

By Senator Gaetz

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1                   A bill to be entitled  
2           An act relating to student assessments; creating s.  
3           1008.223, F.S.; providing purposes; authorizing a  
4           district school board to choose to implement certain  
5           rigorous alternative assessment options by a certain  
6           school year; providing requirements for the rigorous  
7           alternative assessment options; specifying the types  
8           of exams that may be taken and the corresponding  
9           substitutions or exemptions that may be earned by  
10          certain students; requiring the Commissioner of  
11          Education to collaborate with ACT, Inc.; requiring the  
12          State Board of Education to adopt such scores in rule  
13          by a specified school year; requiring a district  
14          school board that chooses to implement rigorous  
15          alternative assessment options to notify the  
16          commissioner, students, and parents of the decision by  
17          a specified date; requiring a parent to annually  
18          notify the school district in writing by a certain  
19          date if his or her child will take the statewide,  
20          standardized assessments; requiring the state board to  
21          adopt in rule adjustments to certain scores based on  
22          certain recommendations; requiring rigorous  
23          alternative assessment options to be available for  
24          students in high school beginning in the 2016-2017  
25          school year; specifying the types of industry  
26          certifications and assessments that may be taken and  
27          the corresponding exemptions and high school credit  
28          that may be earned by a student in high school;  
29          requiring the commissioner to adopt the schedule for  
30          the administration of the rigorous alternative  
31          assessment options; requiring student performance  
32          results to be made available to district school

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33           superintendents annually by a specified date;  
34           providing requirements for high school credits;  
35           providing proxy values to link student performance on  
36           rigorous alternative assessments to certain  
37           evaluations and grades; requiring the commissioner to  
38           seek legislative approval for any adjustments to the  
39           proxy values by a specified time; requiring the  
40           commissioner to submit certain recommendations to the  
41           Legislature by a specified date; requiring the  
42           rigorous alternative assessment options and proxies to  
43           be included in each district school board-approved  
44           student progression plan and each district school  
45           board-approved educator performance evaluation system  
46           by a specified time; requiring the commissioner to  
47           coordinate with school districts for the  
48           administration of the rigorous alternative  
49           assessments; requiring the Department of Education to  
50           renegotiate the Florida Standards Assessment contract;  
51           specifying that certain requirements do not apply to  
52           the renegotiation; requiring the renegotiated contract  
53           to be executed by a specified date; authorizing the  
54           department to renegotiate other assessment contracts;  
55           requiring the department to negotiate and contract  
56           with certain entities in order to implement the  
57           rigorous alternative assessments; prohibiting the  
58           funding for the assessments from causing an increase  
59           in a certain appropriation in the General  
60           Appropriations Act; requiring each district school  
61           board to publish notification of the rigorous

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62 alternative assessment and student choice options on  
63 its school district website; providing applicability;  
64 providing for rulemaking; providing an implementation  
65 schedule for the 2016-2017 school year; amending s.  
66 1002.3105, F.S.; specifying that a student who attains  
67 a passing score on a rigorous alternative assessment  
68 may meet certain requirements; amending s. 1002.33,  
69 F.S.; revising compliance requirements for charter  
70 schools; amending s. 1003.4282, F.S.; requiring each  
71 school district to annually notify students and  
72 parents of standard high school diploma requirements  
73 by a specified date; conforming provisions to changes  
74 made by the act; amending ss. 1003.4285, 1003.4295,  
75 and 1003.436, F.S.; conforming provisions to changes  
76 made by the act; amending s. 1006.28, F.S.; requiring  
77 instructional materials to be consistent with the  
78 rigorous alternative assessment option; requiring a  
79 district school board to make certain certifications  
80 at a public meeting; amending s. 1007.27, F.S.;  
81 requiring the department to identify the minimum  
82 scores, maximum credit, and courses for which credit  
83 is awarded for certain examinations; amending ss.  
84 1007.271 and 1011.61, F.S.; conforming provisions to  
85 changes made by the act; amending s. 1011.62, F.S.;  
86 deleting certain bonus limits that may be earned for  
87 instructing students who receive specified grades on  
88 certain examinations; amending s. 1012.34, F.S.;  
89 requiring a classroom teacher's performance evaluation  
90 to be based on the performance of certain students;

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91 requiring the commissioner to make certain requests  
92 and submit certain documentation regarding the federal  
93 Elementary and Secondary Education Act by a specified  
94 date; requiring the commissioner to submit a report to  
95 the Governor and the Legislature by a specified date;  
96 providing an effective date.

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

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100 Section 1. Section 1008.223, Florida Statutes, is created  
101 to read:

102 1008.223 Rigorous alternative assessment options.—

103 (1) PURPOSE.—The purpose of this section is to enable  
104 students to choose to take rigorous alternative assessments, in  
105 lieu of the statewide, standardized assessments established  
106 pursuant to s. 1008.22 to meet subject area, course, credit, and  
107 assessment requirements for student progression and graduation.  
108 It is the intent of the Legislature to preserve the statewide,  
109 standardized assessments as the default common battery of  
110 assessments for all students attending public schools. The  
111 rigorous alternative assessments are intended to supplement the  
112 statewide assessment program with valid, reliable, and respected  
113 assessment options for students to demonstrate subject area and  
114 grade level competency and college and career readiness.

115 Additionally, the purpose of this section is to:

116 (a) Expand the availability of rigorous alternative  
117 assessment options that students take to meet requirements for  
118 admission to postsecondary educational institutions or to  
119 generate college credits, often at least three credit hours, so

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120 that such credits also substitute for statewide, standardized  
121 assessments.

122 (b) Maximize a performance-based approach that allows  
123 students to generate credit based on attaining a concordant,  
124 comparative, or passing score on a rigorous alternative  
125 assessment without enrolling in the corresponding course to  
126 demonstrate satisfactory performance in meeting the requirements  
127 to earn a standard high school diploma.

128 (c) Link student performance on rigorous alternative  
129 assessments to educator evaluation, school grade, school  
130 improvement rating, and school district grade calculations.

131 (d) Leverage the Course Code Directory and the statewide  
132 course numbering system to link assessments and courses to award  
133 credit and assist the state and school districts with planning  
134 and administering rigorous alternative assessments.

135  
136 Nothing stated in this section shall be construed to require  
137 students to take rigorous alternative assessments in addition to  
138 the statewide, standardized assessments or as substitutes for  
139 the Florida Alternate Assessment for students with disabilities  
140 pursuant to s. 1008.22.

141 (2) DISTRICT OPTIONS FOR STUDENTS.—

142 (a) Beginning in the 2016-2017 school year, a district  
143 school board may choose to implement one of the following  
144 rigorous alternative assessment options or a combination of such  
145 assessments as specified in this paragraph, in lieu of the  
146 statewide, standardized assessments:

147 1. ACT Aspire for grades 3 through 8. If a district school  
148 board chooses to administer the ACT Aspire assessments for

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149 grades 3 through 8 districtwide, a student enrolled in a public  
150 school within that school district must take the ACT Aspire  
151 assessments to satisfy the statewide, standardized assessment  
152 requirements and demonstrate subject area and grade level  
153 competency in English Language Arts (ELA), mathematics, and  
154 science, unless the student's parent selects the statewide,  
155 standardized assessments pursuant to s. 1008.22 for the student.  
156 The commissioner must collaborate with ACT, Inc., to establish  
157 ACT Aspire scores that demonstrate grade level and subject area  
158 competency in ELA, mathematics, and science for grades 3 through  
159 8. Before the beginning of the 2016-2017 school year, the state  
160 board must adopt the scores in rule.

161 2. ACT Aspire and ACT for high school. If a district school  
162 board chooses to administer the ACT Aspire assessments for  
163 grades 9 and 10 and ACT districtwide, a student enrolled in a  
164 public school in that school district must take the ACT Aspire  
165 and ACT assessments to satisfy the statewide, standardized  
166 assessment requirements and demonstrate subject area competency  
167 and college and career readiness, unless the student's parent  
168 selects the statewide, standardized assessments pursuant to s.  
169 1008.22 for the student. A student may take the ACT after taking  
170 the ACT Aspire assessments for grades 9 and 10 or after  
171 demonstrating his or her readiness to take the ACT, as  
172 determined by the district school superintendent, through  
173 coursework or scores on the ACT Aspire assessments.

174 a. The ACT Aspire and ACT Performance-Based Student Outcome  
175 Worksheet under this sub-subparagraph shall be used to authorize  
176 ACT Aspire assessment and ACT substitutions for the grade 9 and  
177 grade 10 ELA assessments and the Algebra I EOC assessment. The

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178 scores specified in the worksheet demonstrate grade level and  
 179 subject area competency in ELA and mathematics.

