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**K - 12**  
**Subcommittee**  
**Tuesday, November 5, 2013**  
**3:30 p.m. – 5:30 p.m.**  
**17 HOB**

**Meeting Packet**

**Will Weatherford**  
Speaker

**Janet H. Adkins**  
Chair



## AGENDA

K-12 Subcommittee  
November 5, 2013  
3:30 p.m. – 5:30 p.m.

17 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Presentations on middle grades reform by
  - The Florida Department of Education
    - Mary Jane Tappen, Deputy Chancellor, Curriculum, Instruction and Student Services
    - Jane Fletcher, Director, Division of Accountability and Policy Research
  - Diplomas Now/Talent Development Secondary
    - Scott Crumpler, Field Manager
    - Monica Sorensen, School and Student Support Specialist
  - Miami-Dade County School District
    - Dr. Pablo Ortiz, Assistant Superintendent, Education Transformation Office
  - Hillsborough County School District
    - Karen French, Principal, Ferrell Middle Magnet School
    - Susan Sullivan, Principal, Tomlin Middle School
  - Orange County School District
    - Mark Shanoff, Principal, Ocoee Middle School
- IV. Workshop on language clarifying high school graduation requirements
- V. Closing Remarks and Adjournment



# Middle Grades Descriptive Data

**House K-12 Education Subcommittee  
November 5, 2013**

**Mary Jane Tappen  
Deputy Chancellor of Curriculum, Instruction and Support  
Services**

**Jane Fletcher  
Director of Accountability and Policy Research**

# Middle Grades (Assuming 6-8)

## Grade Configurations and Number of Schools

- 581 schools grades 6-8
- 298 schools grades 6-12
- 244 schools grades K-8 (some include preK)
- 146 schools grades K-12
- 20 schools grades 5-12
- 19 schools grades 4-12
- 15 schools grade 5-8
- 29 others include combinations that include all middle grades
- **Total of 1,352** include all three middle grades
  - 35 schools grades 7-12
  - 293 others include one or two middle grades

# Number of Students

Grade/Year	2011	2012	2013
6 <sup>th</sup>	202,307	204,239	204,640
7 <sup>th</sup>	200,147	204,268	205,407
8 <sup>th</sup>	201,676	200,354	204,063
Total	604,130	608,861	614,110

# Middle Grades Courses\*

Course descriptions are approved by the State Board of Education and include State adopted standards.

## Courses in Required Areas

- 41 Social Studies
- 38 English Language Arts
- 22 Science
- 12 Mathematics
- 12 Physical Education
- 36 Specific for Students with Disabilities
- 1 Career and Education Planning
  - 60 courses include the requirements of career and education planning

## Courses in Elective Areas

- 101 Career and Technical Education
- 49 Music
- 47 World Language
- 31 Arts
- 13 Exploratory Wheel
- 9 Personal Career
- 9 Research & AVID
- 8 Health
- 5 Work Experience
- 2 Peer Counseling
- 3 Study Hall
- 1 Library Skills
- 1 Homeroom

# Middle Grades Course Requirements

Section 1003.4156, F.S.

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

- Three middle grades or higher courses in English Language Arts
- Three middle grades or higher courses in mathematics
- Three middle grades or higher courses in social studies, including at least one-semester civics education course
- Three middle grades or higher course in science
- One course in career and education planning
- One class period per day of physical education for one semester each year



# Middle Grades Wheel Courses

## Six General Education

- The purpose of these courses is to provide opportunities for improvement in student self-development through the **study of specific subject areas**. Standards include:
  1. Demonstrate competencies and skills from the subject area.
  2. List career or further study opportunities in the subject area.
  3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
  4. Locate and use data related to the subject area.
  5. Exercise creativity related to the subject area.
  6. Communicate personal reactions to the subject area.
  7. Describe community resources related to the subject area.

## Seven Career and Technical Education

- To give students initial exposure to the skills and attitudes associated with **occupations** in a diverse range of **careers**. Standards include:
  1. Identify resources and technology for career planning
  2. Identify available career and technical employment opportunities
  3. Identify components of self-understanding
  4. Define and demonstrate cognitive skills
  5. Identify and apply a variety of learning techniques and styles
  6. Develop effective communications skills
  7. Demonstrate leadership skills
  8. Demonstrate workplace readiness skills

# Middle Grades Teacher Certification

Subject areas specifically for the middle grades 5-9 are: English, General Science, Mathematics, and Social Science. The subject area content requirements to be eligible for one of the middle grades subject areas are:

- A bachelor's or higher degree major in the specific area, or
- A bachelor's or higher degree with 18 semester hours in specified subject area content, or
- A bachelor's or higher degree and a passing score on the appropriate Florida subject area examination

# Middle Grades School Improvement Plans

- All schools must include:
  - Multi-Tiered System of Support (MTSS) (Student need-based intervention)
  - Increased Learning Time/Extended Learning Opportunities
  - Literacy Leadership Team
  - Every teacher’s contribution to reading improvement
  - College and Career Readiness
  - Expected Improvements in Reading, Writing, Mathematics, Science, and Social Studies by student subgroups as measured by state standardized assessments
  - Science, Technology, Engineering, and Mathematics (STEM)
  - Career and Technical Education (CTE)
  - Early Warning Systems related to absences, failing grades, etc.
  - Parent Involvement
- Middle School Specific
  - Acceleration

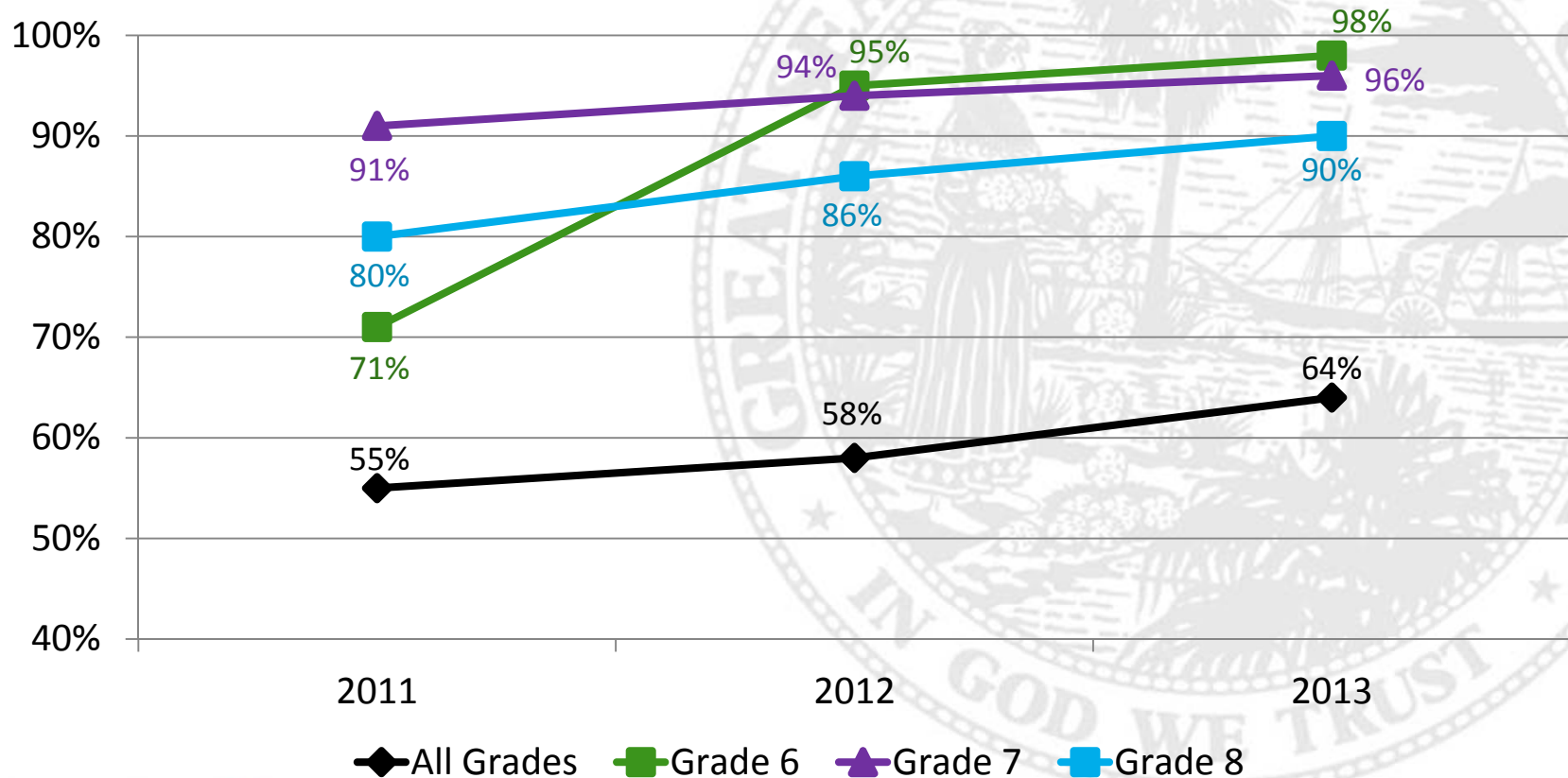
# Middle Grades

## Statewide Assessment Requirements

- Grades 6, 7, and 8 FCAT 2.0 Reading
- Grades 6, 7, and 8 FCAT 2.0 Mathematics
  - A student enrolled in high school Algebra or Geometry must participate in the end-of-course (EOC) assessment
- Grade 8 FCAT 2.0 Science
  - A student enrolled in high school Biology I must participate in the EOC assessment
- Civics End-of-Course Assessment (beginning this year)
  - The results of the assessment must constitute 30% of the student's final course grade

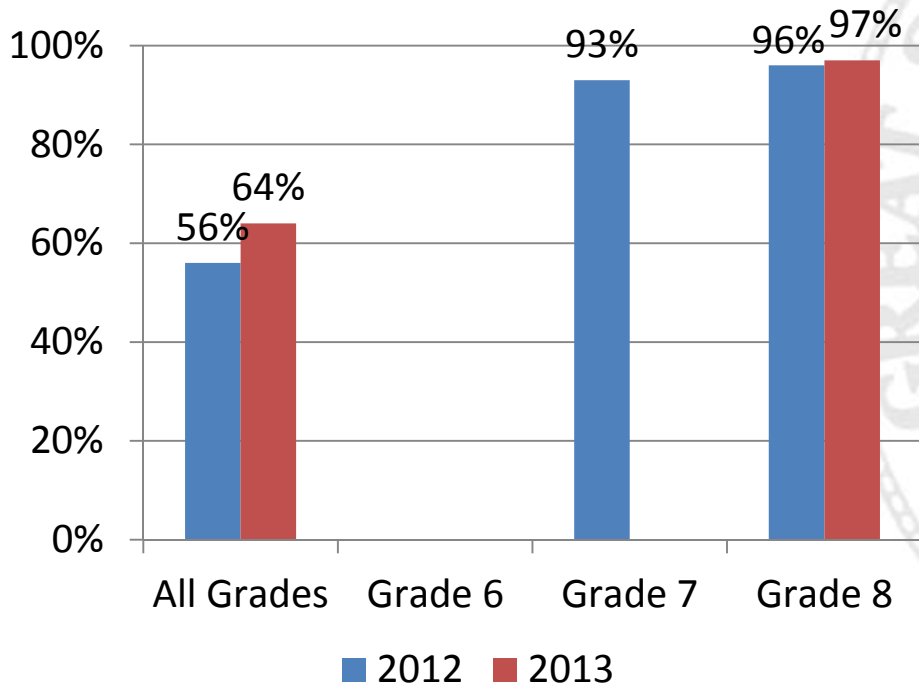
# High School End of Course Assessments Taken in Middle Grades

