

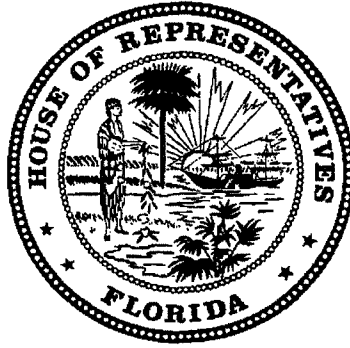


K - 12
Subcommittee
Wednesday, March 6, 2013
10:00 a.m. – 12:00 p.m.
17 HOB

Meeting Packet

Will Weatherford
Speaker

Janet H. Adkins
Chair



AGENDA

K-12 Subcommittee
Wednesday, March 6, 2013
10:00 a.m. – 12:00 p.m.
17 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Review
 - Standard High School Diploma Chart
 - Draft language regarding transition to Common Core assessments and standard high school diploma designations
 - Member input
- IV. Closing Remarks and Adjournment

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

K-12 Subcommittee

Start Date and Time: Wednesday, March 06, 2013 10:00 am

End Date and Time: Wednesday, March 06, 2013 12:00 pm

Location: Morris Hall (17 HOB)

Duration: 2.00 hrs

Workshop common core transition and requirements for promotion and graduation

NOTICE FINALIZED on 03/01/2013 16:04 by Gilliam.Ann

**Standard High School
Diploma Chart**

Standard High School Diploma

		PROPOSED DESIGNATIONS		
CURRENT		9 th grade cohort 2013-14 and thereafter		
	24 Credit Requirement ¹	College and Career 24 credits	Industry 24 credits	Scholar 24 credits
English	4 credits 10 th grade FCAT Reading, MP 10 th grade FCAT Writing	4 credits 10 th grade FCAT Reading, MP 10 th grade FCAT Writing Transition to CCELA 1 st , 2 nd , & 3 rd years 10 th grade CCELA 30% ² , 4th year & thereafter, MP	4 credits 10 th grade FCAT Reading, MP 10 th grade FCAT Writing Transition to CCELA 1 st , 2 nd , & 3 rd years 10 th grade CCELA 30%, 4th year & thereafter, MP	4 credits 10 th grade FCAT Reading, MP 10 th grade FCAT Writing Transition to CCELA 1 st , 2 nd , & 3 rd years 10 th grade CCELA 30%, 4th year & thereafter, MP 1 st , 2 nd , & 3 rd years 11 th grade CCELA 30%, 4th year & thereafter, MP
Math	4 credits Algebra I, MP EOC Geometry, MP EOC Algebra II 1 additional	4 credits Algebra I, EOC MP Geometry, EOC 30% 2 additional courses	4 credits Algebra I, EOC MP 3 additional courses	4 credits Algebra I, EOC MP Geometry, EOC 30% and MP Algebra II Statistics or 1 equally rigorous course
Science	3 credits (2 labs) Biology I, MP EOC Chemistry or Physics (2013-14) Equally rigorous course (2013-14)	3 credits (2 labs) Biology I, EOC 30% 2 equally rigorous courses	3 credits (2 labs) Biology I, EOC 30% 2 additional courses	3 credits (2 labs) Biology I, EOC 30% and MP Chemistry, Physics, or Equally rigorous course 1 additional course

¹ 10th, 11th, & 12th grade students may opt in to one of the pathways

² All references to Common Core 30% do not include baseline year testing which is also at 30% (or field testing years)

Standard High School Diploma

CURRENT		PROPOSED DESIGNATIONS		
		9th grade cohort 2013-14 and thereafter		
	24 Credit Requirement	College and Career 24 credits	Industry 24 credits	Scholar 24 credits
Social Studies	3 credits US History, EOC 30% World History; .5 Economics .5 US Government	3 credits US History, EOC 30% World History; .5 Economics .5 US Government	3 credits US History, EOC 30% World History; .5 Economics .5 US Government	3 credits US History, EOC 30% and MP World History, .5 Economics .5 US Government
Fine/ Performing Arts	1 credit	1 credit	1 credit	1 credit
PE	1 credit	1 credit	1 credit	1 credit
w/Health				
Foreign Language	Not Required	Not Required	Not Required	2 credits in same language
Electives	8 credits Must include coordinated electives so that students may develop knowledge and skills in their area of interest, for example electives with a Liberal Arts or STEM focus as well as career education courses that lead to industry certification	8 credits Must include coordinated electives so that students may develop knowledge and skills in their area of interest, for example electives with a Liberal Arts or STEM focus as well as career education courses that lead to industry certification	8 credits Must include Industry-certified career education program, career-themed courses or career education courses identified in statewide/local articulation agreements	6 credits 1 AP or Dual Enrollment Coordinated electives with Liberal Arts or STEM focus Career education courses
Total	24 credits	24 credits	24 credits	24 credits

MP = Must Pass EOC = End of course assessment CCELA = Common Core English Language Arts assessment - includes Performance and End-of-Year (EOY) assessments CCMA = Common Core Mathematics Assessment - includes Performance and EOY assessments 1 online course required under each pathway

K-12 PCB
Transition to Common Core Assessments
Standard High School Diploma Designations

Conforming Changes: eliminate references to “Sunshine State Standards;” include reference to “Next Generation Sunshine State Standards;” add necessary references to English Language Arts and common core; eliminate unnecessary references to FCAT; add cross-references to newly created sections of law; update nomenclature; or eliminate cross-references to repealed sections

Section 1. Amends s. 1000.03 regarding priorities of the K-20 education system to include comprehensive K-20 career and education planning. [This language is taken from s. 1006.02, which is repealed in HB 7001, and folded into K-20.]

Section 2. Amends s. 1000.21 (7) (Systemwide definitions). Eliminates reference to “Sunshine State Standards” because that term has been superseded by the term “Next Generation Sunshine State Standards;” includes in the definition of NGSSS the common core standards in English Language Arts and Mathematics [which were adopted by state board in 2010].

Section 3. Amends s. 1002.3105(1)(b). Adds rigorous industry certifications and work-related internships or apprenticeships to ACCEL options.

Section 4. Amends s. 1002.33 (7)(a). **Conforming changes**

Section 5. Amends s. 1002.37(3)(a). Eliminates “pay for performance” with regard to must pass EOC assessments at FLVS. Currently, beginning in 2014-15 FLVS will not get paid for teaching a course if the student does not pass the EOC assessment.

Section 6. Repeals s. 1002.375, Alternative credit for high school courses; pilot program. HB 7001, the repeal bill, also repeals this section.

Section 7. Amends s. 1003.03. Eliminates reference to grade 10 FCAT and suggests use of the early graduation option to help districts meet class size requirements.

Section 8. Substantial rewrite of s. 1003.41. Changes “Sunshine State Standards” to “Next Generation Sunshine State Standards;” eliminates puffery and outdated/completed deadlines; includes “financial literacy” in economics.

Section 9. Repeals s. 1003.413, Florida Secondary School Redesign Act. Not in HB 7001, repeal bill; MJ/DOE concurs.

Section 10. Amends s. 1003.4156. Changes middle school civics EOC assessment from must pass to 30%; references “entrepreneurship” (SENATE CAPE); adds flexibility to remediation options for middle grades students scoring Level 1 or 2 on FCAT Reading. **Conforming changes.**

Section 11. Amends s. 1003.4203. Requires digital instructional materials be made available to students with disabilities, subject to available funding; establishes Florida Cyber Security Recognition and Florida Digital Arts Recognition programs for elementary and middle school students, respectively; establishes the Florida Digital Tools Certificate program, if funded. (ALL SENATE CAPE).

Section 12. Creates s. 1003.427. Allows commissioner to award a high school diploma to veterans; more specific, limiting language was in s. 1003.428(8) & (9), which is repealed in this draft.

Section 13. Amends s. 1003.428(1) & (2). Includes financial literacy instruction in economics. (1/2 credit (.5) in economics is currently required for graduation).

Section 14. Repeals s. 1003.428(9) & (10) regarding commissioner awarding diplomas to veterans (created a new section of law for these provisions, see section 17 of the draft).

Section 15. Creates s. 1003.4282. Requirements for a standard high school diploma. Sets forth, for incoming 9th graders in 2013-14, credit/testing requirements for a College & Career, Industry, and Scholar designations, including common core requirements; provides a designation selection process; sets forth online course, remediation, grade forgiveness, and GPA requirements; allows current students to opt in; addresses transfer of high school credits; provides for the establishment of career education courses that satisfy graduation requirements; requires state board, districts, and consortiums to work with others in creating career education courses.

Section 16. Amends s. 1003.4281, Clarifies that only 24 credits are required for the “early high school graduation option.” (Fix for Senate/Gaetz’ language from last year)

Section 17. Amends s. 1003.4285. Standard high school diploma must state the diploma designation completed by the student and whether assessment requirements were waived.

Section 18. Repeals s. 1003.429, Accelerated High school graduation options that allowed students to graduate with 18 credits. Only 64 students statewide used this option last year.

Section 19. Amends s. 1003.4295(3). In lieu of a general cross-reference, lists the courses that a student can “pop a CAP” in, i.e., Algebra I, Algebra II, Geometry, U.S. History, and Biology. (The Credit Acceleration Program allows a student to take an EOC assessment without enrolling in the course and if the student passes the assessment then the student receives course credit without ever enrolling in the course.)

Section 20. Repeals s. 1003.43, old high school graduation requirements. (HB 7001 also repeals this section.)

Section 21. Amends s. 1003.433. Eliminates specific references to grade 10 FCAT; provides more generic references to s. 1008.22; and eliminates superfluous language.

Section 22. Repeals s. 1003.435(6)(b), requiring rulemaking.

Section 23. Amends s. 1003.436(1)(a). Makes an exception in the definition of a credit (which requires 135 hours of instruction) for a credit earned pursuant to the Credit Acceleration Program (CAP) under s. 1003.4295, which allows a student to take the EOC assessment and if the student passes the EOC assessment earn the credit without enrolling in the course.

Section 24. Amends s. 1003.438. **Conforming changes.** Strikes references to s. 1003.43 (old requirements for high school graduation) and adds references to s. 1003.4282 (new section of law creating multiple pathways to high school graduation effective with the 2013-14 9th grade cohort).

Section 25. Amends s. 1003.4935(2)(c) & (4). Strikes rulemaking authority that is otherwise provided in another section of law; updates term from “middle school” to “middle grades.”

Section 26. Amends s. 1004.935(1)(c). **Conforming changes.** Adds cross-reference to s. 1003.4282, new section creating standard high school designations.

Section 27. Amends s. 1007.271(2), (7), (9), & (11). **Conforming changes.** Adds cross references to ss. 1003.4282 and 1008.44 (both newly created sections of law); strikes cross-reference to s. 1003.43 (old graduation standards).

Section 28. Substantially rewrites s. 1008.22, student assessments; includes current law and transition to common core assessments; substantial reorganization and clear catch lines; provides for assessment schedules and reporting results (change= FAA no earlier than week of March 1); requires Concordant and authorizes Equivalent scores; provides that any other EOC assessments the commissioner may establish student performance is 30% of student’s final course grade; pulls all existing language together about students with disabilities and the Florida Alternate Assessment; requires state board to adopt a transition schedule for common core assessments taking into consideration funding, access to assessments, and, if any assessments must be administered online, school district readiness for perform such administration; provides that, after field and baseline testing, passage of common core assessments may not be required for high school course credit until the 4th year of administration.

Section 29. Amends s. 1008.25(2)(h), (4), (5)(a), (b), (6)(b), & (7)(b). Requires comprehensive student progression plan to include instructional sequences by which a K-12 student may attain progressively higher levels of skill in use of digital competency tools/application (SENATE CAPE); adds needed cross references; eliminates certain mandatory plan reviews; eliminates programs that no longer exist due to elimination of federal funding (e.g., Read at Home, READ initiative, Families Building Better Readers Workshops) (DOE concurs).

Section 30. Amends s. 1008.30(3). **Conforming changes,** updates nomenclature.

Section 31. Amends s. 1008.34(3)(b). **Conforming changes.**

Section 32. Creates s. 1008.44, Industry certifications. Requires state board to annually adopt industry certification funding lists; establishes a postsecondary industry certification funding list; allows for funding industry certification even if not recognized by industry for employment purposes (ALL SENATE CAPE).

Section 33. Amends s. 1009.531(1)(b). **Conforming changes.**

Section 34. Amends s. 1011.61(1)(c). Removes the provision that prohibits districts from receiving FTE funding for students in courses with a must pass end-of-course (EOC) assessment if the student does not pass the EOC assessment.

Section 35. Amends s. 1012.22(1)(b). **Conforming changes.**

Section 36. Amends s. 1012.56(4). **Conforming changes.**

Section 37. Repeals s. 1012.72, Dale Hickam Excellent Teaching Program. (Hasn't been funded in years and is not in HB 7001, the repeal bill. House appropriations staff concur in repeal.)

Section 38. Creates an unnumbered section of law. Adds a provision that allows students who have already selected the 18 credit graduation option under s. 1003.429 (which is repealed in the bill) to complete the program; but would not allow new students.

Section 39. Creates an unnumbered section of law. Charges the Division of Law Revision and Information to change all statutory references from "Sunshine State Standards" to "Next Generation Sunshine State Standards."

Section 50. Effective July 1, 2013

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

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

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

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

1. Available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that career.

2. Procedures for supporting students to make informed decisions about the program of study that best addresses their individual interests while preparing them to enter the workforce.

3. Recommended coursework and programs that prepare students for success in their area of interest.

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

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

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

31 (7) ~~"Sunshine State Standards" or the "Next Generation~~
 32 ~~Sunshine State Standards"~~ means the state's public K-12
 33 curricular standards, including common core standards in English
 34 Language Arts and Mathematics, adopted under s. 1003.41. ~~the~~
 35 ~~Sunshine State Standards that are in place for a subject until~~
 36 ~~the standards for that subject are replaced under s. 1003.41 by~~
 37 ~~the Next Generation Sunshine State Standards.~~

38 Section 3. Paragraph (b) of subsection (1) of section
 39 1002.3105, Florida Statutes, is amended to read:

40 1002.3105 Academically Challenging Curriculum to Enhance
 41 Learning (ACCEL) options.—

42 (1) ACCEL OPTIONS.—

43 (b) At a minimum, each school must offer the following
 44 ACCEL options: whole-grade and midyear promotion; subject-matter
 45 acceleration; virtual instruction in higher grade level
 46 subjects; and the Credit Acceleration Program under s.
 47 1003.4295. Additional ACCEL options may include, but are not
 48 limited to, enriched science, technology, engineering, and
 49 mathematics ~~(STEM)~~ coursework; enrichment programs; flexible
 50 grouping; advanced academic courses; combined classes; self-
 51 paced instruction; curriculum compacting; advanced-content
 52 instruction; rigorous industry certifications that are
 53 articulated to college credit and approved pursuant to ss.
 54 1003.492 and 1008.44; work-related internships or
 55 apprenticeships; and telescoping curriculum.

56 Section 4. Paragraph (a) of subsection (7) of section
 57 1002.33, Florida Statutes, is amended to read:

58 1002.33 Charter schools.—

59 (7) CHARTER. — The major issues involving the operation of
 60 a charter school shall be considered in advance and written into

61 the charter. The charter shall be signed by the governing board
 62 of the charter school and the sponsor, following a public
 63 hearing to ensure community input.

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

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

68 2. The focus of the curriculum, the instructional methods
 69 to be used, any distinctive instructional techniques to be
 70 employed, and identification and acquisition of appropriate
 71 technologies needed to improve educational and administrative
 72 performance which includes a means for promoting safe, ethical,
 73 and appropriate uses of technology which comply with legal and
 74 professional standards.

75 a. The charter shall ensure that reading is a primary focus
 76 of the curriculum and that resources are provided to identify
 77 and provide specialized instruction for students who are reading
 78 below grade level. The curriculum and instructional strategies
 79 for reading must be consistent with the Next Generation Sunshine
 80 State Standards and grounded in scientifically based reading
 81 research.

82 b. In order to provide students with access to diverse
 83 instructional delivery models, to facilitate the integration of
 84 technology within traditional classroom instruction, and to
 85 provide students with the skills they need to compete in the
 86 21st century economy, the Legislature encourages instructional
 87 methods for blended learning courses consisting of both
 88 traditional classroom and online instructional techniques.
 89 Charter schools may implement blended learning courses which
 90 combine traditional classroom instruction and virtual

91 instruction. Students in a blended learning course must be full-
 92 time students of the charter school and receive the online
 93 instruction in a classroom setting at the charter school.
 94 Instructional personnel certified pursuant to s. 1012.55 who
 95 provide virtual instruction for blended learning courses may be
 96 employees of the charter school or may be under contract to
 97 provide instructional services to charter school students. At a
 98 minimum, such instructional personnel must hold an active state
 99 or school district adjunct certification under s. 1012.57 for
 100 the subject area of the blended learning course. The funding and
 101 performance accountability requirements for blended learning
 102 courses are the same as those for traditional courses.

