

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

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

57 | conforming provisions; repealing s. 1003.43, F.S.,
58 | relating to general requirements for high school
59 | graduation; amending s. 1003.433, F.S.; conforming
60 | provisions; amending s. 1003.435, F.S.; deleting a
61 | rulemaking requirement relating to high school
62 | equivalency diplomas; amending s. 1003.436, F.S.;
63 | providing a reference to the Credit Acceleration
64 | Program for purposes of defining the term "credit";
65 | amending ss. 1003.438, 1003.491, 1003.4935, 1003.51,
66 | 1003.621, and 1004.935, F.S.; conforming provisions;
67 | amending s. 1007.271, F.S.; authorizing career dual
68 | enrollment students to earn industry certifications
69 | for credit toward high school graduation; amending s.
70 | 1008.22, F.S.; substantially rewording the student
71 | assessment program for public schools; providing
72 | requirements for a statewide, standardized assessment
73 | program aligned to core curricular content in the Next
74 | Generation Sunshine State Standards; providing
75 | requirements for end-of-course assessments; providing
76 | requirements for instruction for students with
77 | disabilities; providing for transition to common core
78 | assessments in English Language Arts and Mathematics;
79 | providing requirements for assessment scores,
80 | achievement levels, assessment schedules, and
81 | reporting of assessment results; providing prohibited
82 | and authorized assessment-preparation activities;
83 | authorizing contracts for assessments; requiring
84 | analysis of data, administration of local assessments,

85 | and identification of concordant and comparative
86 | scores; requiring annual reporting of student
87 | performance data; requiring the state board to adopt
88 | rules; amending s. 1008.25, F.S.; providing for
89 | instructional sequencing of courses, including
90 | industry certifications; conforming provisions
91 | relating to student assessment, remediation,
92 | retention, and progression; deleting unfunded and
93 | inactive programs and reporting requirements; revising
94 | school district reporting requirements; amending ss.
95 | 1008.30 and 1008.34, F.S.; conforming provisions;
96 | creating s. 1008.44, F.S.; providing requirements for
97 | industry certifications, an industry certification
98 | funding list, and a postsecondary industry
99 | certification funding list for distribution of funding
100 | to school districts and Florida College System
101 | institutions; amending s. 1009.531, F.S.; conforming
102 | provisions; amending s. 1011.61, F.S.; revising
103 | provisions relating to funding for students in virtual
104 | instruction programs, the Florida Virtual School, and
105 | regular instructional programs based on student
106 | completion of end-of-course assessments; amending s.
107 | 1011.62, F.S.; revising provisions relating to bonuses
108 | awarded to teachers providing advanced placement
109 | instruction; revising the calculation of additional
110 | full-time equivalent membership based on completion of
111 | career-themed courses and issuance of industry
112 | certification; providing for teacher bonuses related

113 to industry certification instruction; providing for
 114 certain recognitions and performance payments to
 115 schools in which students earn digital competency
 116 certificates; amending ss. 1012.22 and 1012.56, F.S.;
 117 conforming provisions; amending s. 1012.98, F.S.;
 118 revising requirements for professional development
 119 systems developed by school districts; providing that
 120 students participating in an accelerated high school
 121 graduation option may continue participation;
 122 providing a directive to the Division of Law Revision
 123 and Information; providing an effective date.

124
 125 Be It Enacted by the Legislature of the State of Florida:

126
 127 Section 1. Paragraph (g) is added to subsection (5) of
 128 section 1000.03, Florida Statutes, to read:

129 1000.03 Function, mission, and goals of the Florida K-20
 130 education system.—

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

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

138 1. Career opportunities, educational requirements
 139 associated with each career, educational institutions that
 140 prepare students to enter each career, and student financial aid

141 available to pursue postsecondary instruction required to enter
142 each career.

143 2. How to make informed decisions about the program of
144 study that best addresses the students' interests and abilities
145 while preparing them to enter postsecondary education or the
146 workforce.

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

149
150 This information shall be provided to students and parents
151 through websites, handbooks, manuals, or other regularly
152 provided communications.

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

155 1000.21 Systemwide definitions.—As used in the Florida K-
156 20 Education Code:

157 (7) ~~"Sunshine State Standards" or the "Next Generation~~
158 ~~Sunshine State Standards" means the state's public K-12~~
159 ~~curricular standards, including common core standards in English~~
160 ~~Language Arts and Mathematics, adopted under s. 1003.41. The~~
161 ~~term includes the Sunshine State Standards that are in place for~~
162 ~~a subject until the standards for that subject are replaced~~
163 ~~under s. 1003.41 by the Next Generation Sunshine State~~
164 ~~Standards.~~

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

168 1001.42 Powers and duties of district school board.—The

169 district school board, acting as a board, shall exercise all
170 powers and perform all duties listed below:

171 (26) TECHNICAL CENTER GOVERNING BOARD.—May appoint a
172 governing board for a school district technical center or a
173 system of technical centers for the purpose of aligning the
174 educational programs of the technical center with the needs of
175 local businesses and responding quickly to the needs of local
176 businesses for employees holding industry certifications. A
177 technical center governing board shall be comprised of seven
178 members, three of whom must be members of the district school
179 board or their designees and four of whom must be local business
180 leaders. The district school board shall delegate to the
181 technical center governing board decisions regarding entrance
182 requirements for students, curriculum, program development,
183 budget and funding allocations, and the development with local
184 businesses of partnership agreements and appropriate industry
185 certifications in order to meet local and regional economic
186 needs. A technical center governing board may approve only
187 courses and programs that contain industry certifications. A
188 course may be continued if at least 25 percent of the students
189 enrolled in the course attain an industry certification. If
190 fewer than 25 percent of the students enrolled in a course
191 attain an industry certification, the course must be
192 discontinued the following year.

193 Section 4. Paragraph (b) of subsection (1) of section
194 1002.3105, Florida Statutes, is amended to read:

195 1002.3105 Academically Challenging Curriculum to Enhance
196 Learning (ACCEL) options.—

197 (1) ACCEL OPTIONS.—

198 (b) At a minimum, each school must offer the following
 199 ACCEL options: whole-grade and midyear promotion; subject-matter
 200 acceleration; virtual instruction in higher grade level
 201 subjects; and the Credit Acceleration Program under s.
 202 1003.4295. Additional ACCEL options may include, but are not
 203 limited to, enriched science, technology, engineering, and
 204 mathematics ~~(STEM)~~ coursework; enrichment programs; flexible
 205 grouping; advanced academic courses; combined classes; self-
 206 paced instruction; curriculum compacting; advanced-content
 207 instruction; rigorous industry certifications that are
 208 articulated to college credit and approved pursuant to ss.
 209 1003.492 and 1008.44; work-related internships or
 210 apprenticeships; and telescoping curriculum.

211 Section 5. Paragraph (a) of subsection (7) of section
 212 1002.33, Florida Statutes, is amended to read:

213 1002.33 Charter schools.—

214 (7) CHARTER.—The major issues involving the operation of a
 215 charter school shall be considered in advance and written into
 216 the charter. The charter shall be signed by the governing board
 217 of the charter school and the sponsor, following a public
 218 hearing to ensure community input.

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

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

223 2. The focus of the curriculum, the instructional methods
 224 to be used, any distinctive instructional techniques to be

225 employed, and identification and acquisition of appropriate
226 technologies needed to improve educational and administrative
227 performance which include a means for promoting safe, ethical,
228 and appropriate uses of technology which comply with legal and
229 professional standards.

230 a. The charter shall ensure that reading is a primary
231 focus of the curriculum and that resources are provided to
232 identify and provide specialized instruction for students who
233 are reading below grade level. The curriculum and instructional
234 strategies for reading must be consistent with the Next
235 Generation Sunshine State Standards and grounded in
236 scientifically based reading research.

237 b. In order to provide students with access to diverse
238 instructional delivery models, to facilitate the integration of
239 technology within traditional classroom instruction, and to
240 provide students with the skills they need to compete in the
241 21st century economy, the Legislature encourages instructional
242 methods for blended learning courses consisting of both
243 traditional classroom and online instructional techniques.
244 Charter schools may implement blended learning courses which
245 combine traditional classroom instruction and virtual
246 instruction. Students in a blended learning course must be full-
247 time students of the charter school and receive the online
248 instruction in a classroom setting at the charter school.
249 Instructional personnel certified pursuant to s. 1012.55 who
250 provide virtual instruction for blended learning courses may be
251 employees of the charter school or may be under contract to
252 provide instructional services to charter school students. At a

253 | minimum, such instructional personnel must hold an active state
254 | or school district adjunct certification under s. 1012.57 for
255 | the subject area of the blended learning course. The funding and
256 | performance accountability requirements for blended learning
257 | courses are the same as those for traditional courses.

258 | 3. The current incoming baseline standard of student
259 | academic achievement, the outcomes to be achieved, and the
260 | method of measurement that will be used. The criteria listed in
261 | this subparagraph shall include a detailed description of:

262 | a. How the baseline student academic achievement levels
263 | and prior rates of academic progress will be established.

264 | b. How these baseline rates will be compared to rates of
265 | academic progress achieved by these same students while
266 | attending the charter school.

267 | c. To the extent possible, how these rates of progress
268 | will be evaluated and compared with rates of progress of other
269 | closely comparable student populations.

270 |

271 | The district school board is required to provide academic
272 | student performance data to charter schools for each of their
273 | students coming from the district school system, as well as
274 | rates of academic progress of comparable student populations in
275 | the district school system.

276 | 4. The methods used to identify the educational strengths
277 | and needs of students and how well educational goals and
278 | performance standards are met by students attending the charter
279 | school. The methods shall provide a means for the charter school
280 | to ensure accountability to its constituents by analyzing

281 student performance data and by evaluating the effectiveness and
282 efficiency of its major educational programs. Students in
283 charter schools shall, at a minimum, participate in the
284 statewide assessment program created under s. 1008.22.

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

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

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

292 8. The ways by which the school will achieve a
293 racial/ethnic balance reflective of the community it serves or
294 within the racial/ethnic range of other public schools in the
295 same school district.

296 9. The financial and administrative management of the
297 school, including a reasonable demonstration of the professional
298 experience or competence of those individuals or organizations
299 applying to operate the charter school or those hired or
300 retained to perform such professional services and the
301 description of clearly delineated responsibilities and the
302 policies and practices needed to effectively manage the charter
303 school. A description of internal audit procedures and
304 establishment of controls to ensure that financial resources are
305 properly managed must be included. Both public sector and
306 private sector professional experience shall be equally valid in
307 such a consideration.

308 10. The asset and liability projections required in the

309 application which are incorporated into the charter and shall be
310 compared with information provided in the annual report of the
311 charter school.

312 11. A description of procedures that identify various
313 risks and provide for a comprehensive approach to reduce the
314 impact of losses; plans to ensure the safety and security of
315 students and staff; plans to identify, minimize, and protect
316 others from violent or disruptive student behavior; and the
317 manner in which the school will be insured, including whether or
318 not the school will be required to have liability insurance,
319 and, if so, the terms and conditions thereof and the amounts of
320 coverage.

321 12. The term of the charter which shall provide for
322 cancellation of the charter if insufficient progress has been
323 made in attaining the student achievement objectives of the
324 charter and if it is not likely that such objectives can be
325 achieved before expiration of the charter. The initial term of a
326 charter shall be for 4 or 5 years. In order to facilitate access
327 to long-term financial resources for charter school
328 construction, charter schools that are operated by a
329 municipality or other public entity as provided by law are
330 eligible for up to a 15-year charter, subject to approval by the
331 district school board. A charter lab school is eligible for a
332 charter for a term of up to 15 years. In addition, to facilitate
333 access to long-term financial resources for charter school
334 construction, charter schools that are operated by a private,
335 not-for-profit, s. 501(c)(3) status corporation are eligible for
336 up to a 15-year charter, subject to approval by the district

337 school board. Such long-term charters remain subject to annual
338 review and may be terminated during the term of the charter, but
339 only according to the provisions set forth in subsection (8).

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

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

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

347 16. A timetable for implementing the charter which
348 addresses the implementation of each element thereof and the
349 date by which the charter shall be awarded in order to meet this
350 timetable.

351 17. In the case of an existing public school that is being
352 converted to charter status, alternative arrangements for
353 current students who choose not to attend the charter school and
354 for current teachers who choose not to teach in the charter
355 school after conversion in accordance with the existing
356 collective bargaining agreement or district school board rule in
357 the absence of a collective bargaining agreement. However,
358 alternative arrangements shall not be required for current
359 teachers who choose not to teach in a charter lab school, except
360 as authorized by the employment policies of the state university
361 which grants the charter to the lab school.

362 18. Full disclosure of the identity of all relatives
363 employed by the charter school who are related to the charter
364 school owner, president, chairperson of the governing board of

365 directors, superintendent, governing board member, principal,
366 assistant principal, or any other person employed by the charter
367 school who has equivalent decisionmaking authority. For the
368 purpose of this subparagraph, the term "relative" means father,
369 mother, son, daughter, brother, sister, uncle, aunt, first
370 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
371 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
372 stepfather, stepmother, stepson, stepdaughter, stepbrother,
373 stepsister, half brother, or half sister.

374 19. Implementation of the activities authorized under s.
375 1002.331 by the charter school when it satisfies the eligibility
376 requirements for a high-performing charter school. A high-
377 performing charter school shall notify its sponsor in writing by
378 March 1 if it intends to increase enrollment or expand grade
379 levels the following school year. The written notice shall
380 specify the amount of the enrollment increase and the grade
381 levels that will be added, as applicable.

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

385 1002.37 The Florida Virtual School.—

386 (3) Funding for the Florida Virtual School shall be
387 provided as follows:

388 (a)1. For a student in grades 9 through 12, a "full-time
389 equivalent student" is one student who has successfully
390 completed six full-credit courses that count toward the minimum
391 number of credits required for high school graduation. A student
392 who completes fewer than six full-credit courses is a fraction

393 of a full-time equivalent student. Half-credit course
394 completions shall be included in determining a full-time
395 equivalent student. Credit completed by a student in excess of
396 the minimum required for that student for high school graduation
397 is not eligible for funding.

398 2. For a student in kindergarten through grade 8, a "full-
399 time equivalent student" is one student who has successfully
400 completed six courses or the prescribed level of content that
401 counts toward promotion to the next grade. A student who
402 completes fewer than six courses or the prescribed level of
403 content shall be a fraction of a full-time equivalent student.

404 3. Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~
405 ~~s. 1008.22(3)(g) is implemented,~~ the reported full-time
406 equivalent students and associated funding of students enrolled
407 in courses requiring passage of an end-of-course assessment
408 under s. 1003.4282 to earn a standard high school diploma shall
409 be adjusted if after the student does not pass ~~completes~~ the
410 end-of-course assessment. However, no adjustment shall be made
411 for home education program students who choose not to take an
412 end-of-course assessment or for a student who enrolls in a
413 segmented remedial course delivered online.

414
415 For purposes of this paragraph, the calculation of "full-time
416 equivalent student" shall be as prescribed in s.

417 1011.61(1)(c)1.b.(V).

418 (9)

419 (b) Public school students receiving part-time instruction
420 by the Florida Virtual School in courses requiring statewide

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2013

421 end-of-course assessments must take all statewide end-of-course
422 assessments required pursuant to s. 1008.22 ~~1008.22(3)(e)2~~.

423 Section 7. Section 1002.375, Florida Statutes, is
424 repealed.

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

428 1002.45 Virtual instruction programs.—

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

431 (b) Provide a method for determining that a student has
432 satisfied the requirements for graduation in s. 1003.428 or s.
433 1003.4282, ~~s. 1003.429, or s. 1003.43~~ if the contract is for the
434 provision of a full-time virtual instruction program to students
435 in grades 9 through 12.

436 (7) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL
437 FUNDING.—

438 (e) Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when~~
439 ~~s. 1008.22(3)(g) is implemented~~, the reported full-time
440 equivalent students and associated funding of students enrolled
441 in courses requiring passage of an end-of-course assessment
442 under s. 1003.4282 to earn a standard high school diploma shall
443 be adjusted if after the student does not pass ~~completes~~ the
444 end-of-course assessment. However, no adjustment shall be made
445 for a student who enrolls in a segmented remedial course
446 delivered online.

447 Section 9. Paragraph (i) of subsection (1) of section
448 1003.02, Florida Statutes, is amended to read:

449 1003.02 District school board operation and control of
450 public K-12 education within the school district.—As provided in
451 part II of chapter 1001, district school boards are
452 constitutionally and statutorily charged with the operation and
453 control of public K-12 education within their school district.
454 The district school boards must establish, organize, and operate
455 their public K-12 schools and educational programs, employees,
456 and facilities. Their responsibilities include staff
457 development, public K-12 school student education including
458 education for exceptional students and students in juvenile
459 justice programs, special programs, adult education programs,
460 and career education programs. Additionally, district school
461 boards must:

462 (1) Provide for the proper accounting for all students of
463 school age, for the attendance and control of students at
464 school, and for proper attention to health, safety, and other
465 matters relating to the welfare of students in the following
466 fields:

467 (i) Parental notification of acceleration options.—At the
468 beginning of each school year, notify parents of students in or
469 entering high school of the opportunity and benefits of advanced
470 placement, International Baccalaureate, Advanced International
471 Certificate of Education, dual enrollment, and Florida Virtual
472 School courses and options for early ~~or accelerated high school~~
473 graduation under s. ss. 1003.4281 and ~~1003.429~~.

474 Section 10. Paragraph (c) of subsection (3) of section
475 1003.03, Florida Statutes, is amended to read:

476 1003.03 Maximum class size.—

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

481 (c)1. Repeal district school board policies that require
482 students to earn ~~have~~ more than the 24 credits required under s.
483 1003.428 to graduate from high school.

484 2. Implement the early graduation option provided in s.
485 1003.4281 ~~Adopt policies to allow students to graduate from high~~
486 ~~school as soon as they pass the grade 10 FCAT and complete the~~
487 ~~courses required for high school graduation.~~

488 Section 11. Section 1003.41, Florida Statutes, is amended
489 to read:

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

492 1003.41 Next Generation Sunshine State Standards.—

493 (1) Next Generation Sunshine State Standards establish the
494 core content of the curricula to be taught in the state and
495 specify the core content knowledge and skills that K-12 public
496 school students are expected to acquire. Standards must be
497 rigorous and relevant and provide for the logical, sequential
498 progression of core curricular content that incrementally
499 increases a student's core content knowledge and skills over
500 time. Curricular content for all subjects must integrate
501 critical-thinking, problem-solving, and workforce-literacy
502 skills; communication, reading, and writing skills; mathematics
503 skills; collaboration skills; contextual and applied-learning
504 skills; technology-literacy skills; information and media-

505 literacy skills; and civic-engagement skills. The standards must
506 include distinct grade-level expectations for the core content
507 knowledge and skills that a student is expected to have acquired
508 by each individual grade level from kindergarten through grade
509 8. The standards for grades 9 through 12 may be organized by
510 grade clusters of more than one grade level except as otherwise
511 provided for visual and performing arts, physical education,
512 health, and foreign language standards.

