

Amendment No.

CHAMBER ACTION

Senate

House

.

1 Representatives O'Toole, Adkins, Porter and Nuñez offered the
2 following:

3
4 **Amendment (with title amendment)**

5 Remove everything after the enacting clause and insert:

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

8 1000.03 Function, mission, and goals of the Florida K-20
9 education system.-

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

12 (g) Comprehensive K-20 career and education planning.-It
13 is essential that Florida's K-20 education system better prepare
14 all students at every level for the transition from school to
15 postsecondary education or work by providing information
16 regarding:

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17 1. Career opportunities, educational requirements
18 associated with each career, educational institutions that
19 prepare students to enter each career, and student financial aid
20 available to pursue postsecondary instruction required to enter
21 each career.

22 2. How to make informed decisions about the program of
23 study that best addresses the students' interests and abilities
24 while preparing them to enter postsecondary education or the
25 workforce.

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

28
29 This information shall be provided to students and parents
30 through websites, handbooks, manuals, or other regularly
31 provided communications.

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

34 1000.21 Systemwide definitions.—As used in the Florida K-
35 20 Education Code:

36 (7) ~~"Sunshine State Standards" or the "Next Generation~~
37 ~~Sunshine State Standards" means the state's public K-12~~
38 ~~curricular standards, including common core standards in English~~
39 ~~Language Arts and mathematics, adopted under s. 1003.41. The~~
40 ~~term includes the Sunshine State Standards that are in place for~~
41 ~~a subject until the standards for that subject are replaced~~
42 ~~under s. 1003.41 by the Next Generation Sunshine State~~
43 ~~Standards.~~

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

47 1001.42 Powers and duties of district school board.—The
48 district school board, acting as a board, shall exercise all
49 powers and perform all duties listed below:

50 (26) TECHNICAL CENTER GOVERNING BOARD.—May appoint a
51 governing board for a school district technical center or a
52 system of technical centers for the purpose of aligning the
53 educational programs of the technical center with the needs of
54 local businesses and responding quickly to the needs of local
55 businesses for employees holding industry certifications. A
56 technical center governing board shall be comprised of seven
57 members, three of whom must be members of the district school
58 board or their designees and four of whom must be local business
59 leaders. The district school board shall delegate to the
60 technical center governing board decisions regarding entrance
61 requirements for students, curriculum, program development,
62 budget and funding allocations, and the development with local
63 businesses of partnership agreements and appropriate industry
64 certifications in order to meet local and regional economic
65 needs. A technical center governing board may approve only
66 courses and programs that contain industry certifications. A
67 course may be continued if at least 25 percent of the students
68 enrolled in the course attain an industry certification. If
69 fewer than 25 percent of the students enrolled in a course
70 attain an industry certification, the course must be
71 discontinued the following year.

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72 Section 4. Paragraph (b) of subsection (1) of section
73 1002.3105, Florida Statutes, is amended, and subsection (5) is
74 added to that section, to read:

75 1002.3105 Academically Challenging Curriculum to Enhance
76 Learning (ACCEL) options.—

77 (1) ACCEL OPTIONS.—

78 (b) At a minimum, each school must offer the following
79 ACCEL options: whole-grade and midyear promotion; subject-matter
80 acceleration; virtual instruction in higher grade level
81 subjects; and the Credit Acceleration Program under s.

82 1003.4295. Additional ACCEL options may include, but are not
83 limited to, enriched science, technology, engineering, and
84 mathematics ~~(STEM)~~ coursework; enrichment programs; flexible
85 grouping; advanced academic courses; combined classes; self-
86 paced instruction; rigorous industry certifications that are
87 articulated to college credit and approved pursuant to ss.

88 1003.492 and 1008.44; work-related internships or
89 apprenticeships; curriculum compacting; advanced-content
90 instruction; and telescoping curriculum.

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

97 Section 5. Paragraph (a) of subsection (7) of section
98 1002.33, Florida Statutes, is amended to read:

99 1002.33 Charter schools.—

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100 (7) CHARTER.—The major issues involving the operation of a
101 charter school shall be considered in advance and written into
102 the charter. The charter shall be signed by the governing board
103 of the charter school and the sponsor, following a public
104 hearing to ensure community input.

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

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

109 2. The focus of the curriculum, the instructional methods
110 to be used, any distinctive instructional techniques to be
111 employed, and identification and acquisition of appropriate
112 technologies needed to improve educational and administrative
113 performance which include a means for promoting safe, ethical,
114 and appropriate uses of technology which comply with legal and
115 professional standards.

116 a. The charter shall ensure that reading is a primary
117 focus of the curriculum and that resources are provided to
118 identify and provide specialized instruction for students who
119 are reading below grade level. The curriculum and instructional
120 strategies for reading must be consistent with the Next
121 Generation Sunshine State Standards and grounded in
122 scientifically based reading research.

123 b. In order to provide students with access to diverse
124 instructional delivery models, to facilitate the integration of
125 technology within traditional classroom instruction, and to
126 provide students with the skills they need to compete in the
127 21st century economy, the Legislature encourages instructional

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128 methods for blended learning courses consisting of both
129 traditional classroom and online instructional techniques.
130 Charter schools may implement blended learning courses which
131 combine traditional classroom instruction and virtual
132 instruction. Students in a blended learning course must be full-
133 time students of the charter school and receive the online
134 instruction in a classroom setting at the charter school.
135 Instructional personnel certified pursuant to s. 1012.55 who
136 provide virtual instruction for blended learning courses may be
137 employees of the charter school or may be under contract to
138 provide instructional services to charter school students. At a
139 minimum, such instructional personnel must hold an active state
140 or school district adjunct certification under s. 1012.57 for
141 the subject area of the blended learning course. The funding and
142 performance accountability requirements for blended learning
143 courses are the same as those for traditional courses.

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

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

150 b. How these baseline rates will be compared to rates of
151 academic progress achieved by these same students while
152 attending the charter school.

153 c. To the extent possible, how these rates of progress
154 will be evaluated and compared with rates of progress of other
155 closely comparable student populations.

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157 The district school board is required to provide academic
158 student performance data to charter schools for each of their
159 students coming from the district school system, as well as
160 rates of academic progress of comparable student populations in
161 the district school system.

162 4. The methods used to identify the educational strengths
163 and needs of students and how well educational goals and
164 performance standards are met by students attending the charter
165 school. The methods shall provide a means for the charter school
166 to ensure accountability to its constituents by analyzing
167 student performance data and by evaluating the effectiveness and
168 efficiency of its major educational programs. Students in
169 charter schools shall, at a minimum, participate in the
170 statewide assessment program created under s. 1008.22.

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

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

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

178 8. The ways by which the school will achieve a
179 racial/ethnic balance reflective of the community it serves or
180 within the racial/ethnic range of other public schools in the
181 same school district.

182 9. The financial and administrative management of the
183 school, including a reasonable demonstration of the professional

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184 experience or competence of those individuals or organizations
185 applying to operate the charter school or those hired or
186 retained to perform such professional services and the
187 description of clearly delineated responsibilities and the
188 policies and practices needed to effectively manage the charter
189 school. A description of internal audit procedures and
190 establishment of controls to ensure that financial resources are
191 properly managed must be included. Both public sector and
192 private sector professional experience shall be equally valid in
193 such a consideration.

194 10. The asset and liability projections required in the
195 application which are incorporated into the charter and shall be
196 compared with information provided in the annual report of the
197 charter school.

198 11. A description of procedures that identify various
199 risks and provide for a comprehensive approach to reduce the
200 impact of losses; plans to ensure the safety and security of
201 students and staff; plans to identify, minimize, and protect
202 others from violent or disruptive student behavior; and the
203 manner in which the school will be insured, including whether or
204 not the school will be required to have liability insurance,
205 and, if so, the terms and conditions thereof and the amounts of
206 coverage.

207 12. The term of the charter which shall provide for
208 cancellation of the charter if insufficient progress has been
209 made in attaining the student achievement objectives of the
210 charter and if it is not likely that such objectives can be
211 achieved before expiration of the charter. The initial term of a

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212 charter shall be for 4 or 5 years. In order to facilitate access
213 to long-term financial resources for charter school
214 construction, charter schools that are operated by a
215 municipality or other public entity as provided by law are
216 eligible for up to a 15-year charter, subject to approval by the
217 district school board. A charter lab school is eligible for a
218 charter for a term of up to 15 years. In addition, to facilitate
219 access to long-term financial resources for charter school
220 construction, charter schools that are operated by a private,
221 not-for-profit, s. 501(c)(3) status corporation are eligible for
222 up to a 15-year charter, subject to approval by the district
223 school board. Such long-term charters remain subject to annual
224 review and may be terminated during the term of the charter, but
225 only according to the provisions set forth in subsection (8).

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

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

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

233 16. A timetable for implementing the charter which
234 addresses the implementation of each element thereof and the
235 date by which the charter shall be awarded in order to meet this
236 timetable.

237 17. In the case of an existing public school that is being
238 converted to charter status, alternative arrangements for
239 current students who choose not to attend the charter school and

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240 for current teachers who choose not to teach in the charter
241 school after conversion in accordance with the existing
242 collective bargaining agreement or district school board rule in
243 the absence of a collective bargaining agreement. However,
244 alternative arrangements shall not be required for current
245 teachers who choose not to teach in a charter lab school, except
246 as authorized by the employment policies of the state university
247 which grants the charter to the lab school.

248 18. Full disclosure of the identity of all relatives
249 employed by the charter school who are related to the charter
250 school owner, president, chairperson of the governing board of
251 directors, superintendent, governing board member, principal,
252 assistant principal, or any other person employed by the charter
253 school who has equivalent decisionmaking authority. For the
254 purpose of this subparagraph, the term "relative" means father,
255 mother, son, daughter, brother, sister, uncle, aunt, first
256 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
257 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
258 stepfather, stepmother, stepson, stepdaughter, stepbrother,
259 stepsister, half brother, or half sister.

260 19. Implementation of the activities authorized under s.
261 1002.331 by the charter school when it satisfies the eligibility
262 requirements for a high-performing charter school. A high-
263 performing charter school shall notify its sponsor in writing by
264 March 1 if it intends to increase enrollment or expand grade
265 levels the following school year. The written notice shall
266 specify the amount of the enrollment increase and the grade
267 levels that will be added, as applicable.

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

271 1002.37 The Florida Virtual School.—

272 (3) Funding for the Florida Virtual School shall be
273 provided as follows:

274 (a)1. For a student in grades 9 through 12, a "full-time
275 equivalent student" is one student who has successfully
276 completed six full-credit courses that count toward the minimum
277 number of credits required for high school graduation. A student
278 who completes fewer than six full-credit courses is a fraction
279 of a full-time equivalent student. Half-credit course
280 completions shall be included in determining a full-time
281 equivalent student. Credit completed by a student in excess of
282 the minimum required for that student for high school graduation
283 is not eligible for funding.

284 2. For a student in kindergarten through grade 8, a "full-
285 time equivalent student" is one student who has successfully
286 completed six courses or the prescribed level of content that
287 counts toward promotion to the next grade. A student who
288 completes fewer than six courses or the prescribed level of
289 content shall be a fraction of a full-time equivalent student.

290 3. Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~
291 ~~s. 1008.22(3)(g) is implemented,~~ the reported full-time
292 equivalent students and associated funding of students enrolled
293 in courses requiring passage of an end-of-course assessment
294 under s. 1003.4282 to earn a standard high school diploma shall
295 be adjusted if after the student does not pass ~~completes~~ the

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296 end-of-course assessment. However, no adjustment shall be made
297 for home education program students who choose not to take an
298 end-of-course assessment or for a student who enrolls in a
299 segmented remedial course delivered online.

300
301 For purposes of this paragraph, the calculation of "full-time
302 equivalent student" shall be as prescribed in s.
303 1011.61(1)(c)1.b.(V).

304 (9)

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

309 Section 7. Section 1002.375, Florida Statutes, is
310 repealed.

311 Section 8. Paragraph (b) of subsection (4) and paragraph
312 (e) of subsection (7) of section 1002.45, Florida Statutes, are
313 amended to read:

314 1002.45 Virtual instruction programs.—

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

317 (b) Provide a method for determining that a student has
318 satisfied the requirements for graduation in s. 1003.428 or s.
319 1003.4282, ~~s. 1003.429~~, ~~or s. 1003.43~~ if the contract is for the
320 provision of a full-time virtual instruction program to students
321 in grades 9 through 12.

322 (7) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
323 FUNDING.—

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324 (e) Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~
325 ~~s. 1008.22(3)(g) is implemented,~~ the reported full-time
326 equivalent students and associated funding of students enrolled
327 in courses requiring passage of an end-of-course assessment
328 under s. 1003.4282 to earn a standard high school diploma shall
329 be adjusted if after the student does not pass ~~completes~~ the
330 end-of-course assessment. However, no adjustment shall be made
331 for a student who enrolls in a segmented remedial course
332 delivered online.

333 Section 9. Paragraph (i) of subsection (1) of section
334 1003.02, Florida Statutes, is amended to read:

335 1003.02 District school board operation and control of
336 public K-12 education within the school district.—As provided in
337 part II of chapter 1001, district school boards are
338 constitutionally and statutorily charged with the operation and
339 control of public K-12 education within their school district.
340 The district school boards must establish, organize, and operate
341 their public K-12 schools and educational programs, employees,
342 and facilities. Their responsibilities include staff
343 development, public K-12 school student education including
344 education for exceptional students and students in juvenile
345 justice programs, special programs, adult education programs,
346 and career education programs. Additionally, district school
347 boards must:

348 (1) Provide for the proper accounting for all students of
349 school age, for the attendance and control of students at
350 school, and for proper attention to health, safety, and other

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351 matters relating to the welfare of students in the following
352 fields:

353 (i) Parental notification of acceleration options.—At the
354 beginning of each school year, notify parents of students in or
355 entering high school of the opportunity and benefits of advanced
356 placement, International Baccalaureate, Advanced International
357 Certificate of Education, dual enrollment, and Florida Virtual
358 School courses and options for early ~~or accelerated high school~~
359 graduation under s. ss. 1003.4281 and 1003.429.

360 Section 10. Paragraph (c) of subsection (3) of section
361 1003.03, Florida Statutes, is amended to read:

362 1003.03 Maximum class size.—

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

367 (c)1. Repeal district school board policies that require
368 students to earn have more than the 24 credits required under s.
369 1003.428 to graduate from high school.

370 2. Implement the early graduation option provided in s.
371 1003.4281 ~~Adopt policies to allow students to graduate from high~~
372 ~~school as soon as they pass the grade 10 FCAT and complete the~~
373 ~~courses required for high school graduation.~~

374 Section 11. Section 1003.41, Florida Statutes, is amended
375 to read:

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

378 1003.41 Next Generation Sunshine State Standards.—

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379 (1) Next Generation Sunshine State Standards establish the
380 core content of the curricula to be taught in the state and
381 specify the core content knowledge and skills that K-12 public
382 school students are expected to acquire. Standards must be
383 rigorous and relevant and provide for the logical, sequential
384 progression of core curricular content that incrementally
385 increases a student's core content knowledge and skills over
386 time. Curricular content for all subjects must integrate
387 critical-thinking, problem-solving, and workforce-literacy
388 skills; communication, reading, and writing skills; mathematics
389 skills; collaboration skills; contextual and applied-learning
390 skills; technology-literacy skills; information and media-
391 literacy skills; and civic-engagement skills. The standards must
392 include distinct grade-level expectations for the core content
393 knowledge and skills that a student is expected to have acquired
394 by each individual grade level from kindergarten through grade
395 8. The standards for grades 9 through 12 may be organized by
396 grade clusters of more than one grade level except as otherwise
397 provided for visual and performing arts, physical education,
398 health, and foreign language standards.

399 (2) Next Generation Sunshine State Standards must meet the
400 following requirements:

401 (a) English Language Arts standards must establish
402 specific curricular content for, at a minimum, reading, writing,
403 speaking and listening, and language.

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

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407 (c) Mathematics standards must establish specific
408 curricular content for, at a minimum, algebra, geometry,
409 statistics and probability, number and quantity, functions, and
410 modeling.

411 (d) Social Studies standards must establish specific
412 curricular content for, at a minimum, geography, United States
413 and world history, government, civics, humanities, and
414 economics, including financial literacy. Financial literacy
415 includes the knowledge, understanding, skills, behaviors,
416 attitudes, and values that will enable a student to make
417 responsible and effective financial decisions on a daily basis.
418 Financial literacy instruction shall be an integral part of
419 instruction throughout the entire economics course and include
420 information regarding earning income; buying goods and services;
421 saving and financial investing; taxes; the use of credit and
422 credit cards; budgeting and debt management, including student
423 loans and secured loans; banking and financial services;
424 planning for one's financial future, including higher education
425 and career planning; credit reports and scores; and fraud and
426 identity theft prevention.

427 (e) Visual and performing arts, physical education,
428 health, and foreign language standards must establish specific
429 curricular content and include distinct grade level expectations
430 for the core content knowledge and skills that a student is
431 expected to have acquired by each individual grade level from
432 kindergarten through grade 5. The standards for grades 6 through
433 12 may be organized by grade clusters of more than one grade
434 level.

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435 (3) The Commissioner of Education, as needed, shall
436 develop and submit proposed revisions to the standards for
437 review and comment by Florida educators, school administrators,
438 representatives of the Florida College System institutions and
439 state universities who have expertise in the content knowledge
440 and skills necessary to prepare a student for postsecondary
441 education and careers, business and industry leaders, and the
442 public. The commissioner, after considering reviews and
443 comments, shall submit the proposed revisions to the State Board
444 of Education for adoption. In addition, the commissioner shall
445 prepare an analysis of the costs associated with implementing a
446 separate, one-half credit course in financial literacy,
447 including estimated costs for instructional personnel, training,
448 and the development or purchase of instructional materials. The
449 commissioner shall work with one or more nonprofit organizations
450 with proven expertise in the area of personal finance, consider
451 free resources that can be utilized for instructional materials,
452 and provide data on the implementation of such a course in other
453 states. The commissioner shall provide the cost analysis to the
454 President of the Senate and the Speaker of the House of
455 Representatives by October 1, 2013.

456 (4) The State Board of Education shall adopt rules to
457 administer this section.

458 Section 12. Section 1003.413, Florida Statutes, is
459 repealed.

460 Section 13. Section 1003.4156, Florida Statutes, is
461 amended to read:

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1003.4156 General requirements for middle grades

promotion.—

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

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

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

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

~~1008.22(3)(c)2.a.(I)~~. However, beginning with the 2011-2012
school year, to earn high school credit for ~~an~~ Algebra I ~~course~~,
a middle grades school student must pass the Algebra I
statewide, standardized end-of-course assessment, and beginning
with the 2012-2013 school year, to earn high school credit for a
geometry course, a middle grades school student must take pass
the statewide, standardized geometry end-of-course assessment,
which constitutes 30 percent of the student's final course
grade, and earn a passing grade in the course.

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490 (c)3. Three middle grades school or higher courses in
491 social studies, ~~one semester of which must include the study of~~
492 ~~state and federal government and civics education.~~ Beginning
493 with students entering grade 6 in the 2012-2013 school year, one
494 of these courses must be at least a one-semester civics
495 education course ~~that a student successfully completes in~~
496 ~~accordance with s. 1008.22(3)(c) and that includes the roles and~~
497 ~~responsibilities of federal, state, and local governments; the~~
498 ~~structures and functions of the legislative, executive, and~~
499 ~~judicial branches of government; and the meaning and~~
500 ~~significance of historic documents, such as the Articles of~~
501 ~~Confederation, the Declaration of Independence, and the~~
502 ~~Constitution of the United States.~~ Beginning with the 2013-2014
503 school year, each student's performance on the statewide,
504 standardized EOC assessment in civics education required under
505 s. 1008.22 constitutes 30 percent of the student's final course
506 grade.

507 (d)4. Three middle grades school or higher courses in
508 science. Successful completion of a high school level Biology I
509 course is not contingent upon the student's performance on the
510 statewide, standardized EOC end-of-course assessment required
511 under s. 1008.22 ~~s. 1008.22(3)(c)2.a.(II)~~. However, beginning
512 with the 2012-2013 school year, to earn high school credit for a
513 Biology I course, a middle grades school student must take pass
514 the statewide, standardized Biology I EOC end-of-course
515 assessment, which constitutes 30 percent of the student's final
516 course grade, and earn a passing grade in the course.

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517 (e)5. One course in career and education planning to be
518 completed in 6th, 7th, or 8th grade. The course may be taught by
519 any member of the instructional staff. At a minimum, the course
520 must be Internet-based, easy to use, and customizable to each
521 student and include research-based assessments to assist
522 students in determining educational and career options and
523 goals. In addition, the course ~~must~~ result in a completed
524 personalized academic and career plan for the student; must
525 emphasize the importance of entrepreneurship skills; must
526 emphasize technology or the application of technology in career
527 fields; and, beginning in the 2014-2015 academic year, must
528 include information from the Department of Economic
529 Opportunity's economic security report as described in s.
530 445.07. The required personalized academic and career plan must
531 inform students of high school graduation requirements,
532 including a detailed explanation of the diploma designation
533 options provided under s. 1003.4285; high school assessment and
534 college entrance test requirements; ~~Florida Bright Futures~~
535 Scholarship Program requirements; ~~state university and Florida~~
536 College System institution admission requirements; available
537 opportunities to, ~~and programs through which a high school~~
538 ~~student can~~ earn college credit in high school, including
539 Advanced Placement courses; the ~~International Baccalaureate~~
540 Program; the ~~Advanced International Certificate of Education~~
541 Program; ~~dual enrollment, including career dual enrollment; and~~
542 career education courses, including ~~academy and career-themed~~
543 courses ~~course opportunities,~~ and courses that lead to ~~national~~
544 industry certification pursuant to s. 1003.492 or s. 1008.44.

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~~A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable~~

549

~~accommodations, shall have the end-of-course assessment results waived for purposes of determining the student's course grade and completing the requirements for middle grades promotion.~~

551

552

553

Each school must inform parents about the course curriculum and

554

activities. Each student shall complete a personal education

555

plan that must be signed by the student and the student's

556

parent. The Department of Education shall develop course

557

frameworks and professional development materials for the career

558

and education planning course. The course may be implemented as

559

a stand-alone course or integrated into another course or

560

courses. The Commissioner of Education shall collect

561

longitudinal high school course enrollment data by student

562

ethnicity in order to analyze course-taking patterns.

563

(2)(b) If For each year in which a middle grades student

564

scores at Level 1 or Level 2 on FCAT Reading or, when the state

565

transitions to common core assessments on the English Language

566

Arts assessments required under s. 1008.22, the following year

567

the student must enroll be enrolled in and complete a remedial

568

an intensive reading course the following year. Placement of

569

Level 2 readers in either an intensive reading course or a

570

content area course in which remediation reading strategies are

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incorporated into course content delivery delivered shall be

572

determined by diagnosis of reading needs. The department shall

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573 provide guidance on appropriate strategies for diagnosing and
574 meeting the varying instructional needs of students performing
575 reading below grade level. ~~Reading courses shall be designed and~~
576 ~~offered pursuant to the comprehensive reading plan required by~~
577 ~~s. 1011.62(9). A middle grades student who scores at Level 1 or~~
578 ~~Level 2 on FCAT Reading but who did not score below Level 3 in~~
579 ~~the previous 3 years may be granted a 1-year exemption from the~~
580 ~~reading remediation requirement; however, the student must have~~
581 ~~an approved academic improvement plan already in place, signed~~
582 ~~by the appropriate school staff and the student's parent, for~~
583 ~~the year for which the exemption is granted.~~

584 (3)(e) If For each year in which a middle grades student
585 scores at Level 1 or Level 2 on FCAT Mathematics or, when the
586 state transitions to common core assessments, on the mathematics
587 common core assessments required under s. 1008.22, the following
588 year, the student must receive remediation ~~the following year,~~
589 which may be integrated into the student's required mathematics
590 courses ~~course~~.

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

594 (4)(3) The State Board of Education shall ~~may~~ adopt rules
595 pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
596 ~~provisions of this section and may enforce the provisions of~~
597 this section pursuant to s. 1008.32.

598 Section 14. Section 1003.4203, Florida Statutes, is
599 amended to read:

Amendment No.

600 1003.4203 Digital materials, recognitions, certificates,
601 and technical assistance curriculum.—

602 (1) Each district school board, in consultation with the
603 district school superintendent, shall make available ~~may develop~~
604 ~~and implement a~~ digital materials curriculum for students in
605 prekindergarten ~~grades 6~~ through grade 12 in order to enable
606 students to attain digital skills ~~competencies in web~~
607 ~~communications and web design. A digital curriculum may include~~
608 ~~web-based skills, web-based core technologies, web design, use~~
609 ~~of digital technologies and markup language to show competency~~
610 ~~in computer skills, and use of web-based core technologies to~~
611 ~~design creative, informational, and content standards for web-~~
612 ~~based digital products that demonstrate proficiency in creating,~~
613 ~~publishing, testing, monitoring, and maintaining a website.~~

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

619 (2) Beginning with the 2013-2014 school year, each
620 district school board, in consultation with the district school
621 superintendent, shall make available digital and instructional
622 materials, including software applications, to students with
623 disabilities who are in prekindergarten through grade 12.

