shall submit to the State Board of Education and the
1727 Legislature an annual report on December 1 which delineates the
1728 performance of the school district relative to the academic
1729 performance of students at each grade level in reading, writing,
1730 mathematics, science, and any other subject that is included as
1731 a part of the statewide assessment program in s. 1008.22. The
1732 annual report shall be submitted in a format prescribed by the
1733 Department of Education and shall include, ~~but need not be~~
1734 ~~limited to, the following:~~

1735 (a) Longitudinal performance of students on ~~in mathematics,~~
1736 ~~reading, writing, science, and any other subject that is~~
1737 ~~included as a part of the statewide, standardized assessments~~
1738 taken under assessment program in s. 1008.22;

1739 (b) Longitudinal performance of students by grade level and
1740 subgroup on ~~in mathematics, reading, writing, science, and any~~

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1741 ~~other subject that is included as a part of the statewide,~~
1742 ~~standardized assessments taken under assessment program in s.~~
1743 1008.22;

1744 (c) Longitudinal performance regarding efforts to close the
1745 achievement gap;

1746 (d) 1. Number and percentage of students who take an
1747 Advanced Placement Examination; and

1748 2. Longitudinal performance regarding students who take an
1749 Advanced Placement Examination by demographic group,
1750 specifically by age, gender, race, and Hispanic origin, and by
1751 participation in the National School Lunch Program;

1752 (e) Evidence of compliance with subsection (1); and

1753 (f) A description of each waiver and the status of each
1754 waiver.

1755 Section 31. Subsection (1) of section 1004.935, Florida
1756 Statutes, is amended to read:

1757 1004.935 Adults with Disabilities Workforce Education Pilot
1758 Program.—

1759 (1) The Adults with Disabilities Workforce Education Pilot
1760 Program is established in the Department of Education for 2
1761 years in Hardee, DeSoto, Manatee, and Sarasota Counties to
1762 provide the option of receiving a scholarship for instruction at
1763 private schools for up to 30 students who:

1764 (a) Have a disability;

1765 (b) Are 22 years of age;

1766 (c) Are receiving instruction from an instructor in a
1767 private school to meet the high school graduation requirements
1768 in s. 1003.428 or s. 1003.4282;

1769 (d) Do not have a standard high school diploma or a special

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1770 high school diploma; and

1771 (e) Receive "supported employment services," which means
1772 employment that is located or provided in an integrated work
1773 setting with earnings paid on a commensurate wage basis and for
1774 which continued support is needed for job maintenance.

1775
1776 As used in this section, the term "student with a disability"
1777 includes a student who is documented as having an intellectual
1778 disability; a speech impairment; a language impairment; a
1779 hearing impairment, including deafness; a visual impairment,
1780 including blindness; a dual sensory impairment; an orthopedic
1781 impairment; another health impairment; an emotional or
1782 behavioral disability; a specific learning disability,
1783 including, but not limited to, dyslexia, dyscalculia, or
1784 developmental aphasia; a traumatic brain injury; a developmental
1785 delay; or autism spectrum disorder.

1786 Section 32. Subsections (2), (7), (9), and (11) of section
1787 1007.271, Florida Statutes, are amended to read:

1788 1007.271 Dual enrollment programs.—

1789 (2) For the purpose of this section, an eligible secondary
1790 student is a student who is enrolled in a Florida public
1791 secondary school or in a Florida private secondary school which
1792 is in compliance with s. 1002.42(2) and provides a secondary
1793 curriculum pursuant to s. 1003.428 or s. 1003.4282, ~~s. 1003.429,~~
1794 ~~or s. 1003.43~~. Students who are eligible for dual enrollment
1795 pursuant to this section may enroll in dual enrollment courses
1796 conducted during school hours, after school hours, and during
1797 the summer term. However, if the student is projected to
1798 graduate from high school before the scheduled completion date

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1799 of a postsecondary course, the student may not register for that
1800 course through dual enrollment. The student may apply to the
1801 postsecondary institution and pay the required registration,
1802 tuition, and fees if the student meets the postsecondary
1803 institution's admissions requirements under s. 1007.263.
1804 Instructional time for dual enrollment may vary from 900 hours;
1805 however, the school district may only report the student for a
1806 maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student
1807 enrolled as a dual enrollment student is exempt from the payment
1808 of registration, tuition, and laboratory fees. Applied academics
1809 for adult education ~~Vocational-preparatory~~ instruction, college-
1810 preparatory instruction, and other forms of precollegiate
1811 instruction, as well as physical education courses that focus on
1812 the physical execution of a skill rather than the intellectual
1813 attributes of the activity, are ineligible for inclusion in the
1814 dual enrollment program. Recreation and leisure studies courses
1815 shall be evaluated individually in the same manner as physical
1816 education courses for potential inclusion in the program.

1817 (7) Career dual enrollment shall be provided as a
1818 curricular option for secondary students to pursue in order to
1819 earn industry certifications adopted pursuant to s. 1008.44,
1820 which count as a series of elective credits toward the high
1821 school diploma. Career dual enrollment shall be available for
1822 secondary students seeking a degree and industry certification
1823 through or certificate from a career education complete career-
1824 preparatory program or course ~~and may not be used to enroll~~
1825 ~~students in isolated career courses.~~

1826 (9) The Commissioner of Education shall appoint faculty
1827 committees representing public school, Florida College System

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1828 institution, and university faculties to identify postsecondary
1829 courses that meet the high school graduation requirements of s.
1830 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43~~ and to
1831 establish the number of postsecondary semester credit hours of
1832 instruction and equivalent high school credits earned through
1833 dual enrollment pursuant to this section that are necessary to
1834 meet high school graduation requirements. Such equivalencies
1835 shall be determined solely on comparable course content and not
1836 on seat time traditionally allocated to such courses in high
1837 school. The Commissioner of Education shall recommend to the
1838 State Board of Education those postsecondary courses identified
1839 to meet high school graduation requirements, based on mastery of
1840 course outcomes, by their course numbers, and all high schools
1841 shall accept these postsecondary education courses toward
1842 meeting the requirements of s. 1003.428 or s. 1003.4282, ~~s.~~
1843 ~~1003.429, or s. 1003.43.~~

1844 (11) Career early admission is a form of career dual
1845 enrollment through which eligible secondary students enroll full
1846 time in a career center or a Florida College System institution
1847 in postsecondary programs leading to industry certifications, as
1848 listed in the Postsecondary Industry Certification Funding List
1849 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
1850 the high school diploma and the certificate or associate degree.
1851 Participation in the career early admission program is limited
1852 to students who have completed a minimum of 4 ~~6~~ semesters of
1853 full-time secondary enrollment, including studies undertaken in
1854 the ninth grade. Students enrolled pursuant to this section are
1855 exempt from the payment of registration, tuition, and laboratory
1856 fees.

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1857 Section 33. Section 1008.22, Florida Statutes, is amended
1858 to read:

1859 (Substantial rewording of section. See
1860 s. 1008.22, F.S., for present text.)

1861 1008.22 Student assessment program for public schools.—

1862 (1) PURPOSE.—The primary purpose of the student assessment
1863 program is to provide student academic achievement and learning
1864 gains data to students, parents, teachers, school
1865 administrators, and school district staff. This data is to be
1866 used by districts to improve instruction; by students, parents,
1867 and teachers to guide learning objectives; by education
1868 researchers to assess national and international education
1869 comparison data; and by the public to assess the cost benefit of
1870 the expenditure of taxpayer dollars. The program must be
1871 designed to:

1872 (a) Assess the achievement level and annual learning gains
1873 of each student in English Language Arts and mathematics and the
1874 achievement level in all other subjects assessed.

1875 (b) Provide data for making decisions regarding school
1876 accountability, recognition, and improvement of operations and
1877 management, including schools operating for the purpose of
1878 providing educational services to youth in Department of
1879 Juvenile Justice programs.

1880 (c) Identify the educational strengths and needs of
1881 students and the readiness of students to be promoted to the
1882 next grade level or to graduate from high school.

1883 (d) Assess how well educational goals and curricular
1884 standards are met at the school, district, state, national, and
1885 international levels.

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1886 (e) Provide information to aid in the evaluation and
1887 development of educational programs and policies.

1888 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—
1889 Florida school districts shall participate in the administration
1890 of the National Assessment of Educational Progress, or similar
1891 national or international assessments, both for the national
1892 sample and for any state-by-state comparison programs that may
1893 be initiated, as directed by the commissioner. The assessments
1894 must be conducted using the data collection procedures, student
1895 surveys, educator surveys, and other instruments included in the
1896 National Assessment of Educational Progress or similar national
1897 or international assessments being administered in Florida. The
1898 administration of such assessments shall be in addition to and
1899 separate from the administration of the statewide, standardized
1900 assessments.

1901 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1902 Commissioner of Education shall design and implement a
1903 statewide, standardized assessment program aligned to the core
1904 curricular content established in the Next Generation Sunshine
1905 State Standards. The commissioner also must develop or select
1906 and implement a common battery of assessment tools that will be
1907 used in all juvenile justice education programs in the state.
1908 These tools must accurately measure the core curricular content
1909 established in the Next Generation Sunshine State Standards.
1910 Participation in the assessment program is mandatory for all
1911 school districts and all students attending public schools,
1912 including students seeking an adult high school diploma and
1913 students in Department of Juvenile Justice education programs,
1914 except as otherwise prescribed by the commissioner. If a student

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1915 does not participate in the assessment program, the school
1916 district must notify the student's parent and provide the parent
1917 with information regarding the implications of such
1918 nonparticipation. The statewide, standardized assessment program
1919 shall be designed and implemented as follows:

1920 (a) Florida Comprehensive Assessment Test (FCAT) until
1921 replaced by common core assessments.—FCAT Reading shall be
1922 administered annually in grades 3 through 10; FCAT Mathematics
1923 shall be administered annually in grades 3 through 8; FCAT
1924 Writing shall be administered annually at least once at the
1925 elementary, middle, and high school levels; and FCAT Science
1926 shall be administered annually at least once at the elementary
1927 and middle grades levels. A student who has not earned a passing
1928 score on grade 10 FCAT Reading must participate in each retake
1929 of the assessment until the student earns a passing score. The
1930 commissioner shall recommend and the State Board of Education
1931 must adopt a score on both the SAT and ACT that is concordant to
1932 a passing score on grade 10 FCAT Reading that, if achieved by a
1933 student, meets the must-pass requirement for grade 10 FCAT
1934 Reading.

1935 (b) End-of-course (EOC) assessments.—EOC assessments must
1936 be statewide, standardized, and developed or approved by the
1937 Department of Education as follows:

1938 1. Statewide, standardized EOC assessments in mathematics
1939 shall be administered according to this subparagraph. Beginning
1940 with the 2010-2011 school year, all students enrolled in Algebra
1941 I must take the Algebra I EOC assessment. Except as otherwise
1942 provided in this section, beginning with students entering grade
1943 9 in the 2011-2012 school year, a student who is enrolled in

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1944 Algebra I must earn a passing score on the Algebra I EOC
1945 assessment or attain a comparative score as authorized under
1946 subsection (8) in order to earn a standard high school diploma.
1947 A student who has not earned a passing score on the Algebra I
1948 EOC assessment must participate in each retake of the assessment
1949 until the student earns a passing score. Beginning with the
1950 2011-2012 school year, all students enrolled in geometry must
1951 take the Geometry EOC assessment. Middle grades students
1952 enrolled in Algebra I or geometry must take the statewide,
1953 standardized EOC assessment for those courses and are not
1954 required to take the corresponding grade-level FCAT.

1955 2. Statewide, standardized EOC assessments in science shall
1956 be administered according to this subparagraph. Beginning with
1957 the 2011-2012 school year, all students enrolled in Biology I
1958 must take the Biology I EOC assessment.

1959 3. During the 2012-2013 school year, an EOC assessment in
1960 civics education shall be administered as a field test at the
1961 middle grades level. Beginning with the 2013-2014 school year,
1962 each student's performance on the statewide, standardized EOC
1963 assessment in civics education constitutes 30 percent of the
1964 student's final course grade.

1965 4. The commissioner may select one or more nationally
1966 developed comprehensive examinations, which may include
1967 examinations for a College Board Advanced Placement course,
1968 International Baccalaureate course, or Advanced International
1969 Certificate of Education course, or industry-approved
1970 examinations to earn national industry certifications identified
1971 in the Industry Certification Funding List, for use as EOC
1972 assessments under this paragraph if the commissioner determines

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1973 that the content knowledge and skills assessed by the
1974 examinations meet or exceed the grade-level expectations for the
1975 core curricular content established for the course in the Next
1976 Generation Sunshine State Standards. Use of any such examination
1977 as an EOC assessment must be approved by the state board.

1978 5. Contingent upon funding provided in the General
1979 Appropriations Act, including the appropriation of funds
1980 received through federal grants, the commissioner may establish
1981 an implementation schedule for the development and
1982 administration of additional statewide, standardized EOC
1983 assessments that must be approved by the state board. If
1984 approved by the state board, student performance on such
1985 assessments constitutes 30 percent of a student's final course
1986 grade.

1987 6. All statewide, standardized EOC assessments must be
1988 administered online except as otherwise provided in paragraph
1989 (c).

1990 (c) *Students with disabilities; Florida Alternate*
1991 *Assessment.*—

1992 1. Each district school board must provide instruction to
1993 prepare students with disabilities in the core content knowledge
1994 and skills necessary for successful grade-to-grade progression
1995 and high school graduation.

1996 2. A student with a disability, as defined in s.
1997 1007.02(2), for whom the individual education plan (IEP) team
1998 determines that the statewide, standardized assessments under
1999 this section cannot accurately measure the student's abilities,
2000 taking into consideration all allowable accommodations, shall
2001 have assessment results waived for the purpose of receiving a

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2002 course grade and a standard high school diploma. Such waiver
2003 shall be designated on the student's transcript.

2004 3. The State Board of Education shall adopt rules, based
2005 upon recommendations of the commissioner, for the provision of
2006 assessment accommodations for students with disabilities and for
2007 students who have limited English proficiency.

2008 a. Accommodations that negate the validity of a statewide,
2009 standardized assessment are not allowed during the
2010 administration of the assessment. However, instructional
2011 accommodations are allowed in the classroom if identified in a
2012 student's IEP. Students using instructional accommodations in
2013 the classroom that are not allowed on a statewide, standardized
2014 assessment may have assessment results waived if the IEP team
2015 determines that the assessment cannot accurately measure the
2016 student's abilities.

2017 b. If a student is provided with instructional
2018 accommodations in the classroom that are not allowed as
2019 accommodations for statewide, standardized assessments, the
2020 district must inform the parent in writing and provide the
2021 parent with information regarding the impact on the student's
2022 ability to meet expected performance levels. A parent must
2023 provide signed consent for a student to receive classroom
2024 instructional accommodations that would not be available or
2025 permitted on a statewide, standardized assessment and
2026 acknowledge in writing that he or she understands the
2027 implications of such instructional accommodations.

2028 c. If a student's IEP states that online administration of
2029 a statewide, standardized assessment will significantly impair
2030 the student's ability to perform, the assessment shall be

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2031 administered in hard copy.

2032 4. For students with significant cognitive disabilities,
2033 the Department of Education shall provide for implementation of
2034 the Florida Alternate Assessment to accurately measure the core
2035 curricular content established in the Next Generation Sunshine
2036 State Standards.

2037 (d) Common core assessments in English Language Arts (ELA)
2038 and mathematics.—

2039 1. Contingent upon funding, common core assessments in ELA
2040 shall be administered to students in grades 3 through 11. Retake
2041 opportunities for the grade 10 assessment must be provided.
2042 Students taking the ELA assessments are not required to take the
2043 assessments in FCAT Reading or FCAT Writing. Common core ELA
2044 assessments shall be administered online.