180 ACT Aspire and ACT Performance-Based Student Outcome Worksheet  
 181 Student Performance

<u>Test</u>	<u>Score</u>	<u>=</u>	<u>Substitution</u>
<u>ACT Aspire or</u> <u>ACT English</u> <u>and Reading</u> <u>components</u>	<u>426 on ACT</u> <u>Aspire or 17</u> <u>on ACT</u> <u>(English and</u> <u>Reading</u> <u>Average)</u>	<u>=</u>	<u>Grade 9 ELA assessment</u>
<u>ACT Aspire or</u> <u>ACT English</u> <u>and Reading</u> <u>components</u>	<u>428 on ACT</u> <u>Aspire or 18</u> <u>on ACT</u> <u>(English and</u> <u>Reading</u> <u>Average)</u>	<u>=</u>	<u>Grade 9 ELA and Grade 10</u> <u>ELA assessments</u>
<u>ACT Aspire or</u> <u>ACT</u> <u>Mathematics</u>	<u>428 on ACT</u> <u>Aspire or 18</u> <u>on ACT</u>	<u>=</u>	<u>Algebra I EOC assessment</u>

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 186 b. The ACT Aspire and ACT Performance-Based Student Outcome  
 187 Worksheet under this sub-subparagraph shall be used to authorize  
 188 ACT Aspire and ACT as rigorous alternative assessment options

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189 for granting exemptions from taking the Geometry EOC, Algebra II  
 190 EOC, and Biology I EOC assessments. Additionally, the worksheet  
 191 shall be used to authorize ACT Aspire and ACT as rigorous  
 192 alternative assessment options for granting exemptions from all  
 193 assessment requirements in order to earn a standard high school  
 194 diploma. The scores specified in the worksheet shall serve as  
 195 the basis for granting the exemptions from taking the statewide,  
 196 standardized assessments.

ACT Aspire and ACT Performance-Based Student Outcome Worksheet

Student Performance

<u>Test</u>	<u>Score</u>	<u>=</u>	<u>Exemption</u>
<u>ACT Aspire or</u> <u>ACT</u> <u>Mathematics</u>	<u>432 on ACT</u> <u>Aspire or 20</u> <u>on ACT</u>	<u>=</u>	<u>Geometry EOC assessment</u>
<u>ACT Aspire or</u> <u>ACT</u> <u>Mathematics</u>	<u>435 on ACT</u> <u>Aspire or 22</u> <u>on ACT</u>	<u>=</u>	<u>Geometry EOC and Algebra</u> <u>II EOC assessments</u>
<u>ACT Aspire or</u> <u>ACT Science</u>	<u>430 on ACT</u> <u>Aspire or 20</u> <u>on ACT</u>	<u>=</u>	<u>Biology I EOC assessment</u>
<u>ACT Aspire or</u> <u>ACT</u>	<u>428 on ACT</u> <u>Aspire or 18</u> <u>on ACT</u>	<u>=</u>	<u>Grade 9 ELA and Grade 10</u> <u>ELA, Algebra I EOC,</u> <u>Geometry EOC, Algebra II</u>



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(English and Reading Average); 435 on ACT Aspire or 22 on ACT Mathematics; and 430 on ACT Aspire or 20 on ACT Science

EOC, Biology I EOC, and United States History EOC assessments

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3. PSAT or NMSQT, and SAT for high school. If a district school board chooses to administer the PSAT or NMSQT, and SAT assessments districtwide, a student enrolled in a public school in that school district must take the PSAT or NMSQT, as applicable, and SAT assessments to satisfy the statewide, standardized assessment requirements and demonstrate subject area competency and college and career readiness, unless the student's parent selects the statewide, standardized assessments pursuant to s. 1008.22 for the student. A student may take the SAT after taking the PSAT or NMSQT assessments or after demonstrating his or her readiness to take the SAT, as determined by the district school superintendent, through coursework or scores on the PSAT or NMSQT assessments.

a. The PSAT, NMSQT, and SAT Performance-Based Student Outcome Worksheet under this sub-subparagraph shall be used to authorize PSAT, NMSQT, and SAT substitutions for the grade 9 and grade 10 ELA assessments and the Algebra I EOC assessment. The scores specified in the worksheet demonstrate grade level and subject area competency in ELA and mathematics.

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PSAT, NMSQT, and SAT Performance-Based Student Outcome  
Worksheet  
Student Performance

<u>Test</u>	<u>Score</u>	<u>=</u>	<u>Substitution</u>
<u>PSAT, NMSQT,</u> <u>or SAT</u> <u>Critical</u> <u>Reading and</u> <u>Writing</u>	<u>64 on PSAT or</u> <u>NMSQT, or 640</u> <u>on SAT</u> <u>(Critical</u> <u>Reading and</u> <u>Writing Sum)</u>	<u>=</u>	<u>Grade 9 ELA assessment</u>
<u>PSAT, NMSQT,</u> <u>or SAT</u> <u>Critical</u> <u>Reading and</u> <u>Writing</u>	<u>67 on PSAT or</u> <u>NMSQT, or 670</u> <u>on SAT</u> <u>(Critical</u> <u>Reading and</u> <u>Writing Sum)</u>	<u>=</u>	<u>Grade 9 ELA and Grade 10</u> <u>ELA assessments</u>
<u>PSAT, NMSQT,</u> <u>or SAT</u> <u>Mathematics</u>	<u>42 on PSAT or</u> <u>NMSQT, or 420</u> <u>on SAT</u>	<u>=</u>	<u>Algebra I EOC assessment</u>

b. The PSAT, NMSQT, and SAT Performance-Based Student  
Outcome Worksheet under this sub-subparagraph shall be used to  
authorize PSAT, NMSQT, and SAT as rigorous alternative  
assessment options for granting exemptions from taking the

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233 Geometry EOC and Algebra II EOC assessments. Additionally, the  
 234 worksheet shall be used to authorize PSAT, NMSQT, and SAT for  
 235 exemption from all assessment requirements in order to earn a  
 236 standard high school diploma. The scores specified in the  
 237 worksheet shall serve as the basis for granting exemptions from  
 238 taking the statewide, standardized assessments.  
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PSAT, NMSQT, and SAT Performance-Based Student Outcome  
Worksheet  
Student Performance

<u>Test</u>	<u>Score</u>	<u>=</u>	<u>Exemption</u>
241 <u>PSAT, NMSQT,</u> <u>or SAT</u> <u>Mathematics</u>	<u>45 on PSAT or</u> <u>NMSQT, or 450</u> <u>on SAT</u>	<u>=</u>	<u>Geometry EOC assessment</u>
242 <u>PSAT, NMSQT,</u> <u>or SAT</u> <u>Mathematics</u>	<u>50 on PSAT or</u> <u>NMSQT, or 500</u> <u>on SAT</u>	<u>=</u>	<u>Geometry EOC and Algebra II</u> <u>EOC assessments</u>
243 <u>PSAT, NMSQT,</u> <u>or SAT</u>	<u>120 on PSAT</u> <u>or NMSQT, or</u> <u>1200 on SAT</u> <u>(Critical</u> <u>Reading,</u> <u>Writing, and</u> <u>Mathematics</u> <u>Sum)</u>	<u>=</u>	<u>Grade 9 ELA and Grade 10</u> <u>ELA, Algebra I EOC,</u> <u>Geometry EOC, Algebra II</u> <u>EOC, Biology I EOC, and</u> <u>United States History EOC</u> <u>assessments</u>

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245 A district school board may, pursuant to this paragraph, choose  
246 any one of the rigorous alternative assessment options specified  
247 under subparagraphs 1., 2., and 3. or a combination of  
248 assessment options specified under subparagraphs 1. and 2. or  
249 subparagraphs 1. and 3.

250 (b) A student who does not attain the score specified under  
251 this subsection for exemption from taking the Geometry EOC,  
252 Algebra II EOC, Biology I EOC, or United States History EOC  
253 assessments must take the applicable EOC assessment after  
254 completing the relevant course during that school year to meet  
255 the requirements of ss. 1003.4282 and 1008.22. A student's  
256 performance on the statewide, standardized EOC assessment  
257 constitutes 30 percent of the student's final course grade  
258 pursuant to s. 1003.4282, and the student must pass the Geometry  
259 EOC, Algebra II EOC, Biology I EOC, and United States History  
260 EOC assessments to earn the Scholar designation on the standard  
261 high school diploma pursuant to s. 1003.4285.

262 (c) By July 8, 2016, for the 2016-2017 school year pursuant  
263 to subsection (12) and by August 1 of each school year  
264 thereafter, a district school board that selects rigorous  
265 alternative assessments must identify and approve such  
266 assessments for districtwide use. Accordingly, the district  
267 school superintendent shall notify the commissioner, inform the  
268 students and parents of the rigorous alternative assessment  
269 options, and coordinate with the commissioner to arrange for the  
270 administration and facilitation of such assessments.

271 (d) Annually, by August 10 of each school year, a parent  
272 must notify the applicable school district, in writing, if the

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273 parent selects the statewide, standardized assessments for his  
274 or her child. The parent's selection shall apply to the required  
275 statewide, standardized assessments pursuant to s. 1008.22 for  
276 the relevant grade level and subject area which are administered  
277 during that school year. A student may not be required to take  
278 an assessment if the student has satisfied the subject area,  
279 course, credit, or assessment requirements, as applicable,  
280 through rigorous alternative assessment options for student  
281 progression and graduation.

282 (e) The state board shall adopt in rule adjustments, as  
283 necessary, to the scores specified under this subsection before  
284 the beginning of the 2016-2017 school year based on  
285 recommendations from the commissioner; ACT, Inc.; and the  
286 College Board.