513 (2) Next Generation Sunshine State Standards must meet the
514 following requirements:

515 (a) English Language Arts standards must establish
516 specific curricular content for, at a minimum, reading, writing,
517 speaking and listening, and language.

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

521 (c) Mathematics standards must establish specific
522 curricular content for, at a minimum, algebra, geometry,
523 statistics and probability, number and quantity, functions, and
524 modeling.

525 (d) Social Studies standards must establish specific
526 curricular content for, at a minimum, geography, United States
527 and world history, government, civics, humanities, and
528 economics, including financial literacy. Financial literacy
529 includes the knowledge, understanding, skills, behaviors,
530 attitudes, and values that will enable a student to make
531 responsible and effective financial decisions on a daily basis.
532 Financial literacy instruction shall be an integral part of

533 instruction throughout the entire economics course and include
534 information regarding earning income; buying goods and services;
535 saving and financial investing; taxes; the use of credit and
536 credit cards; budgeting and debt management, including student
537 loans and secured loans; banking and financial services;
538 planning for one's financial future, including higher education
539 and career planning; credit reports and scores; and fraud and
540 identity theft prevention.

541 (e) Visual and Performing Arts, Physical Education,
542 Health, and Foreign Language standards must establish specific
543 curricular content and include distinct grade-level expectations
544 for the core content knowledge and skills that a student is
545 expected to have acquired by each individual grade level from
546 kindergarten through grade 5. The standards for grades 6 through
547 12 may be organized by grade clusters of more than one grade
548 level.

549 (3) The Commissioner of Education, as needed, shall
550 develop and submit proposed revisions to the standards for
551 review and comment by Florida educators, school administrators,
552 representatives of the Florida College System institutions and
553 state universities who have expertise in the content knowledge
554 and skills necessary to prepare a student for postsecondary
555 education and careers, business and industry leaders, and the
556 public. The commissioner, after considering reviews and
557 comments, shall submit the proposed revisions to the State Board
558 of Education for adoption. In addition, the commissioner shall
559 prepare an analysis of the costs associated with implementing a
560 separate, one-half credit course in financial literacy,

561 including estimated costs for instructional personnel, training,
562 and the development or purchase of instructional materials. The
563 commissioner shall work with one or more nonprofit organizations
564 with proven expertise in the area of personal finance, consider
565 free resources that can be utilized for instructional materials,
566 and provide data on the implementation of such a course in other
567 states. The commissioner shall provide the cost analysis to the
568 President of the Senate and the Speaker of the House of
569 Representatives by October 1, 2013.

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

572 Section 12. Section 1003.413, Florida Statutes, is
573 repealed.

574 Section 13. Section 1003.4156, Florida Statutes, is
575 amended to read:

576 1003.4156 General requirements for middle grades
577 promotion.—

578 (1) In order for a student to be promoted to high school
579 Promotion from a school that includes ~~composed of~~ middle grades
580 6, 7, and 8, ~~requires that:~~

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

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

586 (b)2. Three middle grades ~~school~~ or higher courses in
587 mathematics. Each ~~middle~~ school that includes middle grades must
588 offer at least one high school level mathematics course for

589 | which students may earn high school credit. Successful
590 | completion of a high school level Algebra I or Geometry course
591 | is not contingent upon the student's performance on the
592 | statewide, standardized end-of-course (EOC) assessment or, upon
593 | transition to common core assessments, the common core Algebra I
594 | or Geometry assessments required under s. 1008.22
595 | ~~1008.22(3)(c)2.a.(I)~~. However, beginning with the 2011-2012
596 | school year, to earn high school credit for ~~an~~ Algebra I ~~course~~,
597 | a middle grades school student must pass the Algebra I
598 | statewide, standardized end-of-course assessment, and beginning
599 | with the 2012-2013 school year, to earn high school credit for a
600 | Geometry course, a middle grades school student must take pass
601 | the statewide, standardized Geometry end-of-course assessment,
602 | which constitutes 30 percent of the student's final course
603 | grade, and earn a passing grade in the course.

604 | (c)3. Three middle grades school or higher courses in
605 | social studies, ~~one semester of which must include the study of~~
606 | ~~state and federal government and civics education.~~ Beginning
607 | with students entering grade 6 in the 2012-2013 school year, one
608 | of these courses must be at least a one-semester civics
609 | education course ~~that a student successfully completes in~~
610 | ~~accordance with s. 1008.22(3)(c) and that includes the roles and~~
611 | ~~responsibilities of federal, state, and local governments; the~~
612 | ~~structures and functions of the legislative, executive, and~~
613 | ~~judicial branches of government; and the meaning and~~
614 | ~~significance of historic documents, such as the Articles of~~
615 | ~~Confederation, the Declaration of Independence, and the~~
616 | ~~Constitution of the United States.~~ Beginning with the 2013-2014

617 school year, each student's performance on the statewide,
618 standardized EOC assessment in civics education required under
619 s. 1008.22 constitutes 30 percent of the student's final course
620 grade.

621 (d)4. Three middle grades school or higher courses in
622 science. Successful completion of a high school level Biology I
623 course is not contingent upon the student's performance on the
624 statewide, standardized EOC ~~end-of-course~~ assessment required
625 under s. 1008.22 ~~1008.22(3)(c)2.a.(II)~~. However, beginning with
626 the 2012-2013 school year, to earn high school credit for a
627 Biology I course, a middle grades school student must take pass
628 the statewide, standardized Biology I EOC ~~end-of-course~~
629 assessment, which constitutes 30 percent of the student's final
630 course grade, and earn a passing grade in the course.

631 (e)5. One course in career and education planning to be
632 completed in 6th, 7th, or 8th grade. The course may be taught by
633 any member of the instructional staff. At a minimum, the course
634 must be Internet-based, easy to use, and customizable to each
635 student and include research-based assessments to assist
636 students in determining educational and career options and
637 goals. In addition, the course, must result in a completed
638 personalized academic and career plan for the student; must
639 emphasize the importance of entrepreneurship skills; must
640 emphasize technology or the application of technology in career
641 fields; and, beginning in the 2014-2015 academic year, must
642 include information from the Department of Economic
643 Opportunity's economic security report as described in s.
644 445.07. The required personalized academic and career plan must

645 | inform students of high school graduation requirements,
646 | including a detailed explanation of the diploma designation
647 | options provided under s. 1003.4285; high school assessment and
648 | college entrance test requirements;7 Florida Bright Futures
649 | Scholarship Program requirements;7 state university and Florida
650 | College System institution admission requirements; available
651 | opportunities to, and programs through which a high school
652 | ~~student can~~ earn college credit in high school, including
653 | Advanced Placement courses; the~~7~~ International Baccalaureate
654 | program; the~~7~~ Advanced International Certificate of Education
655 | program;7 dual enrollment, including career dual enrollment; and
656 | career education courses, including academy and career-themed
657 | courses ~~course opportunities,~~ and courses that lead to ~~national~~
658 | industry certification pursuant to s. 1003.492 or s. 1008.44.

659 |
660 | ~~A student with a disability, as defined in s. 1007.02(2), for~~
661 | ~~whom the individual education plan team determines that an end-~~
662 | ~~of-course assessment cannot accurately measure the student's~~
663 | ~~abilities, taking into consideration all allowable~~
664 | ~~accommodations, shall have the end-of-course assessment results~~
665 | ~~waived for purposes of determining the student's course grade~~
666 | ~~and completing the requirements for middle grades promotion.~~
667 | Each school must inform parents about the course curriculum and
668 | activities. Each student shall complete a personal education
669 | plan that must be signed by the student and the student's
670 | parent. The Department of Education shall develop course
671 | frameworks and professional development materials for the career
672 | and education planning course. The course may be implemented as

673 a stand-alone course or integrated into another course or
674 courses. The Commissioner of Education shall collect
675 longitudinal high school course enrollment data by student
676 ethnicity in order to analyze course-taking patterns.

677 (2)(b) ~~If For each year in which a middle grades student~~
678 ~~scores at Level 1 or Level 2 on FCAT Reading or, when the state~~
679 ~~transitions to common core assessments, on the English Language~~
680 ~~Arts assessments required under s. 1008.22, the following year~~
681 ~~the student must enroll be enrolled in and complete a remedial~~
682 ~~an intensive reading course the following year. Placement of~~
683 ~~Level 2 readers in either an intensive reading course or a~~
684 ~~content area course in which remediation reading strategies are~~
685 ~~incorporated into course content delivery delivered shall be~~
686 ~~determined by diagnosis of reading needs. The department shall~~
687 ~~provide guidance on appropriate strategies for diagnosing and~~
688 ~~meeting the varying instructional needs of students performing~~
689 ~~reading below grade level. Reading courses shall be designed and~~
690 ~~offered pursuant to the comprehensive reading plan required by~~
691 ~~s. 1011.62(9). A middle grades student who scores at Level 1 or~~
692 ~~Level 2 on FCAT Reading but who did not score below Level 3 in~~
693 ~~the previous 3 years may be granted a 1-year exemption from the~~
694 ~~reading remediation requirement; however, the student must have~~
695 ~~an approved academic improvement plan already in place, signed~~
696 ~~by the appropriate school staff and the student's parent, for~~
697 ~~the year for which the exemption is granted.~~

698 (3)(e) ~~If For each year in which a middle grades student~~
699 ~~scores at Level 1 or Level 2 on FCAT Mathematics or, when the~~
700 ~~state transitions to common core assessments, on the Mathematics~~

701 common core assessments required under s. 1008.22, the following
702 year, the student must receive remediation ~~the following year,~~
703 which may be integrated into the student's required mathematics
704 courses ~~course~~.

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

708 ~~(4)(3)~~ The State Board of Education shall ~~may~~ adopt rules
709 pursuant to ss. 120.536(1) and 120.54 to implement ~~the~~
710 ~~provisions of this section and may enforce the provisions of~~
711 this section pursuant to s. 1008.32.

712 Section 14. Section 1003.4203, Florida Statutes, is
713 amended to read:

714 1003.4203 Digital materials, recognitions, certificates,
715 and technical assistance ~~curriculum~~.

716 (1) Each district school board, in consultation with the
717 district school superintendent, shall make available ~~may develop~~
718 ~~and implement a~~ digital materials ~~curriculum~~ for students in
719 prekindergarten ~~grades 6~~ through grade 12 in order to enable
720 students to attain digital skills ~~competencies in web~~
721 ~~communications and web design. A digital curriculum may include~~
722 ~~web-based skills, web-based core technologies, web design, use~~
723 ~~of digital technologies and markup language to show competency~~
724 ~~in computer skills, and use of web-based core technologies to~~
725 ~~design creative, informational, and content standards for web-~~
726 ~~based digital products that demonstrate proficiency in creating,~~
727 ~~publishing, testing, monitoring, and maintaining a website.~~

728 ~~(2)~~ The digital materials ~~curriculum~~ ~~instruction~~ may be

729 integrated into ~~middle school and high school~~ subject area
730 curricula, ~~or~~ offered as a separate course, made available
731 through open-access options, or deployed through online or
732 digital computer applications, subject to available funding.

733 (2) Beginning with the 2013-2014 school year, each
734 district school board, in consultation with the district school
735 superintendent, shall make available digital materials,
736 including software applications, to students with disabilities
737 who are in prekindergarten through grade 12.

738 (3) Subject to available funding, by December 1, 2013, the
739 department shall contract with one or more technology companies,
740 or affiliated nonprofit organizations, that have approved
741 industry certifications identified on the Industry Certification
742 Funding List or the Postsecondary Industry Certification Funding
743 List, pursuant to s. 1003.492 or s. 1008.44, to develop a
744 Florida Cyber Security Recognition program and a Florida Digital
745 Arts Recognition program. The department shall notify each
746 school district when the programs are developed and available.
747 The programs shall be made available to all public elementary
748 school students at no cost to the districts or charter schools.

749 (a) Targeted skills to be mastered for each program shall
750 be identified by the department.

751 1. The Florida Cyber Security Recognition program must be
752 based upon an understanding of computer processing operations
753 and be primarily focused upon cyber security skills that
754 increase a student's cyber-safe practices.

755 2. The Florida Digital Arts Recognition program must
756 reflect a balance of skills in technology and the arts.

757 (b) The technology companies or affiliated nonprofit
758 organizations that provide the programs must provide open access
759 to materials for teaching and assessing the skills a student
760 must acquire in order to earn a Florida Cyber Security
761 Recognition or a Florida Digital Arts Recognition acknowledging
762 successful completion of the respective program. The school
763 district shall notify each elementary school advisory council of
764 the methods of delivery of the open-access content and
765 assessments. If there is no elementary school advisory council,
766 notification must be provided to the district advisory council.

767 (4) Subject to available funding, by December 1, 2013, the
768 department shall contract with one or more technology companies
769 that have approved industry certifications identified on the
770 Industry Certification Funding List or the Postsecondary
771 Industry Certification Funding List, pursuant to s. 1003.492 or
772 s. 1008.44, to develop a Florida Digital Tools Certificate
773 program that focuses on a student's technology competence. The
774 department shall notify each school district when the program is
775 developed and available. The program shall be made available to
776 all public middle grades students at no cost to the districts or
777 charter schools. Upon successful completion of the program, a
778 student shall be awarded a certificate that identifies the
779 student's digital skill level.

780 (a) Targeted skills to be mastered include digital
781 technology skills that are necessary to the student's academic
782 work and skills the student may need in future employment. The
783 skills must include, but are not limited to, word processing,
784 spreadsheet display, email protocols, and creation of

785 presentations, including sound, text, and graphic presentations,
786 consistent with industry certifications that are listed on the
787 Industry Certification Funding List, pursuant to s. 1003.492.

788 (b) A technology company that provides the program and
789 certificate must provide open access to materials for teaching
790 and assessing the skills necessary to earn the certificate. The
791 school district shall notify each middle school advisory council
792 of the methods of delivery of the open-access content and
793 assessments for the certificate. If there is no middle school
794 advisory council, notification must be provided to the district
795 advisory council.

796 (c) The Legislature intends that beginning no later than
797 July 1, 2018, 75 percent of public middle grades students shall
798 be earning a Florida Digital Tools Certificate.

799 (5)-(3) The Department of Education or a company contracted
800 with under subsection (4) shall provide technical assistance to
801 shall develop a model digital curriculum to serve as a guide for
802 district school boards in the implementation of this section.
803 Technical assistance to districts shall include, but is not
804 limited to, identification of digital technology resources,
805 primarily open-access resources, including digital curriculum,
806 instructional materials, media assets, and other digital tools
807 and applications; training mechanisms for teachers and others to
808 facilitate integration of digital technologies into
809 instructional strategies; and model policies and procedures that
810 support sustainable implementation practices ~~development of a~~
811 ~~digital curriculum.~~

812 (6)-(4) A district school board may seek partnerships with

813 other school districts, private businesses, postsecondary
814 institutions, or ~~and~~ consultants to offer classes and
815 instruction to teachers and students to assist the school
816 district in providing digital materials, recognitions, and
817 certificates established pursuant to this section curriculum
818 ~~instruction.~~

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

821 Section 15. Subsections (1), (2), (9), (10), and (11) of
822 section 1003.428, Florida Statutes, are amended to read:

823 1003.428 General requirements for high school graduation~~r~~
824 ~~revised.~~—

825 (1) ~~Except as otherwise authorized pursuant to s.~~
826 ~~1003.429,~~ Beginning with students entering grade 9 in the 2007-
827 2008 school year, graduation requires the successful completion
828 of a minimum of 24 credits, an International Baccalaureate
829 curriculum, or an Advanced International Certificate of
830 Education curriculum. Students must be advised of eligibility
831 requirements for state scholarship programs and postsecondary
832 admissions.

833 (2) The 24 credits may be earned through applied,
834 integrated, and career education ~~combined~~ courses approved by
835 the Department of Education. The 24 credits shall be distributed
836 as follows:

837 (a) Sixteen core curriculum credits:

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

840 2. Four credits in mathematics, one of which must be

841 Algebra I, a series of courses equivalent to Algebra I, or a
842 higher-level mathematics course. Beginning with students
843 entering grade 9 in the 2010-2011 school year, in addition to
844 the Algebra I credit requirement, one of the four credits in
845 mathematics must be geometry or a series of courses equivalent
846 to geometry as approved by the State Board of Education.
847 Beginning with students entering grade 9 in the 2010-2011 school
848 year, the end-of-course assessment requirements under s.
849 1008.22(3)(c)2.a.(I) must be met in order for a student to earn
850 the required credit in Algebra I. Beginning with students
851 entering grade 9 in the 2011-2012 school year, the end-of-course
852 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be
853 met in order for a student to earn the required credit in
854 geometry. Beginning with students entering grade 9 in the 2012-
855 2013 school year, in addition to the Algebra I and geometry
856 credit requirements, one of the four credits in mathematics must
857 be Algebra II or a series of courses equivalent to Algebra II as
858 approved by the State Board of Education.

859 3. Three credits in science, two of which must have a
860 laboratory component. Beginning with students entering grade 9
861 in the 2011-2012 school year, one of the three credits in
862 science must be Biology I or a series of courses equivalent to
863 Biology I as approved by the State Board of Education. Beginning
864 with students entering grade 9 in the 2011-2012 school year, the
865 end-of-course assessment requirements under s.
866 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
867 the required credit in Biology I. Beginning with students
868 entering grade 9 in the 2013-2014 school year, one of the three

869 credits must be Biology I or a series of courses equivalent to
870 Biology I as approved by the State Board of Education, one
871 credit must be chemistry or physics or a series of courses
872 equivalent to chemistry or physics as approved by the State
873 Board of Education, and one credit must be an equally rigorous
874 course, as determined by the State Board of Education.

875 4. Three credits in social studies as follows: one credit
876 in United States history; one credit in world history; one-half
877 credit in economics, which shall include financial literacy; and
878 one-half credit in United States government.