624 (3) Subject to available funding, by December 1, 2013, the
625 department shall contract with one or more technology companies,
626 or affiliated nonprofit organizations, that have approved
627 industry certifications identified on the Industry Certification

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628 Funding List or the Postsecondary Industry Certification Funding
629 List, pursuant to s. 1003.492 or s. 1008.44, to develop a
630 Florida Cyber Security Recognition and a Florida Digital Arts
631 Recognition. The department shall notify each school district
632 when the recognitions are developed and available. The
633 recognitions shall be made available to all public elementary
634 school students at no cost to the districts or charter schools.

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

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

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

645 (b) The technology companies or affiliated nonprofit
646 organizations that provide the recognition must provide open
647 access to materials for teaching and assessing the skills a
648 student must acquire in order to earn a Florida Cyber Security
649 Recognition or a Florida Digital Arts Recognition. The school
650 district shall notify each elementary school advisory council of
651 the methods of delivery of the open-access content and
652 assessments. If there is no elementary school advisory council,
653 notification must be provided to the district advisory council.

654 (4) Subject to available funding, by December 1, 2013, the
655 department shall contract with one or more technology companies

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656 that have approved industry certifications identified on the
657 Industry Certification Funding List or the Postsecondary
658 Industry Certification Funding List, pursuant to s. 1003.492 or
659 s. 1008.44, to develop a Florida Digital Tools Certificate to
660 indicate a student's digital skills. The department shall notify
661 each school district when the certificate is developed and
662 available. The certificate shall be made available to all public
663 middle grades students at no cost to the districts or charter
664 schools.

665 (a) Targeted skills to be mastered for the certificate
666 include digital skills that are necessary to the student's
667 academic work and skills the student may need in future
668 employment. The skills must include, but are not limited to,
669 word processing, spreadsheet display, and creation of
670 presentations, including sound, text, and graphic presentations,
671 consistent with industry certifications that are listed on the
672 Industry Certification Funding List, pursuant to s. 1003.492.

673 (b) A technology company that provides the certificate
674 must provide open access to materials for teaching and assessing
675 the skills necessary to earn the certificate. The school
676 district shall notify each middle school advisory council of the
677 methods of delivery of the open-access content and assessments
678 for the certificate. If there is no middle school advisory
679 council, notification must be provided to the district advisory
680 council.

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

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684 (5)-(3) The Department of Education or a company contracted
685 with under subsection (4) shall provide technical assistance to
686 shall develop a model digital curriculum to serve as a guide for
687 district school boards in the implementation of this section.
688 Technical assistance to districts shall include, but is not
689 limited to, identification of digital resources, primarily open-
690 access resources, including digital curriculum, instructional
691 materials, media assets, and other digital tools and
692 applications; training mechanisms for teachers and others to
693 facilitate integration of digital resources and technologies
694 into instructional strategies; and model policies and procedures
695 that support sustainable implementation practices development of
696 a digital curriculum.

697 (6)-(4) A district school board may seek partnerships with
698 other school districts, private businesses, postsecondary
699 institutions, or and consultants to offer classes and
700 instruction to teachers and students to assist the school
701 district in providing digital materials, recognitions, and
702 certificates established pursuant to this section curriculum
703 instruction.

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

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

708 1003.428 General requirements for high school graduation+
709 revised.-

710 (1) ~~Except as otherwise authorized pursuant to s.~~
711 ~~1003.429,~~ Beginning with students entering grade 9 in the 2007-

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712 2008 school year, graduation requires the successful completion
713 of a minimum of 24 credits, an International Baccalaureate
714 curriculum, or an Advanced International Certificate of
715 Education curriculum. Students must be advised of eligibility
716 requirements for state scholarship programs and postsecondary
717 admissions.

718 (2) The 24 credits may be earned through applied,
719 integrated, and career education ~~combined~~ courses approved by
720 the Department of Education. The 24 credits shall be distributed
721 as follows:

722 (a) Sixteen core curriculum credits:

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

725 2. Four credits in mathematics, one of which must be
726 Algebra I, a series of courses equivalent to Algebra I, or a
727 higher-level mathematics course. Beginning with students
728 entering grade 9 in the 2010-2011 school year, in addition to
729 the Algebra I credit requirement, one of the four credits in
730 mathematics must be geometry or a series of courses equivalent
731 to geometry as approved by the State Board of Education.
732 Beginning with students entering grade 9 in the 2010-2011 school
733 year, the end-of-course assessment requirements under s.
734 1008.22(3)(c)2.a.(I) must be met in order for a student to earn
735 the required credit in Algebra I. Beginning with students
736 entering grade 9 in the 2011-2012 school year, the end-of-course
737 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be
738 met in order for a student to earn the required credit in
739 geometry. Beginning with students entering grade 9 in the 2012-

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740 2013 school year, in addition to the Algebra I and geometry
741 credit requirements, one of the four credits in mathematics must
742 be Algebra II or a series of courses equivalent to Algebra II as
743 approved by the State Board of Education.

744 3. Three credits in science, two of which must have a
745 laboratory component. Beginning with students entering grade 9
746 in the 2011-2012 school year, one of the three credits in
747 science must be Biology I or a series of courses equivalent to
748 Biology I as approved by the State Board of Education. Beginning
749 with students entering grade 9 in the 2011-2012 school year, the
750 end-of-course assessment requirements under s.

751 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
752 the required credit in Biology I. Beginning with students
753 entering grade 9 in the 2013-2014 school year, one of the three
754 credits must be Biology I or a series of courses equivalent to
755 Biology I as approved by the State Board of Education, one
756 credit must be chemistry or physics or a series of courses
757 equivalent to chemistry or physics as approved by the State
758 Board of Education, and one credit must be an equally rigorous
759 course, as determined by the State Board of Education.

760 4. Three credits in social studies as follows: one credit
761 in United States history; one credit in world history; one-half
762 credit in economics, which shall include financial literacy; and
763 one-half credit in United States government.

764 5. One credit in fine or performing arts, speech and
765 debate, or a practical arts course that incorporates artistic
766 content and techniques of creativity, interpretation, and

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767 imagination. Eligible practical arts courses shall be identified
768 through the Course Code Directory.

769 6. One credit in physical education to include integration
770 of health. Participation in an interscholastic sport at the
771 junior varsity or varsity level for two full seasons shall
772 satisfy the one-credit requirement in physical education if the
773 student passes a competency test on personal fitness with a
774 score of "C" or better. The competency test on personal fitness
775 must be developed by the Department of Education. A district
776 school board may not require that the one credit in physical
777 education be taken during the 9th grade year. Completion of one
778 semester with a grade of "C" or better in a marching band class,
779 in a physical activity class that requires participation in
780 marching band activities as an extracurricular activity, or in a
781 dance class shall satisfy one-half credit in physical education
782 or one-half credit in performing arts. This credit may not be
783 used to satisfy the personal fitness requirement or the
784 requirement for adaptive physical education under an individual
785 education plan (IEP) or 504 plan. Completion of 2 years in a
786 Reserve Officer Training Corps (R.O.T.C.) class, a significant
787 component of which is drills, shall satisfy the one-credit
788 requirement in physical education and the one-credit requirement
789 in performing arts. This credit may not be used to satisfy the
790 personal fitness requirement or the requirement for adaptive
791 physical education under an individual education plan (IEP) or
792 504 plan.

793 (b) Eight credits in electives.

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794 1. For each year in which a student scores ~~at~~ Level 1 on
795 FCAT Reading, the student must be enrolled in and complete an
796 intensive reading course the following year. Placement of Level
797 2 readers in either an intensive reading course or a content
798 area course in which reading strategies are delivered shall be
799 determined by diagnosis of reading needs. The department shall
800 provide guidance on appropriate strategies for diagnosing and
801 meeting the varying instructional needs of students reading
802 below grade level. Reading courses shall be designed and offered
803 pursuant to the comprehensive reading plan required by s.
804 1011.62(9). A high school student who scores ~~at~~ Level 1 or Level
805 2 on FCAT Reading but who did not score below Level 3 in the
806 previous 3 years may be granted a 1-year exemption from the
807 reading remediation requirement; however, the student must have
808 an approved academic improvement plan already in place, signed
809 by the appropriate school staff and the student's parent, for
810 the year for which the exemption is granted.

811 2. For each year in which a student scores ~~at~~ Level 1 or
812 Level 2 on FCAT Mathematics, the student must receive
813 remediation the following year. These courses may be taught
814 through applied, integrated, or combined courses and are subject
815 to approval by the department for inclusion in the Course Code
816 Directory.

817 (c) Beginning with students entering grade 9 in the 2011-
818 2012 school year, at least one course within the 24 credits
819 required in this subsection must be completed through online
820 learning. A school district may not require a student to take
821 the online course outside the school day or in addition to a

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822 student's courses for a given semester. An online course taken
823 during grades 6 through 8 fulfills this requirement. This
824 requirement shall be met through an online course offered by the
825 Florida Virtual School, an online course offered by the high
826 school, or an online dual enrollment course. A student who is
827 enrolled in a full-time or part-time virtual instruction program
828 under s. 1002.45 meets this requirement. This requirement does
829 not apply to a student who has an individual educational plan
830 under s. 1003.57 which indicates that an online course would be
831 inappropriate or a student who is enrolled in a Florida high
832 school and has less than 1 academic year remaining in high
833 school.

834 (3) (a) A district school board may require specific
835 courses and programs of study within the minimum credit
836 requirements for high school graduation and shall modify basic
837 courses, as necessary, to assure exceptional students the
838 opportunity to meet the graduation requirements for a standard
839 diploma, using one of the following strategies:

840 1. Assignment of the exceptional student to an exceptional
841 education class for instruction in a basic course with the same
842 student performance standards as those required of
843 nonexceptional students in the district school board student
844 progression plan; or

845 2. Assignment of the exceptional student to a basic
846 education class for instruction that is modified to accommodate
847 the student's exceptionality.

848 (b) The district school board shall determine which of
849 these strategies to employ based upon an assessment of the

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850 student's needs and shall reflect this decision in the student's
851 individual education plan.

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

854 (a) Successful completion of the academic credit or
855 curriculum requirements of subsections (1) and (2). For courses
856 that require statewide, standardized end-of-course assessments
857 under s. 1008.22(3)(c)2.d., a minimum of 30 percent of a
858 student's course grade shall be comprised of performance on the
859 statewide, standardized end-of-course assessment.

860 (b) Earning passing scores on the FCAT, as defined in s.
861 1008.22(3)(c), or scores on a standardized test that are
862 concordant with passing scores on the FCAT as defined in s.
863 1008.22(10).

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

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

869

870 Each district school board shall adopt policies designed to
871 assist students in meeting the requirements of this subsection.
872 These policies may include, but are not limited to: forgiveness
873 policies, summer school or before or after school attendance,
874 special counseling, volunteers or peer tutors, school-sponsored
875 help sessions, homework hotlines, and study skills classes.
876 Forgiveness policies for required courses shall be limited to
877 replacing a grade of "D" or "F," or the equivalent of a grade of

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878 "D" or "F," with a grade of "C" or higher, or the equivalent of
879 a grade of "C" or higher, earned subsequently in the same or
880 comparable course. Forgiveness policies for elective courses
881 shall be limited to replacing a grade of "D" or "F," or the
882 equivalent of a grade of "D" or "F," with a grade of "C" or
883 higher, or the equivalent of a grade of "C" or higher, earned
884 subsequently in another course. The only exception to these
885 forgiveness policies shall be made for a student in the middle
886 grades who takes any high school course for high school credit
887 and earns a grade of "C," "D," or "F" or the equivalent of a
888 grade of "C," "D," or "F." In such case, the district
889 forgiveness policy must allow the replacement of the grade with
890 a grade of "C" or higher, or the equivalent of a grade of "C" or
891 higher, earned subsequently in the same or comparable course. In
892 all cases of grade forgiveness, only the new grade shall be used
893 in the calculation of the student's grade point average. Any
894 course grade not replaced according to a district school board
895 forgiveness policy shall be included in the calculation of the
896 cumulative grade point average required for graduation.

897 (5) The State Board of Education, after a public hearing
898 and consideration, shall adopt rules based upon the
899 recommendations of the commissioner for the provision of test
900 accommodations and modifications of procedures as necessary for
901 students with disabilities which will demonstrate the student's
902 abilities rather than reflect the student's impaired sensory,
903 manual, speaking, or psychological process skills.

904 (6) The public hearing and consideration required in
905 subsection (5) shall not be construed to amend or nullify the

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906 requirements of security relating to the contents of
907 examinations or assessment instruments and related materials or
908 data as prescribed in s. 1008.23.

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

912 (b) A student who completes the minimum number of credits
913 and other requirements prescribed by subsections (1), (2), and
914 (3), but who is unable to meet the standards of paragraph
915 (4) (b), paragraph (4) (c), or paragraph (4) (d), shall be awarded
916 a certificate of completion in a form prescribed by the State
917 Board of Education. However, any student who is otherwise
918 entitled to a certificate of completion may elect to remain in
919 the secondary school either as a full-time student or a part-
920 time student for up to 1 additional year and receive special
921 instruction designed to remedy his or her identified
922 deficiencies.

923 (8) (a) Each district school board must provide instruction
924 to prepare students with disabilities to demonstrate proficiency
925 in the core content knowledge and skills necessary for
926 successful grade-to-grade progression and high school
927 graduation.

928 (b) 1. A student with a disability, as defined in s.
929 1007.02 (2), for whom the individual education plan (IEP)
930 committee determines that the FCAT cannot accurately measure the
931 student's abilities taking into consideration all allowable
932 accommodations, shall have the FCAT requirement of paragraph

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933 (4) (b) waived for the purpose of receiving a standard high
934 school diploma, if the student:

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

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

940 2. A student with a disability, as defined in s.
941 1007.02 (2), for whom the IEP committee determines that an end-
942 of-course assessment cannot accurately measure the student's
943 abilities, taking into consideration all allowable
944 accommodations, shall have the end-of-course assessment results
945 waived for the purpose of determining the student's course grade
946 and credit as required in paragraph (4) (a).

947 ~~(9) The Commissioner of Education may award a standard
948 high school diploma to honorably discharged veterans who started
949 high school between 1937 and 1946 and were scheduled to graduate
950 between 1941 and 1950 but were inducted into the United States
951 Armed Forces between September 16, 1940, and December 31, 1946,
952 prior to completing the necessary high school graduation
953 requirements. Upon the recommendation of the commissioner, the
954 State Board of Education may develop criteria and guidelines for
955 awarding such diplomas.~~

956 ~~(10) The Commissioner of Education may award a standard
957 high school diploma to honorably discharged veterans who started
958 high school between 1946 and 1950 and were scheduled to graduate
959 between 1950 and 1954, but were inducted into the United States
960 Armed Forces between June 27, 1950, and January 31, 1955, and~~

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961 ~~served during the Korean Conflict prior to completing the~~
962 ~~necessary high school graduation requirements. Upon the~~
963 ~~recommendation of the commissioner, the State Board of Education~~
964 ~~may develop criteria and guidelines for awarding such diplomas.~~

965 (9)~~(11)~~ The State Board of Education may adopt rules
966 pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
967 ~~provisions of this section and may enforce the provisions of~~
968 this section pursuant to s. 1008.32.

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

971 1003.4281 Early high school graduation.—

972 (1) The purpose of this section is to provide a student
973 the option of early graduation if the student earns ~~has~~
974 ~~completed a minimum of~~ 24 credits and meets the graduation
975 requirements set forth in s. 1003.428 or s. 1003.4282, as
976 applicable. For purposes of this section, the term "early
977 graduation" means graduation from high school in less than 8
978 semesters or the equivalent.

979 Section 17. Section 1003.4282, Florida Statutes, is
980 created to read:

981 1003.4282 Requirements for a standard high school
982 diploma.—

983 (1) TWENTY-FOUR CREDITS REQUIRED.—

984 (a) Beginning with students entering grade 9 in the 2013-
985 2014 school year, receipt of a standard high school diploma
986 requires successful completion of 24 credits, an International
987 Baccalaureate curriculum, or an Advanced International
988 Certificate of Education curriculum.

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989 (b) The required credits may be earned through equivalent,
990 applied, or integrated courses or career education courses as
991 defined in s. 1003.01(4), including work-related internships
992 approved by the State Board of Education and identified in the
993 course code directory. However, any must-pass assessment
994 requirements must be met. An equivalent course is one or more
995 courses identified by content-area experts as being a match to
996 the core curricular content of another course, based upon review
997 of the Next Generation Sunshine State Standards for that
998 subject. An applied course aligns with Next Generation Sunshine
999 State Standards and includes real-world applications of a career
1000 and technical education standard used in business or industry.
1001 An integrated course includes content from several courses
1002 within a content area or across content areas.

1003 (2) NOTIFICATION REQUIREMENTS.—The school district must
1004 notify students and parents, in writing, of the requirements for
1005 a standard high school diploma, available designations, and the
1006 eligibility requirements for state scholarship programs and
1007 postsecondary admissions. The Department of Education shall
1008 directly and through the school districts notify registered
1009 private schools of public high school course credit and
1010 assessment requirements. Each private school must make this
1011 information available to students and their parents so they are
1012 aware of public high school graduation requirements.

1013 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
1014 REQUIREMENTS.—

1015 (a) Four credits in English Language Arts (ELA).—The four
1016 credits must be in ELA I, II, III, and IV. A student must pass

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1017 10th grade FCAT Reading until the state transitions to a common
1018 core 10th grade ELA assessment, after which time a student must
1019 pass the ELA assessment in order to earn a standard high school
1020 diploma.

1021 (b) Four credits in mathematics.—A student must earn one
1022 credit in Algebra I and one credit in geometry. A student's
1023 performance on the Algebra I end-of-course (EOC) assessment or
1024 common core assessment, as applicable, constitutes 30 percent of
1025 the student's final course grade. A student must pass the
1026 Algebra I EOC assessment until the state transitions to a common
1027 core Algebra I assessment after which time a student must pass
1028 the common core assessment in order to earn a standard high
1029 school diploma. A student's performance on the Geometry EOC
1030 assessment or common core assessment, as applicable, constitutes
1031 30 percent of the student's final course grade. When the state
1032 administers a common core Algebra II assessment, a student
1033 selecting Algebra II must take the assessment, and the student's
1034 performance on the assessment constitutes 30 percent of the
1035 student's final course grade. Industry certification courses
1036 that lead to college credit may substitute for up to two math
1037 credits.

1038 (c) Three credits in science.—Two of the three required
1039 credits must have a laboratory component. A student must earn
1040 one credit in Biology I and two credits in equally rigorous
1041 courses. The Biology I EOC assessment constitutes 30 percent of
1042 the student's final course grade. Industry certification courses
1043 that lead to college credit may substitute for up to one science
1044 credit.

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1045 (d) Three credits in social studies.—A student must earn
1046 one credit in United States History; one credit in World
1047 History; one-half credit in economics, which must include
1048 financial literacy; and one-half credit in United States
1049 Government. The United States History EOC assessment constitutes
1050 30 percent of the student's final course grade.

1051 (e) One credit in fine or performing arts, speech and
1052 debate, or practical arts.—The practical arts course must
1053 incorporate artistic content and techniques of creativity,
1054 interpretation, and imagination. Eligible practical arts courses
1055 are identified in the Course Code Directory.

1056 (f) One credit in physical education.—Physical education
1057 must include the integration of health. This requirement is
1058 subject to all of the provisions in s. 1003.428(2)(a)6.

1059 (g) Eight credits in electives.—School districts must
1060 develop and offer coordinated electives so that a student may
1061 develop knowledge and skills in his or her area of interest,
1062 such as electives with a STEM or liberal arts focus. Such
1063 electives must include opportunities for students to earn
1064 college credit, including industry-certified career education
1065 programs or series of career-themed courses that result in
1066 industry certification or articulate into the award of college
1067 credit, or career education courses for which there is a
1068 statewide or local articulation agreement and which lead to
1069 college credit.

1070 (4) ONLINE COURSE REQUIREMENT.—Excluding a driver
1071 education course, at least one course within the 24 credits
1072 required under this section must be completed through online

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1073 learning. A school district may not require a student to take
1074 the online course outside the school day or in addition to a
1075 student's courses for a given semester. An online course taken
1076 in grade 6, grade 7, or grade 8 fulfills this requirement. This
1077 requirement is met through an online course offered by the
1078 Florida Virtual School, a virtual education provider approved by
1079 the State Board of Education, a high school, or an online dual
1080 enrollment course. A student who is enrolled in a full-time or
1081 part-time virtual instruction program under s. 1002.45 meets
1082 this requirement. This requirement does not apply to a student
1083 who has an individual education plan under s. 1003.57 which
1084 indicates that an online course would be inappropriate or to an
1085 out-of-state transfer student who is enrolled in a Florida high
1086 school and has 1 academic year or less remaining in high school.

1087 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.-

1088 (a) Each year a student scores Level 1 or Level 2 on 9th
1089 grade or 10th grade FCAT Reading or, when implemented, 9th
1090 grade, 10th grade, or 11th grade common core English Language
1091 Arts (ELA) assessments, the student must be enrolled in and
1092 complete an intensive remedial course the following year or be
1093 placed in a content area course that includes remediation of
1094 skills not acquired by the student.

1095 (b) Each year a student scores Level 1 or Level 2 on the
1096 Algebra I EOC assessment, or upon transition to the common core
1097 Algebra I assessment, the student must be enrolled in and
1098 complete an intensive remedial course the following year or be
1099 placed in a content area course that includes remediation of
1100 skills not acquired by the student.

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1101 (6) GRADE FORGIVENESS POLICY.—Each district school board
1102 shall adopt policies designed to assist students in meeting
1103 graduation requirements including grade forgiveness policies.
1104 Forgiveness policies for required courses shall be limited to
1105 replacing a grade of "D" or "F" with a grade of "C" or higher
1106 earned subsequently in the same or comparable course.
1107 Forgiveness policies for elective courses shall be limited to
1108 replacing a grade of "D" or "F" with a grade of "C" or higher
1109 earned subsequently in another course. The only exception to
1110 these forgiveness policies shall be made for a student in the
1111 middle grades who takes any high school course for high school
1112 credit and earns a grade of "C," "D," or "F". In such case, the
1113 district forgiveness policy must allow the replacement of the
1114 grade with a grade of "C" or higher earned subsequently in the
1115 same or comparable course. In all cases of grade forgiveness,
1116 only the new grade shall be used in the calculation of the
1117 student's grade point average. Any course grade not replaced
1118 according to a district school board forgiveness policy shall be
1119 included in the calculation of the cumulative grade point
1120 average required for graduation.

1121 (7) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
1122 earns a cumulative grade point average (GPA) of 2.0 on a 4.0
1123 scale and meets the requirements of this section shall be
1124 awarded a standard high school diploma in a form prescribed by
1125 the State Board of Education. Notwithstanding any other law to
1126 the contrary, all students enrolled in high school as of the
1127 2012-2013 school year who earned a passing grade in Biology I or
1128 geometry before the 2013-2014 school year shall be awarded a

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1129 credit in that course if the student passed the course. The
1130 student's performance on the EOC assessment is not required to
1131 constitute 30 percent of the student's final course grade. A
1132 student who fails to earn the required credits or achieve a 2.0
1133 GPA shall be awarded a certificate of completion in a form
1134 prescribed by the State Board of Education.

1135 (8) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—Beginning
1136 with the 2012-2013 school year, if a student transfers to a
1137 Florida public high school from out of country, out of state, a
1138 private school, or a home education program and the student's
1139 transcript shows a mathematics credit in a course that requires
1140 passage of a statewide, standardized assessment in order to earn
1141 a standard high school diploma, the student must pass the
1142 assessment unless the student earned a comparative score
1143 pursuant to s. 1008.22, passed a statewide assessment in that
1144 subject administered by the transferring entity, or passed the
1145 statewide assessment the transferring entity uses to satisfy the
1146 requirements of the Elementary and Secondary Education Act, 20
1147 U.S.C. s. 6301. If a student's transcript shows a credit in high
1148 school reading or English Language Arts II or III, the student
1149 must take and pass grade 10 FCAT Reading or earn a concordant
1150 score on the SAT or ACT as specified by state board rule or,
1151 when the state transitions to common core English Language Arts
1152 assessments, earn a passing score on the English Language Arts
1153 assessment as required under this section.

1154 (9) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL
1155 CREDIT REQUIREMENTS.—

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1156 (a) Participation in career education courses engages
1157 students in their high school education, increases academic
1158 achievement, enhances employability, and increases postsecondary
1159 success. By July 1, 2014, the department shall develop, for
1160 approval by the State Board of Education, multiple, additional
1161 career education courses or a series of courses that meet the
1162 requirements set forth in s. 1003.493(2), (4), and (5) and this
1163 subsection and allow students to earn credit in both the career
1164 education course and courses required for high school graduation
1165 under this section and ss. 1003.428 and 1003.4281.

1166 1. The state board must determine if sufficient academic
1167 standards are covered to warrant the award of academic credit.

1168 2. Career education courses must include workforce and
1169 digital literacy skills and the integration of required course
1170 content with practical applications and designated rigorous
1171 coursework that results in one or more industry certifications
1172 or clearly articulated credit or advanced standing in a 2-year
1173 or 4-year certificate or degree program, which may include high
1174 school junior and senior year work-related internships or
1175 apprenticeships. The department shall negotiate state licenses
1176 for material and testing for industry certifications. The
1177 instructional methodology used in these courses must be
1178 comprised of authentic projects, problems, and activities for
1179 contextually learning the academics.