287 (3) OPTIONS FOR STUDENTS IN HIGH SCHOOL.—Beginning in the  
288 2016-2017 school year, rigorous alternative assessment options,  
289 adopted pursuant to this subsection, must be available to  
290 students statewide. A student may choose to take rigorous  
291 alternative assessments without enrolling in the corresponding  
292 courses. However, the student must attain a passing score on the  
293 rigorous alternative assessments to meet the subject area,  
294 course, credit, and assessment requirements under ss. 1002.3105,  
295 1003.4282, 1003.4285, 1003.4295(3), and 1008.22. At a minimum,  
296 the rigorous alternative assessment options that a student may  
297 choose to take must include:

298 (a) Passing scores on nationally recognized industry  
299 certifications. A student who attains national industry  
300 certifications by passing industry-approved examinations for  
301 such certifications is exempt from the relevant statewide,

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302 standardized assessment requirements to earn a standard high  
 303 school diploma, as specified under this section. The Industry  
 304 Certifications Performance-Based Student Outcome Worksheet under  
 305 this paragraph shall be used to exempt a student from the  
 306 relevant statewide, standardized assessment based on student  
 307 performance on the industry-approved examinations to earn  
 308 national industry certifications. Annually, the state board  
 309 shall adopt by rule additional industry certifications that, if  
 310 attained by a student, shall exempt the student from the  
 311 relevant statewide, standardized assessment requirements.

Industry Certifications Performance-Based Student Outcome  
Worksheet  
Student Performance

313	<u>Industry Certification</u>	=	<u>Exemption</u>
314	<u>Associate Level Certified</u> <u>Electronic Technician</u>	=	<u>Algebra I EOC and</u> <u>Geometry EOC</u> <u>assessments</u>
315	<u>Autodesk Certified Professional -</u> <u>AutoCAD, AutoCAD Civil 3D,</u> <u>Inventor, Revit Architecture</u>	=	<u>Geometry EOC assessment</u>
316	<u>Biotechnician Assistant</u>	=	<u>Biology I EOC</u> <u>assessment</u>
317	<u>Certified Apprentice Drafter -</u>	=	<u>Geometry EOC assessment</u>

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Architectural

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Chief Architect Certified  
Apprentice

= Geometry EOC assessment

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Certified Dental Assistant

= Biology I EOC  
assessment

320

Cisco Certified Network  
Professional

= Algebra I EOC and  
Geometry EOC  
assessments

321

ComTIA A+

= Algebra I EOC and  
Geometry EOC  
assessments

322

Emergency Medical Technician

= Biology I EOC  
assessment

323

FAA Aviation Mechanic Technician  
- Airframe

= Algebra I EOC, Geometry  
EOC, and Algebra II EOC  
assessments

324

FAA Aviation Maintenance  
Technician - Powerplant

= Algebra I EOC, Geometry  
EOC, and Algebra II EOC  
assessments

325

FAA Ground School

= Algebra I EOC, Geometry  
EOC, and Algebra II EOC

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assessments

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Global Logistics Associate = Algebra I EOC, Geometry EOC, and Algebra II EOC assessments

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MSSC Certified Production Technician = Algebra I EOC, Geometry EOC, and Algebra II EOC assessments

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Oracle Certified Associate: Database = Algebra I EOC, Geometry EOC, and Algebra II EOC assessments

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(b) Passing scores on assessments such as:

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1. The SAT Subject Test. The SAT Subject Test Performance-Based Student Outcome Worksheet under this subparagraph shall be used to satisfy high school subject area, course, credit, and assessment requirements, based on student performance on the SAT Subject Test, as adopted in rule by the state board.

SAT Subject Test Performance-Based Student Outcome Worksheet  
Student Performance

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<u>Test</u>	<u>Score</u>		<u>Exemption</u>
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<u>SAT Biology- Ecological, Biology-</u>	<u>Passing score on the respective SAT</u>	=	<u>Enrolling in and completing the corresponding course and</u>
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Molecular, Subject Test taking the corresponding  
U.S. History, EOC assessment, if  
World History, applicable, to earn high  
Chemistry, or school credit  
Physics  
Subject Tests

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340 2. College-Level Examination Program (CLEP), DSST  
 341 examination, or another rigorous alternative assessment. The  
 342 CLEP and DSST Performance-Based Student Outcome Worksheet under  
 343 this subparagraph shall be used to satisfy high school subject  
 344 area, course, credit, and assessment requirements, based on  
 345 student performance on the CLEP or DSST, as specified.

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CLEP and DSST Performance-Based Student Outcome Worksheet  
Student Performance

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<u>Examination</u>	<u>Score</u>	<u>Exemption</u>	<u>High School</u>
			<u>Credit Award</u>

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<u>CLEP College</u>	<u>Passing</u>	<u>=</u>	<u>Enrolling in and</u>	<u>1 Algebra I</u>
<u>Algebra or</u>	<u>score on</u>		<u>completing the</u>	<u>credit for</u>
<u>DSST</u>	<u>CLEP or</u>		<u>corresponding</u>	<u>any</u>
<u>Fundamentals</u>	<u>DSST</u>		<u>course and taking</u>	<u>examination</u>
<u>of College</u>			<u>the Algebra I EOC</u>	
<u>Algebra</u>			<u>assessment</u>	

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<u>CLEP College</u>	<u>Passing</u>	<u>=</u>	<u>Enrolling in and</u>	<u>1 Algebra II</u>
<u>Algebra-</u>	<u>score</u>		<u>completing the</u>	<u>credit</u>

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Trigonometry corresponding  
course and taking  
the Algebra II  
EOC assessment

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3. Advanced Placement (AP) Examination. The AP Exam Performance-Based Student Outcome Worksheet under this subparagraph shall be used to satisfy high school subject area, course, credit, and assessment requirements, based on student performance on the AP examinations, as specified. A student who attains a passing score on the specified examinations must be awarded one high school credit each toward the corresponding courses if the student takes the examinations without enrolling in the corresponding courses.

AP Exam Performance-Based Student Outcome Worksheet  
Student Performance

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<u>Examination</u>	<u>Score</u>	<u>=</u>	<u>Exemption</u>	<u>High School</u> <u>Credit</u> <u>Award</u>
<u>AP Calculus</u> <u>AB, Calculus</u> <u>BC, or</u> <u>Statistics</u>	<u>3</u>	<u>=</u>	<u>Enrolling in and</u> <u>completing the</u> <u>corresponding</u> <u>course</u>	<u>1 Mathematics</u> <u>credit for</u> <u>each</u> <u>examination</u>
<u>AP Biology</u>	<u>3</u>	<u>=</u>	<u>Enrolling in and</u> <u>completing the</u>	<u>1 Biology I</u> <u>credit</u>

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			<u>corresponding</u>	
			<u>course and</u>	
			<u>taking the</u>	
			<u>Biology I EOC</u>	
			<u>assessment</u>	
364	<u>AP Physics 1</u>	<u>3</u>	=	<u>Enrolling in and</u>
	<u>or 2, or</u>			<u>1 Science</u>
	<u>Chemistry</u>			<u>credit for</u>
			<u>completing the</u>	<u>each</u>
			<u>corresponding</u>	<u>examination</u>
			<u>course</u>	
365	<u>AP United</u>	<u>3</u>	=	<u>Enrolling in and</u>
	<u>States</u>			<u>1 United</u>
	<u>History</u>			<u>States</u>
			<u>completing the</u>	<u>History</u>
			<u>corresponding</u>	<u>credit</u>
			<u>course and</u>	
			<u>taking the</u>	
			<u>United States</u>	
			<u>History EOC</u>	
			<u>assessment</u>	
366	<u>AP World</u>	<u>3</u>	=	<u>Enrolling in and</u>
	<u>History</u>			<u>1 World</u>
			<u>completing the</u>	<u>History</u>
			<u>corresponding</u>	<u>credit</u>
			<u>course</u>	
367	<u>AP United</u>	<u>3</u>	=	<u>Enrolling in and</u>
	<u>States</u>			<u>0.5 United</u>
	<u>Government</u>			<u>States</u>
	<u>and Politics</u>		<u>completing the</u>	<u>Government</u>
			<u>corresponding</u>	<u>credit</u>
			<u>course</u>	

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368

AP Macro            3        =    Enrolling in and    0.5  
Economics or                            completing the        Economics  
AP Micro                                    corresponding        credit  
Economics                                course

369

370            4. Dual enrollment course and corresponding assessment. The  
371 Dual Enrollment Performance-Based Student Outcome Worksheet  
372 under this subparagraph shall be used to satisfy high school  
373 subject area, course, credit, and assessment requirements, based  
374 on student performance on the statewide, standardized EOC  
375 assessment or CLEP examination corresponding to the dual  
376 enrollment course, as specified.

377

Dual Enrollment Performance-Based Student Outcome Worksheet  
Student Performance

378

<u>Course</u>	<u>Test</u>	<u>Exemption</u>	<u>High School</u> <u>Credit Award</u>
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379

<u>Sequence of</u> <u>college-credit</u> <u>dual enrollment</u> <u>courses in Life</u> <u>Sciences and</u> <u>Biological</u> <u>Sciences or</u> <u>college-credit</u> <u>courses in</u>	<u>Take Biology</u> <u>I EOC</u> <u>assessment</u> <u>or CLEP</u> <u>General</u> <u>Biology</u>	= <u>EOC</u> <u>assessment</u> <u>performance</u> <u>does not</u> <u>constitute</u> <u>30 percent</u> <u>of the final</u> <u>course grade</u>	<u>1 Biology I</u> <u>credit</u>
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General Biology

380

<u>Sequence of</u>	<u>Take United</u>	<u>=</u>	<u>EOC</u>	<u>1 United</u>
<u>college-credit</u>	<u>States</u>		<u>assessment</u>	<u>States</u>
<u>dual enrollment</u>	<u>History EOC</u>		<u>performance</u>	<u>History</u>
<u>courses in</u>	<u>or CLEP</u>		<u>does not</u>	<u>credit</u>
<u>Introductory</u>	<u>History of</u>		<u>constitute</u>	
<u>Survey to 1877</u>	<u>the United</u>		<u>30 percent</u>	
<u>and Introductory</u>	<u>States I and</u>		<u>of the final</u>	
<u>Survey Since 1877</u>	<u>CLEP History</u>		<u>course grade</u>	
	<u>of the</u>			
	<u>United</u>			
	<u>States II</u>			

381

382 If a student attains a passing score on a rigorous alternative  
 383 assessment under this subsection, the score must be applied  
 384 toward the credit requirements for electives unless the passing  
 385 score is applied first to meet the assessment and credit  
 386 requirements for ELA, mathematics, science, or social studies  
 387 pursuant to this paragraph.