879 5. One credit in fine or performing arts, speech and
880 debate, or a practical arts course that incorporates artistic
881 content and techniques of creativity, interpretation, and
882 imagination. Eligible practical arts courses shall be identified
883 through the Course Code Directory.

884 6. One credit in physical education to include integration
885 of health. Participation in an interscholastic sport at the
886 junior varsity or varsity level for two full seasons shall
887 satisfy the one-credit requirement in physical education if the
888 student passes a competency test on personal fitness with a
889 score of "C" or better. The competency test on personal fitness
890 must be developed by the Department of Education. A district
891 school board may not require that the one credit in physical
892 education be taken during the 9th grade year. Completion of one
893 semester with a grade of "C" or better in a marching band class,
894 in a physical activity class that requires participation in
895 marching band activities as an extracurricular activity, or in a
896 dance class shall satisfy one-half credit in physical education

897 or one-half credit in performing arts. This credit may not be
898 used to satisfy the personal fitness requirement or the
899 requirement for adaptive physical education under an individual
900 education plan (IEP) or 504 plan. Completion of 2 years in a
901 Reserve Officer Training Corps (R.O.T.C.) class, a significant
902 component of which is drills, shall satisfy the one-credit
903 requirement in physical education and the one-credit requirement
904 in performing arts. This credit may not be used to satisfy the
905 personal fitness requirement or the requirement for adaptive
906 physical education under an individual education plan (IEP) or
907 504 plan.

908 (b) Eight credits in electives.

909 1. For each year in which a student scores ~~at~~ Level 1 on
910 FCAT Reading, the student must be enrolled in and complete an
911 intensive reading course the following year. Placement of Level
912 2 readers in either an intensive reading course or a content
913 area course in which reading strategies are delivered shall be
914 determined by diagnosis of reading needs. The department shall
915 provide guidance on appropriate strategies for diagnosing and
916 meeting the varying instructional needs of students reading
917 below grade level. Reading courses shall be designed and offered
918 pursuant to the comprehensive reading plan required by s.
919 1011.62(9). A high school student who scores ~~at~~ Level 1 or Level
920 2 on FCAT Reading but who did not score below Level 3 in the
921 previous 3 years may be granted a 1-year exemption from the
922 reading remediation requirement; however, the student must have
923 an approved academic improvement plan already in place, signed
924 by the appropriate school staff and the student's parent, for

925 the year for which the exemption is granted.

926 2. For each year in which a student scores ~~at~~ Level 1 or
927 Level 2 on FCAT Mathematics, the student must receive
928 remediation the following year. These courses may be taught
929 through applied, integrated, or combined courses and are subject
930 to approval by the department for inclusion in the Course Code
931 Directory.

932 (c) Beginning with students entering grade 9 in the 2011-
933 2012 school year, at least one course within the 24 credits
934 required in this subsection must be completed through online
935 learning. A school district may not require a student to take
936 the online course outside the school day or in addition to a
937 student's courses for a given semester. An online course taken
938 during grades 6 through 8 fulfills this requirement. This
939 requirement shall be met through an online course offered by the
940 Florida Virtual School, an online course offered by the high
941 school, or an online dual enrollment course. A student who is
942 enrolled in a full-time or part-time virtual instruction program
943 under s. 1002.45 meets this requirement. This requirement does
944 not apply to a student who has an individual educational plan
945 under s. 1003.57 which indicates that an online course would be
946 inappropriate or a student who is enrolled in a Florida high
947 school and has less than 1 academic year remaining in high
948 school.

949 ~~(9) The Commissioner of Education may award a standard
950 high school diploma to honorably discharged veterans who started
951 high school between 1937 and 1946 and were scheduled to graduate
952 between 1941 and 1950 but were inducted into the United States~~

953 ~~Armed Forces between September 16, 1940, and December 31, 1946,~~
954 ~~prior to completing the necessary high school graduation~~
955 ~~requirements. Upon the recommendation of the commissioner, the~~
956 ~~State Board of Education may develop criteria and guidelines for~~
957 ~~awarding such diplomas.~~

958 ~~(10) The Commissioner of Education may award a standard~~
959 ~~high school diploma to honorably discharged veterans who started~~
960 ~~high school between 1946 and 1950 and were scheduled to graduate~~
961 ~~between 1950 and 1954, but were inducted into the United States~~
962 ~~Armed Forces between June 27, 1950, and January 31, 1955, and~~
963 ~~served during the Korean Conflict prior to completing the~~
964 ~~necessary high school graduation requirements. Upon the~~
965 ~~recommendation of the commissioner, the State Board of Education~~
966 ~~may develop criteria and guidelines for awarding such diplomas.~~

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

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

973 1003.4281 Early high school graduation.—

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

981 Section 17. Section 1003.4282, Florida Statutes, is
982 created to read:

983 1003.4282 Requirements for a standard high school
984 diploma.—

985 (1) TWENTY-FOUR CREDITS REQUIRED.—

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

991 (b) The required credits may be earned through equivalent,
992 applied, or integrated courses or career education courses as
993 defined in s. 1003.01(4), including work-related internships
994 approved by the State Board of Education and identified in the
995 course code directory. However, any must-pass assessment
996 requirements must be met. An equivalent course is one or more
997 courses identified by content-area experts as being a match to
998 the core curricular content of another course, based upon review
999 of the Next Generation Sunshine State Standards for that
1000 subject. An applied course aligns with Next Generation Sunshine
1001 State Standards and includes real-world applications of a career
1002 and technical education standard used in business or industry.
1003 An integrated course includes content from several courses
1004 within a content area or across content areas.

1005 (2) NOTIFICATION REQUIREMENTS.—The school district must
1006 notify students and parents, in writing, of the requirements for
1007 a standard high school diploma, available designations, and the
1008 eligibility requirements for state scholarship programs and

1009 postsecondary admissions. The Department of Education shall
1010 directly and through the school districts notify registered
1011 private schools of public high school course credit and
1012 assessment requirements. Each private school must make this
1013 information available to students and their parents so they are
1014 aware of public high school graduation requirements.

1015 (3) STANDARD COLLEGE AND CAREER HIGH SCHOOL DIPLOMA;
1016 COURSE AND ASSESSMENT REQUIREMENTS.—

1017 (a) Four credits in English Language Arts (ELA).—The four
1018 credits must be in ELA I, II, III, and IV. A student must pass
1019 10th grade FCAT Reading until the state transitions to a common
1020 core 10th grade ELA assessment after which time a student must
1021 pass the ELA assessment in order to earn a standard high school
1022 diploma.

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

1037 student's final course grade. Industry certification courses
1038 that lead to college credit may substitute for up to two math
1039 credits.

1040 (c) Three credits in Science.—Two of the three required
1041 credits must have a laboratory component. A student must earn
1042 one credit in Biology I and two credits in equally rigorous
1043 courses. The Biology I EOC assessment constitutes 30 percent of
1044 the student's final course grade. Industry certification courses
1045 that lead to college credit may substitute for up to one science
1046 credit.

1047 (d) Three credits in Social Studies.—A student must earn
1048 one credit in United States History; one credit in World
1049 History; one-half credit in Economics, which must include
1050 financial literacy; and one-half credit in United States
1051 Government. The United States History EOC assessment constitutes
1052 30 percent of the student's final course grade.

1053 (e) One credit in Fine or Performing Arts, Speech and
1054 Debate, or Practical Arts.—The practical arts course must
1055 incorporate artistic content and techniques of creativity,
1056 interpretation, and imagination. Eligible practical arts courses
1057 are identified in the Course Code Directory.

1058 (f) One credit in Physical Education.—Physical Education
1059 must include the integration of health. This requirement is
1060 subject to all of the provisions in s. 1003.428(2)(a)6.

1061 (g) Eight credits in electives.—School districts must
1062 develop and offer coordinated electives so that a student may
1063 develop knowledge and skills in his or her area of interest,
1064 such as electives with a STEM or Liberal Arts focus. Such

1065 electives must include opportunities for students to earn
1066 college credit, including industry-certified career education
1067 programs or series of career-themed courses that result in
1068 industry certification or articulate into the award of college
1069 credit, or career education courses for which there is a
1070 statewide or local articulation agreement and which lead to
1071 college credit.

1072 (4) ONLINE COURSE REQUIREMENT.—Excluding a driver's
1073 education course, at least one course within the 24 credits
1074 required under this section must be completed through online
1075 learning. A school district may not require a student to take
1076 the online course outside the school day or in addition to a
1077 student's courses for a given semester. An online course taken
1078 in grade 6, grade 7, or grade 8 fulfills this requirement. This
1079 requirement is met through an online course offered by the
1080 Florida Virtual School, a virtual education provider approved by
1081 the State Board of Education, a high school, or an online dual
1082 enrollment course. A student who is enrolled in a full-time or
1083 part-time virtual instruction program under s. 1002.45 meets
1084 this requirement. This requirement does not apply to a student
1085 who has an individual education plan under s. 1003.57 which
1086 indicates that an online course would be inappropriate or to an
1087 out-of-state transfer student who is enrolled in a Florida high
1088 school and has 1 academic year or less remaining in high school.

1089 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.—

1090 (a) Each year a student scores Level 1 or Level 2 on 9th
1091 grade or 10th grade FCAT Reading or, when implemented, 9th
1092 grade, 10th grade, or 11th grade common core English Language

1093 Arts (ELA) assessments, the student must be enrolled in and
1094 complete an intensive remedial course the following year or be
1095 placed in a content area course that includes remediation of
1096 skills not acquired by the student.

1097 (b) Each year a student scores Level 1 or Level 2 on the
1098 Algebra I EOC assessment, or upon transition to the common core
1099 Algebra I assessment, the student must be enrolled in and
1100 complete an intensive remedial course the following year or be
1101 placed in a content area course that includes remediation of
1102 skills not acquired by the student.

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

1121 included in the calculation of the cumulative grade point
1122 average required for graduation.

1123 (7) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
1124 earns a cumulative grade point average (GPA) of 2.0 on a 4.0
1125 scale and meets the requirements of this section shall be
1126 awarded a standard high school diploma in a form prescribed by
1127 the State Board of Education. Notwithstanding any other law to
1128 the contrary, all students enrolled in high school as of the
1129 2012-2013 school year who earned a passing grade in Biology I or
1130 Geometry before the 2013-2014 school year shall be awarded a
1131 credit in that course if the student passed the course. The
1132 student's performance on the EOC assessment is not required to
1133 constitute 30 percent of the student's final course grade. A
1134 student who fails to earn the required credits or achieve a 2.0
1135 GPA shall be awarded a certificate of completion in a form
1136 prescribed by the State Board of Education.

1137 (8) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—Beginning
1138 with the 2012-2013 school year, if a student transfers to a
1139 Florida public high school from out of country, out of state, a
1140 private school, or a home education program and the student's
1141 transcript shows a mathematics credit in a course that requires
1142 passage of a statewide, standardized assessment in order to earn
1143 a standard high school diploma, the student must pass the
1144 assessment unless the student earned a comparative score
1145 pursuant to s. 1008.22, passed a statewide assessment in that
1146 subject administered by the transferring entity, or passed the
1147 statewide assessment the transferring entity uses to satisfy the
1148 requirements of the Elementary and Secondary Education Act, 20

1149 U.S.C. s. 6301. If a student's transcript shows a credit in high
1150 school reading or English Language Arts II or III, the student
1151 must take and pass grade 10 FCAT Reading or earn a concordant
1152 score on the SAT or ACT as specified by state board rule or,
1153 when the state transitions to common core English Language Arts
1154 assessments, earn a passing score on the English Language Arts
1155 assessment as required under s. 1003.4282.

1156 (9) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL
1157 CREDIT REQUIREMENTS.—

1158 (a) Participation in career education courses engages
1159 students in their high school education, increases academic
1160 achievement, enhances employability, and increases postsecondary
1161 success. By July 1, 2014, the department shall develop, for
1162 approval by the State Board of Education, multiple, additional
1163 career education courses or a series of courses that meet the
1164 requirements set forth in s. 1003.493(2), (4), and (5) and this
1165 subsection and allow students to earn credit in both the career
1166 education course and courses required for high school graduation
1167 under ss. 1003.428, 1003.4281, and 1003.4282.

1168 1. The state board must determine if sufficient academic
1169 standards are covered to warrant the award of academic credit.

1170 2. Career education courses must include workforce and
1171 digital literacy skills and the integration of required course
1172 content with practical applications and designated rigorous
1173 coursework that results in one or more industry certifications
1174 or clearly articulated credit or advanced standing in a 2-year
1175 or 4-year certificate or degree program, which may include high
1176 school junior and senior year work-related internships or

1177 apprenticeships. The department shall negotiate state licenses
1178 for material and testing for industry certifications. The
1179 instructional methodology used in these courses must be
1180 comprised of authentic projects, problems, and activities for
1181 contextually learning the academics.

1182 3. The state board shall identify an industry
1183 certification or multiple certifications from the Industry
1184 Certification Funding List or the Postsecondary Industry
1185 Certification Funding List that demonstrate attainment of
1186 standards associated with digital composition, word processing,
1187 and presentation skills, which shall satisfy at least one credit
1188 in English Language Arts required to fulfill high school
1189 graduation requirements.

1190 (b) Each school district should take the initiative to
1191 work with local workforce boards, local business and industry
1192 leaders, and postsecondary institutions to establish
1193 partnerships for the purpose of creating career education
1194 courses or a series of courses that meet the requirements set
1195 forth in s. 1003.493(2), (4), and (5) that students can take to
1196 earn required high school course credits. Emphasis should be
1197 placed on online course work and digital literacy. School
1198 districts must submit their recommended career education courses
1199 to the department for state board approval. School district-
1200 recommended career education courses must meet the same rigorous
1201 standards as department-developed career education courses in
1202 order to be approved by the state board. School districts
1203 participating in the development of rigorous career education
1204 courses will be able to better address local workforce needs and

1205 allow students the opportunity to acquire the knowledge and
 1206 skills that are needed not only for academic advancement but
 1207 also for employability purposes.

1208 (c) Regional consortium service organizations established
 1209 pursuant to s. 1001.451 shall work with school districts, local
 1210 workforce boards, postsecondary institutions, and local business
 1211 and industry leaders to create career education courses that
 1212 meet the requirements set forth in s. 1003.493(2), (4), and (5)
 1213 and this subsection that students can take to earn required high
 1214 school course credits. The regional consortium shall submit
 1215 course recommendations to the department, on behalf of the
 1216 consortium member districts, for state board approval. A strong
 1217 emphasis should be placed on online course work, digital
 1218 literacy, and workforce literacy as defined in s. 1004.02(27).
 1219 For purposes of providing students the opportunity to earn
 1220 industry certifications, consortiums must secure the necessary
 1221 site licenses and testing contracts for use by member districts.

1222 (10) RULES.—The State Board of Education shall adopt rules
 1223 to implement this section.

1224 Section 18. Section 1003.4285, Florida Statutes, is
 1225 amended to read:

1226 1003.4285 Standard high school diploma designations.—~~Each~~
 1227 ~~standard high school diploma shall include, as applicable:~~

1228 (1) The following designations are required on a standard
 1229 high school diploma if the student meets the criteria set forth
 1230 for the designation:

1231 (a) Scholar designation.—In addition to the requirements
 1232 of ss. 1003.428 and 1003.4282, as applicable, in order to earn

1233 the Scholar designation, a student must satisfy the following
1234 requirements:

1235 1. English Language Arts (ELA).—When the state transitions
1236 to common core assessments, pass the 11th grade ELA common core
1237 assessment.

1238 2. Mathematics.—Earn one credit in Algebra II and one
1239 credit in Statistics or an equally rigorous course. When the
1240 state transitions to common core assessments, students must pass
1241 the Algebra II common core assessment.

1242 3. Science.—Pass the statewide, standardized Biology I
1243 end-of-course assessment and earn one credit in Chemistry or
1244 Physics and one credit in a course equally rigorous to Chemistry
1245 or Physics.

1246 4. Social Studies.—Pass the statewide, standardized United
1247 States History end-of-course assessment.

1248 5. Foreign language.—Earn two credits in the same foreign
1249 language.

1250 6. Electives.—Earn at least one credit in an Advanced
1251 Placement, an International Baccalaureate, an Advanced
1252 International Certificate of Education, or a dual enrollment
1253 course.

1254 (b) Industry designation.—In addition to the requirements
1255 of ss. 1003.428 and 1003.4282, as applicable, in order to earn
1256 the Industry designation, a student must attain one or more
1257 industry certifications from the list established under s.
1258 1003.492.

1259 (c) Waiver designation.—If a student received a waiver
1260 under s. 1008.22(3)(c)2., a statement so indicating shall be

1261 affixed to the diploma.

1262 (2) Students and parents shall be provided information
 1263 about diploma designations through an online education and
 1264 career planning tool, which allows students to monitor their
 1265 progress toward the attainment of each designation.

1266 (3) The State Board of Education may make recommendations
 1267 to the Legislature regarding the establishment of additional
 1268 designations.

1269 ~~(1) A designation of the student's major area of interest~~
 1270 ~~pursuant to the student's completion of credits as provided in~~
 1271 ~~s. 1003.428.~~

1272 ~~(2) A designation reflecting completion of four or more~~
 1273 ~~accelerated college credit courses if the student is eligible~~
 1274 ~~for college credit pursuant to s. 1007.27 or s. 1007.271 in~~
 1275 ~~Advanced Placement, International Baccalaureate, Advanced~~
 1276 ~~International Certificate of Education, or dual enrollment~~
 1277 ~~courses. The Commissioner of Education shall establish~~
 1278 ~~guidelines for successful passage of examinations or coursework~~
 1279 ~~in each of the accelerated college credit options for purposes~~
 1280 ~~of this subsection.~~

1281 ~~(3) A designation reflecting the attainment of one or more~~
 1282 ~~industry certifications from the list approved by Workforce~~
 1283 ~~Florida, Inc., under s. 1003.492.~~

1284 ~~(4) A designation reflecting a Florida Ready to Work~~
 1285 ~~Credential in accordance with s. 445.06.~~

1286 Section 19. Section 1003.4286, Florida Statutes, is
 1287 created to read:

1288 1003.4286 Award of standard high school diplomas to

1289 honorably discharged veterans.—Pursuant to rules adopted by the
 1290 State Board of Education in consultation with the Department of
 1291 Military Affairs, the Commissioner of Education may award a
 1292 standard high school diploma to an honorably discharged veteran
 1293 who has not completed high school graduation requirements.