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

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

109 b. How these baseline rates will be compared to rates of
 110 academic progress achieved by these same students while
 111 attending the charter school.

112 c. To the extent possible, how these rates of progress will
 113 be evaluated and compared with rates of progress of other
 114 closely comparable student populations.

115

116 The district school board is required to provide academic
 117 student performance data to charter schools for each of their
 118 students coming from the district school system, as well as
 119 rates of academic progress of comparable student populations in
 120 the district school system.

121 4. The methods used to identify the educational strengths
 122 and needs of students and how well educational goals and
 123 performance standards are met by students attending the charter
 124 school. The methods shall provide a means for the charter school
 125 to ensure accountability to its constituents by analyzing
 126 student performance data and by evaluating the effectiveness and
 127 efficiency of its major educational programs. Students in
 128 charter schools shall, at a minimum, participate in the
 129 statewide assessment program created under s. 1008.22.

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

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

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

137 8. The ways by which the school will achieve a
 138 racial/ethnic balance reflective of the community it serves or
 139 within the racial/ethnic range of other public schools in the
 140 same school district.

141 9. The financial and administrative management of the
 142 school, including a reasonable demonstration of the professional
 143 experience or competence of those individuals or organizations
 144 applying to operate the charter school or those hired or
 145 retained to perform such professional services and the
 146 description of clearly delineated responsibilities and the
 147 policies and practices needed to effectively manage the charter
 148 school. A description of internal audit procedures and
 149 establishment of controls to ensure that financial resources are
 150 properly managed must be included. Both public sector and

151 private sector professional experience shall be equally valid in
 152 such a consideration.

153 10. The asset and liability projections required in the
 154 application which are incorporated into the charter and shall be
 155 compared with information provided in the annual report of the
 156 charter school.

157 11. A description of procedures that identify various
 158 risks and provide for a comprehensive approach to reduce the
 159 impact of losses; plans to ensure the safety and security of
 160 students and staff; plans to identify, minimize, and protect
 161 others from violent or disruptive student behavior; and the
 162 manner in which the school will be insured, including whether or
 163 not the school will be required to have liability insurance,
 164 and, if so, the terms and conditions thereof and the amounts of
 165 coverage.

166 12. The term of the charter which shall provide for
 167 cancellation of the charter if insufficient progress has been
 168 made in attaining the student achievement objectives of the
 169 charter and if it is not likely that such objectives can be
 170 achieved before expiration of the charter. The initial term of a
 171 charter shall be for 4 or 5 years. In order to facilitate access
 172 to long-term financial resources for charter school
 173 construction, charter schools that are operated by a
 174 municipality or other public entity as provided by law are
 175 eligible for up to a 15-year charter, subject to approval by the
 176 district school board. A charter lab school is eligible for a
 177 charter for a term of up to 15 years. In addition, to facilitate
 178 access to long-term financial resources for charter school
 179 construction, charter schools that are operated by a private,
 180 not-for-profit, s. 501(c)(3) status corporation are eligible for

181 up to a 15-year charter, subject to approval by the district
 182 school board. Such long-term charters remain subject to annual
 183 review and may be terminated during the term of the charter, but
 184 only according to the provisions set forth in subsection (8).

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

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

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

192 16. A timetable for implementing the charter which
 193 addresses the implementation of each element thereof and the
 194 date by which the charter shall be awarded in order to meet this
 195 timetable.

196 17. In the case of an existing public school that is being
 197 converted to charter status, alternative arrangements for
 198 current students who choose not to attend the charter school and
 199 for current teachers who choose not to teach in the charter
 200 school after conversion in accordance with the existing
 201 collective bargaining agreement or district school board rule in
 202 the absence of a collective bargaining agreement. However,
 203 alternative arrangements shall not be required for current
 204 teachers who choose not to teach in a charter lab school, except
 205 as authorized by the employment policies of the state university
 206 which grants the charter to the lab school.

207 18. Full disclosure of the identity of all relatives
 208 employed by the charter school who are related to the charter
 209 school owner, president, chairperson of the governing board of
 210 directors, superintendent, governing board member, principal,

211 assistant principal, or any other person employed by the charter
 212 school who has equivalent decisionmaking authority. For the
 213 purpose of this subparagraph, the term "relative" means father,
 214 mother, son, daughter, brother, sister, uncle, aunt, first
 215 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
 216 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
 217 stepfather, stepmother, stepson, stepdaughter, stepbrother,
 218 stepsister, half brother, or half sister.

219 19. Implementation of the activities authorized under s.
 220 1002.331 by the charter school when it satisfies the eligibility
 221 requirements for a high-performing charter school. A high-
 222 performing charter school shall notify its sponsor in writing by
 223 March 1 if it intends to increase enrollment or expand grade
 224 levels the following school year. The written notice shall
 225 specify the amount of the enrollment increase and the grade
 226 levels that will be added, as applicable.

227 Section 5. Paragraph (a) of subsection (3) of section
 228 1002.37, Florida Statutes, is amended to read:

229 1002.37 The Florida Virtual School.-

230 (3) Funding for the Florida Virtual School shall be
 231 provided as follows:

232 (a)1. For a student in grades 9 through 12, a "full-time
 233 equivalent student" is one student who has successfully
 234 completed six full-credit courses that count toward the minimum
 235 number of credits required for high school graduation. A student
 236 who completes fewer than six full-credit courses is a fraction
 237 of a full-time equivalent student. Half-credit course
 238 completions shall be included in determining a full-time
 239 equivalent student. Credit completed by a student in excess of
 240 the minimum required for that student for high school graduation

241 is not eligible for funding.

242 2. For a student in kindergarten through grade 8, a "full-
 243 time equivalent student" is one student who has successfully
 244 completed six courses or the prescribed level of content that
 245 counts toward promotion to the next grade. A student who
 246 completes fewer than six courses or the prescribed level of
 247 content shall be a fraction of a full-time equivalent student.

248 ~~3. Beginning in the 2014-2015 fiscal year, when s.~~
 249 ~~1008.22(3)(g) is implemented, the reported full-time equivalent~~
 250 ~~students and associated funding of students enrolled in courses~~
 251 ~~requiring passage of an end-of-course assessment shall be~~
 252 ~~adjusted after the student completes the end-of-course~~
 253 ~~assessment. However, no adjustment shall be made for home~~
 254 ~~education program students who choose not to take an end-of-~~
 255 ~~course assessment.~~

256
 257 For purposes of this paragraph, the calculation of "full-time
 258 equivalent student" shall be as prescribed in s.
 259 1011.61(1)(c)1.b.(V).

260 Section 6. Section 1002.375, Florida Statutes, is
 261 repealed.

262 Section 7. Paragraph (c) of subsection (3) of section
 263 1003.03, Florida Statutes, is amended to read:

264 1003.03 Maximum class size.—

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

269 (c)1. Repeal district school board policies that require
 270 students to ~~have~~ earn more than the 24 credits required under s.

271 1003.428 to graduate from high school.

272 2. ~~Adopt policies to allow students to graduate from high~~
 273 ~~school as soon as they pass the grade 10 FCAT and complete the~~
 274 ~~courses required for high school graduation.~~ Implement the early
 275 graduation option provided under s. 1003.4281.

276 Section 8. Section 1003.41, Florida Statutes, is
 277 substantially rewritten to read:

278 1003.41 Next Generation Sunshine State Standards.-

279 (1) Next Generation Sunshine State Standards establish the
 280 core content of the curricula to be taught in this state and
 281 specify the core content knowledge and skills that K-12 public
 282 school students are expected to acquire. Standards must be
 283 rigorous and relevant and provide for the logical, sequential
 284 progression of core curricular content that incrementally
 285 increases a student's core content knowledge and skills over
 286 time. Curricula content for all subjects must integrate
 287 critical-thinking, problem-solving, and workforce literacy
 288 skills; communication, reading, and writing skills; mathematics
 289 skills; collaboration skills; contextual and applied-learning
 290 skills; technology-literacy skills; information and media-
 291 literacy skills; and civic-engagement skills. The standards must
 292 include distinct grade level expectations for the core content
 293 knowledge and skills that a student is expected to have acquired
 294 by each individual grade level from kindergarten through grade
 295 8. The standards for grades 9 through 12 may be organized by
 296 grade clusters of more than one grade level except as otherwise
 297 provided for visual and performing arts, physical education,
 298 health, and foreign language standards.

299 (2) Next Generation Sunshine State Standards must meet the
 300 following requirements:

301 (a) English Language Arts standards must establish
 302 specific curricular content for, at a minimum, reading, writing,
 303 speaking and listening, and language standards.

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

307 (c) Mathematics standards must establish specific
 308 curricular content for, at a minimum, algebra, geometry,
 309 statistics and probability, number and quantity, functions, and
 310 modeling.

311 (d) Social studies standards must establish specific
 312 curricular content for, at a minimum, geography; United States
 313 and world history; government; civics; economics, to include
 314 financial literacy; and humanities.

315 (e) Visual and performing arts, physical education,
 316 health, and foreign language standards must establish specific
 317 curricular content and include distinct grade level expectations
 318 for the core content knowledge and skills that a student is
 319 expected to have acquired by each individual grade level from
 320 kindergarten through grade 5. The standards for grades 6 through
 321 12 may be organized by grade clusters of more than one grade
 322 level.

323
 324 Financial literacy includes the knowledge, understanding,
 325 skills, behaviors, attitudes, and values that will enable a
 326 student to make responsible and effective financial decisions on
 327 a daily basis. Financial literacy instruction shall include
 328 information regarding earning income; buying goods and services;
 329 saving and financial investing; taxes; the use of credit and
 330 credit cards; budgeting and debt management, including student

331 loans and secured loans; banking and financial services;
 332 planning for one's financial future, including higher education
 333 and career planning; credit reports and scores; and fraud and
 334 identity theft prevention.

335 (3) The Commissioner of Education, as needed, shall
 336 develop and submit proposed revisions to the standards for
 337 review and comment by Florida educators, school administrators,
 338 representatives of the Florida College System institutions and
 339 state universities who have expertise in the content knowledge
 340 and skills necessary to prepare a student for postsecondary
 341 education and careers, leaders in business and industry, and the
 342 public. The commissioner, after considering reviews and
 343 comments, shall submit the proposed revisions to the State Board
 344 of Education for adoption.

345 (4) The State Board of Education shall adopt rules under
 346 ss. 120.536(1) and 120.54 to administer this section.

347 Section 9. Section 1003.413, Florida Statutes, is
 348 repealed.

349 Section 10. Section 1003.4156, Florida Statutes, is
 350 amended to read:

351 1003.4156 General requirements for middle grades
 352 promotion.-

353 (1) In order for a student to be promoted to high school
 354 Promotion from a school composed of that includes middle grades
 355 6, 7, and 8 requires that:

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

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

361 2. (b) Three middle ~~school~~ grades or higher courses in
 362 mathematics. Each ~~middle school~~ that includes middle grades must
 363 offer at least one high school level mathematics course for
 364 which students may earn high school credit. Successful
 365 completion of a high school level Algebra I or Geometry course
 366 is not contingent upon the student's performance on the
 367 statewide, standardized end-of-course (EOC) assessment or, upon
 368 transition to common core assessments, the common core Algebra I
 369 or Geometry assessments required under s. 1008.22(3)(c)2.a.(I).
 370 However, beginning with the 2011-2012 school year, to earn high
 371 school credit for ~~an~~ Algebra I ~~course~~, a middle ~~school~~ grades
 372 student must pass the Algebra I ~~end-of-course~~ statewide,
 373 standardized assessment, and beginning with the 2012-2013 school
 374 year, to earn high school credit for a Geometry course, a middle
 375 ~~school~~ grades student must ~~pass~~ take the Geometry end-of-course
 376 statewide, standardized assessment, which counts 30 percent of
 377 the student's final course grade, and earn a passing grade in
 378 the course.

379 3. (c) Three middle ~~school~~ grades or higher courses in
 380 social studies, ~~one semester of which must include the study of~~
 381 ~~state and federal government and civics education.~~ Beginning
 382 with students entering grade 6 in the 2012-2013 school year, one
 383 of these courses must be at least a one-semester civics
 384 education course ~~that a student successfully completes in~~
 385 ~~accordance with s. 1008.22(3)(c) and that includes the roles and~~
 386 responsibilities of federal, state, and local governments; the
 387 structures and functions of the legislative, executive, and
 388 judicial branches of government; and the meaning and
 389 significance of historic documents, such as the Articles of
 390 Confederation, the Declaration of Independence, and the

391 Constitution of the United States. Beginning with the 2013-2014
 392 school year, each student's performance on the statewide,
 393 standardized EOC assessment in civics education required under
 394 s. 1008.22 constitutes 30 percent of the student's final course
 395 grade.

396 4.(d) Three middle ~~school~~ grades or higher courses in
 397 science. Successful completion of a high school level Biology I
 398 course is not contingent upon the student's performance on the
 399 statewide, standardized end-of-course EOC assessment required
 400 under s. 1008.22(3)(c)2.a.(II). However, beginning with the
 401 2012-2013 school year, to earn high school credit for a Biology
 402 I course, a middle ~~school~~ grades student must ~~pass~~ take the
 403 statewide, standardized Biology I EOC end-of-course assessment,
 404 which counts 30 percent of the student's final course grade, and
 405 earn a passing grade in the course.

406 5.(e) One course in career and education planning to be
 407 completed in 6th, 7th, or 8th grade. The course may be taught by
 408 any member of the instructional staff. At a minimum, the course
 409 must be internet-based, easy to use, and customizable to each
 410 student and include research-based assessments to assist
 411 students in determining educational and career options and
 412 goals. In addition, the course must result in a completed
 413 personalized academic and career plan for the student; must
 414 emphasize the importance of entrepreneurship skills; must
 415 emphasize technology or the application of technology in career
 416 fields; and, beginning in the 2014-2015 academic year, must
 417 include information from the Department of Economic
 418 Opportunity's economic security report as described in s.
 419 445.07. The required personalized academic and career plan must
 420 inform students of high school graduation requirements,

421 including a detailed explanation of the standard high school
 422 diploma designation options provided under s. 1003.4282; high
 423 school assessment and college entrance test requirements;
 424 Florida Bright Futures Scholarship Program requirements; state
 425 university and Florida College System institution admission
 426 requirements; and programs opportunities available through
 427 which a high school student can to earn college credit in high
 428 school, including Advanced Placement courses, the International
 429 Baccalaureate program, the Advanced International Certificate of
 430 Education program, and dual enrollment, including career dual
 431 enrollment; and career education courses, career academy and
 432 including career-themed courses opportunities, and courses that
 433 lead to national industry certification.

434 ~~A student with a disability, as defined in s. 1007.02(2), for~~
 435 ~~whom the individual education plan team determines that an end-~~
 436 ~~of-course assessment cannot accurately measure the student's~~
 437 ~~abilities, taking into consideration all allowable~~
 438 ~~accommodations, shall have the end-of-course assessment results~~
 439 ~~waived for purposes of determining the student's course grade~~
 440 ~~and completing the requirements for middle grades promotion.~~
 441 Each school must inform parents about the course curriculum and
 442 activities. Each student shall complete a personal education
 443 plan that must be signed by the student and the student's
 444 parent. The Department of Education shall develop course
 445 frameworks and professional development materials for the career
 446 and education planning course. The course may be implemented as
 447 a stand-alone course or integrated into another course or
 448 courses. The Commissioner of Education shall collect
 449 longitudinal high school course enrollment data by student
 450 ethnicity in order to analyze course-taking patterns.

451 ~~(2) (b) For each year in which~~ If a middle grades student
 452 scores at Level 1 or Level 2 on FCAT Reading or, when the state
 453 transitions to common core assessments, the English Language
 454 Arts assessments required under s. 1008.22, the following year
 455 the student must be enrolled in and complete an intensive
 456 reading a remedial course the following year. ~~Placement of Level~~
 457 ~~2 readers in either an intensive reading course or a content~~
 458 ~~area course in which reading remediation strategies are~~
 459 ~~incorporated into course content delivery delivered shall be~~
 460 ~~determined by diagnosis of reading needs.~~ The department shall
 461 provide guidance on appropriate strategies for diagnosing and
 462 meeting the varying instructional needs of students ~~reading~~
 463 ~~performing~~ below grade level. ~~Reading courses shall be designed~~
 464 ~~and offered pursuant to the comprehensive reading plan required~~
 465 ~~by s. 1011.62(9).~~ A middle grades student who scores at Level 1
 466 or Level 2 on FCAT Reading but who did not score below Level 3
 467 in the previous 3 years may be granted a 1-year exemption from
 468 the reading remediation requirement; however, the student must
 469 have an approved academic improvement plan already in place,
 470 signed by the appropriate school staff and the student's parent,
 471 for the year for which the exemption is granted.

472 ~~(3) (c) For each year in which~~ If a middle grades student
 473 scores at Level 1 or Level 2 on FCAT Mathematics or, when the
 474 state transitions to common core assessments, the mathematics
 475 common core assessments required under s. 1008.22, then the
 476 following year the student must receive remediation ~~the~~
 477 ~~following year,~~ which may be integrated into the student's
 478 required mathematics courses.