388 (4) ASSESSMENT SCHEDULE AND REPORTING OF RESULTS.—The  
 389 commissioner must adopt within the assessment schedule pursuant  
 390 to s. 1008.22 the assessment schedule for the administration of  
 391 rigorous alternative assessment options. To the extent possible,  
 392 the commissioner shall consider the semester calendars of public  
 393 colleges and universities in the state to accommodate and  
 394 maximize the availability of assessment options for dual  
 395 enrollment students. Student performance on rigorous alternative  
 396 assessments must be made available to the district school

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397 superintendents by August 1 of each year.

398 (5) CREDIT REQUIREMENTS.—The following authorizations apply  
399 to credit earned through rigorous alternative assessment options  
400 pursuant to this section:

401 (a) The credit earned by a student passing a rigorous  
402 alternative assessment is exempt from the minimum instructional  
403 hour requirements under s. 1003.436.

404 (b) A school district must award one credit, or as  
405 otherwise authorized under this section, for each rigorous  
406 alternative assessment or statewide, standardized assessment  
407 that a student passes, without requiring the student to enroll  
408 in or complete the corresponding coursework, as authorized under  
409 the Credit Acceleration Program pursuant to s. 1003.4295(3).

410 (6) PROXIES.—Before the beginning of the 2016-2017 school  
411 year, the commissioner shall collaborate with ACT, Inc., and the  
412 College Board to establish proxy values for linking student  
413 performance on rigorous alternative assessments to educator  
414 performance evaluation, school grade, school improvement rating,  
415 and school district grade calculations. Such proxy values for  
416 applicability statewide must be approved by the state board. The  
417 commissioner must seek the Legislature's approval for the state  
418 board-approved proxy values under this subsection during the  
419 2017 regular session. Additionally, by December 31, 2016, the  
420 commissioner shall submit to the President of the Senate and the  
421 Speaker of the House of Representatives statutory  
422 recommendations for improving the implementation of this  
423 section.

424 (7) AVAILABILITY.—

425 (a) Rigorous alternative assessment options specifically

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426 outlined under this section and other options must be adopted by  
427 the state board in rule. Beginning no later than the 2016-2017  
428 school year, a school district must clearly identify the  
429 available rigorous alternative assessment options pursuant to  
430 this section in each district school board-approved student  
431 progression plan, and the proxies established pursuant to  
432 subsection (6) must be included in each district school board-  
433 approved educator performance evaluation system.

434 (b) Pursuant to s. 1008.22, the commissioner shall  
435 coordinate with the school districts to provide for the  
436 administration of rigorous alternative assessments by school  
437 districts or through contracts with private vendors, public  
438 vendors, public agencies, or postsecondary educational  
439 institutions.

440 (8) STATEWIDE ASSESSMENT CONTRACTS.—

441 (a) The Department of Education shall immediately  
442 renegotiate the Florida Standards Assessment contract with  
443 American Institutes for Research, Contract Number 14-652, to  
444 implement this section, including, but not limited to, reducing  
445 the contract amount to fund the contracts executed pursuant to  
446 paragraph (c). The competitive procurement requirements in s.  
447 287.057 do not apply to contract renegotiations pursuant to this  
448 paragraph.

449 1. The department shall ensure the renegotiated contract  
450 fully implements s. 1008.22 and this section. The department's  
451 priority, for any reductions to the scope of work which are  
452 demanding by American Institutes for Research to implement this  
453 section, is to minimize student disruption.

454 2. The renegotiated contract shall be executed by May 27,

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455 2016.456 3. The renegotiated contract should not result in an  
457 increase in price per assessment or any other price increases.458 4. The department may not use any funds to restore the loss  
459 of funds pursuant to this subsection to Contract Number 14-652.460 (b) The department may also renegotiate other existing  
461 assessment contracts, such as the Florida Comprehensive  
462 Assessment Test retake contract; the Florida Assessments for  
463 Instruction in Reading assessment contract; the statewide end-  
464 of-course assessment contracts; and grants to school districts  
465 for test development, so that funds shall be available for the  
466 administration of the rigorous alternative assessments.467 (c) The department shall negotiate and contract with  
468 entities such as ACT, Inc., and the College Board to implement  
469 this section. The competitive procurement requirements in s.  
470 287.057 do not apply to contracts executed pursuant to this  
471 paragraph. The department shall ensure that:472 1. The contracts are executed in sufficient time for this  
473 section to be fully implemented in the 2016-2017 school year.474 2. All contracts pursuant to this paragraph fully implement  
475 this section.476 3. It obtains the lowest possible total contract price and  
477 price per assessment. In obtaining the lowest possible price,  
478 the department shall use the lowest pricing offered by the  
479 vendor in this state and in other states that reasonably matches  
480 the contract's scope of work.481 (d) For 2016-2017, funding for the rigorous alternative  
482 assessments may not cause an increase in the Assessment and  
483 Evaluation appropriation in the General Appropriations Act.



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484 Funds made available as a result of renegotiated statewide,  
485 standardized assessment and other assessment contracts in  
486 paragraphs (a) and (b) shall be used to provide funding for the  
487 alternative assessment contracts in paragraph (c).

488 (9) NOTIFICATION.—By September 1 of each year, as a  
489 component of notification requirements pursuant to s. 1003.4282,  
490 each district school board must notify students and parents, in  
491 writing, after a properly noticed public meeting, of the  
492 rigorous assessment options that students may select to meet the  
493 subject area, course, credit, and assessment requirements, as  
494 applicable, for student progression and graduation. Each  
495 district school board must publish the notification regarding  
496 rigorous alternative assessment and student choice options  
497 prominently on the home page of the school district's website.

498 (10) APPLICABILITY.—The duties assigned to a district  
499 school board pursuant to subsection (2) apply to a charter  
500 school governing board, and the duties assigned to the school  
501 district, superintendent, or district employee apply to a  
502 charter school principal.

503 (11) RULES.—The State Board of Education shall  
504 expeditiously adopt rules to implement this section. The rules  
505 adopted by the board must clearly identify all options for  
506 awarding credit corresponding to the subject area, course, and  
507 assessment, as applicable. The options must be clearly reflected  
508 in the Course Code Directory, statewide course numbering system,  
509 credit-by-examination equivalency list adopted by the state  
510 board in rule, and the list of equivalency of dual enrollment  
511 courses to high school subject areas which is approved by the  
512 department.

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513       (12) IMPLEMENTATION SCHEDULE FOR THE 2016-2017 SCHOOL  
514 YEAR.—Notwithstanding the provisions of this section, the  
515 following actions related to districtwide use of rigorous  
516 alternative assessment options must occur by the following  
517 specified dates:

518       (a) A district school board must file with the department a  
519 nonbinding notice of interest to indicate if the school district  
520 intends to administer a rigorous alternative assessment option  
521 specified in subsection (2) and identify the chosen assessment  
522 option by April 1, 2016.

523       (b) The department shall execute the contracts required  
524 pursuant to subsection (8) by May 27, 2016.

525       (c) The department shall notify the school districts of the  
526 rigorous alternative assessment option pursuant to subsection  
527 (2) by June 1, 2016.

528       (d) Each district school board that chooses to administer a  
529 rigorous alternative assessment option pursuant to subsection  
530 (2) must make the decision by July 1, 2016, and must notify the  
531 commissioner and the student's parents of the board's decision  
532 by July 8, 2016.

533       (e) The parent of a student in a school district that  
534 chooses to administer a rigorous alternative assessment option  
535 pursuant to subsection (2) must notify the district by August  
536 10, 2016, in writing, if he or she selects for his or her child  
537 to take the statewide, standardized assessments pursuant to s.  
538 1008.22 for the relevant grade level and subject area which are  
539 administered during that school year.

540       Section 2. Subsection (5) of section 1002.3105, Florida  
541 Statutes, is amended to read:

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542 1002.3105 Academically Challenging Curriculum to Enhance  
543 Learning (ACCEL) options.—

544 (5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who  
545 meets the applicable grade 9 cohort graduation requirements of  
546 s. 1003.4282(3)(a)-(e) or s. 1003.4282(10)(a)1.-5., (b)1.-5.,  
547 (c)1.-5., or (d)1.-5., earns three credits in electives, and  
548 earns a cumulative grade point average (GPA) of 2.0 on a 4.0  
549 scale shall be awarded a standard high school diploma in a form  
550 prescribed by the State Board of Education. A student may meet  
551 the requirements specified under this subsection by attaining a  
552 passing score on a rigorous alternative assessment pursuant to  
553 s. 1008.223.

554 Section 3. Paragraph (a) of subsection (16) of section  
555 1002.33, Florida Statutes, is amended to read:

556 1002.33 Charter schools.—

557 (16) EXEMPTION FROM STATUTES.—

558 (a) A charter school shall operate in accordance with its  
559 charter and shall be exempt from all statutes in chapters 1000-  
560 1013. However, a charter school shall be in compliance with the  
561 following statutes in chapters 1000-1013:

562 1. Those statutes specifically applying to charter schools,  
563 including this section.