## Algebra 1 – Percentage Scoring 3 or Above



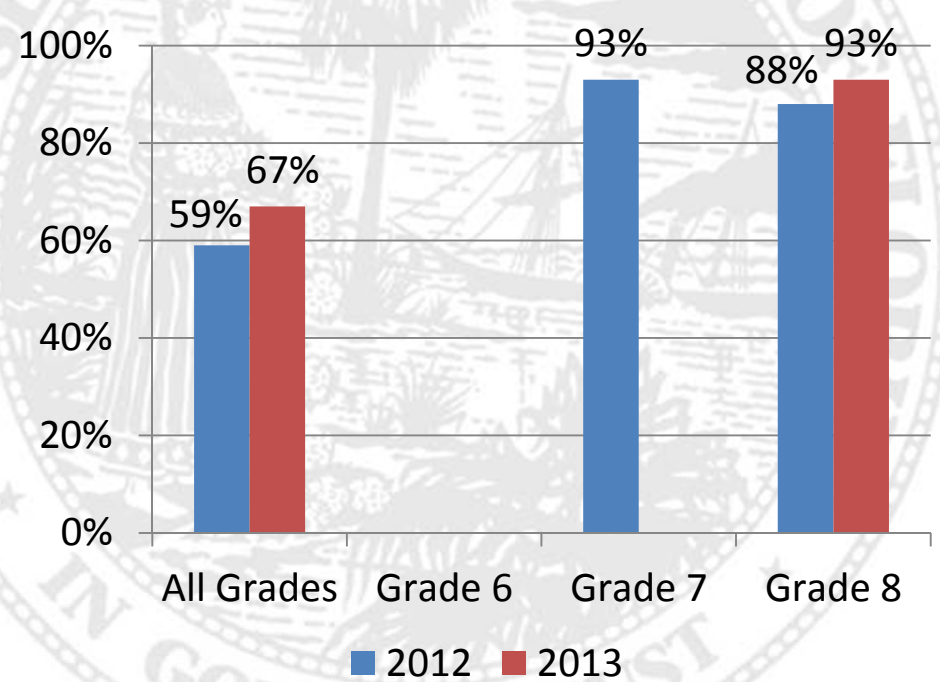
# High School End of Course Assessments Taken in Middle Grades

**Geometry - Percentage Scoring 3 or Above**



11,991 Middle grades students took the EOC

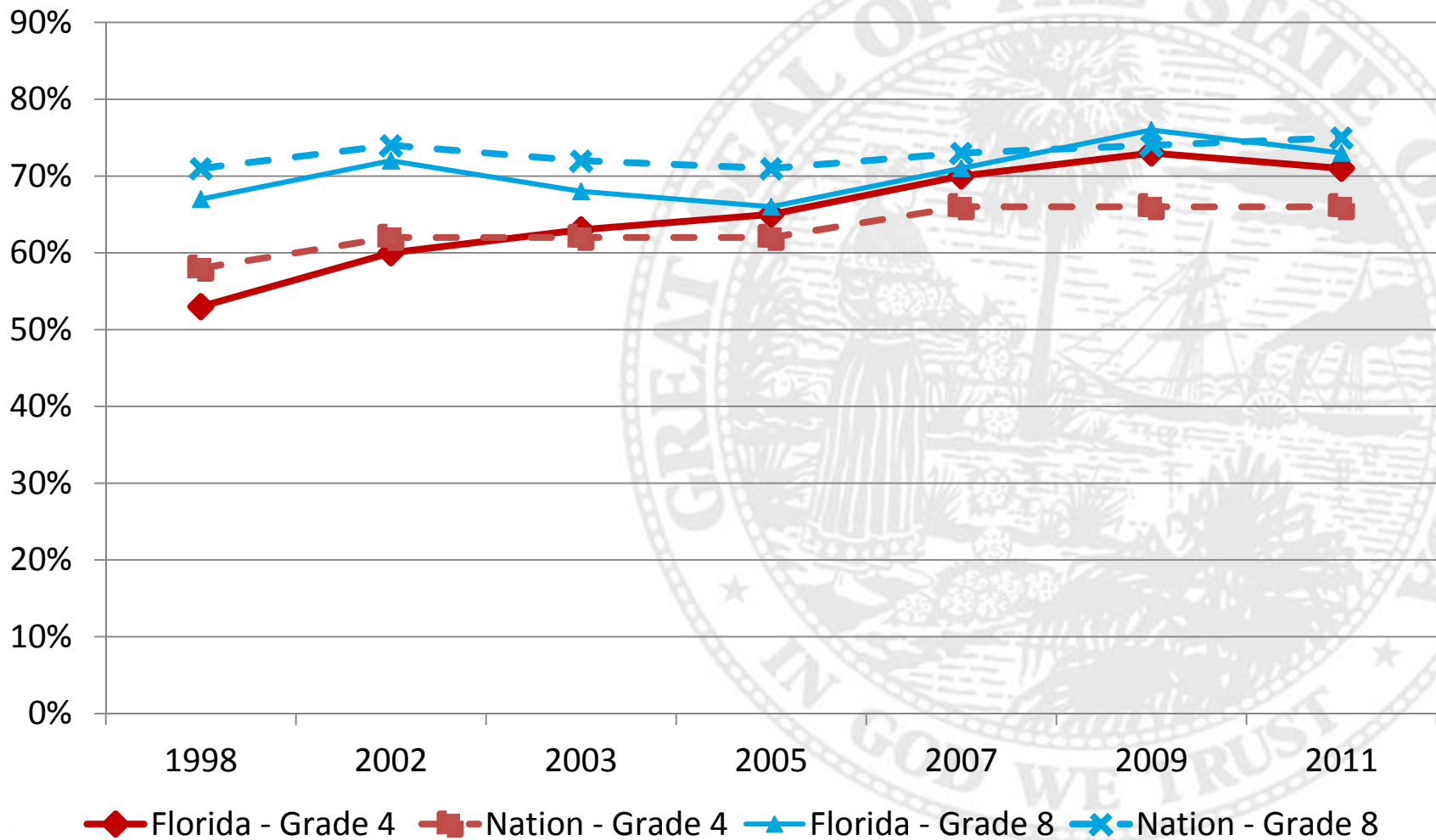
**Biology 1 - Percentage Scoring 3 or Above**