479 ~~(2) Students in grade 6, grade 7, or grade 8 who are not~~
 480 ~~enrolled in schools with a middle grades configuration are~~

481 ~~subject to the promotion requirements of this section.~~

482 ~~(3)~~ (4) The State Board of Education ~~may~~ shall adopt rules
 483 pursuant to ss. 120.536(1) and 120.54 to implement the
 484 provisions of this section and may enforce the provisions of
 485 this section pursuant to s. 1008.32.

486 Section 11. Section 1003.4203, Florida Statutes, is
 487 amended to read:

488 1003.4203 Digital materials, certificates, recognitions,
 489 and technical assistance curriculum.-

490 (1) Each district school board, in consultation with the
 491 district school superintendent, ~~may develop and implement~~ shall
 492 make available a digital curriculum materials for students in
 493 ~~grades 6~~ prekindergarten through grade 12 in order to enable
 494 students to attain digital skills ~~competencies in web~~
 495 ~~communications and web design. A digital curriculum may include~~
 496 ~~web-based skills, web-based core technologies, web design, use~~
 497 ~~of digital technologies and markup language to show competency~~
 498 ~~in computer skills, and use of web-based core technologies to~~
 499 ~~design creative, informational, and content standards for web-~~
 500 ~~based digital products that demonstrate proficiency in creating,~~
 501 ~~publishing, testing, monitoring, and maintaining a website.~~

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

507 (2) Beginning with the 2013-2014 school year, each
 508 district school board, in consultation with the district school
 509 superintendent, shall make available digital materials,
 510 including software application, to students with disabilities

511 who are in prekindergarten through grade 12.

512 (3) Subject to available funding, by December 1, 2013, the
 513 department shall contract with one or more technology companies,
 514 or affiliated nonprofit organizations, that have approved
 515 industry certifications identified on the Industry Certification
 516 Funding List or the Postsecondary Industry Certification Funding
 517 List, pursuant to s. 1003.492 or s. 1008.44, for the development
 518 of a Florida Cyber Security Recognition program and a Florida
 519 Digital Arts Recognition program. The department shall notify
 520 each school district when the programs are developed and
 521 available. The programs shall be made available to all public
 522 elementary school students, at no cost to the districts or
 523 charter schools.

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

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

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

532 (b) The technology companies or affiliated nonprofit
 533 organizations that provide the programs must provide open access
 534 to materials for teaching and assessing the skills a student
 535 must acquire in order to earn a Florida Cyber Security
 536 Recognition or a Digital Arts Recognition acknowledging
 537 successful completion of the program. The school district shall
 538 notify each elementary school advisory council of the methods of
 539 delivery of the open-access content and assessments. If there is
 540 no elementary school advisory council, notification must be

541 provided to the district school advisory council.

542 (4) Subject to available funding, by December 1, 2013, the
 543 department shall contract with one or more technology companies
 544 that have approved industry certifications identified on the
 545 Industry Certification Funding List or the Postsecondary
 546 Industry Certification Funding List, pursuant to s. 1004.492 or
 547 s. 1008.44, to develop a Florida Digital Tools Certificate
 548 program that focuses on a student's technology competence. The
 549 department shall notify each school district when the program is
 550 developed and available. The program shall be made available to
 551 all public middle grades students, at no cost to school
 552 districts. Upon successful completion of the program, a student
 553 shall be awarded a certificate that identifies the student's
 554 digital skill level.

555 (a) Targeted skills to be mastered include digital
 556 technology skills that are necessary to the student's academic
 557 work and skills the student may need in future employment. The
 558 skills must include, but are not limited to, word processing,
 559 spreadsheet display, email protocols, and the creation of
 560 presentations, including sound, text, and graphic presentations,
 561 consistent with industry certifications that are listed on the
 562 Industry Certification Funding List, pursuant to s. 1003.492.

563 (b) The technology companies that provide the program and
 564 certificates must provide open access to materials for teaching
 565 and assessing the skills necessary to earn the certificate. The
 566 school district shall notify each middle school advisory council
 567 of the methods of delivery of the open-access content and
 568 assessments for the recognitions. If there is no middle school
 569 advisory council, notification must be provided to the district
 570 school advisory council.

571 (c) The Legislature intends that beginning by July 1, 2018,
 572 75 percent of public middle school students are earning a
 573 Florida Digital Tools Certificate.

574 ~~(3)~~ (5) The Department of Education or company or
 575 companies contracted with under subsection (4) or this
 576 subsection shall provide technical assistance to shall develop a
 577 model digital curriculum to serve as a guide for district school
 578 boards in the implementation development of a digital curriculum
 579 of this section. Technical assistance to districts shall
 580 include, but is not limited to, identification of digital
 581 technology resources; primarily open-access resources, including
 582 digital curriculum, instructional materials, media assets, and
 583 other digital tools and applications; training mechanisms for
 584 teachers and others to facilitate integration of digital
 585 technologies into instructional strategies; and model policies
 586 and procedures that support sustainable implementation
 587 practices.

588 ~~(4)~~ (6) A district school board may seek partnerships with
 589 other school districts, private businesses, postsecondary
 590 institutions, or and consultants to offer classes and
 591 instruction to teachers and students to assist the school
 592 district in providing digital materials and recognitions and
 593 certificates established pursuant to this section curriculum
 594 instruction.

595 (7) The State Board of Education shall adopt rules
 596 pursuant to ss. 120.536(1) and 120.54 to administer the
 597 requirements of this section.

598 Section 12. Section 1003.427, Florida Statutes, is created
 599 to read:

600 1003.427 Award of standard high school diplomas to

601 honorably discharged veterans. - Pursuant to rules adopted by
 602 the State Board of Education in consultation with the Department
 603 of Military and Veterans Affairs, the Commissioner of Education
 604 may award a standard high school diploma to an honorably
 605 discharged veteran who has not completed high school graduation
 606 requirements.

607 Section 13. Subsection (1) and paragraph (a) of subsection
 608 (2) of section 1003.428, Florida Statutes, are amended to read:
 609 1003.428 General requirements for high school graduation;
 610 revised.-

611 (1) ~~Except as otherwise authorized pursuant to s.~~
 612 ~~1003.429,~~ Beginning with students entering grade 9 in the 2007-
 613 2008 school year, graduation requires the successful completion
 614 of a minimum of 24 credits, and International Baccalaureate
 615 curriculum, or an Advanced International Certificate of
 616 Education curriculum.

617 (2) The 24 credits may be earned through applied,
 618 integrated, and ~~combined~~ career education courses approved by
 619 the Department of Education. The 24 credits shall be distributed
 620 as follows:

621 (a) Sixteen core curriculum credits:

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

624 2. Four credits in mathematics, one of which must be
 625 Algebra I, a series of courses equivalent to Algebra I, or a
 626 higher-level mathematics course. Beginning with students
 627 entering grade 9 in the 2010-2011 school year, in addition to
 628 the Algebra I credit requirement, one of the four credits in
 629 mathematics must be geometry or a series of courses equivalent
 630 to geometry as approved by the State Board of Education.

631 Beginning with students entering grade 9 in the 2010-2011 school
 632 year, the end-of-course assessment requirements under s.
 633 1008.22(3)(c)2.a.(I) must be met in order for a student to earn
 634 the required credit in Algebra I. Beginning with students
 635 entering grade 9 in the 2011-2012 school year, the end-of-course
 636 assessment requirements under s. 1008.22(3)(c)2.a.(I) must be
 637 met in order for a student to earn the required credit in
 638 geometry. Beginning with students entering grade 9 in the 2012-
 639 2013 school year, in addition to the Algebra I and geometry
 640 credit requirements, one of the four credits in mathematics must
 641 be Algebra II or a series of courses equivalent to Algebra II as
 642 approved by the State Board of Education.

643 3. Three credits in science, two of which must have a
 644 laboratory component. Beginning with students entering grade 9
 645 in the 2011-2012 school year, one of the three credits in
 646 science must be Biology I or a series of courses equivalent to
 647 Biology I as approved by the State Board of Education. Beginning
 648 with students entering grade 9 in the 2011-2012 school year, the
 649 end-of-course assessment requirements under s.
 650 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
 651 the required credit in Biology I. Beginning with students
 652 entering grade 9 in the 2013-2014 school year, one of the three
 653 credits must be Biology I or a series of courses equivalent to
 654 Biology I as approved by the State Board of Education, one
 655 credit must be chemistry or physics or a series of courses
 656 equivalent to chemistry or physics as approved by the State
 657 Board of Education, and one credit must be an equally rigorous
 658 course, as determined by the State Board of Education.

659 4. Three credits in social studies as follows: one credit
 660 in United States history; one credit in world history; one-half

661 credit in economics, to include financial literacy; and one-half
 662 credit in United States government.

663 5. One credit in fine or performing arts, speech and
 664 debate, or a practical arts course that incorporates artistic
 665 content and techniques of creativity, interpretation, and
 666 imagination. Eligible practical arts courses shall be identified
 667 through the Course Code Directory.

668 6. One credit in physical education to include integration
 669 of health. Participation in an interscholastic sport at the
 670 junior varsity or varsity level for two full seasons shall
 671 satisfy the one-credit requirement in physical education if the
 672 student passes a competency test on personal fitness with a
 673 score of "C" or better. The competency test on personal fitness
 674 must be developed by the Department of Education. A district
 675 school board may not require that the one credit in physical
 676 education be taken during the 9th grade year. Completion of one
 677 semester with a grade of "C" or better in a marching band class,
 678 in a physical activity class that requires participation in
 679 marching band activities as an extracurricular activity, or in a
 680 dance class shall satisfy one-half credit in physical education
 681 or one-half credit in performing arts. This credit may not be
 682 used to satisfy the personal fitness requirement or the
 683 requirement for adaptive physical education under an individual
 684 education plan (IEP) or 504 plan. Completion of 2 years in a
 685 Reserve Officer Training Corps (R.O.T.C.) class, a significant
 686 component of which is drills, shall satisfy the one-credit
 687 requirement in physical education and the one-credit requirement
 688 in performing arts. This credit may not be used to satisfy the
 689 personal fitness requirement or the requirement for adaptive
 690 physical education under an individual education plan (IEP) or

691 504 plan.

692 Section 14. Subsections (9) and (10) of section 1003.428,
 693 Florida Statutes, are repealed.

694 Section 15. Section 1003.4282, Florida Statutes, is
 695 created to read:

696 1003.4282 Requirements for a standard high school
 697 diploma.—

698 (1) 24 Credits Required.

699 (a) Beginning with students entering grade 9 in the 2013-
 700 2014 school year, receipt of a standard high school diploma
 701 requires successful completion of 24 credits, an International
 702 Baccalaureate curriculum, or an Advanced International
 703 Certificate of Education curriculum.

704 (b) The required credits may be earned through equivalent,
 705 applied, or integrated courses or career education courses as
 706 defined under s. 1003.01(4) including work-related internships
 707 approved by the State Board of Education and identified in the
 708 course code directory; however, any must pass assessment
 709 requirements must be met. An equivalent course is one or more
 710 courses identified by content area experts as being a match to
 711 the core curricula content of another course, based upon review
 712 of the Next Generation Sunshine State Standards for that
 713 subject. An applied course also aligns with Next Generation
 714 Sunshine State Standards and includes real-world applications of
 715 a career and technical education standard used in business or
 716 industry. An integrated course either includes content from
 717 several courses within a content area or across content areas.

718 (c) A student may choose among three standard high school
 719 diploma designations. By providing choices, students and their
 720 parents will be more integrally involved in planning for the

721 student's postsecondary success.

722 (2) Notification Requirements. The school district must
 723 notify students and parents, in writing, of the requirements of
 724 each standard high school diploma designation and the
 725 eligibility requirements for state scholarship programs and
 726 postsecondary admissions. The Department of Education shall
 727 directly and through the school districts notify private schools
 728 of public high school course credit and assessment requirements.
 729 Each private school must make this information available to
 730 students and their parents so they are aware of public high
 731 school graduation requirements.

732 (3) Designations. By the end of the first semester in 9th
 733 grade a public school student and his or her parent must select
 734 a standard high school diploma designation which best meets the
 735 student's needs and goals. School staff must assist students and
 736 their parents in the selection. The parent and student must sign
 737 a standardized form indicating their selection. The form must
 738 contain a brief description of each designation available. If, a
 739 standard high school diploma designation selection is not made
 740 the student will be expected to earn the College and Career
 741 designation in order to graduate. A student must be provided an
 742 opportunity to change his or her designation selection.

743 (a) College and Career Designation; course and assessment
 744 requirements:

745 1. Four credits in English Language Arts (ELA). The four
 746 credits must be in ELA I, II, III, and IV. A student must pass
 747 10th grade FCAT Reading until the state transitions to common
 748 core ELA assessments. After completing field and baseline
 749 testing, the first three years ELA assessments are administered
 750 a student's performance on the 10th grade ELA assessment

751 constitutes 30 percent of the student's final course grade in
 752 ELA II. Beginning in the fourth year of administration, after
 753 field and baseline testing, and beginning with the incoming 9th
 754 grade student cohort, a student must pass the 10th grade ELA
 755 assessment in order to earn the required credit in ELA II.

756 2. Four credits in Mathematics. The student must earn one
 757 credit in Algebra I and one credit in Geometry. A student must
 758 pass the Algebra I end-of-course (EOC) assessment in order to
 759 earn credit in the course. A student's performance on the
 760 Geometry EOC assessment constitutes 30 percent of the student's
 761 final course grade. When the state transitions from the Algebra
 762 I and Geometry EOC assessments to common core Algebra I and
 763 Geometry assessments, after field and baseline testing are
 764 completed, a student's performance on the common core Algebra I
 765 and Geometry assessments constitutes 30 percent of a student's
 766 final course grade. Beginning in the fourth year the common core
 767 Algebra I assessment is administered, after field and baseline
 768 testing, and beginning with the incoming 9th grade student
 769 cohort, a student must pass the assessment in order to earn
 770 credit in the course. When the state administers a common core
 771 Algebra II assessment, after field and baseline testing are
 772 completed, any student selecting Algebra II must take the
 773 assessment and the student's performance on the assessment
 774 constitutes 30 percent of the student's final course grade.

775 3. Three credits in Science. Two of the three required
 776 credits must have a laboratory component. A student must earn
 777 one credit in Biology I and two credits in equally rigorous
 778 courses. The Biology I EOC assessment constitutes 30 percent of
 779 the student's final course grade.

780 4. Three credits in Social Studies. A student must earn

781 one credit in United States History; one credit in World
 782 History; one-half credit in Economics which must include
 783 financial literacy; and one-half credit in United States
 784 Government. The United States History EOC assessment constitutes
 785 30 percent of the student's final course grade.

786 5. One credit in Fine or Performing Arts, Speech and
 787 Debate, or Practical Arts. The practical arts course must
 788 incorporate artistic content and techniques of creativity,
 789 interpretation, and imagination. Eligible practical arts courses
 790 are identified in the Course Code Directory.

791 6. One credit in Physical Education. Physical Education
 792 must include the integration of health. This requirement is
 793 subject to all of the provisions in s. 1003.428(2)(a)6.

794 7. Eight credits in electives. School districts must
 795 develop and offer coordinated electives so that students may
 796 develop knowledge and skills in their area of interest, for
 797 example electives with a STEM or Liberal Arts focus as well as
 798 career education courses that result in or lead to industry
 799 certification.

800 (b) Industry Designation; course and assessment
 801 requirements.

802 1. Four credits in English Language Arts. The four credits
 803 must be in ELA I, II, III, and IV. A student must pass 10th grade
 804 FCAT Reading until the state transitions to common core ELA
 805 assessments. After completing field and baseline testing, the
 806 next three years the ELA assessments are administered, a
 807 student's performance on the 10th grade ELA assessment
 808 constitutes 30 percent of the student's final course grade in
 809 ELA II. Beginning in the fourth year of administration, after
 810 field and baseline testing, and beginning with the incoming 9th

811 grade student cohort, a student must pass the 10th grade ELA
 812 assessment in order to earn the required credit in ELA II.

813 2. Four credits in Mathematics. The student must earn one
 814 credit in Algebra I. A student must pass the Algebra I EOC
 815 assessment in order to earn credit in the course. When the state
 816 transitions from the Algebra I EOC assessment to a common core
 817 Algebra I assessment, after field and baseline testing are
 818 completed, for the next three years a student's performance on
 819 the common core Algebra I assessment constitutes 30 percent of a
 820 student's final course grade. Beginning in the fourth year the
 821 common core Algebra I assessment is administered, after field
 822 and baseline testing, and beginning with the incoming 9th grade
 823 student cohort, a student must pass the assessment in order to
 824 earn credit in the course. If a student selects Geometry as one
 825 of the four mathematics credits, a student's performance on the
 826 Geometry EOC assessment or, if the state has transitioned to the
 827 common core Geometry assessment, the common core Geometry
 828 assessment constitutes 30 percent of the student's final course
 829 grade. When the state administers a common core Algebra II
 830 assessment, after field and baseline testing are completed, any
 831 student selecting Algebra II must take the assessment and the
 832 student's performance on the assessment constitutes 30 percent
 833 of the student's final course grade.