1294 Section 20. Section 1003.429, Florida Statutes, is
 1295 repealed.

1296 Section 21. Subsections (1) and (3) of section 1003.4295,
 1297 Florida Statutes, are amended to read:

1298 1003.4295 Acceleration options.—

1299 (1) Each high school shall advise each student of courses
 1300 ~~programs~~ through which a high school student can earn college
 1301 credit, including Advanced Placement, International
 1302 Baccalaureate, Advanced International Certificate of Education,
 1303 dual enrollment, ~~and~~ early admission courses, ~~and~~ career academy
 1304 courses, ~~and~~ courses that lead to national industry
 1305 certification, as well as the availability of course offerings
 1306 through virtual instruction. Students shall also be advised of
 1307 the early ~~and accelerated~~ graduation options under s. ~~ss.~~
 1308 1003.4281 and ~~1003.429.~~

1309 (3) The Credit Acceleration Program (CAP) is created for
 1310 the purpose of allowing a student to earn high school credit in
 1311 Algebra I, Algebra II, Geometry, United States History, or
 1312 Biology ~~a course that requires a statewide, standardized end-of-~~
 1313 ~~course assessment~~ if the student passes the statewide,
 1314 standardized assessment administered under s. 1008.22 ~~attains a~~
 1315 ~~specified score on the assessment.~~ Notwithstanding s. 1003.436,
 1316 a school district shall award course credit to a student who is

1317 not enrolled in the course, or who has not completed the course,
 1318 if the student attains a passing score on the corresponding
 1319 statewide, standardized ~~end-of-course~~ assessment. The school
 1320 district shall permit a student who is not enrolled in the
 1321 course, or who has not completed the course, to take the
 1322 ~~standardized end-of-course~~ assessment during the regular
 1323 administration of the assessment.

1324 Section 22. Section 1003.43, Florida Statutes, is
 1325 repealed.

1326 Section 23. Section 1003.433, Florida Statutes, is amended
 1327 to read:

1328 1003.433 Learning opportunities for out-of-state and out-
 1329 of-country transfer students and students needing additional
 1330 instruction to meet high school graduation requirements.—

1331 (1) Students who enter a Florida public school at the
 1332 eleventh or twelfth grade from out of state or out of ~~from a~~
 1333 ~~foreign~~ country shall not be required to spend additional time
 1334 in a Florida public school in order to meet the high school
 1335 course requirements if the student has met all requirements of
 1336 the school district, state, or country from which he or she is
 1337 transferring. Such students who are not proficient in English
 1338 should receive immediate and intensive instruction in English
 1339 language acquisition. However, to receive a standard high school
 1340 diploma, a transfer student must earn a 2.0 grade point average
 1341 and meet the requirements under s. 1008.22 ~~pass the grade 10~~
 1342 ~~FCAT required in s. 1008.22(3) or an alternate assessment as~~
 1343 ~~described in s. 1008.22(10).~~

1344 (2) Students who earn the required 24 credits ~~have met all~~

1345 ~~requirements~~ for the standard high school diploma except for
1346 passage of any must-pass assessment under s. 1003.4282 or s.
1347 1008.22 ~~the grade 10 FCAT~~ or an alternate assessment by the end
1348 of grade 12 must be provided the following learning
1349 opportunities:

1350 (a) Participation in an accelerated high school
1351 equivalency diploma preparation program during the summer.

1352 (b) Upon receipt of a certificate of completion, be
1353 allowed to take the College Placement Test and be admitted to
1354 ~~remedial or credit courses at~~ a Florida College System
1355 institution, as appropriate.

1356 (c) Participation in an adult general education program as
1357 provided in s. 1004.93 for such time as the student requires to
1358 master English, reading, mathematics, or any other subject
1359 required for high school graduation. Students attending adult
1360 basic, adult secondary, or vocational-preparatory instruction
1361 are exempt from any requirement for the payment of tuition and
1362 fees, including lab fees, pursuant to s. 1009.25. A student
1363 attending an adult general education program shall have the
1364 opportunity to take any must-pass assessment under s. 1003.4282
1365 or s. 1008.22 ~~the grade 10 FCAT~~ an unlimited number of times in
1366 order to receive a standard high school diploma.

1367 (3) Students who have been enrolled in an ESOL program for
1368 less than 2 school years and have met all requirements for the
1369 standard high school diploma except for passage of any must-pass
1370 assessment under s. 1003.4282 or s. 1008.22 ~~the grade 10 FCAT~~ or
1371 alternate assessment may receive immersion English language
1372 instruction during the summer following their senior year.

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1373 Students receiving such instruction are eligible to take the
1374 required assessment ~~FCAT~~ or alternate assessment and receive a
1375 standard high school diploma upon passage of the required
1376 assessment ~~grade 10 FCAT~~ or the alternate assessment. This
1377 subsection shall be implemented to the extent funding is
1378 provided in the General Appropriations Act.

1379 ~~(4) The district school superintendent shall be~~
1380 ~~responsible for notifying all students of the consequences of~~
1381 ~~failure to receive a standard high school diploma, including the~~
1382 ~~potential ineligibility for financial assistance at~~
1383 ~~postsecondary educational institutions.~~

1384 (4) ~~(5)~~ The State Board of Education may adopt rules
1385 pursuant to ss. 120.536(1) and 120.54 to administer this
1386 section.

1387 Section 24. Subsection (6) of section 1003.435, Florida
1388 Statutes, is amended to read:

1389 1003.435 High school equivalency diploma program.—

1390 ~~(6)~~ ~~(a)~~ All high school equivalency diplomas issued under
1391 the provisions of this section shall have equal status with
1392 other high school diplomas for all state purposes, including
1393 admission to any state university or Florida College System
1394 institution.

1395 ~~(b) The State Board of Education shall adopt rules~~
1396 ~~providing for the award of a standard high school diploma to~~
1397 ~~holders of high school equivalency diplomas who are assessed as~~
1398 ~~meeting designated criteria, and the commissioner shall~~
1399 ~~establish procedures for administering the assessment.~~

1400 Section 25. Paragraph (a) of subsection (1) of section

1401 1003.436, Florida Statutes, is amended to read:

1402 1003.436 Definition of "credit".-

1403 (1)(a) For the purposes of requirements for high school
 1404 graduation, one full credit means a minimum of 135 hours of bona
 1405 fide instruction in a designated course of study that contains
 1406 student performance standards, except as otherwise provided
 1407 through the Credit Acceleration Program (CAP) under s.

1408 1003.4295(3). One full credit means a minimum of 120 hours of
 1409 bona fide instruction in a designated course of study that
 1410 contains student performance standards for purposes of meeting
 1411 high school graduation requirements in a district school that
 1412 has been authorized to implement block scheduling by the
 1413 district school board. The State Board of Education shall
 1414 determine the number of postsecondary credit hours earned
 1415 through dual enrollment pursuant to s. 1007.271 that satisfy the
 1416 requirements of a dual enrollment articulation agreement
 1417 according to s. 1007.271(21) and that equal one full credit of
 1418 the equivalent high school course identified pursuant to s.
 1419 1007.271(9).

1420 Section 26. Section 1003.438, Florida Statutes, is amended
 1421 to read:

1422 1003.438 Special high school graduation requirements for
 1423 certain exceptional students.-A student who has been identified,
 1424 in accordance with rules established by the State Board of
 1425 Education, as a student with disabilities who has an
 1426 intellectual disability; an autism spectrum disorder; a language
 1427 impairment; an orthopedic impairment; an other health
 1428 impairment; a traumatic brain injury; an emotional or behavioral

1429 disability; a specific learning disability, including, but not
 1430 limited to, dyslexia, dyscalculia, or developmental aphasia; or
 1431 students who are deaf or hard of hearing or dual sensory
 1432 impaired shall not be required to meet all requirements of ~~s.~~
 1433 ~~1003.43~~ ~~or~~ s. 1003.428 or s. 1003.4282 and shall, upon meeting
 1434 all applicable requirements prescribed by the district school
 1435 board pursuant to s. 1008.25, be awarded a special diploma in a
 1436 form prescribed by the commissioner; however, such special
 1437 graduation requirements prescribed by the district school board
 1438 must include minimum graduation requirements as prescribed by
 1439 the commissioner. Any such student who meets all special
 1440 requirements of the district school board, but is unable to meet
 1441 the appropriate special state minimum requirements, shall be
 1442 awarded a special certificate of completion in a form prescribed
 1443 by the commissioner. However, this section does not limit or
 1444 restrict the right of an exceptional student solely to a special
 1445 diploma or special certificate of completion. Any such student
 1446 shall, upon proper request, be afforded the opportunity to fully
 1447 meet all requirements of ~~s. 1003.43~~ ~~or~~ s. 1003.428 or s.
 1448 1003.4282 through the standard procedures established therein
 1449 and thereby to qualify for a standard diploma upon graduation.

1450 Section 27. Paragraphs (e) and (f) of subsection (3) of
 1451 section 1003.491, Florida Statutes, are amended to read:

1452 1003.491 Florida Career and Professional Education Act.—
 1453 The Florida Career and Professional Education Act is created to
 1454 provide a statewide planning partnership between the business
 1455 and education communities in order to attract, expand, and
 1456 retain targeted, high-value industry and to sustain a strong,

1457 knowledge-based economy.

1458 (3) The strategic 3-year plan developed jointly by the
1459 local school district, regional workforce boards, economic
1460 development agencies, and state-approved postsecondary
1461 institutions shall be constructed and based on:

1462 (e) Strategies to provide personalized student advisement,
1463 including a parent-participation component, and coordination
1464 with middle grades ~~schools~~ to promote and support career-themed
1465 courses and education planning as required under s. 1003.4156;

1466 (f) Alignment of requirements for middle school career
1467 planning under s. 1003.4156(1)(e) ~~1003.4156(1)(a)5.~~, middle and
1468 high school career and professional academies or career-themed
1469 courses leading to industry certification or postsecondary
1470 credit, and high school graduation requirements;

1471 Section 28. Subsections (2) and (4) of section 1003.4935,
1472 Florida Statutes, are amended to read:

1473 1003.4935 Middle grades ~~school~~ career and professional
1474 academy courses and career-themed courses.—

1475 (2) Each middle grades ~~school~~ career and professional
1476 academy or career-themed course must be aligned with at least
1477 one high school career and professional academy or career-themed
1478 course offered in the district and maintain partnerships with
1479 local business and industry and economic development boards.
1480 Middle grades ~~school~~ career and professional academies and
1481 career-themed courses must:

1482 (a) Lead to careers in occupations designated as high-
1483 skill, high-wage, and high-demand in the Industry Certification
1484 Funding List approved under rules adopted by the State Board of

1485 Education;

1486 (b) Integrate content from core subject areas;

1487 (c) Integrate career and professional academy or career-

1488 themed course content with intensive reading, English Language

1489 Arts, and mathematics pursuant to ~~ss. s.~~ 1003.428 and 1003.4282;

1490 (d) Coordinate with high schools to maximize opportunities

1491 for middle grades ~~school~~ students to earn high school credit;

1492 (e) Provide access to virtual instruction courses provided

1493 by virtual education providers legislatively authorized to

1494 provide part-time instruction to middle grades ~~school~~ students.

1495 The virtual instruction courses must be aligned to state

1496 curriculum standards for middle grades ~~school~~ career and

1497 professional academy courses or career-themed courses, with

1498 priority given to students who have required course deficits;

1499 (f) Provide instruction from highly skilled professionals

1500 who hold industry certificates in the career area in which they

1501 teach;

1502 (g) Offer externships; and

1503 (h) Provide personalized student advisement that includes

1504 a parent-participation component.

1505 ~~(4) The State Board of Education shall adopt rules to~~

1506 ~~identify industry certifications in science, technology,~~

1507 ~~engineering, and mathematics offered in middle school to be~~

1508 ~~included on the Industry Certified Funding List and which are~~

1509 ~~eligible for additional full-time equivalent membership under s.~~

1510 ~~1011.62(1).~~

1511 Section 29. Paragraph (c) of subsection (3) of section

1512 1003.51, Florida Statutes, is amended to read:

1513 1003.51 Other public educational services.—

1514 (3) The Department of Education in partnership with the
 1515 Department of Juvenile Justice, the district school boards, and
 1516 providers shall:

1517 (c) Maintain standardized required content of education
 1518 records to be included as part of a youth's commitment record.
 1519 These requirements shall reflect the policy and standards
 1520 adopted pursuant to subsection (2) and shall include, but not be
 1521 limited to, the following:

1522 1. A copy of the student's individual educational plan.

1523 2. ~~Assessment~~ Data on student performance on assessments,
 1524 ~~including grade level proficiency in reading, writing, and~~
 1525 ~~mathematics, and performance on tests~~ taken according to s.
 1526 1008.22.

1527 3. A copy of the student's permanent cumulative record.

1528 4. A copy of the student's academic transcript.

1529 5. A portfolio reflecting the youth's academic
 1530 accomplishments while in the Department of Juvenile Justice
 1531 program.

1532 Section 30. Subsection (4) of section 1003.621, Florida
 1533 Statutes, is amended to read:

1534 1003.621 Academically high-performing school districts.—It
 1535 is the intent of the Legislature to recognize and reward school
 1536 districts that demonstrate the ability to consistently maintain
 1537 or improve their high-performing status. The purpose of this
 1538 section is to provide high-performing school districts with
 1539 flexibility in meeting the specific requirements in statute and
 1540 rules of the State Board of Education.

1541 (4) REPORTS.—The academically high-performing school
1542 district shall submit to the State Board of Education and the
1543 Legislature an annual report on December 1 which delineates the
1544 performance of the school district relative to the academic
1545 performance of students at each grade level in reading, writing,
1546 mathematics, science, and any other subject that is included as
1547 a part of the statewide assessment program in s. 1008.22. The
1548 annual report shall be submitted in a format prescribed by the
1549 Department of Education and shall include, ~~but need not be~~
1550 ~~limited to, the following:~~

1551 (a) Longitudinal performance of students on ~~in~~
1552 ~~mathematics, reading, writing, science, and any other subject~~
1553 ~~that is included as a part of the statewide,~~ standardized
1554 assessments taken under assessment program in s. 1008.22;

1555 (b) Longitudinal performance of students by grade level
1556 and subgroup on ~~in mathematics, reading, writing, science, and~~
1557 ~~any other subject that is included as a part of the statewide,~~
1558 standardized assessments taken under assessment program in s.
1559 1008.22;

1560 (c) Longitudinal performance regarding efforts to close
1561 the achievement gap;

1562 (d)1. Number and percentage of students who take an
1563 Advanced Placement Examination; and

1564 2. Longitudinal performance regarding students who take an
1565 Advanced Placement Examination by demographic group,
1566 specifically by age, gender, race, and Hispanic origin, and by
1567 participation in the National School Lunch Program;

1568 (e) Evidence of compliance with subsection (1); and

1569 (f) A description of each waiver and the status of each
1570 waiver.

1571 Section 31. Subsection (1) of section 1004.935, Florida
1572 Statutes, is amended to read:

1573 1004.935 Adults with Disabilities Workforce Education
1574 Pilot Program.—

1575 (1) The Adults with Disabilities Workforce Education Pilot
1576 Program is established in the Department of Education for 2
1577 years in Hardee, DeSoto, Manatee, and Sarasota Counties to
1578 provide the option of receiving a scholarship for instruction at
1579 private schools for up to 30 students who:

1580 (a) Have a disability;

1581 (b) Are 22 years of age;

1582 (c) Are receiving instruction from an instructor in a
1583 private school to meet the high school graduation requirements
1584 in s. 1003.428 or s. 1003.4282;

1585 (d) Do not have a standard high school diploma or a
1586 special high school diploma; and

1587 (e) Receive "supported employment services," which means
1588 employment that is located or provided in an integrated work
1589 setting with earnings paid on a commensurate wage basis and for
1590 which continued support is needed for job maintenance.

1591
1592 As used in this section, the term "student with a disability"
1593 includes a student who is documented as having an intellectual
1594 disability; a speech impairment; a language impairment; a
1595 hearing impairment, including deafness; a visual impairment,
1596 including blindness; a dual sensory impairment; an orthopedic

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1597 | impairment; another health impairment; an emotional or
1598 | behavioral disability; a specific learning disability,
1599 | including, but not limited to, dyslexia, dyscalculia, or
1600 | developmental aphasia; a traumatic brain injury; a developmental
1601 | delay; or autism spectrum disorder.

1602 | Section 32. Subsections (2), (7), (9), and (11) of section
1603 | 1007.271, Florida Statutes, are amended to read:

1604 | 1007.271 Dual enrollment programs.—

1605 | (2) For the purpose of this section, an eligible secondary
1606 | student is a student who is enrolled in a Florida public
1607 | secondary school or in a Florida private secondary school which
1608 | is in compliance with s. 1002.42(2) and provides a secondary
1609 | curriculum pursuant to s. 1003.428 or s. 1003.4282, ~~s. 1003.429,~~
1610 | ~~or s. 1003.43~~. Students who are eligible for dual enrollment
1611 | pursuant to this section may enroll in dual enrollment courses
1612 | conducted during school hours, after school hours, and during
1613 | the summer term. However, if the student is projected to
1614 | graduate from high school before the scheduled completion date
1615 | of a postsecondary course, the student may not register for that
1616 | course through dual enrollment. The student may apply to the
1617 | postsecondary institution and pay the required registration,
1618 | tuition, and fees if the student meets the postsecondary
1619 | institution's admissions requirements under s. 1007.263.
1620 | Instructional time for dual enrollment may vary from 900 hours;
1621 | however, the school district may only report the student for a
1622 | maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student
1623 | enrolled as a dual enrollment student is exempt from the payment
1624 | of registration, tuition, and laboratory fees. Vocational-

1625 preparatory instruction, college-preparatory instruction, and
1626 other forms of precollegiate instruction, as well as physical
1627 education courses that focus on the physical execution of a
1628 skill rather than the intellectual attributes of the activity,
1629 are ineligible for inclusion in the dual enrollment program.
1630 Recreation and leisure studies courses shall be evaluated
1631 individually in the same manner as physical education courses
1632 for potential inclusion in the program.

1633 (7) Career dual enrollment shall be provided as a
1634 curricular option for secondary students to pursue in order to
1635 earn industry certifications adopted pursuant to s. 1008.44,
1636 which count as ~~a series of elective~~ credits toward the high
1637 school diploma. Career dual enrollment shall be available for
1638 secondary students seeking a degree and industry certification
1639 through ~~or certificate from a career education complete career-~~
1640 ~~preparatory program or course~~ and may not be used to enroll
1641 students in isolated career courses.