1180 (b) Each school district should take the initiative to
1181 work with local workforce boards, local business and industry
1182 leaders, and postsecondary institutions to establish
1183 partnerships for the purpose of creating career education

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1184 courses or a series of courses that meet the requirements set
1185 forth in s. 1003.493(2), (4), and (5) that students can take to
1186 earn required high school course credits. Emphasis should be
1187 placed on online course work and digital literacy. School
1188 districts must submit their recommended career education courses
1189 to the department for state board approval. School district-
1190 recommended career education courses must meet the same rigorous
1191 standards as department-developed career education courses in
1192 order to be approved by the state board. School districts
1193 participating in the development of rigorous career education
1194 courses will be able to better address local workforce needs and
1195 allow students the opportunity to acquire the knowledge and
1196 skills that are needed not only for academic advancement but
1197 also for employability purposes.

1198 (c) Regional consortium service organizations established
1199 pursuant to s. 1001.451 shall work with school districts, local
1200 workforce boards, postsecondary institutions, and local business
1201 and industry leaders to create career education courses that
1202 meet the requirements set forth in s. 1003.493(2), (4), and (5)
1203 and this subsection that students can take to earn required high
1204 school course credits. The regional consortium shall submit
1205 course recommendations to the department, on behalf of the
1206 consortium member districts, for state board approval. A strong
1207 emphasis should be placed on online course work, digital
1208 literacy, and workforce literacy as defined in s. 1004.02(27).
1209 For purposes of providing students the opportunity to earn
1210 industry certifications, consortiums must secure the necessary
1211 site licenses and testing contracts for use by member districts.

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1212 (10) RULES.—The State Board of Education shall adopt rules
1213 to implement this section.

1214 Section 18. Section 1003.4285, Florida Statutes, is
1215 amended to read:

1216 1003.4285 Standard high school diploma designations.—

1217 (1) Each standard high school diploma shall include, as
1218 applicable, the following designations if the student meets the
1219 criteria set forth for the designation:

1220 (a) Scholar designation.—In addition to the requirements
1221 of ss. 1003.428 and 1003.4282, as applicable, in order to earn
1222 the Scholar designation, a student must satisfy the following
1223 requirements:

1224 1. English Language Arts (ELA).—When the state transitions
1225 to common core assessments, pass the 11th grade ELA common core
1226 assessment.

1227 2. Mathematics.—Earn one credit in Algebra II and one
1228 credit in statistics or an equally rigorous course. When the
1229 state transitions to common core assessments, students must pass
1230 the Algebra II common core assessment.

1231 3. Science.—Pass the statewide, standardized Biology I
1232 end-of-course assessment and earn one credit in chemistry or
1233 physics and one credit in a course equally rigorous to chemistry
1234 or physics.

1235 4. Social studies.—Pass the statewide, standardized United
1236 States History end-of-course assessment.

1237 5. Foreign language.—Earn two credits in the same foreign
1238 language.

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1239 6. Electives.—Earn at least one credit in an Advanced
1240 Placement, an International Baccalaureate, an Advanced
1241 International Certificate of Education, or a dual enrollment
1242 course.

1243 (b) Merit designation.—In addition to the requirements of
1244 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
1245 Merit designation, a student must attain one or more industry
1246 certifications from the list established under s. 1003.492.

1247 (2) Students and parents shall be provided information
1248 about diploma designations through an online education and
1249 career planning tool, which allows students to monitor their
1250 progress toward the attainment of each designation.

1251 (3) The State Board of Education may make recommendations
1252 to the Legislature regarding the establishment of additional
1253 designations.

1254 ~~(1) A designation of the student's major area of interest~~
1255 ~~pursuant to the student's completion of credits as provided in~~
1256 ~~s. 1003.428.~~

1257 ~~(2) A designation reflecting completion of four or more~~
1258 ~~accelerated college credit courses if the student is eligible~~
1259 ~~for college credit pursuant to s. 1007.27 or s. 1007.271 in~~
1260 ~~Advanced Placement, International Baccalaureate, Advanced~~
1261 ~~International Certificate of Education, or dual enrollment~~
1262 ~~courses. The Commissioner of Education shall establish~~
1263 ~~guidelines for successful passage of examinations or coursework~~
1264 ~~in each of the accelerated college credit options for purposes~~
1265 ~~of this subsection.~~

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1266 ~~(3) A designation reflecting the attainment of one or more~~
1267 ~~industry certifications from the list approved by Workforce~~
1268 ~~Florida, Inc., under s. 1003.492.~~

1269 ~~(4) A designation reflecting a Florida Ready to Work~~
1270 ~~Credential in accordance with s. 445.06.~~

1271 Section 19. Section 1003.4286, Florida Statutes, is
1272 created to read:

1273 1003.4286 Award of standard high school diplomas to
1274 honorably discharged veterans.—Pursuant to rules adopted by the
1275 State Board of Education in consultation with the Department of
1276 Military Affairs, the Commissioner of Education may award a
1277 standard high school diploma to an honorably discharged veteran
1278 who has not completed high school graduation requirements.

1279 Section 20. Section 1003.429, Florida Statutes, is
1280 repealed.

1281 Section 21. Subsections (1) and (3) of section 1003.4295,
1282 Florida Statutes, are amended to read:

1283 1003.4295 Acceleration options.—

1284 (1) Each high school shall advise each student of courses
1285 ~~programs~~ through which a high school student can earn college
1286 credit, including Advanced Placement, International
1287 Baccalaureate, Advanced International Certificate of Education,
1288 dual enrollment, ~~and~~ early admission courses, and career academy
1289 courses, ~~and~~ courses that lead to ~~national~~ industry
1290 certification, as well as the availability of course offerings
1291 through virtual instruction. Students shall also be advised of
1292 the early ~~and accelerated~~ graduation options under s. ss.
1293 1003.4281 ~~and 1003.429.~~

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1294 (3) The Credit Acceleration Program (CAP) is created for
1295 the purpose of allowing a student to earn high school credit in
1296 Algebra I, Algebra II, geometry, United States history, or
1297 biology ~~a course that requires a statewide, standardized end-of-~~
1298 ~~course assessment~~ if the student passes the statewide,
1299 standardized assessment administered under s. 1008.22 attains a
1300 ~~specified score on the assessment~~. Notwithstanding s. 1003.436,
1301 a school district shall award course credit to a student who is
1302 not enrolled in the course, or who has not completed the course,
1303 if the student attains a passing score on the corresponding
1304 statewide, standardized ~~end-of-course~~ assessment. The school
1305 district shall permit a student who is not enrolled in the
1306 course, or who has not completed the course, to take the
1307 ~~standardized end-of-course~~ assessment during the regular
1308 administration of the assessment.

1309 Section 22. Section 1003.43, Florida Statutes, is
1310 repealed.

1311 Section 23. Section 1003.433, Florida Statutes, is amended
1312 to read:

1313 1003.433 Learning opportunities for out-of-state and out-
1314 of-country transfer students and students needing additional
1315 instruction to meet high school graduation requirements.-

1316 (1) Students who enter a Florida public school at the
1317 eleventh or twelfth grade from out of state or out of ~~from a~~
1318 ~~foreign~~ country shall not be required to spend additional time
1319 in a Florida public school in order to meet the high school
1320 course requirements if the student has met all requirements of
1321 the school district, state, or country from which he or she is

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1322 transferring. Such students who are not proficient in English
1323 should receive immediate and intensive instruction in English
1324 language acquisition. However, to receive a standard high school
1325 diploma, a transfer student must earn a 2.0 grade point average
1326 and meet the requirements under s. 1008.22 ~~pass the grade 10~~
1327 ~~FCAT required in s. 1008.22(3) or an alternate assessment as~~
1328 ~~described in s. 1008.22(10).~~

1329 (2) Students who earn the required 24 credits ~~have met all~~
1330 ~~requirements~~ for the standard high school diploma except for
1331 passage of any must-pass assessment under s. 1003.4282 or s.
1332 1008.22 ~~the grade 10 FCAT~~ or an alternate assessment by the end
1333 of grade 12 must be provided the following learning
1334 opportunities:

1335 (a) Participation in an accelerated high school
1336 equivalency diploma preparation program during the summer.

1337 (b) Upon receipt of a certificate of completion, be
1338 allowed to take the College Placement Test and be admitted to
1339 remedial or credit courses at a Florida College System
1340 institution, as appropriate.

1341 (c) Participation in an adult general education program as
1342 provided in s. 1004.93 for such time as the student requires to
1343 master English, reading, mathematics, or any other subject
1344 required for high school graduation. ~~Students attending adult~~
1345 ~~basic, adult secondary, or vocational-preparatory instruction~~
1346 ~~are exempt from any requirement for the payment of tuition and~~
1347 ~~fees, including lab fees, pursuant to s. 1009.25.~~ A student
1348 attending an adult general education program shall have the
1349 opportunity to take any must-pass assessment under s. 1003.4282

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1350 ~~or s. 1008.22 the grade 10 FCAT~~ an unlimited number of times in
1351 order to receive a standard high school diploma.

1352 (3) Students who have been enrolled in an ESOL program for
1353 less than 2 school years and have met all requirements for the
1354 standard high school diploma except for passage of any must-pass
1355 assessment under s. 1003.4282 or s. 1008.22 ~~the grade 10 FCAT~~ or
1356 alternate assessment may receive immersion English language
1357 instruction during the summer following their senior year.
1358 Students receiving such instruction are eligible to take the
1359 required assessment ~~FCAT~~ or alternate assessment and receive a
1360 standard high school diploma upon passage of the required
1361 assessment ~~grade 10 FCAT~~ or ~~the~~ alternate assessment. This
1362 subsection shall be implemented to the extent funding is
1363 provided in the General Appropriations Act.

1364 ~~(4) The district school superintendent shall be~~
1365 ~~responsible for notifying all students of the consequences of~~
1366 ~~failure to receive a standard high school diploma, including the~~
1367 ~~potential ineligibility for financial assistance at~~
1368 ~~postsecondary educational institutions.~~

1369 (4)(5) The State Board of Education may adopt rules
1370 pursuant to ss. 120.536(1) and 120.54 to administer this
1371 section.

1372 Section 24. Subsection (6) of section 1003.435, Florida
1373 Statutes, is amended to read:

1374 1003.435 High school equivalency diploma program.—

1375 (6)(a) All high school equivalency diplomas issued under
1376 the provisions of this section shall have equal status with
1377 other high school diplomas for all state purposes, including

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1378 admission to any state university or Florida College System
1379 institution.

1380 ~~(b) The State Board of Education shall adopt rules~~
1381 ~~providing for the award of a standard high school diploma to~~
1382 ~~holders of high school equivalency diplomas who are assessed as~~
1383 ~~meeting designated criteria, and the commissioner shall~~
1384 ~~establish procedures for administering the assessment.~~

1385 Section 25. Paragraph (a) of subsection (1) of section
1386 1003.436, Florida Statutes, is amended to read:

1387 1003.436 Definition of "credit".-

1388 (1) (a) For the purposes of requirements for high school
1389 graduation, one full credit means a minimum of 135 hours of bona
1390 fide instruction in a designated course of study that contains
1391 student performance standards, except as otherwise provided
1392 through the Credit Acceleration Program (CAP) under s.
1393 1003.4295(3). One full credit means a minimum of 120 hours of
1394 bona fide instruction in a designated course of study that
1395 contains student performance standards for purposes of meeting
1396 high school graduation requirements in a district school that
1397 has been authorized to implement block scheduling by the
1398 district school board. The State Board of Education shall
1399 determine the number of postsecondary credit hours earned
1400 through dual enrollment pursuant to s. 1007.271 that satisfy the
1401 requirements of a dual enrollment articulation agreement
1402 according to s. 1007.271(21) and that equal one full credit of
1403 the equivalent high school course identified pursuant to s.
1404 1007.271(9).

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1405 Section 26. Section 1003.438, Florida Statutes, is amended
1406 to read:

1407 1003.438 Special high school graduation requirements for
1408 certain exceptional students.—A student who has been identified,
1409 in accordance with rules established by the State Board of
1410 Education, as a student with disabilities who has an
1411 intellectual disability; an autism spectrum disorder; a language
1412 impairment; an orthopedic impairment; an other health
1413 impairment; a traumatic brain injury; an emotional or behavioral
1414 disability; a specific learning disability, including, but not
1415 limited to, dyslexia, dyscalculia, or developmental aphasia; or
1416 students who are deaf or hard of hearing or dual sensory
1417 impaired shall not be required to meet all requirements of ~~s.~~
1418 ~~1003.43~~ or s. 1003.428 or s. 1003.4282 and shall, upon meeting
1419 all applicable requirements prescribed by the district school
1420 board pursuant to s. 1008.25, be awarded a special diploma in a
1421 form prescribed by the commissioner; however, such special
1422 graduation requirements prescribed by the district school board
1423 must include minimum graduation requirements as prescribed by
1424 the commissioner. Any such student who meets all special
1425 requirements of the district school board, but is unable to meet
1426 the appropriate special state minimum requirements, shall be
1427 awarded a special certificate of completion in a form prescribed
1428 by the commissioner. However, this section does not limit or
1429 restrict the right of an exceptional student solely to a special
1430 diploma or special certificate of completion. Any such student
1431 shall, upon proper request, be afforded the opportunity to fully
1432 meet all requirements of ~~s. 1003.43~~ or s. 1003.428 or s.

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1433 1003.4282 through the standard procedures established therein
1434 and thereby to qualify for a standard diploma upon graduation.

1435 Section 27. Paragraphs (e) and (f) of subsection (3) of
1436 section 1003.491, Florida Statutes, are amended to read:

1437 1003.491 Florida Career and Professional Education Act.—
1438 The Florida Career and Professional Education Act is created to
1439 provide a statewide planning partnership between the business
1440 and education communities in order to attract, expand, and
1441 retain targeted, high-value industry and to sustain a strong,
1442 knowledge-based economy.

1443 (3) The strategic 3-year plan developed jointly by the
1444 local school district, regional workforce boards, economic
1445 development agencies, and state-approved postsecondary
1446 institutions shall be constructed and based on:

1447 (e) Strategies to provide personalized student advisement,
1448 including a parent-participation component, and coordination
1449 with middle grades ~~schools~~ to promote and support career-themed
1450 courses and education planning as required under s. 1003.4156;

1451 (f) Alignment of requirements for middle school career
1452 planning under s. 1003.4156(1)(e) ~~1003.4156(1)(a)5.~~, middle and
1453 high school career and professional academies or career-themed
1454 courses leading to industry certification or postsecondary
1455 credit, and high school graduation requirements;

1456 Section 28. Section 1003.4935, Florida Statutes, is
1457 amended to read:

1458 1003.4935 Middle grades ~~school~~ career and professional
1459 academy courses and career-themed courses.—

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1460 (1) Beginning with the 2011-2012 school year, each
1461 district school board, in collaboration with regional workforce
1462 boards, economic development agencies, and state-approved
1463 postsecondary institutions, shall include plans to implement a
1464 career and professional academy or a career-themed course, as
1465 defined in s. 1003.493(1)(b), in at least one middle school in
1466 the district as part of the strategic 3-year plan pursuant to s.
1467 1003.491(2). The strategic plan must provide students the
1468 opportunity to transfer from a middle school career and
1469 professional academy or a career-themed course to a high school
1470 career and professional academy or a career-themed course
1471 currently operating within the school district. Students who
1472 complete a middle school career and professional academy or a
1473 career-themed course must have the opportunity to earn an
1474 industry certificate and high school credit and participate in
1475 career planning, job shadowing, and business leadership
1476 development activities.

1477 (2) Each middle grades ~~school~~ career and professional
1478 academy or career-themed course must be aligned with at least
1479 one high school career and professional academy or career-themed
1480 course offered in the district and maintain partnerships with
1481 local business and industry and economic development boards.
1482 Middle grades ~~school~~ career and professional academies and
1483 career-themed courses must:

1484 (a) Lead to careers in occupations designated as high-
1485 skill, high-wage, and high-demand in the Industry Certification
1486 Funding List approved under rules adopted by the State Board of
1487 Education;

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- 1488 (b) Integrate content from core subject areas;
- 1489 (c) Integrate career and professional academy or career-
- 1490 themed course content with intensive reading, English Language
- 1491 Arts, and mathematics pursuant to ss. ~~s.~~ 1003.428 and 1003.4282;
- 1492 (d) Coordinate with high schools to maximize opportunities
- 1493 for middle grades school students to earn high school credit;
- 1494 (e) Provide access to virtual instruction courses provided
- 1495 by virtual education providers legislatively authorized to
- 1496 provide part-time instruction to middle grades school students.
- 1497 The virtual instruction courses must be aligned to state
- 1498 curriculum standards for middle grades school career and
- 1499 professional academy courses or career-themed courses, with
- 1500 priority given to students who have required course deficits;
- 1501 (f) Provide instruction from highly skilled professionals
- 1502 who hold industry certificates in the career area in which they
- 1503 teach;
- 1504 (g) Offer externships; and
- 1505 (h) Provide personalized student advisement that includes
- 1506 a parent-participation component.
- 1507 (3) Beginning with the 2012-2013 school year, if a school
- 1508 district implements a middle school career and professional
- 1509 academy or a career-themed course, the Department of Education
- 1510 shall collect and report student achievement data pursuant to
- 1511 performance factors identified under s. 1003.492(3) for students
- 1512 enrolled in an academy or a career-themed course.
- 1513 ~~(4) The State Board of Education shall adopt rules to~~
- 1514 ~~identify industry certifications in science, technology,~~
- 1515 ~~engineering, and mathematics offered in middle school to be~~

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1516 ~~included on the Industry Certified Funding List and which are~~
1517 ~~eligible for additional full-time equivalent membership under s.~~
1518 ~~1011.62(1).~~

1519 Section 29. Paragraph (c) of subsection (3) of section
1520 1003.51, Florida Statutes, is amended to read:

1521 1003.51 Other public educational services.—

1522 (3) The Department of Education in partnership with the
1523 Department of Juvenile Justice, the district school boards, and
1524 providers shall:

1525 (c) Maintain standardized required content of education
1526 records to be included as part of a youth's commitment record.
1527 These requirements shall reflect the policy and standards
1528 adopted pursuant to subsection (2) and shall include, but not be
1529 limited to, the following:

1530 1. A copy of the student's individual educational plan.

1531 2. ~~Assessment Data on student performance on assessments,~~
1532 ~~including grade level proficiency in reading, writing, and~~
1533 ~~mathematics, and performance on tests~~ taken according to s.
1534 1008.22.

1535 3. A copy of the student's permanent cumulative record.

1536 4. A copy of the student's academic transcript.

1537 5. A portfolio reflecting the youth's academic
1538 accomplishments while in the Department of Juvenile Justice
1539 program.

1540 Section 30. Subsection (4) of section 1003.621, Florida
1541 Statutes, is amended to read:

1542 1003.621 Academically high-performing school districts.—It
1543 is the intent of the Legislature to recognize and reward school

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1544 districts that demonstrate the ability to consistently maintain
1545 or improve their high-performing status. The purpose of this
1546 section is to provide high-performing school districts with
1547 flexibility in meeting the specific requirements in statute and
1548 rules of the State Board of Education.

1549 (4) REPORTS.—The academically high-performing school
1550 district shall submit to the State Board of Education and the
1551 Legislature an annual report on December 1 which delineates the
1552 performance of the school district relative to the academic
1553 performance of students at each grade level in reading, writing,
1554 mathematics, science, and any other subject that is included as
1555 a part of the statewide assessment program in s. 1008.22. The
1556 annual report shall be submitted in a format prescribed by the
1557 Department of Education and shall include, ~~but need not be~~
1558 ~~limited to, the following:~~

1559 (a) Longitudinal performance of students on in
1560 ~~mathematics, reading, writing, science, and any other subject~~
1561 ~~that is included as a part of the statewide, standardized~~
1562 ~~assessments taken under assessment program in s. 1008.22;~~

1563 (b) Longitudinal performance of students by grade level
1564 and subgroup on in ~~mathematics, reading, writing, science, and~~
1565 ~~any other subject that is included as a part of the statewide,~~
1566 ~~standardized assessments taken under assessment program in s.~~
1567 ~~1008.22;~~

1568 (c) Longitudinal performance regarding efforts to close
1569 the achievement gap;

1570 (d)1. Number and percentage of students who take an
1571 Advanced Placement Examination; and

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1572 2. Longitudinal performance regarding students who take an
1573 Advanced Placement Examination by demographic group,
1574 specifically by age, gender, race, and Hispanic origin, and by
1575 participation in the National School Lunch Program;

1576 (e) Evidence of compliance with subsection (1); and

1577 (f) A description of each waiver and the status of each
1578 waiver.

1579 Section 31. Subsection (1) of section 1004.935, Florida
1580 Statutes, is amended to read:

1581 1004.935 Adults with Disabilities Workforce Education
1582 Pilot Program.—

1583 (1) The Adults with Disabilities Workforce Education Pilot
1584 Program is established in the Department of Education for 2
1585 years in Hardee, DeSoto, Manatee, and Sarasota Counties to
1586 provide the option of receiving a scholarship for instruction at
1587 private schools for up to 30 students who:

1588 (a) Have a disability;

1589 (b) Are 22 years of age;

1590 (c) Are receiving instruction from an instructor in a
1591 private school to meet the high school graduation requirements
1592 in s. 1003.428 or s. 1003.4282;

1593 (d) Do not have a standard high school diploma or a
1594 special high school diploma; and

1595 (e) Receive "supported employment services," which means
1596 employment that is located or provided in an integrated work
1597 setting with earnings paid on a commensurate wage basis and for
1598 which continued support is needed for job maintenance.

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1600 As used in this section, the term "student with a disability"
1601 includes a student who is documented as having an intellectual
1602 disability; a speech impairment; a language impairment; a
1603 hearing impairment, including deafness; a visual impairment,
1604 including blindness; a dual sensory impairment; an orthopedic
1605 impairment; another health impairment; an emotional or
1606 behavioral disability; a specific learning disability,
1607 including, but not limited to, dyslexia, dyscalculia, or
1608 developmental aphasia; a traumatic brain injury; a developmental
1609 delay; or autism spectrum disorder.

1610 Section 32. Subsections (2), (7), (9), and (11) of section
1611 1007.271, Florida Statutes, are amended to read:

1612 1007.271 Dual enrollment programs.—

1613 (2) For the purpose of this section, an eligible secondary
1614 student is a student who is enrolled in a Florida public
1615 secondary school or in a Florida private secondary school which
1616 is in compliance with s. 1002.42(2) and provides a secondary
1617 curriculum pursuant to s. 1003.428 or s. 1003.4282, ~~s. 1003.429,~~
1618 ~~or s. 1003.43~~. Students who are eligible for dual enrollment
1619 pursuant to this section may enroll in dual enrollment courses
1620 conducted during school hours, after school hours, and during
1621 the summer term. However, if the student is projected to
1622 graduate from high school before the scheduled completion date
1623 of a postsecondary course, the student may not register for that
1624 course through dual enrollment. The student may apply to the
1625 postsecondary institution and pay the required registration,
1626 tuition, and fees if the student meets the postsecondary
1627 institution's admissions requirements under s. 1007.263.

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1628 Instructional time for dual enrollment may vary from 900 hours;
1629 however, the school district may only report the student for a
1630 maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student
1631 enrolled as a dual enrollment student is exempt from the payment
1632 of registration, tuition, and laboratory fees. Applied academics
1633 for adult education ~~Vocational-preparatory~~ instruction, college-
1634 preparatory instruction, and other forms of precollegiate
1635 instruction, as well as physical education courses that focus on
1636 the physical execution of a skill rather than the intellectual
1637 attributes of the activity, are ineligible for inclusion in the
1638 dual enrollment program. Recreation and leisure studies courses
1639 shall be evaluated individually in the same manner as physical
1640 education courses for potential inclusion in the program.

1641 (7) Career dual enrollment shall be provided as a
1642 curricular option for secondary students to pursue in order to
1643 earn industry certifications adopted pursuant to s. 1008.44,
1644 which count as ~~a series of elective~~ credits toward the high
1645 school diploma. Career dual enrollment shall be available for
1646 secondary students seeking a degree and industry certification
1647 through ~~or certificate from a career education complete career-~~
1648 ~~preparatory program or course~~ and may not be used to enroll
1649 ~~students in isolated career courses.~~

1650 (9) The Commissioner of Education shall appoint faculty
1651 committees representing public school, Florida College System
1652 institution, and university faculties to identify postsecondary
1653 courses that meet the high school graduation requirements of s.
1654 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43~~ and to
1655 establish the number of postsecondary semester credit hours of

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1656 instruction and equivalent high school credits earned through
1657 dual enrollment pursuant to this section that are necessary to
1658 meet high school graduation requirements. Such equivalencies
1659 shall be determined solely on comparable course content and not
1660 on seat time traditionally allocated to such courses in high
1661 school. The Commissioner of Education shall recommend to the
1662 State Board of Education those postsecondary courses identified
1663 to meet high school graduation requirements, based on mastery of
1664 course outcomes, by their course numbers, and all high schools
1665 shall accept these postsecondary education courses toward
1666 meeting the requirements of s. 1003.428 or s. 1003.4282, ~~s.~~
1667 ~~1003.429, or s. 1003.43.~~

1668 (11) Career early admission is a form of career dual
1669 enrollment through which eligible secondary students enroll full
1670 time in a career center or a Florida College System institution
1671 in postsecondary programs leading to industry certifications, as
1672 listed in the Postsecondary Industry Certification Funding List
1673 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
1674 the high school diploma and the certificate or associate degree.
1675 Participation in the career early admission program is limited
1676 to students who have completed a minimum of 4 ~~6~~ semesters of
1677 full-time secondary enrollment, including studies undertaken in
1678 the ninth grade. Students enrolled pursuant to this section are
1679 exempt from the payment of registration, tuition, and laboratory
1680 fees.