2,379 Middle grades students took the EOC

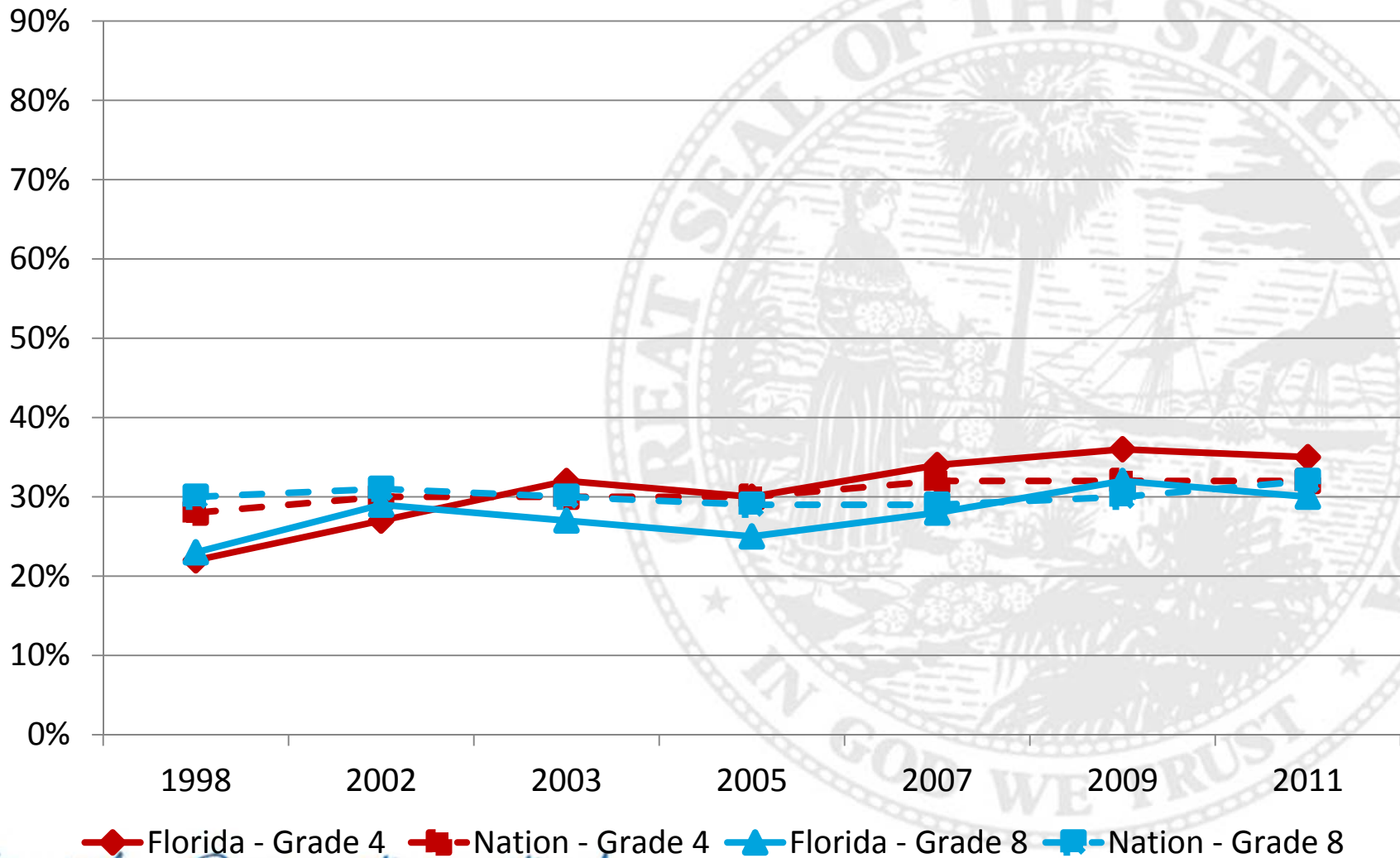
# NAEP Reading Performance

## Percentage At or Above Basic



# NAEP Reading Performance

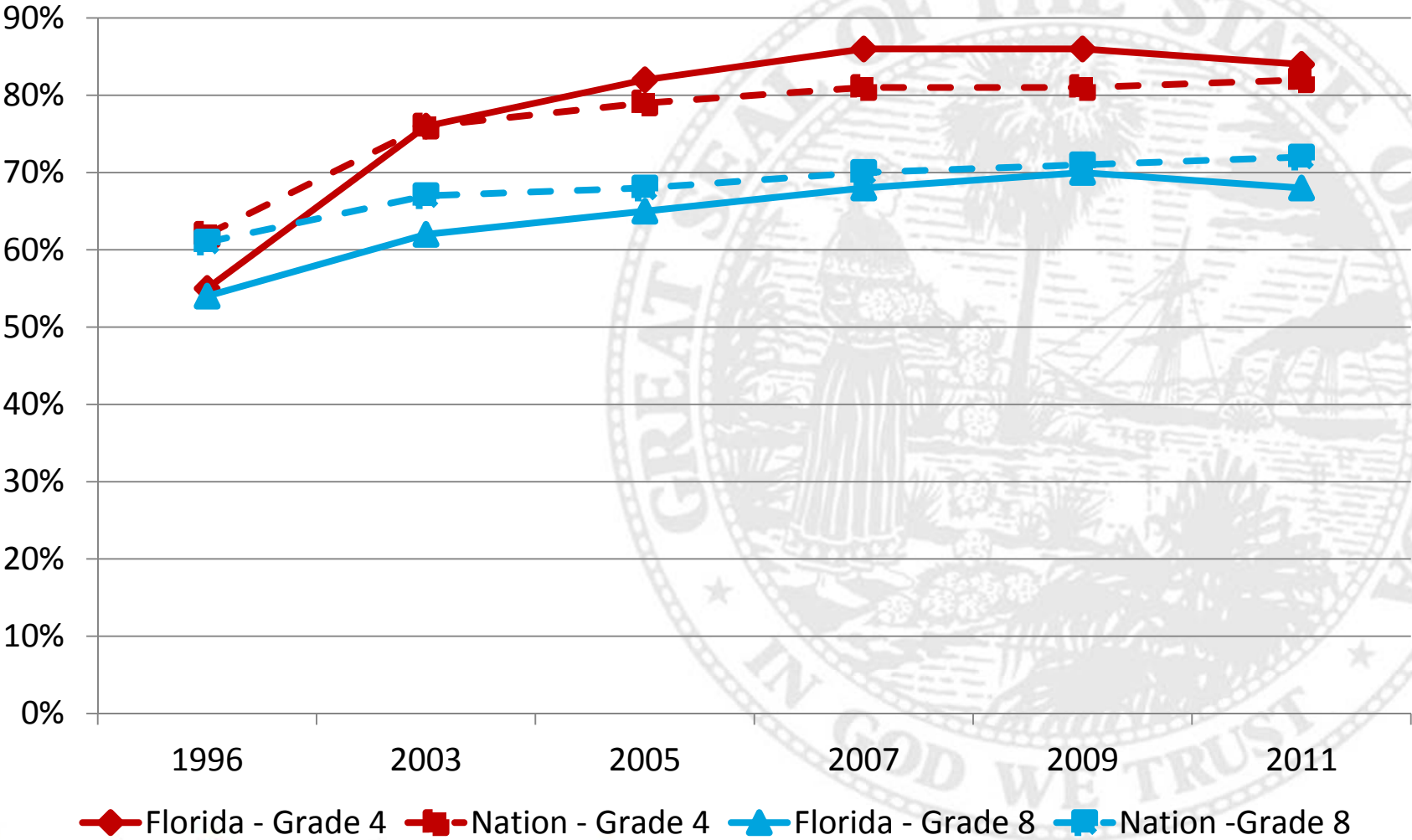
## Percentage At or Above Proficient





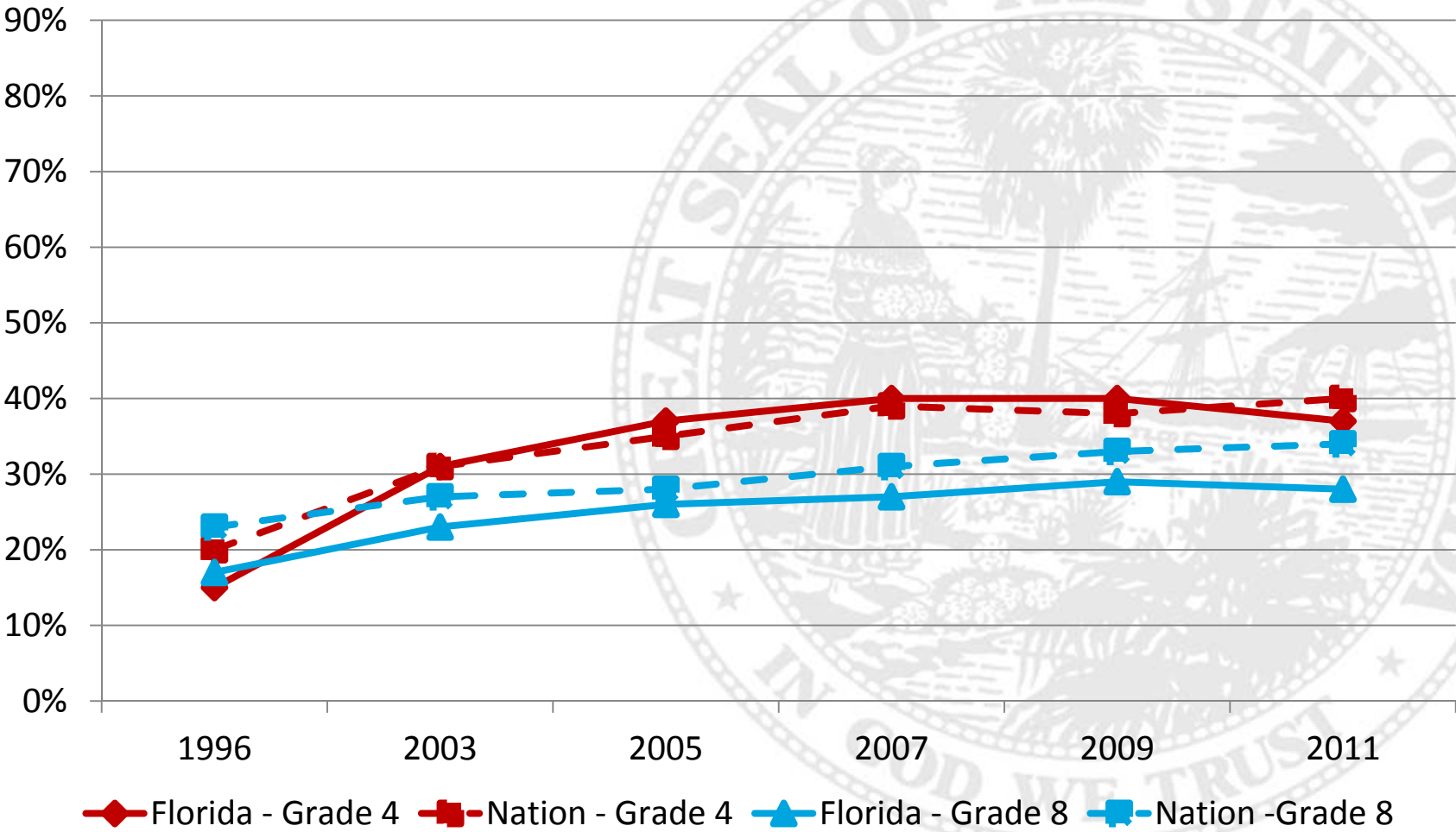
# NAEP Mathematics Performance

## Percentage At or Above Basic



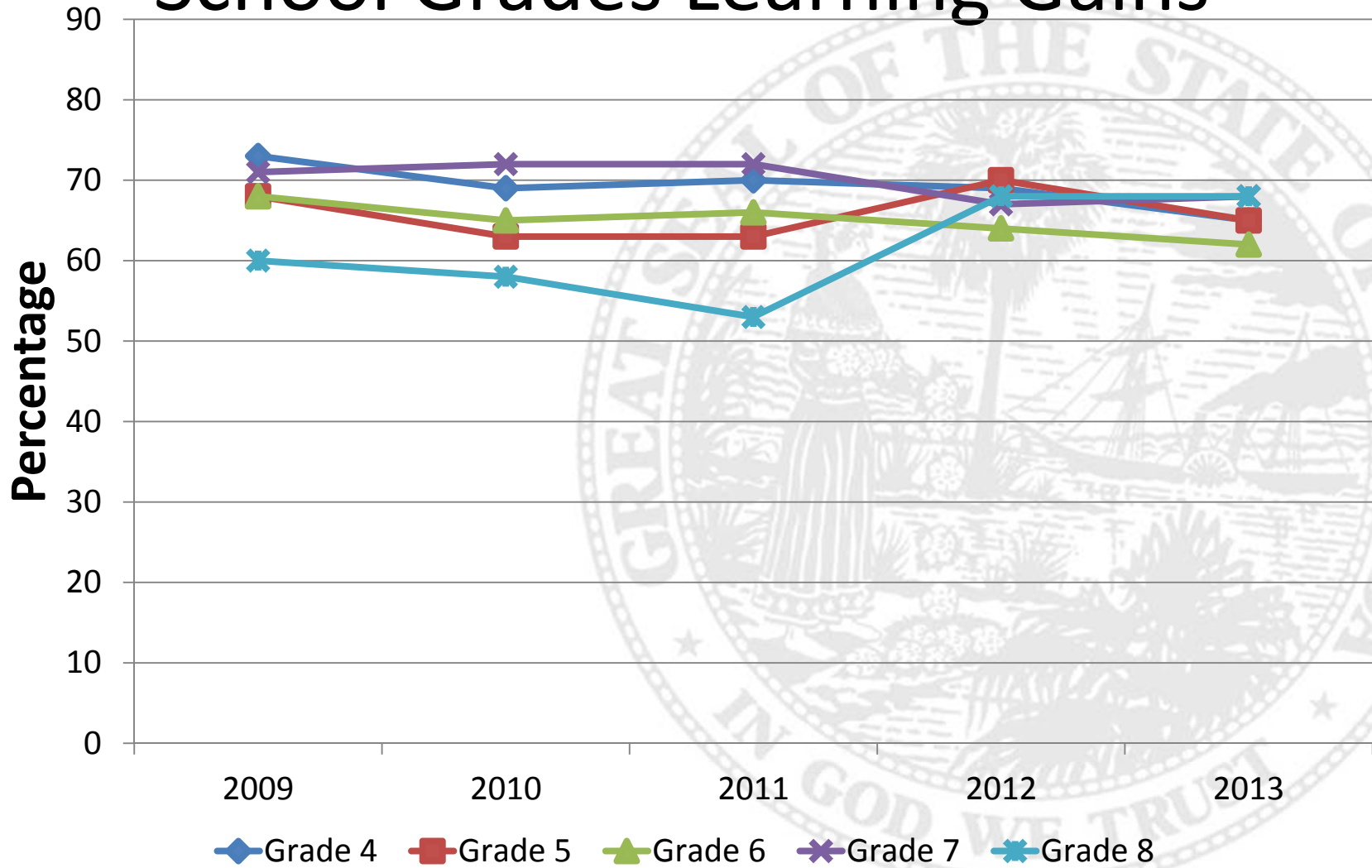
# NAEP Mathematics Performance

## Percentage At or Above Proficient

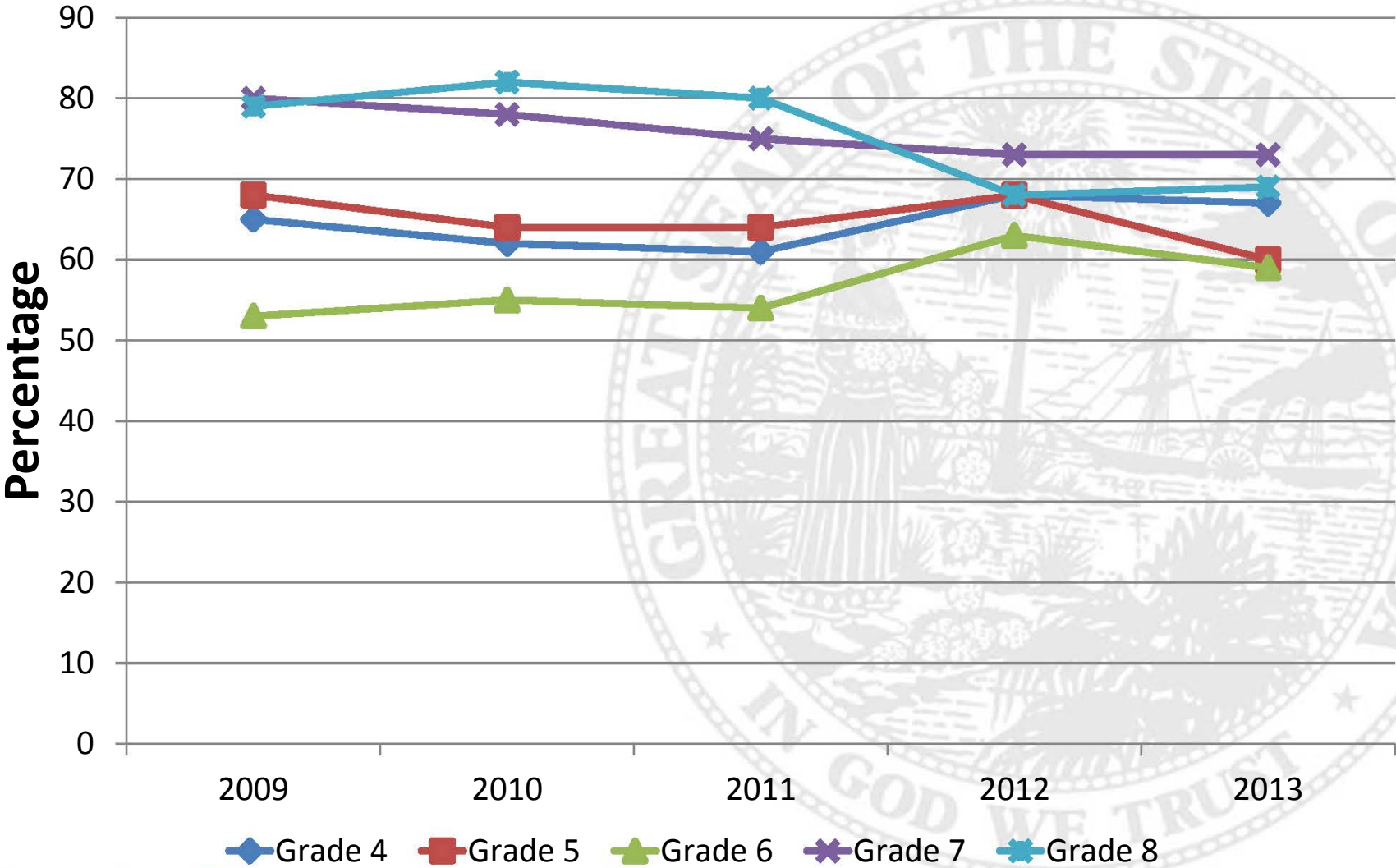


# Reading

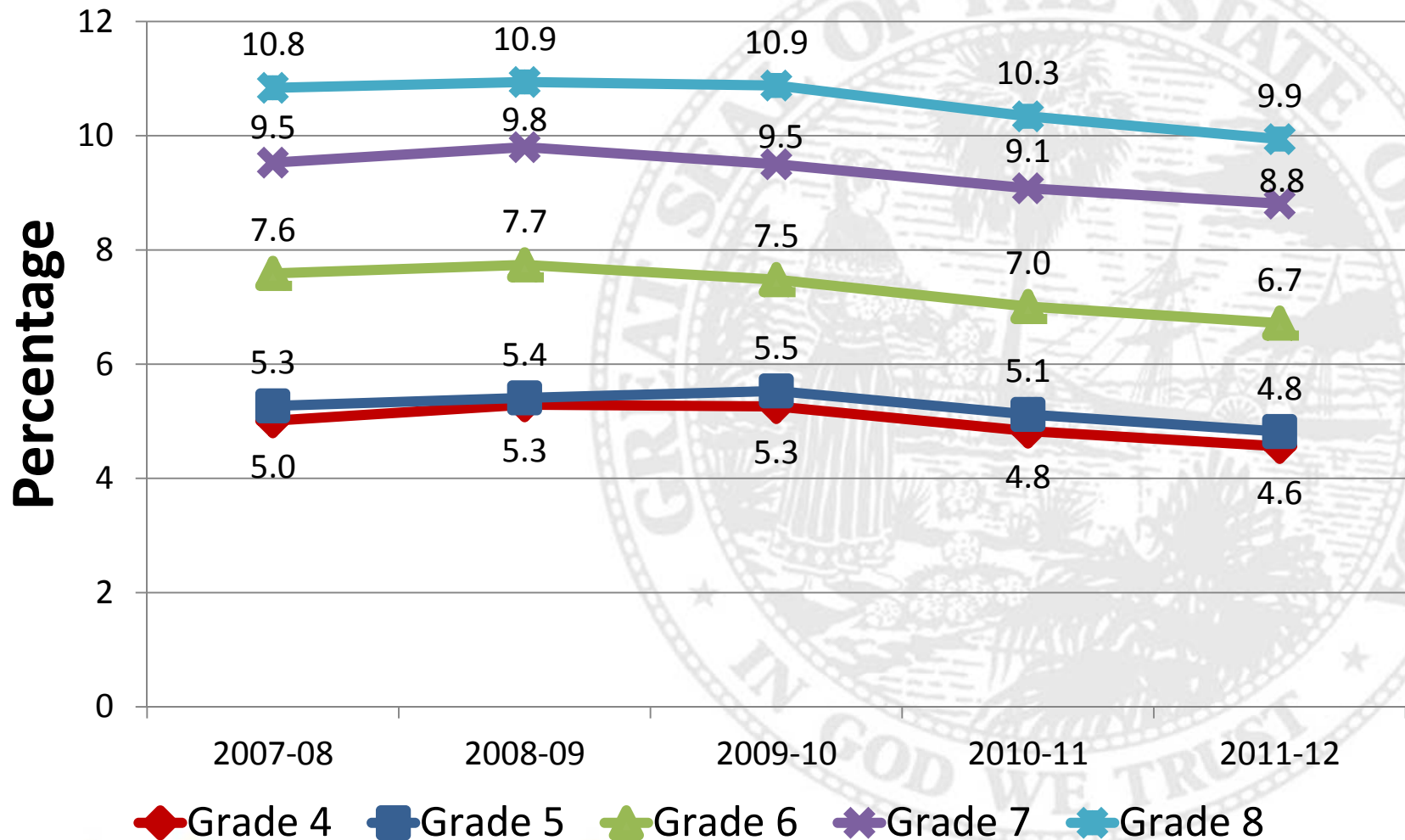
## School Grades Learning Gains



# Math - School Grades Learning Gains

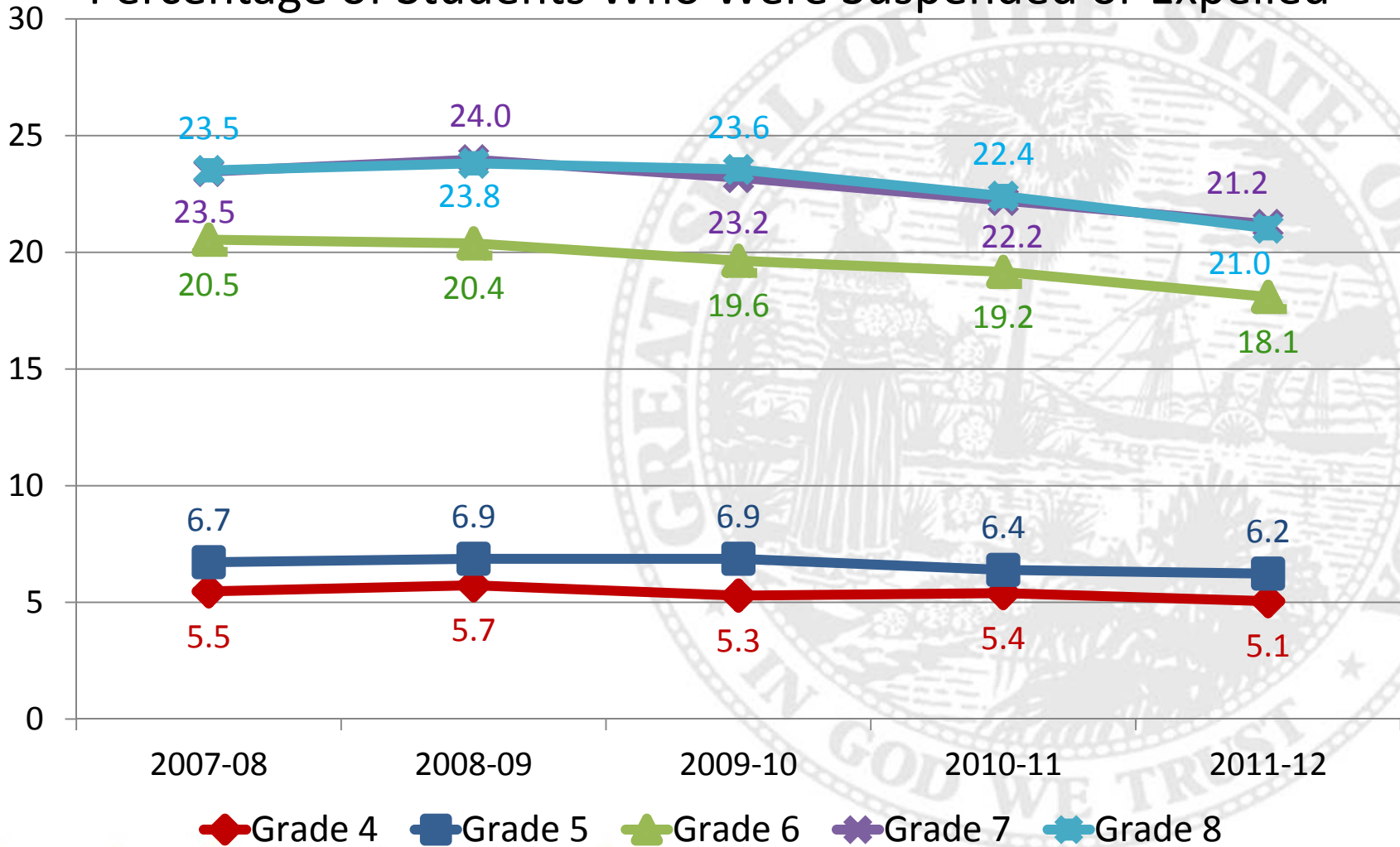


# Percentage of Students Absent 21 Days or More



# Middle School Discipline Data

Percentage of Students Who Were Suspended or Expelled



# Stability Rates

	2008-09	2009-10	2010-11	2011-12	Change From 2008-09
Grade 4	94.99	95.96	95.88	95.38	0.39