1642 (9) The Commissioner of Education shall appoint faculty
1643 committees representing public school, Florida College System
1644 institution, and university faculties to identify postsecondary
1645 courses that meet the high school graduation requirements of s.
1646 1003.428 or s. 1003.4282, ~~s. 1003.429, or s. 1003.43~~ and to
1647 establish the number of postsecondary semester credit hours of
1648 instruction and equivalent high school credits earned through
1649 dual enrollment pursuant to this section that are necessary to
1650 meet high school graduation requirements. Such equivalencies
1651 shall be determined solely on comparable course content and not
1652 on seat time traditionally allocated to such courses in high

1653 school. The Commissioner of Education shall recommend to the
1654 State Board of Education those postsecondary courses identified
1655 to meet high school graduation requirements, based on mastery of
1656 course outcomes, by their course numbers, and all high schools
1657 shall accept these postsecondary education courses toward
1658 meeting the requirements of s. 1003.428 or s. 1003.4282, ~~s.~~
1659 ~~1003.429, or s. 1003.43.~~

1660 (11) Career early admission is a form of career dual
1661 enrollment through which eligible secondary students enroll full
1662 time in a career center or a Florida College System institution
1663 in postsecondary programs leading to industry certifications, as
1664 listed in the Postsecondary Industry Certification Funding List
1665 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
1666 the high school diploma and the certificate or associate degree.
1667 Participation in the career early admission program is limited
1668 to students who have completed a minimum of 4 ~~6~~ semesters of
1669 full-time secondary enrollment, including studies undertaken in
1670 the ninth grade. Students enrolled pursuant to this section are
1671 exempt from the payment of registration, tuition, and laboratory
1672 fees.

1673 Section 33. Section 1008.22, Florida Statutes, is amended
1674 to read:

1675 (Substantial rewording of section. See
1676 s. 1008.22, F.S., for present text.)

1677 1008.22 Student assessment program for public schools.—

1678 (1) PURPOSE.—The primary purpose of the student assessment
1679 program is to provide student academic achievement and learning
1680 gains data to students, parents, teachers, school

1681 administrators, and school district staff. This data is to be
1682 used by districts to improve instruction; by students, parents,
1683 and teachers to guide learning objectives; by education
1684 researchers to assess national and international education
1685 comparison data; and by the public to assess the cost benefit of
1686 the expenditure of taxpayer dollars. The program must be
1687 designed to:

1688 (a) Assess the achievement level and annual learning gains
1689 of each student in English Language Arts and Mathematics and the
1690 achievement level in all other subjects assessed.

1691 (b) Provide data for making decisions regarding school
1692 accountability, recognition, and improvement of operations and
1693 management, including schools operating for the purpose of
1694 providing educational services to youth in Department of
1695 Juvenile Justice programs.

1696 (c) Identify the educational strengths and needs of
1697 students and the readiness of students to be promoted to the
1698 next grade level or to graduate from high school.

1699 (d) Assess how well educational goals and curricular
1700 standards are met at the school, district, state, national, and
1701 international levels.

1702 (e) Provide information to aid in the evaluation and
1703 development of educational programs and policies.

1704 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—
1705 Florida school districts shall participate in the administration
1706 of the National Assessment of Educational Progress, or similar
1707 national or international assessments, both for the national
1708 sample and for any state-by-state comparison programs that may

1709 be initiated, as directed by the commissioner. The assessments
1710 must be conducted using the data collection procedures, student
1711 surveys, educator surveys, and other instruments included in the
1712 National Assessment of Educational Progress or similar national
1713 or international assessments being administered in Florida. The
1714 administration of such assessments shall be in addition to and
1715 separate from the administration of the statewide, standardized
1716 assessments.

1717 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1718 Commissioner of Education shall design and implement a
1719 statewide, standardized assessment program aligned to the core
1720 curricular content established in the Next Generation Sunshine
1721 State Standards. The commissioner also must develop or select
1722 and implement a common battery of assessment tools that will be
1723 used in all juvenile justice education programs in the state.
1724 These tools must accurately measure the core curricular content
1725 established in the Next Generation Sunshine State Standards.
1726 Participation in the assessment program is mandatory for all
1727 school districts and all students attending public schools,
1728 including students seeking an adult high school diploma and
1729 students in Department of Juvenile Justice education programs,
1730 except as otherwise prescribed by the commissioner. If a student
1731 does not participate in the assessment program, the school
1732 district must notify the student's parent and provide the parent
1733 with information regarding the implications of such
1734 nonparticipation. The statewide, standardized assessment program
1735 shall be designed and implemented as follows:

1736 (a) Florida Comprehensive Assessment Test (FCAT) until

1737 replaced by common core assessments.—FCAT Reading shall be
1738 administered annually in grades 3 through 10; FCAT Mathematics
1739 shall be administered annually in grades 3 through 8; FCAT
1740 Writing shall be administered annually at least once at the
1741 elementary, middle, and high school levels; and FCAT Science
1742 shall be administered annually at least once at the elementary
1743 and middle grades levels. A student who has not earned a passing
1744 score on grade 10 FCAT Reading must participate in each retake
1745 of the assessment until the student earns a passing score. The
1746 commissioner shall recommend and the State Board of Education
1747 must adopt a score on both the SAT and ACT that is concordant to
1748 a passing score on grade 10 FCAT Reading that, if achieved by a
1749 student, meets the must-pass requirement for grade 10 FCAT
1750 Reading.

1751 (b) End-of-course (EOC) assessments.—EOC assessments must
1752 be statewide, standardized, and developed or approved by the
1753 Department of Education as follows:

1754 1. Statewide, standardized EOC assessments in mathematics
1755 shall be administered according to this subparagraph. Beginning
1756 with the 2010-2011 school year, all students enrolled in Algebra
1757 I must take the Algebra I EOC assessment. Except as otherwise
1758 provided in this section, beginning with students entering grade
1759 9 in the 2011-2012 school year, a student who is enrolled in
1760 Algebra I must earn a passing score on the Algebra I EOC
1761 assessment or attain a comparative score as authorized under
1762 subsection (8) in order to earn a standard high school diploma.
1763 A student who has not earned a passing score on the Algebra I
1764 EOC assessment must participate in each retake of the assessment

1765 until the student earns a passing score. Beginning with the
1766 2011-2012 school year, all students enrolled in Geometry must
1767 take the Geometry EOC assessment. Middle grades students
1768 enrolled in Algebra I or Geometry must take the statewide,
1769 standardized EOC assessment for those courses and are not
1770 required to take the corresponding grade-level FCAT.

1771 2. Statewide, standardized EOC assessments in science
1772 shall be administered according to this subparagraph. Beginning
1773 with the 2011-2012 school year, all students enrolled in Biology
1774 I must take the Biology I EOC assessment.

1775 3. During the 2012-2013 school year, an EOC assessment in
1776 civics education shall be administered as a field test at the
1777 middle grades level. Beginning with the 2013-2014 school year,
1778 each student's performance on the statewide, standardized EOC
1779 assessment in civics education constitutes 30 percent of the
1780 student's final course grade.

1781 4. The commissioner may select one or more nationally
1782 developed comprehensive examinations, which may include
1783 examinations for a College Board Advanced Placement course,
1784 International Baccalaureate course, or Advanced International
1785 Certificate of Education course, or industry-approved
1786 examinations to earn national industry certifications identified
1787 in the Industry Certification Funding List, for use as EOC
1788 assessments under this paragraph if the commissioner determines
1789 that the content knowledge and skills assessed by the
1790 examinations meet or exceed the grade-level expectations for the
1791 core curricular content established for the course in the Next
1792 Generation Sunshine State Standards. Use of any such examination

1793 as an EOC assessment must be approved by the state board.

1794 5. Contingent upon funding provided in the General
1795 Appropriations Act, including the appropriation of funds
1796 received through federal grants, the commissioner may establish
1797 an implementation schedule for the development and
1798 administration of additional statewide, standardized EOC
1799 assessments that must be approved by the state board. If
1800 approved by the state board, student performance on such
1801 assessments constitutes 30 percent of a student's final course
1802 grade.

1803 6. All statewide, standardized EOC assessments must be
1804 administered online except as otherwise provided in paragraph
1805 (c).

1806 (c) Students with disabilities; Florida Alternate
1807 Assessment.-

1808 1. Each district school board must provide instruction to
1809 prepare students with disabilities in the core content knowledge
1810 and skills necessary for successful grade-to-grade progression
1811 and high school graduation.

1812 2. A student with a disability, as defined in s.
1813 1007.02(2), for whom the individual education plan (IEP) team
1814 determines that the statewide, standardized assessments under
1815 this section cannot accurately measure the student's abilities,
1816 taking into consideration all allowable accommodations, shall
1817 have assessment results waived for the purpose of receiving a
1818 course grade and a standard high school diploma. Such waiver
1819 shall be designated on the diploma as provided under s.
1820 1003.4285.

1821 3. The State Board of Education shall adopt rules, based
1822 upon recommendations of the commissioner, for the provision of
1823 assessment accommodations for students with disabilities and for
1824 students who have limited English proficiency.

1825 a. Accommodations that negate the validity of a statewide,
1826 standardized assessment are not allowed during the
1827 administration of the assessment. However, instructional
1828 accommodations are allowed in the classroom if identified in a
1829 student's IEP. Students using instructional accommodations in
1830 the classroom that are not allowed on a statewide, standardized
1831 assessment may have assessment results waived if the IEP team
1832 determines that the assessment cannot accurately measure the
1833 student's abilities.

1834 b. If a student is provided with instructional
1835 accommodations in the classroom that are not allowed as
1836 accommodations for statewide, standardized assessments, the
1837 district must inform the parent in writing and provide the
1838 parent with information regarding the impact on the student's
1839 ability to meet expected performance levels. A parent must
1840 provide signed consent for a student to receive classroom
1841 instructional accommodations that would not be available or
1842 permitted on a statewide, standardized assessment and
1843 acknowledge in writing that he or she understands the
1844 implications of such instructional accommodations.

1845 c. If a student's IEP states that online administration of
1846 a statewide, standardized assessment will significantly impair
1847 the student's ability to perform, the assessment shall be
1848 administered in hard copy.

1849 4. For students with significant cognitive disabilities,
1850 the Department of Education shall provide for implementation of
1851 the Florida Alternate Assessment to accurately measure the core
1852 curricular content established in the Next Generation Sunshine
1853 State Standards.

1854 (d) Common core assessments in English Language Arts (ELA)
1855 and Mathematics.—

1856 1. Contingent upon funding, common core assessments in ELA
1857 shall be administered to students in grades 3 through 11. Retake
1858 opportunities for the grade 10 assessment must be provided.
1859 Students taking the ELA assessments are not required to take the
1860 assessments in FCAT Reading or FCAT Writing. Common core ELA
1861 assessments shall be administered online.

1862 2. Contingent upon funding, common core assessments in
1863 Mathematics shall be administered to all students in grades 3
1864 through 8, and common core assessments in Algebra I, Geometry,
1865 and Algebra II shall be administered to students enrolled in
1866 those courses. Retake opportunities must be provided for the
1867 Algebra I assessment. Students may take the common core
1868 Mathematics assessments pursuant to the Credit Acceleration
1869 Program (CAP) under s. 1003.4295(3). Students taking common core
1870 assessments in Mathematics are not required to take FCAT
1871 Mathematics or statewide, standardized EOC assessments in
1872 mathematics. Common core Mathematics assessments shall be
1873 administered online.

1874 3. The State Board of Education shall adopt rules
1875 establishing an implementation schedule to transition from FCAT
1876 Reading, FCAT Writing, FCAT Mathematics, and Algebra I and

1877 Geometry EOC assessments to common core assessments in English
 1878 Language Arts and Mathematics. The schedule must take into
 1879 consideration funding, sufficient field and baseline data,
 1880 access to assessments, instructional alignment, and school
 1881 district readiness to administer the common core assessments
 1882 online. Until the 10th grade common core ELA and Algebra I
 1883 assessments become must-pass assessments, students must pass
 1884 10th grade FCAT Reading and the Algebra I EOC assessment, or
 1885 achieve a concordant or comparative score as authorized under
 1886 this section, in order to earn a standard high school diploma
 1887 under s. 1003.4282. Students taking 10th grade FCAT Reading or
 1888 the Algebra I EOC assessment are not required to take the
 1889 respective common core assessments.

1890 (e) Assessment scores and achievement levels.-

1891 1. All statewide, standardized EOC assessments and FCAT
 1892 Reading, FCAT Writing, and FCAT Science shall use scaled scores
 1893 and achievement levels. Achievement levels shall range from 1
 1894 through 5, with level 1 being the lowest achievement level,
 1895 level 5 being the highest achievement level, and level 3
 1896 indicating satisfactory performance on an assessment. For
 1897 purposes of FCAT Writing, student achievement shall be scored
 1898 using a scale of 1 through 6.

1899 2. The state board shall designate by rule a passing score
 1900 for each statewide, standardized EOC and FCAT assessment. In
 1901 addition, the state board shall designate a score for each
 1902 statewide, standardized EOC assessment that indicates that a
 1903 student is high achieving and has the potential to meet college-
 1904 readiness standards by the time the student graduates from high

1905 school.

1906 3. If the commissioner seeks to revise a statewide,
1907 standardized assessment and the revisions require the state
1908 board to modify performance level scores, including the passing
1909 score, the commissioner shall provide a copy of the proposed
1910 scores and implementation plan to the President of the Senate
1911 and the Speaker of the House of Representatives at least 90 days
1912 before submission to the state board for review. Until the state
1913 board adopts the modifications by rule, the commissioner shall
1914 use calculations for scoring the assessment that adjust student
1915 scores on the revised assessment for statistical equivalence to
1916 student scores on the former assessment. The state board shall
1917 adopt by rule the passing score for the revised assessment that
1918 is statistically equivalent to the passing score on the
1919 discontinued assessment for a student who is required to attain
1920 a passing score on the discontinued assessment. The commissioner
1921 may, with approval of the state board, discontinue
1922 administration of the former assessment upon the graduation,
1923 based on normal student progression, of students participating
1924 in the final regular administration of the former assessment. If
1925 the commissioner revises a statewide, standardized assessment
1926 and the revisions require the state board to modify the passing
1927 score, only students taking the assessment for the first time
1928 after the rule is adopted are affected.

1929 (f) Assessment schedules and reporting of results.—The
1930 Commissioner of Education shall establish schedules for the
1931 administration of assessments and the reporting of student
1932 assessment results. The commissioner shall consider the

1933 observance of religious and school holidays when developing the
1934 schedule. By August 1 of each year, the commissioner shall
1935 notify each school district in writing and publish on the
1936 department's website the assessment and reporting schedules for,
1937 at a minimum, the school year following the upcoming school
1938 year. The assessment and reporting schedules must provide the
1939 earliest possible reporting of student assessment results to the
1940 school districts. Assessment results for FCAT Reading and FCAT
1941 Mathematics must be made available no later than the week of
1942 June 8. The administration of FCAT Writing and the Florida
1943 Alternate Assessment may be no earlier than the week of March 1.
1944 School districts shall administer assessments in accordance with
1945 the schedule established by the commissioner.

1946 (g) Prohibited activities.—A district school board shall
1947 prohibit each public school from suspending a regular program of
1948 curricula for purposes of administering practice assessments or
1949 engaging in other assessment-preparation activities for a
1950 statewide, standardized assessment. However, a district school
1951 board may authorize a public school to engage in the following
1952 assessment-preparation activities:

1953 1. Distributing to students sample assessment books and
1954 answer keys published by the Department of Education.

1955 2. Providing individualized instruction in assessment-
1956 taking strategies, without suspending the school's regular
1957 program of curricula, for a student who scores Level 1 or Level
1958 2 on a prior administration of an assessment.

1959 3. Providing individualized instruction in the content
1960 knowledge and skills assessed, without suspending the school's

1961 regular program of curricula, for a student who scores Level 1
 1962 or Level 2 on a prior administration of an assessment or a
 1963 student who, through a diagnostic assessment administered by the
 1964 school district, is identified as having a deficiency in the
 1965 content knowledge and skills assessed.

1966 4. Administering a practice assessment or engaging in
 1967 other assessment-preparation activities that are determined
 1968 necessary to familiarize students with the organization of the
 1969 assessment, the format of assessment items, and the assessment
 1970 directions or that are otherwise necessary for the valid and
 1971 reliable administration of the assessment, as set forth in rules
 1972 adopted by the State Board of Education with specific reference
 1973 to this paragraph.

1974 (h) Contracts for assessments.—The commissioner shall
 1975 provide for the assessments to be developed or obtained, as
 1976 appropriate, through contracts and project agreements with
 1977 private vendors, public vendors, public agencies, postsecondary
 1978 educational institutions, or school districts. The commissioner
 1979 may enter into contracts for the continued administration of the
 1980 assessments authorized and funded by the Legislature. Contracts
 1981 may be initiated in 1 fiscal year and continue into the next
 1982 fiscal year and may be paid from the appropriations of either or
 1983 both fiscal years. The commissioner may negotiate for the sale
 1984 or lease of tests, scoring protocols, test scoring services, and
 1985 related materials developed pursuant to law.

1986 (4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall
 1987 participate in the statewide, standardized assessment program in
 1988 accordance with the assessment and reporting schedules published

1989 by the Commissioner of Education. District school boards shall
1990 not establish school calendars that conflict with or jeopardize
1991 implementation of the assessment program. All district school
1992 boards shall report assessment results as required by the state
1993 management information system. Performance data shall be
1994 analyzed and reported to parents, the community, and the state.
1995 Student performance data shall be used by districts in
1996 developing objectives for the school improvement plan,
1997 evaluating instructional personnel and administrative personnel,
1998 assigning staff, allocating resources, acquiring instructional
1999 materials and technology, implementing performance-based
2000 budgeting, and promoting and assigning students to educational
2001 programs. The analysis of student performance data must also
2002 identify strengths and needs in the educational program and
2003 trends over time. The analysis must be used in conjunction with
2004 the budgetary planning processes developed pursuant to s.
2005 1008.385 and the development of remediation programs.

2006 (5) REQUIRED ANALYSES.—The commissioner shall provide, at
2007 a minimum, statewide, standardized assessment data analysis
2008 showing student achievement levels and learning gains by
2009 teacher, school, and school district.