2045 2. Contingent upon funding, common core assessments in
2046 mathematics shall be administered to all students in grades 3
2047 through 8, and common core assessments in Algebra I, geometry,
2048 and Algebra II shall be administered to students enrolled in
2049 those courses. Retake opportunities must be provided for the
2050 Algebra I assessment. Students may take the common core
2051 mathematics assessments pursuant to the Credit Acceleration
2052 Program (CAP) under s. 1003.4295(3). Students taking common core
2053 assessments in mathematics are not required to take FCAT
2054 Mathematics or statewide, standardized EOC assessments in
2055 mathematics. Common core mathematics assessments shall be
2056 administered online.

2057 3. The State Board of Education shall adopt rules
2058 establishing an implementation schedule to transition from FCAT
2059 Reading, FCAT Writing, FCAT Mathematics, and Algebra I and

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2060 Geometry EOC assessments to common core assessments in English
2061 Language Arts and mathematics. The schedule must take into
2062 consideration funding, sufficient field and baseline data,
2063 access to assessments, instructional alignment, and school
2064 district readiness to administer the common core assessments
2065 online. Until the 10th grade common core ELA and Algebra I
2066 assessments become must-pass assessments, students must pass
2067 10th grade FCAT Reading and the Algebra I EOC assessment, or
2068 achieve a concordant or comparative score as authorized under
2069 this section, in order to earn a standard high school diploma
2070 under s. 1003.4282. Students taking 10th grade FCAT Reading or
2071 the Algebra I EOC assessment are not required to take the
2072 respective common core assessments.

2073 4. The Department of Education shall publish minimum and
2074 recommended technology requirements that include specifications
2075 for hardware, software, networking, security, and broadband
2076 capacity to facilitate school district compliance with the
2077 requirement that common core assessments be administered online.

2078 (e) Assessment scores and achievement levels.—

2079 1. All statewide, standardized EOC assessments and FCAT
2080 Reading, FCAT Writing, and FCAT Science shall use scaled scores
2081 and achievement levels. Achievement levels shall range from 1
2082 through 5, with level 1 being the lowest achievement level,
2083 level 5 being the highest achievement level, and level 3
2084 indicating satisfactory performance on an assessment. For
2085 purposes of FCAT Writing, student achievement shall be scored
2086 using a scale of 1 through 6.

2087 2. The state board shall designate by rule a passing score
2088 for each statewide, standardized EOC and FCAT assessment. In

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2089 addition, the state board shall designate a score for each
2090 statewide, standardized EOC assessment that indicates that a
2091 student is high achieving and has the potential to meet college-
2092 readiness standards by the time the student graduates from high
2093 school.

2094 3. If the commissioner seeks to revise a statewide,
2095 standardized assessment and the revisions require the state
2096 board to modify performance level scores, including the passing
2097 score, the commissioner shall provide a copy of the proposed
2098 scores and implementation plan to the President of the Senate
2099 and the Speaker of the House of Representatives at least 90 days
2100 before submission to the state board for review. Until the state
2101 board adopts the modifications by rule, the commissioner shall
2102 use calculations for scoring the assessment that adjust student
2103 scores on the revised assessment for statistical equivalence to
2104 student scores on the former assessment. The state board shall
2105 adopt by rule the passing score for the revised assessment that
2106 is statistically equivalent to the passing score on the
2107 discontinued assessment for a student who is required to attain
2108 a passing score on the discontinued assessment. The commissioner
2109 may, with approval of the state board, discontinue
2110 administration of the former assessment upon the graduation,
2111 based on normal student progression, of students participating
2112 in the final regular administration of the former assessment. If
2113 the commissioner revises a statewide, standardized assessment
2114 and the revisions require the state board to modify the passing
2115 score, only students taking the assessment for the first time
2116 after the rule is adopted are affected.

2117 (f) Assessment schedules and reporting of results.—The

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2118 Commissioner of Education shall establish schedules for the
2119 administration of assessments and the reporting of student
2120 assessment results. The commissioner shall consider the
2121 observance of religious and school holidays when developing the
2122 schedule. By August 1 of each year, the commissioner shall
2123 notify each school district in writing and publish on the
2124 department's website the assessment and reporting schedules for,
2125 at a minimum, the school year following the upcoming school
2126 year. The assessment and reporting schedules must provide the
2127 earliest possible reporting of student assessment results to the
2128 school districts. Assessment results for FCAT Reading and FCAT
2129 Mathematics must be made available no later than the week of
2130 June 8. The administration of FCAT Writing and the Florida
2131 Alternate Assessment may be no earlier than the week of March 1.
2132 School districts shall administer assessments in accordance with
2133 the schedule established by the commissioner.

2134 (g) Prohibited activities.—A district school board shall
2135 prohibit each public school from suspending a regular program of
2136 curricula for purposes of administering practice assessments or
2137 engaging in other assessment-preparation activities for a
2138 statewide, standardized assessment. However, a district school
2139 board may authorize a public school to engage in the following
2140 assessment-preparation activities:

2141 1. Distributing to students sample assessment books and
2142 answer keys published by the Department of Education.

2143 2. Providing individualized instruction in assessment-
2144 taking strategies, without suspending the school's regular
2145 program of curricula, for a student who scores Level 1 or Level
2146 2 on a prior administration of an assessment.

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2147 3. Providing individualized instruction in the content
2148 knowledge and skills assessed, without suspending the school's
2149 regular program of curricula, for a student who scores Level 1
2150 or Level 2 on a prior administration of an assessment or a
2151 student who, through a diagnostic assessment administered by the
2152 school district, is identified as having a deficiency in the
2153 content knowledge and skills assessed.

2154 4. Administering a practice assessment or engaging in other
2155 assessment-preparation activities that are determined necessary
2156 to familiarize students with the organization of the assessment,
2157 the format of assessment items, and the assessment directions or
2158 that are otherwise necessary for the valid and reliable
2159 administration of the assessment, as set forth in rules adopted
2160 by the State Board of Education with specific reference to this
2161 paragraph.

2162 (h) Contracts for assessments.—The commissioner shall
2163 provide for the assessments to be developed or obtained, as
2164 appropriate, through contracts and project agreements with
2165 private vendors, public vendors, public agencies, postsecondary
2166 educational institutions, or school districts. The commissioner
2167 may enter into contracts for the continued administration of the
2168 assessments authorized and funded by the Legislature. Contracts
2169 may be initiated in 1 fiscal year and continue into the next
2170 fiscal year and may be paid from the appropriations of either or
2171 both fiscal years. The commissioner may negotiate for the sale
2172 or lease of tests, scoring protocols, test scoring services, and
2173 related materials developed pursuant to law.

2174 (4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall
2175 participate in the statewide, standardized assessment program in

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2176 accordance with the assessment and reporting schedules and the
2177 minimum and recommended technology requirements published by the
2178 Commissioner of Education. District school boards shall not
2179 establish school calendars that conflict with or jeopardize
2180 implementation of the assessment program. All district school
2181 boards shall report assessment results as required by the state
2182 management information system. Performance data shall be
2183 analyzed and reported to parents, the community, and the state.
2184 Student performance data shall be used by districts in
2185 developing objectives for the school improvement plan,
2186 evaluating instructional personnel and administrative personnel,
2187 assigning staff, allocating resources, acquiring instructional
2188 materials and technology, implementing performance-based
2189 budgeting, and promoting and assigning students to educational
2190 programs. The analysis of student performance data must also
2191 identify strengths and needs in the educational program and
2192 trends over time. The analysis must be used in conjunction with
2193 the budgetary planning processes developed pursuant to s.
2194 1008.385 and the development of remediation programs.

2195 (5) REQUIRED ANALYSES.—The commissioner shall provide, at a
2196 minimum, statewide, standardized assessment data analysis
2197 showing student achievement levels and learning gains by
2198 teacher, school, and school district.

2199 (6) LOCAL ASSESSMENTS.—

2200 (a) Measurement of student learning gains in all subjects
2201 and grade levels, except those subjects and grade levels
2202 measured under the statewide, standardized assessment program
2203 described in this section, is the responsibility of the school
2204 districts.

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2205 (b) Beginning with the 2014-2015 school year, each school
2206 district shall administer for each course offered in the
2207 district a student assessment that measures mastery of the
2208 content, as described in the state-adopted course description,
2209 at the necessary level of rigor for the course. Such assessments
2210 may include:

2211 1. Statewide assessments.

2212 2. Other standardized assessments, including nationally
2213 recognized standardized assessments.

2214 3. Industry certification examinations.

2215 4. District-developed or district-selected end-of-course
2216 assessments.

2217 (c) The Commissioner of Education shall identify methods to
2218 assist and support districts in the development and acquisition
2219 of assessments required under this subsection. Methods may
2220 include developing item banks, facilitating the sharing of
2221 developed tests among school districts, acquiring assessments
2222 from state and national curriculum-area organizations, and
2223 providing technical assistance in best professional practices of
2224 test development based upon state-adopted curriculum standards,
2225 administration, and security.

2226 (7) CONCORDANT SCORES FOR 10TH GRADE FCAT READING.—Until
2227 the state transitions to common core English Language Arts
2228 assessments, the Commissioner of Education must identify scores
2229 on the SAT and ACT that if achieved satisfy the graduation
2230 requirement that a student pass 10th grade FCAT Reading. The
2231 commissioner may identify concordant scores on other assessments
2232 as well. If the content or scoring procedures change for 10th
2233 grade FCAT Reading, new concordant scores must be determined. If

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2234 new concordant scores are not timely adopted, the last-adopted
2235 concordant scores remain in effect until such time as new scores
2236 are adopted. The state board shall adopt concordant scores in
2237 rule.

2238 (8) COMPARATIVE SCORES FOR END-OF-COURSE (EOC)
2239 ASSESSMENTS.—The Commissioner of Education must identify one or
2240 more comparative scores for the Algebra I EOC assessment and may
2241 identify comparative scores for the other EOC assessments. If
2242 the content or scoring procedures change for the EOC
2243 assessments, new comparative scores must be determined. If new
2244 comparative scores are not timely adopted, the last-adopted
2245 comparative scores remain in effect until such time as new
2246 scores are adopted. The state board shall adopt comparative
2247 scores in rule.

2248 (9) REPORTS.—The Department of Education shall annually
2249 provide a report to the Governor, the President of the Senate,
2250 and the Speaker of the House of Representatives which shall
2251 include the following:

2252 (a) Longitudinal performance of students in reading and
2253 mathematics.

2254 (b) Longitudinal performance of students by grade level in
2255 reading and mathematics.

2256 (c) Longitudinal performance regarding efforts to close the
2257 achievement gap.

2258 (d) Other student performance data based on national norm-
2259 referenced and criterion-referenced tests, if available;
2260 national assessments, such as the National Assessment of
2261 Educational Progress; and international assessments.

2262 (e) The number of students who after 8th grade enroll in

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2263 adult education rather than other secondary education.

2264 (f) Any plan or intent to establish or implement new
2265 statewide, standardized assessments.

2266 (10) RULES.—The State Board of Education shall adopt rules
2267 to implement this section.

2268 Section 34. Paragraph (f) of subsection (2), paragraphs (a)
2269 and (b) of subsection (4), paragraphs (a) and (b) of subsection
2270 (5), paragraph (b) of subsection (6), subsection (7), and
2271 subsection (8) of section 1008.25, Florida Statutes, are
2272 amended, and paragraph (h) is added to subsection (2) of that
2273 section, to read:

2274 1008.25 Public school student progression; remedial
2275 instruction; reporting requirements.—

2276 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
2277 school board shall establish a comprehensive plan for student
2278 progression which must:

2279 (f) Advise parents and students of the early ~~and~~
2280 ~~accelerated~~ graduation options under s. ss. 1003.4281 ~~and~~
2281 ~~1003.429~~.

2282 (h) Provide instructional sequences by which students in
2283 kindergarten through high school may attain progressively higher
2284 levels of skill in the use of digital tools and applications.

2285 The instructional sequences must include participation in
2286 curricular and instructional options and the demonstration of
2287 competence of standards required pursuant to ss. 1003.41 and
2288 1003.4203 through attainment of industry certifications and
2289 other means of demonstrating credit requirements identified
2290 under ss. 1002.3105, 1003.4203, 1003.428, and 1003.4282.

2291 (4) ASSESSMENT AND REMEDIATION.—

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2292 (a) Each student must participate in the statewide,
2293 standardized assessment program tests required by s. 1008.22.
2294 Each student who does not meet specific levels of performance on
2295 the required assessments as determined by the district school
2296 board ~~in FCAT reading, writing, science, and mathematics for~~
2297 ~~each grade level,~~ or who scores below Level 3 on in FCAT Reading
2298 or FCAT Mathematics or on the common core English Language Arts
2299 or mathematics assessments as applicable under s. 1008.22, must
2300 be provided with additional diagnostic assessments to determine
2301 the nature of the student's difficulty, the areas of academic
2302 need, and strategies for appropriate intervention and
2303 instruction as described in paragraph (b).

2304 (b) The school in which the student is enrolled must
2305 develop, in consultation with the student's parent, and must
2306 implement a progress monitoring plan. A progress monitoring plan
2307 is intended to provide the school district and the school
2308 flexibility in meeting the academic needs of the student and to
2309 reduce paperwork. A student who is not meeting the school
2310 district or state requirements for proficiency in reading and
2311 mathematics ~~math~~ shall be covered by one of the following plans
2312 to target instruction and identify ways to improve his or her
2313 academic achievement:

2314 1. A federally required student plan such as an individual
2315 education plan;

2316 2. A schoolwide system of progress monitoring for all
2317 students; or

2318 3. An individualized progress monitoring plan.

2319

2320 The plan chosen must be designed to assist the student or the

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2321 school in meeting state and district expectations for
2322 proficiency. If the student has been identified as having a
2323 deficiency in reading, the K-12 comprehensive reading plan
2324 required by s. 1011.62(9) shall include instructional and
2325 support services to be provided to meet the desired levels of
2326 performance. District school boards may require low-performing
2327 students to attend remediation programs held before or after
2328 regular school hours or during the summer if transportation is
2329 provided.

2330 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

2331 (a) ~~It is the ultimate goal of the Legislature that every~~
2332 ~~student read at or above grade level.~~ Any student who exhibits a
2333 substantial deficiency in reading, based upon locally determined
2334 or statewide assessments conducted in kindergarten or grade 1,
2335 grade 2, or grade 3, or through teacher observations, must be
2336 given intensive reading instruction immediately following the
2337 identification of the reading deficiency. The student's reading
2338 proficiency must be reassessed by locally determined assessments
2339 or through teacher observations at the beginning of the grade
2340 following the intensive reading instruction. The student must
2341 continue to be provided with intensive reading instruction until
2342 the reading deficiency is remedied.

2343 (b) ~~Beginning with the 2002-2003 school year,~~ If a the
2344 student's reading deficiency, ~~as identified in paragraph (a),~~ is
2345 not remedied by the end of grade 3, as demonstrated by scoring
2346 at Level 2 or higher on the statewide, standardized assessment
2347 required under s. 1008.22 ~~test in reading~~ for grade 3, the
2348 student must be retained.

2349 (6) ELIMINATION OF SOCIAL PROMOTION.—

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2350 (b) The district school board may only exempt students from
2351 mandatory retention, as provided in paragraph (5) (b), for good
2352 cause. Good cause exemptions shall be limited to the following:

2353 1. Limited English proficient students who have had less
2354 than 2 years of instruction in an English for Speakers of Other
2355 Languages program.

2356 2. Students with disabilities whose individual education
2357 plan indicates that participation in the statewide assessment
2358 program is not appropriate, consistent with the requirements of
2359 State Board of Education rule.

2360 3. Students who demonstrate an acceptable level of
2361 performance on an alternative standardized reading or English
2362 Language Arts assessment approved by the State Board of
2363 Education.