Grade 5	95.37	96.21	96.3	95.85	0.48
Grade 6	94.73	95.75	95.72	95.26	0.53
Grade 7	94.38	95.27	95.4	95.23	0.85
Grade 8	94.13	94.93	95.21	95.03	0.90

**Stability Rate** - Percentage of students enrolled in October who were still enrolled at the same school in February.

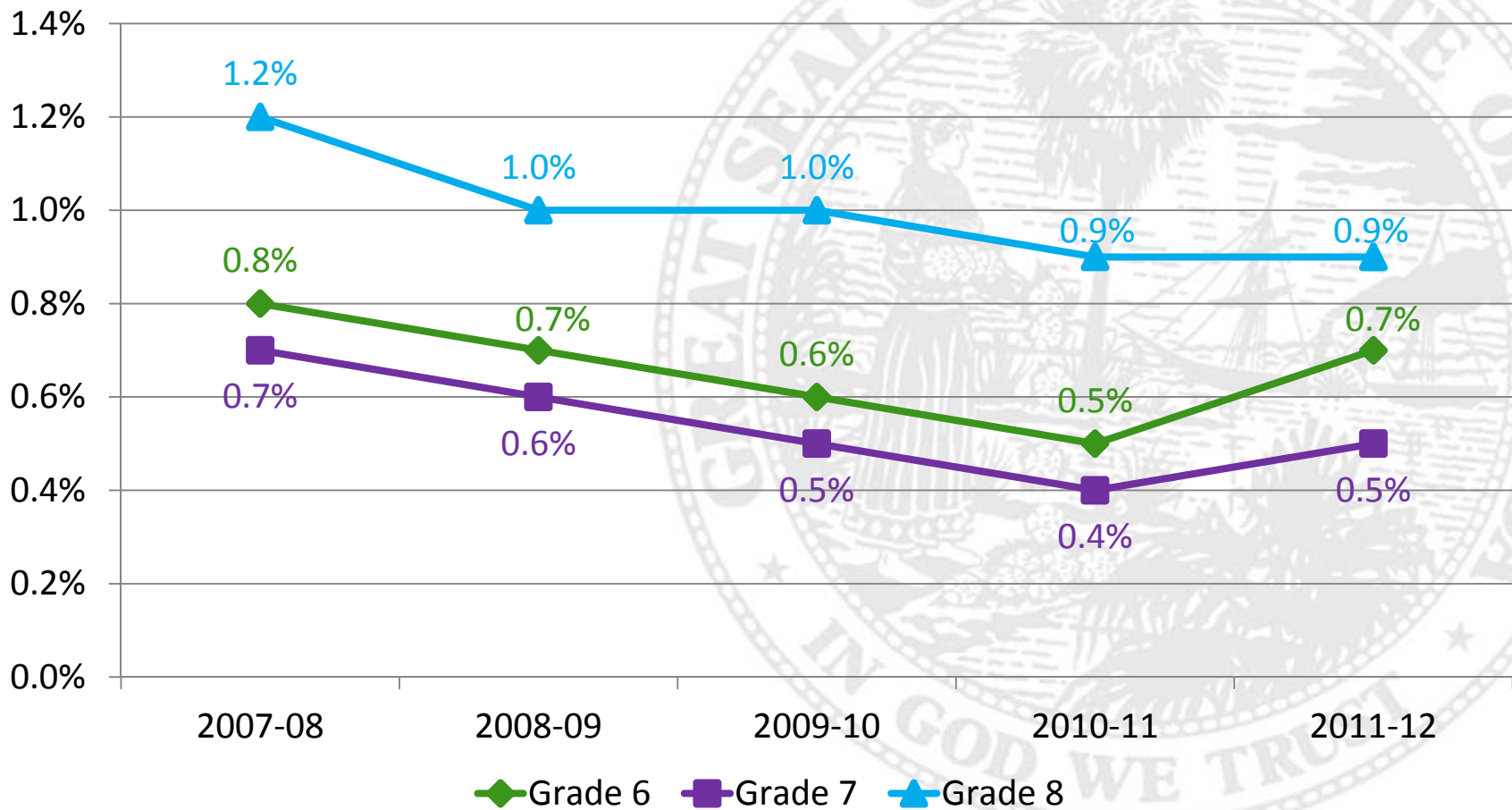
# Over Age Middle School Students

## 2012-13 Middle School Students

	Number of Students	Age 16	Age 17	Age 18	Age 19	Total	% Age 16 to 19
Grade 6	204,709	18	7	0	0	25	0.01
Grade 7	205,487	134	48	6	0	188	0.09
Grade 8	204,139	882	133	26	2	1,043	0.51
Total	614,335	1,034	188	32	2	1,256	0.20



# Middle School Dropout Rates





# DIPLOMAS NOW



***Diplomas Now* benefits students, their schools and communities**



# What is Diplomas Now?

Diplomas Now is a proven approach that helps the toughest middle and high schools in America's largest cities ensure that students graduate ready for college or career.