2010 (6) LOCAL ASSESSMENTS.—

2011 (a) Measurement of student learning gains in all subjects
2012 and grade levels, except those subjects and grade levels
2013 measured under the statewide, standardized assessment program
2014 described in this section, is the responsibility of the school
2015 districts.

2016 (b) Beginning with the 2014-2015 school year, each school

2017 district shall administer for each course offered in the
2018 district a student assessment that measures mastery of the
2019 content, as described in the state-adopted course description,
2020 at the necessary level of rigor for the course. Such assessments
2021 may include:

2022 1. Statewide assessments.

2023 2. Other standardized assessments, including nationally
2024 recognized standardized assessments.

2025 3. Industry certification examinations.

2026 4. District-developed or district-selected end-of-course
2027 assessments.

2028 (c) The Commissioner of Education shall identify methods
2029 to assist and support districts in the development and
2030 acquisition of assessments required under this subsection.

2031 Methods may include developing item banks, facilitating the
2032 sharing of developed tests among school districts, acquiring
2033 assessments from state and national curriculum-area
2034 organizations, and providing technical assistance in best
2035 professional practices of test development based upon state-
2036 adopted curriculum standards, administration, and security.

2037 (7) CONCORDANT SCORES FOR 10TH GRADE FCAT READING.—Until
2038 the state transitions to common core English Language Arts
2039 assessments, the Commissioner of Education must identify scores
2040 on the SAT and ACT that if achieved satisfy the graduation
2041 requirement that a student pass 10th grade FCAT Reading. The
2042 commissioner may identify concordant scores on other assessments
2043 as well. If the content or scoring procedures change for 10th
2044 grade FCAT Reading, new concordant scores must be determined. If

2045 new concordant scores are not timely adopted, the last-adopted
2046 concordant scores remain in effect until such time as new scores
2047 are adopted. The state board shall adopt concordant scores in
2048 rule.

2049 (8) COMPARATIVE SCORES FOR END-OF-COURSE (EOC)
2050 ASSESSMENTS.—The Commissioner of Education must identify one or
2051 more comparative scores for the Algebra I EOC assessment and may
2052 identify comparative scores for the other EOC assessments. If
2053 the content or scoring procedures change for the EOC
2054 assessments, new comparative scores must be determined. If new
2055 comparative scores are not timely adopted, the last-adopted
2056 comparative scores remain in effect until such time as new
2057 scores are adopted. The state board shall adopt comparative
2058 scores in rule.

2059 (9) REPORTS.—The Department of Education shall annually
2060 provide a report to the Governor, the President of the Senate,
2061 and the Speaker of the House of Representatives which shall
2062 include the following:

2063 (a) Longitudinal performance of students in reading and
2064 mathematics.

2065 (b) Longitudinal performance of students by grade level in
2066 reading and mathematics.

2067 (c) Longitudinal performance regarding efforts to close
2068 the achievement gap.

2069 (d) Other student performance data based on national norm-
2070 referenced and criterion-referenced tests, if available;
2071 national assessments, such as the National Assessment of
2072 Educational Progress; and international assessments.

2073 (e) The number of students who after 8th grade enroll in
 2074 adult education rather than other secondary education.

2075 (f) Any plan or intent to establish or implement new
 2076 statewide, standardized assessments.

2077 (10) RULES.—The State Board of Education shall adopt rules
 2078 to implement this section.

2079 Section 34. Paragraph (f) of subsection (2), paragraphs
 2080 (a) and (b) of subsection (4), paragraphs (a) and (b) of
 2081 subsection (5), paragraph (b) of subsection (6), paragraph (b)
 2082 of subsection (7), and paragraphs (b) and (c) of subsection (8)
 2083 of section 1008.25, Florida Statutes, are amended, and paragraph
 2084 (h) is added to subsection (2) of that section, to read:

2085 1008.25 Public school student progression; remedial
 2086 instruction; reporting requirements.—

2087 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
 2088 school board shall establish a comprehensive plan for student
 2089 progression which must:

2090 (f) Advise parents and students of the early ~~and~~
 2091 ~~accelerated~~ graduation options under s. ss. 1003.4281 ~~and~~
 2092 ~~1003.429~~.

2093 (h) Provide instructional sequences by which students in
 2094 kindergarten through high school may attain progressively higher
 2095 levels of skill in the use of digital competency tools and
 2096 applications. The instructional sequences must include
 2097 demonstration of competence of standards required pursuant to
 2098 ss. 1003.41 and 1003.4203 through attainment of industry
 2099 certifications and other means of demonstrating credit
 2100 requirements identified under ss. 1002.3105, 1003.4203,

2101 1003.428, and 1003.4282.

2102 (4) ASSESSMENT AND REMEDIATION.—

2103 (a) Each student must participate in the statewide,
 2104 standardized assessment program ~~tests~~ required by s. 1008.22.
 2105 Each student who does not meet specific levels of performance on
 2106 the required assessments as determined by the district school
 2107 board ~~in FCAT reading, writing, science, and mathematics for~~
 2108 ~~each grade level,~~ or who scores below Level 3 on ~~in~~ FCAT Reading
 2109 or FCAT Mathematics or on the common core English Language Arts
 2110 or Mathematics assessments as applicable under s. 1008.22, must
 2111 be provided with additional diagnostic assessments to determine
 2112 the nature of the student's difficulty, the areas of academic
 2113 need, and strategies for appropriate intervention and
 2114 instruction as described in paragraph (b).

2115 (b) The school in which the student is enrolled must
 2116 develop, in consultation with the student's parent, and must
 2117 implement a progress monitoring plan. A progress monitoring plan
 2118 is intended to provide the school district and the school
 2119 flexibility in meeting the academic needs of the student and to
 2120 reduce paperwork. A student who is not meeting the school
 2121 district or state requirements for proficiency in reading and
 2122 mathematics ~~math~~ shall be covered by one of the following plans
 2123 to target instruction and identify ways to improve his or her
 2124 academic achievement:

2125 1. A federally required student plan such as an individual
 2126 education plan;

2127 2. A schoolwide system of progress monitoring for all
 2128 students; or

2129 3. An individualized progress monitoring plan.

2130
 2131 The plan chosen must be designed to assist the student or the
 2132 school in meeting state and district expectations for
 2133 proficiency. If the student has been identified as having a
 2134 deficiency in reading, the K-12 comprehensive reading plan
 2135 required by s. 1011.62(9) shall include instructional and
 2136 support services to be provided to meet the desired levels of
 2137 performance. District school boards may require low-performing
 2138 students to attend remediation programs held before or after
 2139 regular school hours or during the summer if transportation is
 2140 provided.

2141 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

2142 (a) ~~It is the ultimate goal of the Legislature that every~~
 2143 ~~student read at or above grade level.~~ Any student who exhibits a
 2144 substantial deficiency in reading, based upon locally determined
 2145 or statewide assessments conducted in kindergarten or grade 1,
 2146 grade 2, or grade 3, or through teacher observations, must be
 2147 given intensive reading instruction immediately following the
 2148 identification of the reading deficiency. The student's reading
 2149 proficiency must be reassessed by locally determined assessments
 2150 or through teacher observations at the beginning of the grade
 2151 following the intensive reading instruction. The student must
 2152 continue to be provided with intensive reading instruction until
 2153 the reading deficiency is remedied.

2154 (b) ~~Beginning with the 2002-2003 school year,~~ If a the
 2155 student's reading deficiency, ~~as identified in paragraph (a),~~ is
 2156 not remedied by the end of grade 3, as demonstrated by scoring

2157 ~~at~~ Level 2 or higher on the statewide, standardized assessment
 2158 required under s. 1008.22 ~~test in reading~~ for grade 3, the
 2159 student must be retained.

2160 (6) ELIMINATION OF SOCIAL PROMOTION.—

2161 (b) The district school board may only exempt students
 2162 from mandatory retention, as provided in paragraph (5) (b), for
 2163 good cause. Good cause exemptions shall be limited to the
 2164 following:

2165 1. Limited English proficient students who have had less
 2166 than 2 years of instruction in an English for Speakers of Other
 2167 Languages program.

2168 2. Students with disabilities whose individual education
 2169 plan indicates that participation in the statewide assessment
 2170 program is not appropriate, consistent with the requirements of
 2171 State Board of Education rule.

2172 3. Students who demonstrate an acceptable level of
 2173 performance on an alternative standardized reading or English
 2174 Language Arts assessment approved by the State Board of
 2175 Education.

2176 4. A student ~~Students~~ who demonstrates ~~demonstrate,~~
 2177 through a student portfolio, that he or she ~~the student~~ is
 2178 performing reading on grade level as evidenced by demonstration
 2179 ~~of mastery of the Sunshine State Standards in reading equal to~~
 2180 at least at ~~a~~ Level 2 ~~performance on the FCAT~~ Reading or the
 2181 common core English Language Arts assessment, as applicable
 2182 under s. 1008.22.

2183 5. Students with disabilities who participate in ~~the~~ FCAT
 2184 Reading or the common core English Language Arts assessment, as

2185 applicable under s. 1008.22, and who have an individual
2186 education plan or a Section 504 plan that reflects that the
2187 student has received intensive remediation in reading and
2188 English Language Arts for more than 2 years but still
2189 demonstrates a deficiency ~~in reading~~ and was previously retained
2190 in kindergarten, grade 1, grade 2, or grade 3.

2191 6. Students who have received intensive remediation in
2192 reading and English Language Arts, as applicable under s.
2193 1008.22, for 2 or more years but still demonstrate a deficiency
2194 ~~in reading~~ and who were previously retained in kindergarten,
2195 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
2196 ~~reading~~ instruction for students so promoted must include an
2197 altered instructional day that includes specialized diagnostic
2198 information and specific reading strategies for each student.
2199 The district school board shall assist schools and teachers to
2200 implement reading strategies that research has shown to be
2201 successful in improving reading among low-performing readers.

2202 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
2203 STUDENTS READERS.—

2204 (b) ~~Beginning with the 2004-2005 school year~~, Each school
2205 district shall:

2206 1. ~~Conduct a review of student progress monitoring plans~~
2207 ~~for all students who did not score above Level 1 on the reading~~
2208 ~~portion of the FCAT and did not meet the criteria for one of the~~
2209 ~~good cause exemptions in paragraph (6)(b).~~ The review shall
2210 ~~address additional supports and services, as described in this~~
2211 ~~subsection, needed to remediate the identified areas of reading~~
2212 ~~deficiency. The school district shall require a student~~

2213 ~~portfolio to be completed for each such student.~~

2214 1.2. Provide third grade students who are retained under

2215 the provisions of paragraph (5) (b) with intensive instructional

2216 services and supports to remediate the identified areas of

2217 reading deficiency, including participation in the school

2218 district's summer reading camp as required under paragraph (a)

2219 and a minimum of 90 minutes of daily, uninterrupted,

2220 scientifically research-based reading instruction which includes

2221 phonemic awareness, phonics, fluency, vocabulary, and

2222 comprehension and other strategies prescribed by the school

2223 district, which may include, but are not limited to:

2224 a. Integration of science and social studies content

2225 within the 90-minute block.

2226 b.a. Small group instruction.

2227 c.b. Reduced teacher-student ratios.

2228 d.e. More frequent progress monitoring.

2229 e.d. Tutoring or mentoring.

2230 f.e. Transition classes containing 3rd and 4th grade

2231 students.

2232 g.f. Extended school day, week, or year.

2233 ~~g. Summer reading camps.~~

2234 2.3. Provide written notification to the parent of any

2235 student who is retained under the provisions of paragraph (5) (b)

2236 that his or her child has not met the proficiency level required

2237 for promotion and the reasons the child is not eligible for a

2238 good cause exemption as provided in paragraph (6) (b). The

2239 notification must comply with the provisions of s. 1002.20(15)

2240 and must include a description of proposed interventions and

2241 supports that will be provided to the child to remediate the
2242 identified areas of reading deficiency.

2243 ~~3.4.~~ Implement a policy for the midyear promotion of any
2244 student retained under the provisions of paragraph (5) (b) who
2245 can demonstrate that he or she is a successful and independent
2246 reader and performing, ~~reading~~ at or above grade level in
2247 reading and English Language Arts, as applicable under s.
2248 1008.22, ~~and ready to be promoted to grade 4.~~ Tools that school
2249 districts may use in reevaluating any student retained may
2250 include subsequent assessments, alternative assessments, and
2251 portfolio reviews, in accordance with rules of the State Board
2252 of Education. ~~Students promoted during the school year after~~
2253 ~~November 1 must demonstrate proficiency above that required to~~
2254 ~~score at Level 2 on the grade 3 FCAT, as determined by the State~~
2255 ~~Board of Education. The State Board of Education shall adopt~~
2256 ~~standards that provide a reasonable expectation that the~~
2257 ~~student's progress is sufficient to master appropriate 4th grade~~
2258 ~~level reading skills.~~

2259 ~~4.5.~~ Provide students who are retained under the
2260 provisions of paragraph (5) (b) with a highly effective high-
2261 ~~performing~~ teacher as determined by the teacher's performance
2262 evaluation under s. 1012.34 ~~student performance data and above-~~
2263 ~~satisfactory performance appraisals.~~

2264 ~~6.~~ ~~In addition to required reading enhancement and~~
2265 ~~acceleration strategies, provide parents of students to be~~
2266 ~~retained with at least one of the following instructional~~
2267 ~~options:~~

2268 ~~a.~~ ~~Supplemental tutoring in scientifically research-based~~

2269 ~~reading services in addition to the regular reading block,~~
2270 ~~including tutoring before and/or after school.~~

2271 ~~b. A "Read at Home" plan outlined in a parental contract,~~
2272 ~~including participation in "Families Building Better Readers~~
2273 ~~Workshops" and regular parent-guided home reading.~~

2274 ~~e. A mentor or tutor with specialized reading training.~~

2275 ~~7. Establish a Reading Enhancement and Acceleration~~
2276 ~~Development (READ) Initiative. The focus of the READ Initiative~~
2277 ~~shall be to prevent the retention of grade 3 students and to~~
2278 ~~offer intensive accelerated reading instruction to grade 3~~
2279 ~~students who failed to meet standards for promotion to grade 4~~
2280 ~~and to each K-3 student who is assessed as exhibiting a reading~~
2281 ~~deficiency. The READ Initiative shall:~~

2282 ~~a. Be provided to all K-3 students at risk of retention as~~
2283 ~~identified by the statewide assessment system used in Reading~~
2284 ~~First schools. The assessment must measure phonemic awareness,~~
2285 ~~phonics, fluency, vocabulary, and comprehension.~~

2286 ~~b. Be provided during regular school hours in addition to~~
2287 ~~the regular reading instruction.~~

2288 ~~e. Provide a state-identified reading curriculum that has~~
2289 ~~been reviewed by the Florida Center for Reading Research at~~
2290 ~~Florida State University and meets, at a minimum, the following~~
2291 ~~specifications:~~

2292 ~~(I) Assists students assessed as exhibiting a reading~~
2293 ~~deficiency in developing the ability to read at grade level.~~

2294 ~~(II) Provides skill development in phonemic awareness,~~
2295 ~~phonics, fluency, vocabulary, and comprehension.~~

2296 ~~(III) Provides scientifically based and reliable~~

2297 | ~~assessment.~~

2298 | ~~(IV) Provides initial and ongoing analysis of each~~
2299 | ~~student's reading progress.~~

2300 | ~~(V) Is implemented during regular school hours.~~

2301 | ~~(VI) Provides a curriculum in core academic subjects to~~
2302 | ~~assist the student in maintaining or meeting proficiency levels~~
2303 | ~~for the appropriate grade in all academic subjects.~~

2304 | 5.8. Establish at each school, ~~when~~ where applicable, an
2305 | Intensive Acceleration Class for retained grade 3 students who
2306 | subsequently score ~~at~~ Level 1 on the required statewide,
2307 | standardized assessment identified in s. 1008.22 reading portion
2308 | ~~of the FCAT.~~ The focus of the Intensive Acceleration Class shall
2309 | be to increase a child's reading and English Language Arts skill
2310 | level at least two grade levels in 1 school year. The Intensive
2311 | Acceleration Class shall:

2312 | a. Be provided to any student in grade 3 who scores ~~at~~
2313 | Level 1 on ~~the reading portion of the FCAT Reading or the common~~
2314 | core English Language Arts assessment, as applicable under s.
2315 | 1008.22, and who was retained in grade 3 the prior year because
2316 | of scoring ~~at~~ Level 1 ~~on the reading portion of the FCAT.~~

2317 | b. Have a reduced teacher-student ratio.

2318 | c. Provide uninterrupted reading instruction for the
2319 | majority of student contact time each day and incorporate
2320 | opportunities to master the grade 4 Next Generation Sunshine
2321 | State Standards in other core subject areas.

2322 | d. Use a reading program that is scientifically research-
2323 | based and has proven results in accelerating student reading
2324 | achievement within the same school year.

2325 e. Provide intensive language and vocabulary instruction
2326 using a scientifically research-based program, including use of
2327 a speech-language therapist.

2328 ~~f. Include weekly progress monitoring measures to ensure
2329 progress is being made.~~

2330 ~~g. Report to the Department of Education, in the manner
2331 described by the department, the progress of students in the
2332 class at the end of the first semester.~~

2333 ~~9. Report to the State Board of Education, as requested,
2334 on the specific intensive reading interventions and supports
2335 implemented at the school district level. The Commissioner of
2336 Education shall annually prescribe the required components of
2337 requested reports.~~

2338 ~~10. Provide a student who has been retained in grade 3 and
2339 has received intensive instructional services but is still not
2340 ready for grade promotion, as determined by the school district,
2341 the option of being placed in a transitional instructional
2342 setting. Such setting shall specifically be designed to produce
2343 learning gains sufficient to meet grade 4 performance standards
2344 while continuing to remediate the areas of reading deficiency.~~

2345 (8) ANNUAL REPORT.—

2346 (b) Each district school board must annually publish on
2347 the district website ~~in the local newspaper, and report in~~
2348 ~~writing to the State Board of Education by September 1 of each~~
2349 ~~year,~~ the following information on the prior school year:

2350 1. The provisions of this section relating to public
2351 school student progression and the district school board's
2352 policies and procedures on student retention and promotion.

2353 2. By grade, the number and percentage of all students in
 2354 grades 3 through 10 performing at Levels 1 and 2 on the reading
 2355 portion of the FCAT.

2356 3. By grade, the number and percentage of all students
 2357 retained in grades 3 through 10.