564 2. Those statutes pertaining to the student assessment  
565 program and school grading system, including, but not limited  
566 to, the ability to choose a rigorous alternative assessment  
567 option pursuant to s. 1008.223(2) regardless of its sponsor's  
568 decision.

569 3. Those statutes pertaining to the provision of services  
570 to students with disabilities.

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571 4. Those statutes pertaining to civil rights, including s.  
572 1000.05, relating to discrimination.

573 5. Those statutes pertaining to student health, safety, and  
574 welfare.

575 Section 4. Subsections (2) and (3) of section 1003.4282,  
576 Florida Statutes, are amended to read:

577 1003.4282 Requirements for a standard high school diploma.—

578 (2) NOTIFICATION REQUIREMENTS.—By July 8, 2016, for the  
579 2016-2017 school year and by August 1 of each school year  
580 thereafter, the school district must notify students and  
581 parents, in writing, of the requirements for a standard high  
582 school diploma, rigorous alternative assessments pursuant to s.  
583 1008.223 which may be taken in lieu of the statewide,  
584 standardized assessments, available designations, and the  
585 eligibility requirements for state scholarship programs and  
586 postsecondary admissions. The Department of Education shall  
587 directly and through the school districts notify registered  
588 private schools of public high school course credit and  
589 assessment requirements. Each private school must make this  
590 information available to students and their parents so they are  
591 aware of public high school graduation requirements.

592 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
593 REQUIREMENTS.—Unless otherwise specified under s. 1002.3105, s.  
594 1003.4295(3), or s. 1008.223, a student must meet the following  
595 requirements to earn a standard high school diploma:

596 (a) *Four credits in English Language Arts (ELA).*—The four  
597 credits must be in ELA I, II, III, and IV. A student must pass  
598 the statewide, standardized grade 10 Reading assessment or, when  
599 implemented, the grade 10 ELA assessment, or earn a concordant

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600 score, in order to earn a standard high school diploma.

601 (b) *Four credits in mathematics.*—A student must earn one  
602 credit in Algebra I and one credit in Geometry. A student's  
603 performance on the statewide, standardized Algebra I end-of-  
604 course (EOC) assessment constitutes 30 percent of the student's  
605 final course grade. A student must pass the statewide,  
606 standardized Algebra I EOC assessment, or earn a comparative  
607 score, in order to earn a standard high school diploma. A  
608 student's performance on the statewide, standardized Geometry  
609 EOC assessment constitutes 30 percent of the student's final  
610 course grade. If the state administers a statewide, standardized  
611 Algebra II assessment, a student selecting Algebra II must take  
612 the assessment, and the student's performance on the assessment  
613 constitutes 30 percent of the student's final course grade. An A  
614 ~~student who earns an industry certification attained by a~~  
615 student for which there is a statewide college credit  
616 articulation agreement approved by the State Board of Education  
617 shall may substitute the certification for one mathematics  
618 credit. ~~Substitution may occur for up to two mathematics~~  
619 ~~credits, except for Algebra I and Geometry.~~

620 (c) *Three credits in science.*—Two of the three required  
621 credits must have a laboratory component. A student must earn  
622 one credit in Biology I and two credits in equally rigorous  
623 courses. The statewide, standardized Biology I EOC assessment  
624 constitutes 30 percent of the student's final course grade. An A  
625 ~~student who earns an industry certification attained by a~~  
626 student for which there is a statewide college credit  
627 articulation agreement approved by the State Board of Education  
628 shall may substitute the certification for one science credit.

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629 ~~except for Biology I.~~

630 (d) *Three credits in social studies.*—A student must earn  
631 one credit in United States History; one credit in World  
632 History; one-half credit in economics, which must include  
633 financial literacy; and one-half credit in United States  
634 Government. The United States History EOC assessment constitutes  
635 30 percent of the student's final course grade.

636 (e) *One credit in fine or performing arts, speech and*  
637 *debate, or practical arts.*—The practical arts course must  
638 incorporate artistic content and techniques of creativity,  
639 interpretation, and imagination. Eligible practical arts courses  
640 are identified in the Course Code Directory.

641 (f) *One credit in physical education.*—Physical education  
642 must include the integration of health. Participation in an  
643 interscholastic sport at the junior varsity or varsity level for  
644 two full seasons shall satisfy the one-credit requirement in  
645 physical education if the student passes a competency test on  
646 personal fitness with a score of "C" or better. The competency  
647 test on personal fitness developed by the Department of  
648 Education must be used. A district school board may not require  
649 that the one credit in physical education be taken during the  
650 9th grade year. Completion of one semester with a grade of "C"  
651 or better in a marching band class, in a physical activity class  
652 that requires participation in marching band activities as an  
653 extracurricular activity, or in a dance class shall satisfy one-  
654 half credit in physical education or one-half credit in  
655 performing arts. This credit may not be used to satisfy the  
656 personal fitness requirement or the requirement for adaptive  
657 physical education under an individual education plan (IEP) or

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658 504 plan. Completion of 2 years in a Reserve Officer Training  
659 Corps (R.O.T.C.) class, a significant component of which is  
660 drills, shall satisfy the one-credit requirement in physical  
661 education and the one-credit requirement in performing arts.  
662 This credit may not be used to satisfy the personal fitness  
663 requirement or the requirement for adaptive physical education  
664 under an IEP or 504 plan.

665 (g) *Eight credits in electives.*—School districts must  
666 develop and offer coordinated electives so that a student may  
667 develop knowledge and skills in his or her area of interest,  
668 such as electives with a STEM or liberal arts focus. Such  
669 electives must include opportunities for students to earn  
670 college credit, including industry-certified career education  
671 programs or series of career-themed courses that result in  
672 industry certification or articulate into the award of college  
673 credit, or career education courses for which there is a  
674 statewide or local articulation agreement and which lead to  
675 college credit.

676  
677 Unless otherwise authorized under s. 1008.223, a student must  
678 take the statewide, standardized assessments and pass the grade  
679 10 ELA and Algebra I EOC assessments as specified under this  
680 subsection to earn a standard high school diploma.

681 Section 5. Subsection (1) of section 1003.4285, Florida  
682 Statutes, is amended to read:

683 1003.4285 Standard high school diploma designations.—

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

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687 (a) *Scholar designation.*—In addition to the requirements of  
688 s. 1003.4282, in order to earn the Scholar designation, a  
689 student must satisfy the following requirements through  
690 statewide, standardized assessments or rigorous alternative  
691 assessments as authorized under s. 1008.223:

692 1. Mathematics.—Earn one credit in Algebra II and one  
693 credit in statistics or an equally rigorous course. Beginning  
694 with students entering grade 9 in the 2014-2015 school year,  
695 pass the Algebra II and Geometry statewide, standardized  
696 assessments.

697 2. Science.—Pass the statewide, standardized Biology I EOC  
698 assessment and earn one credit in chemistry or physics and one  
699 credit in a course equally rigorous to chemistry or physics.  
700 However, a student enrolled in an Advanced Placement (AP),  
701 International Baccalaureate (IB), or Advanced International  
702 Certificate of Education (AICE) Biology course who takes the  
703 respective AP, IB, or AICE Biology assessment and earns the  
704 minimum score necessary to earn college credit as identified  
705 pursuant to s. 1007.27(2) meets the requirement of this  
706 subparagraph without having to take the statewide, standardized  
707 Biology I EOC assessment.

708 3. Social studies.—Pass the statewide, standardized United  
709 States History EOC assessment. However, a student enrolled in an  
710 AP, IB, or AICE course that includes United States History  
711 topics who takes the respective AP, IB, or AICE assessment and  
712 earns the minimum score necessary to earn college credit as  
713 identified pursuant to s. 1007.27(2) meets the requirement of  
714 this subparagraph without having to take the statewide,  
715 standardized United States History EOC assessment.



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716 4. Foreign language.—Earn two credits in the same foreign  
717 language.

718 5. Electives.—Earn at least one credit in an Advanced  
719 Placement, an International Baccalaureate, an Advanced  
720 International Certificate of Education, or a dual enrollment  
721 course.

722 (b) *Merit designation*.—In addition to the requirements of  
723 s. 1003.4282, in order to earn the Merit designation, a student  
724 must attain one or more industry certifications from the list  
725 established under s. 1003.492.

726 Section 6. Subsection (3) of section 1003.4295, Florida  
727 Statutes, is amended to read:

728 1003.4295 Acceleration options.—

729 (3) The Credit Acceleration Program (CAP) is created for  
730 the purpose of allowing a student to earn high school credit in  
731 Algebra I, Algebra II, geometry, United States history, or  
732 biology if the student passes the statewide, standardized  
733 assessment administered under s. 1008.22. Notwithstanding s.  
734 1003.436, a school district shall award course credit to a  
735 student who is not enrolled in the course, or who has not  
736 completed the course, if the student attains a passing score on  
737 the corresponding statewide, standardized assessment, an  
738 examination identified under s. 1007.27(2), or a rigorous  
739 alternative assessment under s. 1008.223. The school district  
740 shall permit a student who is not enrolled in the course, or who  
741 has not completed the course, to take the assessment during the  
742 regular administration of the assessment.