## **The Right Support at the Right Time**

It is the first fully integrated approach that improves a school's curriculum and instruction while it provides the right students with the right support at the right time.

# Early Identification



## Future Dropouts Can Be Identified as Early as 6<sup>th</sup> Grade

Diplomas Now is based on research by the nation's leading dropout expert who found that a sixth grader with even **one** of the following warning signs was 75 percent more likely to drop out of high school:  
*poor attendance, failure in English or math, and poor behavior.*

Diplomas Now identifies those students early and helps schools eliminate problems.

# Shutting Down Dropout Factories

A small set of high schools drives the nation's dropout crisis, costing society too much money and wasting young minds.

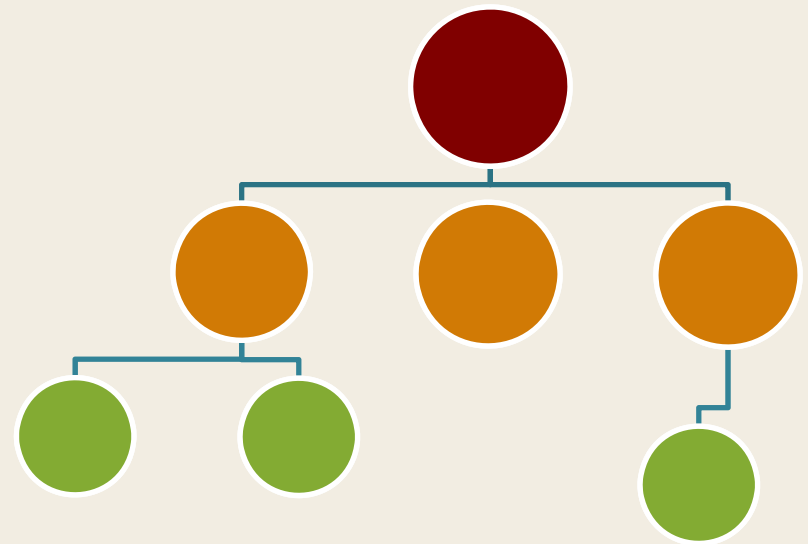


About **2,000 high schools** produce **half** of the nation's dropouts.

Those schools currently are not designed to help kids off track succeed – there are too many needy kids and not enough resources.

# Old: A Triage Approach

Until now, school administrators in the toughest schools, overwhelmed by the scale of need, all too often have adopted a triage approach and had to choose from narrowly tailored school intervention programs.

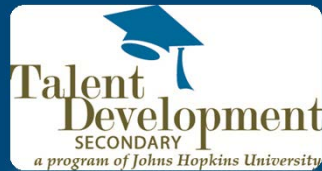


In addition, they did not have the *research*, the *data*, the *extra adult support*, the *technology* and the *tools* they needed.

**New:**

## **The Diplomas Now Approach**

Diplomas Now changes that scenario because it offers 65 combined years of experience from three respected national nonprofits:



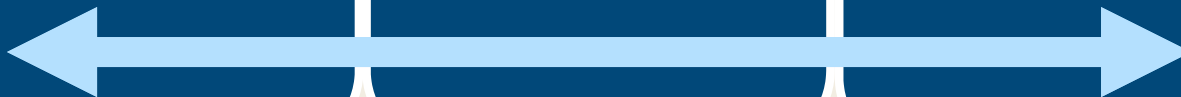
Johns Hopkins University's Talent Development Secondary, a school reform model that improves instruction and performance.



City Year's team of in-school, "near peer" AmeriCorps student coaches.



Communities In Schools' additional trained support for students who are the most at risk.





# Where to Find Diplomas Now Schools



Diplomas Now operates in **39 schools** in Boston, Chicago, Columbus, Detroit, East Baton Rouge, Jacksonville, Los Angeles, Miami, New York City, Philadelphia, San Antonio, Seattle, and Washington, D.C.



In 2010, Diplomas Now won a prestigious federal grant, **an Investing in Innovation (i3) grant**, enabling expansion to even more schools over five years. Our founding investor is the PepsiCo Foundation.

# Diplomas Now Delivers Results

In some of America's toughest schools, Diplomas Now has **more than doubled** the number of kids on track to graduate.

In Miami-Dade County Public Schools, every school that has worked with Diplomas Now has seen their state report card grade improve after one year of partnership.



# Diplomas Now Miami-Dade County Highlights 2012-2013



Diplomas Now helped 186 students across 6 campuses improve their attendance—resulting in 41% of students with an attendance problem getting back on track by the end of the year.



Diplomas Now helped 240 students across 6 schools improve their behavior—resulting in 64% of all students with behavior issues getting back on track by the end of the year.



Diplomas Now helped 198 students improve their English grades, and 212 students improve their math grades—resulting in 54% of off-track students recovering in English, and 46% of off-track students recovering in math.



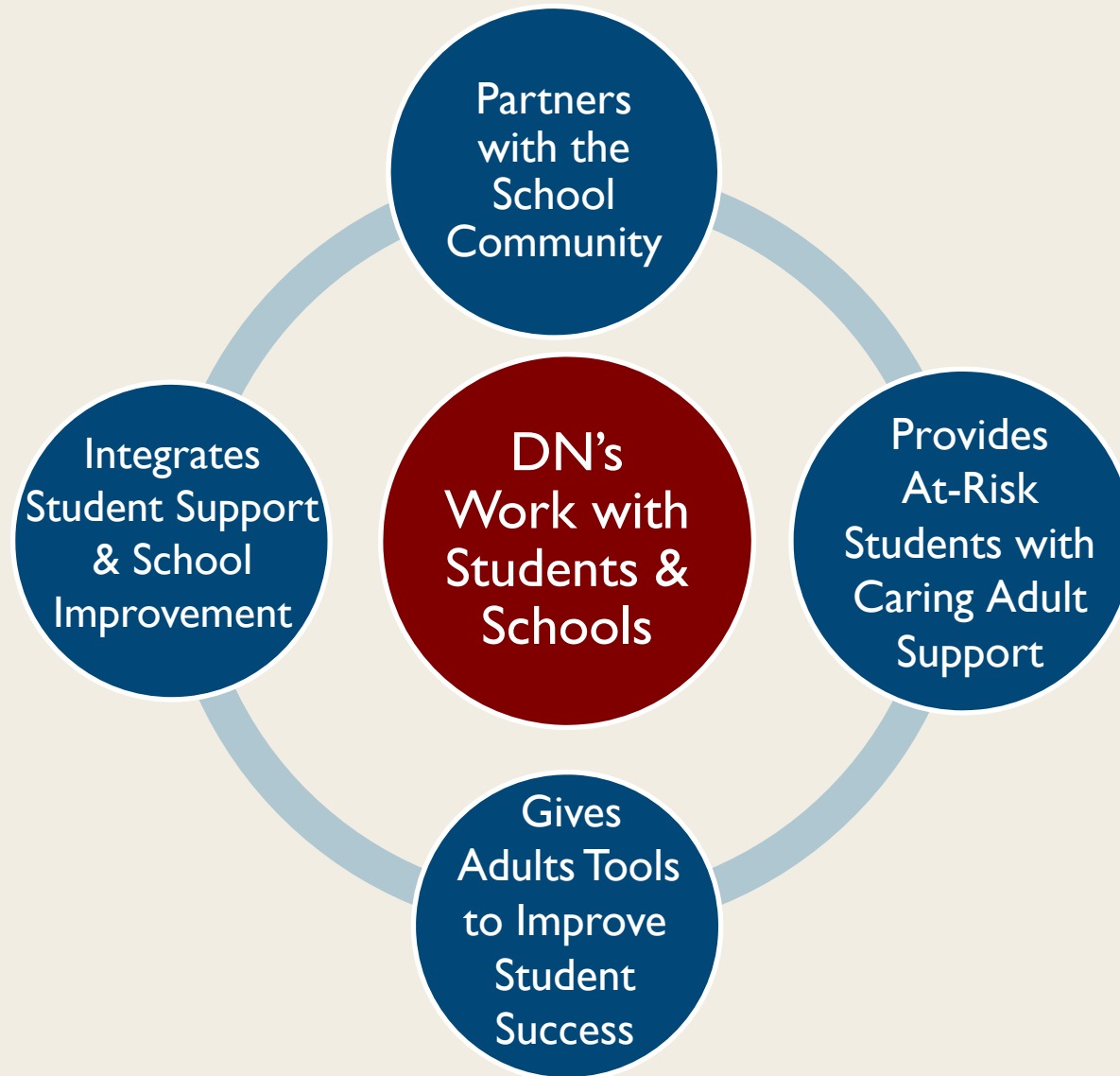
# Diplomas Now Benefits *Students, Schools & Communities*

For young people, it means attending a **safer school and graduating** with a meaningful diploma ready for the future.

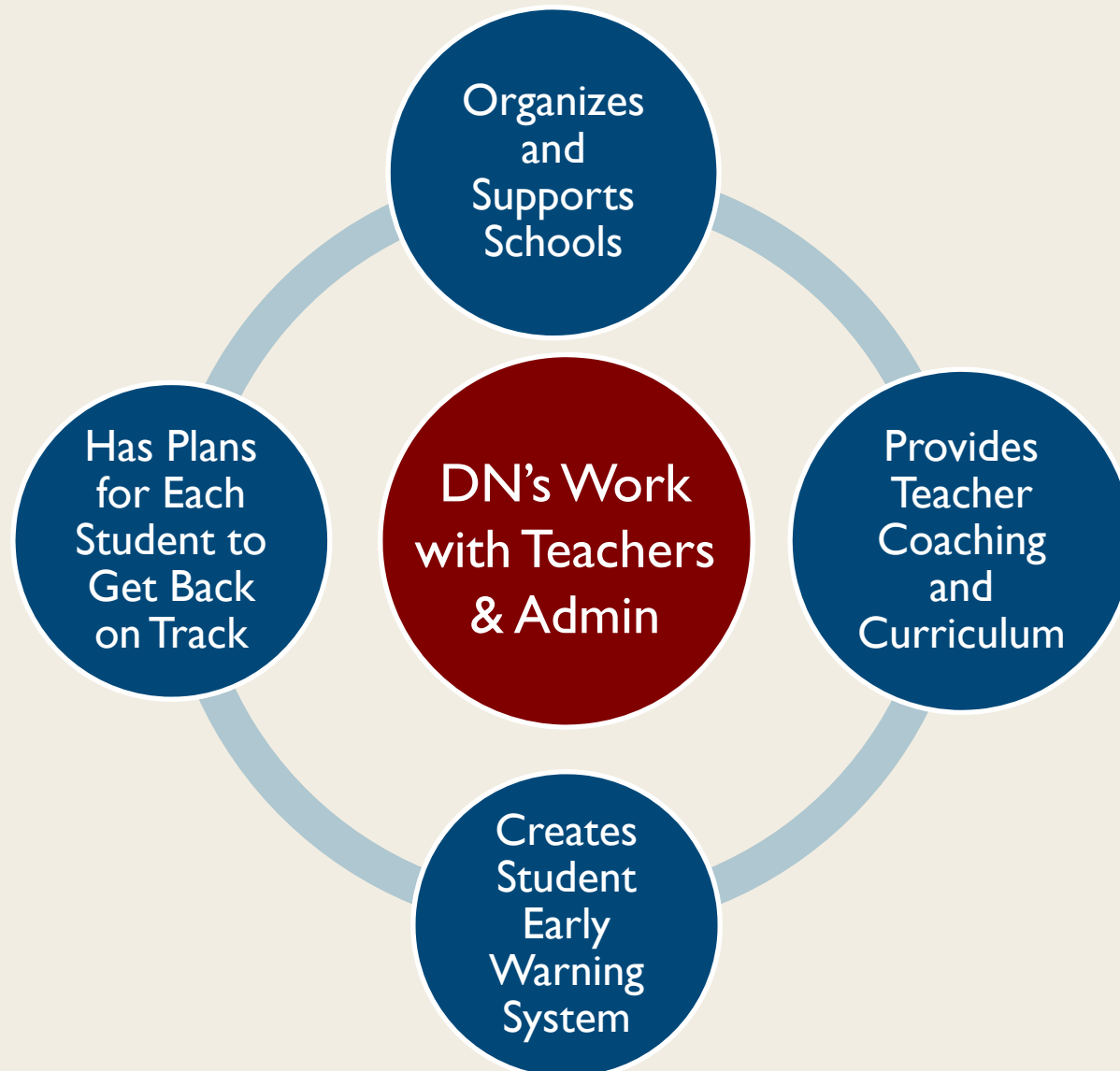
For schools, it means **raising achievement scores and graduation rates** and letting teachers teach by providing extra adults to help meet students' needs.