2364 4. A student ~~Students~~ who demonstrates ~~demonstrate~~, through
2365 a student portfolio, that he or she ~~the student~~ is performing
2366 ~~reading on grade level as evidenced by demonstration of mastery~~
2367 ~~of the Sunshine State Standards in reading equal to at least at~~ at
2368 a Level 2 performance on the FCAT Reading or the common core
2369 English Language Arts assessment, as applicable under s.
2370 1008.22.

2371 5. Students with disabilities who participate in ~~the~~ FCAT
2372 Reading or the common core English Language Arts assessment, as
2373 applicable under s. 1008.22, and who have an individual
2374 education plan or a Section 504 plan that reflects that the
2375 student has received intensive remediation in reading and
2376 English Language Arts for more than 2 years but still
2377 demonstrates a deficiency ~~in reading~~ and was previously retained
2378 in kindergarten, grade 1, grade 2, or grade 3.

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2379 6. Students who have received intensive remediation in
2380 reading and English Language Arts, as applicable under s.
2381 1008.22, for 2 or more years but still demonstrate a deficiency
2382 ~~in reading~~ and who were previously retained in kindergarten,
2383 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
2384 ~~reading~~ instruction for students so promoted must include an
2385 altered instructional day that includes specialized diagnostic
2386 information and specific reading strategies for each student.
2387 The district school board shall assist schools and teachers to
2388 implement reading strategies that research has shown to be
2389 successful in improving reading among low-performing readers.

2390 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
2391 STUDENTS READERS.—

2392 (a) Students retained under the provisions of paragraph
2393 (5)(b) must be provided intensive interventions in reading to
2394 ameliorate the student's specific reading deficiency, as
2395 identified by a valid and reliable diagnostic assessment. This
2396 intensive intervention must include effective instructional
2397 strategies, participation in the school district's summer
2398 reading camp, and appropriate teaching methodologies necessary
2399 to assist those students in becoming successful readers, able to
2400 read at or above grade level, and ready for promotion to the
2401 next grade.

2402 (b) ~~Beginning with the 2004-2005 school year,~~ Each school
2403 district shall:

2404 1. ~~Conduct a review of student progress monitoring plans~~
2405 ~~for all students who did not score above Level 1 on the reading~~
2406 ~~portion of the FCAT and did not meet the criteria for one of the~~
2407 ~~good cause exemptions in paragraph (6)(b).~~ The review shall

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2408 ~~address additional supports and services, as described in this~~
2409 ~~subsection, needed to remediate the identified areas of reading~~
2410 ~~deficiency. The school district shall require a student~~
2411 ~~portfolio to be completed for each such student.~~

2412 1.2. Provide third grade students who are retained under
2413 the provisions of paragraph (5) (b) with intensive instructional
2414 services and supports to remediate the identified areas of
2415 reading deficiency, including participation in the school
2416 district's summer reading camp as required under paragraph (a)
2417 and a minimum of 90 minutes of daily, uninterrupted,
2418 scientifically research-based reading instruction which includes
2419 phonemic awareness, phonics, fluency, vocabulary, and
2420 comprehension and other strategies prescribed by the school
2421 district, which may include, but are not limited to:

2422 a. Integration of science and social studies content within
2423 the 90-minute block.

2424 b.a. Small group instruction.

2425 c.b. Reduced teacher-student ratios.

2426 d.e. More frequent progress monitoring.

2427 e.d. Tutoring or mentoring.

2428 f.e. Transition classes containing 3rd and 4th grade
2429 students.

2430 g.f. Extended school day, week, or year.

2431 ~~g. Summer reading camps.~~

2432 2.3. Provide written notification to the parent of any
2433 student who is retained under the provisions of paragraph (5) (b)
2434 that his or her child has not met the proficiency level required
2435 for promotion and the reasons the child is not eligible for a
2436 good cause exemption as provided in paragraph (6) (b). The

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2437 notification must comply with the provisions of s. 1002.20(15)
2438 and must include a description of proposed interventions and
2439 supports that will be provided to the child to remediate the
2440 identified areas of reading deficiency.

2441 ~~3.4.~~ Implement a policy for the midyear promotion of any
2442 student retained under the provisions of paragraph (5) (b) who
2443 can demonstrate that he or she is a successful and independent
2444 reader and performing, reading at or above grade level in
2445 reading and English Language Arts, as applicable under s.
2446 1008.22, ~~and ready to be promoted to grade 4.~~ Tools that school
2447 districts may use in reevaluating any student retained may
2448 include subsequent assessments, alternative assessments, and
2449 portfolio reviews, in accordance with rules of the State Board
2450 of Education. ~~Students promoted during the school year after~~
2451 ~~November 1 must demonstrate proficiency above that required to~~
2452 ~~score at Level 2 on the grade 3 FCAT, as determined by the State~~
2453 ~~Board of Education. The State Board of Education shall adopt~~
2454 ~~standards that provide a reasonable expectation that the~~
2455 ~~student's progress is sufficient to master appropriate 4th grade~~
2456 ~~level reading skills.~~

2457 ~~4.5.~~ Provide students who are retained under the provisions
2458 of paragraph (5) (b) with a highly effective high-performing
2459 teacher as determined by the teacher's performance evaluation
2460 under s. 1012.34 ~~student performance data and above-satisfactory~~
2461 ~~performance appraisals.~~

2462 ~~6.~~ ~~In addition to required reading enhancement and~~
2463 ~~acceleration strategies, provide parents of students to be~~
2464 ~~retained with at least one of the following instructional~~
2465 ~~options:~~

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2466 a. ~~Supplemental tutoring in scientifically research-based~~
2467 ~~reading services in addition to the regular reading block,~~
2468 ~~including tutoring before and/or after school.~~

2469 b. ~~A "Read at Home" plan outlined in a parental contract,~~
2470 ~~including participation in "Families Building Better Readers~~
2471 ~~Workshops" and regular parent-guided home reading.~~

2472 c. ~~A mentor or tutor with specialized reading training.~~

2473 7. ~~Establish a Reading Enhancement and Acceleration~~
2474 ~~Development (READ) Initiative. The focus of the READ Initiative~~
2475 ~~shall be to prevent the retention of grade 3 students and to~~
2476 ~~offer intensive accelerated reading instruction to grade 3~~
2477 ~~students who failed to meet standards for promotion to grade 4~~
2478 ~~and to each K-3 student who is assessed as exhibiting a reading~~
2479 ~~deficiency. The READ Initiative shall:~~

2480 a. ~~Be provided to all K-3 students at risk of retention as~~
2481 ~~identified by the statewide assessment system used in Reading~~
2482 ~~First schools. The assessment must measure phonemic awareness,~~
2483 ~~phonics, fluency, vocabulary, and comprehension.~~

2484 b. ~~Be provided during regular school hours in addition to~~
2485 ~~the regular reading instruction.~~

2486 c. ~~Provide a state-identified reading curriculum that has~~
2487 ~~been reviewed by the Florida Center for Reading Research at~~
2488 ~~Florida State University and meets, at a minimum, the following~~
2489 ~~specifications:~~

2490 (I) ~~Assists students assessed as exhibiting a reading~~
2491 ~~deficiency in developing the ability to read at grade level.~~

2492 (II) ~~Provides skill development in phonemic awareness,~~
2493 ~~phonics, fluency, vocabulary, and comprehension.~~

2494 (III) ~~Provides scientifically based and reliable~~

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2495 ~~assessment.~~

2496 ~~(IV) Provides initial and ongoing analysis of each~~
2497 ~~student's reading progress.~~

2498 ~~(V) Is implemented during regular school hours.~~

2499 ~~(VI) Provides a curriculum in core academic subjects to~~
2500 ~~assist the student in maintaining or meeting proficiency levels~~
2501 ~~for the appropriate grade in all academic subjects.~~

2502 5.8. Establish at each school, ~~when~~ where applicable, an
2503 Intensive Acceleration Class for retained grade 3 students who
2504 subsequently score ~~at~~ Level 1 on the required statewide,
2505 standardized assessment identified in s. 1008.22 ~~reading portion~~
2506 ~~of the FCAT.~~ The focus of the Intensive Acceleration Class shall
2507 be to increase a child's reading and English Language Arts skill
2508 level at least two grade levels in 1 school year. The Intensive
2509 Acceleration Class shall:

2510 a. Be provided to any student in grade 3 who scores ~~at~~
2511 Level 1 on ~~the reading portion of the FCAT~~ Reading or the common
2512 core English Language Arts assessment, as applicable under s.
2513 1008.22, and who was retained in grade 3 the prior year because
2514 of scoring ~~at Level 1 on the reading portion of the FCAT.~~

2515 b. Have a reduced teacher-student ratio.

2516 c. Provide uninterrupted reading instruction for the
2517 majority of student contact time each day and incorporate
2518 opportunities to master the grade 4 Next Generation Sunshine
2519 State Standards in other core subject areas.

2520 d. Use a reading program that is scientifically research-
2521 based and has proven results in accelerating student reading
2522 achievement within the same school year.

2523 e. Provide intensive language and vocabulary instruction

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2524 using a scientifically research-based program, including use of
2525 a speech-language therapist.

2526 ~~f. Include weekly progress monitoring measures to ensure~~
2527 ~~progress is being made.~~

2528 ~~g. Report to the Department of Education, in the manner~~
2529 ~~described by the department, the progress of students in the~~
2530 ~~class at the end of the first semester.~~

2531 ~~9. Report to the State Board of Education, as requested, on~~
2532 ~~the specific intensive reading interventions and supports~~
2533 ~~implemented at the school district level. The Commissioner of~~
2534 ~~Education shall annually prescribe the required components of~~
2535 ~~requested reports.~~

2536 ~~10. Provide a student who has been retained in grade 3 and~~
2537 ~~has received intensive instructional services but is still not~~
2538 ~~ready for grade promotion, as determined by the school district,~~
2539 ~~the option of being placed in a transitional instructional~~
2540 ~~setting. Such setting shall specifically be designed to produce~~
2541 ~~learning gains sufficient to meet grade 4 performance standards~~
2542 ~~while continuing to remediate the areas of reading deficiency.~~

2543 (8) ANNUAL REPORT.—

2544 (a) In addition to the requirements in paragraph (5) (b),
2545 each district school board must annually report to the parent of
2546 each student the progress of the student toward achieving state
2547 and district expectations for proficiency in reading, writing,
2548 science, and mathematics. The district school board must report
2549 to the parent the student's results on each statewide assessment
2550 test. The evaluation of each student's progress must be based
2551 upon the student's classroom work, observations, tests, district
2552 and state assessments, and other relevant information. Progress

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2553 reporting must be provided to the parent in writing in a format
2554 adopted by the district school board.

2555 (b) Each district school board must annually publish on the
2556 district website and in the local newspaper, ~~and report in~~
2557 ~~writing to the State Board of Education by September 1 of each~~
2558 ~~year,~~ the following information on the prior school year:

2559 1. The provisions of this section relating to public school
2560 student progression and the district school board's policies and
2561 procedures on student retention and promotion.

2562 2. By grade, the number and percentage of all students in
2563 grades 3 through 10 performing at Levels 1 and 2 on the reading
2564 portion of the FCAT.

2565 3. By grade, the number and percentage of all students
2566 retained in grades 3 through 10.

2567 4. Information on the total number of students who were
2568 promoted for good cause, by each category of good cause as
2569 specified in paragraph (6) (b).

2570 5. Any revisions to the district school board's policy on
2571 student retention and promotion from the prior year.

2572 ~~(c) The Department of Education shall establish a uniform~~
2573 ~~format for school districts to report the information required~~
2574 ~~in paragraph (b). The format shall be developed with input from~~
2575 ~~district school boards and shall be provided not later than 90~~
2576 ~~days prior to the annual due date. The department shall annually~~
2577 ~~compile the information required in subparagraphs (b)2., 3., and~~
2578 ~~4., along with state-level summary information, and report such~~
2579 ~~information to the Governor, the President of the Senate, and~~
2580 ~~the Speaker of the House of Representatives.~~

2581 Section 35. Subsection (3) of section 1008.30, Florida

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2582 Statutes, is amended to read:

2583 1008.30 Common placement testing for public postsecondary
2584 education.—

2585 (3) The State Board of Education shall adopt rules that
2586 require high schools to evaluate before the beginning of grade
2587 12 the college readiness of each student who scores ~~at~~ Level 2
2588 or Level 3 on ~~the reading portion of the~~ grade 10 FCAT Reading
2589 or the English Language Arts assessment under s. 1008.22, as
2590 applicable, or Level 2, Level 3, or Level 4 on the Algebra I
2591 assessment ~~mathematics assessments~~ under s. 1008.22
2592 ~~1008.22(3)(c)~~. High schools shall perform this evaluation using
2593 results from the corresponding component of the common placement
2594 test prescribed in this section, or an equivalent test
2595 identified by the State Board of Education. The State Board of
2596 Education shall identify in rule the assessments necessary to
2597 perform the evaluations required by this subsection and shall
2598 work with the school districts to administer the assessments.
2599 The State Board of Education shall establish by rule the minimum
2600 test scores a student must achieve to demonstrate readiness.
2601 Students who demonstrate readiness by achieving the minimum test
2602 scores established by the state board and enroll in a Florida
2603 College System institution within 2 years of achieving such
2604 scores shall not be required to retest or enroll in remediation
2605 when admitted to any Florida College System institution. The
2606 high school shall use the results of the test to advise the
2607 students of any identified deficiencies and to provide 12th
2608 grade students, and require them to complete, appropriate
2609 postsecondary preparatory instruction before ~~prior to~~ high
2610 school graduation. The curriculum provided under this subsection

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2611 shall be identified in rule by the State Board of Education and
2612 encompass Florida's Postsecondary Readiness Competencies. Other
2613 elective courses may not be substituted for the selected
2614 postsecondary ~~reading,~~ mathematics, reading, ~~or~~ writing, or
2615 English Language Arts preparatory course unless the elective
2616 course covers the same competencies included in the
2617 postsecondary ~~reading,~~ mathematics, reading, ~~or~~ writing, or
2618 English Language Arts preparatory course.

2619 Section 36. Paragraphs (b) and (c) of subsection (3) of
2620 section 1008.34, Florida Statutes, are amended to read:

2621 1008.34 School grading system; school report cards;
2622 district grade.—

2623 (3) DESIGNATION OF SCHOOL GRADES.—

2624 (b)1. A school's grade shall be based on a combination of:

2625 a. Student achievement scores on statewide, standardized,
2626 ~~including achievement as measured by FCAT assessments under s.~~
2627 ~~1008.22 1008.22(3)(c)1., statewide, standardized end-of-course~~
2628 ~~assessments under s. 1008.22(3)(c)2.a. and b.,~~ and achievement
2629 scores for students seeking a special diploma.

2630 b. Student learning gains in FCAT Reading or, upon
2631 transition to common core assessments, the common core English
2632 Language Arts and Mathematics assessments as measured by FCAT
2633 ~~and statewide, standardized end-of-course~~ assessments
2634 administered pursuant to s. 1008.22, as described in s.
2635 ~~1008.22(3)(c)1. and 2.a.,~~ including learning gains for students
2636 seeking a special diploma, as measured by an alternate
2637 assessment.

2638 c. Improvement of the lowest 25th percentile of students in
2639 the school in reading or, upon transition to common core

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2640 assessments, English Language Arts and Mathematics ~~on the FCAT~~
2641 ~~or end-of-course~~ assessments administered pursuant to s. 1008.22
2642 ~~described in s. 1008.22(3)(c)2.a.~~, unless these students are
2643 exhibiting satisfactory performance.