1681 Section 33. Section 1008.22, Florida Statutes, is amended
1682 to read:

1683 (Substantial rewording of section. See

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s. 1008.22, F.S., for present text.)

1008.22 Student assessment program for public schools.-

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

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

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

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

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

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

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1712 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—

1713 Florida school districts shall participate in the administration
1714 of the National Assessment of Educational Progress, or similar
1715 national or international assessments, both for the national
1716 sample and for any state-by-state comparison programs that may
1717 be initiated, as directed by the commissioner. The assessments
1718 must be conducted using the data collection procedures, student
1719 surveys, educator surveys, and other instruments included in the
1720 National Assessment of Educational Progress or similar national
1721 or international assessments being administered in Florida. The
1722 administration of such assessments shall be in addition to and
1723 separate from the administration of the statewide, standardized
1724 assessments.

1725 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The

1726 Commissioner of Education shall design and implement a
1727 statewide, standardized assessment program aligned to the core
1728 curricular content established in the Next Generation Sunshine
1729 State Standards. The commissioner also must develop or select
1730 and implement a common battery of assessment tools that will be
1731 used in all juvenile justice education programs in the state.
1732 These tools must accurately measure the core curricular content
1733 established in the Next Generation Sunshine State Standards.
1734 Participation in the assessment program is mandatory for all
1735 school districts and all students attending public schools,
1736 including students seeking an adult high school diploma and
1737 students in Department of Juvenile Justice education programs,
1738 except as otherwise prescribed by the commissioner. If a student
1739 does not participate in the assessment program, the school

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1740 district must notify the student's parent and provide the parent
1741 with information regarding the implications of such
1742 nonparticipation. The statewide, standardized assessment program
1743 shall be designed and implemented as follows:

1744 (a) Florida Comprehensive Assessment Test (FCAT) until
1745 replaced by common core assessments.—FCAT Reading shall be
1746 administered annually in grades 3 through 10; FCAT Mathematics
1747 shall be administered annually in grades 3 through 8; FCAT
1748 Writing shall be administered annually at least once at the
1749 elementary, middle, and high school levels; and FCAT Science
1750 shall be administered annually at least once at the elementary
1751 and middle grades levels. A student who has not earned a passing
1752 score on grade 10 FCAT Reading must participate in each retake
1753 of the assessment until the student earns a passing score. The
1754 commissioner shall recommend and the State Board of Education
1755 must adopt a score on both the SAT and ACT that is concordant to
1756 a passing score on grade 10 FCAT Reading that, if achieved by a
1757 student, meets the must-pass requirement for grade 10 FCAT
1758 Reading.

1759 (b) End-of-course (EOC) assessments.—EOC assessments must
1760 be statewide, standardized, and developed or approved by the
1761 Department of Education as follows:

1762 1. Statewide, standardized EOC assessments in mathematics
1763 shall be administered according to this subparagraph. Beginning
1764 with the 2010-2011 school year, all students enrolled in Algebra
1765 I must take the Algebra I EOC assessment. Except as otherwise
1766 provided in this section, beginning with students entering grade
1767 9 in the 2011-2012 school year, a student who is enrolled in

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1768 Algebra I must earn a passing score on the Algebra I EOC
1769 assessment or attain a comparative score as authorized under
1770 subsection (8) in order to earn a standard high school diploma.
1771 A student who has not earned a passing score on the Algebra I
1772 EOC assessment must participate in each retake of the assessment
1773 until the student earns a passing score. Beginning with the
1774 2011-2012 school year, all students enrolled in geometry must
1775 take the Geometry EOC assessment. Middle grades students
1776 enrolled in Algebra I or geometry must take the statewide,
1777 standardized EOC assessment for those courses and are not
1778 required to take the corresponding grade-level FCAT.

1779 2. Statewide, standardized EOC assessments in science
1780 shall be administered according to this subparagraph. Beginning
1781 with the 2011-2012 school year, all students enrolled in Biology
1782 I must take the Biology I EOC assessment.

1783 3. During the 2012-2013 school year, an EOC assessment in
1784 civics education shall be administered as a field test at the
1785 middle grades level. Beginning with the 2013-2014 school year,
1786 each student's performance on the statewide, standardized EOC
1787 assessment in civics education constitutes 30 percent of the
1788 student's final course grade.

1789 4. The commissioner may select one or more nationally
1790 developed comprehensive examinations, which may include
1791 examinations for a College Board Advanced Placement course,
1792 International Baccalaureate course, or Advanced International
1793 Certificate of Education course, or industry-approved
1794 examinations to earn national industry certifications identified
1795 in the Industry Certification Funding List, for use as EOC

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1796 assessments under this paragraph if the commissioner determines
1797 that the content knowledge and skills assessed by the
1798 examinations meet or exceed the grade-level expectations for the
1799 core curricular content established for the course in the Next
1800 Generation Sunshine State Standards. Use of any such examination
1801 as an EOC assessment must be approved by the state board.

1802 5. Contingent upon funding provided in the General
1803 Appropriations Act, including the appropriation of funds
1804 received through federal grants, the commissioner may establish
1805 an implementation schedule for the development and
1806 administration of additional statewide, standardized EOC
1807 assessments that must be approved by the state board. If
1808 approved by the state board, student performance on such
1809 assessments constitutes 30 percent of a student's final course
1810 grade.

1811 6. All statewide, standardized EOC assessments must be
1812 administered online except as otherwise provided in paragraph
1813 (c).

1814 (c) Students with disabilities; Florida Alternate
1815 Assessment.-

1816 1. Each district school board must provide instruction to
1817 prepare students with disabilities in the core content knowledge
1818 and skills necessary for successful grade-to-grade progression
1819 and high school graduation.

1820 2. A student with a disability, as defined in s.
1821 1007.02(2), for whom the individual education plan (IEP) team
1822 determines that the statewide, standardized assessments under
1823 this section cannot accurately measure the student's abilities,

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1824 taking into consideration all allowable accommodations, shall
1825 have assessment results waived for the purpose of receiving a
1826 course grade and a standard high school diploma. Such waiver
1827 shall be designated on the student's transcript.

1828 3. The State Board of Education shall adopt rules, based
1829 upon recommendations of the commissioner, for the provision of
1830 assessment accommodations for students with disabilities and for
1831 students who have limited English proficiency.

1832 a. Accommodations that negate the validity of a statewide,
1833 standardized assessment are not allowed during the
1834 administration of the assessment. However, instructional
1835 accommodations are allowed in the classroom if identified in a
1836 student's IEP. Students using instructional accommodations in
1837 the classroom that are not allowed on a statewide, standardized
1838 assessment may have assessment results waived if the IEP team
1839 determines that the assessment cannot accurately measure the
1840 student's abilities.

1841 b. If a student is provided with instructional
1842 accommodations in the classroom that are not allowed as
1843 accommodations for statewide, standardized assessments, the
1844 district must inform the parent in writing and provide the
1845 parent with information regarding the impact on the student's
1846 ability to meet expected performance levels. A parent must
1847 provide signed consent for a student to receive classroom
1848 instructional accommodations that would not be available or
1849 permitted on a statewide, standardized assessment and
1850 acknowledge in writing that he or she understands the
1851 implications of such instructional accommodations.

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1852 c. If a student's IEP states that online administration of
1853 a statewide, standardized assessment will significantly impair
1854 the student's ability to perform, the assessment shall be
1855 administered in hard copy.

1856 4. For students with significant cognitive disabilities,
1857 the Department of Education shall provide for implementation of
1858 the Florida Alternate Assessment to accurately measure the core
1859 curricular content established in the Next Generation Sunshine
1860 State Standards.

1861 (d) Common core assessments in English Language Arts (ELA)
1862 and mathematics.—

1863 1. Contingent upon funding, common core assessments in ELA
1864 shall be administered to students in grades 3 through 11. Retake
1865 opportunities for the grade 10 assessment must be provided.
1866 Students taking the ELA assessments are not required to take the
1867 assessments in FCAT Reading or FCAT Writing. Common core ELA
1868 assessments shall be administered online.

1869 2. Contingent upon funding, common core assessments in
1870 mathematics shall be administered to all students in grades 3
1871 through 8, and common core assessments in Algebra I, geometry,
1872 and Algebra II shall be administered to students enrolled in
1873 those courses. Retake opportunities must be provided for the
1874 Algebra I assessment. Students may take the common core
1875 mathematics assessments pursuant to the Credit Acceleration
1876 Program (CAP) under s. 1003.4295(3). Students taking common core
1877 assessments in mathematics are not required to take FCAT
1878 Mathematics or statewide, standardized EOC assessments in

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1879 mathematics. Common core mathematics assessments shall be
1880 administered online.

1881 3. The State Board of Education shall adopt rules
1882 establishing an implementation schedule to transition from FCAT
1883 Reading, FCAT Writing, FCAT Mathematics, and Algebra I and
1884 Geometry EOC assessments to common core assessments in English
1885 Language Arts and mathematics. The schedule must take into
1886 consideration funding, sufficient field and baseline data,
1887 access to assessments, instructional alignment, and school
1888 district readiness to administer the common core assessments
1889 online. Until the 10th grade common core ELA and Algebra I
1890 assessments become must-pass assessments, students must pass
1891 10th grade FCAT Reading and the Algebra I EOC assessment, or
1892 achieve a concordant or comparative score as authorized under
1893 this section, in order to earn a standard high school diploma
1894 under s. 1003.4282. Students taking 10th grade FCAT Reading or
1895 the Algebra I EOC assessment are not required to take the
1896 respective common core assessments.

1897 4. The Department of Education shall publish minimum and
1898 recommended technology requirements that include specifications
1899 for hardware, software, networking, security, and broadband
1900 capacity to facilitate school district compliance with the
1901 requirement that common core assessments be administered online.

1902 (e) Assessment scores and achievement levels.-

1903 1. All statewide, standardized EOC assessments and FCAT
1904 Reading, FCAT Writing, and FCAT Science shall use scaled scores
1905 and achievement levels. Achievement levels shall range from 1
1906 through 5, with level 1 being the lowest achievement level,

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1907 level 5 being the highest achievement level, and level 3
1908 indicating satisfactory performance on an assessment. For
1909 purposes of FCAT Writing, student achievement shall be scored
1910 using a scale of 1 through 6.

1911 2. The state board shall designate by rule a passing score
1912 for each statewide, standardized EOC and FCAT assessment. In
1913 addition, the state board shall designate a score for each
1914 statewide, standardized EOC assessment that indicates that a
1915 student is high achieving and has the potential to meet college-
1916 readiness standards by the time the student graduates from high
1917 school.

1918 3. If the commissioner seeks to revise a statewide,
1919 standardized assessment and the revisions require the state
1920 board to modify performance level scores, including the passing
1921 score, the commissioner shall provide a copy of the proposed
1922 scores and implementation plan to the President of the Senate
1923 and the Speaker of the House of Representatives at least 90 days
1924 before submission to the state board for review. Until the state
1925 board adopts the modifications by rule, the commissioner shall
1926 use calculations for scoring the assessment that adjust student
1927 scores on the revised assessment for statistical equivalence to
1928 student scores on the former assessment. The state board shall
1929 adopt by rule the passing score for the revised assessment that
1930 is statistically equivalent to the passing score on the
1931 discontinued assessment for a student who is required to attain
1932 a passing score on the discontinued assessment. The commissioner
1933 may, with approval of the state board, discontinue
1934 administration of the former assessment upon the graduation,

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1935 based on normal student progression, of students participating
1936 in the final regular administration of the former assessment. If
1937 the commissioner revises a statewide, standardized assessment
1938 and the revisions require the state board to modify the passing
1939 score, only students taking the assessment for the first time
1940 after the rule is adopted are affected.

1941 (f) Assessment schedules and reporting of results.—The
1942 Commissioner of Education shall establish schedules for the
1943 administration of assessments and the reporting of student
1944 assessment results. The commissioner shall consider the
1945 observance of religious and school holidays when developing the
1946 schedule. By August 1 of each year, the commissioner shall
1947 notify each school district in writing and publish on the
1948 department's website the assessment and reporting schedules for,
1949 at a minimum, the school year following the upcoming school
1950 year. The assessment and reporting schedules must provide the
1951 earliest possible reporting of student assessment results to the
1952 school districts. Assessment results for FCAT Reading and FCAT
1953 Mathematics must be made available no later than the week of
1954 June 8. The administration of FCAT Writing and the Florida
1955 Alternate Assessment may be no earlier than the week of March 1.
1956 School districts shall administer assessments in accordance with
1957 the schedule established by the commissioner.

1958 (g) Prohibited activities.—A district school board shall
1959 prohibit each public school from suspending a regular program of
1960 curricula for purposes of administering practice assessments or
1961 engaging in other assessment-preparation activities for a
1962 statewide, standardized assessment. However, a district school

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1963 board may authorize a public school to engage in the following
1964 assessment-preparation activities:

1965 1. Distributing to students sample assessment books and
1966 answer keys published by the Department of Education.

1967 2. Providing individualized instruction in assessment-
1968 taking strategies, without suspending the school's regular
1969 program of curricula, for a student who scores Level 1 or Level
1970 2 on a prior administration of an assessment.

1971 3. Providing individualized instruction in the content
1972 knowledge and skills assessed, without suspending the school's
1973 regular program of curricula, for a student who scores Level 1
1974 or Level 2 on a prior administration of an assessment or a
1975 student who, through a diagnostic assessment administered by the
1976 school district, is identified as having a deficiency in the
1977 content knowledge and skills assessed.

1978 4. Administering a practice assessment or engaging in
1979 other assessment-preparation activities that are determined
1980 necessary to familiarize students with the organization of the
1981 assessment, the format of assessment items, and the assessment
1982 directions or that are otherwise necessary for the valid and
1983 reliable administration of the assessment, as set forth in rules
1984 adopted by the State Board of Education with specific reference
1985 to this paragraph.

1986 (h) Contracts for assessments.-The commissioner shall
1987 provide for the assessments to be developed or obtained, as
1988 appropriate, through contracts and project agreements with
1989 private vendors, public vendors, public agencies, postsecondary
1990 educational institutions, or school districts. The commissioner

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1991 may enter into contracts for the continued administration of the
1992 assessments authorized and funded by the Legislature. Contracts
1993 may be initiated in 1 fiscal year and continue into the next
1994 fiscal year and may be paid from the appropriations of either or
1995 both fiscal years. The commissioner may negotiate for the sale
1996 or lease of tests, scoring protocols, test scoring services, and
1997 related materials developed pursuant to law.

1998 (4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall
1999 participate in the statewide, standardized assessment program in
2000 accordance with the assessment and reporting schedules and the
2001 minimum and recommended technology requirements published by the
2002 Commissioner of Education. District school boards shall not
2003 establish school calendars that conflict with or jeopardize
2004 implementation of the assessment program. All district school
2005 boards shall report assessment results as required by the state
2006 management information system. Performance data shall be
2007 analyzed and reported to parents, the community, and the state.
2008 Student performance data shall be used by districts in
2009 developing objectives for the school improvement plan,
2010 evaluating instructional personnel and administrative personnel,
2011 assigning staff, allocating resources, acquiring instructional
2012 materials and technology, implementing performance-based
2013 budgeting, and promoting and assigning students to educational
2014 programs. The analysis of student performance data must also
2015 identify strengths and needs in the educational program and
2016 trends over time. The analysis must be used in conjunction with
2017 the budgetary planning processes developed pursuant to s.
2018 1008.385 and the development of remediation programs.

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2019 (5) REQUIRED ANALYSES.—The commissioner shall provide, at
2020 a minimum, statewide, standardized assessment data analysis
2021 showing student achievement levels and learning gains by
2022 teacher, school, and school district.

2023 (6) LOCAL ASSESSMENTS.—

2024 (a) Measurement of student learning gains in all subjects
2025 and grade levels, except those subjects and grade levels
2026 measured under the statewide, standardized assessment program
2027 described in this section, is the responsibility of the school
2028 districts.

2029 (b) Beginning with the 2014-2015 school year, each school
2030 district shall administer for each course offered in the
2031 district a student assessment that measures mastery of the
2032 content, as described in the state-adopted course description,
2033 at the necessary level of rigor for the course. Such assessments
2034 may include:

2035 1. Statewide assessments.

2036 2. Other standardized assessments, including nationally
2037 recognized standardized assessments.

2038 3. Industry certification examinations.

2039 4. District-developed or district-selected end-of-course
2040 assessments.

2041 (c) The Commissioner of Education shall identify methods
2042 to assist and support districts in the development and
2043 acquisition of assessments required under this subsection.
2044 Methods may include developing item banks, facilitating the
2045 sharing of developed tests among school districts, acquiring
2046 assessments from state and national curriculum-area

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2047 organizations, and providing technical assistance in best
2048 professional practices of test development based upon state-
2049 adopted curriculum standards, administration, and security.

2050 (7) CONCORDANT SCORES FOR 10TH GRADE FCAT READING.—Until
2051 the state transitions to common core English Language Arts
2052 assessments, the Commissioner of Education must identify scores
2053 on the SAT and ACT that if achieved satisfy the graduation
2054 requirement that a student pass 10th grade FCAT Reading. The
2055 commissioner may identify concordant scores on other assessments
2056 as well. If the content or scoring procedures change for 10th
2057 grade FCAT Reading, new concordant scores must be determined. If
2058 new concordant scores are not timely adopted, the last-adopted
2059 concordant scores remain in effect until such time as new scores
2060 are adopted. The state board shall adopt concordant scores in
2061 rule.

2062 (8) COMPARATIVE SCORES FOR END-OF-COURSE (EOC)
2063 ASSESSMENTS.—The Commissioner of Education must identify one or
2064 more comparative scores for the Algebra I EOC assessment and may
2065 identify comparative scores for the other EOC assessments. If
2066 the content or scoring procedures change for the EOC
2067 assessments, new comparative scores must be determined. If new
2068 comparative scores are not timely adopted, the last-adopted
2069 comparative scores remain in effect until such time as new
2070 scores are adopted. The state board shall adopt comparative
2071 scores in rule.

2072 (9) REPORTS.—The Department of Education shall annually
2073 provide a report to the Governor, the President of the Senate,

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2074 and the Speaker of the House of Representatives which shall
2075 include the following:

2076 (a) Longitudinal performance of students in reading and
2077 mathematics.

2078 (b) Longitudinal performance of students by grade level in
2079 reading and mathematics.

2080 (c) Longitudinal performance regarding efforts to close
2081 the achievement gap.

2082 (d) Other student performance data based on national norm-
2083 referenced and criterion-referenced tests, if available;
2084 national assessments, such as the National Assessment of
2085 Educational Progress; and international assessments.

2086 (e) The number of students who after 8th grade enroll in
2087 adult education rather than other secondary education.

2088 (f) Any plan or intent to establish or implement new
2089 statewide, standardized assessments.

2090 (10) RULES.—The State Board of Education shall adopt rules
2091 to implement this section.

2092 Section 34. Paragraph (f) of subsection (2), paragraphs
2093 (a) and (b) of subsection (4), paragraphs (a) and (b) of
2094 subsection (5), paragraph (b) of subsection (6), subsection (7),
2095 and subsection (8) of section 1008.25, Florida Statutes, are
2096 amended, and paragraph (h) is added to subsection (2) of that
2097 section, to read:

2098 1008.25 Public school student progression; remedial
2099 instruction; reporting requirements.—

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2100 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
2101 school board shall establish a comprehensive plan for student
2102 progression which must:

2103 (f) Advise parents and students of the early ~~and~~
2104 ~~accelerated~~ graduation options under s. ss. 1003.4281 ~~and~~
2105 ~~1003.429~~.

2106 (h) Provide instructional sequences by which students in
2107 kindergarten through high school may attain progressively higher
2108 levels of skill in the use of digital tools and applications.
2109 The instructional sequences must include participation in
2110 curricular and instructional options and the demonstration of
2111 competence of standards required pursuant to ss. 1003.41 and
2112 1003.4203 through attainment of industry certifications and
2113 other means of demonstrating credit requirements identified
2114 under ss. 1002.3105, 1003.4203, 1003.428, and 1003.4282.

2115 (4) ASSESSMENT AND REMEDIATION.—

2116 (a) Each student must participate in the statewide,
2117 standardized assessment program tests required by s. 1008.22.
2118 Each student who does not meet specific levels of performance on
2119 the required assessments as determined by the district school
2120 board ~~in FCAT reading, writing, science, and mathematics for~~
2121 ~~each grade level,~~ or who scores below Level 3 on in FCAT Reading
2122 or FCAT Mathematics or on the common core English Language Arts
2123 or mathematics assessments as applicable under s. 1008.22, must
2124 be provided with additional diagnostic assessments to determine
2125 the nature of the student's difficulty, the areas of academic
2126 need, and strategies for appropriate intervention and
2127 instruction as described in paragraph (b).

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2128 (b) The school in which the student is enrolled must
2129 develop, in consultation with the student's parent, and must
2130 implement a progress monitoring plan. A progress monitoring plan
2131 is intended to provide the school district and the school
2132 flexibility in meeting the academic needs of the student and to
2133 reduce paperwork. A student who is not meeting the school
2134 district or state requirements for proficiency in reading and
2135 mathematics ~~math~~ shall be covered by one of the following plans
2136 to target instruction and identify ways to improve his or her
2137 academic achievement:

2138 1. A federally required student plan such as an individual
2139 education plan;

2140 2. A schoolwide system of progress monitoring for all
2141 students; or

2142 3. An individualized progress monitoring plan.

2143

2144 The plan chosen must be designed to assist the student or the
2145 school in meeting state and district expectations for
2146 proficiency. If the student has been identified as having a
2147 deficiency in reading, the K-12 comprehensive reading plan
2148 required by s. 1011.62(9) shall include instructional and
2149 support services to be provided to meet the desired levels of
2150 performance. District school boards may require low-performing
2151 students to attend remediation programs held before or after
2152 regular school hours or during the summer if transportation is
2153 provided.

2154 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

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2155 (a) ~~It is the ultimate goal of the Legislature that every~~
2156 ~~student read at or above grade level.~~ Any student who exhibits a
2157 substantial deficiency in reading, based upon locally determined
2158 or statewide assessments conducted in kindergarten or grade 1,
2159 grade 2, or grade 3, or through teacher observations, must be
2160 given intensive reading instruction immediately following the
2161 identification of the reading deficiency. The student's reading
2162 proficiency must be reassessed by locally determined assessments
2163 or through teacher observations at the beginning of the grade
2164 following the intensive reading instruction. The student must
2165 continue to be provided with intensive reading instruction until
2166 the reading deficiency is remedied.

2167 (b) ~~Beginning with the 2002-2003 school year,~~ If a the
2168 student's reading deficiency, ~~as identified in paragraph (a),~~ is
2169 not remedied by the end of grade 3, as demonstrated by scoring
2170 ~~at~~ Level 2 or higher on the statewide, standardized assessment
2171 required under s. 1008.22 ~~test in reading~~ for grade 3, the
2172 student must be retained.

2173 (6) ELIMINATION OF SOCIAL PROMOTION.—

2174 (b) The district school board may only exempt students
2175 from mandatory retention, as provided in paragraph (5)(b), for
2176 good cause. Good cause exemptions shall be limited to the
2177 following:

2178 1. Limited English proficient students who have had less
2179 than 2 years of instruction in an English for Speakers of Other
2180 Languages program.

2181 2. Students with disabilities whose individual education
2182 plan indicates that participation in the statewide assessment

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2183 program is not appropriate, consistent with the requirements of
2184 State Board of Education rule.

2185 3. Students who demonstrate an acceptable level of
2186 performance on an alternative standardized reading or English
2187 Language Arts assessment approved by the State Board of
2188 Education.

2189 4. A student ~~Students~~ who demonstrates ~~demonstrate,~~
2190 through a student portfolio, that he or she ~~the student~~ is
2191 performing reading on grade level as evidenced by demonstration
2192 of mastery of the Sunshine State Standards in reading equal to
2193 at least at a Level 2 performance on the FCAT Reading or the
2194 common core English Language Arts assessment, as applicable
2195 under s. 1008.22.

2196 5. Students with disabilities who participate in ~~the~~ FCAT
2197 Reading or the common core English Language Arts assessment, as
2198 applicable under s. 1008.22, and who have an individual
2199 education plan or a Section 504 plan that reflects that the
2200 student has received intensive remediation in reading and
2201 English Language Arts for more than 2 years but still
2202 demonstrates a deficiency ~~in reading~~ and was previously retained
2203 in kindergarten, grade 1, grade 2, or grade 3.

2204 6. Students who have received intensive remediation in
2205 reading and English Language Arts, as applicable under s.
2206 1008.22, for 2 or more years but still demonstrate a deficiency
2207 ~~in reading~~ and who were previously retained in kindergarten,
2208 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
2209 ~~reading~~ instruction for students so promoted must include an
2210 altered instructional day that includes specialized diagnostic

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2211 information and specific reading strategies for each student.