For communities, it means **decreased dropout rates, a better trained workforce** and a **new generation of local leaders**.

# How Does Diplomas Now Work with Students & Schools?



# How Does Diplomas Now Work with Administrations & Teachers?



# Diplomas Now Lessons & Programs: Schools

*Diplomas Now provides lessons and programs that help make the school a place where teachers are able to teach and students want to learn.*



## Schools get:

- 1) A schedule to increase data driven Math and English interventions
- 2) Common meeting time for teacher teams to discuss instruction and individual student needs
- 3) Extensive professional development
- 4) Improved school climate through increased efforts in attendance and behavior initiatives

# Diplomas Now

## Lessons & Programs: Students

*Students get extra support from young adults, working full-time in the school, who:*



- 1) Greet students every day by name
- 2) Call home if they don't show up
- 3) Provide extensive tutoring
- 4) Mentor students
- 5) Celebrate positive performance
- 6) Help with homework
- 7) Involve students in service and enrichment programs



# Praise and Attention for Diplomas Now

*“Diplomas Now works closely with school administrators, teachers, support staff, and families to create a system for identifying off-track youth. . .to get them back on track. . . This model shows great promise to prepare our students to graduate ready for college and a career.*

- Philadelphia Mayor Michael Nutter

## Media Highlights:

CBS Evening News: *“Here, Kids Are Encouraged to Dream, not Drop Out”*

Ed Week: *“New Orleans Schools a Study in Contrast”*

New York Times: *“As Student Absenteeism Rises, A Charter School Fights Back”*

USA Today: *“To Fight ‘Dropout Factories,’ School Program Starts Young”*



# Want to Learn More?



Visit our website at:  
[www.diplomasnow.org](http://www.diplomasnow.org)

Or e-mail us at:  
[info@diplomasnow.org](mailto:info@diplomasnow.org)

A screenshot of the DIPLOMAS NOW website homepage. The header includes the logo and the tagline "Investing in Innovation (I3) Grant Winner". A navigation menu contains links for HOME, ABOUT, RESULTS, RESEARCH, MEDIA ROOM, and CONTACT. The main content area is divided into several sections: "WELCOME TO DIPLOMAS NOW" with a paragraph and a "READ MORE" link; "SUCCESS STORIES" with a paragraph and a "READ MORE" link; "RESULTS" with a paragraph and a "READ MORE" link; and "FEATURED VIDEOS" with two video thumbnails and captions. On the right side, there are sections for "WHAT'S NEW" (including "MEDIA COVERAGE" and "JOBS"), "EVENTS", "REPORTS", and "WHERE WE WORK" (listing various cities). At the bottom right, there are options to "RECEIVE UPDATES" via RSS and a newsletter sign-up.





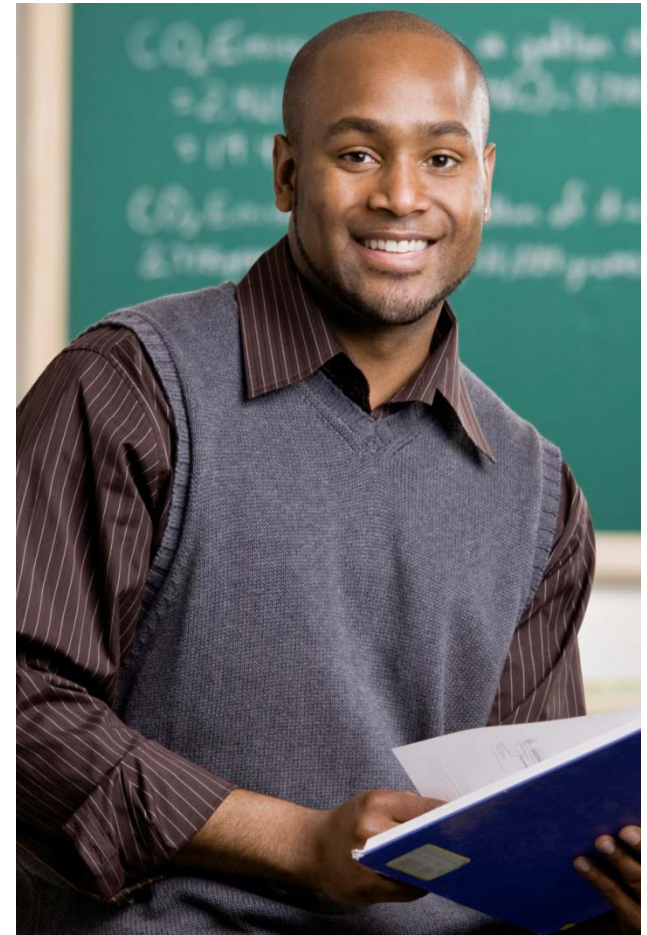
# Miami-Dade County Public Schools Middle School Reform



*Proven Best Practices*

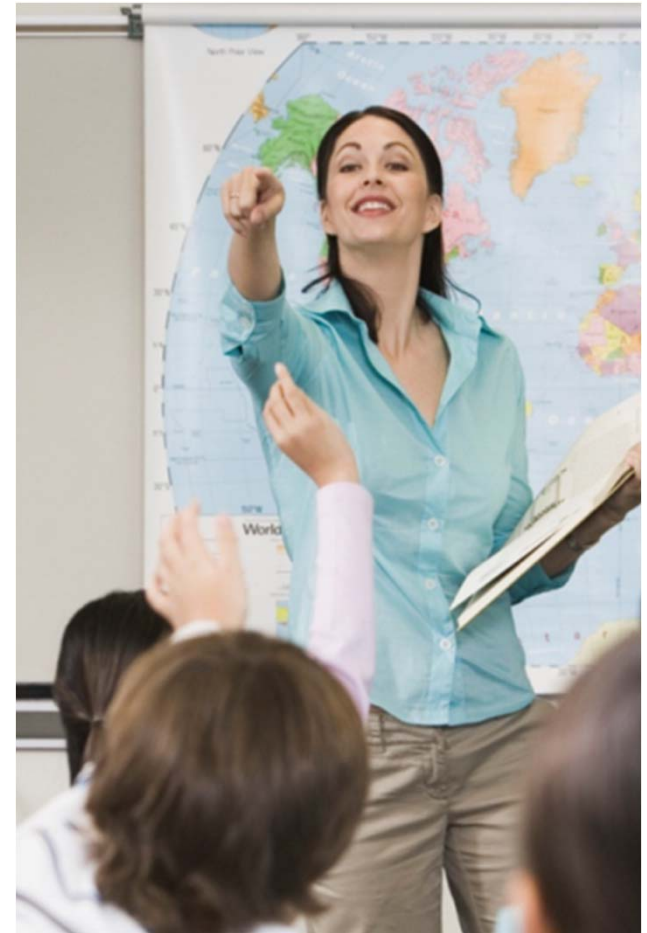
- Develop Instructional Leaders
- Improve Teacher Quality
- Strengthen and Align Instructional Programs
- Provide Strategic Wrap-Around Services

- Assign administrators to departments and grade levels
- Conduct instructional rounds with principals focusing on best practices and instructional rigor
- Build instructional capacity and ensure alignment through iCADs
- Project Lead Strong and Florida Turnaround Leadership Program
- DATA/COM



*Develop  
Instructional  
Leaders*

- Recruit/Retain High Performing Educators
- Support through District Instructional Supervisors & Curriculum Support Specialists
- Ongoing Professional Development
- Pacing Guides & Instructional Focus Calendars
- iHeat- Peer Assistance and Review (PAR)



*Improve  
Teacher  
Quality*



## Strengthen and Align Instructional Programs

- 8 period Schedule
- Double Dosing
- iPrep Math
- Career Technical Education (CTE)
- Interventions
- 6<sup>th</sup> Grade Foundations
- Middle School Magnet /Academies



## Provide Strategic Wraparound Services

- Positive Behavior Support
- Enrichment Opportunities
  - *College Summit*
  - *AP/Dual Enrollment*
  - *Industry Certification*
- Mentoring and Outreach Programs
- Shared Support Model





Diplomas Now:  
A Comprehensive Secondary School  
Turnaround Model

*Shared belief that to fundamentally transform high-need schools & change the trajectory from dropout to graduate for students is through **collective impact**.*



# Miami-Dade County Public Schools Middle School Reform





**813-276-5608**

**Principal: Karen French**

**Secretary: Ernestine Davis**

**Full Magnet School  
(no pre-requisite—lottery based)**

**Title 1 School**

**School Grade: A**

**Population: 405 (re-constituted as current  
magnet for 2011-12 school year)**

**Asian 1.48%**

**Black 42.73%**

**Hispanic 23.70%**

**Indian .74%**

**Multiracial 6.91%**

**White 24.44%**

**School Board**

April Griffin, Chair

Carol W. Kurdell, Vice Chair

Doretha W. Edgcomb

Candy Olson

Cindy Stuart

Susan L. Valdes

Stacy R. White, Pharm.D.



**Superintendent of Schools**  
MaryEllen Elia

**Deputy Superintendents**

Jeff Eakins

Daniel J. Valdez

# **Tomlin Middle School**

**501 Woodrow Wilson, Plant City, FL 33563 (813) 757-9400**



**Principal: Susan Sullivan**

**Secretary: Suzanne Thompson**

**Traditional school with an Environmental  
Resources STEM Academy.  
(application based within school population)**

**Title 1 School**

**School Grade: B**

**Population: 1588 (capped due to enrollment)**

**Asian 1.57%**

**Black 8.25%**

**Hispanic 39.23%**

**Indian .31%**

**Multiracial 3.90%**

**White 46.74%**

#### **School Board**

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Carol W. Kurdell, Vice Chair

Doretha W. Edgcomb

Candy Olson

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Susan L. Valdes

Stacy R. White, Pharm.D.



**Superintendent of Schools**

MaryEllen Elia

**Deputy Superintendents**

Jeff Eakins

Daniel J. Valdez



# Orange County Public Schools



Ocoee Middle School  
November 5, 2013



# Ocoee Middle School

*Florida's State Demonstration School*

*An Apple Distinguished School*

*An 'A' School*



Dr. Mark Shanoff, Principal

## ***District Vision and Mission***

### **Vision**

To be the top producer of successful students in the nation.

### **Mission**

To lead our students to success with the support and involvement of our families and community.