834 3. Three credits in Science. Two of the three required
 835 credits must have a laboratory component. A student must earn
 836 one credit in Biology I. The Biology I EOC assessment
 837 constitutes 30 percent of the student's final course grade.

838 4. Three credits in Social Studies. A student must earn
 839 one credit in United States History; one credit in World
 840 History; one-half credit in Economics which must include

841 financial literacy; and one-half credit in United States
 842 Government. Student performance on the United States History EOC
 843 assessment constitutes 30 percent of the student's final course
 844 grade.

845 5. One credit in Fine or Performing Arts, Speech and
 846 Debate, or Practical Arts. The practical arts course must
 847 incorporate artistic content and techniques of creativity,
 848 interpretation, and imagination. Eligible practical arts courses
 849 are identified in the Course Code Directory.

850 6. One credit in Physical Education. Physical Education
 851 must include the integration of health. This requirement is
 852 subject to all of the provisions in s. 1003.428(2)(a)6.

853 7. Eight credits in electives. Students must complete an
 854 industry-certified career education program or a series of
 855 career-themed courses that either result in industry
 856 certification or articulate into the award of college credit or
 857 complete career education courses for which there is a statewide
 858 or local articulation agreement that lead to college credit.

859 (c) Scholar Designation; course and assessment
 860 requirements.

861 1. Four credits in English Language Arts. The four credits
 862 must be in ELA I, II, III, and IV. A student must pass 10th grade
 863 FCAT Reading until the state transitions to common core ELA
 864 assessments. After completing field and baseline testing, the
 865 next three years the ELA assessments are administered, a
 866 student's performance on the 10th grade and 11th grade ELA
 867 assessments constitutes 30 percent of the student's final course
 868 grade in ELA II and ELA III, respectively. Beginning in the
 869 fourth year ELA assessments are administered, after field and
 870 baseline testing, and beginning with the incoming 9th grade

871 cohort, the student must pass the 10th grade and 11th grade ELA
 872 assessments in order to earn the required credits.

873 2. Four credits in Mathematics. The student must earn one
 874 credit in Algebra I; one credit in Geometry; one credit in
 875 Algebra II; and one credit in Statistics or an equally rigorous
 876 course. A student must pass the Algebra I EOC assessment in
 877 order to earn credit in the course. A student's performance on
 878 the Geometry EOC assessment constitutes 30 percent of the
 879 student's final course grade and the student must pass the EOC
 880 assessment in order to earn credit in the course. When the state
 881 transitions from the Algebra I and Geometry EOC assessments to
 882 common core Algebra I and Geometry assessments and implements a
 883 common core assessment in Algebra II, after field and baseline
 884 testing are completed, the next three years the common core
 885 Algebra I, Geometry, and Algebra II assessments are administered
 886 a student's performance on the assessments constitutes 30
 887 percent of a student's final course grade. Beginning with the
 888 fourth administration of the common core assessment in Geometry
 889 and in Algebra II, after field and baseline testing, and
 890 beginning with the incoming 9th grade student cohort, a student's
 891 performance on the assessment constitutes 30 percent of a
 892 student's final course grade and the student must pass the
 893 assessment in order to earn credit in the course. Beginning with
 894 the fourth administration of the common core assessment in
 895 Algebra I, after field and baseline testing, and beginning with
 896 the incoming 9th grade student cohort, a student must pass the
 897 assessment in order to earn credit in the course.

898 3. Three credits in Science. Two of the three required
 899 credits, must have a laboratory component. A student must earn
 900 one credit in Biology I and one credit in Chemistry, Physics, or

901 an equally rigorous course. A student's performance on the
 902 Biology I EOC assessment constitutes 30 percent of the student's
 903 final course grade and the student must pass the assessment in
 904 order to earn credit in the course.

905 4. Three credits in Social Studies. The student must earn
 906 one credit in United States History; one credit in World
 907 History; one-half credit in Economics, which must include
 908 financial literacy; and one-half credit in United States
 909 Government. Student performance on the United States History EOC
 910 assessment constitutes 30 percent of the student's final course
 911 grade. Beginning in the 2015-2016 school year, and beginning
 912 with the incoming 9th grade student cohort, a student's
 913 performance on the United States History EOC assessment
 914 constitutes 30 percent of the student's final course grade and
 915 the student must pass the assessment in order to earn credit in
 916 the course.

917 5. One credit in Fine or Performing Arts, Speech and
 918 Debate, or Practical Arts. The practical arts course must
 919 incorporate artistic content and techniques of creativity,
 920 interpretation, and imagination. Eligible practical arts courses
 921 are identified in the Course Code Directory.

922 6. One credit in Physical Education. Physical Education
 923 must include the integration of health. This requirement is
 924 subject to all of the provisions in s. 1003.428(2)(a)6.

925 7. Two credits in a foreign language. Both credits must be
 926 in the same language.

927 8. Six credits in electives. At least one of the credits
 928 must be in an AP or dual enrollment course. School districts
 929 shall coordinate electives with a STEM or Liberal Arts focus and
 930 school staff shall assist students in selecting the most

931 appropriate focus.

932 (4) Online Course Requirement. Beginning with students
 933 entering grade 9 in the 2011-2012 school year, at least one
 934 course within the 24 credits required under this section must be
 935 completed through online learning. The course must be in
 936 mathematics, English Language Arts, Science, Social Science, or
 937 an elective course, other than driver's education. A school
 938 district may not require a student to take the online course
 939 outside the school day or in addition to a student's courses for
 940 a given semester. An online course taken in grades 6, 7, or 8
 941 fulfills this requirement. This requirement is met through an
 942 online course offered by the Florida Virtual School, a state
 943 board approved part-time virtual provider, the high school, or
 944 an online dual enrollment course. A student who is enrolled in a
 945 full-time or part-time virtual instruction program under s.
 946 1002.45 meets this requirement. This requirement does not apply
 947 to a student who has an individual educational plan under s.
 948 1003.57 which indicates that an online course would be
 949 inappropriate or an out-of-state transfer student who is
 950 enrolled in a Florida high school and has one academic year or
 951 less remaining in high school.

952 (5) Remediation for High School Students.

953 (a) Each year a student scores Level 1 or Level 2 on 9th
 954 grade or 10th grade FCAT Reading or, when implemented, 9th, 10th,
 955 or 11th grade common core English Language Arts assessments the
 956 student must either be enrolled in and complete an intensive
 957 remedial course the following year or be placed in a content
 958 area course that includes remediation of skills not acquired by
 959 the student.

960 (b) Each year a student scores Level 1 or Level 2 on the

961 Algebra I EOC assessment, or upon transition to the common core
 962 Algebra I assessment, the student must either be enrolled in and
 963 complete an intensive remedial course the following year or be
 964 placed in a content area course that includes remediation of
 965 skills not acquired by the student.

966 (6) Grade Forgiveness Policy. Each district school board
 967 shall adopt policies designed to assist students in meeting
 968 graduation requirements including grade forgiveness policies.
 969 Forgiveness policies for required courses shall be limited to
 970 replacing a grade of "D" or "F" with a grade of "C" or higher
 971 earned subsequently in the same or comparable course.
 972 Forgiveness policies for elective courses shall be limited to
 973 replacing a grade of "D" or "F" with a grade of "C" or higher
 974 earned subsequently in another course. The only exception to
 975 these forgiveness policies shall be made for a student in the
 976 middle grades who takes any high school course for high school
 977 credit and earns a grade of "C," "D," or "F". In such case, the
 978 district forgiveness policy must allow the replacement of the
 979 grade with a grade of "C" or higher, earned subsequently in the
 980 same or comparable course. In all cases of grade forgiveness,
 981 only the new grade shall be used in the calculation of the
 982 student's grade point average. Any course grade not replaced
 983 according to a district school board forgiveness policy shall be
 984 included in the calculation of the cumulative grade point
 985 average required for graduation.

986 (7) Award of a Standard High School Diploma. A student
 987 who earns a cumulative grade point average (GPA) of 2.0 on a 4.0
 988 scale and meets the requirements of this section shall be
 989 awarded a standard high school diploma in a form prescribed by
 990 the State Board of Education. Notwithstanding any other law to

991 the contrary, all students enrolled in high school as of the
 992 2012-2013 school year may select one of the standard high school
 993 diploma designations, and if the student meets the applicable
 994 requirements and has earned a 2.0 GPA the student shall be
 995 awarded a standard high school diploma, with the appropriate
 996 designation indicated on the diploma. A high school student who
 997 earned a passing grade in Biology I or Geometry prior to the
 998 2013-2014 school year shall be awarded a credit in that course
 999 if the student selects the College and Career or Industry
 1000 designation; and, if the student selects the Scholar designation
 1001 and passed the course and the EOC assessment the student's
 1002 performance on the EOC assessment is not required to count 30
 1003 percent of the student's final course grade. A student who fails
 1004 to earn the required credits or achieve a 2.0 GPA shall be
 1005 awarded a certificate of completion in a form prescribed by the
 1006 State Board of Education.

1007 (8) State Uniform Transfer of High School Credits.

1008 (a) Beginning with the 2012-2013 school year, if a student
 1009 transfers into a Florida public high school from out of country,
 1010 out of state, a private school, or home school, and that
 1011 student's transcript shows a mathematics credit in a course that
 1012 requires passage of a statewide, standardized assessment in
 1013 order to earn course credit then the student must pass the
 1014 assessment in order to earn the credit, unless the student has
 1015 earned an equivalent score as provided for under s. 1008.22,
 1016 passed a statewide assessment in that subject administered by
 1017 the transferring state, or passed the statewide assessment the
 1018 transferring state uses to satisfy the requirements of the
 1019 Elementary and Secondary Education Act, 20 U.S.C. 6301. If a
 1020 student's transcript shows a credit in high school reading or

1021 English Language Arts II or III, the student must take and pass
 1022 grade 10 FCAT Reading or earn a concordant score on the SAT or
 1023 ACT as specified by state board rule or, when the state
 1024 transitions to common core English Language Arts assessments,
 1025 earn a passing score on the English Language Arts assessment as
 1026 required under the standard high school diploma designation
 1027 selected under this section.

1028 (b) Credits and grades earned and offered for acceptance
 1029 by a transferring student shall be based on official transcripts
 1030 and shall be accepted at face value subject to validation, as
 1031 provided by state board rule, if required by the receiving
 1032 school's accreditation.

1033 (9) Career Education Courses that Satisfy High School
 1034 Credit Requirements.

1035 (a) Student participation in career education courses
 1036 engages them in their high school education, increases academic
 1037 achievement, enhances employability, and increases postsecondary
 1038 success. By July 1, 2014, the department shall develop, for
 1039 approval by the State Board of Education, multiple, additional
 1040 career education courses, or a series of courses, that meet the
 1041 requirements set forth in s. 1003.493(2), (4), and (5) and in
 1042 this subsection, that allow students to earn credit in both the
 1043 career education course and courses required for high school
 1044 graduation under ss. 1003.428, 1003.4281, and 1003.4282.

1045 1. The state board must determine if sufficient academic
 1046 standards are covered to warrant the award of academic credit.
 1047 If any academic standards are not met that are needed to warrant
 1048 award of academic credit, the career education course must
 1049 include an online module that captures the missing standards.

1050 2. Career education courses must include workforce and
 1051 digital literacy skills and the integration of required course
 1052 content with practical applications and designated rigorous

1053 course work that results in one or more industry certifications
 1054 or clearly articulated credit or advanced standing in a 2 or 4
 1055 year certificate or degree program, which may include high
 1056 school junior and senior year work-related internships or
 1057 apprenticeships. The department shall negotiate state licenses
 1058 for material and testing for industry certifications. The
 1059 instructional methodology used in these courses must be
 1060 comprised of authentic projects, problems, and activities for
 1061 contextually learning the academics.

1062 3. The state board shall identify an industry
 1063 certification or multiple certifications from the Industry
 1064 Certification Funding List or the Postsecondary Industry
 1065 Certification Funding List which demonstrate attainment of
 1066 standards associated with digital composition, word processing,
 1067 and presentation skills which shall satisfy at least one credit
 1068 in English Language Arts required to fulfill high school
 1069 graduation requirements.

1070 (b) Each school district should take the initiative to work
 1071 with local workforce boards and local business and industry
 1072 leaders to establish partnerships for the purpose of creating
 1073 career education courses or a series of courses that meet the
 1074 requirements set forth in s. 1003.493(2), (4), and (5), that
 1075 students can take to earn required high school course credits.
 1076 Emphasis should be placed on on-line course work and digital
 1077 literacy. School districts must submit their recommended career
 1078 education courses to the department for state board approval.
 1079 School district recommended career education courses must meet
 1080 the same rigorous standards as department developed career
 1081 education courses in order to be approved by the state board.
 1082 School districts participating in the development of rigorous
 1083 career education courses will be able to better address local
 1084 workforce needs and allow students the opportunity to acquire

1085 the knowledge and skills that are not only needed for academic
 1086 advancement but for employability purposes as well.

1087
 1088 (c) Regional consortium service organizations established
 1089 pursuant to s. 1001.451 must work with school districts, local
 1090 workforce boards, postsecondary institutions, and local business
 1091 and industry leaders to create career education courses, that
 1092 meet the requirements set forth in s. 1003.493(2), (4), and (5)
 1093 and in this section, that students can take to earn required
 1094 high school course credits. The regional consortium must submit
 1095 course recommendations to the department, on behalf of the
 1096 consortium member districts, for state board approval. A strong
 1097 emphasis should be placed on online course work, digital
 1098 literacy, and workforce literacy as defined in s. 1004.02(27).
 1099 For purposes of providing students the opportunity to earn
 1100 industry certifications, consortiums must secure the necessary
 1101 site licenses and testing contracts for use by member districts.

1102 (10) The State Board of Education shall adopt rules
 1103 pursuant to ss. 120.536(1) and 120.54 to implement the
 1104 provisions of this section.

1105 Section 16. Subsection (1) of section 1003.4281, Florida
 1106 Statutes, is amended to read:

1107 1003.4281 Early high school graduation.—

1108 (1) The purpose of this section is to provide a student
 1109 the option of early graduation if the student ~~has completed a~~
 1110 ~~minimum of~~ earns 24 credits and meets the graduation
 1111 requirements set forth in s. 1003.428 or s. 1003.4282, as
 1112 applicable. For purposes of this section, the term "early
 1113 graduation" means graduation from high school in less than 8
 1114 semesters or the equivalent.

1115 Section 17. Section 1003.4285, Florida Statutes, is amended

1116 to read:

1117 1003.4285 Standard high school diploma designations.—Each
 1118 standard high school diploma shall include, as applicable
 1119 appropriate:

1120 (1) ~~A designation of the student's major area of interest~~
 1121 ~~pursuant to the student's completion of credits as provided in~~
 1122 ~~s. 1003.428. The designation a student earned under s. 1003.4282~~
 1123 ~~and, if a student received a waiver under s. 1008.22(3)(c)2., a~~
 1124 ~~statement so indicating.~~

1125 (2) A designation reflecting completion of four or more
 1126 accelerated college credit courses if the student is eligible
 1127 for college credit pursuant- to s. 1007.27 or s. 1007.271 in
 1128 Advanced Placement, International Baccalaureate, Advanced
 1129 International Certificate of Education, or dual enrollment
 1130 courses. ~~The Commissioner of Education shall establish~~
 1131 ~~guidelines for successful passage of examinations or coursework~~
 1132 ~~in each of the accelerated college credit options for purposes~~
 1133 ~~of this subsection.~~

1134 (3) A designation reflecting ~~the attainment of one or more~~
 1135 which industry certifications were attained from the list
 1136 approved by Workforce Florida, Inc., under s. 1003.492.

1137 (4) A designation reflecting a Florida Ready to Work
 1138 Credential in accordance with s. 445.06.

1139 Section 18. Section 1003.429, Florida Statutes, is
 1140 repealed.

1141 Section 19. Subsection (3) of section 1003.4295, Florida
 1142 Statutes, is amended to read:

1143 1003.4295 Acceleration options.—

1144 (3) The Credit Acceleration Program (CAP) is created for
 1145 the purpose of allowing a student to earn high school credit in

1146 ~~a course that requires a statewide, standardized end-of-course~~
 1147 ~~assessment~~ Algebra I, Algebra II, Geometry, U.S. History, or
 1148 Biology if the student ~~attains a specified score on the~~
 1149 ~~assessment.~~ passes the statewide, standardized assessment
 1150 administered under s. 1008.22. Notwithstanding s. 1003.436, a
 1151 school district shall award course credit to a student who is
 1152 not enrolled in the course, or who has not completed the course,
 1153 if the student attains a passing score on the corresponding
 1154 statewide, standardized ~~end-of-course~~ assessment. The school
 1155 district shall permit a student who is not enrolled in the
 1156 course, or who has not completed the course, to take the
 1157 ~~standardized end-of-course~~ assessment during the regular
 1158 administration of the assessment.

