By the Committees on Budget Subcommittee on Education Pre-K - 12 Appropriations; and Education Pre-K - 12; and Senators Gaetz and Gardiner

A bill to be entitled
An act relating to education; creating s. 1002.3105, F.S.; establishing Academically Challenging Curriculum to Enhance Learning (ACCEL) options to provide eligible public school students educational options that provide academically challenging curriculum or accelerated instruction; requiring that each school offer minimum ACCEL options; providing for additional ACCEL options; requiring that each school principal and school district determine student eligibility and procedural requirements; requiring that each school principal and school district base such determination on certain considerations; requiring that each school principal inform parents and students of the ACCEL options and the eligibility requirements; requiring that each school principal and school district establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration under certain circumstances; requiring that a performance contract be executed by the student, the parent, and the school principal under certain circumstances; requiring that a student’s parent be notified if a school principal initiates a student’s participation in an ACCEL option; amending s. 1003.02, F.S.; requiring that school districts notify parents of options for early or accelerated high school graduation at the beginning of each school year and during registration for the next term; amending s.
1003.4156, F.S.; revising the general requirements for middle grades promotion to include one career-themed course to be completed in 6th, 7th, or 8th grade; providing requirements for the career-themed course; requiring that each school district develop or adopt the career-themed course, subject to approval by the Department of Education; creating s. 1003.4281, F.S.; providing a short title; providing a purpose; providing a definition for the term “early graduation”; requiring that each school district adopt a policy that provides a high school student with the option of graduating early; requiring that each school district notify the parent of a student who is eligible for early graduation; prohibiting a school district from preventing a student from graduating early if the student meets the requirements; providing that a student who graduates early is eligible to continue participating in activities, awards, class rankings, social events, and graduation events; authorizing a school principal or superintendent to prevent such participation under certain circumstances; providing that a student who graduates early may be denied access to the school facilities and grounds during normal operating hours; providing that a credit is equal to one-sixth full-time equivalent student; amending s. 1003.491, F.S.; revising provisions relating to the Florida Career and Professional Education Act; requiring that each district school board, in collaboration with regional
workforce boards, economic development agencies, and postsecondary institutions, develop a strategic 3-year plan addressing and meeting local and regional workforce demands; authorizing school districts to offer career-themed courses; revising the requirements of the strategic 3-year plan to include career-themed courses and specified strategies; revising the period within which newly proposed core courses are to be approved or denied by the curriculum review committee; amending s. 1003.492, F.S.; revising provisions relating to industry-certification career education programs to conform to changes made by the act; amending s. 1003.493, F.S.; providing a definition for the term “career-themed course”; requiring that a student who enrolls in and completes a career-themed course or a sequence of career-themed courses receive opportunities to earn postsecondary credit if the career-themed course credits can be articulated to a postsecondary institution; providing goals of career-themed courses; providing for career-themed courses to be offered in a school-within-a-school career academy or a school providing multiple career-themed courses structured around an occupational cluster; providing requirements for career-themed courses; requiring that strategies to improve the passage rate on an industry certification examination be included in the strategic 3-year plan under certain circumstances; requiring that Workforce Florida, Inc., serve in an advisory role in the development and deployment of newly
established career-themed courses; amending s. 1003.4935, F.S.; revising provisions relating to middle school career and professional academy courses to conform to changes made by the act; requiring that the Department of Education collect and report student achievement data for students who are enrolled in career-themed courses and who attain a specified industry certification; requiring that the State Board of Education adopt rules to identify industry certifications in science, technology, engineering, and mathematics offered in middle school to be included on the Industry Certified Funding List; amending s. 1008.22, F.S.; requiring that the end-of-course assessment in Algebra I be administered four times annually beginning with a specified school year; amending s. 1008.34, F.S.; revising provisions relating to school grades; requiring that the Department of Education award bonus points to a high school based on the percentage of students who earn credits in mathematics and science in excess of the general requirements for high school graduation and the percentage of students who graduate in less than 8 semesters or the equivalent; amending ss. 1009.53 and 1009.531, F.S.; authorizing the Department of Education to evaluate students who graduate at the midpoint of the academic year for a Florida Bright Futures Scholarship award; requiring that such students be evaluated for scholarship renewal after completion of a full academic year at an eligible
postsecondary education institution; requiring that
students submit a completed Florida Financial Aid
Application by a specified date; amending s. 1011.61,
F.S.; providing reporting requirements for school
districts for full-time equivalent students in courses
requiring statewide end-of-course assessments;
providing that a student who passes a statewide end-
of-course assessment without having taken the
corresponding course is one-sixth of a full-time
equivalent student for funding purposes; providing for
school districts to receive additional funding for
students who graduate early; amending s. 1011.62,
F.S.; revising provisions relating to the computation
of the annual allocation of funds for school district
operations to conform to changes made by the act;
providing a calculation of full-time equivalent
student membership for each student who completes a
career-themed course or a series of career-themed
courses or a career and professional academy program;
providing a calculation of additional full-time
equivalent membership based on accelerated high school
graduation; authorizing a school district to report
unpaid high school credits for students who graduate
at least one semester or 1 year or more in advance of
their scheduled graduation for funding purposes;
providing an effective date.