2644 2. Beginning with the 2011-2012 school year, for schools
2645 comprised of middle ~~school~~ grades 6 through 8 or grades 7 and 8,
2646 the school's grade shall include the performance and
2647 participation of its students enrolled in high school level
2648 courses with statewide, standardized ~~end-of-course~~ assessments
2649 administered under s. 1008.22 ~~1008.22(3)(c)2.a.~~ Performance and
2650 participation must be weighted equally. As valid data becomes
2651 available, the school grades shall include the students'
2652 attainment of national industry certification identified in the
2653 Industry Certification Funding List pursuant to rules adopted by
2654 the state board.

2655 3. Beginning with the 2009-2010 school year for schools
2656 comprised of high school grades 9, 10, 11, and 12, or grades 10,
2657 11, and 12, at least 50 percent of the school grade shall be
2658 based on a combination of the factors listed in sub-
2659 subparagraphs 1.a.-c. and the remaining percentage on the
2660 following factors:

- 2661 a. The high school graduation rate of the school;
- 2662 b. As valid data becomes available, the performance and
2663 participation of the school's students in College Board Advanced
2664 Placement courses, International Baccalaureate courses, dual
2665 enrollment courses, and Advanced International Certificate of
2666 Education courses; and the students' achievement of national
2667 industry certification identified in the Industry Certification
2668 Funding List, pursuant to rules adopted by the state board;

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2669 c. Postsecondary readiness of all of the school's on-time
2670 graduates as measured by the SAT, the ACT, the Postsecondary
2671 Education Readiness Test, or the common placement test;

2672 d. The high school graduation rate of at-risk students, who
2673 score are students scoring at Level 1 or Level 2 on grade 8 FCAT
2674 Reading or the English Language Arts and FCAT mathematics
2675 assessments administered under s. 1008.22;

2676 e. As valid data becomes available, the performance of the
2677 school's students on statewide, standardized end-of-course
2678 assessments administered under s. 1008.22(3)(b)4. and 5.
2679 ~~1008.22(3)(c)2.c. and d.~~; and

2680 f. The growth or decline in the components listed in sub-
2681 subparagraphs a.-e. from year to year.

2682 (c) Student assessment data used in determining school
2683 grades shall include:

2684 1. The aggregate scores of all eligible students enrolled
2685 in the school who have been assessed on ~~the FCAT and~~ statewide,
2686 standardized ~~end-of-course~~ assessments in courses required for
2687 high school graduation, including, beginning with the 2011-2012
2688 school year, the end-of-course assessment in Algebra I; and
2689 beginning with the 2012-2013 school year, the end-of-course
2690 assessments in Geometry and Biology I; and beginning with the
2691 2014-2015 school year, on the statewide, standardized end-of-
2692 course assessment in civics education at the middle grades
2693 ~~school~~ level.

2694 2. The aggregate scores of all eligible students enrolled
2695 in the school who have been assessed on ~~the FCAT and~~ statewide,
2696 standardized ~~end-of-course~~ assessments under s. 1008.22 as
2697 ~~described in s. 1008.22(3)(c)2.a.,~~ and who have scored at or in

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2698 the lowest 25th percentile of students in the school in reading
2699 and mathematics, unless these students are exhibiting
2700 satisfactory performance.

2701 3. The achievement scores and learning gains of eligible
2702 students attending alternative schools that provide dropout
2703 prevention and academic intervention services pursuant to s.
2704 1003.53. The term "eligible students" in this subparagraph does
2705 not include students attending an alternative school who are
2706 subject to district school board policies for expulsion for
2707 repeated or serious offenses, who are in dropout retrieval
2708 programs serving students who have officially been designated as
2709 dropouts, or who are in programs operated or contracted by the
2710 Department of Juvenile Justice. The student performance data for
2711 eligible students identified in this subparagraph shall be
2712 included in the calculation of the home school's grade. As used
2713 in this subparagraph and s. 1008.341, the term "home school"
2714 means the school to which the student would be assigned if the
2715 student were not assigned to an alternative school. If an
2716 alternative school chooses to be graded under this section,
2717 student performance data for eligible students identified in
2718 this subparagraph shall not be included in the home school's
2719 grade but shall be included only in the calculation of the
2720 alternative school's grade. A school district that fails to
2721 assign ~~the FCAT and~~ statewide, standardized end-of-course
2722 ~~assessment as described in s. 1008.22(3)(c)2.a.~~ scores of each
2723 of its students to his or her home school or to the alternative
2724 school that receives a grade shall forfeit Florida School
2725 Recognition Program funds for 1 fiscal year. School districts
2726 must require collaboration between the home school and the

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2727 alternative school in order to promote student success. This
2728 collaboration must include an annual discussion between the
2729 principal of the alternative school and the principal of each
2730 student's home school concerning the most appropriate school
2731 assignment of the student.

2732 4. The achievement scores and learning gains of students
2733 designated as hospital- or homebound. Student assessment data
2734 for students designated as hospital- or homebound shall be
2735 assigned to their home school for the purposes of school grades.
2736 As used in this subparagraph, the term "home school" means the
2737 school to which a student would be assigned if the student were
2738 not assigned to a hospital- or homebound program.

2739 5. For schools comprised of high school grades 9, 10, 11,
2740 and 12, or grades 10, 11, and 12, the data listed in
2741 subparagraphs 1.-3. and the following data as the Department of
2742 Education determines such data are valid and available:

2743 a. The high school graduation rate of the school as
2744 calculated by the department;

2745 b. The participation rate of all eligible students enrolled
2746 in the school and enrolled in College Board Advanced Placement
2747 courses; International Baccalaureate courses; dual enrollment
2748 courses; Advanced International Certificate of Education
2749 courses; and courses or sequences of courses leading to national
2750 industry certification identified in the Industry Certification
2751 Funding List, pursuant to rules adopted by the State Board of
2752 Education;

2753 c. The aggregate scores of all eligible students enrolled
2754 in the school in College Board Advanced Placement courses,
2755 International Baccalaureate courses, and Advanced International

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2756 Certificate of Education courses;

2757 d. Earning of college credit by all eligible students

2758 enrolled in the school in dual enrollment programs under s.

2759 1007.271;

2760 e. Earning of a national industry certification identified

2761 in the Industry Certification Funding List, pursuant to rules

2762 adopted by the State Board of Education;

2763 f. The aggregate scores of all eligible students enrolled

2764 in the school in reading, mathematics, and other subjects as

2765 measured by the SAT, the ACT, the Postsecondary Education

2766 Readiness Test, and the common placement test for postsecondary

2767 readiness;

2768 g. The high school graduation rate of all eligible at-risk

2769 students enrolled in the school who scored ~~at~~ Level 2 or lower

2770 on grade 8 FCAT Reading and FCAT Mathematics;

2771 h. The performance of the school's students on statewide,

2772 standardized end-of-course assessments administered under s.

2773 1008.22(3)(b)4. and 5. ~~1008.22(3)(c)2.c. and d.~~; and

2774 i. The growth or decline in the data components listed in

2775 sub-subparagraphs a.-h. from year to year.

2776

2777 The State Board of Education shall adopt appropriate criteria

2778 for each school grade. The criteria must also give added weight

2779 to student achievement in reading. Schools earning a grade of

2780 "C," making satisfactory progress, shall be required to

2781 demonstrate that adequate progress has been made by students in

2782 the school who are in the lowest 25th percentile in reading and

2783 mathematics on statewide, standardized ~~the FCAT and end-of-~~

2784 ~~course~~ assessments under s. 1008.22 ~~as described in s.~~

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2785 ~~1008.22(3)(c)2.a.~~, unless these students are exhibiting
2786 satisfactory performance. For schools comprised of high school
2787 grades 9, 10, 11, and 12, or grades 10, 11, and 12, the criteria
2788 for school grades must also give added weight to the graduation
2789 rate of all eligible at-risk students. In order for a high
2790 school to earn a grade of "A," the school must demonstrate that
2791 its at-risk students, as defined in this paragraph, are making
2792 adequate progress.

2793 Section 37. Section 1008.44, Florida Statutes, is created
2794 to read:

2795 1008.44 Industry certifications; Industry Certification
2796 Funding List and Postsecondary Industry Certification Funding
2797 List.—

2798 (1) Pursuant to s. 1003.492, the Department of Education
2799 shall, at least annually, identify, under rules adopted by the
2800 State Board of Education, the Industry Certification Funding
2801 List that must be applied in the distribution of funding to
2802 school districts pursuant to s. 1011.62. The commissioner may at
2803 any time recommend adding certifications.

2804 (2) The State Board of Education shall approve, at least
2805 annually, the Postsecondary Industry Certification Funding List
2806 pursuant to this section. The commissioner shall recommend, at
2807 least annually, the Postsecondary Industry Certification Funding
2808 List to the State Board of Education and may at any time
2809 recommend adding certifications. The Chancellor of the State
2810 University System, the Chancellor of the Florida College System,
2811 and the Chancellor of Career and Adult Education shall work with
2812 local workforce boards, other postsecondary institutions,
2813 businesses, and industry to identify, create, and recommend to

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2814 the commissioner industry certifications to be placed on the
2815 funding list. The list shall be used to determine annual
2816 performance funding distributions to school districts or Florida
2817 College System institutions as specified in ss. 1011.80 and
2818 1011.81, respectively. The chancellors shall review results of
2819 the economic security report of employment and earning outcomes
2820 produced annually pursuant to s. 445.007 when determining
2821 recommended certifications for the list, as well as other
2822 reports and indicators available regarding certification needs.

2823 (3) In the case of rigorous industry certifications that
2824 have embedded prerequisite minimum age, grade level, diploma or
2825 degree, postgraduation period of work experience of at least 12
2826 months, or other reasonable requirements that may limit the
2827 extent to which a student can complete all requirements of the
2828 certification recognized by industry for employment purposes,
2829 the commissioner shall differentiate content, instructional, and
2830 assessment requirements that, when provided by a public
2831 institution and satisfactorily attained by a student, indicate
2832 accomplishment of requirements necessary for funding pursuant to
2833 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of
2834 prerequisite requirements necessary for recognition by industry
2835 for employment purposes. The differentiated requirements
2836 established by the commissioner shall be included in the
2837 Industry Certification Funding List at the time the
2838 certification is adopted.

2839 Section 38. Paragraph (c) of subsection (1) of section
2840 1011.61, Florida Statutes, is amended to read:

2841 1011.61 Definitions.—Notwithstanding the provisions of s.
2842 1000.21, the following terms are defined as follows for the

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2843 purposes of the Florida Education Finance Program:

2844 (1) A "full-time equivalent student" in each program of the
2845 district is defined in terms of full-time students and part-time
2846 students as follows:

2847 (c)1. A "full-time equivalent student" is:

2848 a. A full-time student in any one of the programs listed in
2849 s. 1011.62(1)(c); or

2850 b. A combination of full-time or part-time students in any
2851 one of the programs listed in s. 1011.62(1)(c) which is the
2852 equivalent of one full-time student based on the following
2853 calculations:

2854 (I) A full-time student in a combination of programs listed
2855 in s. 1011.62(1)(c) shall be a fraction of a full-time
2856 equivalent membership in each program equal to the number of net
2857 hours per school year for which he or she is a member, divided
2858 by the appropriate number of hours set forth in subparagraph
2859 (a)1. or subparagraph (a)2. The sum of the fractions for each
2860 program may not exceed the maximum value set forth in subsection
2861 (4).

2862 (II) A prekindergarten student with a disability shall meet
2863 the requirements specified for kindergarten students.

2864 (III) A full-time equivalent student for students in
2865 kindergarten through grade 12 in a full-time virtual instruction
2866 program under s. 1002.45 or a virtual charter school under s.
2867 1002.33 shall consist of six full-credit completions or the
2868 prescribed level of content that counts toward promotion to the
2869 next grade in programs listed in s. 1011.62(1)(c). Credit
2870 completions may be a combination of full-credit courses or half-
2871 credit courses. Beginning in the 2016-2017 ~~2014-2015~~ fiscal

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2872 year, ~~when s. 1008.22(3)(g) is implemented,~~ the reported full-
2873 time equivalent students and associated funding of students
2874 enrolled in courses requiring passage of an end-of-course
2875 assessment under s. 1003.4282 to earn a standard high school
2876 diploma shall be adjusted if after the student does not pass
2877 ~~completes~~ the end-of-course assessment. However, no adjustment
2878 shall be made for a student who enrolls in a segmented remedial
2879 course delivered online.

2880 (IV) A full-time equivalent student for students in
2881 kindergarten through grade 12 in a part-time virtual instruction
2882 program under s. 1002.45 shall consist of six full-credit
2883 completions in programs listed in s. 1011.62(1)(c)1. and 3.
2884 Credit completions may be a combination of full-credit courses
2885 or half-credit courses. Beginning in the 2016-2017 ~~2014-2015~~
2886 fiscal year, ~~when s. 1008.22(3)(g) is implemented,~~ the reported
2887 full-time equivalent students and associated funding of students
2888 enrolled in courses requiring passage of an end-of-course
2889 assessment under s. 1003.4282 to earn a standard high school
2890 diploma shall be adjusted if after the student does not pass
2891 ~~completes~~ the end-of-course assessment. However, no adjustment
2892 shall be made for a student who enrolls in a segmented remedial
2893 course delivered online.

2894 (V) A Florida Virtual School full-time equivalent student
2895 shall consist of six full-credit completions or the prescribed
2896 level of content that counts toward promotion to the next grade
2897 in the programs listed in s. 1011.62(1)(c)1. and 3. for students
2898 participating in kindergarten through grade 12 part-time virtual
2899 instruction and the programs listed in s. 1011.62(1)(c) for
2900 students participating in kindergarten through grade 12 full-

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2901 time virtual instruction. Credit completions may be a
2902 combination of full-credit courses or half-credit courses.
2903 Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when s.~~
2904 ~~1008.22(3)(g) is implemented,~~ the reported full-time equivalent
2905 students and associated funding of students enrolled in courses
2906 requiring passage of an end-of-course assessment under s.
2907 1003.4282 to earn a standard high school diploma shall be
2908 adjusted if after the student does not pass ~~completes~~ the end-
2909 of-course assessment. However, no adjustment shall be made for a
2910 student who enrolls in a segmented remedial course delivered
2911 online.

2912 (VI) Each successfully completed full-credit course earned
2913 through an online course delivered by a district other than the
2914 one in which the student resides shall be calculated as 1/6 FTE.

2915 ~~(VII) Each successfully completed credit earned under the~~
2916 ~~alternative high school course credit requirements authorized in~~
2917 ~~s. 1002.375, which is not reported as a portion of the 900 net~~
2918 ~~hours of instruction pursuant to subparagraph (1)(a)1., shall be~~
2919 ~~calculated as 1/6 FTE.~~

2920 (VII) (VIII) (A) A full-time equivalent student for courses
2921 requiring passage of a statewide, standardized end-of-course
2922 assessment under s. 1003.4282 to earn a standard high school
2923 diploma pursuant to s. 1008.22(3)(c)2.a. shall be defined and
2924 reported based on the number of instructional hours as provided
2925 in this subsection until the 2016-2017 fiscal year ~~for the first~~
2926 ~~3 years of administering the end-of-course assessment.~~ Beginning
2927 in the 2016-2017 fiscal year ~~fourth year of administering the~~
2928 ~~end-of-course assessment,~~ the FTE for the course shall be
2929 assessment-based ~~credit-based~~ and ~~each course~~ shall be equal to

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2930 1/6 FTE. The reported FTE shall be adjusted if ~~after~~ the student
2931 does not pass successfully completes the end-of-course
2932 assessment ~~pursuant to s. 1008.22(3)(c)2.a.~~ However, no
2933 adjustment shall be made for a student who enrolls in a
2934 segmented remedial course delivered online.

2935 (A) ~~(B)~~ For students enrolled in a school district as a
2936 full-time student, the district may report 1/6 FTE for each
2937 student who passes a statewide, standardized end-of-course
2938 assessment without being enrolled in the corresponding course.