1159 Section 20. Section 1003.43, Florida Statutes, is
 1160 repealed.

1161 Section 21. Section 1003.433, Florida Statutes, is amended
 1162 to read:

1163 1003.433 Learning opportunities for out-of-state and out-
 1164 of-country transfer students and students needing additional
 1165 instruction to meet high school graduation requirements.-

1166 (1) Students who enter a Florida public school at the
 1167 eleventh or twelfth grade from out of state or ~~from a~~ out-of-
 1168 country ~~foreign country~~ shall not be required to spend
 1169 additional time in a Florida public school in order to meet the
 1170 high school course requirements if the student has met all
 1171 requirements of the school district, state, or country from
 1172 which he or she is transferring. Such students who are not
 1173 proficient in English should receive immediate and intensive
 1174 instruction in English language acquisition. However, to receive
 1175 a standard high school diploma, a transfer student must earn a

1176 2.0 grade point average and meet the requirements under s.
 1177 1008.22 ~~pass the grade 10 FCAT required in s. 1008.22(3) or an~~
 1178 ~~alternate assessment as described in s. 1008.22(10).~~

1179 (2) Students who ~~have met all requirements~~ earn the
 1180 required 24 credits for the standard high school diploma except
 1181 for passage of any must pass assessments under s. 1008.22 ~~the~~
 1182 ~~grade 10 FCAT~~ or an alternate assessment by the end of grade 12
 1183 must be provided the following learning opportunities:

1184 (a) Participation in an accelerated high school
 1185 equivalency diploma preparation program during the summer.

1186 (b) Upon receipt of a certificate of completion, be
 1187 allowed to take the College Placement Test and be admitted to
 1188 ~~remedial or credit courses~~ at a Florida College System
 1189 institution, as appropriate.

1190 (c) Participation in an adult general education program as
 1191 provided in s. 1004.93 for such time as the student requires to
 1192 master English, reading, mathematics, or any other subject
 1193 required for high school graduation. Students attending adult
 1194 basic, adult secondary, or vocational-preparatory instruction
 1195 are exempt from any requirement for the payment of tuition and
 1196 fees, including lab fees, pursuant to s. 1009.25. A student
 1197 attending an adult general education program shall have the
 1198 opportunity to take ~~the grade 10 FCAT~~ any must pass assessments
 1199 under s. 1008.22 an unlimited number of times in order to
 1200 receive a standard high school diploma.

1201 (3) Students who have been enrolled in an ESOL program for
 1202 less than 2 school years and have met all requirements for the
 1203 standard high school diploma except for passage of the grade 10
 1204 FCAT or alternate assessment may receive immersion English
 1205 language instruction during the summer following their senior

1206 year. Students receiving such instruction are eligible to take
 1207 the FCAT or alternate assessment and receive a standard high
 1208 school diploma upon passage of the grade 10 FCAT or the
 1209 alternate assessment. This subsection shall be implemented to
 1210 the extent funding is provided in the General Appropriations
 1211 Act.

1212 ~~(4) The district school superintendent shall be~~
 1213 ~~responsible for notifying all students of the consequences of~~
 1214 ~~failure to receive a standard high school diploma, including the~~
 1215 ~~potential ineligibility for financial assistance at~~
 1216 ~~postsecondary educational institutions.~~

1217 (5) The State Board of Education may adopt rules pursuant
 1218 to ss. 120.536(1) and 120.54 to administer this section.

1219 Section 22. Paragraph (b) of subsection (6) of section
 1220 1003.435, Florida Statutes, is repealed.

1221 Section 23. Paragraph (a) of subsection (1) of section
 1222 1003.436, Florida Statutes, is amended to read:

1223 1003.436 Definition of "credit".-

1224 (1)(a) For the purposes of requirements for high school
 1225 graduation, one full credit means a minimum of 135 hours of bona
 1226 fide instruction in a designated course of study that contains
 1227 student performance standards, except as otherwise provided
 1228 through the Credit Acceleration Program under s. 1003.4295(3).

1229 One full credit means a minimum of 120 hours of bona fide
 1230 instruction in a designated course of study that contains
 1231 student performance standards for purposes of meeting high
 1232 school graduation requirements in a district school that has
 1233 been authorized to implement block scheduling by the district
 1234 school board. The State Board of Education shall determine the
 1235 number of postsecondary credit hours earned through dual

1236 enrollment pursuant to s. 1007.271 that satisfy the requirements
 1237 of a dual enrollment articulation agreement according to s.
 1238 1007.271(21) and that equal one full credit of the equivalent
 1239 high school course identified pursuant to s. 1007.271(9).

1240 Section 24. Section 1003.438, Florida Statutes, is amended
 1241 to read:

1242 1003.438 Special high school graduation requirements for
 1243 certain exceptional students.—A student who has been identified,
 1244 in accordance with rules established by the State Board of
 1245 Education, as a student with disabilities who has an
 1246 intellectual disability; an autism spectrum disorder; a language
 1247 impairment; an orthopedic impairment; an other health
 1248 impairment; a traumatic brain injury; an emotional or behavioral
 1249 disability; a specific learning disability, including, but not
 1250 limited to, dyslexia, dyscalculia, or developmental aphasia; or
 1251 students who are deaf or hard of hearing or dual sensory
 1252 impaired shall not be required to meet all requirements of ~~s.~~
 1253 ~~1003.43~~ or s. 1003.428 or s. 1003.4282 and shall, upon meeting
 1254 all applicable requirements prescribed by the district school
 1255 board pursuant to s. 1008.25, be awarded a special diploma in a
 1256 form prescribed by the commissioner; however, such special
 1257 graduation requirements prescribed by the district school board
 1258 must include minimum graduation requirements as prescribed by
 1259 the commissioner. Any such student who meets all special
 1260 requirements of the district school board, but is unable to meet
 1261 the appropriate special state minimum requirements, shall be
 1262 awarded a special certificate of completion in a form prescribed
 1263 by the commissioner. However, this section does not limit or
 1264 restrict the right of an exceptional student solely to a special
 1265 diploma or special certificate of completion. Any such student

1266 shall, upon proper request, be afforded the opportunity to fully
 1267 meet all requirements of ~~s. 1003.43~~ or s. 1003.428 or s.
 1268 1003.4282 through the standard procedures established therein
 1269 and thereby to qualify for a standard diploma upon graduation.

1270 Section 25. Paragraph (c) of subsection (2) and subsection
 1271 (4) of section 1003.4935, Florida Statutes, are amended to read:

1272 1003.4935 Middle ~~school~~ grades career and professional
 1273 academy courses and career-themed courses.—

1274 (2) Each middle ~~school~~ grades career and professional
 1275 academy or career-themed course must be aligned with at least
 1276 one high_ school career and professional academy or career-themed
 1277 course offered in the district and maintain partnerships with
 1278 local business and industry and economic development boards.
 1279 Middle school career and professional academies and career-
 1280 themed courses must:

1281 (c) Integrate career and professional academy or career-
 1282 themed course content with intensive reading, English Language
 1283 Arts, and mathematics pursuant to s. 1003.428 and s. 1003.4282;

1284 ~~(4) The State Board of Education shall adopt rules to~~
 1285 ~~identify industry certifications in science, technology,~~
 1286 ~~engineering, and mathematics offered in middle school to be~~
 1287 ~~included on the Industry Certified Funding List and which are~~
 1288 ~~eligible for additional full-time equivalent membership under s.~~
 1289 ~~1011.62(1).~~

1290 Section 26. Paragraph (c) of subsection (1) of section
 1291 1004.935, Florida Statutes, is amended to read:

1292 1004.935 Adults with Disabilities Workforce Education
 1293 Pilot Program.—

1294 (1) The Adults with Disabilities Workforce Education Pilot
 1295 Program is established in the Department of Education for 2

1296 years in Hardee, DeSoto, Manatee, and Sarasota Counties to
 1297 provide the option of receiving a scholarship for instruction at
 1298 private schools for up to 30 students who:

1299 (c) Are receiving instruction from an instructor in a
 1300 private school to meet the high school graduation requirements
 1301 in s. 1003.428 or s. 1003.4282;

1302 As used in this section, the term "student with a disability"
 1303 includes a student who is documented as having an intellectual
 1304 disability; a speech impairment; a language impairment; a
 1305 hearing impairment, including deafness; a visual impairment,
 1306 including blindness; a dual sensory impairment; an orthopedic
 1307 impairment; another health impairment; an emotional or
 1308 behavioral disability; a specific learning disability,
 1309 including, but not limited to, dyslexia, dyscalculia, or
 1310 developmental aphasia; a traumatic brain injury; a developmental
 1311 delay; or autism spectrum disorder.

1312 Section 27. Subsections (2), (7), (9), and (11) of section
 1313 1007.271, Florida Statutes, are amended to read:

1314 1007.271 Dual enrollment programs.—

1315 (2) For the purpose of this section, an eligible secondary
 1316 student is a student who is enrolled in a Florida public
 1317 secondary school or in a Florida private secondary school which
 1318 is in compliance with s. 1002.42(2) and provides a secondary
 1319 curriculum pursuant to s. 1003.428, ~~s. 1003.429,~~ or s. 1003.4282
 1320 ~~or s. 1003.43~~. Students who are eligible for dual enrollment
 1321 pursuant to this section may enroll in dual enrollment courses
 1322 conducted during school hours, after school hours, and during
 1323 the summer term. However, if the student is projected to
 1324 graduate from high school before the scheduled completion date
 1325 of a postsecondary course, the student may not register for that

1326 course through dual enrollment. The student may apply to the
 1327 postsecondary institution and pay the required registration,
 1328 tuition, and fees if the student meets the postsecondary
 1329 institution's admissions requirements under s. 1007.263.
 1330 Instructional time for dual enrollment may vary from 900 hours;
 1331 however, the school district may only report the student for a
 1332 maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student
 1333 enrolled as a dual enrollment student is exempt from the payment
 1334 of registration, tuition, and laboratory fees. ~~Vocational-~~
 1335 ~~preparatory~~ Applied academics for adult education instruction,
 1336 college-preparatory instruction, and other forms of
 1337 precollegiate instruction, as well as physical education courses
 1338 that focus on the physical execution of a skill rather than the
 1339 intellectual attributes of the activity, are ineligible for
 1340 inclusion in the dual enrollment program. Recreation and leisure
 1341 studies courses shall be evaluated individually in the same
 1342 manner as physical education courses for potential inclusion in
 1343 the program.

1344 (7) Career dual enrollment shall be provided as a
 1345 curricular option for secondary students to pursue in order to
 1346 earn industry certifications adopted pursuant to s. 1008.44,
 1347 which count as a series of elective credits toward the high
 1348 school diploma. Career dual enrollment shall be available for
 1349 secondary students seeking a degree and industry certification
 1350 through ~~or certificate from a complete career-preparatory career~~
 1351 education program or course and may not be used to enroll
 1352 ~~students in isolated career courses.~~

1353 (9) The Commissioner of Education shall appoint faculty
 1354 committees representing public school, Florida College System
 1355 institution, and university faculties to identify postsecondary

1356 courses that meet the high school graduation requirements of s.
 1357 1003.428, ~~s. 1003.429~~, or s. 1003.4282 ~~or s. 1003.43~~ and to
 1358 establish the number of postsecondary semester credit hours of
 1359 instruction and equivalent high school credits earned through
 1360 dual enrollment pursuant to this section that are necessary to
 1361 meet high school graduation requirements. Such equivalencies
 1362 shall be determined solely on comparable course content and not
 1363 on seat time traditionally allocated to such courses in high
 1364 school. The Commissioner of Education shall recommend to the
 1365 State Board of Education those postsecondary courses identified
 1366 to meet high school graduation requirements, based on mastery of
 1367 course outcomes, by their course numbers, and all high schools
 1368 shall accept these postsecondary education courses toward
 1369 meeting the requirements of s. 1003.428, ~~s. 1003.429~~, or s.
 1370 1003.492 ~~or s. 1003.43~~.

1371 (11) Career early admission is a form of career dual
 1372 enrollment through which eligible secondary students enroll full
 1373 time in a career center or a Florida College System institution
 1374 in postsecondary programs leading to industry certifications, as
 1375 listed in the Postsecondary Industry Certified Funding List
 1376 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
 1377 the high school diploma and the certificate or associate degree.
 1378 Participation in the career early admission program is limited
 1379 to students who have completed a minimum of ~~6~~ 4 semesters of
 1380 full-time secondary enrollment, including studies undertaken in
 1381 the ninth grade. Students enrolled pursuant to this section are
 1382 exempt from the payment of registration, tuition, and laboratory
 1383 fees.

1384 Section 28. Section 1008.22, Florida Statutes, is
 1385 substantially rewritten and amended to read:.

1386 1008.22 Student assessment program for public schools.-

1387 (1) PURPOSE.- The primary purpose of the student
 1388 assessment program is to provide student academic achievement
 1389 and learning gains data to students, parents, teachers, school
 1390 administrators, and school district staff. This data is to be
 1391 used by districts to improve instruction; by students, parents,
 1392 and teachers to guide learning objectives; by education
 1393 researchers to assess national and international education
 1394 comparison data, and by the public to assess the cost-benefit of
 1395 the expenditure of their taxpayer dollars. The program must be
 1396 designed to:

1397 (a) Assess the achievement level and annual learning gains
 1398 of each student in English Language Arts and Mathematics and the
 1399 achievement level in all other subjects assessed.

1400 (b) Provide data for making decisions regarding school
 1401 accountability, recognition, and improvement of operations and
 1402 management including schools operating for the purpose of
 1403 providing educational services to youth in Department of
 1404 Juvenile Justice programs.

1405 (c) Identify the educational strengths and needs of
 1406 students and the readiness of students to be promoted to the
 1407 next grade level or to graduate from high school.

1408 (d) Assess how well educational goals and curricular
 1409 standards are met at the school, district, state, national and
 1410 international levels.

1411 (e) Provide information to aid in the evaluation and
 1412 development of educational programs and policies.

1413 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.-
 1414 Florida school districts shall participate in the administration
 1415 of the National Assessment of Educational Progress, or similar

1416 national or international assessments, both for the national
 1417 sample and for any state-by-state comparison programs which may
 1418 be initiated, as directed by the commissioner. The assessments
 1419 must be conducted using the data collection procedures, student
 1420 surveys, educator surveys, and other instruments included in the
 1421 National Assessment of Educational Progress or similar national
 1422 or international assessments being administered in Florida. The
 1423 administration of such assessments shall be in addition to and
 1424 separate from the administration of the statewide, standardized
 1425 assessments.

1426 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.— The
 1427 commissioner shall design and implement a statewide,
 1428 standardized assessment program aligned to the core curricular
 1429 content established in the Next Generation Sunshine State
 1430 Standards. The commissioner also must develop, or select, and
 1431 implement a common battery of assessment tools that will be used
 1432 in all juvenile justice programs in the state. These tools must
 1433 accurately measure the core curricular content established in
 1434 the Next Generation Sunshine State Standards. Participation in
 1435 the assessment program is mandatory for all school districts and
 1436 for all students attending public school, including students
 1437 seeking an adult high school diploma, and students served in
 1438 Department of Juvenile Justice programs except as otherwise
 1439 prescribed by the commissioner. If a student does not
 1440 participate in the assessment program, the school district must
 1441 notify the student's parent and provide the parent with
 1442 information regarding the implications of such nonparticipation.
 1443 The statewide, standardized assessment program must be designed
 1444 and implemented as follows:

1445 (a) Until replaced by common core assessments, Florida

1446 Comprehensive Assessment Test (FCAT). FCAT Reading shall be
 1447 administered annually in grades 3 through 10; FCAT Mathematics
 1448 shall be administered annually in grades 3 through 8; FCAT
 1449 Writing shall be administered annually at least once at the
 1450 elementary, middle, and high school levels; and FCAT Science
 1451 shall be administered annually at least once at the elementary
 1452 and middle school levels. A student who has not earned a passing
 1453 score on grade 10 FCAT Reading must participate in each retake
 1454 of the assessment until the student earns a passing score. The
 1455 commissioner shall recommend for adoption by the state board a
 1456 score on both the SAT and ACT that is concordant to a passing
 1457 score on grade 10 FCAT Reading, which if achieved by the student
 1458 meets the must pass requirement for the grade 10 FCAT Reading.