## ***Ocoee Middle School Demographics***

- Location Ocoee, FL
- Built 1998
- Enrollment 1392
- % Economically Disadvantaged 73%
- % Minority 55%
- Number of Teachers 99
- Number of Guidance Counselors 3
- Number of Administrators 3

## *High School Focus*

	2010-2011	2011-2012	2012-2013	2013-2014	Δ
Algebra I Honors EOC Participation	156 (no State EOC)	134	290	416	+260
Algebra I Honors Participation (% of total school)	11%	9.5%	20%	30%	+19%
Post Algebra I Honors Participation	NA	49	57	110	+61
Post Algebra I Honors Participation (% of total school)	NA	3%	4%	8%	+5%

### High School Credit Course Offerings

Algebra I Honors  
Earth Space Science Honors  
Spanish I

Algebra II  
Physical Science Honors  
French I

## ***College and Career Readiness “A Macro Approach”***

- EOC Participation Increases
- All 8<sup>th</sup> grade students map out their High School progression with their 8<sup>th</sup> grade counselor to earn their 24 credits prior to their scheduled graduation date
- Ocoee Middle School counselors and Ocoee High School counselors meet mid-year for calibration and input on high school course offerings for the following year

## ***College and Career Readiness “A Macro Approach”***

- School-wide Cornell Note-Taking (AVID strategy)
- School-wide binder checks (AVID strategy)
- One-way Flexible Acceleration of students showing above average progress in courses that offer Honors
- Elective offerings leverage hardware of our school, technological training of the teachers, and the career interests of the students

## ***Digitally Focused***

- Apple hardware

- iPod Touch
- iPad
- MacBook Air

- BYOD (Bring Your Own Device)

- Software

- Moodle
- Study Sync
- Reminder 101

<i>Device</i>	<i>Current Quantity</i>	<i>2015-2016 GOAL</i>
iPod Touch	400	450
iPad (generation 1, 2, 3, 4)	340	500
MacBook, MacBook Pro and MacBook Air	269	350
iMacs	84	100
<b>TOTAL</b>	<b>993</b>	<b>1400</b>

## ***Capacity Building-Student***

- We focus on a parallel-device learning experience
  - Students develop proficiency using all devices as opposed to a proficiency on a single device
- Unique Elective Offerings
  - Digital Art
  - Introduction to Information Technology
  - Video Gaming and Design/Foundation for Video Gaming Design
  - Digital Cinema
  - STEM
- Accelerated options
  - Algebra I Honors participation increase
  - Physical Science Honors
  - Post-Algebra I Honors participation increase



## ***Capacity Building-Teacher***

- Every teacher issued an iPad
- iTunes U course for professional development
  - Professional development takes place face-to-face and virtually
- Google Docs for document sharing
- Doceri
- Common planning for grade level subject areas
  - Lesson planning/common assessment development
  - Data analysis including AMO performance on formative assessments
- Professional Learning Communities

## ***District Digital Goals***

- **Leadership:** Scalable digital implementation
- **Curriculum:** 75% of all centralized core curriculum digital
- **Instruction:** Use of high yield instructional practices to promote student College and Career Readiness
- **Assessment:** Readiness for rigorous state standardized assessments
- **Accountability for Professional Learning:** District-wide blended professional learning modules

# Orange County Public Schools

## Google Apps for Education



### **Liberty**

1:1 Lenovo  
Chromebook Laptop  
Chrome OS from  
Google

Power- Up (8 seconds)

### **Hunters Creek**

1:1 iPad with  
Keyboard  
iOS from Apple

Multi Touchscreen

### **Corner Lake**

1:1 HP laptop  
Windows 8 from  
Microsoft

Greater On-Board  
Storage

# Orange County Public Schools

## Google Apps for Education



### Millennia

Class Set Samsung  
Chromebook Laptop  
Chrome OS from  
Google

Power-Up (8 seconds)

### Pinewood

Class Set iPad with  
Keyboard  
iOS from Apple

Multi-touch Screen

### Wetherbee

Class Set Classmate  
laptop  
Windows 8 from  
Microsoft

Ruggedized,  
touchscreen,  
convertible, with  
handle

K-1: iPad Mini

1  
2

Workshop  
High School Graduation  
Requirements

Bill

ORIGINAL

2014

1                                   A bill to be entitled  
 2           An act relating to high school graduation  
 3           requirements; repealing s. 1003.428, F.S., relating to  
 4           general requirements for high school graduation;  
 5           amending s. 1003.4282, F.S.; revising provisions  
 6           relating to requirements for a standard high school  
 7           diploma; providing specificity regarding graduation  
 8           requirements for certain cohorts of high school  
 9           students; providing an effective date.

10

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

12

13           Section 1. Paragraph (b) of subsection (1) and subsections  
 14           (2) and (3) of section 1003.4156, Florida Statutes, are amended  
 15           to read and paragraph (c) of subsection (1) of section  
 16           1003.4156, Florida Statutes, is created to read:

17           1003.4156 General requirements for middle grades  
 18           promotion.—

19           (1) In order for a student to be promoted to high school  
 20           from a school that includes middle grades 6, 7, and 8, the  
 21           student must successfully complete the following courses:

22           (b) Three middle grades or higher courses in mathematics.  
 23           Each school that includes middle grades must offer at least one  
 24           high school level mathematics course for which students may earn  
 25           high school credit. Successful completion of a high school level  
 26           Algebra I or Geometry course is not contingent upon the

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27 student's performance on the statewide, standardized end-of-  
 28 course (EOC) assessment ~~or, upon transition to common core~~  
 29 ~~assessments, the common core Algebra I or geometry assessments~~  
 30 ~~required under s. 1008.22. However, beginning with the 2011-2012~~  
 31 ~~school year,~~ In order to earn high school credit for Algebra I,  
 32 a middle grades student must ~~pass the Algebra I statewide,~~  
 33 ~~standardized assessment, and~~ take the statewide, standardized  
 34 Algebra I EOC assessment and pass the course; and, in addition  
 35 beginning with the 2013-2014 school year and thereafter, a  
 36 student's performance on the Algebra I EOC assessment  
 37 constitutes 30 percent of the student's final course grade.  
 38 ~~Beginning with the 2012-2013 school year,~~ To earn high school  
 39 credit for a Geometry course, a middle grades student must take  
 40 the statewide, standardized Geometry EOC assessment, which  
 41 constitutes 30 percent of the student's final course grade, and  
 42 earn a passing grade in the course.

43  
 44 Each school must inform parents about the course curriculum and  
 45 activities. Each student shall complete a personal education  
 46 plan that must be signed by the student and the student's  
 47 parent. The Department of Education shall develop course  
 48 frameworks and professional development materials for the career  
 49 and education planning course. The course may be implemented as  
 50 a stand-alone course or integrated into another course or  
 51 courses. The Commissioner of Education shall collect  
 52 longitudinal high school course enrollment data by student

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53 ethnicity in order to analyze course-taking patterns.

54 (c) A middle grades student who transfers into the state's  
 55 public school system from out of country, out of state, a  
 56 private school, or a home education program after the beginning  
 57 of the second mid-term of the eighth grade is not required to  
 58 meet the civics requirement for promotion from middle grades.

59 (2) If a middle grades student scores Level 1 or Level 2  
 60 on ~~FCAT~~ the statewide, standardized Reading assessment, ~~or,~~ when  
 61 ~~implemented the state transitions to common core assessments on~~  
 62 ~~the English Language Arts (ELA) assessment assessments required~~  
 63 ~~under s. 1008.22,~~ the following year the student must enroll in  
 64 and complete a remedial course or a content area course in which  
 65 remediation strategies are incorporated into course content  
 66 delivery. The department shall provide guidance on appropriate  
 67 strategies for diagnosing and meeting the varying instructional  
 68 needs of students performing below grade level.

69 (3) If a middle grades student scores Level 1 or Level 2  
 70 on ~~FCAT~~ the statewide, standardized mathematics assessment ~~or,~~  
 71 ~~when the state transitions to common core assessments, on the~~  
 72 ~~mathematics common core assessments required under s. 1008.22,~~  
 73 the following year the student must receive remediation, which  
 74 may be integrated into the student's required mathematics  
 75 courses.

76 Section 2. Section 1003.428, Florida Statutes, is  
 77 repealed.

78 Section 3. Paragraphs (a), (b), (c), and (f) of subsection

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79 (3) and subsections (5), (7), and (8) of section 1003.4282,  
 80 Florida Statutes, are amended, subsection (10) is renumbered as  
 81 subsection (11), and a new subsection (10) is added to that  
 82 section, to read:

83 1003.4282 Requirements for a standard high school  
 84 diploma.—

85 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
 86 REQUIREMENTS.—

87 (a) Four credits in English Language Arts (ELA).—The four  
 88 credits must be in ELA I, II, III, and IV. A student must pass  
 89 the statewide, standardized 10<sup>th</sup> grade 10 FCAT Reading  
 90 assessment, or when implemented the until the state transitions  
 91 to a common core 10<sup>th</sup> grade 10 ELA assessment, or earn a  
 92 concordant score, after which time a student must pass the ELA  
 93 assessment in order to earn a standard high school diploma.

94 (b) Four credits in mathematics.—A student must earn one  
 95 credit in Algebra I and one credit in Geometry. A student's  
 96 performance on the statewide, standardized Algebra I end-of-  
 97 course (EOC) assessment ~~or common core assessment, as~~  
 98 ~~applicable,~~ constitutes 30 percent of the student's final course  
 99 grade. A student must pass the statewide, standardized Algebra I  
 100 EOC assessment, or earn a comparative score, until the state  
 101 ~~transitions to a common core Algebra I assessment after which~~  
 102 ~~time a student must pass the common core assessment~~ in order to  
 103 earn a standard high school diploma. A student's performance on  
 104 the statewide, standardized Geometry EOC assessment ~~or common~~

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105 ~~core assessment, as applicable,~~ constitutes 30 percent of the  
 106 student's final course grade. If ~~When~~ the state administers a  
 107 statewide, standardized ~~common core~~ Algebra II assessment, a  
 108 student selecting Algebra II must take the assessment, and the  
 109 student's performance on the assessment constitutes 30 percent  
 110 of the student's final course grade. A student who earns an  
 111 industry certification for which there is a statewide college  
 112 credit articulation agreement approved by the State Board of  
 113 Education may substitute the certification for one mathematics  
 114 credit. Substitution may occur for up to two mathematics  
 115 credits, except for Algebra I and Geometry. Industry  
 116 ~~certification courses that lead to college credit may substitute~~  
 117 ~~for up to two math credits.~~

118 (c) Three credits in science.—Two of the three required  
 119 credits must have a laboratory component. A student must earn  
 120 one credit in Biology I and two credits in equally rigorous  
 121 courses. The statewide, standardized Biology I EOC assessment  
 122 constitutes 30 percent of the student's final course grade. A  
 123 student who earns an industry certification for which there is a  
 124 statewide college credit articulation agreement approved by the  
 125 State Board of Education may substitute the certification for  
 126 one science credit, except for Biology I. Industry certification  
 127 ~~courses that lead to college credit may substitute for up to one~~  
 128 ~~science credit.~~

129 (f) One credit in physical education.—Physical education  
 130 must include the integration of health. Participation in an

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131 interscholastic sport at the junior varsity or varsity level for  
 132 two full seasons shall satisfy the one-credit requirement in  
 133 physical education if the student passes a competency test on  
 134 personal fitness with a score of "C" or better. The competency  
 135 test on personal fitness developed by the Department of  
 136 Education must be used. A district school board may not require  
 137 that the one credit in physical education be taken during the  
 138 9th grade year. Completion of one semester with a grade of "C"  
 139 or better in a marching band class, in a physical activity class  
 140 that requires participation in marching band activities as an  
 141 extracurricular activity, or in a dance class shall satisfy one-  
 142 half credit in physical education or one-half credit in  
 143 performing arts. This credit may not be used to satisfy the  
 144 personal fitness requirement or the requirement for adaptive  
 145 physical education under the individual education plan (IEP) or  
 146 504 plan. Completion of 2 years in a Reserve Officer Training  
 147 Corps (R.O.T.C.) class, a significant component of which is  
 148 drills, shall satisfy the one-credit requirement in physical  
 149 education and the one-credit requirement in performing arts.  
 150 This credit may not be used to satisfy the personal fitness  
 151 requirement or the requirement for adaptive physical education  
 152 under an IEP or 504 plan. This requirement is subject to all of  
 153 the provisions in s. 1003.428(2)(a)6.

154 (5) REMEDIATION FOR HIGH SCHOOL STUDENTS.—

155 (a) Each year a student scores Level 1 or Level 2 on the  
 156 statewide, standardized 9<sup>th</sup> grade 9 or 10<sup>th</sup> grade 10 FCAT

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157 Reading assessment, or, when implemented, the 9th grade 9, 10th  
158 grade 10, or 11th grade 11 ELA assessment ~~common core English~~  
159 ~~Language Arts (ELA) assessments~~, the student must be enrolled in  
160 and complete an intensive remedial course the following year or  
161 be placed in a content area course that includes remediation of  
162 skills not acquired by the student.

163 (b) Each year a student scores Level 1 or Level 2 on the  
164 statewide, standardized Algebra I EOC assessment, ~~or upon~~  
165 ~~transition to the common core Algebra I assessment~~, the student  
166 must be enrolled in and complete an intensive remedial course  
167 the following year or be placed in a content area course that  
168 includes remediation of skills not acquired by the student.

169 (7) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who  
170 earns a cumulative grade point average (GPA) of 2.0 on a 4.0  
171 scale and meets the requirements of this section or s.

172 1002.3105(5) shall be awarded a standard high school diploma in  
173 a form prescribed by the State Board of Education.