Be It Enacted by the Legislature of the State of Florida:
Section 1. Section 1002.3105, Florida Statutes, is created to read:

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

(1) ACCEL OPTIONS.—

(a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

(b) 1. At a minimum, each school must offer the following ACCEL options:

a. Whole-grade and midyear promotion;

b. Subject-matter acceleration;

c. Virtual instruction in higher grade level subjects; and

d. The Credit Acceleration Program under s. 1003.4295.

2. Additional ACCEL options may include, but are not limited to:

a. Enriched science, technology, engineering, and mathematics (STEM) coursework;

b. Enrichment programs;

c. Flexible grouping;

d. Advanced academic courses;

e. Combined classes;

f. Self-paced instruction;

g. Curriculum compacting;

h. Advanced-content instruction; and

i. Telescoping curriculum.

(2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—
(a) **Principal-determined eligibility requirements.**—

1. Each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school.

2. If a school offers enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements.

(b) **School district-determined eligibility and procedural requirements.**—A school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the school district’s comprehensive student progression plan under s. 1008.25.

(3) **STUDENT ELIGIBILITY CONSIDERATIONS.**—When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

(a) The student’s performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22.

(b) The student’s grade point average.

**CODING:** Words stricken are deletions; words underlined are additions.
(c) The student’s attendance and conduct record.
(d) Recommendations from one or more of the student’s teachers in core-curricula courses as defined in s. 1003.01(14)(a)-(e).

(4) ACCEL REQUIREMENTS.—
(a) Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for the ACCEL options established pursuant to paragraph (2)(a).
(b) Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to paragraph (2)(a), the student must be provided the opportunity to participate in the ACCEL option.

2. Each school district must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district’s comprehensive student progression plan, as required under paragraph (2)(b), the student must be provided the opportunity to participate in the ACCEL option.

(c) If a student participates in an ACCEL option pursuant...
to the parental request under subparagraph (b)1., a performance contract must be executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with:

1. Minimum student attendance requirements.
2. Minimum student conduct requirements.
3. ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

(d) If a principal initiates a student’s participation in an ACCEL option, the student’s parent must be notified. A performance contract, pursuant to paragraph (c), is not required when a principal initiates participation but may be used at the discretion of the principal.

Section 2. Paragraph (i) of subsection (1) of section 1003.02, Florida Statutes, is amended to read:

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

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

   (i) **Parental notification of acceleration options mechanisms.**—At the beginning of each school year and during registration for the next term, notify parents of students in or entering high school of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses and options for early or accelerated high school graduation under ss. 1003.4281 and 1003.429.

Section 3. Paragraph (a) of subsection (1) of section 1003.4156, Florida Statutes, is amended to read:

1003.4156 General requirements for middle grades promotion.—

(1) Promotion from a school composed of middle grades 6, 7, and 8 requires that:

   (a) The student must successfully complete academic courses as follows:

   1. Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.

   2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I
or geometry course is not contingent upon the student’s performance on the end-of-course assessment required under s. 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course assessment, and beginning with the 2012-2013 school year, to earn high school credit for a geometry course, a middle school student must pass the geometry end-of-course assessment.

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

4. Three middle school or higher courses in science. Successful completion of a high school level Biology I course is not contingent upon the student’s performance on the end-of-course assessment required under s. 1008.22(3)(c)2.a.(II). However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle school student must pass the Biology I end-of-course assessment.

5. One career-themed course in career and education
The required personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College System institution admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification.