1459 (b) End-of-course (EOC) assessments. EOC assessments must
 1460 be statewide, standardized, and developed or approved by the
 1461 department as follows:

1462 1. Statewide, standardized EOC assessments in mathematics
 1463 shall be administered according to this subparagraph. Beginning
 1464 with the 2010-2011 school year, all students enrolled in Algebra
 1465 I must take the Algebra I EOC assessment. Except as otherwise
 1466 provided in this section, beginning with students entering grade
 1467 9 in the 2011-2012 school year, a student who is enrolled in
 1468 Algebra I must earn a passing score on the Algebra I EOC
 1469 assessment or attain an equivalent score as authorized under
 1470 subsection (8) in order to earn course credit. Beginning with
 1471 the 2011-2012 school year, all students enrolled in Geometry
 1472 must take the Geometry EOC assessment. Except as otherwise
 1473 provided in this section and s. 1003.4282, students entering
 1474 grade 9 during the 2012-2013 school year must earn a passing
 1475 score on the Geometry EOC assessment or attain an equivalent

1476 score as authorized under subsection (8) in order to earn course
 1477 credit. Middle grades students enrolled in Algebra I or Geometry
 1478 must take the statewide, standardized end-of-course assessment
 1479 for those courses and are not required to take the corresponding
 1480 grade-level FCAT.

1481 2. Statewide, standardized EOC assessments in science
 1482 shall be administered according to this subparagraph. Beginning
 1483 with the 2011-2012 school year, all students enrolled in Biology
 1484 I must take the Biology I EOC assessment. Except as otherwise
 1485 provided in this section and s. 1003.4282, students entering
 1486 grade 9 during the 2012-2013 school year must earn a passing
 1487 score on the Biology I EOC assessment in order to earn course
 1488 credit.

1489 3. During the 2012-2013 school year, an EOC assessment in
 1490 civics education shall be administered as a field test at the
 1491 middle school level. Beginning in the 2013-2014 school year,
 1492 each student's performance on the statewide, standardized EOC
 1493 assessment in civics education constitutes 30 percent of the
 1494 student's final course grade.

1495 4. The commissioner may select one or more nationally
 1496 developed comprehensive examinations, which may include
 1497 examinations for a College Board Advanced Placement course,
 1498 International Baccalaureate course, or Advanced International
 1499 Certificate of Education course, or industry-approved
 1500 examinations to earn national industry certifications identified
 1501 in the Industry Certification Funding List for use as EOC
 1502 assessments under this paragraph, if the commissioner determines
 1503 that the content knowledge and skills assessed by the
 1504 examinations meet or exceed the grade level expectations for the
 1505 core curricular content established for the course in the Next

1506 Generation Sunshine State Standards. Use of any such
 1507 examination as an EOC assessment must be approved by the state
 1508 board.

1509 5. Contingent upon funding provided in the General
 1510 Appropriations Act, including the appropriation of funds
 1511 received through federal grants, the commissioner may establish
 1512 an implementation schedule for the development and
 1513 administration of additional statewide, standardized EOC
 1514 assessments which must be approved by the state board. If
 1515 approved by the state board, student performance on such
 1516 assessments constitutes 30 percent of a student's final course
 1517 grade.

1518 (c) Students with Disabilities and the Florida Alternate
 1519 Assessment.—

1520 1. Each district school board must provide instruction to
 1521 prepare students with disabilities in the core content knowledge
 1522 and skills necessary for successful grade-to-grade progression
 1523 and high school graduation.

1524 2. A student with a disability, as defined in s.
 1525 1007.02(2), for whom the individual education plan (IEP)
 1526 committee determines that the statewide, standardized
 1527 assessments under this section, that is the FCAT, EOC
 1528 assessments, and common core assessments, cannot accurately
 1529 measure the student's abilities, taking into consideration all
 1530 allowable accommodations, shall have assessment results waived
 1531 for the purpose of receiving a course grade and a standard high
 1532 school diploma. Such waiver shall be designated on the diploma
 1533 as provided under s. 1003.4285.

1534 3. The State Board of Education shall adopt rules, based
 1535 upon recommendations of the commissioner, for the provision of

1536 assessment accommodations for students with disabilities and for
 1537 students who have limited English proficiency.

1538 a. Accommodations that negate the validity of a statewide,
 1539 standardized assessment are not allowed during the
 1540 administration of the assessment. However, instructional
 1541 accommodations are allowed in the classroom if identified in a
 1542 student's IEP. Students using instructional accommodations in
 1543 the classroom that are not allowed on a statewide, standardized
 1544 assessment may have assessment results waived if the IEP
 1545 committee determines that the assessment cannot accurately
 1546 measure the student's abilities.

1547 b. If a student is provided with instructional
 1548 accommodations in the classroom that are not allowed as
 1549 accommodations for statewide, standardized assessments, the
 1550 district must inform the parent in writing and must provide the
 1551 parent with information regarding the impact on the student's
 1552 ability to meet expected performance levels. A parent must
 1553 provide signed consent for a student to receive classroom
 1554 instructional accommodations that would not be available or
 1555 permitted on a statewide, standardized assessment and must
 1556 acknowledge in writing that he or she understands the
 1557 implications of such instructional accommodations.

1558 c. If a student's IEP states that online administration of
 1559 a statewide, standardized assessment will significantly impair
 1560 the student's ability to perform, any online assessment shall be
 1561 administered in hard copy.

1562 4. For students with significant cognitive disabilities,
 1563 the Department of Education must develop or select and implement
 1564 an alternate assessment that accurately measures the core
 1565 curricular content established in the Next Generation Sunshine

1566 State Standards.

1567 (d) Common Core Assessments in English Language Arts (ELA)
 1568 and Mathematics.—

1569 1. After field and baseline testing, and contingent upon
 1570 funding, common core assessments shall be administered to all
 1571 students in grades 3 through 11 in ELA. Retake opportunities for
 1572 grade 10 and 11 ELA assessments must be provided. Students
 1573 taking the ELA assessments are not required to take the
 1574 assessments in FCAT Reading or FCAT Writing. 2. After field and
 1575 baseline testing, and contingent upon funding, common core
 1576 assessments shall be administered to all students in grades 3
 1577 through 8 in mathematics, and common core assessments in Algebra
 1578 I, Geometry, and Algebra II shall be administered to students
 1579 enrolled in those courses. Retake opportunities must be
 1580 provided. Students are authorized to take the common core
 1581 assessments in mathematics pursuant to the Credit Acceleration
 1582 Program under s. 1003.4295(3).

1583 3. The State Board of Education shall adopt rules
 1584 establishing an implementation schedule to transition from FCAT
 1585 Reading, FCAT Writing, FCAT Mathematics, and Algebra I and
 1586 Geometry EOC assessments to common core assessments in English
 1587 Language Arts and mathematics. The schedule must take into
 1588 consideration funding, access to assessments, and school
 1589 district readiness to administer the common core assessments
 1590 online. In addition, only in the fourth year of administering a
 1591 common core assessment, after field and baseline testing, may
 1592 passage of a common core assessment be required to earn high
 1593 school course credit and only as authorized under s. 1003.4282.

1594 (e) Assessment Scores and Achievement Levels.—

1595 1. All statewide, standardized EOC assessments and FCAT

1596 Reading, FCAT Writing, and FCAT Science shall use scaled scores
 1597 and achievement levels. Achievement levels shall range from 1
 1598 through 5, with level 1 being the lowest achievement level,
 1599 level 5 being the highest achievement level, and level 3
 1600 indicating satisfactory performance on an assessment. For
 1601 purposes of FCAT Writing, student achievement shall be scored
 1602 using a scale of 1 through 6. Common core English Language Arts
 1603 and Mathematics assessments shall use achievement levels 1
 1604 through 5.

1605 2. The State Board of Education, by rule, shall designate
 1606 a passing score for each statewide, standardized EOC and FCAT
 1607 assessment. In addition, the state board shall also designate a
 1608 score for each statewide, standardized EOC assessment which
 1609 indicates that a student is high achieving and has the potential
 1610 to meet college-readiness standards by the time the student
 1611 graduates from high school.

1612 3. If the Commissioner of Education seeks to revise a
 1613 statewide, standardized assessment and the revisions require the
 1614 state board to modify performance level scores, including the
 1615 passing score, the commissioner shall provide a copy of the
 1616 proposed scores and implementation plan to the President of the
 1617 Senate and the Speaker of the House of Representatives at least
 1618 90 days prior to submission to the state board for their review.
 1619 Until the state board adopts the modifications by rule, the
 1620 commissioner shall use calculations for scoring the assessment
 1621 which adjust student scores on the revised assessment for
 1622 statistical equivalence to student scores on the former
 1623 assessment. The state board shall adopt by rule passing scores
 1624 for the revised assessment which are statistically equivalent to
 1625 passing scores on the discontinued assessment for a student

1626 required to attain a passing score on the discontinued
 1627 assessment. The commissioner may, with approval of the state
 1628 board, discontinue administration of the former assessment upon
 1629 the graduation, based on normal student progression, of students
 1630 participating in the final regular administration of the former
 1631 assessment. If the commissioner revises a statewide,
 1632 standardized assessment and the revisions require the state
 1633 board to modify the passing score, only students taking the
 1634 assessment for the first time after the rule is adopted are
 1635 affected.

1636 (f) Assessment Schedules and Reporting of Results.—The
 1637 Commissioner of Education shall establish schedules for the
 1638 administration of assessments and the reporting of student
 1639 assessment results. The commissioner shall consider the
 1640 observance of religious and school holidays when developing the
 1641 schedule. The commissioner shall, by August 1 of each year,
 1642 notify each school district in writing and publish on the
 1643 department's Internet website the assessment and reporting
 1644 schedules for, at a minimum, the school year following the
 1645 upcoming school year. The assessment and reporting schedules
 1646 must provide the earliest possible reporting of student
 1647 assessment results to the school districts. Assessment results
 1648 for FCAT Reading and FCAT Mathematics must be made available no
 1649 later than the week of June 8. The administration of FCAT
 1650 Writing and the Florida Alternate Assessment may be no earlier
 1651 than the week of March 1. School districts shall administer
 1652 assessments in accordance with the schedule established by the
 1653 commissioner.

1654 (g) Prohibited Activities.—A district school board shall
 1655 prohibit each public school from suspending a regular program of

1656 curricula for purposes of administering practice assessments or
 1657 engaging in other assessment-preparation activities for a
 1658 statewide, standardized assessment. However, a district school
 1659 board may authorize a public school to engage in the following
 1660 assessment-preparation activities:

1661 1. Distributing to students sample assessment books and
 1662 answer keys published by the Department of Education.

1663 2. Providing individualized instruction in assessment-
 1664 taking strategies, without suspending the school's regular
 1665 program of curricula, for a student who scores Level 1 or Level
 1666 2 on a prior administration of an assessment.

1667 3. Providing individualized instruction in the content
 1668 knowledge and skills assessed, without suspending the school's
 1669 regular program of curricula, for a student who scores Level 1
 1670 or Level 2 on a prior administration of an assessment or a
 1671 student who, through a diagnostic assessment administered by the
 1672 school district, is identified as having a deficiency in the
 1673 content knowledge and skills assessed.

1674 4. Administering a practice assessment or engaging in
 1675 other assessment-preparation activities which are determined
 1676 necessary to familiarize students with the organization of the
 1677 assessment, the format of the assessment items, and the
 1678 assessment directions, or which are otherwise necessary for the
 1679 valid and reliable administration of the assessment, as set
 1680 forth in rules adopted by the State Board of Education with
 1681 specific reference to this paragraph.

1682 (h) Contracts for Assessments.- The commissioner shall
 1683 provide for the assessments to be developed or obtained, as
 1684 appropriate, through contracts and project agreements with
 1685 private vendors, public vendors, public agencies, postsecondary

1686 educational institutions, or school districts. The commissioner
 1687 may enter into contracts for the continued administration of the
 1688 assessments authorized and funded by the Legislature. Contracts
 1689 may be initiated in 1 fiscal year and continue into the next and
 1690 may be paid from the appropriations of either or both fiscal
 1691 years. The commissioner is authorized to negotiate for the sale
 1692 or lease of tests, scoring protocols, test scoring services, and
 1693 related materials developed pursuant to law.

1694 (4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall
 1695 participate in the statewide, standardized assessment program in
 1696 accordance with the testing and reporting schedules published by
 1697 the Commissioner of Education. District school boards shall not
 1698 establish school calendars that conflict with or jeopardize
 1699 implementation of the assessment program. All district school
 1700 boards shall report assessment results as required by the state
 1701 management information system. Performance data shall be
 1702 analyzed and reported to parents, the community, and the state.
 1703 Student performance data shall be used by districts in
 1704 developing objectives for the school improvement plan,
 1705 evaluating instructional personnel and administrative personnel,
 1706 assigning staff, allocating resources, acquiring instructional
 1707 materials and technology, implementing performance-based
 1708 budgeting, and promoting and assigning students to educational
 1709 programs. The analysis of student performance data also must
 1710 identify strengths and needs in the educational program and
 1711 trends over time. The analysis must be used in conjunction with
 1712 the budgetary planning processes developed pursuant to s.
 1713 1008.385 and the development of the programs of remediation.

1714 (5) REQUIRED ANALYSES.—The commissioner shall provide, at
 1715 a minimum, statewide, standardized assessment data analysis

1716 showing student achievement levels and learning gains by
 1717 teacher, school, and school district.

1718 (6) LOCAL ASSESSMENTS.—

1719 (a) Measurement of student learning gains in all subjects
 1720 and grade levels, except those subjects and grade levels
 1721 measured under the statewide, standardized assessment program
 1722 described in this section is the responsibility of the school
 1723 districts.

1724 (b) Beginning with the 2014-2015 school year, each school
 1725 district shall administer for each course offered in the
 1726 district a student assessment that measures mastery of the
 1727 content, as described in the state-adopted course description,
 1728 at the necessary level of rigor for the course. Such assessments
 1729 may include:

- 1730 1. Statewide assessments.
- 1731 2. Other standardized assessments, including nationally
 1732 recognized standardized assessments.
- 1733 3. Industry certification examinations.
- 1734 4. District-developed or district-selected end-of-course
 1735 assessments.

1736 (c) The Commissioner of Education shall identify methods
 1737 to assist and support districts in the development and
 1738 acquisition of assessments required under this subsection.
 1739 Methods may include developing item banks, facilitating the
 1740 sharing of developed tests among school districts, acquiring
 1741 assessments from state and national curriculum-area
 1742 organizations, and providing technical assistance in best
 1743 professional practices of test development based upon state-
 1744 adopted curriculum standards, administration, and security.

1745 (7) CONCORDANT SCORES FOR 10th GRADE FCAT READING.—Until

1746 such time as the state transitions to common core English
 1747 Language Arts assessments, the Commissioner of Education must
 1748 identify a score on the SAT and ACT that if achieved will
 1749 satisfy the graduation requirement that a student pass 10th grade
 1750 FCAT Reading. The commissioner may identify concordant scores on
 1751 other assessments as well. If the content or scoring procedures
 1752 change for 10th grade FCAT Reading, then new concordant scores
 1753 must be determined. If new concordant scores are not timely
 1754 adopted, then the last adopted concordant scores remain in
 1755 effect until such time as new scores are adopted. The state
 1756 board, by rule, must adopt concordant scores.

1757 (8) EQUIVALENT SCORES FOR END-OF-COURSE (EOC) ASSESSMENTS.—
 1758 The Commissioner of Education may identify equivalent scores for
 1759 EOC assessments, as appropriate. If the content or scoring
 1760 procedures change for the EOC assessments, then new equivalent
 1761 scores must be determined. If new equivalent scores are not
 1762 timely adopted, then the last adopted equivalent score remains
 1763 in effect until such time as a new score is adopted. The state
 1764 board, by rule, must adopt equivalent scores.

1765 (9) REPORTS.—The Department of Education shall annually
 1766 provide a report to the Governor, the President of the Senate,
 1767 and the Speaker of the House of Representatives which must
 1768 include the following:

1769 (a) Longitudinal performance of students in mathematics
 1770 and reading.

1771 (b) Longitudinal performance of students by grade level in
 1772 mathematics and reading.

1773 (c) Longitudinal performance regarding efforts to close
 1774 the achievement gap.

1775 (d) Other student performance data based on national norm-

1776 referenced and criterion-referenced tests, if available;
 1777 national assessments such as the National Assessment of
 1778 Educational Progress; and international assessments.

1779 (e) The numbers of students who after 8th grade enroll in
 1780 adult education rather than other secondary education.

1781 (f) Any plan or intent to establish or implement new
 1782 statewide, standardized assessments.

1783 (10) RULES.—The State Board of Education shall adopt rules
 1784 pursuant to ss. 120.536(1) and 120.54 to implement the
 1785 provisions of this section.

1786 Section 29. Paragraph (h) is added to subsection (2) and
 1787 subsection (4), paragraphs (a) and (b) of subsection (5),
 1788 paragraph (b) of subsection (6), and paragraph (b) of subsection
 1789 (7) of section 1008.25, Florida Statutes, are amended to read:

1790 1008.25 Public school student progression; remedial
 1791 instruction; reporting requirements.—

1792 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.— Each district
 1793 school board shall establish a comprehensive plan for student
 1794 progression which must:

1795 (h) Provide instructional sequences by which students in
 1796 kindergarten through high school may attain progressively higher
 1797 levels of skill in the use of digital competency tools and
 1798 applications. The instruction sequences must include
 1799 demonstration of competence of standards required pursuant to
 1800 ss. 1003.41 and 1003.4203 through attainment of industry
 1801 certifications and other means of demonstrating credit
 1802 requirements identified under ss. 1002.3105, 1003.4203, and
 1803 1003.4292.