174 ~~Notwithstanding any other law to the contrary, all students~~  
175 ~~enrolled in high school as of the 2012-2013 school year who~~  
176 ~~earned a passing grade in Biology I or geometry before the 2013-~~  
177 ~~2014 school year shall be awarded a credit in that course if the~~  
178 ~~student passed the course. The student's performance on the EOC~~  
179 ~~assessment is not required to constitute 30 percent of the~~  
180 ~~student's final course grade. A student who earns fails to earn~~  
181 ~~the required 24 credits or the required 18 credits under s.~~

182 1002.3105(5) but fails to pass the assessments required under s.

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183 1008.22(3) or achieve a 2.0 GPA shall be awarded a certificate  
 184 of completion in a form prescribed by the State Board of  
 185 Education.

186 (8) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—Beginning  
 187 with the 2012-2013 school year, if a student transfers to a  
 188 Florida public high school from out of country, out of state, a  
 189 private school, or a home education program and the student's  
 190 transcript shows a ~~mathematics~~ credit in Algebra I ~~a course that~~  
 191 ~~requires passage of a statewide, standardized assessment in~~  
 192 ~~order to earn a standard high school diploma~~, the student must  
 193 pass the statewide, standardized Algebra I EOC assessment in  
 194 order to earn a standard high school diploma unless the student  
 195 earned a comparative score pursuant to s. 1008.22, passed a  
 196 statewide assessment in Algebra I ~~that subject~~ administered by  
 197 the transferring entity, or passed the statewide mathematics  
 198 assessment the transferring entity uses to satisfy the  
 199 requirements of the Elementary and Secondary Education Act, 20  
 200 U.S.C. s. 6301. If a student's transcript shows a credit in high  
 201 school reading or English Language Arts II or III, in order to  
 202 earn a standard high school diploma the student must take and  
 203 pass the statewide, standardized grade 10 ~~FCAT~~ Reading  
 204 assessment, or when implemented the grade 10 ELA assessment, or  
 205 earn a concordant score pursuant to s. 1008.22 ~~on the SAT or ACT~~  
 206 ~~as specified by state board rule or, when the state transitions~~  
 207 ~~to common core English Language Arts assessments, earn a passing~~  
 208 ~~score on the English Language Arts assessment as required under~~

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209 ~~this section.~~ If a transfer student's transcript shows a final  
 210 course grade and course credit in Algebra I, Geometry, Biology  
 211 I, or United States History the transferring course final grade  
 212 and credit shall be honored without the student taking the  
 213 requisite statewide, standardized EOC assessment and without the  
 214 assessment results constituting 30 percent of the student's  
 215 final course grade.

216 (10) COHORT TRANSITION TO NEW GRADUATION REQUIREMENTS.—The  
 217 requirements of this section, in addition to applying to  
 218 students entering grade 9 in the 2013-2014 school year and  
 219 thereafter, shall also apply to students entering grade 9 prior  
 220 to the 2013-2014 school year, except as otherwise provided in  
 221 this subsection.

222 (a) A student entering grade 9 prior to the 2010-2011  
 223 school year must earn:

224 1. Four credits in English/ELA. A student must pass the  
 225 statewide, standardized grade 10 Reading assessment, or earn a  
 226 concordant score, in order to graduate with a standard high  
 227 school diploma.

228 2. Four credits in mathematics which must include Algebra  
 229 I. A student must pass grade 10 FCAT Mathematics, or earn a  
 230 concordant score, in order to graduate with a standard high  
 231 school diploma. A student who takes Algebra I or Geometry after  
 232 the 2010-2011 school year must take the statewide, standardized  
 233 EOC assessment for that course but is not required to pass the  
 234 assessment in order to earn course credit. The student's

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235 performance on assessment is not required to constitute 30  
236 percent of the student's final course grades. A student who  
237 earns an industry certification for which there is a statewide  
238 college credit articulation agreement approved by the State  
239 Board of Education may substitute the certification for one  
240 mathematics credit. Substitution may occur for up to two  
241 mathematics credits, except for Algebra I.

242 3. Three credits in science, two of which must have a  
243 laboratory component. A student who takes Biology I after the  
244 2010-2011 school year must take the statewide, standardized  
245 Biology I EOC assessment but is not required to pass the  
246 assessment in order to earn course credit and the student's  
247 performance on the assessment is not required to constitute 30  
248 percent of the student's final course grade. A student who earns  
249 an industry certification for which there is a statewide college  
250 credit articulation agreement approved by the State Board of  
251 Education may substitute the certification for one science  
252 credit.

253 4. Three credits in social studies: one credit in World  
254 History, one credit in United States History, .5 credit in  
255 United States Government, and .5 credit in economics. A student  
256 who takes United States History after the 2011-2012 school year  
257 must take the statewide, standardized United States History EOC  
258 assessment but the student's performance on the assessment is  
259 not required to constitute 30 percent of the student's final  
260 course grade.

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261 5. One credit in Fine and Performing Arts, Speech and  
 262 Debate, or Practical Arts as provided in paragraph (3)(e).

263 6. One credit in P.E. as provided in paragraph (3)(f).

264 7. Eight credits in electives.

265 (b) A student entering grade 9 in the 2010-2011 school  
 266 year must earn:

267 1. Four credits in English/ELA. A student must earn a  
 268 passing score on the statewide, standardized grade 10 Reading  
 269 assessment, or earn a concordant score, in order to graduate  
 270 with a standard high school diploma.

271 2. Four credits in mathematics which must include Algebra  
 272 I and Geometry. The Algebra I statewide, standardized EOC  
 273 assessment constitutes 30 percent of the student's final course  
 274 grade. A student in this cohort who takes Algebra I or Geometry  
 275 after the 2010-2011 school year must take the statewide,  
 276 standardized EOC assessment for that course but is not required  
 277 to pass the assessment in order to earn course credit. A  
 278 student's performance on the Algebra I or Geometry EOC  
 279 assessment is not required to constitute 30 percent of the  
 280 student's final course grade. A student who earns an industry  
 281 certification for which there is a statewide college credit  
 282 articulation agreement approved by the State Board of Education  
 283 may substitute the certification for one mathematics credit.  
 284 Substitution may occur for up to two mathematics credits, except  
 285 for Algebra I and Geometry.

286 3. Three credits in science, two of which must have a

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287 laboratory component. A student in this cohort who takes Biology  
 288 I after the 2010-2011 school year must take the statewide,  
 289 standardized Biology I EOC assessment but is not required to  
 290 pass the assessment in order to earn course credit. A student's  
 291 performance on the Biology I EOC assessment is not required to  
 292 constitute 30 percent of the student's final course grade. A  
 293 student who earns an industry certification for which there is a  
 294 statewide college credit articulation agreement approved by the  
 295 State Board of Education may substitute the certification for  
 296 one science credit, except for Biology I.

297 4. Three credits in social studies: one credit in World  
 298 History, one credit in United States History, one-half credit in  
 299 United States Government, and one-half credit in economics. A  
 300 student in this cohort who takes United States History after the  
 301 2011-2012 school year must take the statewide, standardized  
 302 United States History EOC assessment but the student's  
 303 performance on the assessment is not required to constitute 30  
 304 percent of the student's final course grade.

305 5. One credit in fine or performing arts, speech and  
 306 debate, or practical arts as provided in paragraph (3)(e).

307 6. One credit in physical education as provided in  
 308 paragraph (3)(f).

309 7. Eight credits in electives.

310 (c) A student entering grade 9 in the 2011-2012 school  
 311 year must earn:

312 1. Four credits in English/ELA. A student must pass the

313 statewide, standardized grade 10 Reading assessment, or earn a  
 314 concordant score, in order to graduate with a standard high  
 315 school diploma.

316 2. Four credits in mathematics which must include Algebra  
 317 I and Geometry. A student in this cohort who takes Algebra I  
 318 after the 2010-2011 school year must pass the statewide,  
 319 standardized Algebra I EOC assessment, or earn a comparative  
 320 score, in order to earn a standard high school diploma. A  
 321 student in this cohort who takes Algebra I or Geometry after the  
 322 2010-2011 school year must take the statewide, standardized EOC  
 323 assessment but is not required to pass the Algebra I or Geometry  
 324 EOC assessment in order to earn course credit. A student's  
 325 performance on the Algebra I or Geometry EOC assessment is not  
 326 required to constitute 30 percent of the student's final course  
 327 grade. A student who earns an industry certification for which  
 328 there is a statewide college credit articulation agreement  
 329 approved by the State Board of Education may substitute the  
 330 certification for one mathematics credit. Substitution may occur  
 331 for up to two mathematics credits, except for Algebra I and  
 332 Geometry.

333 3. Three credits in science, two of which must have a  
 334 laboratory component. One of the science credits must be in  
 335 Biology I. A student in this cohort who takes Biology I after  
 336 the 2010-2011 school year must take the statewide, standardized  
 337 Biology I EOC assessment but is not required to pass the  
 338 assessment in order to earn course credit. The student's

339 performance on the Biology I EOC assessment is not required to  
 340 constitute 30 percent of the student's final course grade. A  
 341 student who earns an industry certification for which there is a  
 342 statewide college credit articulation agreement approved by the  
 343 State Board of Education may substitute the certification for  
 344 one science credit, except for Biology I.

345 4. Three credits in social studies: one credit in World  
 346 History, one credit in United States History, one-half credit in  
 347 United States Government, and one-half credit in economics. A  
 348 student in this cohort who takes United States History after the  
 349 2011-2012 school year student must take the statewide,  
 350 standardized United States History EOC assessment but the  
 351 student's performance on the assessment is not required to  
 352 constitute 30 percent of the student's final course grade.

353 5. One credit in fine or performing Arts, speech and  
 354 debate, or practical arts as provided in paragraph (3)(e).

355 6. One credit in physical education as provided in  
 356 paragraph (3)(f).

357 7. Eight credits in electives.

358 8. One online course as provided in subsection (4).

359 (d) A student entering grade 9 in the 2012-2013 school  
 360 year must earn:

361 1. Four credits in English/ELA. A student must pass the  
 362 statewide, standardized grade 10 Reading assessment, or earn a  
 363 concordant score, in order to graduate with a standard high  
 364 school diploma.

365        2. Four credits in mathematics which must include Algebra  
 366 I and Geometry. A student in this cohort who takes Algebra I  
 367 after the 2010-2011 school year must pass the statewide,  
 368 standardized Algebra I EOC assessment, or earn a comparative  
 369 score, in order to earn a standard high school diploma. A  
 370 student in this cohort who takes Geometry after the 2010-2011  
 371 school year must take the statewide, standardized Geometry EOC  
 372 assessment. A student in this cohort is not required to pass the  
 373 statewide, standardized EOC assessment in Algebra I or Geometry  
 374 in order to earn course credit. A student's performance on the  
 375 Algebra I or Geometry EOC assessment is not required to  
 376 constitute 30 percent of the student's final course grade. A  
 377 student who earns an industry certification for which there is a  
 378 statewide college credit articulation agreement approved by the  
 379 State Board of Education may substitute the certification for  
 380 one mathematics credit. Substitution may occur for up to two  
 381 mathematics credits, except for Algebra I and Geometry.

382        3. Three credits in science, two of which must have a  
 383 laboratory component. One of the science credits must be in  
 384 Biology I. A student in this cohort who takes Biology I after  
 385 the 2010-2011 school year must take the statewide, standardized  
 386 Biology I EOC assessment but is not required to pass the EOC  
 387 assessment to earn course credit. A student's performance on the  
 388 Biology I EOC assessment is not required to constitute 30  
 389 percent of the student's final course grade. A student who earns  
 390 an industry certification for which there is a statewide college

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391 credit articulation agreement approved by the State Board of  
 392 Education may substitute the certification for one science  
 393 credit, except for Biology I.

394 4. Three credits in social studies: 1 credit in World  
 395 History, 1 credit in United States History, one-half credit in  
 396 United States Government, and one-half credit in economics. The  
 397 statewide, standardized United States History EOC assessment  
 398 constitutes 30 percent of the student's final course grade.

399 5. One credit in fine or performing arts, speech and  
 400 debate, or practical arts as provided in paragraph (3) (e).

401 6. One credit in physical education as provided in  
 402 paragraph (3) (f).

403 7. Eight credits in electives.

404 8. One online course as provided in subsection (4).

405 (e) Policy adopted in rule by the district school board  
 406 may require for any cohort of students that performance on a  
 407 statewide, standardized EOC assessment constitute 30 percent of  
 408 a student's final course grade.

409 (f) This subsection is repealed July 1, 2017.

410 Section 4. This act shall take effect upon becoming a law.