A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan team determines that an end-of-course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for purposes of determining the student’s course grade.
and completing the requirements for middle grades promotion. Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities. Each student shall complete an electronic personal education plan that must be signed by the student, the student’s instructor, guidance counselor, or academic advisor; and the student’s parent. Each school district The Department of Education shall develop or adopt the career-themed course, subject to approval by the Department of Education frameworks and professional development materials for the career exploration and education planning course. The course may be implemented as a stand-alone course or integrated into another career-themed course or courses. The Commissioner of Education shall collect longitudinal high school course enrollment data by student ethnicity in order to analyze course-taking patterns.

Section 4. Section 1003.4281, Florida Statutes, is created to read:

1003.4281 Science, Technology, Engineering, and Mathematics (STEM) High School Graduation Acceleration Act of 2012.—

(1) This section may be cited as the “Science, Technology, Engineering, and Mathematics (STEM) High School Graduation Acceleration Act of 2012.”

(2) The purpose of this section is to provide an option in which a student may select early graduation if the student has completed a minimum of 24 credits and meets the graduation requirements in s. 1003.428. For purposes of this section, the term “early graduation” means graduating from high school in less than 8 semesters or the equivalent.

(3) Each school district shall adopt a policy that provides
a high school student with the option of graduating early. Each
school district shall notify the parent of a student who is
eligible, pursuant to this section, to graduate early. A school
district may not prohibit a student who meets the requirements
of this section from graduating early.

(4) A student who graduates early is eligible to continue
participating in activities, awards, class rankings, social
events, and graduation events as if the student were still
enrolled in high school as a regular high school student.
However, a school principal or superintendent may prevent a
student from participating in these activities and events for
reasons that would otherwise exclude a regularly enrolled
student from participation. A student who graduates early may be
denied access to the school facilities and grounds during normal
operating hours unless the student complies with the rules and
policies prescribed by the district school board.

(5) For the purposes of this section, a credit is equal to
1/6 of an FTE. A student may earn up to 6 paid high school
credits equivalent to 1 FTE per school year in grades 9 through
12 for courses provided by the school district. High school
credits earned in excess of 6 per school year in courses
provided by the school district are unpaid credits.

Section 5. Section 1003.491, Florida Statutes, is amended
to read:

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

(1) The primary purpose of the Florida Career and Professional Education Act is to:

(a) Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;

(b) Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;

(c) Support local and regional economic development;

(d) Respond to Florida’s critical workforce needs; and

(e) Provide state residents with access to high-wage and high-demand careers.

(2) Each district school board shall develop, in collaboration with regional workforce boards, economic development agencies, and postsecondary institutions approved to operate in the state, a strategic 3-year 5-year plan to address and meet local and regional workforce demands. If involvement of a regional workforce board or an economic development agency in the strategic plan development is not feasible, the local school board, with the approval of the Department of Economic Opportunity, shall collaborate with the most appropriate regional business leadership board. Two or more school districts may collaborate in the development of the strategic plan and offer career-themed courses, as defined in s. 1003.493(1)(b), or a career and professional academy as a joint venture. The strategic plan must describe in detail provisions for the efficient transportation of students, the maximum use of shared resources, access to courses aligned to state curriculum standards through virtual education providers legislatively
authorized to provide part-time instruction to middle school students, and an objective review of proposed career and professional academy courses and other career-themed courses to determine if the courses will lead to the attainment of industry certifications included on the Industry Certified Funding List pursuant to rules adopted by the State Board of Education. Each strategic plan shall be reviewed, updated, and jointly approved every 3-5 years by the local school district, regional workforce boards, economic development agencies, and state-approved postsecondary institutions.

(3) The strategic 3-year 5-year plan developed jointly by the local school district, regional workforce boards, economic development agencies, and state-approved postsecondary institutions shall be constructed and based on:

(a) Research conducted to objectively determine local and regional workforce needs for the ensuing 3-5 years, using labor projections of the United States Department of Labor and the Department of Economic Opportunity;

(b) Strategies to develop and implement career academies or career-themed courses based on those careers determined to be high wage, high skill, and in high demand;

(c) Strategies to provide shared, maximum use of private sector facilities and personnel;

(d) Strategies that ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards;

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

(f) Alignment of requirements for the middle school career course under s. 1003.4156(1)(a)5. exploration, middle and high school career and professional academies or career-themed courses leading to industry certification or postsecondary credit, and high school graduation requirements;