1804 (4) ASSESSMENT AND REMEDIATION.—

1805 (a) Each student must participate in the statewide,

1806 standardized assessment tests program required by s. 1008.22.
 1807 Each student who does not meet specific levels of performance on
 1808 the required assessments as determined by the district school
 1809 board ~~in FCAT reading, writing, science, and mathematics for~~
 1810 ~~each grade level,~~ or who scores below Level 3 ~~in~~ on FCAT Reading
 1811 or FCAT Mathematics, or the common core English Language Arts
 1812 and mathematics assessments as applicable under s. 1008.22, must
 1813 be provided with additional diagnostic assessments to determine
 1814 the nature of the student's difficulty, the areas of academic
 1815 need, and strategies for appropriate intervention and
 1816 instruction as described in paragraph (b).

1817 (b) The school in which the student is enrolled must
 1818 develop, in consultation with the student's parent, and must
 1819 implement a progress monitoring plan. A progress monitoring plan
 1820 is intended to provide the school district and the school
 1821 flexibility in meeting the academic needs of the student and to
 1822 reduce paperwork. A student who is not meeting the school
 1823 district or state requirements for proficiency in reading and
 1824 mathmatics shall be covered by one of the following plans to
 1825 target instruction and identify ways to improve his or her
 1826 academic achievement:

- 1827 1. A federally required student plan such as an individual
- 1828 education plan;
- 1829 2. A schoolwide system of progress monitoring for all
- 1830 students; or
- 1831 3. An individualized progress monitoring plan.

1832 The plan chosen must be designed to assist the student or the
 1833 school in meeting state and district expectations for
 1834 proficiency. If the student has been identified as having a
 1835 deficiency in reading, the K-12 comprehensive reading plan

1836 required by s. 1011.62(9) shall include instructional and
 1837 support services to be provided to meet the desired levels of
 1838 performance. District school boards may require low-performing
 1839 students to attend remediation programs held before or after
 1840 regular school hours or during the summer if transportation is
 1841 provided.

1842 (c) Upon subsequent evaluation, if the documented
 1843 deficiency has not been remediated, the student may be retained.
 1844 Each student who does not meet the minimum performance
 1845 expectations defined by the Commissioner of Education for the
 1846 statewide assessment tests in reading, writing, science, and
 1847 mathematics must continue to be provided with remedial or
 1848 supplemental instruction until the expectations are met or the
 1849 student graduates from high school or is not subject to
 1850 compulsory school attendance.

1851 (5) READING OR ENGLISH LANGUAGE ARTS DEFICIENCY AND
 1852 PARENTAL NOTIFICATION.—

1853 (a) ~~It is the ultimate goal of the Legislature that every~~
 1854 ~~student read at or above grade level.~~ Any student who exhibits a
 1855 substantial deficiency in reading, based upon locally determined
 1856 or statewide assessments conducted in kindergarten or grade 1,
 1857 grade 2, or grade 3, or through teacher observations, must be
 1858 given intensive reading instruction immediately following the
 1859 identification of the reading deficiency. The student's reading
 1860 proficiency must be reassessed by locally determined assessments
 1861 or through teacher observations at the beginning of the grade
 1862 following the intensive reading instruction. The student must
 1863 continue to be provided with intensive reading instruction until
 1864 the reading deficiency is remedied.

1865 (b) ~~Beginning with the 2002-2003 school year, if the a~~

1866 student's reading or English Language Arts deficiency, ~~as~~
 1867 ~~identified in paragraph (a)~~, is not remedied by the end of grade
 1868 3, as demonstrated by scoring ~~at~~ Level 2 or higher on the
 1869 statewide, standardized assessment required under s. 1008.22
 1870 ~~test in reading~~ for grade 3, the student must be retained.

1871 (6) ELIMINATION OF SOCIAL PROMOTION.—

1872 (b) The district school board may only exempt students
 1873 from mandatory retention, as provided in paragraph (5)(b), for
 1874 good cause. Good cause exemptions shall be limited to the
 1875 following:

1876 1. Limited English proficient students who have had less
 1877 than 2 years of instruction in an English for Speakers of Other
 1878 Languages program.

1879 2. Students with disabilities whose individual education
 1880 plan indicates that participation in the statewide assessment
 1881 program is not appropriate, consistent with the requirements of
 1882 State Board of Education rule.

1883 3. Students who demonstrate an acceptable level of
 1884 performance on an alternative standardized reading or English
 1885 Language Arts assessment approved by the State Board of
 1886 Education.

1887 4. ~~A Students~~ student who demonstrates, through a student
 1888 portfolio, that ~~the~~ he or she ~~student~~ is ~~reading~~ performing ~~on~~
 1889 at least at Level 2 performance on the FCAT Reading or the
 1890 common core English Language Arts assessment, as applicable
 1891 under s. 1008.22.

1892 5. Students with disabilities who participate in ~~the~~ FCAT
 1893 Reading or the common core English Language Arts assessment, as
 1894 applicable under s. 1008.22, and who have an individual
 1895 education plan or a Section 504 plan that reflects that the

1896 student has received intensive remediation in reading or English
 1897 Language Arts for more than 2 years but still demonstrates a
 1898 deficiency ~~in reading~~ and was previously retained in
 1899 kindergarten, grade 1, grade 2, or grade 3.

1900 6. Students who have received intensive remediation in
 1901 reading or English Language Arts, as applicable under s.
 1902 1008.22, for 2 or more years but still demonstrate a deficiency
 1903 ~~in reading~~ and who were previously retained in kindergarten,
 1904 grade 1, grade 2, or grade 3 for a total of 2 years. Intensive
 1905 ~~reading~~ instruction for students so promoted must include an
 1906 altered instructional day that includes specialized diagnostic
 1907 information and specific reading strategies for each student.
 1908 The district school board shall assist schools and teachers to
 1909 implement reading strategies that research has shown to be
 1910 successful in improving reading among low-performing readers.

1911 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
 1912 STUDENTS READERS.-

1913 (b) ~~Beginning with the 2004-2005 school year,~~ Each school
 1914 district shall:

1915 ~~1. Conduct a review of student progress monitoring plans~~
 1916 ~~for all students who did not score above Level 1 on the reading~~
 1917 ~~portion of the FCAT reading and did not meet the criteria for~~
 1918 ~~one of the good cause exemptions in paragraph (6) (b). The review~~
 1919 ~~shall address additional supports and services, as described in~~
 1920 ~~this subsection, needed to remediate the identified areas of~~
 1921 ~~reading deficiency. The school district shall require a student~~
 1922 ~~portfolio to be completed for each such student.~~

1923 ~~2.~~ 1. Provide third grade students who are retained under
 1924 the provisions of paragraph (5) (b) with intensive instructional
 1925 services and supports to remediate the identified areas of

1926 ~~reading~~ deficiency, including a minimum of 90 minutes of daily,
 1927 uninterrupted, scientifically research-based reading or English
 1928 Language Arts instruction and other strategies prescribed by the
 1929 school district, which may include, but are not limited to:

- 1930 a. Small group instruction.
- 1931 b. Reduced teacher-student ratios.
- 1932 c. More frequent progress monitoring.
- 1933 d. Tutoring or mentoring.
- 1934 e. Transition classes containing 3rd and 4th grade
 1935 students.
- 1936 f. Extended school day, week, or year.
- 1937 g. Summer reading camps.

1938 ~~3.~~ 2. Provide written notification to the parent of any
 1939 student who is retained under the provisions of paragraph (5) (b)
 1940 that his or her child has not met the proficiency level required
 1941 for promotion and the reasons the child is not eligible for a
 1942 good cause exemption as provided in paragraph (6) (b). The
 1943 notification must comply with the provisions of s. 1002.20(15)
 1944 and must include a description of proposed interventions and
 1945 supports that will be provided to the child to remediate the
 1946 identified areas of reading deficiency.

1947 ~~4.~~ 3. Implement a policy for the midyear promotion of any
 1948 student retained under the provisions of paragraph (5) (b) who
 1949 can demonstrate that he or she is a successful and independent
 1950 reader ~~reading~~ and performing at or above grade level in reading
 1951 or English Language Arts as applicable under s. 1008.22 and
 1952 ~~ready to be promoted to grade 4.~~ Tools that school districts may
 1953 use in reevaluating any student retained may include subsequent
 1954 assessments, alternative assessments, and portfolio reviews, in
 1955 accordance with rules of the State Board of Education. ~~Students~~

1956 ~~promoted during the school year after November 1 must~~
 1957 ~~demonstrate proficiency above that required to score at Level 2~~
 1958 ~~on the grade 3 FCAT, as determined by the State Board of~~
 1959 ~~Education. The State Board of Education shall adopt standards~~
 1960 ~~that provide a reasonable expectation that the student's~~
 1961 ~~progress is sufficient to master appropriate 4th grade level~~
 1962 ~~reading skills.~~

1963 ~~5. 4. Provide students who are retained under the~~
 1964 ~~provisions of paragraph (5) (b) with a high-performing teacher as~~
 1965 ~~determined by student performance data and above-satisfactory~~
 1966 ~~performance appraisals.~~

1967 ~~6. In addition to required reading enhancement and~~
 1968 ~~acceleration strategies, provide parents of students to be~~
 1969 ~~retained with at least one of the following instructional~~
 1970 ~~options:~~

1971 ~~a. Supplemental tutoring in scientifically research-based~~
 1972 ~~reading services in addition to the regular reading block,~~
 1973 ~~including tutoring before and/or after school.~~

1974 ~~b. A "Read at Home" plan outlined in a parental contract,~~
 1975 ~~including participation in "Families Building Better Readers~~
 1976 ~~Workshops" and regular parent-guided home reading.~~

1977 ~~c. A mentor or tutor with specialized reading training.~~

1978 ~~7. Establish a Reading Enhancement and Acceleration~~
 1979 ~~Development (READ) Initiative. The focus of the READ Initiative~~
 1980 ~~shall be to prevent the retention of grade 3 students and to~~
 1981 ~~offer intensive accelerated reading instruction to grade 3~~
 1982 ~~students who failed to meet standards for promotion to grade 4~~
 1983 ~~and to each K-3 student who is assessed as exhibiting a reading~~
 1984 ~~deficiency. The READ Initiative shall:~~

1985 ~~a. Be provided to all K-3 students at risk of retention as~~

1986 ~~identified by the statewide assessment system used in Reading~~
 1987 ~~First schools. The assessment must measure phonemic awareness,~~
 1988 ~~phonics, fluency, vocabulary, and comprehension.~~

1989 ~~b. Be provided during regular school hours in addition to~~
 1990 ~~the regular reading instruction.~~

1991 ~~c. Provide a state-identified reading curriculum that has~~
 1992 ~~been reviewed by the Florida Center for Reading Research at~~
 1993 ~~Florida State University and meets, at a minimum, the following~~
 1994 ~~specifications:~~

1995 ~~(I) Assists students assessed as exhibiting a reading~~
 1996 ~~deficiency in developing the ability to read at grade level.~~

1997 ~~(II) Provides skill development in phonemic awareness,~~
 1998 ~~phonics, fluency, vocabulary, and comprehension.~~

1999 ~~(III) Provides scientifically based and reliable~~
 2000 ~~assessment.~~

2001 ~~(IV) Provides initial and ongoing analysis of each~~
 2002 ~~student's reading progress.~~

2003 ~~(V) Is implemented during regular school hours.~~

2004 ~~(VI) Provides a curriculum in core academic subjects to~~
 2005 ~~assist the student in maintaining or meeting proficiency levels~~
 2006 ~~for the appropriate grade in all academic subjects.~~

2007 ~~8. 5. Establish at each school, where when applicable, an~~
 2008 ~~Intensive Acceleration Class for retained grade 3 students who~~
 2009 ~~subsequently score at Level 1 on the required statewide,~~
 2010 ~~standardized assessment identified under s. 1008.22 reading~~
 2011 ~~portion of the FCAT. The focus of the Intensive Acceleration~~
 2012 ~~Class shall be to increase a child's reading and English~~
 2013 ~~Language Arts skill level at least two grade levels in 1 school~~
 2014 ~~year. The Intensive Acceleration Class shall:~~

2015 ~~a. Be provided to any student in grade 3 who scores at~~

2016 ~~Level 1 on the reading portion of the FCAT Reading or, if the~~
 2017 ~~state has transitioned to common core assessments, the common~~
 2018 ~~core English Language Arts assessment and who was retained in~~
 2019 ~~grade 3 the prior year because of scoring at Level 1 on the~~
 2020 ~~reading portion of the FCAT.~~

2021 b. Have a reduced teacher-student ratio.

2022 c. Provide uninterrupted reading instruction for the
 2023 majority of student contact time each day and incorporate
 2024 opportunities to master the grade 4 Next Generation Sunshine
 2025 State Standards in other core subject areas.

2026 d. Use a reading program that is scientifically research-
 2027 based and has proven results in accelerating student reading
 2028 achievement within the same school year.

2029 e. Provide intensive language and vocabulary instruction
 2030 using a scientifically research-based program, including use of
 2031 a speech-language therapist.

2032 ~~f. Include weekly progress monitoring measures to ensure~~
 2033 ~~progress is being made.~~

2034 ~~g. Report to the Department of Education, in the manner~~
 2035 ~~described by the department, the progress of students in the~~
 2036 ~~class at the end of the first semester.~~

2037 ~~9. Report to the State Board of Education, as requested,~~
 2038 ~~on the specific intensive reading interventions and supports~~
 2039 ~~implemented at the school district level. The Commissioner of~~
 2040 ~~Education shall annually prescribe the required components of~~
 2041 ~~requested reports.~~

2042 ~~10. Provide a student who has been retained in grade 3 and~~
 2043 ~~has received intensive instructional services but is still not~~
 2044 ~~ready for grade promotion, as determined by the school district,~~
 2045 ~~the option of being placed in a transitional instructional~~

2046 ~~setting. Such setting shall specifically be designed to produce~~
 2047 ~~learning gains sufficient to meet grade 4 performance standards~~
 2048 ~~while continuing to remediate the areas of reading deficiency.~~

2049 Section 30. Subsection (3) of section 1008.30, Florida
 2050 Statutes, is amended to read:

2051 1008.30 ~~Common~~ College readiness and placement testing.-

2052 (3) The State Board of Education shall adopt rules that
 2053 require high schools to evaluate before the beginning of grade
 2054 12 the college readiness of each student who scores at Level 2
 2055 or Level 3 on ~~the reading portion of the~~ grade 10 FCAT Reading
 2056 or the English Language Arts assessment under s. 1008.22, as
 2057 applicable, or Level 2, Level 3, or Level 4 on the ~~mathematics~~
 2058 Algebra I assessments under s. 1008.22~~(3)(e)~~. High schools shall
 2059 perform this evaluation using results from the corresponding
 2060 component of the ~~common~~ college placement test prescribed in
 2061 this section, or an ~~equivalent~~ alternative test identified by
 2062 the State Board of Education. The State Board of Education shall
 2063 identify in rule the assessments necessary to perform the
 2064 evaluations required by this subsection and shall work with the
 2065 school districts to administer the assessments. The State Board
 2066 of Education shall establish by rule the minimum test scores a
 2067 student must achieve to demonstrate readiness. Students who
 2068 demonstrate readiness by achieving the minimum test scores
 2069 established by the state board and enroll in a Florida College
 2070 System institution within 2 years of achieving such scores shall
 2071 not be required to retest or enroll in remediation when admitted
 2072 to any Florida College System institution. The high school shall
 2073 use the results of the test to advise the students of any
 2074 identified deficiencies and to provide 12th grade students, and
 2075 require them to complete, appropriate postsecondary preparatory

2076 instruction prior to high school graduation. The curriculum
 2077 provided under this subsection shall be identified in rule by
 2078 the State Board of Education and encompass Florida's
 2079 Postsecondary Readiness Competencies. Other elective courses may
 2080 not be substituted for the selected postsecondary mathematics,
 2081 reading, ~~mathematics,~~ or writing, or English Language Arts
 2082 preparatory course unless the elective course covers the same
 2083 competencies included in the postsecondary reading, mathematics,
 2084 or writing preparatory course.

2085 Section 31. Paragraph (b) of subsection (3) of section
 2086 1008.34, Florida Statutes, is amended to read:

2087 1008.34 School grading system; school report cards;
 2088 district grade.—

2089 (3) DESIGNATION OF SCHOOL GRADES.—

2090 (b)1. A school's grade shall be based on a combination of:

2091 a. Student achievement scores, ~~including achievement as~~
 2092 ~~measured by FCAT on statewide, standardized assessments under s.~~
 2093 ~~1008.22 (3)(c)1., statewide, standardized end-of-course~~
 2094 ~~assessments under s. 1008.22(3)(c)2.a. and b.,~~ and achievement
 2095 scores for students seeking a special diploma.