743 Section 7. Paragraph (a) of subsection (1) of section  
744 1003.436, Florida Statutes, is amended to read:

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745 1003.436 Definition of "credit."—

746 (1) (a) For the purposes of requirements for high school  
747 graduation, one full credit means a minimum of 135 hours of bona  
748 fide instruction in a designated course of study that contains  
749 student performance standards, except as otherwise provided  
750 through the Credit Acceleration Program (CAP) under s.  
751 1003.4295(3). One full credit means a minimum of 120 hours of  
752 bona fide instruction in a designated course of study that  
753 contains student performance standards for purposes of meeting  
754 high school graduation requirements in a district school that  
755 has been authorized to implement block scheduling by the  
756 district school board. The State Board of Education shall  
757 determine the number of postsecondary credit hours earned  
758 through dual enrollment pursuant to s. 1007.271 that satisfy the  
759 requirements of a dual enrollment articulation agreement  
760 according to s. 1007.271(21) and that equal one full credit of  
761 the equivalent high school course identified pursuant to s.  
762 1007.271(9). Notwithstanding this paragraph, if a student  
763 attains a passing score on an examination or assessment  
764 identified under s 1007.27(2) or s. 1008.223, the score must be  
765 considered equal to one full credit of an equivalent or equally  
766 rigorous high school course, or as authorized under s. 1008.223,  
767 and shall apply toward the subject area, course, credit, and  
768 assessment requirements for student progression and graduation.

769 Section 8. Paragraph (b) of subsection (1) of section  
770 1006.28, Florida Statutes, is amended to read:

771 1006.28 Duties of district school board, district school  
772 superintendent; and school principal regarding K-12  
773 instructional materials.—

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774 (1) DISTRICT SCHOOL BOARD.—The district school board has  
775 the constitutional duty and responsibility to select and provide  
776 adequate instructional materials for all students in accordance  
777 with the requirements of this part. The term “adequate  
778 instructional materials” means a sufficient number of student or  
779 site licenses or sets of materials that are available in bound,  
780 unbound, kit, or package form and may consist of hardbacked or  
781 softbacked textbooks, electronic content, consumables, learning  
782 laboratories, manipulatives, electronic media, and computer  
783 courseware or software that serve as the basis for instruction  
784 for each student in the core subject areas of mathematics,  
785 language arts, social studies, science, reading, and literature.  
786 The district school board has the following specific duties and  
787 responsibilities:

788 (b) *Instructional materials*.—Provide for proper  
789 requisitioning, distribution, accounting, storage, care, and use  
790 of all instructional materials and furnish such other  
791 instructional materials as may be needed. Instructional  
792 materials used must be consistent with the district goals and  
793 objectives and the course descriptions established in rule of  
794 the State Board of Education, as well as with the applicable  
795 Next Generation Sunshine State Standards provided for in s.  
796 1003.41 or a rigorous alternative assessment option pursuant to  
797 s. 1008.223(2) for students to demonstrate college and career  
798 readiness. A district school board that uses a rigorous  
799 alternative assessment option pursuant to s. 1008.223(2) may  
800 continue to use any of the processes in ss. 1006.28-1006.42 to  
801 obtain instructional materials; however, the district school  
802 board must certify at a public meeting that such instructional

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803 materials are appropriate for students who take the rigorous  
804 alternative assessments in the relevant grades and subject  
805 areas.

806 Section 9. Subsections (2), (3), and (6) of section  
807 1007.27, Florida Statutes, are amended to read:

808 1007.27 Articulated acceleration mechanisms.—

809 (2) The Department of Education shall annually identify and  
810 publish the minimum scores, maximum credit, and course or  
811 courses for which credit is to be awarded for each College Level  
812 Examination Program (CLEP) subject examination, College Board  
813 Advanced Placement Program examination, Advanced International  
814 Certificate of Education examination, ~~and~~ International  
815 Baccalaureate examination, DSST examination, Excelsior College  
816 Examinations, and UExcel examination. The department shall use  
817 student performance data in subsequent postsecondary courses to  
818 determine the appropriate examination scores and courses for  
819 which credit is to be granted. Minimum scores may vary by  
820 subject area based on available performance data. In addition,  
821 the department shall identify such courses in the general  
822 education core curriculum of each state university and Florida  
823 College System institution.

824 (3) Each district school board, Florida College System  
825 institution, and state university must award credit for specific  
826 courses for which competency has been demonstrated by successful  
827 passage of one of the examinations in subsection (2) unless the  
828 award of credit duplicates credit already awarded. District  
829 school boards, Florida College System institutions, and state  
830 universities may not exempt students from courses without the  
831 award of credit if competencies have been so demonstrated.

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832 (6) Credit by examination shall be the program through  
833 which secondary and postsecondary students generate high school  
834 and postsecondary credit based on the receipt of a specified  
835 minimum score on nationally standardized general or subject-area  
836 examinations. For the purpose of statewide application, such  
837 examinations and the corresponding minimum scores required for  
838 an award of high school and postsecondary credit shall be  
839 delineated by the State Board of Education or ~~and~~ the Board of  
840 Governors, as applicable, in the statewide articulation  
841 agreement required by s. 1007.23(1) and the credit-by-  
842 examination equivalency list adopted by the state board in rule  
843 pursuant to s. 1007.27. The maximum credit generated by a  
844 student pursuant to this subsection shall be mitigated by any  
845 related postsecondary credit earned by the student before ~~prior~~  
846 ~~to~~ the administration of the examination. This subsection does  
847 ~~shall~~ not preclude Florida College System institutions and  
848 universities from awarding postsecondary credit by examination  
849 based on student performance on examinations developed within  
850 and recognized by the individual postsecondary institutions.

851 Section 10. Paragraph (a) of subsection (6) and subsection  
852 (18) of section 1007.271, Florida Statutes, are amended to read:  
853 1007.271 Dual enrollment programs.—

854 (6) The following curriculum standards apply to college  
855 credit dual enrollment:

856 (a) Dual enrollment courses taught on the high school  
857 campus must meet the same competencies required for courses  
858 taught on the postsecondary institution campus. To ensure  
859 equivalent rigor with courses taught on the postsecondary  
860 institution campus, the secondary school or the postsecondary

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861 institution that provides the dual enrollment course instruction  
862 ~~offering the course~~ is responsible for providing in a timely  
863 manner a comprehensive, cumulative end-of-course assessment, a  
864 rigorous alternative assessment pursuant to s. 1008.223, or a  
865 series of assessments of all expected learning outcomes to the  
866 faculty member teaching the course. Completed, scored  
867 assessments must be returned to the postsecondary institution  
868 and held for 1 year.

869 (18) School districts and Florida College System  
870 institutions must weigh dual enrollment courses the same as  
871 advanced placement, International Baccalaureate, and Advanced  
872 International Certificate of Education courses when grade point  
873 averages are calculated. Unless otherwise specified in s.  
874 1008.223, alternative grade calculation systems, alternative  
875 grade weighting systems, and information regarding student  
876 education options that discriminate against dual enrollment  
877 courses are prohibited.

878 Section 11. Paragraph (c) of subsection (1) of section  
879 1011.61, Florida Statutes, is amended to read:

880 1011.61 Definitions.—Notwithstanding the provisions of s.  
881 1000.21, the following terms are defined as follows for the  
882 purposes of the Florida Education Finance Program:

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

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

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

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

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

893 (I) A full-time student in a combination of programs listed  
894 in s. 1011.62(1)(c) shall be a fraction of a full-time  
895 equivalent membership in each special program equal to the  
896 number of net hours per school year for which he or she is a  
897 member, divided by the appropriate number of hours set forth in  
898 subparagraph (a)1. or subparagraph (a)2. The difference between  
899 that fraction or sum of fractions and the maximum value as set  
900 forth in subsection (4) for each full-time student is presumed  
901 to be the balance of the student's time not spent in a special  
902 program and shall be recorded as time in the appropriate basic  
903 program.

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

906 (III) A full-time equivalent student for students in  
907 kindergarten through grade 12 in a full-time virtual instruction  
908 program under s. 1002.45 or a virtual charter school under s.  
909 1002.33 shall consist of six full-credit completions or the  
910 prescribed level of content that counts toward promotion to the  
911 next grade in programs listed in s. 1011.62(1)(c). Credit  
912 completions may be a combination of full-credit courses or half-  
913 credit courses. Beginning in the 2016-2017 fiscal year, the  
914 reported full-time equivalent students and associated funding of  
915 students enrolled in courses requiring passage of an end-of-  
916 course assessment under s. 1003.4282 to earn a standard high  
917 school diploma shall be adjusted if the student does not pass  
918 the end-of-course assessment. However, no adjustment shall be

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919 made for a student who enrolls in a segmented remedial course  
920 delivered online.

921 (IV) A full-time equivalent student for students in  
922 kindergarten through grade 12 in a part-time virtual instruction  
923 program under s. 1002.45 shall consist of six full-credit  
924 completions in programs listed in s. 1011.62(1)(c)1. and 3.  
925 Credit completions may be a combination of full-credit courses  
926 or half-credit courses. Beginning in the 2016-2017 fiscal year,  
927 the reported full-time equivalent students and associated  
928 funding of students enrolled in courses requiring passage of an  
929 end-of-course assessment under s. 1003.4282 to earn a standard  
930 high school diploma shall be adjusted if the student does not  
931 pass the end-of-course assessment. However, no adjustment shall  
932 be made for a student who enrolls in a segmented remedial course  
933 delivered online.