2212 The district school board shall assist schools and teachers to

2213 implement reading strategies that research has shown to be

2214 successful in improving reading among low-performing readers.

2215 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
2216 STUDENTS READERS.—

2217 (a) Students retained under the provisions of paragraph
2218 (5) (b) must be provided intensive interventions in reading to
2219 ameliorate the student's specific reading deficiency, as
2220 identified by a valid and reliable diagnostic assessment. This
2221 intensive intervention must include effective instructional
2222 strategies, participation in the school district's summer
2223 reading camp, and appropriate teaching methodologies necessary
2224 to assist those students in becoming successful readers, able to
2225 read at or above grade level, and ready for promotion to the
2226 next grade.

2227 (b) ~~Beginning with the 2004-2005 school year,~~ Each school
2228 district shall:

2229 ~~1. Conduct a review of student progress monitoring plans~~
2230 ~~for all students who did not score above Level 1 on the reading~~
2231 ~~portion of the FCAT and did not meet the criteria for one of the~~
2232 ~~good cause exemptions in paragraph (6) (b). The review shall~~
2233 ~~address additional supports and services, as described in this~~
2234 ~~subsection, needed to remediate the identified areas of reading~~
2235 ~~deficiency. The school district shall require a student~~
2236 ~~portfolio to be completed for each such student.~~

2237 ~~1.2.~~ Provide third grade students who are retained under
2238 the provisions of paragraph (5) (b) with intensive instructional

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2239 services and supports to remediate the identified areas of
2240 reading deficiency, including participation in the school
2241 district's summer reading camp as required under paragraph (a)
2242 and a minimum of 90 minutes of daily, uninterrupted,
2243 scientifically research-based reading instruction which includes
2244 phonemic awareness, phonics, fluency, vocabulary, and
2245 comprehension and other strategies prescribed by the school
2246 district, which may include, but are not limited to:

2247 a. Integration of science and social studies content
2248 within the 90-minute block.

2249 b.a. Small group instruction.

2250 c.b. Reduced teacher-student ratios.

2251 d.e. More frequent progress monitoring.

2252 e.d. Tutoring or mentoring.

2253 f.e. Transition classes containing 3rd and 4th grade
2254 students.

2255 g.f. Extended school day, week, or year.

2256 ~~g. Summer reading camps.~~

2257 ~~2.3.~~ Provide written notification to the parent of any
2258 student who is retained under the provisions of paragraph (5) (b)
2259 that his or her child has not met the proficiency level required
2260 for promotion and the reasons the child is not eligible for a
2261 good cause exemption as provided in paragraph (6) (b). The
2262 notification must comply with the provisions of s. 1002.20(15)
2263 and must include a description of proposed interventions and
2264 supports that will be provided to the child to remediate the
2265 identified areas of reading deficiency.

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2266 ~~3.4.~~ Implement a policy for the midyear promotion of any
2267 student retained under the provisions of paragraph (5) (b) who
2268 can demonstrate that he or she is a successful and independent
2269 reader and performing,~~reading~~ at or above grade level in
2270 reading and English Language Arts, as applicable under s.
2271 1008.22,~~and ready to be promoted to grade 4.~~ Tools that school
2272 districts may use in reevaluating any student retained may
2273 include subsequent assessments, alternative assessments, and
2274 portfolio reviews, in accordance with rules of the State Board
2275 of Education. ~~Students promoted during the school year after~~
2276 ~~November 1 must demonstrate proficiency above that required to~~
2277 ~~score at Level 2 on the grade 3 FCAT, as determined by the State~~
2278 ~~Board of Education. The State Board of Education shall adopt~~
2279 ~~standards that provide a reasonable expectation that the~~
2280 ~~student's progress is sufficient to master appropriate 4th grade~~
2281 ~~level reading skills.~~

2282 ~~4.5.~~ Provide students who are retained under the
2283 provisions of paragraph (5) (b) with a highly effective high-
2284 performing teacher as determined by the teacher's performance
2285 evaluation under s. 1012.34 ~~student performance data and above-~~
2286 ~~satisfactory performance appraisals.~~

2287 ~~6.~~ ~~In addition to required reading enhancement and~~
2288 ~~acceleration strategies, provide parents of students to be~~
2289 ~~retained with at least one of the following instructional~~
2290 ~~options:~~

2291 ~~a.~~ ~~Supplemental tutoring in scientifically research-based~~
2292 ~~reading services in addition to the regular reading block,~~
2293 ~~including tutoring before and/or after school.~~

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2294 ~~b. A "Read at Home" plan outlined in a parental contract,~~
2295 ~~including participation in "Families Building Better Readers~~
2296 ~~Workshops" and regular parent-guided home reading.~~

2297 ~~e. A mentor or tutor with specialized reading training.~~

2298 ~~7. Establish a Reading Enhancement and Acceleration~~
2299 ~~Development (READ) Initiative. The focus of the READ Initiative~~
2300 ~~shall be to prevent the retention of grade 3 students and to~~
2301 ~~offer intensive accelerated reading instruction to grade 3~~
2302 ~~students who failed to meet standards for promotion to grade 4~~
2303 ~~and to each K-3 student who is assessed as exhibiting a reading~~
2304 ~~deficiency. The READ Initiative shall:~~

2305 ~~a. Be provided to all K-3 students at risk of retention as~~
2306 ~~identified by the statewide assessment system used in Reading~~
2307 ~~First schools. The assessment must measure phonemic awareness,~~
2308 ~~phonics, fluency, vocabulary, and comprehension.~~

2309 ~~b. Be provided during regular school hours in addition to~~
2310 ~~the regular reading instruction.~~

2311 ~~e. Provide a state-identified reading curriculum that has~~
2312 ~~been reviewed by the Florida Center for Reading Research at~~
2313 ~~Florida State University and meets, at a minimum, the following~~
2314 ~~specifications:~~

2315 ~~(I) Assists students assessed as exhibiting a reading~~
2316 ~~deficiency in developing the ability to read at grade level.~~

2317 ~~(II) Provides skill development in phonemic awareness,~~
2318 ~~phonics, fluency, vocabulary, and comprehension.~~

2319 ~~(III) Provides scientifically based and reliable~~
2320 ~~assessment.~~

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2321 ~~(IV) Provides initial and ongoing analysis of each~~
2322 ~~student's reading progress.~~

2323 ~~(V) Is implemented during regular school hours.~~

2324 ~~(VI) Provides a curriculum in core academic subjects to~~
2325 ~~assist the student in maintaining or meeting proficiency levels~~
2326 ~~for the appropriate grade in all academic subjects.~~

2327 5.8. Establish at each school, when ~~where~~ applicable, an
2328 Intensive Acceleration Class for retained grade 3 students who
2329 subsequently score ~~at~~ Level 1 on the required statewide,
2330 standardized assessment identified in s. 1008.22 reading portion
2331 ~~of the FCAT.~~ The focus of the Intensive Acceleration Class shall
2332 be to increase a child's reading and English Language Arts skill
2333 level at least two grade levels in 1 school year. The Intensive
2334 Acceleration Class shall:

2335 a. Be provided to any student in grade 3 who scores ~~at~~
2336 Level 1 on ~~the reading portion of the~~ FCAT Reading or the common
2337 core English Language Arts assessment, as applicable under s.
2338 1008.22, and who was retained in grade 3 the prior year because
2339 of scoring ~~at~~ Level 1 ~~on the reading portion of the~~ FCAT.

2340 b. Have a reduced teacher-student ratio.

2341 c. Provide uninterrupted reading instruction for the
2342 majority of student contact time each day and incorporate
2343 opportunities to master the grade 4 Next Generation Sunshine
2344 State Standards in other core subject areas.

2345 d. Use a reading program that is scientifically research-
2346 based and has proven results in accelerating student reading
2347 achievement within the same school year.

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2348 e. Provide intensive language and vocabulary instruction
2349 using a scientifically research-based program, including use of
2350 a speech-language therapist.

2351 ~~f. Include weekly progress monitoring measures to ensure~~
2352 ~~progress is being made.~~

2353 ~~g. Report to the Department of Education, in the manner~~
2354 ~~described by the department, the progress of students in the~~
2355 ~~class at the end of the first semester.~~

2356 ~~9. Report to the State Board of Education, as requested,~~
2357 ~~on the specific intensive reading interventions and supports~~
2358 ~~implemented at the school district level. The Commissioner of~~
2359 ~~Education shall annually prescribe the required components of~~
2360 ~~requested reports.~~

2361 ~~10. Provide a student who has been retained in grade 3 and~~
2362 ~~has received intensive instructional services but is still not~~
2363 ~~ready for grade promotion, as determined by the school district,~~
2364 ~~the option of being placed in a transitional instructional~~
2365 ~~setting. Such setting shall specifically be designed to produce~~
2366 ~~learning gains sufficient to meet grade 4 performance standards~~
2367 ~~while continuing to remediate the areas of reading deficiency.~~

2368 (8) ANNUAL REPORT.—

2369 (a) In addition to the requirements in paragraph (5)(b),
2370 each district school board must annually report to the parent of
2371 each student the progress of the student toward achieving state
2372 and district expectations for proficiency in reading, writing,
2373 science, and mathematics. The district school board must report
2374 to the parent the student's results on each statewide assessment
2375 test. The evaluation of each student's progress must be based

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2376 upon the student's classroom work, observations, tests, district
2377 and state assessments, and other relevant information. Progress
2378 reporting must be provided to the parent in writing in a format
2379 adopted by the district school board.

2380 (b) Each district school board must annually publish on
2381 the district website and in the local newspaper, ~~and report in~~
2382 ~~writing to the State Board of Education by September 1 of each~~
2383 ~~year,~~ the following information on the prior school year:

2384 1. The provisions of this section relating to public
2385 school student progression and the district school board's
2386 policies and procedures on student retention and promotion.

2387 2. By grade, the number and percentage of all students in
2388 grades 3 through 10 performing at Levels 1 and 2 on the reading
2389 portion of the FCAT.

2390 3. By grade, the number and percentage of all students
2391 retained in grades 3 through 10.

2392 4. Information on the total number of students who were
2393 promoted for good cause, by each category of good cause as
2394 specified in paragraph (6) (b).

2395 5. Any revisions to the district school board's policy on
2396 student retention and promotion from the prior year.

2397 ~~(c) The Department of Education shall establish a uniform~~
2398 ~~format for school districts to report the information required~~
2399 ~~in paragraph (b). The format shall be developed with input from~~
2400 ~~district school boards and shall be provided not later than 90~~
2401 ~~days prior to the annual due date. The department shall annually~~
2402 ~~compile the information required in subparagraphs (b)2., 3., and~~
2403 ~~4., along with state-level summary information, and report such~~

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2404 ~~information to the Governor, the President of the Senate, and~~
2405 ~~the Speaker of the House of Representatives.~~

2406 Section 35. Subsection (3) of section 1008.30, Florida
2407 Statutes, is amended to read:

2408 1008.30 Common placement testing for public postsecondary
2409 education.—

2410 (3) The State Board of Education shall adopt rules that
2411 require high schools to evaluate before the beginning of grade
2412 12 the college readiness of each student who scores ~~at~~ Level 2
2413 or Level 3 on ~~the reading portion of the~~ grade 10 FCAT Reading
2414 or the English Language Arts assessment under s. 1008.22, as
2415 applicable, or Level 2, Level 3, or Level 4 on the Algebra I
2416 assessment ~~mathematics assessments~~ under s. 1008.22
2417 ~~1008.22(3)(c)~~. High schools shall perform this evaluation using
2418 results from the corresponding component of the common placement
2419 test prescribed in this section, or an equivalent test
2420 identified by the State Board of Education. The State Board of
2421 Education shall identify in rule the assessments necessary to
2422 perform the evaluations required by this subsection and shall
2423 work with the school districts to administer the assessments.
2424 The State Board of Education shall establish by rule the minimum
2425 test scores a student must achieve to demonstrate readiness.
2426 Students who demonstrate readiness by achieving the minimum test
2427 scores established by the state board and enroll in a Florida
2428 College System institution within 2 years of achieving such
2429 scores shall not be required to retest or enroll in remediation
2430 when admitted to any Florida College System institution. The
2431 high school shall use the results of the test to advise the

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2432 students of any identified deficiencies and to provide 12th
2433 grade students, and require them to complete, appropriate
2434 postsecondary preparatory instruction before ~~prior to~~ high
2435 school graduation. The curriculum provided under this subsection
2436 shall be identified in rule by the State Board of Education and
2437 encompass Florida's Postsecondary Readiness Competencies. Other
2438 elective courses may not be substituted for the selected
2439 postsecondary ~~reading,~~ mathematics, reading, ~~or~~ writing, or
2440 English Language Arts preparatory course unless the elective
2441 course covers the same competencies included in the
2442 postsecondary ~~reading,~~ mathematics, reading, ~~or~~ writing, or
2443 English Language Arts preparatory course.

2444 Section 36. Paragraphs (b) and (c) of subsection (3) of
2445 section 1008.34, Florida Statutes, are amended to read:

2446 1008.34 School grading system; school report cards;
2447 district grade.—

2448 (3) DESIGNATION OF SCHOOL GRADES.—

2449 (b)1. A school's grade shall be based on a combination of:

2450 a. Student achievement scores on statewide, standardized,
2451 ~~including achievement as measured by FCAT~~ assessments under s.
2452 1008.22 ~~1008.22(3)(c)1., statewide, standardized end-of-course~~
2453 ~~assessments under s. 1008.22(3)(c)2.a. and b.,~~ and achievement
2454 scores for students seeking a special diploma.

2455 b. Student learning gains in FCAT Reading or, upon
2456 transition to common core assessments, the common core English
2457 Language Arts and Mathematics assessments as measured by FCAT
2458 ~~and statewide, standardized end-of-course~~ assessments
2459 administered pursuant to s. 1008.22, as described in s.

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2460 ~~1008.22(3)(c)1. and 2.a.,~~ including learning gains for students
2461 seeking a special diploma, as measured by an alternate
2462 assessment.

2463 c. Improvement of the lowest 25th percentile of students
2464 in the school in reading or, upon transition to common core
2465 assessments, English Language Arts and Mathematics on the FCAT
2466 or end-of-course assessments administered pursuant to s. 1008.22
2467 ~~described in s. 1008.22(3)(c)2.a.,~~ unless these students are
2468 exhibiting satisfactory performance.

2469 2. Beginning with the 2011-2012 school year, for schools
2470 comprised of middle ~~school~~ grades 6 through 8 or grades 7 and 8,
2471 the school's grade shall include the performance and
2472 participation of its students enrolled in high school level
2473 courses with statewide, standardized end-of-course assessments
2474 administered under s. 1008.22 ~~1008.22(3)(c)2.a.~~ Performance and
2475 participation must be weighted equally. As valid data becomes
2476 available, the school grades shall include the students'
2477 attainment of national industry certification identified in the
2478 Industry Certification Funding List pursuant to rules adopted by
2479 the state board.

2480 3. Beginning with the 2009-2010 school year for schools
2481 comprised of high school grades 9, 10, 11, and 12, or grades 10,
2482 11, and 12, at least 50 percent of the school grade shall be
2483 based on a combination of the factors listed in sub-
2484 subparagraphs 1.a.-c. and the remaining percentage on the
2485 following factors:

2486 a. The high school graduation rate of the school;

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2487 b. As valid data becomes available, the performance and
2488 participation of the school's students in College Board Advanced
2489 Placement courses, International Baccalaureate courses, dual
2490 enrollment courses, and Advanced International Certificate of
2491 Education courses; and the students' achievement of national
2492 industry certification identified in the Industry Certification
2493 Funding List, pursuant to rules adopted by the state board;

2494 c. Postsecondary readiness of all of the school's on-time
2495 graduates as measured by the SAT, the ACT, the Postsecondary
2496 Education Readiness Test, or the common placement test;

2497 d. The high school graduation rate of at-risk students,
2498 who score ~~are students scoring at~~ Level 1 or Level 2 on grade 8
2499 FCAT Reading or the English Language Arts and ~~FCAT~~ mathematics
2500 assessments administered under s. 1008.22;

2501 e. As valid data becomes available, the performance of the
2502 school's students on statewide, standardized end-of-course
2503 assessments administered under s. 1008.22(3)(b)4. and 5.
2504 ~~1008.22(3)(c)2.c. and d.;~~ and

2505 f. The growth or decline in the components listed in sub-
2506 subparagraphs a.-e. from year to year.

2507 (c) Student assessment data used in determining school
2508 grades shall include:

2509 1. The aggregate scores of all eligible students enrolled
2510 in the school who have been assessed on ~~the FCAT and~~ statewide,
2511 standardized ~~end-of-course~~ assessments in courses required for
2512 high school graduation, including, beginning with the 2011-2012
2513 school year, the end-of-course assessment in Algebra I; and
2514 beginning with the 2012-2013 school year, the end-of-course

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2515 assessments in Geometry and Biology I; and beginning with the
2516 2014-2015 school year, on the statewide, standardized end-of-
2517 course assessment in civics education at the middle grades
2518 ~~school~~ level.

2519 2. The aggregate scores of all eligible students enrolled
2520 in the school who have been assessed on ~~the FCAT and~~ statewide,
2521 standardized ~~end-of-course~~ assessments under s. 1008.22 as
2522 ~~described in s. 1008.22(3)(c)2.a.,~~ and who have scored at or in
2523 the lowest 25th percentile of students in the school in reading
2524 and mathematics, unless these students are exhibiting
2525 satisfactory performance.

2526 3. The achievement scores and learning gains of eligible
2527 students attending alternative schools that provide dropout
2528 prevention and academic intervention services pursuant to s.
2529 1003.53. The term "eligible students" in this subparagraph does
2530 not include students attending an alternative school who are
2531 subject to district school board policies for expulsion for
2532 repeated or serious offenses, who are in dropout retrieval
2533 programs serving students who have officially been designated as
2534 dropouts, or who are in programs operated or contracted by the
2535 Department of Juvenile Justice. The student performance data for
2536 eligible students identified in this subparagraph shall be
2537 included in the calculation of the home school's grade. As used
2538 in this subparagraph and s. 1008.341, the term "home school"
2539 means the school to which the student would be assigned if the
2540 student were not assigned to an alternative school. If an
2541 alternative school chooses to be graded under this section,
2542 student performance data for eligible students identified in

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2543 | this subparagraph shall not be included in the home school's
2544 | grade but shall be included only in the calculation of the
2545 | alternative school's grade. A school district that fails to
2546 | assign ~~the FCAT and~~ statewide, standardized end-of-course
2547 | assessment ~~as described in s. 1008.22(3)(c)2.a.~~ scores of each
2548 | of its students to his or her home school or to the alternative
2549 | school that receives a grade shall forfeit Florida School
2550 | Recognition Program funds for 1 fiscal year. School districts
2551 | must require collaboration between the home school and the
2552 | alternative school in order to promote student success. This
2553 | collaboration must include an annual discussion between the
2554 | principal of the alternative school and the principal of each
2555 | student's home school concerning the most appropriate school
2556 | assignment of the student.

2557 | 4. The achievement scores and learning gains of students
2558 | designated as hospital- or homebound. Student assessment data
2559 | for students designated as hospital- or homebound shall be
2560 | assigned to their home school for the purposes of school grades.
2561 | As used in this subparagraph, the term "home school" means the
2562 | school to which a student would be assigned if the student were
2563 | not assigned to a hospital- or homebound program.

2564 | 5. For schools comprised of high school grades 9, 10, 11,
2565 | and 12, or grades 10, 11, and 12, the data listed in
2566 | subparagraphs 1.-3. and the following data as the Department of
2567 | Education determines such data are valid and available:

2568 | a. The high school graduation rate of the school as
2569 | calculated by the department;

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2570 b. The participation rate of all eligible students
2571 enrolled in the school and enrolled in College Board Advanced
2572 Placement courses; International Baccalaureate courses; dual
2573 enrollment courses; Advanced International Certificate of
2574 Education courses; and courses or sequences of courses leading
2575 to national industry certification identified in the Industry
2576 Certification Funding List, pursuant to rules adopted by the
2577 State Board of Education;

2578 c. The aggregate scores of all eligible students enrolled
2579 in the school in College Board Advanced Placement courses,
2580 International Baccalaureate courses, and Advanced International
2581 Certificate of Education courses;

2582 d. Earning of college credit by all eligible students
2583 enrolled in the school in dual enrollment programs under s.
2584 1007.271;

2585 e. Earning of a national industry certification identified
2586 in the Industry Certification Funding List, pursuant to rules
2587 adopted by the State Board of Education;

2588 f. The aggregate scores of all eligible students enrolled
2589 in the school in reading, mathematics, and other subjects as
2590 measured by the SAT, the ACT, the Postsecondary Education
2591 Readiness Test, and the common placement test for postsecondary
2592 readiness;

2593 g. The high school graduation rate of all eligible at-risk
2594 students enrolled in the school who scored ~~at~~ Level 2 or lower
2595 on grade 8 FCAT Reading and FCAT Mathematics;

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2596 h. The performance of the school's students on statewide,
2597 standardized end-of-course assessments administered under s.
2598 1008.22(3)(b)4. and 5. ~~1008.22(3)(c)2.c. and d.~~; and

2599 i. The growth or decline in the data components listed in
2600 sub-subparagraphs a.-h. from year to year.

2601
2602 The State Board of Education shall adopt appropriate criteria
2603 for each school grade. The criteria must also give added weight
2604 to student achievement in reading. Schools earning a grade of
2605 "C," making satisfactory progress, shall be required to
2606 demonstrate that adequate progress has been made by students in
2607 the school who are in the lowest 25th percentile in reading and
2608 mathematics on statewide, standardized ~~the FCAT and end-of-~~
2609 ~~course assessments under s. 1008.22 as described in s.~~
2610 ~~1008.22(3)(c)2.a.~~, unless these students are exhibiting
2611 satisfactory performance. For schools comprised of high school
2612 grades 9, 10, 11, and 12, or grades 10, 11, and 12, the criteria
2613 for school grades must also give added weight to the graduation
2614 rate of all eligible at-risk students. In order for a high
2615 school to earn a grade of "A," the school must demonstrate that
2616 its at-risk students, as defined in this paragraph, are making
2617 adequate progress.

2618 Section 37. Section 1008.44, Florida Statutes, is created
2619 to read:

2620 1008.44 Industry certifications; Industry Certification
2621 Funding List and Postsecondary Industry Certification Funding
2622 List.-

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2623 (1) Pursuant to s. 1003.492, the Department of Education
2624 shall, at least annually, identify, under rules adopted by the
2625 State Board of Education, the Industry Certification Funding
2626 List that must be applied in the distribution of funding to
2627 school districts pursuant to s. 1011.62. The commissioner may at
2628 any time recommend adding certifications.

2629 (2) The State Board of Education shall approve, at least
2630 annually, the Postsecondary Industry Certification Funding List
2631 pursuant to this section. The commissioner shall recommend, at
2632 least annually, the Postsecondary Industry Certification Funding
2633 List to the State Board of Education and may at any time
2634 recommend adding certifications. The Chancellor of the State
2635 University System, the Chancellor of the Florida College System,
2636 and the Chancellor of Career and Adult Education shall work with
2637 local workforce boards, other postsecondary institutions,
2638 businesses, and industry to identify, create, and recommend to
2639 the commissioner industry certifications to be placed on the
2640 funding list. The list shall be used to determine annual
2641 performance funding distributions to school districts or Florida
2642 College System institutions as specified in ss. 1011.80 and
2643 1011.81, respectively. The chancellors shall review results of
2644 the economic security report of employment and earning outcomes
2645 produced annually pursuant to s. 445.007 when determining
2646 recommended certifications for the list, as well as other
2647 reports and indicators available regarding certification needs.

2648 (3) In the case of rigorous industry certifications that
2649 have embedded prerequisite minimum age, grade level, diploma or
2650 degree, postgraduation period of work experience of at least 12

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2651 months, or other reasonable requirements that may limit the
2652 extent to which a student can complete all requirements of the
2653 certification recognized by industry for employment purposes,
2654 the commissioner shall differentiate content, instructional, and
2655 assessment requirements that, when provided by a public
2656 institution and satisfactorily attained by a student, indicate
2657 accomplishment of requirements necessary for funding pursuant to
2658 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of
2659 prerequisite requirements necessary for recognition by industry
2660 for employment purposes. The differentiated requirements
2661 established by the commissioner shall be included in the
2662 Industry Certification Funding List at the time the
2663 certification is adopted.

2664 Section 38. Paragraph (c) of subsection (1) of section
2665 1011.61, Florida Statutes, is amended to read:

2666 1011.61 Definitions.—Notwithstanding the provisions of s.
2667 1000.21, the following terms are defined as follows for the
2668 purposes of the Florida Education Finance Program:

2669 (1) A "full-time equivalent student" in each program of
2670 the district is defined in terms of full-time students and part-
2671 time students as follows:

2672 (c)1. A "full-time equivalent student" is:

2673 a. A full-time student in any one of the programs listed
2674 in s. 1011.62(1)(c); or

2675 b. A combination of full-time or part-time students in any
2676 one of the programs listed in s. 1011.62(1)(c) which is the
2677 equivalent of one full-time student based on the following
2678 calculations:

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2679 (I) A full-time student in a combination of programs
2680 listed in s. 1011.62(1)(c) shall be a fraction of a full-time
2681 equivalent membership in each program equal to the number of net
2682 hours per school year for which he or she is a member, divided
2683 by the appropriate number of hours set forth in subparagraph
2684 (a)1. or subparagraph (a)2. The sum of the fractions for each
2685 program may not exceed the maximum value set forth in subsection
2686 (4).