2358 4. Information on the total number of students who were
 2359 promoted for good cause, by each category of good cause as
 2360 specified in paragraph (6) (b).

2361 5. Any revisions to the district school board's policy on
 2362 student retention and promotion from the prior year.

2363 ~~(c) The Department of Education shall establish a uniform~~
 2364 ~~format for school districts to report the information required~~
 2365 ~~in paragraph (b). The format shall be developed with input from~~
 2366 ~~district school boards and shall be provided not later than 90~~
 2367 ~~days prior to the annual due date. The department shall annually~~
 2368 ~~compile the information required in subparagraphs (b)2., 3., and~~
 2369 ~~4., along with state-level summary information, and report such~~
 2370 ~~information to the Governor, the President of the Senate, and~~
 2371 ~~the Speaker of the House of Representatives.~~

2372 Section 35. Subsection (3) of section 1008.30, Florida
 2373 Statutes, is amended to read:

2374 1008.30 Common placement testing for public postsecondary
 2375 education.—

2376 (3) The State Board of Education shall adopt rules that
 2377 require high schools to evaluate before the beginning of grade
 2378 12 the college readiness of each student who scores ~~at~~ Level 2
 2379 or Level 3 on ~~the reading portion of the grade 10 FCAT Reading~~
 2380 or the English Language Arts assessment under s. 1008.22, as

2381 applicable, or Level 2, Level 3, or Level 4 on the Algebra I
 2382 assessment ~~mathematics assessments~~ under s. 1008.22
 2383 ~~1008.22(3)(c)~~. High schools shall perform this evaluation using
 2384 results from the corresponding component of the common placement
 2385 test prescribed in this section, or an alternative ~~equivalent~~
 2386 test identified by the State Board of Education. The State Board
 2387 of Education shall identify in rule the assessments necessary to
 2388 perform the evaluations required by this subsection and shall
 2389 work with the school districts to administer the assessments.
 2390 The State Board of Education shall establish by rule the minimum
 2391 test scores a student must achieve to demonstrate readiness.
 2392 Students who demonstrate readiness by achieving the minimum test
 2393 scores established by the state board and enroll in a Florida
 2394 College System institution within 2 years of achieving such
 2395 scores shall not be required to retest or enroll in remediation
 2396 when admitted to any Florida College System institution. The
 2397 high school shall use the results of the test to advise the
 2398 students of any identified deficiencies and to provide 12th
 2399 grade students, and require them to complete, appropriate
 2400 postsecondary preparatory instruction before ~~prior to~~ high
 2401 school graduation. The curriculum provided under this subsection
 2402 shall be identified in rule by the State Board of Education and
 2403 encompass Florida's Postsecondary Readiness Competencies. Other
 2404 elective courses may not be substituted for the selected
 2405 postsecondary ~~reading~~, mathematics, reading, ~~or~~ writing, or
 2406 English Language Arts preparatory course unless the elective
 2407 course covers the same competencies included in the
 2408 postsecondary ~~reading~~, mathematics, reading, ~~or~~ writing, or

2409 English Language Arts preparatory course.

2410 Section 36. Paragraphs (b) and (c) of subsection (3) of

2411 section 1008.34, Florida Statutes, are amended to read:

2412 1008.34 School grading system; school report cards;

2413 district grade.—

2414 (3) DESIGNATION OF SCHOOL GRADES.—

2415 (b)1. A school's grade shall be based on a combination of:

2416 a. Student achievement scores on statewide, standardized,

2417 ~~including achievement as measured by FCAT~~ assessments under s.

2418 1008.22 ~~1008.22(3)(c)1., statewide, standardized end-of-course~~

2419 ~~assessments under s. 1008.22(3)(c)2.a. and b.,~~ and achievement

2420 scores for students seeking a special diploma.

2421 b. Student learning gains in FCAT Reading or, upon

2422 transition to common core assessments, the common core English

2423 Language Arts and Mathematics assessments as measured by ~~FCAT~~

2424 ~~and statewide, standardized end-of-course~~ assessments

2425 administered pursuant to s. 1008.22, as described in s.

2426 ~~1008.22(3)(c)1. and 2.a.,~~ including learning gains for students

2427 seeking a special diploma, as measured by an alternate

2428 assessment.

2429 c. Improvement of the lowest 25th percentile of students

2430 in the school in reading or, upon transition to common core

2431 assessments, English Language Arts and Mathematics ~~on the FCAT~~

2432 ~~or end-of-course~~ assessments administered pursuant to s. 1008.22

2433 ~~described in s. 1008.22(3)(c)2.a.,~~ unless these students are

2434 exhibiting satisfactory performance.

2435 2. Beginning with the 2011-2012 school year, for schools

2436 comprised of middle ~~school~~ grades 6 through 8 or grades 7 and 8,

2437 the school's grade shall include the performance and
2438 participation of its students enrolled in high school level
2439 courses with statewide, standardized ~~end-of-course~~ assessments
2440 administered under s. 1008.22 ~~1008.22(3)(c)2.a.~~ Performance and
2441 participation must be weighted equally. As valid data becomes
2442 available, the school grades shall include the students'
2443 attainment of national industry certification identified in the
2444 Industry Certification Funding List pursuant to rules adopted by
2445 the state board.

2446 3. Beginning with the 2009-2010 school year for schools
2447 comprised of high school grades 9, 10, 11, and 12, or grades 10,
2448 11, and 12, at least 50 percent of the school grade shall be
2449 based on a combination of the factors listed in sub-
2450 subparagraphs 1.a.-c. and the remaining percentage on the
2451 following factors:

2452 a. The high school graduation rate of the school;

2453 b. As valid data becomes available, the performance and
2454 participation of the school's students in College Board Advanced
2455 Placement courses, International Baccalaureate courses, dual
2456 enrollment courses, and Advanced International Certificate of
2457 Education courses; and the students' achievement of national
2458 industry certification identified in the Industry Certification
2459 Funding List, pursuant to rules adopted by the state board;

2460 c. Postsecondary readiness of all of the school's on-time
2461 graduates as measured by the SAT, the ACT, the Postsecondary
2462 Education Readiness Test, or the common placement test;

2463 d. The high school graduation rate of at-risk students,
2464 who score ~~are students scoring at~~ Level 1 or Level 2 on grade 8

2465 FCAT Reading or the English Language Arts and ~~FCAT~~ mathematics
2466 assessments administered under s. 1008.22;

2467 e. As valid data becomes available, the performance of the
2468 school's students on statewide, standardized end-of-course
2469 assessments administered under s. 1008.22(3)(b)4. and 5.
2470 ~~1008.22(3)(c)2.c. and d.;~~ and

2471 f. The growth or decline in the components listed in sub-
2472 subparagraphs a.-e. from year to year.

2473 (c) Student assessment data used in determining school
2474 grades shall include:

2475 1. The aggregate scores of all eligible students enrolled
2476 in the school who have been assessed on ~~the FCAT and~~ statewide,
2477 standardized ~~end-of-course~~ assessments in courses required for
2478 high school graduation, including, beginning with the 2011-2012
2479 school year, the end-of-course assessment in Algebra I; and
2480 beginning with the 2012-2013 school year, the end-of-course
2481 assessments in Geometry and Biology I; and beginning with the
2482 2014-2015 school year, on the statewide, standardized end-of-
2483 course assessment in civics education at the middle grades
2484 ~~school~~ level.

2485 2. The aggregate scores of all eligible students enrolled
2486 in the school who have been assessed on ~~the FCAT and~~ statewide,
2487 standardized ~~end-of-course~~ assessments under s. 1008.22 as
2488 ~~described in s. 1008.22(3)(c)2.a.,~~ and who have scored at or in
2489 the lowest 25th percentile of students in the school in reading
2490 and mathematics, unless these students are exhibiting
2491 satisfactory performance.

2492 3. The achievement scores and learning gains of eligible

2493 students attending alternative schools that provide dropout
2494 prevention and academic intervention services pursuant to s.
2495 1003.53. The term "eligible students" in this subparagraph does
2496 not include students attending an alternative school who are
2497 subject to district school board policies for expulsion for
2498 repeated or serious offenses, who are in dropout retrieval
2499 programs serving students who have officially been designated as
2500 dropouts, or who are in programs operated or contracted by the
2501 Department of Juvenile Justice. The student performance data for
2502 eligible students identified in this subparagraph shall be
2503 included in the calculation of the home school's grade. As used
2504 in this subparagraph and s. 1008.341, the term "home school"
2505 means the school to which the student would be assigned if the
2506 student were not assigned to an alternative school. If an
2507 alternative school chooses to be graded under this section,
2508 student performance data for eligible students identified in
2509 this subparagraph shall not be included in the home school's
2510 grade but shall be included only in the calculation of the
2511 alternative school's grade. A school district that fails to
2512 assign ~~the FCAT and~~ statewide, standardized end-of-course
2513 ~~assessment as described in s. 1008.22(3)(c)2.a.~~ scores of each
2514 of its students to his or her home school or to the alternative
2515 school that receives a grade shall forfeit Florida School
2516 Recognition Program funds for 1 fiscal year. School districts
2517 must require collaboration between the home school and the
2518 alternative school in order to promote student success. This
2519 collaboration must include an annual discussion between the
2520 principal of the alternative school and the principal of each

2521 student's home school concerning the most appropriate school
2522 assignment of the student.

2523 4. The achievement scores and learning gains of students
2524 designated as hospital- or homebound. Student assessment data
2525 for students designated as hospital- or homebound shall be
2526 assigned to their home school for the purposes of school grades.
2527 As used in this subparagraph, the term "home school" means the
2528 school to which a student would be assigned if the student were
2529 not assigned to a hospital- or homebound program.

2530 5. For schools comprised of high school grades 9, 10, 11,
2531 and 12, or grades 10, 11, and 12, the data listed in
2532 subparagraphs 1.-3. and the following data as the Department of
2533 Education determines such data are valid and available:

2534 a. The high school graduation rate of the school as
2535 calculated by the department;

2536 b. The participation rate of all eligible students
2537 enrolled in the school and enrolled in College Board Advanced
2538 Placement courses; International Baccalaureate courses; dual
2539 enrollment courses; Advanced International Certificate of
2540 Education courses; and courses or sequences of courses leading
2541 to national industry certification identified in the Industry
2542 Certification Funding List, pursuant to rules adopted by the
2543 State Board of Education;

2544 c. The aggregate scores of all eligible students enrolled
2545 in the school in College Board Advanced Placement courses,
2546 International Baccalaureate courses, and Advanced International
2547 Certificate of Education courses;

2548 d. Earning of college credit by all eligible students

2549 enrolled in the school in dual enrollment programs under s.
 2550 1007.271;

2551 e. Earning of a national industry certification identified
 2552 in the Industry Certification Funding List, pursuant to rules
 2553 adopted by the State Board of Education;

2554 f. The aggregate scores of all eligible students enrolled
 2555 in the school in reading, mathematics, and other subjects as
 2556 measured by the SAT, the ACT, the Postsecondary Education
 2557 Readiness Test, and the common placement test for postsecondary
 2558 readiness;

2559 g. The high school graduation rate of all eligible at-risk
 2560 students enrolled in the school who scored ~~at~~ Level 2 or lower
 2561 on grade 8 FCAT Reading and FCAT Mathematics;

2562 h. The performance of the school's students on statewide,
 2563 standardized end-of-course assessments administered under s.
 2564 1008.22(3)(b)4. and 5. ~~1008.22(3)(e)2.e. and d.;~~ and

2565 i. The growth or decline in the data components listed in
 2566 sub-subparagraphs a.-h. from year to year.

2567
 2568 The State Board of Education shall adopt appropriate criteria
 2569 for each school grade. The criteria must also give added weight
 2570 to student achievement in reading. Schools earning a grade of
 2571 "C," making satisfactory progress, shall be required to
 2572 demonstrate that adequate progress has been made by students in
 2573 the school who are in the lowest 25th percentile in reading and
 2574 mathematics on statewide, standardized ~~the FCAT and end-of-~~
 2575 ~~course~~ assessments under s. 1008.22 ~~as described in s.~~
 2576 ~~1008.22(3)(e)2.a.,~~ unless these students are exhibiting

2577 satisfactory performance. For schools comprised of high school
2578 grades 9, 10, 11, and 12, or grades 10, 11, and 12, the criteria
2579 for school grades must also give added weight to the graduation
2580 rate of all eligible at-risk students. In order for a high
2581 school to earn a grade of "A," the school must demonstrate that
2582 its at-risk students, as defined in this paragraph, are making
2583 adequate progress.

2584 Section 37. Section 1008.44, Florida Statutes, is created
2585 to read:

2586 1008.44 Industry certifications; Industry Certification
2587 Funding List and Postsecondary Industry Certification Funding
2588 List.—

2589 (1) Pursuant to s. 1003.492, the Department of Education
2590 shall, at least annually, identify, under rules adopted by the
2591 State Board of Education, the Industry Certification Funding
2592 List that must be applied in the distribution of funding to
2593 school districts pursuant to s. 1011.62. The commissioner may at
2594 any time recommend adding or deleting certifications as
2595 appropriate.

2596 (2) The State Board of Education shall adopt, at least
2597 annually, the Postsecondary Industry Certification Funding List
2598 pursuant to this section. The commissioner shall recommend, at
2599 least annually, the Postsecondary Industry Certification Funding
2600 List to the State Board of Education and may at any time
2601 recommend adding or deleting certifications as appropriate. The
2602 list shall be used to determine annual performance funding
2603 distributions to school districts or Florida College System
2604 institutions pursuant to ss. 1011.80 and 1011.81, as

2605 appropriate, for career education programs and workforce
2606 education programs. The Chancellor of the State University
2607 System, the Chancellor of the Florida College System, and the
2608 Chancellor of Career and Adult Education shall work with local
2609 workforce boards, other postsecondary institutions, businesses,
2610 and industry to identify, create, and recommend to the
2611 commissioner industry certifications to be placed on the funding
2612 list. The chancellors shall review results of the economic
2613 security report of employment and earning outcomes produced
2614 annually pursuant to s. 445.07 when determining recommended
2615 certifications for the list, as well as other reports and
2616 indicators available regarding certification needs.

2617 (3) In the case of rigorous industry certifications that
2618 have embedded prerequisite minimum age, grade level, diploma or
2619 degree, postgraduation period of work experience, or other
2620 reasonable requirements that may limit the extent to which a
2621 student can complete all requirements of the certification
2622 recognized by industry for employment purposes, the commissioner
2623 shall differentiate content, instructional, and assessment
2624 requirements that, when provided by a public institution and
2625 satisfactorily attained by a student, indicate accomplishment of
2626 requirements necessary for funding pursuant to ss. 1011.62,
2627 1011.80, and 1011.81, notwithstanding attainment of prerequisite
2628 requirements necessary for recognition by industry for
2629 employment purposes. The differentiated requirements established
2630 by the commissioner shall be included in the Industry
2631 Certification Funding List at the time the certification is
2632 adopted.

2633 Section 38. Paragraph (b) of subsection (1) of section
 2634 1009.531, Florida Statutes, is amended to read:

2635 1009.531 Florida Bright Futures Scholarship Program;
 2636 student eligibility requirements for initial awards.—

2637 (1) Effective January 1, 2008, in order to be eligible for
 2638 an initial award from any of the three types of scholarships
 2639 under the Florida Bright Futures Scholarship Program, a student
 2640 must:

2641 (b) Earn a standard Florida high school diploma or its
 2642 equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.4282,
 2643 ~~s. 1003.429, s. 1003.43,~~ or s. 1003.435 unless:

2644 1. The student completes a home education program
 2645 according to s. 1002.41; or

2646 2. The student earns a high school diploma from a non-
 2647 Florida school while living with a parent or guardian who is on
 2648 military or public service assignment away from Florida.

2649 Section 39. Paragraph (c) of subsection (1) of section
 2650 1011.61, Florida Statutes, is amended to read:

2651 1011.61 Definitions.—Notwithstanding the provisions of s.
 2652 1000.21, the following terms are defined as follows for the
 2653 purposes of the Florida Education Finance Program:

2654 (1) A "full-time equivalent student" in each program of
 2655 the district is defined in terms of full-time students and part-
 2656 time students as follows:

2657 (c)1. A "full-time equivalent student" is:

2658 a. A full-time student in any one of the programs listed
 2659 in s. 1011.62(1)(c); or

2660 b. A combination of full-time or part-time students in any

2661 one of the programs listed in s. 1011.62(1)(c) which is the
2662 equivalent of one full-time student based on the following
2663 calculations:

2664 (I) A full-time student in a combination of programs
2665 listed in s. 1011.62(1)(c) shall be a fraction of a full-time
2666 equivalent membership in each program equal to the number of net
2667 hours per school year for which he or she is a member, divided
2668 by the appropriate number of hours set forth in subparagraph
2669 (a)1. or subparagraph (a)2. The sum of the fractions for each
2670 program may not exceed the maximum value set forth in subsection
2671 (4).

2672 (II) A prekindergarten student with a disability shall
2673 meet the requirements specified for kindergarten students.

2674 (III) A full-time equivalent student for students in
2675 kindergarten through grade 12 in a full-time virtual instruction
2676 program under s. 1002.45 or a virtual charter school under s.
2677 1002.33 shall consist of six full-credit completions or the
2678 prescribed level of content that counts toward promotion to the
2679 next grade in programs listed in s. 1011.62(1)(c). Credit
2680 completions may be a combination of full-credit courses or half-
2681 credit courses. Beginning in the 2016-2017 ~~2014-2015~~ fiscal
2682 year, ~~when s. 1008.22(3)(g) is implemented,~~ the reported full-
2683 time equivalent students and associated funding of students
2684 enrolled in courses requiring passage of an end-of-course
2685 assessment under s. 1003.4282 to earn a standard high school
2686 diploma shall be adjusted if after the student does not pass
2687 ~~completes~~ the end-of-course assessment. However, no adjustment
2688 shall be made for a student who enrolls in a segmented remedial

2689 | course delivered online.

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

2704 | (V) A Florida Virtual School full-time equivalent student
2705 | shall consist of six full-credit completions or the prescribed
2706 | level of content that counts toward promotion to the next grade
2707 | in the programs listed in s. 1011.62(1)(c)1. and 3. for students
2708 | participating in kindergarten through grade 12 part-time virtual
2709 | instruction and the programs listed in s. 1011.62(1)(c) for
2710 | students participating in kindergarten through grade 12 full-
2711 | time virtual instruction. Credit completions may be a
2712 | combination of full-credit courses or half-credit courses.
2713 | Beginning in the 2016-2017 ~~2014-2015~~ fiscal year, ~~when s.~~
2714 | ~~1008.22(3)(g) is implemented,~~ the reported full-time equivalent
2715 | students and associated funding of students enrolled in courses
2716 | requiring passage of an end-of-course assessment under s.