2939 (B) ~~(C)~~ The FTE earned under this sub-sub-subparagraph and
2940 any FTE for courses or programs listed in s. 1011.62(1)(c) that
2941 do not require passing a statewide, standardized end-of-course
2942 assessment are subject to the requirements in subsection (4).

2943 2. A student in membership in a program scheduled for more
2944 or less than 180 school days or the equivalent on an hourly
2945 basis as specified by rules of the State Board of Education is a
2946 fraction of a full-time equivalent membership equal to the
2947 number of instructional hours in membership divided by the
2948 appropriate number of hours set forth in subparagraph (a)1.;
2949 however, for the purposes of this subparagraph, membership in
2950 programs scheduled for more than 180 days is limited to students
2951 enrolled in juvenile justice education programs and the Florida
2952 Virtual School.

2953
2954 The department shall determine and implement an equitable method
2955 of equivalent funding for experimental schools and for schools
2956 operating under emergency conditions, which schools have been
2957 approved by the department to operate for less than the minimum
2958 school day.

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2959 Section 39. Present paragraphs (s) and (t) of subsection
2960 (1) of section 1011.62, Florida Statutes, are redesignated as
2961 paragraphs (t) and (u), respectively, a new paragraph (s) is
2962 added to that subsection, and paragraphs (c), (l), (n), and (o),
2963 and present paragraph (t) of that subsection are amended, to
2964 read:

2965 1011.62 Funds for operation of schools.—If the annual
2966 allocation from the Florida Education Finance Program to each
2967 district for operation of schools is not determined in the
2968 annual appropriations act or the substantive bill implementing
2969 the annual appropriations act, it shall be determined as
2970 follows:

2971 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
2972 OPERATION.—The following procedure shall be followed in
2973 determining the annual allocation to each district for
2974 operation:

2975 (c) *Determination of programs.*—Cost factors based on
2976 desired relative cost differences between the following programs
2977 shall be established in the annual General Appropriations Act.
2978 The cost factor for secondary career education programs and
2979 basic programs grade 9 through 12 shall be equal. The
2980 Commissioner of Education shall specify a matrix of services and
2981 intensity levels to be used by districts in the determination of
2982 the two weighted cost factors for exceptional students with the
2983 highest levels of need. For these students, the funding support
2984 level shall fund the exceptional students' education program,
2985 with the exception of extended school year services for students
2986 with disabilities.

2987 1. Basic programs.—

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2988 a. Kindergarten and grades 1, 2, and 3.
2989 b. Grades 4, 5, 6, 7, and 8.
2990 c. Grades 9, 10, 11, and 12.
2991 2. Programs for exceptional students.—
2992 a. Support Level IV.
2993 b. Support Level V.
2994 3. Secondary career education programs.—
2995 4. English for Speakers of Other Languages.—
2996 (1) *Calculation of additional full-time equivalent*
2997 *membership based on International Baccalaureate examination*
2998 *scores of students.—A value of 0.16 full-time equivalent student*
2999 *membership shall be calculated for each student enrolled in an*
3000 *International Baccalaureate course who receives a score of 4 or*
3001 *higher on a subject examination. A value of 0.3 full-time*
3002 *equivalent student membership shall be calculated for each*
3003 *student who receives an International Baccalaureate diploma.*
3004 *Such value shall be added to the total full-time equivalent*
3005 *student membership in basic programs for grades 9 through 12 in*
3006 *the subsequent fiscal year. Each school district shall allocate*
3007 *80 percent of the funds received from International*
3008 *Baccalaureate bonus FTE funding to the school program whose*
3009 *students generate the funds and to school programs that prepare*
3010 *prospective students to enroll in International Baccalaureate*
3011 *courses. Funds shall be expended solely for the payment of*
3012 *allowable costs associated with the International Baccalaureate*
3013 *program. Allowable costs include International Baccalaureate*
3014 *annual school fees; International Baccalaureate examination*
3015 *fees; salary, benefits, and bonuses for teachers and program*
3016 *coordinators for the International Baccalaureate program and*

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3017 teachers and coordinators who prepare prospective students for
3018 the International Baccalaureate program; supplemental books;
3019 instructional supplies; instructional equipment or instructional
3020 materials for International Baccalaureate courses; other
3021 activities that identify prospective International Baccalaureate
3022 students or prepare prospective students to enroll in
3023 International Baccalaureate courses; and training or
3024 professional development for International Baccalaureate
3025 teachers. School districts shall allocate the remaining 20
3026 percent of the funds received from International Baccalaureate
3027 bonus FTE funding for programs that assist academically
3028 disadvantaged students to prepare for more rigorous courses. The
3029 school district shall distribute to each classroom teacher who
3030 provided International Baccalaureate instruction:

3031 1. A bonus in the amount of \$50 for each student taught by
3032 the International Baccalaureate teacher in each International
3033 Baccalaureate course who receives a score of 4 or higher on the
3034 International Baccalaureate examination.

3035 2. An additional bonus of \$500 to each International
3036 Baccalaureate teacher in a school designated with a grade of "D"
3037 or "F" who has at least one student scoring 4 or higher on the
3038 International Baccalaureate examination, regardless of the
3039 number of classes taught or of the number of students scoring a
3040 4 or higher on the International Baccalaureate examination.

3041
3042 Bonuses awarded to a teacher according to this paragraph may
3043 ~~shall~~ not exceed \$2,000 in any given school year. However, the
3044 maximum bonus shall be \$3,000 if at least 50 percent of the
3045 students enrolled in a teacher's course earn a score of 4 or

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3046 higher on the examination in a school designated with a grade of
3047 "A", "B", or "C"; or if at least 25 percent of the students
3048 enrolled in a teacher's course earn a score of 4 or higher on
3049 the examination in a school designated with a grade of "D" or
3050 "F". Bonuses awarded under this paragraph ~~and~~ shall be in
3051 addition to any regular wage or other bonus the teacher received
3052 or is scheduled to receive. For such courses, the teacher shall
3053 earn an additional bonus of \$50 for each student who has a
3054 qualifying score up to the maximum of \$3,000 in any given school
3055 year.

3056 (n) *Calculation of additional full-time equivalent*
3057 *membership based on college board advanced placement scores of*
3058 *students.—A value of 0.16 full-time equivalent student*
3059 *membership shall be calculated for each student in each advanced*
3060 *placement course who receives a score of 3 or higher on the*
3061 *College Board Advanced Placement Examination for the prior year*
3062 *and added to the total full-time equivalent student membership*
3063 *in basic programs for grades 9 through 12 in the subsequent*
3064 *fiscal year. Each district must allocate at least 80 percent of*
3065 *the funds provided to the district for advanced placement*
3066 *instruction, in accordance with this paragraph, to the high*
3067 *school that generates the funds. The school district shall*
3068 *distribute to each classroom teacher who provided advanced*
3069 *placement instruction:*

3070 1. A bonus in the amount of \$50 for each student taught by
3071 the Advanced Placement teacher in each advanced placement course
3072 who receives a score of 3 or higher on the College Board
3073 Advanced Placement Examination.

3074 2. An additional bonus of \$500 to each Advanced Placement

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3075 teacher in a school designated with a grade of "D" or "F" who
3076 has at least one student scoring 3 or higher on the College
3077 Board Advanced Placement Examination, regardless of the number
3078 of classes taught or of the number of students scoring a 3 or
3079 higher on the College Board Advanced Placement Examination.

3080
3081 Bonuses awarded to a teacher according to this paragraph shall
3082 not exceed \$2,000 in any given school year. However, the maximum
3083 bonus shall be \$3,000 if at least 50 percent of the students
3084 enrolled in a teacher's course earn a score of 3 or higher on
3085 the examination in a school with a grade of "A", "B", or "C" or
3086 if at least 25 percent of the students enrolled in a teacher's
3087 course earn a score of 3 or higher on the examination in a
3088 school with a grade of "D" or "F". Bonuses awarded under this
3089 paragraph and shall be in addition to any regular wage or other
3090 bonus the teacher received or is scheduled to receive. For such
3091 courses, the teacher shall earn an additional bonus of \$50 for
3092 each student who has a qualifying score up to the maximum of
3093 \$3,000 in any given school year.

3094 (o) *Calculation of additional full-time equivalent*
3095 *membership based on ~~certification of successful completion of a~~*
3096 *career-themed course ~~or career and professional academy program~~*
3097 *pursuant to ss. 1003.491, 1003.492, and 1003.493, ~~and 1003.4935~~*
3098 *and issuance of ~~the highest level of industry certification~~*
3099 *identified in the Industry Certification Certified Funding List*
3100 *pursuant to rules adopted by the State Board of Education.—*

3101 1. A value of 0.1 or, ~~0.2, or 0.3~~ full-time equivalent
3102 student membership shall be calculated for each student who
3103 completes a career-themed course as defined in s. 1003.493(1) (b)

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3104 ~~or a career and professional academy program under ss. 1003.491,~~
3105 ~~1003.492, 1003.493, and 1003.4935 and who is issued an~~ an ~~the~~
3106 ~~highest level of~~ industry certification identified annually in
3107 the Industry Certification Funding List approved under rules
3108 adopted by the State Board of Education ~~upon promotion to the~~
3109 ~~9th grade under subparagraph 2. or upon earning a high school~~
3110 ~~diploma.~~ The maximum full-time equivalent student membership
3111 value for any student in grades 9 through 12 is 0.3. A value of
3112 0.2 full-time equivalent membership shall be calculated for each
3113 student who is issued an industry certification that has a
3114 statewide articulation agreement for college credit approved by
3115 the State Board of Education. For industry certifications that
3116 do not articulate for college credit, the Department of
3117 Education shall assign a ~~the appropriate~~ full-time equivalent
3118 value of 0.1 for each certification, ~~50 percent of which is~~
3119 ~~based on rigor and the remaining 50 percent on employment value.~~
3120 The State Board of Education shall include the assigned values
3121 in the Industry Certification Funding List under rules adopted
3122 by the state board. ~~Rigor shall be based on the number of~~
3123 ~~instructional hours, including work experience hours, required~~
3124 ~~to earn the certification, with a bonus for industry~~
3125 ~~certifications that have a statewide articulation agreement for~~
3126 ~~college credit approved by the State Board of Education.~~
3127 ~~Employment value shall be based on the entry wage, growth rate~~
3128 ~~in employment for each occupational category, and average annual~~
3129 ~~openings for the primary occupation linked to the industry~~
3130 ~~certification.~~ Such value shall be added to the total full-time
3131 equivalent student membership in secondary career education
3132 programs for grades 9 through 12 in the subsequent year for

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3133 courses that were not provided ~~funded~~ through dual enrollment.
3134 Industry certifications earned through dual enrollment must be
3135 reported and funded pursuant to ss. 1011.80 and 1011.81.

3136 ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~
3137 ~~time equivalent student membership shall be calculated for each~~
3138 ~~student who completes a career-themed course or a career and~~
3139 ~~professional academy program under s. 1003.4935 and who is~~
3140 ~~issued the highest level of industry certification in science,~~
3141 ~~technology, engineering, or mathematics identified on the~~
3142 ~~Industry Certification Funding List under rules adopted by the~~
3143 ~~State Board of Education.~~

3144 ~~2.3. The additional full-time equivalent membership~~
3145 ~~authorized under this paragraph may not exceed 0.3 per student.~~
3146 Each district must allocate at least 80 percent of the funds
3147 provided for industry certification, in accordance with this
3148 paragraph, to the program that generated the funds. This
3149 allocation may not be used to supplant funds provided for basic
3150 operation of the program. Unless a different amount is specified
3151 in the General Appropriations Act, the appropriation for this
3152 calculation is limited to \$60 ~~\$15~~ million annually. If the
3153 appropriation is insufficient to fully fund the total
3154 calculation, the appropriation shall be prorated.

3155 3. For industry certifications earned in the 2013-2014
3156 school year and in subsequent years, the school district shall
3157 distribute to each classroom teacher who provided direct
3158 instruction toward the attainment of an industry certification
3159 that qualified for additional full-time equivalent membership
3160 under subparagraph 1.:

3161 a. A bonus in the amount of \$25 for each student taught by

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3162 a teacher who provided instruction in a course that led to the
3163 attainment of an industry certification on the Industry
3164 Certification Funding List with a weight of 0.1.

3165 b. A bonus in the amount of \$50 for each student taught by
3166 a teacher who provided instruction in a course that led to the
3167 attainment of an industry certification on the Industry
3168 Certification Funding List with a weight of 0.2.

3169 4. For the 2013-2014 fiscal year, the additional FTE
3170 membership calculation must include the additional FTE for any
3171 student who earned a certification in the 2009-2010, 2010-2011,
3172 and 2011-2012 fiscal years who was not previously funded and was
3173 enrolled in 2012-2013.

3174
3175 Bonuses awarded pursuant to this paragraph shall be provided to
3176 teachers who are employed by the district in the year in which
3177 the additional FTE membership calculation is included in the
3178 calculation. Bonuses shall be calculated based upon the
3179 associated weight of an industry certification on the Industry
3180 Certification Funding List for the year in which the
3181 certification is earned by the student. Any bonus awarded to a
3182 teacher under this paragraph may not exceed \$2,000 in any given
3183 school year and is in addition to any regular wage or other
3184 bonus the teacher received or is scheduled to receive.

3185 (s) Florida Cyber Security Recognition, Florida Digital
3186 Arts Recognition, and Florida Digital Tools Certificate
3187 established pursuant to s. 1003.4203.—

3188 1. Each school district shall certify by June 30 of each
3189 year to the Department of Education each elementary school that
3190 achieves 50 percent of student attainment of the Florida Cyber

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3191 Security Recognition or the Florida Digital Arts Recognition
3192 established pursuant to s. 1003.4203. Upon verification by the
3193 department, each school that has achieved the designated student
3194 recognitions shall be awarded a Florida Digital Learning
3195 Certificate of Achievement by the Commissioner of Education.

3196 2. Each middle school shall receive \$50 for each student
3197 who earns the Florida Digital Tools Certificate established
3198 pursuant to s. 1003.4203 with a minimum awarded per school of
3199 \$1,000 annually and a maximum award per school of \$15,000
3200 annually. This performance payment shall be calculated in the
3201 FEFP as a full-time equivalent student.

3202 (u) ~~(t)~~ Computation for funding through the Florida
3203 Education Finance Program.—The State Board of Education may
3204 adopt rules establishing programs, industry certifications, and
3205 courses for which the student may earn credit toward high school
3206 graduation.

3207 Section 40. Paragraph (b) of subsection (1) of section
3208 1012.22, Florida Statutes, is amended to read:

3209 1012.22 Public school personnel; powers and duties of the
3210 district school board.—The district school board shall:

3211 (1) Designate positions to be filled, prescribe
3212 qualifications for those positions, and provide for the
3213 appointment, compensation, promotion, suspension, and dismissal
3214 of employees as follows, subject to the requirements of this
3215 chapter:

3216 (b) *Time to act on nominations.*—The district school board
3217 shall act not later than 3 weeks following the receipt of
3218 statewide, standardized ~~FCAT~~ scores and data under s. 1008.22,
3219 including school grades, or June 30, whichever is later, on the

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3220 district school superintendent's nominations of supervisors,
3221 principals, and members of the instructional staff.

3222 Section 41. Subsection (4) of section 1012.56, Florida
3223 Statutes, is amended to read:

3224 1012.56 Educator certification requirements.—

3225 (4) ALIGNMENT OF SUBJECT AREAS. ~~As the Sunshine State~~
3226 ~~Standards are replaced by the Next Generation Sunshine State~~
3227 ~~Standards under s. 1003.41,~~ The State Board of Education shall
3228 align the subject area examinations to the Next Generation
3229 Sunshine State Standards.