934 (V) A Florida Virtual School full-time equivalent student  
935 shall consist of six full-credit completions or the prescribed  
936 level of content that counts toward promotion to the next grade  
937 in the programs listed in s. 1011.62(1)(c)1. and 3. for students  
938 participating in kindergarten through grade 12 part-time virtual  
939 instruction and the programs listed in s. 1011.62(1)(c) for  
940 students participating in kindergarten through grade 12 full-  
941 time virtual instruction. Credit completions may be a  
942 combination of full-credit courses or half-credit courses.  
943 Beginning in the 2016-2017 fiscal year, the reported full-time  
944 equivalent students and associated funding of students enrolled  
945 in courses requiring passage of an end-of-course assessment  
946 under s. 1003.4282 to earn a standard high school diploma shall  
947 be adjusted if the student does not pass the end-of-course



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948 assessment. However, no adjustment shall be made for a student  
949 who enrolls in a segmented remedial course delivered online.

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

953 (VII) A full-time equivalent student for courses requiring  
954 passage of a statewide, standardized end-of-course assessment  
955 under s. 1003.4282 to earn a standard high school diploma shall  
956 be defined and reported based on the number of instructional  
957 hours as provided in this subsection until the 2016-2017 fiscal  
958 year. Beginning in the 2016-2017 fiscal year, the FTE for the  
959 course shall be assessment-based and shall be equal to 1/6 FTE.  
960 The reported FTE shall be adjusted if the student does not pass  
961 the end-of-course assessment. However, no adjustment shall be  
962 made for a student who enrolls in a segmented remedial course  
963 delivered online.

964 (VIII) For students enrolled in a school district as a  
965 full-time student, the district may report 1/6 FTE for each  
966 student who passes a statewide, standardized end-of-course  
967 assessment or a rigorous alternative assessment pursuant to s.  
968 1008.223 without being enrolled in the corresponding course.

969 2. A student in membership in a program scheduled for more  
970 or less than 180 school days or the equivalent on an hourly  
971 basis as specified by rules of the State Board of Education is a  
972 fraction of a full-time equivalent membership equal to the  
973 number of instructional hours in membership divided by the  
974 appropriate number of hours set forth in subparagraph (a)1.;  
975 however, for the purposes of this subparagraph, membership in  
976 programs scheduled for more than 180 days is limited to students

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977 enrolled in:

978 a. Juvenile justice education programs.

979 b. The Florida Virtual School.

980 c. Virtual instruction programs and virtual charter schools  
981 for the purpose of course completion and credit recovery  
982 pursuant to ss. 1002.45 and 1003.498. Course completion applies  
983 only to a student who is reported during the second or third  
984 membership surveys and who does not complete a virtual education  
985 course by the end of the regular school year. The course must be  
986 completed no later than the deadline for amending the final  
987 student enrollment survey for that year. Credit recovery applies  
988 only to a student who has unsuccessfully completed a traditional  
989 or virtual education course during the regular school year and  
990 must re-take the course in order to be eligible to graduate with  
991 the student's class.

992

993 The full-time equivalent student enrollment calculated under  
994 this subsection is subject to the requirements in subsection  
995 (4).

996

997 The department shall determine and implement an equitable method  
998 of equivalent funding for experimental schools and for schools  
999 operating under emergency conditions, which schools have been  
1000 approved by the department to operate for less than the minimum  
1001 school day.

1002 Section 12. Paragraphs (l) through (o) of subsection (1) of  
1003 section 1011.62, Florida Statutes, are amended to read:

1004 1011.62 Funds for operation of schools.—If the annual  
1005 allocation from the Florida Education Finance Program to each

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1006 district for operation of schools is not determined in the  
1007 annual appropriations act or the substantive bill implementing  
1008 the annual appropriations act, it shall be determined as  
1009 follows:

1010 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR  
1011 OPERATION.—The following procedure shall be followed in  
1012 determining the annual allocation to each district for  
1013 operation:

1014 (1) *Calculation of additional full-time equivalent*  
1015 *membership based on International Baccalaureate examination*  
1016 *scores of students.*—A value of 0.16 full-time equivalent student  
1017 membership shall be calculated for each student enrolled in an  
1018 International Baccalaureate course who receives a score of 4 or  
1019 higher on a subject examination. A value of 0.3 full-time  
1020 equivalent student membership shall be calculated for each  
1021 student who receives an International Baccalaureate diploma.  
1022 Such value shall be added to the total full-time equivalent  
1023 student membership in basic programs for grades 9 through 12 in  
1024 the subsequent fiscal year. Each school district shall allocate  
1025 80 percent of the funds received from International  
1026 Baccalaureate bonus FTE funding to the school program whose  
1027 students generate the funds and to school programs that prepare  
1028 prospective students to enroll in International Baccalaureate  
1029 courses. Funds shall be expended solely for the payment of  
1030 allowable costs associated with the International Baccalaureate  
1031 program. Allowable costs include International Baccalaureate  
1032 annual school fees; International Baccalaureate examination  
1033 fees; salary, benefits, and bonuses for teachers and program  
1034 coordinators for the International Baccalaureate program and

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1035 teachers and coordinators who prepare prospective students for  
1036 the International Baccalaureate program; supplemental books;  
1037 instructional supplies; instructional equipment or instructional  
1038 materials for International Baccalaureate courses; other  
1039 activities that identify prospective International Baccalaureate  
1040 students or prepare prospective students to enroll in  
1041 International Baccalaureate courses; and training or  
1042 professional development for International Baccalaureate  
1043 teachers. School districts shall allocate the remaining 20  
1044 percent of the funds received from International Baccalaureate  
1045 bonus FTE funding for programs that assist academically  
1046 disadvantaged students to prepare for more rigorous courses. The  
1047 school district shall distribute to each classroom teacher who  
1048 provided International Baccalaureate instruction:

1049       1. A bonus in the amount of \$50 for each student taught by  
1050 the International Baccalaureate teacher in each International  
1051 Baccalaureate course who receives a score of 4 or higher on the  
1052 International Baccalaureate examination.

1053       2. An additional bonus of \$500 to each International  
1054 Baccalaureate teacher in a school designated with a grade of "D"  
1055 or "F" who has at least one student scoring 4 or higher on the  
1056 International Baccalaureate examination, regardless of the  
1057 number of classes taught or of the number of students scoring a  
1058 4 or higher on the International Baccalaureate examination.

1059  
1060 ~~Bonuses awarded to a teacher according to this paragraph may not~~  
1061 ~~exceed \$2,000 in any given school year. However, the maximum~~  
1062 ~~bonus shall be \$3,000 if at least 50 percent of the students~~  
1063 ~~enrolled in a teacher's course earn a score of 4 or higher on~~

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1064 ~~the examination in a school designated with a grade of "A," "B,"~~  
1065 ~~or "C"; or if at least 25 percent of the students enrolled in a~~  
1066 ~~teacher's course earn a score of 4 or higher on the examination~~  
1067 ~~in a school designated with a grade of "D" or "F."~~ Bonuses  
1068 awarded under this paragraph shall be in addition to any regular  
1069 wage or other bonus the teacher received or is scheduled to  
1070 receive. For such courses, the teacher shall earn an additional  
1071 bonus of \$50 for each student who has a qualifying score ~~up to~~  
1072 ~~the maximum of \$3,000~~ in any given school year.

1073 (m) *Calculation of additional full-time equivalent*  
1074 *membership based on Advanced International Certificate of*  
1075 *Education examination scores of students.*—A value of 0.16 full-  
1076 time equivalent student membership shall be calculated for each  
1077 student enrolled in a full-credit Advanced International  
1078 Certificate of Education course who receives a score of E or  
1079 higher on a subject examination. A value of 0.08 full-time  
1080 equivalent student membership shall be calculated for each  
1081 student enrolled in a half-credit Advanced International  
1082 Certificate of Education course who receives a score of E or  
1083 higher on a subject examination. A value of 0.3 full-time  
1084 equivalent student membership shall be calculated for each  
1085 student who receives an Advanced International Certificate of  
1086 Education diploma. Such value shall be added to the total full-  
1087 time equivalent student membership in basic programs for grades  
1088 9 through 12 in the subsequent fiscal year. The school district  
1089 shall distribute to each classroom teacher who provided Advanced  
1090 International Certificate of Education instruction:

1091 1. A bonus in the amount of \$50 for each student taught by  
1092 the Advanced International Certificate of Education teacher in

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1093 each full-credit Advanced International Certificate of Education  
1094 course who receives a score of E or higher on the Advanced  
1095 International Certificate of Education examination. A bonus in  
1096 the amount of \$25 for each student taught by the Advanced  
1097 International Certificate of Education teacher in each half-  
1098 credit Advanced International Certificate of Education course  
1099 who receives a score of E or higher on the Advanced  
1100 International Certificate of Education examination.

1101 2. An additional bonus of \$500 to each Advanced  
1102 International Certificate of Education teacher in a school  
1103 designated with a grade of "D" or "F" who has at least one  
1104 student scoring E or higher on the full-credit Advanced  
1105 International Certificate of Education examination, regardless  
1106 of the number of classes taught or of the number of students  
1107 scoring an E or higher on the full-credit Advanced International  
1108 Certificate of Education examination.

1109 3. Additional bonuses of \$250 each to teachers of half-  
1110 credit Advanced International Certificate of Education classes  
1111 in a school designated with a grade of "D" or "F" which has at  
1112 least one student scoring an E or higher on the half-credit  
1113 Advanced International Certificate of Education examination in  
1114 that class. The maximum additional bonus for a teacher awarded  
1115 in accordance with this subparagraph may ~~shall~~ not exceed \$500  
1116 in any given school year. Teachers receiving an award under  
1117 subparagraph 2. are not eligible for a bonus under this  
1118 subparagraph.