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2717 | 1003.4282 to earn a standard high school diploma shall be
2718 | adjusted if after the student does not pass ~~completes~~ the end-
2719 | of-course assessment. However, no adjustment shall be made for a
2720 | student who enrolls in a segmented remedial course delivered
2721 | online.

2722 | (VI) Each successfully completed full-credit course earned
2723 | through an online course delivered by a district other than the
2724 | one in which the student resides shall be calculated as 1/6
2725 | FTE.

2726 | ~~(VII) Each successfully completed credit earned under the~~
2727 | ~~alternative high school course credit requirements authorized in~~
2728 | ~~s. 1002.375, which is not reported as a portion of the 900 net~~
2729 | ~~hours of instruction pursuant to subparagraph (1)(a)1., shall be~~
2730 | ~~calculated as 1/6 FTE.~~

2731 | (VII) (VIII) (A) A full-time equivalent student for courses
2732 | requiring passage of a statewide, standardized end-of-course
2733 | assessment under s. 1003.4282 to earn a standard high school
2734 | diploma pursuant to s. 1008.22(3)(c)2.a. shall be defined and
2735 | reported based on the number of instructional hours as provided
2736 | in this subsection until the 2016-2017 fiscal year ~~for the first~~
2737 | ~~3 years of administering the end-of-course assessment.~~ Beginning
2738 | in the 2016-2017 fiscal year ~~fourth year of administering the~~
2739 | ~~end-of-course assessment,~~ the FTE for the course shall be
2740 | assessment-based ~~credit-based~~ and each course shall be equal to
2741 | 1/6 FTE. The reported FTE shall be adjusted if after the student
2742 | does not pass ~~successfully completes~~ the end-of-course
2743 | assessment ~~pursuant to s. 1008.22(3)(c)2.a.~~ However, no
2744 | adjustment shall be made for a student who enrolls in a

2745 segmented remedial course delivered online.

2746 (A)~~(B)~~ For students enrolled in a school district as a
 2747 full-time student, the district may report 1/6 FTE for each
 2748 student who passes a statewide, standardized end-of-course
 2749 assessment without being enrolled in the corresponding course.

2750 (B)~~(C)~~ The FTE earned under this sub-sub-subparagraph and
 2751 any FTE for courses or programs listed in s. 1011.62(1)(c) that
 2752 do not require passing a statewide, standardized end-of-course
 2753 assessment are subject to the requirements in subsection (4).

2754 2. A student in membership in a program scheduled for more
 2755 or less than 180 school days or the equivalent on an hourly
 2756 basis as specified by rules of the State Board of Education is a
 2757 fraction of a full-time equivalent membership equal to the
 2758 number of instructional hours in membership divided by the
 2759 appropriate number of hours set forth in subparagraph (a)1.;
 2760 however, for the purposes of this subparagraph, membership in
 2761 programs scheduled for more than 180 days is limited to students
 2762 enrolled in juvenile justice education programs and the Florida
 2763 Virtual School.

2764
 2765 The department shall determine and implement an equitable method
 2766 of equivalent funding for experimental schools and for schools
 2767 operating under emergency conditions, which schools have been
 2768 approved by the department to operate for less than the minimum
 2769 school day.

2770 Section 40. Paragraphs (n) and (o) of subsection (1) of
 2771 section 1011.62, Florida Statutes, are amended, present
 2772 paragraph (s) is redesignated as paragraph (t), present

2773 paragraph (t) is redesignated as paragraph (u) and amended, and
 2774 a new paragraph (s) is added to that subsection, to read:

2775 1011.62 Funds for operation of schools.—If the annual
 2776 allocation from the Florida Education Finance Program to each
 2777 district for operation of schools is not determined in the
 2778 annual appropriations act or the substantive bill implementing
 2779 the annual appropriations act, it shall be determined as
 2780 follows:

2781 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 2782 OPERATION.—The following procedure shall be followed in
 2783 determining the annual allocation to each district for
 2784 operation:

2785 (n) Calculation of additional full-time equivalent
 2786 membership based on college board advanced placement scores of
 2787 students.—A value of 0.16 full-time equivalent student
 2788 membership shall be calculated for each student in each advanced
 2789 placement course who receives a score of 3 or higher on the
 2790 College Board Advanced Placement Examination for the prior year
 2791 and added to the total full-time equivalent student membership
 2792 in basic programs for grades 9 through 12 in the subsequent
 2793 fiscal year. Each district must allocate at least 80 percent of
 2794 the funds provided to the district for advanced placement
 2795 instruction, in accordance with this paragraph, to the high
 2796 school that generates the funds. The school district shall
 2797 distribute to each classroom teacher who provided advanced
 2798 placement instruction:

2799 1. A bonus in the amount of \$50 for each student taught by
 2800 the Advanced Placement teacher in each advanced placement course

2801 who receives a score of 3 or higher on the College Board
2802 Advanced Placement Examination.

2803 2. An additional bonus of \$500 to each Advanced Placement
2804 teacher in a school designated with a grade of "D" or "F" who
2805 has at least one student scoring 3 or higher on the College
2806 Board Advanced Placement Examination, regardless of the number
2807 of classes taught or of the number of students scoring a 3 or
2808 higher on the College Board Advanced Placement Examination.

2809
2810 Bonuses awarded to a teacher according to this paragraph shall
2811 not exceed \$2,000 in any given school year. However, the maximum
2812 bonus shall be \$3,000 if at least 50 percent of the students
2813 enrolled in a teacher's course earn a score of 3 or higher on
2814 the examination in a school with a grade of "A," "B," or "C" or
2815 if at least 25 percent of the students enrolled in a teacher's
2816 course earn a score of 3 or higher on the examination in a
2817 school with a grade of "D" or "F." Bonuses awarded under this
2818 paragraph ~~and~~ shall be in addition to any regular wage or other
2819 bonus the teacher received or is scheduled to receive. For such
2820 courses, the teacher shall earn an additional bonus of \$50 for
2821 each student who has a qualifying score up to the maximum of
2822 \$3,000 in any given school year.

2823 (o) Calculation of additional full-time equivalent
2824 membership based on ~~certification of~~ successful completion of a
2825 career-themed course ~~or career and professional academy program~~
2826 pursuant to ss. 1003.491, 1003.492, and 1003.493, ~~and 1003.4935~~
2827 and issuance of ~~the highest level of~~ industry certification

2828 identified in the Industry Certification ~~Certified~~ Funding List
2829 pursuant to rules adopted by the State Board of Education.—
2830 1. A value of 0.1 or ~~0.2, or 0.3~~ full-time equivalent
2831 student membership shall be calculated for each student who
2832 completes a career-themed course as defined in s. 1003.493(1)(b)
2833 ~~or a career and professional academy program under ss. 1003.491,~~
2834 ~~1003.492, 1003.493, and 1003.4935~~ and who is issued an the
2835 ~~highest level of~~ industry certification identified annually in
2836 the Industry Certification Funding List approved under rules
2837 adopted by the State Board of Education ~~upon promotion to the~~
2838 ~~9th grade under subparagraph 2. or upon earning a high school~~
2839 ~~diploma.~~ The maximum full-time equivalent student membership
2840 value for any student in grades 9 through 12 is 0.3. A value of
2841 0.2 full-time equivalent membership shall be calculated for each
2842 student who is issued an industry certification that has a
2843 statewide articulation agreement for college credit approved by
2844 the State Board of Education. For industry certifications that
2845 do not articulate for college credit, the Department of
2846 Education shall assign a ~~the appropriate~~ full-time equivalent
2847 value of 0.1 for each certification, ~~50 percent of which is~~
2848 ~~based on rigor and the remaining 50 percent on employment value.~~
2849 The State Board of Education shall include the assigned values
2850 in the Industry Certification Funding List under rules adopted
2851 by the state board. ~~Rigor shall be based on the number of~~
2852 ~~instructional hours, including work experience hours, required~~
2853 ~~to earn the certification, with a bonus for industry~~
2854 ~~certifications that have a statewide articulation agreement for~~
2855 ~~college credit approved by the State Board of Education.—~~

2856 ~~Employment value shall be based on the entry wage, growth rate~~
2857 ~~in employment for each occupational category, and average annual~~
2858 ~~openings for the primary occupation linked to the industry~~
2859 ~~certification.~~ Such value shall be added to the total full-time
2860 equivalent student membership in secondary career education
2861 programs for grades 9 through 12 in the subsequent year for
2862 courses that were not provided ~~funded~~ through dual enrollment.
2863 Industry certifications earned through dual enrollment must be
2864 reported and funded pursuant to ss. 1011.80 and 1011.81.

2865 ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~
2866 ~~time equivalent student membership shall be calculated for each~~
2867 ~~student who completes a career-themed course or a career and~~
2868 ~~professional academy program under s. 1003.4935 and who is~~
2869 ~~issued the highest level of industry certification in science,~~
2870 ~~technology, engineering, or mathematics identified on the~~
2871 ~~Industry Certification Funding List under rules adopted by the~~
2872 ~~State Board of Education.~~

2873 ~~2.3. The additional full-time equivalent membership~~
2874 ~~authorized under this paragraph may not exceed 0.3 per student.~~
2875 Each district must allocate at least 80 percent of the funds
2876 provided for industry certification, in accordance with this
2877 paragraph, to the program that generated the funds. This
2878 allocation may not be used to supplant funds provided for basic
2879 operation of the program. Unless a different amount is specified
2880 in the General Appropriations Act, the appropriation for this
2881 calculation is limited to \$60 ~~\$15~~ million annually. If the
2882 appropriation is insufficient to fully fund the total
2883 calculation, the appropriation shall be prorated.

2884 3. Contingent upon appropriations for industry
2885 certifications earned in the 2013-2014 school year and in
2886 subsequent years, the school district shall distribute to each
2887 classroom teacher who provided direct instruction toward the
2888 attainment of an industry certification that qualified for
2889 additional full-time equivalent membership under subparagraph
2890 1.:

2891 a. A bonus in the amount of \$25 for each student taught by
2892 a teacher who provided instruction in a course that led to the
2893 attainment of an industry certification on the Industry
2894 Certification Funding List with a weight of 0.1.

2895 b. A bonus in the amount of \$50 for each student taught by
2896 a teacher who provided instruction in a course that led to the
2897 attainment of an industry certification on the Industry
2898 Certification Funding List with a weight of 0.2.

2899 4. For the 2013-2014 fiscal year, the additional FTE
2900 membership calculation must include the additional FTE for any
2901 student who earned a certification in the 2009-2010, 2010-2011,
2902 and 2011-2012 fiscal years who was not previously funded and was
2903 enrolled in 2012-2013.

2904
2905 Bonuses awarded pursuant to this paragraph shall be provided to
2906 teachers who are employed by the district in the year in which
2907 the additional FTE membership calculation is included in the
2908 calculation. Bonuses shall be calculated based upon the
2909 associated weight of an industry certification on the Industry
2910 Certification Funding List for the year in which the
2911 certification is earned by the student. Any bonus awarded to a

2912 teacher under this paragraph may not exceed \$2,000 in any given
 2913 school year and is in addition to any regular wage or other
 2914 bonus the teacher received or is scheduled to receive.

2915 (s) Florida Cyber Security Recognition, Florida Digital
 2916 Arts Recognition, and Florida Digital Tools Certificate
 2917 established pursuant to s. 1003.4203.—

2918 1. Each school district shall certify by June 30 of each
 2919 year to the Department of Education each elementary school that
 2920 achieves 75 percent of student attainment of the Florida Cyber
 2921 Security Recognition or the Florida Digital Arts Recognition
 2922 established pursuant to s. 1003.4203. Upon verification by the
 2923 department, each school that has achieved the designated student
 2924 recognitions shall be awarded a Florida Digital Learning
 2925 Certificate of Achievement by the Commissioner of Education.

2926 2. Contingent upon appropriations, each middle school
 2927 shall receive \$50 for each student who earns the Florida Digital
 2928 Tools Certificate established pursuant to s. 1003.4203 with a
 2929 minimum award per school of \$1,000 annually and a maximum award
 2930 per school of \$15,000 annually. This performance payment shall
 2931 be calculated in the FEFP as a full-time equivalent student.

2932 (u) ~~(t)~~ Computation for funding through the Florida
 2933 Education Finance Program.—The State Board of Education may
 2934 adopt rules establishing programs, industry certifications, and
 2935 courses for which the student may earn credit toward high school
 2936 graduation.

2937 Section 41. Paragraph (b) of subsection (1) of section
 2938 1012.22, Florida Statutes, is amended to read:

2939 1012.22 Public school personnel; powers and duties of the

2940 district school board.—The district school board shall:

2941 (1) Designate positions to be filled, prescribe
 2942 qualifications for those positions, and provide for the
 2943 appointment, compensation, promotion, suspension, and dismissal
 2944 of employees as follows, subject to the requirements of this
 2945 chapter:

2946 (b) Time to act on nominations.—The district school board
 2947 shall act not later than 3 weeks following the receipt of
 2948 statewide, standardized FCAT scores and data under s. 1008.22,
 2949 including school grades, or June 30, whichever is later, on the
 2950 district school superintendent's nominations of supervisors,
 2951 principals, and members of the instructional staff.

2952 Section 42. Subsection (4) of section 1012.56, Florida
 2953 Statutes, is amended to read:

2954 1012.56 Educator certification requirements.—

2955 (4) ALIGNMENT OF SUBJECT AREAS.—~~As the Sunshine State~~
 2956 ~~Standards are replaced by the Next Generation Sunshine State~~
 2957 ~~Standards under s. 1003.41,~~ The State Board of Education shall
 2958 align the subject area examinations to the Next Generation
 2959 Sunshine State Standards.

2960 Section 43. Paragraph (b) of subsection (4) of section
 2961 1012.98, Florida Statutes, is amended to read:

2962 1012.98 School Community Professional Development Act.—

2963 (4) The Department of Education, school districts,
 2964 schools, Florida College System institutions, and state
 2965 universities share the responsibilities described in this
 2966 section. These responsibilities include the following:

2967 (b) Each school district shall develop a professional
2968 development system as specified in subsection (3). The system
2969 shall be developed in consultation with teachers, teacher-
2970 educators of Florida College System institutions and state
2971 universities, business and community representatives, and local
2972 education foundations, consortia, and professional
2973 organizations. The professional development system must:

2974 1. Be approved by the department. All substantial
2975 revisions to the system shall be submitted to the department for
2976 review for continued approval.

2977 2. Be based on analyses of student achievement data and
2978 instructional strategies and methods that support rigorous,
2979 relevant, and challenging curricula for all students. Schools
2980 and districts, in developing and refining the professional
2981 development system, shall also review and monitor school
2982 discipline data; school environment surveys; assessments of
2983 parental satisfaction; performance appraisal data of teachers,
2984 managers, and administrative personnel; and other performance
2985 indicators to identify school and student needs that can be met
2986 by improved professional performance.

2987 3. Provide inservice activities coupled with followup
2988 support appropriate to accomplish district-level and school-
2989 level improvement goals and standards. The inservice activities
2990 for instructional personnel shall focus on analysis of student
2991 achievement data, ongoing formal and informal assessments of
2992 student achievement, identification and use of enhanced and
2993 differentiated instructional strategies that emphasize rigor,
2994 relevance, and reading in the content areas, enhancement of

2995 subject content expertise, integrated use of classroom
 2996 technology that enhances teaching and learning, classroom
 2997 management, parent involvement, and school safety.

2998 4. Include a master plan for inservice activities,
 2999 pursuant to rules of the State Board of Education, for all
 3000 district employees from all fund sources. The master plan shall
 3001 be updated annually by September 1, must be based on input from
 3002 teachers and district and school instructional leaders, and must
 3003 use the latest available student achievement data and research
 3004 to enhance rigor and relevance in the classroom. Each district
 3005 inservice plan must be aligned to and support the school-based
 3006 inservice plans and school improvement plans pursuant to s.
 3007 1001.42(18). District plans must be approved by the district
 3008 school board annually in order to ensure compliance with
 3009 subsection (1) and to allow for dissemination of research-based
 3010 best practices to other districts. District school boards must
 3011 submit verification of their approval to the Commissioner of
 3012 Education no later than October 1, annually.

3013 5. Authorize ~~Require~~ each school principal to establish
 3014 and maintain an individual professional development plan for
 3015 each instructional employee assigned to the school as a seamless
 3016 component to the school improvement plans developed pursuant to
 3017 s. 1001.42(18). An ~~The~~ individual professional development plan
 3018 must~~;~~

3019 a. ~~be~~ be related to specific performance data for the
 3020 students to whom the teacher is assigned;;

3021 ~~b.~~ define the inservice objectives and specific measurable
3022 improvements expected in student performance as a result of the
3023 inservice activity; ~~and~~

3024 ~~e.~~ include an evaluation component that determines the
3025 effectiveness of the professional development plan.

3026 6. Include inservice activities for school administrative
3027 personnel that address updated skills necessary for
3028 instructional leadership and effective school management
3029 pursuant to s. 1012.986.

3030 7. Provide for systematic consultation with regional and
3031 state personnel designated to provide technical assistance and
3032 evaluation of local professional development programs.

3033 8. Provide for delivery of professional development by
3034 distance learning and other technology-based delivery systems to
3035 reach more educators at lower costs.

3036 9. Provide for the continuous evaluation of the quality
3037 and effectiveness of professional development programs in order
3038 to eliminate ineffective programs and strategies and to expand
3039 effective ones. Evaluations must consider the impact of such
3040 activities on the performance of participating educators and
3041 their students' achievement and behavior.

3042 Section 44. Any student who selected and is participating
3043 in an accelerated high school graduation option under s.
3044 1003.429, Florida Statutes, before July 1, 2013, may continue
3045 that option, and all statutory program requirements of the
3046 accelerated high school option shall remain applicable to the
3047 student as long as the student continues participation in the
3048 option.

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3049 Section 45. The Division of Law Revision and Information
3050 is requested to prepare a reviser's bill for the 2014 Regular
3051 Session of the Legislature to change the term "Sunshine State
3052 Standards" to "Next Generation Sunshine State Standards"
3053 wherever the term appears in the Florida Statutes.

3054 Section 46. This act shall take effect July 1, 2013.