3230 Section 42. Paragraph (b) of subsection (4) of section
3231 1012.98, Florida Statutes, is amended to read:

3232 1012.98 School Community Professional Development Act.—

3233 (4) The Department of Education, school districts, schools,
3234 Florida College System institutions, and state universities
3235 share the responsibilities described in this section. These
3236 responsibilities include the following:

3237 (b) Each school district shall develop a professional
3238 development system as specified in subsection (3). The system
3239 shall be developed in consultation with teachers, teacher-
3240 educators of Florida College System institutions and state
3241 universities, business and community representatives, and local
3242 education foundations, consortia, and professional
3243 organizations. The professional development system must:

3244 1. Be approved by the department. All substantial revisions
3245 to the system shall be submitted to the department for review
3246 for continued approval.

3247 2. Be based on analyses of student achievement data and
3248 instructional strategies and methods that support rigorous,

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3249 relevant, and challenging curricula for all students. Schools
3250 and districts, in developing and refining the professional
3251 development system, shall also review and monitor school
3252 discipline data; school environment surveys; assessments of
3253 parental satisfaction; performance appraisal data of teachers,
3254 managers, and administrative personnel; and other performance
3255 indicators to identify school and student needs that can be met
3256 by improved professional performance.

3257 3. Provide inservice activities coupled with followup
3258 support appropriate to accomplish district-level and school-
3259 level improvement goals and standards. The inservice activities
3260 for instructional personnel shall focus on analysis of student
3261 achievement data, ongoing formal and informal assessments of
3262 student achievement, identification and use of enhanced and
3263 differentiated instructional strategies that emphasize rigor,
3264 relevance, and reading in the content areas, enhancement of
3265 subject content expertise, integrated use of classroom
3266 technology that enhances teaching and learning, classroom
3267 management, parent involvement, and school safety.

3268 4. Include a master plan for inservice activities, pursuant
3269 to rules of the State Board of Education, for all district
3270 employees from all fund sources. The master plan shall be
3271 updated annually by September 1, must be based on input from
3272 teachers and district and school instructional leaders, and must
3273 use the latest available student achievement data and research
3274 to enhance rigor and relevance in the classroom. Each district
3275 inservice plan must be aligned to and support the school-based
3276 inservice plans and school improvement plans pursuant to s.
3277 1001.42(18). District plans must be approved by the district

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3278 school board annually in order to ensure compliance with
3279 subsection (1) and to allow for dissemination of research-based
3280 best practices to other districts. District school boards must
3281 submit verification of their approval to the Commissioner of
3282 Education no later than October 1, annually.

3283 5. Authorize ~~Require~~ each school principal to establish and
3284 maintain an individual professional development plan for each
3285 instructional employee assigned to the school as a seamless
3286 component to the school improvement plans developed pursuant to
3287 s. 1001.42(18). An ~~The~~ individual professional development plan
3288 must:

3289 ~~a.~~ be related to specific performance data for the students
3290 to whom the teacher is assigned;

3291 ~~b.~~ define the inservice objectives and specific measurable
3292 improvements expected in student performance as a result of the
3293 inservice activity; and.

3294 ~~c.~~ include an evaluation component that determines the
3295 effectiveness of the professional development plan.

3296 6. Include inservice activities for school administrative
3297 personnel that address updated skills necessary for
3298 instructional leadership and effective school management
3299 pursuant to s. 1012.986.

3300 7. Provide for systematic consultation with regional and
3301 state personnel designated to provide technical assistance and
3302 evaluation of local professional development programs.

3303 8. Provide for delivery of professional development by
3304 distance learning and other technology-based delivery systems to
3305 reach more educators at lower costs.

3306 9. Provide for the continuous evaluation of the quality and

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3307 effectiveness of professional development programs in order to
3308 eliminate ineffective programs and strategies and to expand
3309 effective ones. Evaluations must consider the impact of such
3310 activities on the performance of participating educators and
3311 their students' achievement and behavior.

3312 Section 43. Any student who selected and is participating
3313 in an accelerated high school graduation option under s.
3314 1003.429, Florida Statutes, before July 1, 2013, may continue
3315 that option, and all statutory program requirements of the
3316 accelerated high school option shall remain applicable to the
3317 student as long as the student continues participation in the
3318 option.

3319 Section 44. The Division of Law Revision and Information is
3320 requested to prepare a reviser's bill for the 2014 Regular
3321 Session of the Legislature to change the term "Sunshine State
3322 Standards" to "Next Generation Sunshine State Standards"
3323 wherever the term appears in the Florida Statutes.

3324 Section 45. Paragraph (b) of subsection (5) of section
3325 1001.706, Florida Statutes, is amended to read:

3326 1001.706 Powers and duties of the Board of Governors.—

3327 (5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

3328 (b) The Board of Governors shall develop a strategic plan
3329 specifying goals and objectives for the State University System
3330 and each constituent university, including each university's
3331 contribution to overall system goals and objectives. The
3332 strategic plan must:

3333 1. Include performance metrics and standards common for all
3334 institutions and metrics and standards unique to institutions
3335 depending on institutional core missions, including, but not

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3336 limited to, student admission requirements, retention,
3337 graduation, percentage of graduates who have attained
3338 employment, percentage of graduates enrolled in continued
3339 education, licensure passage, average wages of employed
3340 graduates, average cost per graduate, excess hours, student loan
3341 burden and default rates, faculty awards, total annual research
3342 expenditures, patents, licenses and royalties, intellectual
3343 property, startup companies, annual giving, endowments, and
3344 well-known, highly respected national rankings for institutional
3345 and program achievements.

3346 2. Consider reports and recommendations of the Higher
3347 Education Coordinating Council pursuant to s. 1004.015 and the
3348 Articulation Coordinating Committee pursuant to s. 1007.01.

3349 3. Include student enrollment and performance data
3350 delineated by method of instruction, including, but not limited
3351 to, traditional, online, and distance learning instruction.

3352 4. Include criteria for designating baccalaureate degree
3353 and master's degree programs at specified universities as high-
3354 demand programs of emphasis. Fifty percent of the criteria for
3355 designation as high-demand programs of emphasis must be based on
3356 achievement of performance outcome thresholds determined by the
3357 Board of Governors, and 50 percent of the criteria must be based
3358 on achievement of performance outcome thresholds specifically
3359 linked to:

3360 a. Job placement in employment of 36 hours or more per week
3361 and average full-time wages of graduates of the degree programs
3362 1 year and 5 years after graduation, based in part on data
3363 provided in the economic security report of employment and
3364 earning outcomes produced annually pursuant to s. 445.07.

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3365 b. Data-driven gap analyses, conducted by the Board of
3366 Governors, of the state's job market demands and the outlook for
3367 jobs that require a baccalaureate or higher degree.

3368 Section 46. Section 1001.7065, Florida Statutes, is created
3369 to read:

3370 1001.7065 Preeminent state research universities program.—

3371 (1) STATE UNIVERSITY SYSTEM SHARED GOVERNANCE

3372 COLLABORATION.—A collaborative partnership is established
3373 between the Board of Governors and the Legislature to elevate
3374 the academic and research preeminence of Florida's highest-
3375 performing state research universities in accordance with this
3376 section. The partnership stems from the State University System
3377 Governance Agreement executed on March 24, 2010, wherein the
3378 Board of Governors and leaders of the Legislature agreed to a
3379 framework for the collaborative exercise of their joint
3380 authority and shared responsibility for the State University
3381 System. The governance agreement confirmed the commitment of the
3382 Board of Governors and the Legislature to continue collaboration
3383 on accountability measures, the use of data, and recommendations
3384 derived from such data.

3385 (2) ACADEMIC AND RESEARCH EXCELLENCE STANDARDS.—Effective
3386 July 1, 2013, the following academic and research excellence
3387 standards are established for the preeminent state research
3388 universities program:

3389 (a) An average weighted grade point average of 4.0 or
3390 higher on a 4.0 scale and an average SAT score of 1800 or higher
3391 for fall semester incoming freshmen, as reported annually.

3392 (b) A top-50 ranking on at least two well-known and highly
3393 respected national public university rankings, reflecting

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3394 national preeminence, using most recent rankings.

3395 (c) A freshman retention rate of 90 percent or higher for
3396 full-time, first-time-in-college students, as reported annually
3397 to the Integrated Postsecondary Education Data System (IPEDS).

3398 (d) A 6-year graduation rate of 70 percent or higher for
3399 full-time, first-time-in-college students, as reported annually
3400 to the IPEDS.

3401 (e) Six or more faculty members at the state university who
3402 are members of a national academy, as reported by the Center for
3403 Measuring University Performance in the Top American Research
3404 Universities (TARU) annual report.

3405 (f) Total annual research expenditures, including federal
3406 research expenditures, of \$200 million or more, as reported
3407 annually by the National Science Foundation (NSF).

3408 (g) Total annual research expenditures in diversified
3409 nonmedical sciences of \$150 million or more, based on data
3410 reported annually by the NSF.

3411 (h) A top-100 university national ranking for research
3412 expenditures in five or more science, technology, engineering,
3413 or mathematics fields of study, as reported annually by the NSF.

3414 (i) One hundred or more total patents awarded by the United
3415 States Patent and Trademark Office for the most recent 3-year
3416 period.

3417 (j) Four hundred or more doctoral degrees awarded annually,
3418 as reported in the Board of Governors Annual Accountability
3419 Report.

3420 (k) Two hundred or more postdoctoral appointees annually,
3421 as reported in the TARU annual report.

3422 (l) An endowment of \$500 million or more, as reported in

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3423 the Board of Governors Annual Accountability Report.

3424 (3) PREEMINENT STATE RESEARCH UNIVERSITY DESIGNATION.—The
3425 Board of Governors shall designate each state research
3426 university that meets at least 11 of the 12 academic and
3427 research excellence standards identified in subsection (2) a
3428 preeminent state research university.

3429 (4) PREEMINENT STATE RESEARCH UNIVERSITY INSTITUTE FOR
3430 ONLINE LEARNING.—A state research university that, as of July 1,
3431 2013, meets all 12 of the academic and research excellence
3432 standards identified in subsection (2), as verified by the Board
3433 of Governors, shall establish an institute for online learning.
3434 The institute shall establish a robust offering of high-quality,
3435 fully online baccalaureate degree programs at an affordable cost
3436 in accordance with this subsection.

3437 (a) By August 1, 2013, the Board of Governors shall convene
3438 an advisory board to support the development of high-quality,
3439 fully online baccalaureate degree programs at the university.

3440 (b) The advisory board shall:

3441 1. Offer expert advice, as requested by the university, in
3442 the development and implementation of a business plan to expand
3443 the offering of high-quality, fully online baccalaureate degree
3444 programs.

3445 2. Advise the Board of Governors on the release of funding
3446 to the university upon approval by the Board of Governors of the
3447 plan developed by the university.

3448 3. Monitor, evaluate, and report on the implementation of
3449 the plan to the Board of Governors, the Governor, the President
3450 of the Senate, and the Speaker of the House of Representatives.

3451 (c) The advisory board shall be composed of the following

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3452 five members:

3453 1. The chair of the Board of Governors or the chair's
3454 permanent designee.

3455 2. A member with expertise in online learning, appointed by
3456 the Board of Governors.

3457 3. A member with expertise in global marketing, appointed
3458 by the Governor.

3459 4. A member with expertise in cloud virtualization,
3460 appointed by the President of the Senate.

3461 5. A member with expertise in disruptive innovation,
3462 appointed by the Speaker of the House of Representatives.

3463 (d) The president of the university shall be consulted on
3464 the advisory board member appointments.

3465 (e) A majority of the advisory board shall constitute a
3466 quorum, elect the chair, and appoint an executive director.

3467 (f) By September 1, 2013, the university shall submit to
3468 the advisory board a comprehensive plan to expand high-quality,
3469 fully online baccalaureate degree program offerings. The plan
3470 shall include:

3471 1. Existing on-campus general education courses and
3472 baccalaureate degree programs that will be offered online.

3473 2. New courses that will be developed and offered online.

3474 3. Support services that will be offered to students
3475 enrolled in online baccalaureate degree programs.

3476 4. A tuition and fee structure that meets the requirements
3477 in paragraph (k) for online courses, baccalaureate degree
3478 programs, and student support services.

3479 5. A timeline for offering, marketing, and enrolling
3480 students in the online baccalaureate degree programs.

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3481 6. A budget for developing and marketing the online
3482 baccalaureate degree programs.

3483 7. Detailed strategies for ensuring the success of students
3484 and the sustainability of the online baccalaureate degree
3485 programs.

3486
3487 Upon recommendation of the plan by the advisory board and
3488 approval by the Board of Governors, the Board of Governors shall
3489 award the university \$10 million in nonrecurring funds and \$5
3490 million in recurring funds for fiscal year 2013-2014 and \$5
3491 million annually thereafter, subject to appropriation in the
3492 General Appropriations Act.

3493 (g) Beginning in January 2014, the university shall offer
3494 high-quality, fully online baccalaureate degree programs that:

3495 1. Accept full-time, first-time-in-college students.

3496 2. Have the same rigorous admissions criteria as equivalent
3497 on-campus degree programs.

3498 3. Offer curriculum of equivalent rigor to on-campus degree
3499 programs.

3500 4. Offer rolling enrollment or multiple opportunities for
3501 enrollment throughout the year.

3502 5. Do not require any on-campus courses. However, for
3503 courses or programs that require clinical training or
3504 laboratories that cannot be delivered online, the university
3505 shall offer convenient locational options to the student, which
3506 may include, but are not limited to, the option to complete such
3507 requirements at a summer-in-residence on the university campus.

3508 The university may provide a network of sites at convenient
3509 locations and contract with commercial testing centers or

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3510 identify other secure testing services for the purpose of
3511 proctoring assessments or testing.

3512 6. Apply the university's existing policy for accepting
3513 credits for both freshman applicants and transfer applicants.

3514 (h) The university may offer a fully online Masters in
3515 Business Administration degree program and other master's degree
3516 programs.

3517 (i) The university may develop and offer degree programs
3518 and courses that are competency based as appropriate for the
3519 quality and success of the program.

3520 (j) The university shall periodically expand its offering
3521 of online baccalaureate degree programs to meet student and
3522 market demands.

3523 (k) The university shall establish a tuition structure for
3524 its online institute in accordance with this paragraph,
3525 notwithstanding any other provision of law.

3526 1. For students classified as residents for tuition
3527 purposes, tuition for an online baccalaureate degree program
3528 shall be set at no more than 75 percent of the tuition rate as
3529 specified in the General Appropriations Act pursuant to s.
3530 1009.24(4) and 75 percent of the tuition differential pursuant
3531 to s. 1009.24(16). No distance learning fee, fee for campus
3532 facilities, or fee for on-campus services may be assessed,
3533 except that online students shall pay the university's
3534 technology fee, financial aid fee, and Capital Improvement Trust
3535 Fund fee. The revenues generated from the Capital Improvement
3536 Trust Fund fee shall be dedicated to the university's institute
3537 for online learning.

3538 2. For students classified as nonresidents for tuition

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3539 purposes, tuition may be set at market rates in accordance with
3540 the business plan.

3541 3. Tuition for an online degree program shall include all
3542 costs associated with instruction, materials, and enrollment,
3543 excluding costs associated with the provision of textbooks
3544 pursuant to s. 1004.085 and physical laboratory supplies.

3545 4. Subject to the limitations in subparagraph 1., tuition
3546 may be differentiated by degree program as appropriate to the
3547 instructional and other costs of the program in accordance with
3548 the business plan. Pricing must incorporate innovative
3549 approaches that incentivize persistence and completion,
3550 including, but not limited to, a fee for assessment, a bundled
3551 or all-inclusive rate, and sliding scale features.

3552 5. The university must accept advance payment contracts and
3553 student financial aid.