2687 (II) A prekindergarten student with a disability shall
2688 meet the requirements specified for kindergarten students.

2689 (III) A full-time equivalent student for students in
2690 kindergarten through grade 12 in a full-time virtual instruction
2691 program under s. 1002.45 or a virtual charter school under s.
2692 1002.33 shall consist of six full-credit completions or the
2693 prescribed level of content that counts toward promotion to the
2694 next grade in programs listed in s. 1011.62(1)(c). Credit
2695 completions may be a combination of full-credit courses or half-
2696 credit courses. Beginning in the 2016-2017 ~~2014-2015~~ fiscal
2697 year, ~~when s. 1008.22(3)(g) is implemented,~~ the reported full-
2698 time equivalent students and associated funding of students
2699 enrolled in courses requiring passage of an end-of-course
2700 assessment under s. 1003.4282 to earn a standard high school
2701 diploma shall be adjusted if after the student does not pass
2702 completes the end-of-course assessment. However, no adjustment
2703 shall be made for a student who enrolls in a segmented remedial
2704 course delivered online.

2705 (IV) A full-time equivalent student for students in
2706 kindergarten through grade 12 in a part-time virtual instruction

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2707 program under s. 1002.45 shall consist of six full-credit
2708 completions in programs listed in s. 1011.62(1)(c)1. and 3.
2709 Credit completions may be a combination of full-credit courses
2710 or half-credit courses. Beginning in the 2016-2017 ~~2014-2015~~
2711 fiscal year, ~~when s. 1008.22(3)(g) is implemented,~~ the reported
2712 full-time equivalent students and associated funding of students
2713 enrolled in courses requiring passage of an end-of-course
2714 assessment under s. 1003.4282 to earn a standard high school
2715 diploma shall be adjusted if after the student does not pass
2716 completes the end-of-course assessment. However, no adjustment
2717 shall be made for a student who enrolls in a segmented remedial
2718 course delivered online.

2719 (V) A Florida Virtual School full-time equivalent student
2720 shall consist of six full-credit completions or the prescribed
2721 level of content that counts toward promotion to the next grade
2722 in the programs listed in s. 1011.62(1)(c)1. and 3. for students
2723 participating in kindergarten through grade 12 part-time virtual
2724 instruction and the programs listed in s. 1011.62(1)(c) for
2725 students participating in kindergarten through grade 12 full-
2726 time virtual instruction. Credit completions may be a
2727 combination of full-credit courses or half-credit courses.
2728 Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when s.~~
2729 ~~1008.22(3)(g) is implemented,~~ the reported full-time equivalent
2730 students and associated funding of students enrolled in courses
2731 requiring passage of an end-of-course assessment under s.
2732 1003.4282 to earn a standard high school diploma shall be
2733 adjusted if after the student does not pass completes the end-
2734 of-course assessment. However, no adjustment shall be made for a

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2735 student who enrolls in a segmented remedial course delivered
2736 online.

2737 (VI) Each successfully completed full-credit course earned
2738 through an online course delivered by a district other than the
2739 one in which the student resides shall be calculated as 1/6 FTE.

2740 ~~(VII) Each successfully completed credit earned under the~~
2741 ~~alternative high school course credit requirements authorized in~~
2742 ~~s. 1002.375, which is not reported as a portion of the 900 net~~
2743 ~~hours of instruction pursuant to subparagraph (1)(a)1., shall be~~
2744 ~~calculated as 1/6 FTE.~~

2745 (VII) (VIII) (A) A full-time equivalent student for courses
2746 requiring passage of a statewide, standardized end-of-course
2747 assessment under s. 1003.4282 to earn a standard high school
2748 diploma pursuant to s. 1008.22(3)(c)2.a. shall be defined and
2749 reported based on the number of instructional hours as provided
2750 in this subsection until the 2016-2017 fiscal year for the first
2751 3 years of administering the end-of-course assessment. Beginning
2752 in the 2016-2017 fiscal year fourth year of administering the
2753 end-of-course assessment, the FTE for the course shall be
2754 assessment-based credit-based and ~~each course~~ shall be equal to
2755 1/6 FTE. The reported FTE shall be adjusted if after the student
2756 does not pass successfully completes the end-of-course
2757 assessment ~~pursuant to s. 1008.22(3)(c)2.a.~~ However, no
2758 adjustment shall be made for a student who enrolls in a
2759 segmented remedial course delivered online.

2760 (A) (B) For students enrolled in a school district as a
2761 full-time student, the district may report 1/6 FTE for each

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2762 student who passes a statewide, standardized end-of-course
2763 assessment without being enrolled in the corresponding course.

2764 ~~(B)-(C)~~ The FTE earned under this sub-sub-subparagraph and
2765 any FTE for courses or programs listed in s. 1011.62(1)(c) that
2766 do not require passing a statewide, standardized end-of-course
2767 assessment are subject to the requirements in subsection (4).

2768 2. A student in membership in a program scheduled for more
2769 or less than 180 school days or the equivalent on an hourly
2770 basis as specified by rules of the State Board of Education is a
2771 fraction of a full-time equivalent membership equal to the
2772 number of instructional hours in membership divided by the
2773 appropriate number of hours set forth in subparagraph (a)1.;
2774 however, for the purposes of this subparagraph, membership in
2775 programs scheduled for more than 180 days is limited to students
2776 enrolled in juvenile justice education programs and the Florida
2777 Virtual School.

2778
2779 The department shall determine and implement an equitable method
2780 of equivalent funding for experimental schools and for schools
2781 operating under emergency conditions, which schools have been
2782 approved by the department to operate for less than the minimum
2783 school day.

2784 Section 39. Present paragraphs (s) and (t) of subsection
2785 (1) of section 1011.62, Florida Statutes, are redesignated as
2786 paragraphs (t) and (u), respectively, a new paragraph (s) is
2787 added to that subsection, and paragraphs (c), (l), (n), and (o),
2788 and present paragraph (t) of that subsection are amended, to
2789 read:

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2790 1011.62 Funds for operation of schools.—If the annual
2791 allocation from the Florida Education Finance Program to each
2792 district for operation of schools is not determined in the
2793 annual appropriations act or the substantive bill implementing
2794 the annual appropriations act, it shall be determined as
2795 follows:

2796 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
2797 OPERATION.—The following procedure shall be followed in
2798 determining the annual allocation to each district for
2799 operation:

2800 (c) Determination of programs.—Cost factors based on
2801 desired relative cost differences between the following programs
2802 shall be established in the annual General Appropriations Act.
2803 The cost factor for secondary career education programs and
2804 basic programs grade 9 through 12 shall be equal. The
2805 Commissioner of Education shall specify a matrix of services and
2806 intensity levels to be used by districts in the determination of
2807 the two weighted cost factors for exceptional students with the
2808 highest levels of need. For these students, the funding support
2809 level shall fund the exceptional students' education program,
2810 with the exception of extended school year services for students
2811 with disabilities.

- 2812 1. Basic programs.—
2813 a. Kindergarten and grades 1, 2, and 3.
2814 b. Grades 4, 5, 6, 7, and 8.
2815 c. Grades 9, 10, 11, and 12.
2816 2. Programs for exceptional students.—
2817 a. Support Level IV.

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- 2818 b. Support Level V.
- 2819 3. Secondary career education programs.—
- 2820 4. English for Speakers of Other Languages.—
- 2821 (1) Calculation of additional full-time equivalent
- 2822 membership based on International Baccalaureate examination
- 2823 scores of students.—A value of 0.16 full-time equivalent student
- 2824 membership shall be calculated for each student enrolled in an
- 2825 International Baccalaureate course who receives a score of 4 or
- 2826 higher on a subject examination. A value of 0.3 full-time
- 2827 equivalent student membership shall be calculated for each
- 2828 student who receives an International Baccalaureate diploma.
- 2829 Such value shall be added to the total full-time equivalent
- 2830 student membership in basic programs for grades 9 through 12 in
- 2831 the subsequent fiscal year. Each school district shall allocate
- 2832 80 percent of the funds received from International
- 2833 Baccalaureate bonus FTE funding to the school program whose
- 2834 students generate the funds and to school programs that prepare
- 2835 prospective students to enroll in International Baccalaureate
- 2836 courses. Funds shall be expended solely for the payment of
- 2837 allowable costs associated with the International Baccalaureate
- 2838 program. Allowable costs include International Baccalaureate
- 2839 annual school fees; International Baccalaureate examination
- 2840 fees; salary, benefits, and bonuses for teachers and program
- 2841 coordinators for the International Baccalaureate program and
- 2842 teachers and coordinators who prepare prospective students for
- 2843 the International Baccalaureate program; supplemental books;
- 2844 instructional supplies; instructional equipment or instructional
- 2845 materials for International Baccalaureate courses; other

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2846 activities that identify prospective International Baccalaureate
2847 students or prepare prospective students to enroll in
2848 International Baccalaureate courses; and training or
2849 professional development for International Baccalaureate
2850 teachers. School districts shall allocate the remaining 20
2851 percent of the funds received from International Baccalaureate
2852 bonus FTE funding for programs that assist academically
2853 disadvantaged students to prepare for more rigorous courses. The
2854 school district shall distribute to each classroom teacher who
2855 provided International Baccalaureate instruction:

2856 1. A bonus in the amount of \$50 for each student taught by
2857 the International Baccalaureate teacher in each International
2858 Baccalaureate course who receives a score of 4 or higher on the
2859 International Baccalaureate examination.

2860 2. An additional bonus of \$500 to each International
2861 Baccalaureate teacher in a school designated with a grade of "D"
2862 or "F" who has at least one student scoring 4 or higher on the
2863 International Baccalaureate examination, regardless of the
2864 number of classes taught or of the number of students scoring a
2865 4 or higher on the International Baccalaureate examination.

2866
2867 Bonuses awarded to a teacher according to this paragraph may
2868 ~~shall~~ not exceed \$2,000 in any given school year. However, the
2869 maximum bonus shall be \$3,000 if at least 50 percent of the
2870 students enrolled in a teacher's course earn a score of 4 or
2871 higher on the examination in a school designated with a grade of
2872 "A", "B", or "C"; or if at least 25 percent of the students
2873 enrolled in a teacher's course earn a score of 4 or higher on

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2874 the examination in a school designated with a grade of "D" or
2875 "F". Bonuses awarded under this paragraph ~~and~~ shall be in
2876 addition to any regular wage or other bonus the teacher received
2877 or is scheduled to receive. For such courses, the teacher shall
2878 earn an additional bonus of \$50 for each student who has a
2879 qualifying score up to the maximum of \$3,000 in any given school
2880 year.

2881 (n) Calculation of additional full-time equivalent
2882 membership based on college board advanced placement scores of
2883 students.—A value of 0.16 full-time equivalent student
2884 membership shall be calculated for each student in each advanced
2885 placement course who receives a score of 3 or higher on the
2886 College Board Advanced Placement Examination for the prior year
2887 and added to the total full-time equivalent student membership
2888 in basic programs for grades 9 through 12 in the subsequent
2889 fiscal year. Each district must allocate at least 80 percent of
2890 the funds provided to the district for advanced placement
2891 instruction, in accordance with this paragraph, to the high
2892 school that generates the funds. The school district shall
2893 distribute to each classroom teacher who provided advanced
2894 placement instruction:

2895 1. A bonus in the amount of \$50 for each student taught by
2896 the Advanced Placement teacher in each advanced placement course
2897 who receives a score of 3 or higher on the College Board
2898 Advanced Placement Examination.

2899 2. An additional bonus of \$500 to each Advanced Placement
2900 teacher in a school designated with a grade of "D" or "F" who
2901 has at least one student scoring 3 or higher on the College

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2902 Board Advanced Placement Examination, regardless of the number
2903 of classes taught or of the number of students scoring a 3 or
2904 higher on the College Board Advanced Placement Examination.

2905
2906 Bonuses awarded to a teacher according to this paragraph shall
2907 not exceed \$2,000 in any given school year. However, the maximum
2908 bonus shall be \$3,000 if at least 50 percent of the students
2909 enrolled in a teacher's course earn a score of 3 or higher on
2910 the examination in a school with a grade of "A", "B", or "C" or
2911 if at least 25 percent of the students enrolled in a teacher's
2912 course earn a score of 3 or higher on the examination in a
2913 school with a grade of "D" or "F". Bonuses awarded under this
2914 paragraph and shall be in addition to any regular wage or other
2915 bonus the teacher received or is scheduled to receive. For such
2916 courses, the teacher shall earn an additional bonus of \$50 for
2917 each student who has a qualifying score up to the maximum of
2918 \$3,000 in any given school year.

2919 (o) Calculation of additional full-time equivalent
2920 membership based on ~~certification of~~ successful completion of a
2921 career-themed course ~~or career and professional academy program~~
2922 pursuant to ss. 1003.491, 1003.492, and 1003.493, ~~and 1003.4935~~
2923 and issuance of ~~the highest level of~~ industry certification
2924 identified in the Industry Certification ~~Certified~~ Funding List
2925 pursuant to rules adopted by the State Board of Education.-

2926 1. A value of 0.1 or, 0.2, ~~or 0.3~~ full-time equivalent
2927 student membership shall be calculated for each student who
2928 completes a career-themed course as defined in s. 1003.493(1) (b)
2929 ~~or a career and professional academy program under ss. 1003.491,~~

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2930 ~~1003.492, 1003.493, and 1003.4935~~ and who is issued an the
2931 ~~highest level of~~ industry certification identified annually in
2932 the Industry Certification Funding List approved under rules
2933 adopted by the State Board of Education ~~upon promotion to the~~
2934 ~~9th grade under subparagraph 2. or upon earning a high school~~
2935 ~~diploma.~~ The maximum full-time equivalent student membership
2936 value for any student in grades 9 through 12 is 0.3. A value of
2937 0.2 full-time equivalent membership shall be calculated for each
2938 student who is issued an industry certification that has a
2939 statewide articulation agreement for college credit approved by
2940 the State Board of Education. For industry certifications that
2941 do not articulate for college credit, the Department of
2942 Education shall assign a ~~the appropriate~~ full-time equivalent
2943 value of 0.1 for each certification, ~~50 percent of which is~~
2944 ~~based on rigor and the remaining 50 percent on employment value.~~
2945 The State Board of Education shall include the assigned values
2946 in the Industry Certification Funding List under rules adopted
2947 by the state board. ~~Rigor shall be based on the number of~~
2948 ~~instructional hours, including work experience hours, required~~
2949 ~~to earn the certification, with a bonus for industry~~
2950 ~~certifications that have a statewide articulation agreement for~~
2951 ~~college credit approved by the State Board of Education.~~
2952 ~~Employment value shall be based on the entry wage, growth rate~~
2953 ~~in employment for each occupational category, and average annual~~
2954 ~~openings for the primary occupation linked to the industry~~
2955 ~~certification.~~ Such value shall be added to the total full-time
2956 equivalent student membership in secondary career education
2957 programs for grades 9 through 12 in the subsequent year for

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2958 courses that were not provided ~~funded~~ through dual enrollment.

2959 Industry certifications earned through dual enrollment must be

2960 reported and funded pursuant to ss. 1011.80 and 1011.81.

2961 ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~
2962 ~~time equivalent student membership shall be calculated for each~~
2963 ~~student who completes a career-themed course or a career and~~
2964 ~~professional academy program under s. 1003.4935 and who is~~
2965 ~~issued the highest level of industry certification in science,~~
2966 ~~technology, engineering, or mathematics identified on the~~
2967 ~~Industry Certification Funding List under rules adopted by the~~
2968 ~~State Board of Education.~~

2969 ~~2.3. The additional full-time equivalent membership~~
2970 ~~authorized under this paragraph may not exceed 0.3 per student.~~
2971 Each district must allocate at least 80 percent of the funds
2972 provided for industry certification, in accordance with this
2973 paragraph, to the program that generated the funds. This
2974 allocation may not be used to supplant funds provided for basic
2975 operation of the program. Unless a different amount is specified
2976 in the General Appropriations Act, the appropriation for this
2977 calculation is limited to \$60 ~~\$15~~ million annually. If the
2978 appropriation is insufficient to fully fund the total
2979 calculation, the appropriation shall be prorated.

2980 3. For industry certifications earned in the 2013-2014
2981 school year and in subsequent years, the school district shall
2982 distribute to each classroom teacher who provided direct
2983 instruction toward the attainment of an industry certification
2984 that qualified for additional full-time equivalent membership
2985 under subparagraph 1.:

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2986 a. A bonus in the amount of \$25 for each student taught by
2987 a teacher who provided instruction in a course that led to the
2988 attainment of an industry certification on the Industry
2989 Certification Funding List with a weight of 0.1.

2990 b. A bonus in the amount of \$50 for each student taught by
2991 a teacher who provided instruction in a course that led to the
2992 attainment of an industry certification on the Industry
2993 Certification Funding List with a weight of 0.2.

2994 4. For the 2013-2014 fiscal year, the additional FTE
2995 membership calculation must include the additional FTE for any
2996 student who earned a certification in the 2009-2010, 2010-2011,
2997 and 2011-2012 fiscal years who was not previously funded and was
2998 enrolled in 2012-2013.

2999
3000 Bonuses awarded pursuant to this paragraph shall be provided to
3001 teachers who are employed by the district in the year in which
3002 the additional FTE membership calculation is included in the
3003 calculation. Bonuses shall be calculated based upon the
3004 associated weight of an industry certification on the Industry
3005 Certification Funding List for the year in which the
3006 certification is earned by the student. Any bonus awarded to a
3007 teacher under this paragraph may not exceed \$2,000 in any given
3008 school year and is in addition to any regular wage or other
3009 bonus the teacher received or is scheduled to receive.

3010 (s) Florida Cyber Security Recognition, Florida Digital
3011 Arts Recognition, and Florida Digital Tools Certificate
3012 established pursuant to s. 1003.4203.-

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3013 1. Each school district shall certify by June 30 of each
3014 year to the Department of Education each elementary school that
3015 achieves 50 percent of student attainment of the Florida Cyber
3016 Security Recognition or the Florida Digital Arts Recognition
3017 established pursuant to s. 1003.4203. Upon verification by the
3018 department, each school that has achieved the designated student
3019 recognitions shall be awarded a Florida Digital Learning
3020 Certificate of Achievement by the Commissioner of Education.

3021 2. Each middle school shall receive \$50 for each student
3022 who earns the Florida Digital Tools Certificate established
3023 pursuant to s. 1003.4203 with a minimum awarded per school of
3024 \$1,000 annually and a maximum award per school of \$15,000
3025 annually. This performance payment shall be calculated in the
3026 FEFP as a full-time equivalent student.

3027 (u) ~~(t)~~ Computation for funding through the Florida
3028 Education Finance Program.—The State Board of Education may
3029 adopt rules establishing programs, industry certifications, and
3030 courses for which the student may earn credit toward high school
3031 graduation.

3032 Section 40. Paragraph (b) of subsection (1) of section
3033 1012.22, Florida Statutes, is amended to read:

3034 1012.22 Public school personnel; powers and duties of the
3035 district school board.—The district school board shall:

3036 (1) Designate positions to be filled, prescribe
3037 qualifications for those positions, and provide for the
3038 appointment, compensation, promotion, suspension, and dismissal
3039 of employees as follows, subject to the requirements of this
3040 chapter:

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3041 (b) Time to act on nominations.—The district school board
3042 shall act not later than 3 weeks following the receipt of
3043 statewide, standardized FCAT scores and data under s. 1008.22,
3044 including school grades, or June 30, whichever is later, on the
3045 district school superintendent's nominations of supervisors,
3046 principals, and members of the instructional staff.

3047 Section 41. Subsection (4) of section 1012.56, Florida
3048 Statutes, is amended to read:

3049 1012.56 Educator certification requirements.—

3050 (4) ALIGNMENT OF SUBJECT AREAS.—~~As the Sunshine State~~
3051 ~~Standards are replaced by the Next Generation Sunshine State~~
3052 ~~Standards under s. 1003.41,~~ The State Board of Education shall
3053 align the subject area examinations to the Next Generation
3054 Sunshine State Standards.

3055 Section 42. Paragraph (b) of subsection (4) of section
3056 1012.98, Florida Statutes, is amended to read:

3057 1012.98 School Community Professional Development Act.—

3058 (4) The Department of Education, school districts,
3059 schools, Florida College System institutions, and state
3060 universities share the responsibilities described in this
3061 section. These responsibilities include the following:

3062 (b) Each school district shall develop a professional
3063 development system as specified in subsection (3). The system
3064 shall be developed in consultation with teachers, teacher-
3065 educators of Florida College System institutions and state
3066 universities, business and community representatives, and local
3067 education foundations, consortia, and professional
3068 organizations. The professional development system must:

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3069 1. Be approved by the department. All substantial
3070 revisions to the system shall be submitted to the department for
3071 review for continued approval.

3072 2. Be based on analyses of student achievement data and
3073 instructional strategies and methods that support rigorous,
3074 relevant, and challenging curricula for all students. Schools
3075 and districts, in developing and refining the professional
3076 development system, shall also review and monitor school
3077 discipline data; school environment surveys; assessments of
3078 parental satisfaction; performance appraisal data of teachers,
3079 managers, and administrative personnel; and other performance
3080 indicators to identify school and student needs that can be met
3081 by improved professional performance.

3082 3. Provide inservice activities coupled with followup
3083 support appropriate to accomplish district-level and school-
3084 level improvement goals and standards. The inservice activities
3085 for instructional personnel shall focus on analysis of student
3086 achievement data, ongoing formal and informal assessments of
3087 student achievement, identification and use of enhanced and
3088 differentiated instructional strategies that emphasize rigor,
3089 relevance, and reading in the content areas, enhancement of
3090 subject content expertise, integrated use of classroom
3091 technology that enhances teaching and learning, classroom
3092 management, parent involvement, and school safety.

3093 4. Include a master plan for inservice activities,
3094 pursuant to rules of the State Board of Education, for all
3095 district employees from all fund sources. The master plan shall
3096 be updated annually by September 1, must be based on input from

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3097 teachers and district and school instructional leaders, and must
3098 use the latest available student achievement data and research
3099 to enhance rigor and relevance in the classroom. Each district
3100 inservice plan must be aligned to and support the school-based
3101 inservice plans and school improvement plans pursuant to s.
3102 1001.42(18). District plans must be approved by the district
3103 school board annually in order to ensure compliance with
3104 subsection (1) and to allow for dissemination of research-based
3105 best practices to other districts. District school boards must
3106 submit verification of their approval to the Commissioner of
3107 Education no later than October 1, annually.

3108 5. Authorize ~~Require~~ each school principal to establish
3109 and maintain an individual professional development plan for
3110 each instructional employee assigned to the school as a seamless
3111 component to the school improvement plans developed pursuant to
3112 s. 1001.42(18). An ~~The~~ individual professional development plan
3113 must:

3114 ~~a.~~ be related to specific performance data for the
3115 students to whom the teacher is assigned;

3116 ~~b.~~ define the inservice objectives and specific measurable
3117 improvements expected in student performance as a result of the
3118 inservice activity; and.

3119 ~~e.~~ include an evaluation component that determines the
3120 effectiveness of the professional development plan.

3121 6. Include inservice activities for school administrative
3122 personnel that address updated skills necessary for
3123 instructional leadership and effective school management
3124 pursuant to s. 1012.986.

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3125 7. Provide for systematic consultation with regional and
3126 state personnel designated to provide technical assistance and
3127 evaluation of local professional development programs.

3128 8. Provide for delivery of professional development by
3129 distance learning and other technology-based delivery systems to
3130 reach more educators at lower costs.

3131 9. Provide for the continuous evaluation of the quality
3132 and effectiveness of professional development programs in order
3133 to eliminate ineffective programs and strategies and to expand
3134 effective ones. Evaluations must consider the impact of such
3135 activities on the performance of participating educators and
3136 their students' achievement and behavior.

3137 Section 43. Any student who selected and is participating
3138 in an accelerated high school graduation option under s.
3139 1003.429, Florida Statutes, before July 1, 2013, may continue
3140 that option, and all statutory program requirements of the
3141 accelerated high school option shall remain applicable to the
3142 student as long as the student continues participation in the
3143 option.

3144 Section 44. The Division of Law Revision and Information
3145 is requested to prepare a reviser's bill for the 2014 Regular
3146 Session of the Legislature to change the term "Sunshine State
3147 Standards" to "Next Generation Sunshine State Standards"
3148 wherever the term appears in the Florida Statutes.

3149 Section 45. Paragraph (b) of subsection (5) of section
3150 1001.706, Florida Statutes, is amended to read:

3151 1001.706 Powers and duties of the Board of Governors.—

3152 (5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

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3153 (b) The Board of Governors shall develop a strategic plan
3154 specifying goals and objectives for the State University System
3155 and each constituent university, including each university's
3156 contribution to overall system goals and objectives. The
3157 strategic plan must:

3158 1. Include performance metrics and standards common for
3159 all institutions and metrics and standards unique to
3160 institutions depending on institutional core missions,
3161 including, but not limited to, student admission requirements,
3162 retention, graduation, percentage of graduates who have attained
3163 employment, percentage of graduates enrolled in continued
3164 education, licensure passage, average wages of employed
3165 graduates, average cost per graduate, excess hours, student loan
3166 burden and default rates, faculty awards, total annual research
3167 expenditures, patents, licenses and royalties, intellectual
3168 property, startup companies, annual giving, endowments, and
3169 well-known, highly respected national rankings for institutional
3170 and program achievements.