(g) Provisions to ensure that career-themed courses and courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in postsecondary credit;

(h) Plans to sustain and improve career-themed courses and career and professional academies;

(i) Strategies to improve the passage rate for industry certification examinations if the rate falls below 50 percent;

(j) Strategies to recruit students into career-themed courses and establishment of student eligibility criteria in career and professional academies which include opportunities for students who have been unsuccessful in traditional classrooms but who are interested in enrolling in career-themed courses or a career and professional academy show aptitude to participate in academies. School boards shall address the analysis of eighth grade student achievement data to provide opportunities for students who may be deemed as potential dropouts to enroll in career-themed courses or participate in career and professional academies;

(k) Strategies to provide sufficient space within
academies to meet workforce needs and to provide access to all interested and qualified students;

(1)(j) Strategies to implement career-themed courses or career and professional academy training that lead to industry certification in juvenile justice education programs at Department of Juvenile Justice facilities;

(m)(k) Opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses;

(n)(l) Promotion of the benefits of the Gold Seal Bright Futures Scholarship;

(o)(m) Strategies to ensure the review of district pupil-progression plans and to amend such plans to include career-themed courses and career and professional academy courses and to include courses that may qualify as substitute courses for core graduation requirements and those that may be counted as elective courses; and

(p)(n) Strategies to provide professional development for secondary guidance counselors on the benefits of career and professional academies and career-themed courses that lead to industry certification; and

(q) Strategies to redirect appropriated career funding in secondary and postsecondary institutions to support career academies and career-themed courses that lead to industry certification.

(4) The State Board of Education shall establish a process for the continual and uninterrupted review of newly proposed core secondary courses and existing courses requested to be considered as core courses to ensure that sufficient rigor and
relevance is provided for workforce skills and postsecondary education and aligned to state curriculum standards.

(a) The review of newly proposed core secondary courses shall be the responsibility of a curriculum review committee whose membership is approved by the Workforce Florida, Inc., Board as described in s. 445.004, and shall include:

1. (a) Three certified high school guidance counselors recommended by the Florida Association of Student Services Administrators.

2. (b) Three assistant superintendents for curriculum and instruction, recommended by the Florida Association of District School Superintendents and who serve in districts that operate successful career and professional academies pursuant to s. 1003.492 or a successful series of courses that lead to industry certification. Committee members in this category shall employ the expertise of appropriate subject area specialists in the review of proposed courses.

3. (c) Three workforce representatives recommended by the Department of Economic Opportunity.

4. (d) Three admissions directors of postsecondary institutions accredited by the Southern Association of Colleges and Schools, representing both public and private institutions.

5. (e) The Deputy Commissioner of Education, or his or her designee, responsible for K-12 curriculum and instruction. The Deputy commissioner shall employ the expertise of appropriate subject area specialists in the review of proposed courses.

(b) (5) The curriculum review committee shall review submission and review of newly proposed core courses shall be conducted electronically. And Each proposed core course shall
be approved or denied within 30 days after submission by a district school board or regional workforce board. All courses approved as core courses for purposes of middle school promotion and high school graduation shall be immediately added to the Course Code Directory. Approved core courses shall also be reviewed and considered for approval for dual enrollment credit. The Board of Governors and the Commissioner of Education shall jointly recommend an annual deadline for approval of new core courses to be included for purposes of postsecondary admissions and dual enrollment credit the following academic year. The State Board of Education shall establish an appeals process in the event that a proposed course is denied which shall require a consensus ruling by the Department of Economic Opportunity and the Commissioner of Education within 15 days.

Section 6. Section 1003.492, Florida Statutes, is amended to read:
1003.492 Industry-certification career education programs.—
(1) Secondary schools offering career-themed courses, as defined in s. 1003.493(1)(b), and career and professional academies shall be coordinated with the relevant and appropriate industry indicating that all components of the program are relevant and appropriate to prepare the student for further education or for employment in that industry.
(2) The State Board of Education shall use the expertise of Workforce Florida, Inc., to develop and adopt rules pursuant to ss. 120.536(1) and 120.54 for implementing an industry certification process. Industry certification shall be defined by the Department of Economic Opportunity, based upon the
highest available national standards for specific industry
certification, to ensure student skill proficiency and to
address emerging labor market and industry trends. A regional
workforce board or a school principal career and professional
academy may apply to Workforce Florida, Inc., to request
additions to the approved list of industry certifications based
on high-skill, high-wage, and high-demand job requirements in
the regional economy. The list of industry certifications
approved by Workforce Florida, Inc., and the Department of
Education shall be published and updated annually by a date
certain, to be included in the adopted rule.