3554 6. Fifty percent of the net revenues generated from the
3555 online institute of the university shall be used to enhance and
3556 enrich the online institute offerings, and 50 percent of the net
3557 revenues generated from the online institute shall be used to
3558 enhance and enrich the university's campus state-of-the-art
3559 research programs and facilities.

3560 7. The institute may charge additional local user fees
3561 pursuant to s. 1009.24(14) upon the approval of the Board of
3562 Governors.

3563 8. The institute shall submit a proposal to the president
3564 of the university authorizing additional user fees for the
3565 provision of voluntary student participation in activities and
3566 additional student services.

3567 (5) PREEMINENT STATE RESEARCH UNIVERSITY SUPPORT.—A state

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3568 research university that, as of July 1, 2013, meets all 12 of
3569 the academic and research excellence standards identified in
3570 subsection (2), as verified by the Board of Governors, shall
3571 submit to the Board of Governors a 5-year benchmark plan with
3572 target rankings on key performance metrics for national
3573 excellence. Upon approval by the Board of Governors, and upon
3574 the university's meeting the benchmark plan goals annually, the
3575 Board of Governors shall award the university an amount
3576 specified in the General Appropriations Act to be provided
3577 annually throughout the 5-year period. Funding for this purpose
3578 is contingent upon specific appropriation in the General
3579 Appropriations Act.

3580 (6) PREEMINENT STATE RESEARCH UNIVERSITY ENHANCEMENT
3581 INITIATIVE.—A state research university that, as of July 1,
3582 2013, meets 11 of the 12 academic and research excellence
3583 standards identified in subsection (2), as verified by the Board
3584 of Governors, shall submit to the Board of Governors a 5-year
3585 benchmark plan with target rankings on key performance metrics
3586 for national excellence. Upon the university's meeting the
3587 benchmark plan goals annually, the Board of Governors shall
3588 award the university an amount specified in the General
3589 Appropriations Act to be provided annually throughout the 5-year
3590 period for the purpose of recruiting National Academy Members,
3591 expediting the provision of a master's degree in cloud
3592 virtualization, and instituting an entrepreneurs-in-residence
3593 program throughout its campus. Funding for this purpose is
3594 contingent upon specific appropriation in the General
3595 Appropriations Act.

3596 (7) PREEMINENT STATE RESEARCH UNIVERSITY SPECIAL COURSE

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3597 REQUIREMENT AUTHORITY.—In order to provide a jointly shared
3598 educational experience, a university that is designated a
3599 preeminent state research university may require its incoming
3600 first-time-in-college students to take a 9-to-12-credit set of
3601 unique courses specifically determined by the university and
3602 published on the university's website. The university may
3603 stipulate that credit for such courses may not be earned through
3604 any acceleration mechanism pursuant to s. 1007.27 or s. 1007.271
3605 or any other transfer credit. All accelerated credits earned up
3606 to the limits specified in ss. 1007.27 and 1007.271 shall be
3607 applied toward graduation at the student's request.

3608 (8) PREEMINENT STATE RESEARCH UNIVERSITY FLEXIBILITY
3609 AUTHORITY.—The Board of Governors is encouraged to identify and
3610 grant all reasonable, feasible authority and flexibility to
3611 ensure that a designated preeminent state research university is
3612 free from unnecessary restrictions.

3613 (9) PROGRAMS OF EXCELLENCE THROUGHOUT THE STATE UNIVERSITY
3614 SYSTEM.—The Board of Governors is encouraged to establish
3615 standards and measures whereby individual programs in state
3616 universities that objectively reflect national excellence can be
3617 identified and make recommendations to the Legislature as to how
3618 any such programs could be enhanced and promoted.

3619 Section 47. Subsections (3) and (24) of section 1004.02,
3620 Florida Statutes, are amended to read:

3621 1004.02 Definitions.—As used in this chapter:

3622 (3) "Adult general education" means comprehensive
3623 instructional programs designed to improve the employability of
3624 the state's workforce through adult basic education, adult
3625 secondary education, English for Speakers of Other Languages,

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3626 applied academics for adult education ~~vocational-preparatory~~
3627 instruction, and instruction for adults with disabilities.

3628 (24) "Applied academics for adult education" or "applied
3629 academics ~~Vocational-preparatory~~ instruction" means adult
3630 general education through which persons attain academic and
3631 workforce readiness skills at the level of functional literacy
3632 (grade levels 6.0-8.9) or higher so that such persons may pursue
3633 technical certificate education or higher-level technical
3634 education.

3635 Section 48. Section 1004.082, Florida Statutes, is created
3636 to read:

3637 1004.082 Talent retention programs.—The Chancellor of the
3638 State University System shall cooperate with the Commissioner of
3639 Education to support talent retention programs that encourage
3640 middle school and high school students who indicate an interest
3641 in or aptitude for physics or mathematics to continue their
3642 education at a state university that has excellent departments
3643 in selected fields. The chancellor and the commissioner shall
3644 work with state university department chairs to enable
3645 department chairs of outstanding state university departments to
3646 send letters to students who indicate an interest in or aptitude
3647 for those subjects. At a minimum, the letter should provide an
3648 open invitation for the student to communicate with the
3649 department, at least annually, and to schedule a tour of the
3650 department and the campus.

3651 Section 49. Section 1004.91, Florida Statutes, is amended
3652 to read:

3653 1004.91 Requirements for career education program basic
3654 skills ~~Career-preparatory instruction.—~~

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3655 (1) The State Board of Education shall adopt, by rule,
3656 standards of basic skill mastery for completion of certificate
3657 career education programs. Each school district and Florida
3658 College System institution that conducts programs that confer
3659 career and technical certificates ~~credit~~ shall provide applied
3660 academics ~~career-preparatory~~ instruction through which students
3661 receive the basic skills instruction required pursuant to this
3662 section.

3663 (2) Students who enroll in a program offered for career
3664 credit of 450 hours or more shall complete an entry-level
3665 examination within the first 6 weeks after ~~of~~ admission into the
3666 program. The State Board of Education shall designate
3667 examinations that are currently in existence, the results of
3668 which are comparable across institutions, to assess student
3669 mastery of basic skills. Any student found to lack the required
3670 level of basic skills for such program shall be referred to
3671 applied academics ~~career-preparatory~~ instruction or another
3672 adult general ~~basic~~ education program for a structured program
3673 of basic skills instruction. Such instruction may include
3674 English for speakers of other languages. A student may not
3675 receive a career or technical certificate of completion without
3676 first demonstrating the basic skills required in the state
3677 curriculum frameworks for the career education program.

3678 (3) (a) An adult student with a disability may be exempted
3679 from ~~the provisions of~~ this section.

3680 (b) The following students are exempt from this section:

3681 1. A student who possesses a college degree at the
3682 associate in applied science level or higher ~~is exempt from this~~
3683 ~~section.~~

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3684 2. A student who demonstrates readiness for public
3685 postsecondary education pursuant to s. 1008.30 and applicable
3686 rules adopted by the State Board of Education ~~has completed or~~
3687 ~~who is exempt from the college-level communication and~~
3688 ~~computation skills examination pursuant to s. 1008.29, or who is~~
3689 ~~exempt from the college entry-level examination pursuant to s.~~
3690 ~~1008.29, is exempt from the provisions of this section.~~

3691 3. A student who passes ~~Students who have passed a state~~
3692 ~~or, national, or industry~~ certification or licensure examination
3693 that is identified in State Board of Education rules and aligned
3694 to the career education program in which the student is enrolled
3695 ~~exam are exempt from this section.~~

3696 4. An adult student who is enrolled in an apprenticeship
3697 program that is registered with the Department of Education in
3698 accordance with the provisions of chapter 446 ~~is exempt from the~~
3699 ~~provisions of this section.~~

3700 Section 50. Present subsection (8) of section 1004.93,
3701 Florida Statutes, is renumbered as subsection (9), and a new
3702 subsection (8) is added to that section, to read:

3703 1004.93 Adult general education.—

3704 (8) In order to accelerate the employment of adult
3705 education students, students entering adult general education
3706 programs after July 1, 2013, must complete the following action-
3707 steps-to-employment activities before the completion of the
3708 first term:

3709 (a) Identify employment opportunities using market-driven
3710 tools.

3711 (b) Create a personalized employment goal.

3712 (c) Conduct a personalized skill and knowledge inventory.

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3713 (d) Compare the results of the personalized skill and
3714 knowledge inventory with the knowledge and skills needed to
3715 attain the personalized employment goal.

3716 (e) Upgrade skills and knowledge needed through adult
3717 general education programs and additional educational pursuits
3718 based on the personalized employment goal.

3719
3720 The action-steps-to-employment activities may be developed
3721 through a blended approach with assistance provided to adult
3722 general education students by teachers, employment specialists,
3723 guidance counselors, business and industry representatives, and
3724 online resources. Students may be directed to online resources
3725 and provided information on financial literacy, student
3726 financial aid, industry certifications, and occupational
3727 services and a listing of job openings.

3728 Section 51. Section 1006.735, Florida Statutes, is amended
3729 to read:

3730 1006.735 Complete Florida Degree Program Completion Pilot
3731 Project.—

3732 (1) The Complete Florida Degree Program Completion Pilot
3733 Project is established for the purpose of recruiting,
3734 recovering, and retaining the state's adult learners and
3735 assisting them in completing an associate degree or a
3736 baccalaureate degree that is aligned to high-wage, high-skill
3737 workforce needs. As used in this section, the term "adult
3738 learner" means a student who has successfully completed college-
3739 level coursework in multiple semesters but has left an
3740 institution in good standing before completing his or her
3741 degree. The program pilot project shall give priority to adult

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3742 learners who are veterans or active duty members of the United
3743 States Armed Forces.

3744 (2) The Complete Florida Degree Program ~~pilot project~~ shall
3745 be implemented by the University of West Florida, acting as the
3746 lead institution, in coordination with Florida College System
3747 institutions, state universities, and private postsecondary
3748 institutions, as appropriate. The program; ~~the University of~~
3749 ~~South Florida; Florida State College at Jacksonville; and St.~~
3750 ~~Petersburg College~~ and shall include the associate, applied
3751 baccalaureate, and baccalaureate degree programs that these
3752 institutions have selected. Other partnering public
3753 postsecondary education institutions shall provide areas of
3754 specialization or concentration.

3755 (3) For purposes of selecting the degree programs that will
3756 be given priority in the Complete Florida Degree Program ~~pilot~~
3757 ~~project~~, the institutions identified in subsection (2) shall
3758 partner with public and private job recruitment and placement
3759 agencies and use labor market data and projections, including
3760 those identified in the Board of Governors' gap analysis, to
3761 identify the specific workforce needs and targeted occupations
3762 of the state.

3763 (4) The Complete Florida Degree Program ~~pilot project~~ shall
3764 provide adult learners with a single point of access to
3765 information and links to innovative online and accelerated
3766 distance learning courses, student and library support services,
3767 and electronic resources that will guide the adult learner
3768 toward the successful completion of a postsecondary degree.

3769 (5) By the end of ~~Beginning with~~ the 2013-2014 ~~2012-2013~~
3770 academic year, the Complete Florida Degree Program ~~pilot project~~

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3771 shall be implemented and must:

3772 (a) Use the distance learning course catalog established
3773 pursuant to s. 1006.73 to communicate course availability to the
3774 adult learner.

3775 (b) Develop and implement an advising and student support
3776 system that includes the use of degree completion specialists,
3777 is based upon best practices and processes, and includes
3778 academic and career support services designed specifically for
3779 the adult learner. The program must identify proposed changes to
3780 the statewide computer-assisted student advising system
3781 established pursuant to s. 1006.73 to assist the adult learner
3782 in using the system.

3783 (c) Use the streamlined, automated, online admissions
3784 application process for transient students established pursuant
3785 to s. 1006.73. The program ~~pilot project~~ shall identify any
3786 additional admissions and registration policies and practices
3787 that could be further streamlined and automated for purposes of
3788 assisting the adult learner.

3789 (d) Use existing and, if necessary, develop new competency-
3790 based instructional and evaluation tools to assess prior
3791 performance, experience, and education for the award of college
3792 credit in order to reduce the time required for adult learners
3793 to complete their degrees. The tools may include the use of the
3794 American Council on Education's collaborative link between the
3795 United States Department of Defense and higher education through
3796 the review of military training and experiences for the award of
3797 equivalent college credit for members of the United States Armed
3798 Forces.

3799 (e) Develop and implement an evaluation process that

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3800 collects, analyzes, and provides to the chancellors of the
3801 Florida College System and the State University System, the
3802 participating postsecondary education institutions, the chairs
3803 of the legislative appropriations committees, and the Executive
3804 Office of the Governor information on the effectiveness of the
3805 program ~~pilot project~~ and the attainment of its goals. Such a
3806 process shall include a management information system that
3807 collects the appropriate student, programmatic, and fiscal data
3808 necessary to complete the evaluation of the program ~~pilot~~
3809 ~~project~~. Institutions involved in the program ~~pilot project~~
3810 shall also collect job placement and employment data on the
3811 adult learners who have completed their degrees as a result of
3812 the program ~~pilot project~~.

3813 (f) Develop and implement a statewide student recruitment
3814 ~~marketing~~ campaign targeted toward ~~recruiting~~ adult learners,
3815 particularly veterans and active duty members of the United
3816 States Armed Forces, for enrollment in the degree programs
3817 offered through the program ~~pilot project~~.

3818 (6) For purposes of the Complete Florida Degree Program
3819 ~~pilot project~~, each institution's current tuition and fee
3820 structure shall be used. However, all participating institutions
3821 shall collaboratively identify the applicable cost components
3822 involved in the development and delivery of distance learning
3823 courses, collect information on these cost components, and
3824 submit the information to the ~~Florida Virtual Campus~~. ~~The~~
3825 ~~chancellors of the Florida College System and the State~~
3826 University System. The chancellors shall submit a report to the
3827 chairs of the legislative appropriations committees no later
3828 than December 31, 2014 ~~2013~~, on the need for a differentiated

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3829 tuition and fee structure for the development and delivery of
3830 distance learning courses.

3831 (7) The University of West Florida, in collaboration with
3832 its partners ~~the University of South Florida, Florida State~~
3833 ~~College at Jacksonville, and St. Petersburg College,~~ shall
3834 submit to the chairs of the Board of Governors, the State Board
3835 of Education, and the legislative appropriations committees no
3836 later than September 1, 2013 ~~June 1, 2012,~~ a detailed program
3837 ~~project~~ plan that defines the major work activities, student
3838 eligibility criteria, timeline, and cost for implementing the
3839 Complete Florida Degree Program ~~pilot project~~.

3840 ~~(8) The University of West Florida, in collaboration with~~
3841 ~~the University of South Florida, Florida State College at~~
3842 ~~Jacksonville, and St. Petersburg College, shall develop and~~
3843 ~~implement a transition plan that transfers the administration of~~
3844 ~~the pilot project to the Florida Virtual Campus no later than~~
3845 ~~June 30, 2013.~~

3846 Section 52. Subsection (1) of section 1007.263, Florida
3847 Statutes, is amended to read:

3848 1007.263 Florida College System institutions; admissions of
3849 students.—Each Florida College System institution board of
3850 trustees is authorized to adopt rules governing admissions of
3851 students subject to this section and rules of the State Board of
3852 Education. These rules shall include the following:

3853 (1) Admissions counseling shall be provided to all students
3854 entering college or career credit programs. Counseling shall
3855 utilize tests to measure achievement of college-level
3856 communication and computation competencies by all students
3857 entering college credit programs or tests to measure achievement

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3858 of basic skills for career education programs as prescribed in
3859 s. 1004.91.