3171 2. Consider reports and recommendations of the Higher
3172 Education Coordinating Council pursuant to s. 1004.015 and the
3173 Articulation Coordinating Committee pursuant to s. 1007.01.

3174 3. Include student enrollment and performance data
3175 delineated by method of instruction, including, but not limited
3176 to, traditional, online, and distance learning instruction.

3177 4. Include criteria for designating baccalaureate degree
3178 and master's degree programs at specified universities as high-
3179 demand programs of emphasis. Fifty percent of the criteria for
3180 designation as high-demand programs of emphasis must be based on

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3181 achievement of performance outcome thresholds determined by the
3182 Board of Governors, and 50 percent of the criteria must be based
3183 on achievement of performance outcome thresholds specifically
3184 linked to:

3185 a. Job placement in employment of 36 hours or more per
3186 week and average full-time wages of graduates of the degree
3187 programs 1 year and 5 years after graduation, based in part on
3188 data provided in the economic security report of employment and
3189 earning outcomes produced annually pursuant to s. 445.07.

3190 b. Data-driven gap analyses, conducted by the Board of
3191 Governors, of the state's job market demands and the outlook for
3192 jobs that require a baccalaureate or higher degree.

3193 Section 46. Section 1001.7065, Florida Statutes, is
3194 created to read:

3195 1001.7065 Preeminent state research universities program.-

3196 (1) STATE UNIVERSITY SYSTEM SHARED GOVERNANCE
3197 COLLABORATION.—A collaborative partnership is established
3198 between the Board of Governors and the Legislature to elevate
3199 the academic and research preeminence of Florida's highest-
3200 performing state research universities in accordance with this
3201 section. The partnership stems from the State University System
3202 Governance Agreement executed on March 24, 2010, wherein the
3203 Board of Governors and leaders of the Legislature agreed to a
3204 framework for the collaborative exercise of their joint
3205 authority and shared responsibility for the State University
3206 System. The governance agreement confirmed the commitment of the
3207 Board of Governors and the Legislature to continue collaboration

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3208 on accountability measures, the use of data, and recommendations
3209 derived from such data.

3210 (2) ACADEMIC AND RESEARCH EXCELLENCE STANDARDS.—Effective
3211 July 1, 2013, the following academic and research excellence
3212 standards are established for the preeminent state research
3213 universities program:

3214 (a) An average weighted grade point average of 4.0 or
3215 higher on a 4.0 scale and an average SAT score of 1800 or higher
3216 for fall semester incoming freshmen, as reported annually.

3217 (b) A top-50 ranking on at least two well-known and highly
3218 respected national public university rankings, reflecting
3219 national preeminence, using most recent rankings.

3220 (c) A freshman retention rate of 90 percent or higher for
3221 full-time, first-time-in-college students, as reported annually
3222 to the Integrated Postsecondary Education Data System (IPEDS).

3223 (d) A 6-year graduation rate of 70 percent or higher for
3224 full-time, first-time-in-college students, as reported annually
3225 to the IPEDS.

3226 (e) Six or more faculty members at the state university
3227 who are members of a national academy, as reported by the Center
3228 for Measuring University Performance in the Top American
3229 Research Universities (TARU) annual report.

3230 (f) Total annual research expenditures, including federal
3231 research expenditures, of \$200 million or more, as reported
3232 annually by the National Science Foundation (NSF).

3233 (g) Total annual research expenditures in diversified
3234 nonmedical sciences of \$150 million or more, based on data
3235 reported annually by the NSF.

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3236 (h) A top-100 university national ranking for research
3237 expenditures in five or more science, technology, engineering,
3238 or mathematics fields of study, as reported annually by the NSF.

3239 (i) One hundred or more total patents awarded by the
3240 United States Patent and Trademark Office for the most recent 3-
3241 year period.

3242 (j) Four hundred or more doctoral degrees awarded
3243 annually, as reported in the Board of Governors Annual
3244 Accountability Report.

3245 (k) Two hundred or more postdoctoral appointees annually,
3246 as reported in the TARU annual report.

3247 (l) An endowment of \$500 million or more, as reported in
3248 the Board of Governors Annual Accountability Report.

3249 (3) PREEMINENT STATE RESEARCH UNIVERSITY DESIGNATION.—The
3250 Board of Governors shall designate each state research
3251 university that meets at least 11 of the 12 academic and
3252 research excellence standards identified in subsection (2) a
3253 preeminent state research university.

3254 (4) PREEMINENT STATE RESEARCH UNIVERSITY INSTITUTE FOR
3255 ONLINE LEARNING.—A state research university that, as of July 1,
3256 2013, meets all 12 of the academic and research excellence
3257 standards identified in subsection (2), as verified by the Board
3258 of Governors, shall establish an institute for online learning.
3259 The institute shall establish a robust offering of high-quality,
3260 fully online baccalaureate degree programs at an affordable cost
3261 in accordance with this subsection.

3262 (a) By August 1, 2013, the Board of Governors shall
3263 convene an advisory board to support the development of high-

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3264 quality, fully online baccalaureate degree programs at the
3265 university.

3266 (b) The advisory board shall:

3267 1. Offer expert advice, as requested by the university, in
3268 the development and implementation of a business plan to expand
3269 the offering of high-quality, fully online baccalaureate degree
3270 programs.

3271 2. Advise the Board of Governors on the release of funding
3272 to the university upon approval by the Board of Governors of the
3273 plan developed by the university.

3274 3. Monitor, evaluate, and report on the implementation of
3275 the plan to the Board of Governors, the Governor, the President
3276 of the Senate, and the Speaker of the House of Representatives.

3277 (c) The advisory board shall be composed of the following
3278 five members:

3279 1. The chair of the Board of Governors or the chair's
3280 permanent designee.

3281 2. A member with expertise in online learning, appointed
3282 by the Board of Governors.

3283 3. A member with expertise in global marketing, appointed
3284 by the Governor.

3285 4. A member with expertise in cloud virtualization,
3286 appointed by the President of the Senate.

3287 5. A member with expertise in disruptive innovation,
3288 appointed by the Speaker of the House of Representatives.

3289 (d) The president of the university shall be consulted on
3290 the advisory board member appointments.

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3291 (e) A majority of the advisory board shall constitute a
3292 quorum, elect the chair, and appoint an executive director.

3293 (f) By September 1, 2013, the university shall submit to
3294 the advisory board a comprehensive plan to expand high-quality,
3295 fully online baccalaureate degree program offerings. The plan
3296 shall include:

3297 1. Existing on-campus general education courses and
3298 baccalaureate degree programs that will be offered online.

3299 2. New courses that will be developed and offered online.

3300 3. Support services that will be offered to students
3301 enrolled in online baccalaureate degree programs.

3302 4. A tuition and fee structure that meets the requirements
3303 in paragraph (k) for online courses, baccalaureate degree
3304 programs, and student support services.

3305 5. A timeline for offering, marketing, and enrolling
3306 students in the online baccalaureate degree programs.

3307 6. A budget for developing and marketing the online
3308 baccalaureate degree programs.

3309 7. Detailed strategies for ensuring the success of
3310 students and the sustainability of the online baccalaureate
3311 degree programs.

3312
3313 Upon recommendation of the plan by the advisory board and
3314 approval by the Board of Governors, the Board of Governors shall
3315 award the university \$10 million in nonrecurring funds and \$5
3316 million in recurring funds for fiscal year 2013-2014 and \$5
3317 million annually thereafter, subject to appropriation in the
3318 General Appropriations Act.

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- 3319 (g) Beginning in January 2014, the university shall offer
3320 high-quality, fully online baccalaureate degree programs that:
3321 1. Accept full-time, first-time-in-college students.
3322 2. Have the same rigorous admissions criteria as
3323 equivalent on-campus degree programs.
3324 3. Offer curriculum of equivalent rigor to on-campus
3325 degree programs.
3326 4. Offer rolling enrollment or multiple opportunities for
3327 enrollment throughout the year.
3328 5. Do not require any on-campus courses. However, for
3329 courses or programs that require clinical training or
3330 laboratories that cannot be delivered online, the university
3331 shall offer convenient locational options to the student, which
3332 may include, but are not limited to, the option to complete such
3333 requirements at a summer-in-residence on the university campus.
3334 The university may provide a network of sites at convenient
3335 locations and contract with commercial testing centers or
3336 identify other secure testing services for the purpose of
3337 proctoring assessments or testing.
3338 6. Apply the university's existing policy for accepting
3339 credits for both freshman applicants and transfer applicants.
3340 (h) The university may offer a fully online Masters in
3341 Business Administration degree program and other master's degree
3342 programs.
3343 (i) The university may develop and offer degree programs
3344 and courses that are competency based as appropriate for the
3345 quality and success of the program.

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3346 (j) The university shall periodically expand its offering
3347 of online baccalaureate degree programs to meet student and
3348 market demands.

3349 (k) The university shall establish a tuition structure for
3350 its online institute in accordance with this paragraph,
3351 notwithstanding any other provision of law.

3352 1. For students classified as residents for tuition
3353 purposes, tuition for an online baccalaureate degree program
3354 shall be set at no more than 75 percent of the tuition rate as
3355 specified in the General Appropriations Act pursuant to s.
3356 1009.24(4) and 75 percent of the tuition differential pursuant
3357 to s. 1009.24(16). No distance learning fee, fee for campus
3358 facilities, or fee for on-campus services may be assessed,
3359 except that online students shall pay the university's
3360 technology fee, financial aid fee, and Capital Improvement Trust
3361 Fund fee. The revenues generated from the Capital Improvement
3362 Trust Fund fee shall be dedicated to the university's institute
3363 for online learning.

3364 2. For students classified as nonresidents for tuition
3365 purposes, tuition may be set at market rates in accordance with
3366 the business plan.

3367 3. Tuition for an online degree program shall include all
3368 costs associated with instruction, materials, and enrollment,
3369 excluding costs associated with the provision of textbooks
3370 pursuant to s. 1004.085 and physical laboratory supplies.

3371 4. Subject to the limitations in subparagraph 1., tuition
3372 may be differentiated by degree program as appropriate to the
3373 instructional and other costs of the program in accordance with

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3374 the business plan. Pricing must incorporate innovative
3375 approaches that incentivize persistence and completion,
3376 including, but not limited to, a fee for assessment, a bundled
3377 or all-inclusive rate, and sliding scale features.

3378 5. The university must accept advance payment contracts
3379 and student financial aid.

3380 6. Fifty percent of the net revenues generated from the
3381 online institute of the university shall be used to enhance and
3382 enrich the online institute offerings, and 50 percent of the net
3383 revenues generated from the online institute shall be used to
3384 enhance and enrich the university's campus state-of-the-art
3385 research programs and facilities.

3386 7. The institute may charge additional local user fees
3387 pursuant to s. 1009.24(14) upon the approval of the Board of
3388 Governors.

3389 8. The institute shall submit a proposal to the president
3390 of the university authorizing additional user fees for the
3391 provision of voluntary student participation in activities and
3392 additional student services.

3393 (5) PREEMINENT STATE RESEARCH UNIVERSITY SUPPORT.—A state
3394 research university that, as of July 1, 2013, meets all 12 of
3395 the academic and research excellence standards identified in
3396 subsection (2), as verified by the Board of Governors, shall
3397 submit to the Board of Governors a 5-year benchmark plan with
3398 target rankings on key performance metrics for national
3399 excellence. Upon approval by the Board of Governors, and upon
3400 the university's meeting the benchmark plan goals annually, the
3401 Board of Governors shall award the university an amount

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3402 specified in the General Appropriations Act to be provided
3403 annually throughout the 5-year period. Funding for this purpose
3404 is contingent upon specific appropriation in the General
3405 Appropriations Act.

3406 (6) PREEMINENT STATE RESEARCH UNIVERSITY ENHANCEMENT
3407 INITIATIVE.—A state research university that, as of July 1,
3408 2013, meets 11 of the 12 academic and research excellence
3409 standards identified in subsection (2), as verified by the Board
3410 of Governors, shall submit to the Board of Governors a 5-year
3411 benchmark plan with target rankings on key performance metrics
3412 for national excellence. Upon the university's meeting the
3413 benchmark plan goals annually, the Board of Governors shall
3414 award the university an amount specified in the General
3415 Appropriations Act to be provided annually throughout the 5-year
3416 period for the purpose of recruiting National Academy Members,
3417 expediting the provision of a master's degree in cloud
3418 virtualization, and instituting an entrepreneurs-in-residence
3419 program throughout its campus. Funding for this purpose is
3420 contingent upon specific appropriation in the General
3421 Appropriations Act.

3422 (7) PREEMINENT STATE RESEARCH UNIVERSITY SPECIAL COURSE
3423 REQUIREMENT AUTHORITY.—In order to provide a jointly shared
3424 educational experience, a university that is designated a
3425 preeminent state research university may require its incoming
3426 first-time-in-college students to take a 9-to-12-credit set of
3427 unique courses specifically determined by the university and
3428 published on the university's website. The university may
3429 stipulate that credit for such courses may not be earned through

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3430 any acceleration mechanism pursuant to s. 1007.27 or s. 1007.271
3431 or any other transfer credit. All accelerated credits earned up
3432 to the limits specified in ss. 1007.27 and 1007.271 shall be
3433 applied toward graduation at the student's request.

3434 (8) PREEMINENT STATE RESEARCH UNIVERSITY FLEXIBILITY
3435 AUTHORITY.—The Board of Governors is encouraged to identify and
3436 grant all reasonable, feasible authority and flexibility to
3437 ensure that a designated preeminent state research university is
3438 free from unnecessary restrictions.

3439 (9) PROGRAMS OF EXCELLENCE THROUGHOUT THE STATE UNIVERSITY
3440 SYSTEM.—The Board of Governors is encouraged to establish
3441 standards and measures whereby individual programs in state
3442 universities that objectively reflect national excellence can be
3443 identified and make recommendations to the Legislature as to how
3444 any such programs could be enhanced and promoted.

3445 Section 47. Subsections (3) and (24) of section 1004.02,
3446 Florida Statutes, are amended to read:

3447 1004.02 Definitions.—As used in this chapter:

3448 (3) "Adult general education" means comprehensive
3449 instructional programs designed to improve the employability of
3450 the state's workforce through adult basic education, adult
3451 secondary education, English for Speakers of Other Languages,
3452 applied academics for adult education ~~vocational-preparatory~~
3453 instruction, and instruction for adults with disabilities.

3454 (24) "Applied academics for adult education" or "applied
3455 academics ~~Vocational-preparatory~~ instruction" means adult
3456 general education through which persons attain academic and
3457 workforce readiness skills at the level of functional literacy

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3458 (grade levels 6.0-8.9) or higher so that such persons may pursue
3459 technical certificate education or higher-level technical
3460 education.

3461 Section 48. Section 1004.082, Florida Statutes, is created
3462 to read:

3463 1004.082 Talent retention programs.—The Chancellor of the
3464 State University System shall cooperate with the Commissioner of
3465 Education to support talent retention programs that encourage
3466 middle school and high school students who indicate an interest
3467 in or aptitude for physics or mathematics to continue their
3468 education at a state university that has excellent departments
3469 in selected fields. The chancellor and the commissioner shall
3470 work with state university department chairs to enable
3471 department chairs of outstanding state university departments to
3472 send letters to students who indicate an interest in or aptitude
3473 for those subjects. At a minimum, the letter should provide an
3474 open invitation for the student to communicate with the
3475 department, at least annually, and to schedule a tour of the
3476 department and the campus.

3477 Section 49. Section 1004.91, Florida Statutes, is amended
3478 to read:

3479 1004.91 Requirements for career education program basic
3480 skills ~~Career-preparatory instruction.—~~

3481 (1) The State Board of Education shall adopt, by rule,
3482 standards of basic skill mastery for completion of certificate
3483 career education programs. Each school district and Florida
3484 College System institution that conducts programs that confer
3485 career and technical certificates ~~credit~~ shall provide applied

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3486 academics ~~career-preparatory~~ instruction through which students
3487 receive the basic skills instruction required pursuant to this
3488 section.

3489 (2) Students who enroll in a program offered for career
3490 credit of 450 hours or more shall complete an entry-level
3491 examination within the first 6 weeks after ~~of~~ admission into the
3492 program. The State Board of Education shall designate
3493 examinations that are currently in existence, the results of
3494 which are comparable across institutions, to assess student
3495 mastery of basic skills. Any student found to lack the required
3496 level of basic skills for such program shall be referred to
3497 applied academics ~~career-preparatory~~ instruction or another
3498 adult general basic education program for a structured program
3499 of basic skills instruction. Such instruction may include
3500 English for speakers of other languages. A student may not
3501 receive a career or technical certificate of completion without
3502 first demonstrating the basic skills required in the state
3503 curriculum frameworks for the career education program.

3504 (3) (a) An adult student with a disability may be exempted
3505 from ~~the provisions of~~ this section.

3506 (b) The following students are exempt from this section:

3507 1. A student who possesses a college degree at the
3508 associate in applied science level or higher ~~is exempt from this~~
3509 ~~section.~~

3510 2. A student who demonstrates readiness for public
3511 postsecondary education pursuant to s. 1008.30 and applicable
3512 rules adopted by the State Board of Education ~~has completed or~~
3513 ~~who is exempt from the college-level communication and~~

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3514 ~~computation skills examination pursuant to s. 1008.29, or who is~~
3515 ~~exempt from the college entry level examination pursuant to s.~~
3516 ~~1008.29, is exempt from the provisions of this section.~~

3517 3. A student who passes ~~Students who have passed~~ a state
3518 ~~or, national, or~~ industry certification or licensure examination
3519 that is identified in State Board of Education rules and aligned
3520 to the career education program in which the student is enrolled
3521 ~~exam are exempt from this section.~~

3522 4. An adult student who is enrolled in an apprenticeship
3523 program that is registered with the Department of Education in
3524 accordance with the provisions of chapter 446 is exempt from the
3525 provisions of this section.

3526 Section 50. Present subsection (8) of section 1004.93,
3527 Florida Statutes, is renumbered as subsection (9), and a new
3528 subsection (8) is added to that section, to read:

3529 1004.93 Adult general education.—

3530 (8) In order to accelerate the employment of adult
3531 education students, students entering adult general education
3532 programs after July 1, 2013, must complete the following action-
3533 steps-to-employment activities before the completion of the
3534 first term:

3535 (a) Identify employment opportunities using market-driven
3536 tools.

3537 (b) Create a personalized employment goal.

3538 (c) Conduct a personalized skill and knowledge inventory.

3539 (d) Compare the results of the personalized skill and
3540 knowledge inventory with the knowledge and skills needed to
3541 attain the personalized employment goal.

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3542 (e) Upgrade skills and knowledge needed through adult
3543 general education programs and additional educational pursuits
3544 based on the personalized employment goal.

3545
3546 The action-steps-to-employment activities may be developed
3547 through a blended approach with assistance provided to adult
3548 general education students by teachers, employment specialists,
3549 guidance counselors, business and industry representatives, and
3550 online resources. Students may be directed to online resources
3551 and provided information on financial literacy, student
3552 financial aid, industry certifications, and occupational
3553 services and a listing of job openings.

3554 Section 51. Section 1006.735, Florida Statutes, is amended
3555 to read:

3556 1006.735 Complete Florida Degree Program Completion Pilot
3557 Project.—

3558 (1) The Complete Florida Degree Program Completion Pilot
3559 Project is established for the purpose of recruiting,
3560 recovering, and retaining the state's adult learners and
3561 assisting them in completing an associate degree or a
3562 baccalaureate degree that is aligned to high-wage, high-skill
3563 workforce needs. As used in this section, the term "adult
3564 learner" means a student who has successfully completed college-
3565 level coursework in multiple semesters but has left an
3566 institution in good standing before completing his or her
3567 degree. The program pilot project shall give priority to adult
3568 learners who are veterans or active duty members of the United
3569 States Armed Forces.

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3570 (2) The Complete Florida Degree Program ~~pilot project~~
3571 shall be implemented by the University of West Florida, acting
3572 as the lead institution, in coordination with Florida College
3573 System institutions, state universities, and private
3574 postsecondary institutions, as appropriate. ~~The program; the~~
3575 ~~University of South Florida; Florida State College at~~
3576 ~~Jacksonville; and St. Petersburg College~~ and shall include the
3577 associate, applied baccalaureate, and baccalaureate degree
3578 programs that these institutions have selected. Other partnering
3579 public postsecondary education institutions shall provide areas
3580 of specialization or concentration.

3581 (3) For purposes of selecting the degree programs that
3582 will be given priority in the Complete Florida Degree Program
3583 ~~pilot project~~, the institutions identified in subsection (2)
3584 shall partner with public and private job recruitment and
3585 placement agencies and use labor market data and projections,
3586 including those identified in the Board of Governors' gap
3587 analysis, to identify the specific workforce needs and targeted
3588 occupations of the state.

3589 (4) The Complete Florida Degree Program ~~pilot project~~
3590 shall provide adult learners with a single point of access to
3591 information and links to innovative online and accelerated
3592 distance learning courses, student and library support services,
3593 and electronic resources that will guide the adult learner
3594 toward the successful completion of a postsecondary degree.

3595 (5) By the end of ~~Beginning with the~~ 2013-2014 ~~2012-2013~~
3596 academic year, the Complete Florida Degree Program ~~pilot project~~
3597 shall be implemented and must:

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3598 (a) Use the distance learning course catalog established
3599 pursuant to s. 1006.73 to communicate course availability to the
3600 adult learner.

3601 (b) Develop and implement an advising and student support
3602 system that includes the use of degree completion specialists,
3603 is based upon best practices and processes, and includes
3604 academic and career support services designed specifically for
3605 the adult learner. The program must identify proposed changes to
3606 the statewide computer-assisted student advising system
3607 established pursuant to s. 1006.73 to assist the adult learner
3608 in using the system.

3609 (c) Use the streamlined, automated, online admissions
3610 application process for transient students established pursuant
3611 to s. 1006.73. The program ~~pilot project~~ shall identify any
3612 additional admissions and registration policies and practices
3613 that could be further streamlined and automated for purposes of
3614 assisting the adult learner.

3615 (d) Use existing and, if necessary, develop new
3616 competency-based instructional and evaluation tools to assess
3617 prior performance, experience, and education for the award of
3618 college credit in order to reduce the time required for adult
3619 learners to complete their degrees. The tools may include the
3620 use of the American Council on Education's collaborative link
3621 between the United States Department of Defense and higher
3622 education through the review of military training and
3623 experiences for the award of equivalent college credit for
3624 members of the United States Armed Forces.

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3625 (e) Develop and implement an evaluation process that
3626 collects, analyzes, and provides to the chancellors of the
3627 Florida College System and the State University System, the
3628 participating postsecondary education institutions, the chairs
3629 of the legislative appropriations committees, and the Executive
3630 Office of the Governor information on the effectiveness of the
3631 program ~~pilot project~~ and the attainment of its goals. Such a
3632 process shall include a management information system that
3633 collects the appropriate student, programmatic, and fiscal data
3634 necessary to complete the evaluation of the program ~~pilot~~
3635 ~~project~~. Institutions involved in the program ~~pilot project~~
3636 shall also collect job placement and employment data on the
3637 adult learners who have completed their degrees as a result of
3638 the program ~~pilot project~~.

3639 (f) Develop and implement a statewide student recruitment
3640 ~~marketing~~ campaign targeted toward ~~recruiting~~ adult learners,
3641 particularly veterans and active duty members of the United
3642 States Armed Forces, for enrollment in the degree programs
3643 offered through the program ~~pilot project~~.

3644 (6) For purposes of the Complete Florida Degree Program
3645 ~~pilot project~~, each institution's current tuition and fee
3646 structure shall be used. However, all participating institutions
3647 shall collaboratively identify the applicable cost components
3648 involved in the development and delivery of distance learning
3649 courses, collect information on these cost components, and
3650 submit the information to the ~~Florida Virtual Campus~~. The
3651 chancellors of the Florida College System and the State
3652 University System. The chancellors shall submit a report to the

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3653 chairs of the legislative appropriations committees no later
3654 than December 31, 2014 ~~2013~~, on the need for a differentiated
3655 tuition and fee structure for the development and delivery of
3656 distance learning courses.

3657 (7) The University of West Florida, in collaboration with
3658 its partners ~~the University of South Florida, Florida State~~
3659 ~~College at Jacksonville, and St. Petersburg College~~, shall
3660 submit to the chairs of the Board of Governors, the State Board
3661 of Education, and the legislative appropriations committees no
3662 later than September 1, 2013 ~~June 1, 2012~~, a detailed program
3663 ~~project~~ plan that defines the major work activities, student
3664 eligibility criteria, timeline, and cost for implementing the
3665 Complete Florida Degree Program ~~pilot project~~.