1119  
1120 Bonuses awarded to a teacher according to this paragraph ~~shall~~  
1121 ~~not exceed \$2,000 in any given school year and~~ shall be in

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1122 addition to any regular wage or other bonus the teacher received  
1123 or is scheduled to receive.

1124 (n) *Calculation of additional full-time equivalent*  
1125 *membership based on college board advanced placement scores of*  
1126 *students.*—A value of 0.16 full-time equivalent student  
1127 membership shall be calculated for each student in each advanced  
1128 placement course who receives a score of 3 or higher on the  
1129 College Board Advanced Placement Examination for the prior year  
1130 and added to the total full-time equivalent student membership  
1131 in basic programs for grades 9 through 12 in the subsequent  
1132 fiscal year. Each district must allocate at least 80 percent of  
1133 the funds provided to the district for advanced placement  
1134 instruction, in accordance with this paragraph, to the high  
1135 school that generates the funds. The school district shall  
1136 distribute to each classroom teacher who provided advanced  
1137 placement instruction:

1138 1. A bonus in the amount of \$50 for each student taught by  
1139 the Advanced Placement teacher in each advanced placement course  
1140 who receives a score of 3 or higher on the College Board  
1141 Advanced Placement Examination.

1142 2. An additional bonus of \$500 to each Advanced Placement  
1143 teacher in a school designated with a grade of "D" or "F" who  
1144 has at least one student scoring 3 or higher on the College  
1145 Board Advanced Placement Examination, regardless of the number  
1146 of classes taught or of the number of students scoring a 3 or  
1147 higher on the College Board Advanced Placement Examination.

1148  
1149 ~~Bonuses awarded to a teacher according to this paragraph shall~~  
1150 ~~not exceed \$2,000 in any given school year. However, the maximum~~

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1151 ~~bonus shall be \$3,000 if at least 50 percent of the students~~  
1152 ~~enrolled in a teacher's course earn a score of 3 or higher on~~  
1153 ~~the examination in a school with a grade of "A," "B," or "C" or~~  
1154 ~~if at least 25 percent of the students enrolled in a teacher's~~  
1155 ~~course earn a score of 3 or higher on the examination in a~~  
1156 ~~school with a grade of "D" or "F."~~ Bonuses awarded under this  
1157 paragraph shall be in addition to any regular wage or other  
1158 bonus the teacher received or is scheduled to receive. ~~For such~~  
1159 ~~courses, the teacher shall earn an additional bonus of \$50 for~~  
1160 ~~each student who has a qualifying score up to the maximum of~~  
1161 ~~\$3,000 in any given school year.~~

1162 *(o) Calculation of additional full-time equivalent*  
1163 *membership based on successful completion of a career-themed*  
1164 *course pursuant to ss. 1003.491, 1003.492, and 1003.493, or*  
1165 *courses with embedded CAPE industry certifications or CAPE*  
1166 *Digital Tool certificates, and issuance of industry*  
1167 *certification identified on the CAPE Industry Certification*  
1168 *Funding List pursuant to rules adopted by the State Board of*  
1169 *Education or CAPE Digital Tool certificates pursuant to s.*  
1170 *1003.4203.—*

1171 1.a. A value of 0.025 full-time equivalent student  
1172 membership shall be calculated for CAPE Digital Tool  
1173 certificates earned by students in elementary and middle school  
1174 grades.

1175 b. A value of 0.1 or 0.2 full-time equivalent student  
1176 membership shall be calculated for each student who completes a  
1177 course as defined in s. 1003.493(1)(b) or courses with embedded  
1178 CAPE industry certifications and who is issued an industry  
1179 certification identified annually on the CAPE Industry



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1180 Certification Funding List approved under rules adopted by the  
1181 State Board of Education. A value of 0.2 full-time equivalent  
1182 membership shall be calculated for each student who is issued a  
1183 CAPE industry certification that has a statewide articulation  
1184 agreement for college credit approved by the State Board of  
1185 Education. For CAPE industry certifications that do not  
1186 articulate for college credit, the Department of Education shall  
1187 assign a full-time equivalent value of 0.1 for each  
1188 certification. Middle grades students who earn additional FTE  
1189 membership for a CAPE Digital Tool certificate pursuant to sub-  
1190 subparagraph a. may not use the previously funded examination to  
1191 satisfy the requirements for earning an industry certification  
1192 under this sub-subparagraph. Additional FTE membership for an  
1193 elementary or middle grades student may ~~shall~~ not exceed 0.1 for  
1194 certificates or certifications earned within the same fiscal  
1195 year. The State Board of Education shall include the assigned  
1196 values on the CAPE Industry Certification Funding List under  
1197 rules adopted by the state board. Such value shall be added to  
1198 the total full-time equivalent student membership for grades 6  
1199 through 12 in the subsequent year for courses that were not  
1200 provided through dual enrollment. CAPE industry certifications  
1201 earned through dual enrollment must be reported and funded  
1202 pursuant to s. 1011.80.

1203 c. A value of 0.3 full-time equivalent student membership  
1204 shall be calculated for student completion of the courses and  
1205 the embedded certifications identified on the CAPE Industry  
1206 Certification Funding List and approved by the commissioner  
1207 pursuant to ss. 1003.4203(5) (a) and 1008.44.

1208 d. A value of 0.5 full-time equivalent student membership

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1209 shall be calculated for CAPE Acceleration Industry  
1210 Certifications that articulate for 15 to 29 college credit  
1211 hours, and 1.0 full-time equivalent student membership shall be  
1212 calculated for CAPE Acceleration Industry Certifications that  
1213 articulate for 30 or more college credit hours pursuant to CAPE  
1214 Acceleration Industry Certifications approved by the  
1215 commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

1216 2. Each district must allocate at least 80 percent of the  
1217 funds provided for CAPE industry certification, in accordance  
1218 with this paragraph, to the program that generated the funds.  
1219 This allocation may not be used to supplant funds provided for  
1220 basic operation of the program.

1221 3. For CAPE industry certifications earned in the 2013-2014  
1222 school year and in subsequent years, the school district shall  
1223 distribute to each classroom teacher who provided direct  
1224 instruction toward the attainment of a CAPE industry  
1225 certification that qualified for additional full-time equivalent  
1226 membership under subparagraph 1.:

1227 a. A bonus in the amount of \$25 for each student taught by  
1228 a teacher who provided instruction in a course that led to the  
1229 attainment of a CAPE industry certification on the CAPE Industry  
1230 Certification Funding List with a weight of 0.1.

1231 b. A bonus in the amount of \$50 for each student taught by  
1232 a teacher who provided instruction in a course that led to the  
1233 attainment of a CAPE industry certification on the CAPE Industry  
1234 Certification Funding List with a weight of 0.2, 0.3, 0.5, and  
1235 1.0.

1236  
1237 Bonuses awarded pursuant to this paragraph shall be provided to

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1238 teachers who are employed by the district in the year in which  
1239 the additional FTE membership calculation is included in the  
1240 calculation. Bonuses shall be calculated based upon the  
1241 associated weight of a CAPE industry certification on the CAPE  
1242 Industry Certification Funding List for the year in which the  
1243 certification is earned by the student. Any bonus awarded to a  
1244 teacher under this paragraph ~~may not exceed \$2,000 in any given~~  
1245 ~~school year and~~ is in addition to any regular wage or other  
1246 bonus the teacher received or is scheduled to receive.

1247 Section 13. Paragraph (e) is added to subsection (3) of  
1248 section 1012.34, Florida Statutes, to read:

1249 1012.34 Personnel evaluation procedures and criteria.—

1250 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional  
1251 personnel and school administrator performance evaluations must  
1252 be based upon the performance of students assigned to their  
1253 classrooms or schools, as provided in this section. Pursuant to  
1254 this section, a school district's performance evaluation system  
1255 is not limited to basing unsatisfactory performance of  
1256 instructional personnel and school administrators solely upon  
1257 student performance, but may include other criteria to evaluate  
1258 instructional personnel and school administrators' performance,  
1259 or any combination of student performance and other criteria.  
1260 Evaluation procedures and criteria must comply with, but are not  
1261 limited to, the following:

1262 (e) A classroom teacher's performance evaluation must be  
1263 based on the performance of students with fewer than 25 absences  
1264 within the school year, or for schools with block scheduling,  
1265 fewer than 10 absences within the school year, assigned to their  
1266 classrooms, as provided in this section.

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1267           Section 14. By July 1, 2016, the Commissioner of Education  
1268 shall amend Florida's request for renewal of flexibility under  
1269 the Elementary and Secondary Education Act of 1965 (ESEA), 20  
1270 U.S.C. ss. 6301 et seq., as necessary to implement s. 1008.223,  
1271 Florida Statutes, and submit any additional documentation to the  
1272 United States Department of Education which may be required to  
1273 maintain compliance with Florida's ESEA flexibility waiver  
1274 approved by the United States Secretary of Education. The  
1275 commissioner shall faithfully and timely execute all other  
1276 duties required of him or her under s. 1008.223, Florida  
1277 Statutes, and the federal ESEA. By August 1, 2016, the  
1278 commissioner shall submit to the Governor, the President of the  
1279 Senate, and the Speaker of the House of Representatives a report  
1280 on the status of implementation of s. 1008.223, Florida  
1281 Statutes, and compliance with the ESEA.

1282           Section 15. This act shall take effect upon becoming a law.