3860
3861 Each board of trustees shall establish policies that notify
3862 students about, and place students into, adult basic education,
3863 adult secondary education, or other instructional programs that
3864 provide students with alternatives to traditional college-
3865 preparatory instruction, including private provider instruction.
3866 A student is prohibited from enrolling in additional college-
3867 level courses until the student scores above the cut-score on
3868 all sections of the common placement test.

3869 Section 53. Subsection (2) of section 1008.37, Florida
3870 Statutes, is amended to read:

3871 1008.37 Postsecondary feedback of information to high
3872 schools.—

3873 (2) The Commissioner of Education shall report, by high
3874 school, to the State Board of Education, the Board of Governors,
3875 and the Legislature, no later than November 30 of each year, on
3876 the number of prior year Florida high school graduates who
3877 enrolled for the first time in public postsecondary education in
3878 this state during the previous summer, fall, or spring term,
3879 indicating the number of students whose scores on the common
3880 placement test indicated the need for remediation through
3881 college-preparatory or applied academics for adult education
3882 ~~vocational-preparatory~~ instruction pursuant to s. 1004.91 or s.
3883 1008.30.

3884 Section 54. Subsection (3) of section 1009.22, Florida
3885 Statutes, is amended to read:

3886 1009.22 Workforce education postsecondary student fees.—

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3887 (3) (a) Except as otherwise provided by law, fees for
3888 students who are nonresidents for tuition purposes must offset
3889 the full cost of instruction. Residency of students shall be
3890 determined as required in s. 1009.21. Fee-nonexempt students
3891 enrolled in applied academics for adult education ~~vocational-~~
3892 ~~preparatory~~ instruction shall be charged fees equal to the fees
3893 charged for adult general education programs. Each Florida
3894 College System institution that conducts college-preparatory and
3895 applied academics for adult education ~~vocational-preparatory~~
3896 instruction in the same class section may charge a single fee
3897 for both types of instruction.

3898 Section 55. Paragraphs (c) and (d) of subsection (1) of
3899 section 1009.25, Florida Statutes, is amended to read:

3900 1009.25 Fee exemptions.—

3901 (1) The following students are exempt from the payment of
3902 tuition and fees, including lab fees, at a school district that
3903 provides workforce education programs, Florida College System
3904 institution, or state university:

3905 (c) A student who is or was at the time he or she reached
3906 18 years of age in the custody of the Department of Children and
3907 Family Services or who, after spending at least 6 months in the
3908 custody of the department after reaching 16 years of age, was
3909 placed in a guardianship by the court. Such exemption includes
3910 fees associated with enrollment in applied academics for adult
3911 education ~~career-preparatory~~ instruction. The exemption remains
3912 valid until the student reaches 28 years of age.

3913 (d) A student who is or was at the time he or she reached
3914 18 years of age in the custody of a relative under s. 39.5085 or
3915 who was adopted from the Department of Children and Family

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3916 Services after May 5, 1997. Such exemption includes fees
3917 associated with enrollment in applied academics for adult
3918 education ~~career-preparatory~~ instruction. The exemption remains
3919 valid until the student reaches 28 years of age.

3920 Section 56. Subsection (11) is added to section 1009.26,
3921 Florida Statutes, to read:

3922 1009.26 Fee waivers.—

3923 (11) A Florida College System institution may waive any
3924 portion of the tuition, the activity and service fee, the
3925 financial aid fee, the technology fee, the capital improvement
3926 fee, and distance learning fee for the purpose of offering a
3927 baccalaureate degree for state residents for which the cost of
3928 tuition and the fees specified in this subsection does not
3929 exceed \$10,000 for the entire degree program. Waivers provided
3930 pursuant to this subsection shall be applicable for upper-level
3931 courses not to exceed 100 percent of the number of required
3932 credit hours of the baccalaureate degree program for which the
3933 student is determined eligible.

3934 Section 57. Paragraph (b) of subsection (1) and subsection
3935 (7) of section 1009.531, Florida Statutes, is amended to read:

3936 1009.531 Florida Bright Futures Scholarship Program;
3937 student eligibility requirements for initial awards.—

3938 (1) Effective January 1, 2008, in order to be eligible for
3939 an initial award from any of the three types of scholarships
3940 under the Florida Bright Futures Scholarship Program, a student
3941 must:

3942 (b) Earn a standard Florida high school diploma or its
3943 equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.4282,
3944 ~~s. 1003.429, s. 1003.43,~~ or s. 1003.435 unless:

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3945 1. The student completes a home education program according
3946 to s. 1002.41; or

3947 2. The student earns a high school diploma from a non-
3948 Florida school while living with a parent or guardian who is on
3949 military or public service assignment away from Florida.

3950 ~~(7) To be eligible for an initial award and each renewal~~
3951 ~~award under the Florida Bright Futures Scholarship Program, a~~
3952 ~~student must submit a Free Application for Federal Student Aid~~
3953 ~~which is complete and error free prior to disbursement.~~

3954 Section 58. Subsections (4), (6), and (10) of section
3955 1011.80, Florida Statutes, are amended to read:

3956 1011.80 Funds for operation of workforce education
3957 programs.—

3958 (4) Funding for all workforce education programs must be
3959 based on cost categories, performance output measures, and
3960 performance outcome measures.

3961 (a) The cost categories must be calculated to identify
3962 high-cost programs, medium-cost programs, and low-cost programs.
3963 The cost analysis used to calculate and assign a program of
3964 study to a cost category must include at least both direct and
3965 indirect instructional costs, consumable supplies, equipment,
3966 and standard program length.

3967 ~~(b)1. The performance output measure for career education~~
3968 ~~programs of study is student completion of a career program of~~
3969 ~~study that leads to an occupational completion point associated~~
3970 ~~with a certificate; an apprenticeship program; or a program that~~
3971 ~~leads to an applied technology diploma or an associate in~~
3972 ~~applied science or associate in science degree. Performance~~
3973 ~~output measures for registered apprenticeship programs shall be~~

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3974 ~~based on program lengths that coincide with lengths established~~
3975 ~~pursuant to the requirements of chapter 446.~~

3976 (b)2. The performance output measure for an adult general
3977 education course of study is measurable improvement in student
3978 skills. This measure shall include improvement in literacy
3979 skills, grade level improvement as measured by an approved test,
3980 or attainment of a State of Florida diploma or an adult high
3981 school diploma.

3982 (c) The performance outcome measures for adult general
3983 ~~workforce~~ education programs are associated with placement and
3984 retention of students after reaching a completion point or
3985 completing a program of study. These measures include placement
3986 or retention in employment ~~that is related to the program of~~
3987 ~~study; placement into or retention in employment in an~~
3988 ~~occupation on the Workforce Estimating Conference list of high-~~
3989 ~~wage, high skill occupations with sufficient openings, or other~~
3990 ~~High Wage/High Skill Program occupations as determined by~~
3991 ~~Workforce Florida, Inc.; and placement and retention of~~
3992 ~~participants or former participants in the welfare transition~~
3993 ~~program in employment.~~ Continuing postsecondary education at a
3994 level that will further enhance employment is a performance
3995 outcome for adult general education programs. ~~Placement and~~
3996 ~~retention must be reported pursuant to ss. 1008.39 and 1008.43.~~

3997 (6) (a) A school district or a Florida College System
3998 institution that provides workforce education programs shall
3999 receive funds in accordance with distributions for base and
4000 performance funding established by the Legislature in the
4001 General Appropriations Act. To ensure equitable funding for all
4002 school district workforce education programs and to recognize

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4003 enrollment growth, the Department of Education shall use the
4004 funding model developed by the District Workforce Education
4005 Funding Steering Committee to determine each district's
4006 workforce education funding needs. To assist the Legislature in
4007 allocating workforce education funds in the General
4008 Appropriations Act, the funding model shall annually be provided
4009 to the legislative appropriations committees no later than March
4010 1.

4011 (b) Performance funding for industry certifications for
4012 school district workforce education programs is contingent upon
4013 specific appropriation in the General Appropriations Act and
4014 shall be determined as follows:

4015 1. Occupational areas for which industry certifications may
4016 be earned, as established in the General Appropriations Act, are
4017 eligible for performance funding. Priority shall be given to the
4018 occupational areas emphasized in state, national, or corporate
4019 grants provided to Florida educational institutions.

4020 2. The Chancellor of Career and Adult Education shall
4021 identify the industry certifications eligible for funding on the
4022 Postsecondary Industry Certification Funding List approved by
4023 the State Board of Education pursuant to s. 1008.44, based on
4024 the occupational areas specified in the General Appropriations
4025 Act.

4026 3. Each school district shall be provided \$1,000 for each
4027 industry certification earned by a workforce education student.
4028 The maximum amount of funding appropriated for performance
4029 funding pursuant to this paragraph shall be limited to \$15
4030 million annually. If funds are insufficient to fully fund the
4031 calculated total award, such funds shall be prorated.

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4032 (c) ~~(b)~~ A program is established to assist school districts
4033 and Florida College System institutions in responding to the
4034 needs of new and expanding businesses and thereby strengthening
4035 the state's workforce and economy. The program may be funded in
4036 the General Appropriations Act. The district or Florida College
4037 System institution shall use the program to provide customized
4038 training for businesses which satisfies the requirements of s.
4039 288.047. Business firms whose employees receive the customized
4040 training must provide 50 percent of the cost of the training.
4041 Balances remaining in the program at the end of the fiscal year
4042 shall not revert to the general fund, but shall be carried over
4043 for 1 additional year and used for the purpose of serving
4044 incumbent worker training needs of area businesses with fewer
4045 than 100 employees. Priority shall be given to businesses that
4046 must increase or upgrade their use of technology to remain
4047 competitive.

4048 (10) A high school student dually enrolled under s.
4049 1007.271 in a workforce education program operated by a Florida
4050 College System institution or school district career center
4051 generates the amount calculated for workforce education funding,
4052 including any payment of performance funding, and the
4053 proportional share of full-time equivalent enrollment generated
4054 through the Florida Education Finance Program for the student's
4055 enrollment in a high school. If a high school student is dually
4056 enrolled in a Florida College System institution program,
4057 including a program conducted at a high school, the Florida
4058 College System institution earns the funds generated for
4059 workforce education funding, and the school district earns the
4060 proportional share of full-time equivalent funding from the

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4061 Florida Education Finance Program. If a student is dually
4062 enrolled in a career center operated by the same district as the
4063 district in which the student attends high school, that district
4064 earns the funds generated for workforce education funding and
4065 also earns the proportional share of full-time equivalent
4066 funding from the Florida Education Finance Program. If a student
4067 is dually enrolled in a workforce education program provided by
4068 a career center operated by a different school district, the
4069 funds must be divided between the two school districts
4070 proportionally from the two funding sources. A student may not
4071 be reported for funding in a dual enrollment workforce education
4072 program unless the student has completed the basic skills
4073 assessment pursuant to s. 1004.91. A student who is coenrolled
4074 in a K-12 education program and an adult education program may
4075 ~~not~~ be reported for purposes of funding in an adult education
4076 program. If a student is, except that for the 2011-2012 and
4077 2012-2013 fiscal years, students who are coenrolled in core
4078 curricula courses for credit recovery or dropout prevention
4079 purposes and does ~~do~~ not have a pattern of excessive absenteeism
4080 or habitual truancy or a history of disruptive behavior in
4081 school, the student may be reported for funding for up to two
4082 courses per year ~~student~~. Such a student is ~~students are~~ exempt
4083 from the payment of the block tuition for adult general
4084 education programs provided in s. 1009.22(3)(d) ~~1009.22(3)(e)~~.
4085 The Department of Education shall develop a list of courses to
4086 be designated as core curricula courses for the purposes of
4087 coenrollment.

4088 Section 59. Subsections (2) and (3) of section 1011.81,
4089 Florida Statutes, are renumbered as subsections (4) and (5),

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4090 respectively, and a new subsection (2) is added to that section,
4091 to read:

4092 1011.81 Florida College System Program Fund.—

4093 (2) Performance funding for industry certifications for
4094 Florida College System institutions is contingent upon specific
4095 appropriation in the General Appropriations Act and shall be
4096 determined as follows:

4097 (a) Occupational areas for which industry certifications
4098 may be earned, as established in the General Appropriations Act,
4099 are eligible for performance funding. Priority shall be given to
4100 the occupational areas emphasized in state, national, or
4101 corporate grants provided to Florida educational institutions.

4102 (b) The Chancellor of the Florida College System shall
4103 identify the industry certifications eligible for funding on the
4104 Postsecondary Industry Certification Funding List approved by
4105 the State Board of Education pursuant to s. 1008.44, based on
4106 the occupational areas specified in the General Appropriations
4107 Act.

4108 (c) Each Florida College System institution shall be
4109 provided \$1,000 for each industry certification earned by a
4110 student. The maximum amount of funding appropriated for
4111 performance funding pursuant to this subsection shall be limited
4112 to \$15 million annually. If funds are insufficient to fully fund
4113 the calculated total award, such funds shall be prorated.

4114 Section 60. Subsection (1) and paragraph (a) of subsection
4115 (3) are amended and a new subsection (4) of section 1011.905,
4116 Florida Statutes, is created to read:

4117 1011.905 Performance funding for state universities.—

4118 (1) State performance funds for the State University System

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4119 shall be based on indicators of system and institutional
4120 attainment of performance expectations. For the 2012-2013
4121 through at least the 2016-2017 and 2013-2014 fiscal years, the
4122 Board of Governors shall review and rank each state university
4123 that applies for performance funding, as provided in the General
4124 Appropriations Act, based on the following formula:

4125 (a) Twenty-five percent of a state university's score shall
4126 be based on the percentage of employed graduates who have earned
4127 degrees which have a primary focus in the following programs:

4128 1. For the 2012-2013 and 2013-2014 fiscal years:

4129 a.1- Computer and information science;

4130 b.2- Computer engineering;

4131 c.3- Information systems technology;

4132 d.4- Information technology; and

4133 e.5- Management information systems.

4134

4135 The 2012-2013 award recipients shall receive the same award for
4136 2013-2014.

4137 2. For the 2013-2014 and 2014-2015 fiscal years, high-
4138 demand programs of emphasis determined by the Board of Governors
4139 using the gap-analysis data required by s. 1001.706(5).

4140 3. For the 2013-2014 and 2014-2015 fiscal years, a master's
4141 degree in cloud virtualization technology and related large data
4142 management.

4143 (b) Twenty-five percent of a state university's score shall
4144 be based on the percentage of graduates who have earned
4145 baccalaureate degrees in the programs in paragraph (a) and who
4146 have earned industry certifications identified on the
4147 Postsecondary Industry Certification Funding List approved by

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4148 the State Board of Education pursuant to s. 1008.44 in a related
4149 field from a Florida College System institution or state
4150 university prior to graduation.

4151 (c) Fifty percent of a state university's score shall be
4152 based on factors determined by the Board of Governors which
4153 relate to increasing the probability that graduates who have
4154 earned degrees in the programs described in paragraph (a) will
4155 be employed in high-skill, high-wage, and high-demand
4156 employment.

4157 (3) (a) Each year, the Board of Governors shall award up to
4158 \$15 million to the highest-ranked state universities in support
4159 of each program identified in paragraph (1) (a) from funds
4160 appropriated for the purposes in this section and as specified
4161 in the General Appropriations Act. The award per state
4162 university shall be a minimum of 25 percent of the total amount
4163 appropriated pursuant to this section.

4164 Section 61. By October 31, 2013, the State Board of
4165 Education shall recommend to the Legislature a methodology for
4166 allocating performance funding for Florida College System
4167 institutions, and the Board of Governors shall recommend to the
4168 Legislature a methodology for allocating performance funding for
4169 State University System institutions, based on the percentage of
4170 graduates employed or enrolled in further education, the average
4171 wages of employed graduates, and the average cost per graduate.

4172 Section 62. This act shall take effect July 1, 2013.