3666 ~~(8) The University of West Florida, in collaboration with~~
3667 ~~the University of South Florida, Florida State College at~~
3668 ~~Jacksonville, and St. Petersburg College, shall develop and~~
3669 ~~implement a transition plan that transfers the administration of~~
3670 ~~the pilot project to the Florida Virtual Campus no later than~~
3671 ~~June 30, 2013.~~

3672 Section 52. Subsection (1) of section 1007.263, Florida
3673 Statutes, is amended to read:

3674 1007.263 Florida College System institutions; admissions
3675 of students.—Each Florida College System institution board of
3676 trustees is authorized to adopt rules governing admissions of
3677 students subject to this section and rules of the State Board of
3678 Education. These rules shall include the following:

3679 (1) Admissions counseling shall be provided to all
3680 students entering college or career credit programs. Counseling

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3681 shall utilize tests to measure achievement of college-level
3682 communication and computation competencies by all students
3683 entering college credit programs or tests to measure achievement
3684 of basic skills for career education programs as prescribed in
3685 s. 1004.91.

3686

3687 Each board of trustees shall establish policies that notify
3688 students about, and place students into, adult basic education,
3689 adult secondary education, or other instructional programs that
3690 provide students with alternatives to traditional college-
3691 preparatory instruction, including private provider instruction.
3692 A student is prohibited from enrolling in additional college-
3693 level courses until the student scores above the cut-score on
3694 all sections of the common placement test.

3695 Section 53. Subsection (2) of section 1008.37, Florida
3696 Statutes, is amended to read:

3697 1008.37 Postsecondary feedback of information to high
3698 schools.—

3699 (2) The Commissioner of Education shall report, by high
3700 school, to the State Board of Education, the Board of Governors,
3701 and the Legislature, no later than November 30 of each year, on
3702 the number of prior year Florida high school graduates who
3703 enrolled for the first time in public postsecondary education in
3704 this state during the previous summer, fall, or spring term,
3705 indicating the number of students whose scores on the common
3706 placement test indicated the need for remediation through
3707 college-preparatory or applied academics for adult education

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3708 ~~vocational-preparatory~~ instruction pursuant to s. 1004.91 or s.
3709 1008.30.

3710 Section 54. Subsection (3) of section 1009.22, Florida
3711 Statutes, is amended to read:

3712 1009.22 Workforce education postsecondary student fees.—

3713 (3) (a) Except as otherwise provided by law, fees for
3714 students who are nonresidents for tuition purposes must offset
3715 the full cost of instruction. Residency of students shall be
3716 determined as required in s. 1009.21. Fee-nonexempt students
3717 enrolled in applied academics for adult education ~~vocational-~~
3718 ~~preparatory~~ instruction shall be charged fees equal to the fees
3719 charged for adult general education programs. Each Florida
3720 College System institution that conducts college-preparatory and
3721 applied academics for adult education ~~vocational-preparatory~~
3722 instruction in the same class section may charge a single fee
3723 for both types of instruction.

3724 Section 55. Paragraphs (c) and (d) of subsection (1) of
3725 section 1009.25, Florida Statutes, is amended to read:

3726 1009.25 Fee exemptions.—

3727 (1) The following students are exempt from the payment of
3728 tuition and fees, including lab fees, at a school district that
3729 provides workforce education programs, Florida College System
3730 institution, or state university:

3731 (c) A student who is or was at the time he or she reached
3732 18 years of age in the custody of the Department of Children and
3733 Family Services or who, after spending at least 6 months in the
3734 custody of the department after reaching 16 years of age, was
3735 placed in a guardianship by the court. Such exemption includes

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3736 fees associated with enrollment in applied academics for adult
3737 education ~~career-preparatory~~ instruction. The exemption remains
3738 valid until the student reaches 28 years of age.

3739 (d) A student who is or was at the time he or she reached
3740 18 years of age in the custody of a relative under s. 39.5085 or
3741 who was adopted from the Department of Children and Family
3742 Services after May 5, 1997. Such exemption includes fees
3743 associated with enrollment in applied academics for adult
3744 education ~~career-preparatory~~ instruction. The exemption remains
3745 valid until the student reaches 28 years of age.

3746 Section 56. Subsection (11) is added to section 1009.26,
3747 Florida Statutes, to read:

3748 1009.26 Fee waivers.-

3749 (11) A Florida College System institution may waive any
3750 portion of the tuition, the activity and service fee, the
3751 financial aid fee, the technology fee, the capital improvement
3752 fee, and distance learning fee for the purpose of offering a
3753 baccalaureate degree for state residents for which the cost of
3754 tuition and the fees specified in this subsection does not
3755 exceed \$10,000 for the entire degree program. Waivers provided
3756 pursuant to this subsection shall be applicable for upper-level
3757 courses not to exceed 100 percent of the number of required
3758 credit hours of the baccalaureate degree program for which the
3759 student is determined eligible.

3760 Section 57. Paragraph (b) of subsection (1) and subsection
3761 (7) of section 1009.531, Florida Statutes, is amended to read:

3762 1009.531 Florida Bright Futures Scholarship Program;
3763 student eligibility requirements for initial awards.-

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3764 (1) Effective January 1, 2008, in order to be eligible for
3765 an initial award from any of the three types of scholarships
3766 under the Florida Bright Futures Scholarship Program, a student
3767 must:

3768 (b) Earn a standard Florida high school diploma or its
3769 equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.4282,
3770 ~~s. 1003.429, s. 1003.43,~~ or s. 1003.435 unless:

3771 1. The student completes a home education program
3772 according to s. 1002.41; or

3773 2. The student earns a high school diploma from a non-
3774 Florida school while living with a parent or guardian who is on
3775 military or public service assignment away from Florida.

3776 ~~(7) To be eligible for an initial award and each renewal~~
3777 ~~award under the Florida Bright Futures Scholarship Program, a~~
3778 ~~student must submit a Free Application for Federal Student Aid~~
3779 ~~which is complete and error free prior to disbursement.~~

3780 Section 58. Subsections (4), (6), and (10) of section
3781 1011.80, Florida Statutes, are amended to read:

3782 1011.80 Funds for operation of workforce education
3783 programs.—

3784 (4) Funding for all workforce education programs must be
3785 based on cost categories, performance output measures, and
3786 performance outcome measures.

3787 (a) The cost categories must be calculated to identify
3788 high-cost programs, medium-cost programs, and low-cost programs.
3789 The cost analysis used to calculate and assign a program of
3790 study to a cost category must include at least both direct and

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3791 indirect instructional costs, consumable supplies, equipment,
3792 and standard program length.

3793 ~~(b)1. The performance output measure for career education~~
3794 ~~programs of study is student completion of a career program of~~
3795 ~~study that leads to an occupational completion point associated~~
3796 ~~with a certificate; an apprenticeship program; or a program that~~
3797 ~~leads to an applied technology diploma or an associate in~~
3798 ~~applied science or associate in science degree. Performance~~
3799 ~~output measures for registered apprenticeship programs shall be~~
3800 ~~based on program lengths that coincide with lengths established~~
3801 ~~pursuant to the requirements of chapter 446.~~

3802 (b)2. The performance output measure for an adult general
3803 education course of study is measurable improvement in student
3804 skills. This measure shall include improvement in literacy
3805 skills, grade level improvement as measured by an approved test,
3806 or attainment of a State of Florida diploma or an adult high
3807 school diploma.

3808 (c) The performance outcome measures for adult general
3809 ~~workforce~~ education programs are associated with placement and
3810 retention of students after reaching a completion point or
3811 completing a program of study. These measures include placement
3812 or retention in employment ~~that is related to the program of~~
3813 ~~study; placement into or retention in employment in an~~
3814 ~~occupation on the Workforce Estimating Conference list of high-~~
3815 ~~wage, high skill occupations with sufficient openings, or other~~
3816 ~~High Wage/High Skill Program occupations as determined by~~
3817 ~~Workforce Florida, Inc.; and placement and retention of~~
3818 ~~participants or former participants in the welfare transition~~

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3819 ~~program in employment.~~ Continuing postsecondary education at a
3820 level that will further enhance employment is a performance
3821 outcome for adult general education programs. ~~Placement and~~
3822 ~~retention must be reported pursuant to ss. 1008.39 and 1008.43.~~

3823 (6) (a) A school district or a Florida College System
3824 institution that provides workforce education programs shall
3825 receive funds in accordance with distributions for base and
3826 performance funding established by the Legislature in the
3827 General Appropriations Act. To ensure equitable funding for all
3828 school district workforce education programs and to recognize
3829 enrollment growth, the Department of Education shall use the
3830 funding model developed by the District Workforce Education
3831 Funding Steering Committee to determine each district's
3832 workforce education funding needs. To assist the Legislature in
3833 allocating workforce education funds in the General
3834 Appropriations Act, the funding model shall annually be provided
3835 to the legislative appropriations committees no later than March
3836 1.

3837 (b) Performance funding for industry certifications for
3838 school district workforce education programs is contingent upon
3839 specific appropriation in the General Appropriations Act and
3840 shall be determined as follows:

3841 1. Occupational areas for which industry certifications
3842 may be earned, as established in the General Appropriations Act,
3843 are eligible for performance funding. Priority shall be given to
3844 the occupational areas emphasized in state, national, or
3845 corporate grants provided to Florida educational institutions.

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3846 2. The Chancellor of Career and Adult Education shall
3847 identify the industry certifications eligible for funding on the
3848 Postsecondary Industry Certification Funding List approved by
3849 the State Board of Education pursuant to s. 1008.44, based on
3850 the occupational areas specified in the General Appropriations
3851 Act.

3852 3. Each school district shall be provided \$1,000 for each
3853 industry certification earned by a workforce education student.
3854 The maximum amount of funding appropriated for performance
3855 funding pursuant to this paragraph shall be limited to \$15
3856 million annually. If funds are insufficient to fully fund the
3857 calculated total award, such funds shall be prorated.

3858 (c) ~~(b)~~ A program is established to assist school districts
3859 and Florida College System institutions in responding to the
3860 needs of new and expanding businesses and thereby strengthening
3861 the state's workforce and economy. The program may be funded in
3862 the General Appropriations Act. The district or Florida College
3863 System institution shall use the program to provide customized
3864 training for businesses which satisfies the requirements of s.
3865 288.047. Business firms whose employees receive the customized
3866 training must provide 50 percent of the cost of the training.
3867 Balances remaining in the program at the end of the fiscal year
3868 shall not revert to the general fund, but shall be carried over
3869 for 1 additional year and used for the purpose of serving
3870 incumbent worker training needs of area businesses with fewer
3871 than 100 employees. Priority shall be given to businesses that
3872 must increase or upgrade their use of technology to remain
3873 competitive.

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3874 (10) A high school student dually enrolled under s.
3875 1007.271 in a workforce education program operated by a Florida
3876 College System institution or school district career center
3877 generates the amount calculated for workforce education funding,
3878 including any payment of performance funding, and the
3879 proportional share of full-time equivalent enrollment generated
3880 through the Florida Education Finance Program for the student's
3881 enrollment in a high school. If a high school student is dually
3882 enrolled in a Florida College System institution program,
3883 including a program conducted at a high school, the Florida
3884 College System institution earns the funds generated for
3885 workforce education funding, and the school district earns the
3886 proportional share of full-time equivalent funding from the
3887 Florida Education Finance Program. If a student is dually
3888 enrolled in a career center operated by the same district as the
3889 district in which the student attends high school, that district
3890 earns the funds generated for workforce education funding and
3891 also earns the proportional share of full-time equivalent
3892 funding from the Florida Education Finance Program. If a student
3893 is dually enrolled in a workforce education program provided by
3894 a career center operated by a different school district, the
3895 funds must be divided between the two school districts
3896 proportionally from the two funding sources. A student may not
3897 be reported for funding in a dual enrollment workforce education
3898 program unless the student has completed the basic skills
3899 assessment pursuant to s. 1004.91. A student who is coenrolled
3900 in a K-12 education program and an adult education program may
3901 ~~not~~ be reported for purposes of funding in an adult education

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3902 program. If a student is, except that for the 2011-2012 and
3903 2012-2013 fiscal years, students who are coenrolled in core
3904 curricula courses for credit recovery or dropout prevention
3905 purposes and does ~~de~~ not have a pattern of excessive absenteeism
3906 or habitual truancy or a history of disruptive behavior in
3907 school, the student may be reported for funding for up to two
3908 courses per year student. Such a student is students are exempt
3909 from the payment of the block tuition for adult general
3910 education programs provided in s. 1009.22(3)(d) 1009.22(3)(e).
3911 The Department of Education shall develop a list of courses to
3912 be designated as core curricula courses for the purposes of
3913 coenrollment.

3914 Section 59. Subsections (2) and (3) of section 1011.81,
3915 Florida Statutes, are renumbered as subsections (4) and (5),
3916 respectively, and a new subsection (2) is added to that section,
3917 to read:

3918 1011.81 Florida College System Program Fund.—

3919 (2) Performance funding for industry certifications for
3920 Florida College System institutions is contingent upon specific
3921 appropriation in the General Appropriations Act and shall be
3922 determined as follows:

3923 (a) Occupational areas for which industry certifications
3924 may be earned, as established in the General Appropriations Act,
3925 are eligible for performance funding. Priority shall be given to
3926 the occupational areas emphasized in state, national, or
3927 corporate grants provided to Florida educational institutions.

3928 (b) The Chancellor of the Florida College System shall
3929 identify the industry certifications eligible for funding on the

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3930 Postsecondary Industry Certification Funding List approved by
3931 the State Board of Education pursuant to s. 1008.44, based on
3932 the occupational areas specified in the General Appropriations
3933 Act.

3934 (c) Each Florida College System institution shall be
3935 provided \$1,000 for each industry certification earned by a
3936 student. The maximum amount of funding appropriated for
3937 performance funding pursuant to this subsection shall be limited
3938 to \$15 million annually. If funds are insufficient to fully fund
3939 the calculated total award, such funds shall be prorated.

3940 Section 60. Subsection (1) and paragraph (a) of subsection
3941 (3) are amended and a new subsection (4) of section 1011.905,
3942 Florida Statutes, is created to read:

3943 1011.905 Performance funding for state universities.—

3944 (1) State performance funds for the State University
3945 System shall be based on indicators of system and institutional
3946 attainment of performance expectations. For the 2012-2013
3947 through at least the 2016-2017 and ~~2013-2014~~ fiscal years, the
3948 Board of Governors shall review and rank each state university
3949 that applies for performance funding, as provided in the General
3950 Appropriations Act, based on the following formula:

3951 (a) Twenty-five percent of a state university's score
3952 shall be based on the percentage of employed graduates who have
3953 earned degrees which have a primary focus in the following
3954 programs:

3955 1. For the 2012-2013 and 2013-2014 fiscal years:

3956 ~~a.1.~~ Computer and information science;

3957 ~~b.2.~~ Computer engineering;

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3958 ~~c.3.~~ Information systems technology;
3959 ~~d.4.~~ Information technology; and
3960 ~~e.5.~~ Management information systems.

3961

3962 The 2012-2013 award recipients shall receive the same award for
3963 2013-2014.

3964 2. For the 2013-2014 and 2014-2015 fiscal years, high-
3965 demand programs of emphasis determined by the Board of Governors
3966 using the gap-analysis data required by s. 1001.706(5).

3967 3. For the 2013-2014 and 2014-2015 fiscal years, a
3968 master's degree in cloud virtualization technology and related
3969 large data management.

3970 (b) Twenty-five percent of a state university's score
3971 shall be based on the percentage of graduates who have earned
3972 baccalaureate degrees in the programs in paragraph (a) and who
3973 have earned industry certifications identified on the
3974 Postsecondary Industry Certification Funding List approved by
3975 the State Board of Education pursuant to s. 1008.44 in a related
3976 field from a Florida College System institution or state
3977 university prior to graduation.

3978 (c) Fifty percent of a state university's score shall be
3979 based on factors determined by the Board of Governors which
3980 relate to increasing the probability that graduates who have
3981 earned degrees in the programs described in paragraph (a) will
3982 be employed in high-skill, high-wage, and high-demand
3983 employment.

3984 (3) (a) Each year, the Board of Governors shall award up to
3985 \$15 million to the highest-ranked state universities in support

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3986 of each program identified in paragraph (1)(a) from funds
3987 appropriated for the purposes in this section and as specified
3988 in the General Appropriations Act. The award per state
3989 university shall be a minimum of 25 percent of the total amount
3990 appropriated pursuant to this section.

3991 Section 61. By October 31, 2013, the State Board of
3992 Education shall recommend to the Legislature a methodology for
3993 allocating performance funding for Florida College System
3994 institutions, and the Board of Governors shall recommend to the
3995 Legislature a methodology for allocating performance funding for
3996 State University System institutions, based on the percentage of
3997 graduates employed or enrolled in further education, the average
3998 wages of employed graduates, and the average cost per graduate.

3999 Section 62. This act shall take effect July 1, 2013.

4000
4001 -----

T I T L E A M E N D M E N T

4002 Remove everything before the enacting clause and insert:

4003 A bill to be entitled

4004 An act relating to K-20 education; amending s.
4005 1000.03, F.S.; providing for comprehensive K-20 career
4006 and education planning; amending s. 1000.21, F.S.;
4007 providing that Next Generation Sunshine State
4008 Standards include specified common core standards;
4009 amending s. 1001.42, F.S.; authorizing a district
4010 school board to appoint a governing board for a school
4011 district technical center; providing governing board
4012 membership and responsibilities; amending s.
4013

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4014 1002.3105, F.S.; providing additional academically
4015 challenging curriculum options; amending s. 1002.33,
4016 F.S.; conforming provisions; amending s. 1002.37,
4017 F.S.; revising funding for the Florida Virtual School
4018 based on student completion of end-of-course
4019 assessments; repealing s. 1002.375, F.S., relating to
4020 an alternative credit for high school courses pilot
4021 project; amending s. 1002.45, F.S.; revising funding
4022 for virtual instruction programs based on student
4023 completion of end-of-course assessments; amending s.
4024 1003.02, F.S.; conforming provisions; amending s.
4025 1003.03, F.S.; revising implementation options to meet
4026 class size requirements; amending s. 1003.41, F.S.;
4027 revising requirements for the Next Generation Sunshine
4028 State Standards; repealing s. 1003.413, F.S., relating
4029 to the Florida Secondary School Redesign Act; amending
4030 s. 1003.4156, F.S.; revising middle grades promotion
4031 requirements; conforming provisions relating to the
4032 statewide, standardized assessment program; revising
4033 career and education planning course content; revising
4034 remediation strategies; amending s. 1003.4203, F.S.;
4035 requiring the availability of digital materials in
4036 prekindergarten through grade 12; providing for
4037 digital recognition and certificate programs; amending
4038 s. 1003.428, F.S.; including financial literacy within
4039 the economics course required for high school
4040 graduation; conforming provisions; amending s.
4041 1003.4281, F.S.; conforming provisions; creating s.

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4042 1003.4282, F.S.; providing requirements for a standard
4043 high school diploma; establishing a 24-credit
4044 requirement; providing for a standard college and
4045 career high school diploma and course and assessment
4046 requirements; providing requirements relating to
4047 online courses, remediation, grade forgiveness, award
4048 of a standard high school diploma, transfer of high
4049 school credits, and career education courses that earn
4050 high school credits; requiring the State Board of
4051 Education to adopt rules; amending s. 1003.4285, F.S.;
4052 revising standard high school diploma designations;
4053 providing for a scholar designation, an industry
4054 designation, or a waiver designation on the diploma;
4055 creating s. 1003.4286, F.S.; providing for the award
4056 of a standard high school diploma to honorably
4057 discharged veterans pursuant to rule; repealing s.
4058 1003.429, F.S., relating to accelerated high school
4059 graduation options; amending s. 1003.4295, F.S.;
4060 conforming provisions; repealing s. 1003.43, F.S.,
4061 relating to general requirements for high school
4062 graduation; amending s. 1003.433, F.S.; conforming
4063 provisions; amending s. 1003.435, F.S.; deleting a
4064 rulemaking requirement relating to high school
4065 equivalency diplomas; amending s. 1003.436, F.S.;
4066 providing a reference to the Credit Acceleration
4067 Program for purposes of defining the term "credit";
4068 amending ss. 1003.438, 1003.491, 1003.4935, 1003.51,
4069 1003.621, and 1004.935, F.S.; conforming provisions;

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Amendment No.

4070 amending s. 1007.271, F.S.; authorizing career dual
4071 enrollment students to earn industry certifications
4072 for credit toward high school graduation; amending s.
4073 1008.22, F.S.; substantially rewording the student
4074 assessment program for public schools; providing
4075 requirements for a statewide, standardized assessment
4076 program aligned to core curricular content in the Next
4077 Generation Sunshine State Standards; providing
4078 requirements for end-of-course assessments; providing
4079 requirements for instruction for students with
4080 disabilities; providing for transition to common core
4081 assessments in English Language Arts and mathematics;
4082 providing requirements for assessment scores,
4083 achievement levels, assessment schedules, and
4084 reporting of assessment results; providing prohibited
4085 and authorized assessment-preparation activities;
4086 authorizing contracts for assessments; requiring
4087 analysis of data, administration of local assessments,
4088 and identification of concordant and comparative
4089 scores; requiring annual reporting of student
4090 performance data; requiring the state board to adopt
4091 rules; amending s. 1008.25, F.S.; providing for
4092 instructional sequencing of courses, including
4093 industry certifications; conforming provisions
4094 relating to student assessment, remediation,
4095 retention, and progression; deleting unfunded and
4096 inactive programs and reporting requirements; revising
4097 school district reporting requirements; amending ss.

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Amendment No.

4098 1008.30 and 1008.34, F.S.; conforming provisions;
4099 creating s. 1008.44, F.S.; providing requirements for
4100 industry certifications, an industry certification
4101 funding list, and a postsecondary industry
4102 certification funding list for distribution of funding
4103 to school districts and Florida College System
4104 institutions; amending s. 1011.61, F.S.; revising
4105 provisions relating to funding for students in virtual
4106 instruction programs, the Florida Virtual School, and
4107 regular instructional programs based on student
4108 completion of end-of-course assessments; amending s.
4109 1011.62, F.S.; revising provisions relating to bonuses
4110 awarded to teachers providing advanced placement
4111 instruction; revising the calculation of additional
4112 full-time equivalent membership based on completion of
4113 career-themed courses and issuance of industry
4114 certification; providing for teacher bonuses related
4115 to industry certification instruction; providing for
4116 certain recognitions and performance payments to
4117 schools in which students earn digital competency
4118 certificates; amending ss. 1012.22 and 1012.56, F.S.;
4119 conforming provisions; amending s. 1012.98, F.S.;
4120 revising requirements for professional development
4121 systems developed by school districts; providing that
4122 students participating in an accelerated high school
4123 graduation option may continue participation;
4124 providing a directive to the Division of Law Revision
4125 and Information; amending s. 1001.706, F.S.; requiring

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Amendment No.

4126 the strategic plan of the Board of Governors to
4127 include criteria for designating high-demand degree
4128 programs of emphasis; creating s. 1001.7065, F.S.;
4129 creating the preeminent state research universities
4130 program; establishing a collaborative partnership
4131 between the Board of Governors and the Legislature to
4132 elevate the academic and research preeminence of the
4133 highest-performing state research universities;
4134 establishing academic and research excellence
4135 standards for a university to be designated a
4136 preeminent state research university; providing for a
4137 preeminent state research university to establish an
4138 institute for online learning; directing the Board of
4139 Governors to convene an advisory board; providing
4140 duties and responsibilities of the advisory board, the
4141 university, and the Board of Governors to provide
4142 high-quality, fully online baccalaureate degree
4143 programs, including establishment of a tuition
4144 structure for the institute; providing for the award
4145 of funding to preeminent state research universities
4146 based upon performance; authorizing a preeminent state
4147 research university to establish special course
4148 requirements; providing for preeminent state research
4149 university flexibility; encouraging the Board of
4150 Governors to promote additional programs of
4151 excellence; amending s. 1004.02, F.S.; revising
4152 definitions relating to adult general education and
4153 instruction to attain academic and workforce readiness

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Amendment No.

4154 skills; creating s. 1004.082, F.S.; providing for
4155 support for talent retention programs for certain
4156 middle school and high school students; amending s.
4157 1004.91, F.S.; revising requirements for basic skills
4158 instruction for career education programs; amending s.
4159 1004.93, F.S.; requiring certain adult education
4160 students to complete action-steps-to-employment;
4161 amending s. 1006.735, F.S.; establishing the Complete
4162 Florida Degree Program and providing requirements for
4163 its implementation; amending s. 1007.263, F.S.;
4164 conforming provisions; amending s. 1008.37, F.S.;
4165 conforming provisions; amending s. 1009.22, F.S.;
4166 revising provisions relating to fees for students in
4167 adult education programs; amending s. 1009.25, F.S.;
4168 revising provisions relating to fee exemptions;
4169 amending s. 1009.26, F.S.; providing for fee waivers
4170 for certain baccalaureate degree programs; amending s.
4171 1009.531, F.S.; deleting an eligibility requirement
4172 for a Florida Bright Futures Scholarship Program
4173 award; amending s. 1011.80, F.S.; revising provisions
4174 relating to the basis for funding workforce education
4175 programs; providing requirements for performance
4176 funding for industry certifications for school
4177 district workforce education programs; revising
4178 provisions relating to funding for coenrolled
4179 students; amending s. 1011.81, F.S.; providing
4180 requirements for performance funding for industry
4181 certifications for Florida College System

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Amendment No.

4182 institutions; providing for performance funding based
4183 on accountability metrics; amending s. 1011.905, F.S.;
4184 revising the formula upon which performance funding
4185 for state universities is based and awarded; requiring
4186 the State Board of Education and the Board of
4187 Governors to provide recommendations to the
4188 Legislature by a specified date; providing an
4189 effective date.