2096 b. Student learning gains in FCAT reading or, upon
 2097 transition to common core assessments, the common core English
 2098 Language Arts assessments and mathematics as measured by FCAT
 2099 and statewide, standardized end-of-course assessments
 2100 administered described pursuant to in s. 1008.22(3)(c)1. and
 2101 2.a., including learning gains for students seeking a special
 2102 diploma, as measured by an alternate assessment.

2103 c. Improvement of the lowest 25th percentile of students
 2104 in the school in reading or, upon transition to common core
 2105 assessments, English Language Arts and mathematics on the FCAT

2106 ~~or end-of-course~~ assessments administered pursuant to s.
 2107 1008.22(3)(c)2.a., unless these students score Level 3 or higher
 2108 on the assessments ~~are exhibiting satisfactory performance.~~

2109 2. Beginning with the 2011-2012 school year, for schools
 2110 comprised of middle school grades 6 through 8 or grades 7 and 8,
 2111 the school's grade shall include the performance and
 2112 participation of its students enrolled in high school level
 2113 courses with ~~end-of-course~~ statewide, standardized assessments
 2114 administered under s. 1008.22(3)(c)2.a. Performance and
 2115 participation must be weighted equally. As valid data becomes
 2116 available, the school grades shall include the students'
 2117 attainment of national industry certification identified in the
 2118 Industry Certification Funding List pursuant to rules adopted by
 2119 the state board.

2120 3. Beginning with the 2009-2010 school year for schools
 2121 comprised of high school grades 9, 10, 11, and 12, or grades 10,
 2122 11, and 12, at least 50 percent of the school grade shall be
 2123 based on a combination of the factors listed in sub-
 2124 subparagraphs 1.a.-c. and the remaining percentage on the
 2125 following factors:

- 2126 a. The high school graduation rate of the school;
- 2127 b. As valid data becomes available, the performance and
 2128 participation of the school's students in College Board Advanced
 2129 Placement courses, International Baccalaureate courses, dual
 2130 enrollment courses, and Advanced International Certificate of
 2131 Education courses; and the students' achievement of national
 2132 industry certification identified in the Industry Certification
 2133 Funding List, pursuant to rules adopted by the state board;
- 2134 c. Postsecondary readiness of all of the school's on-time
 2135 graduates as measured by the SAT, the ACT, the Postsecondary

2136 Education Readiness Test, or the ~~common~~ college placement test;
 2137 d. The high school graduation rate of at-risk students, who
 2138 ~~are students scoring at score~~ Level 1 or Level 2 on the grade 8
 2139 FCAT Reading or English Language Arts assessment and FCAT
 2140 Mathematics assessments administered pursuant to s. 1008.22;

2141 e. As valid data becomes available, the performance of the
 2142 school's students on statewide, standardized end-of-course
 2143 assessments administered under s. 1008.22(3)(c)2.c. and d.; and

2144 f. The growth or decline in the components listed in sub-
 2145 subparagraphs a.-e. from year to year.

2146 Section 32. Section 1008.44, Florida Statutes, is created
 2147 to read:

2148 1008.44 Industry certifications; industry certification
 2149 funding list and postsecondary industry certification funding
 2150 list.-

2151 (1) Pursuant to s. 1003.492, the Department of Education
 2152 shall, at least annually, identify, under rules adopted by the
 2153 State Board of Education, the Industry Certification Funding
 2154 List that must be applied in the distribution of funding to
 2155 school districts pursuant to s. 1011.62.

2156 (2) The State Board of Education shall adopt, at least
 2157 annually, the Postsecondary Industry Certification Funding List
 2158 pursuant to this section. The commissioner shall recommend, at
 2159 least annually, the Postsecondary Industry Certification Funding
 2160 List to the State Board of Education and may at any time
 2161 recommend adding or deleting certifications as appropriate. The
 2162 list is used to determine annual performance funding
 2163 distributions to school districts or Florida College System
 2164 institutions pursuant to ss. 1011.80 and 1011.81, as
 2165 appropriate, for career education programs and workforce

2166 education programs. The Chancellor of the State University
 2167 System, the Chancellor of the Florida College System, and the
 2168 Chancellor of Career and Adult Education shall work with local
 2169 workforce boards, other postsecondary institutions, business,
 2170 and industry to identify, create, and recommend to the
 2171 commissioner industry certifications to be placed on the funding
 2172 list. The chancellors shall consider results of the economic
 2173 security report of employment and earning outcomes produced
 2174 annually pursuant to s. 445.07 when determining recommended
 2175 certifications for the list.

2176 (3) In the case of rigorous industry certifications that
 2177 have embedded prerequisite minimum age, grade level, diploma or
 2178 degree, postgraduation period of work experience, or other
 2179 reasonable requirements that may limit the extent to which a
 2180 student can complete all requirements of the certification
 2181 recognized by industry for employment purposes, the commissioner
 2182 shall differentiate content, instructional, and assessment
 2183 requirements that, when provided by a public institution and
 2184 satisfactorily attained by a student, indicate accomplishment of
 2185 requirements necessary for funding pursuant to ss. 1011.62,
 2186 1011.80, and 1011.81, notwithstanding attainment of prerequisite
 2187 requirements necessary for recognition by industry for
 2188 employment purposes. The differentiated requirements established
 2189 by the commissioner shall be included in the Industry
 2190 Certification Funding List at the time the certification is
 2191 adopted.

2192 Section 33. Paragraph (b) of subsection (1) of section
 2193 1009.531, Florida Statutes, is amended to read:

2194 1009.531 Florida Bright Futures Scholarship Program;
 2195 student eligibility requirements for initial awards.-

2196 (1) Effective January 1, 2008, in order to be eligible for
 2197 an initial award from any of the three types of scholarships
 2198 under the Florida Bright Futures Scholarship Program, a student
 2199 must:

2200 (b) Earn a standard Florida high school diploma or its
 2201 equivalent pursuant to s. 1003.428, s. 1003.4281, s. 1003.4282,
 2202 ~~s. 1003.429, s. 1003.43,~~ or s. 1003.435 unless:

2203 1. The student completes a home education program
 2204 according to s. 1002.41; or

2205 2. The student earns a high school diploma from a non-
 2206 Florida school while living with a parent or guardian who is on
 2207 military or public service assignment away from Florida.

2208 Section 34. Paragraph (c) of subsection (1) of section
 2209 1011.61, Florida Statutes, is amended to read:

2210 1011.61 Definitions.—Notwithstanding the provisions of s.
 2211 1000.21, the following terms are defined as follows for the
 2212 purposes of the Florida Education Finance Program:

2213 (1) A "full-time equivalent student" in each program of
 2214 the district is defined in terms of full-time students and part-
 2215 time students as follows:

2216 (c)1. A "full-time equivalent student" is:

2217 a. A full-time student in any one of the programs listed
 2218 in s. 1011.62(1)(c); or

2219 b. A combination of full-time or part-time students in any
 2220 one of the programs listed in s. 1011.62(1)(c) which is the
 2221 equivalent of one full-time student based on the following
 2222 calculations:

2223 (I) A full-time student in a combination of programs
 2224 listed in s. 1011.62(1)(c) shall be a fraction of a full-time
 2225 equivalent membership in each program equal to the number of net

2226 hours per school year for which he or she is a member, divided
 2227 by the appropriate number of hours set forth in subparagraph
 2228 (a)1. or subparagraph (a)2. The sum of the fractions for each
 2229 program may not exceed the maximum value set forth in subsection
 2230 (4).

2231 (II) A prekindergarten student with a disability shall
 2232 meet the requirements specified for kindergarten students.

2233 (III) A full-time equivalent student for students in
 2234 kindergarten through grade 12 in a full-time virtual instruction
 2235 program under s. 1002.45 or a virtual charter school under s.
 2236 1002.33 shall consist of six full-credit completions or the
 2237 prescribed level of content that counts toward promotion to the
 2238 next grade in programs listed in s. 1011.62(1)(c). Credit
 2239 completions may be a combination of full-credit courses or half-
 2240 credit courses. Beginning in the 2014-2015 fiscal year, when s.
 2241 1008.22(3)(g) is implemented, the reported full-time equivalent
 2242 students and associated funding of students enrolled in courses
 2243 requiring passage of an end-of-course assessment shall be
 2244 adjusted after the student completes the end-of-course
 2245 assessment.

2246 (IV) A full-time equivalent student for students in
 2247 kindergarten through grade 12 in a part-time virtual instruction
 2248 program under s. 1002.45 shall consist of six full-credit
 2249 completions in programs listed in s. 1011.62(1)(c)1. and 3.
 2250 Credit completions may be a combination of full-credit courses
 2251 or half-credit courses. Beginning in the 2014-2015 fiscal year,
 2252 when s. 1008.22(3)(g) is implemented, the reported full-time
 2253 equivalent students and associated funding of students enrolled
 2254 in courses requiring passage of an end-of-course assessment
 2255 shall be adjusted after the student completes the end-of-course

2256 assessment.

2257 (V) A Florida Virtual School full-time equivalent student
 2258 shall consist of six full-credit completions or the prescribed
 2259 level of content that counts toward promotion to the next grade
 2260 in the programs listed in s. 1011.62(1)(c)1. and 3. for students
 2261 participating in kindergarten through grade 12 part-time virtual
 2262 instruction and the programs listed in s. 1011.62(1)(c) for
 2263 students participating in kindergarten through grade 12 full-
 2264 time virtual instruction. Credit completions may be a
 2265 combination of full-credit courses or half-credit courses.
 2266 Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is
 2267 implemented, the reported full-time equivalent students and
 2268 associated funding of students enrolled in courses requiring
 2269 passage of an end-of-course assessment shall be adjusted after
 2270 the student completes the end-of-course assessment.

2271 (VI) Each successfully completed full-credit course earned
 2272 through an online course delivered by a district other than the
 2273 one in which the student resides shall be calculated as 1/6
 2274 FTE.

2275 (VII) Each successfully completed credit earned under the
 2276 alternative high school course credit requirements authorized in
 2277 s. 1002.375, which is not reported as a portion of the 900 net
 2278 hours of instruction pursuant to subparagraph (1)(a)1., shall be
 2279 calculated as 1/6 FTE.

2280 ~~(VIII) (A) A full-time equivalent student for courses~~
 2281 ~~requiring a statewide, standardized end-of-course assessment~~
 2282 ~~pursuant to s. 1008.22(3)(c)2.a. shall be defined and reported~~
 2283 ~~based on the number of instructional hours as provided in this~~
 2284 ~~subsection for the first 3 years of administering the end-of-~~
 2285 ~~course assessment. Beginning in the fourth year of administering~~

2286 ~~the end of course assessment, the FTE shall be credit-based and~~
 2287 ~~each course shall be equal to 1/6 FTE. The reported FTE shall~~
 2288 ~~be adjusted after the student successfully completes the end-of-~~
 2289 ~~course assessment pursuant to s. 1008.22(3)(c)2.a.~~

2290 ~~(B)~~ (A) For students enrolled in a school district as a
 2291 full-time student, the district may report 1/6 FTE for each
 2292 student who passes a statewide, standardized end-of-course
 2293 assessment without being enrolled in the corresponding course.

2294 ~~(C)~~ (B) The FTE earned under this sub-sub-subparagraph and
 2295 any FTE for courses or programs listed in s. 1011.62(1)(c) that
 2296 do not require passing a statewide, standardized end-of-course
 2297 assessment are subject to the requirements in subsection (4).

2298 2. A student in membership in a program scheduled for more
 2299 or less than 180 school days or the equivalent on an hourly
 2300 basis as specified by rules of the State Board of Education is a
 2301 fraction of a full-time equivalent membership equal to the
 2302 number of instructional hours in membership divided by the
 2303 appropriate number of hours set forth in subparagraph (a)1.;
 2304 however, for the purposes of this subparagraph, membership in
 2305 programs scheduled for more than 180 days is limited to students
 2306 enrolled in juvenile justice education programs and the Florida
 2307 Virtual School.

2308
 2309 The department shall determine and implement an equitable method
 2310 of equivalent funding for experimental schools and for schools
 2311 operating under emergency conditions, which schools have been
 2312 approved by the department to operate for less than the minimum
 2313 school day.

2314 Section 35. Paragraph (b) of subsection (1) of section
 2315 1012.22, Florida Statutes, is amended to read:

2316 1012.22 Public school personnel; powers and duties of the
 2317 district school board.—The district school board shall:

2318 (1) Designate positions to be filled, prescribe
 2319 qualifications for those positions, and provide for the
 2320 appointment, compensation, promotion, suspension, and dismissal
 2321 of employees as follows, subject to the requirements of this
 2322 chapter:

2323 (b) Time to act on nominations.—The district school board
 2324 shall act not later than 3 weeks following the receipt of ~~FCAT~~
 2325 statewide, standardized assessment scores and data, under s.
 2326 1008.22, including school grades, or June 30, whichever is
 2327 later, on the district school superintendent's nominations of
 2328 supervisors, principals, and members of the instructional staff.

2329 Section 36. Subsection (4) of section 1012.56, Florida
 2330 Statutes, is amended to read:

2331 1012.56 Educator certification requirements.—

2332 (4) ALIGNMENT OF SUBJECT AREAS.—~~As the Sunshine State~~
 2333 ~~Standards are replaced by the Next Generation Sunshine State~~
 2334 ~~Standards under s. 1003.41, the~~ The State Board of Education
 2335 shall align the subject area examinations to the Next Generation
 2336 Sunshine State Standards under s. 1003.41.

2337 Section 37. Section 1012.72, Florida Statutes, is
 2338 repealed.

2339 Section 38. Any student who selected and is participating
 2340 in an accelerated graduation option under s. 1003.429, Florida
 2341 Statutes, before July 1, 2013, may continue that option, and all
 2342 statutory program requirements of the accelerated option shall
 2343 remain applicable to the student as long as the student
 2344 continues participation in the option.

2345 Section 39. The Division of Law Revision and Information

2346 | is directed to change the term "Sunshine State Standards" to
2347 | "Next Generation Sunshine State Standards" wherever it appears
2348 | in the Florida Statutes.

2349 | Section 40. This act shall take effect July 1, 2013.

2350

2351

Common Core State Standards Background

- The Common Core State Standards (CCSS) were developed:
 - By the Council of Chief State School Officers (CSO) and the National Governors Association (NGA); 45 states and the District of Columbia have adopted the CCSS. Florida adopted the CCSS in 2010.¹
 - In Mathematics and English Language Arts (ELA), including reading and writing in the social sciences, science, and technical subjects.
 - By state education officials, teachers, school administrators, and content experts with input from national organizations representing teachers, postsecondary educators, civil rights groups, English Language Learners, and students with disabilities.
- Before completion, the CCSS were opened to public comment, with nearly 10,000 responses received.

Myths vs. Facts

Myth: Adopting the CCSS allows the federal government to take over education.

Fact: The CCSS Initiative is a state-led effort. The CSO and NGA are developing a long-term governance structure comprised of governors, chief state school officers, and state policy makers.

Myth: The CCSS create a national curriculum.

Fact: The CCSS are not a curriculum at all. They set expectations regarding the knowledge and skills students need for college and career. They do not dictate how teachers should teach or what instructional materials to use. *How* the standards are taught is a state and local decision.

Myth: The CCSS will “dumb-down” Florida’s standards.

Fact: The CCSS are based upon scholarly research; surveys of college and workforce training programs regarding student readiness skills; assessment data identifying college- and career-ready performance; and comparisons to high-quality content standards. ELA CCSS are based upon the NAEP² reading frameworks and emphasize analysis, critical thinking, problem solving, persuasive writing, and other skills necessary for college and career readiness. Mathematics CCSS more narrowly focus content covered from grade to grade to help students acquire deeper understanding of the fundamentals. This builds a foundation which prepares students for more challenging mathematics content.

Myth: The CCSS slash literature from the ELA curriculum.

Fact: The ELA CCSS call for a balanced distribution of literature and informational text in grades K-8. The ratio of informational text to literature increases in grades 9-12. This distribution is based upon NAEP reading assessment frameworks.

Grade	Literature	Information
4	50%	50%
8	45%	55%
12	30%	70%

These percentages can be misleading. The ELA CCSS include standards for integrating reading into social science, science, and technical subjects. Thus, much of the reading of informational texts required to meet the standards will occur in those classrooms, whereas ELA instruction will continue to focus upon literature and literary nonfiction, e.g., stories, drama, and poetry.

Myth: The CCSS promote un-American viewpoints regarding the U.S. Constitution and U.S. History

States set their own social science standards and curriculum. The ELA CCSS simply provide for the integration of reading for information into social science content areas using U.S. historical documents that exemplify founding principles and historical events occurring thereafter, e.g., the U.S. Constitution, Declaration of Independence, Federalist Papers, Gettysburg Address. The ELA CCSS challenge students to analyze the principles, purposes, and rhetorical features of these texts.

¹ Florida’s Next Generation Sunshine State Standards, including the Common Core standards for ELA and Math may be found at <http://www.fldoe.org/bii/curriculum/sss/>.

² National Assessment of Educational Progress.