(3) The Department of Education shall collect student
achievement and performance data in industry-certification
industry-certified career education programs and career-themed
courses and shall work with Workforce Florida, Inc., in the
analysis of collected data. The data collection and analyses
shall examine the performance of participating students over
time. Performance factors shall include, but not be limited to,
graduation rates, retention rates, Florida Bright Futures
Scholarship awards, additional educational attainment,
employment records, earnings, industry certification, and
employer satisfaction. The results of this study shall be
submitted to the President of the Senate and the Speaker of the
House of Representatives annually by December 31.

Section 7. Section 1003.493, Florida Statutes, is amended
to read:

1003.493 Career and professional academies and career-
themed courses.—

(1) (a) A “career and professional academy” is a research-
based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Career and professional academies shall be offered by public schools and school districts. The Florida Virtual School is encouraged to develop and offer rigorous career and professional courses as appropriate. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit if the academy partners with a postsecondary institution approved to operate in the state.

(b) A “career-themed course” is a course, or a course in a series of courses, which leads to an industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. The Florida Virtual School is encouraged to develop and offer rigorous career-themed courses as appropriate. Students completing a career-themed course must be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the state.

(2) The goals of a career and professional academy and career-themed courses are to:

(a) Increase student academic achievement and graduation rates through integrated academic and career curricula.
(b) Prepare graduating high school students to make appropriate choices relative to employment and future educational experiences.

c) Focus on career preparation through rigorous academics and industry certification.

d) Raise student aspiration and commitment to academic achievement and work ethics through relevant coursework.

e) Promote acceleration mechanisms, such as dual enrollment and articulated credits, or occupational completion points, so that students may earn postsecondary credit while in high school.

f) Support the state’s economy by meeting industry needs for skilled employees in high-skill, high-wage, and high-demand occupations.

3. a) Career-themed courses may be offered in any public secondary school.

b) Existing career education courses may serve as a foundation for the creation of a career and professional academy. A career and professional academy may be offered as one of the following small learning communities:

1. a) A school-within-a-school career academy, as part of an existing high school, which provides courses in one or more occupational clusters. Students who attend in the high school are not required to attend the academy.

2. b) A total school configuration that provides career-themed courses in one or more providing multiple academies, each structured around an occupational cluster. Every student who attends in the school also attends the in an
(4) Each career and professional academy and secondary school providing career-themed courses must:

(a) Provide a rigorous standards-based academic curriculum integrated with a career curriculum; consider. The curriculum must take into consideration multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student’s capacity to excel; and include an emphasis on work habits and work ethics.

(b) Include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community. Such partnerships with postsecondary institutions shall be delineated in articulation agreements and include any career and professional academy courses or career-themed to provide for career-based courses that earn postsecondary credit. Such agreements may include articulation between the secondary school academy and public or private 2-year and 4-year postsecondary institutions and technical centers. The Department of Education, in consultation with the Board of Governors, shall establish a mechanism to ensure articulation and transfer of credits to postsecondary institutions in this state. Such partnerships must provide opportunities for:

1. Instruction from highly skilled professionals who possess industry-certification credentials for courses they are teaching.

2. Internships, externships, and on-the-job training.
3. A postsecondary degree, diploma, or certificate.

4. The highest available level of industry certification.

5. Maximum articulation of credits pursuant to s. 1007.23 upon program completion.

(c) Provide shared, maximum use of private sector facilities and personnel.

(d) Provide personalized student advisement, including a parent-participation component, and coordination with middle schools to promote and support career exploration and education planning as required under s. 1003.4156. Coordination with middle schools must provide information to middle school students about secondary and postsecondary career education programs and academies.

(e) Promote and provide opportunities for students enrolled in a career and professional academy or career-themed courses students to attain, at minimum, the Florida Gold Seal Vocational Scholars award pursuant to s. 1009.536.

(f) Provide instruction in careers designated as high skill, high wage, and high growth, high demand, and high pay by the regional workforce development board, the chamber of commerce, economic development agencies, or the Department of Economic Opportunity.

(g) Deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention required by s. 1003.428, with an emphasis on strengthening reading for information skills.

(h) Offer applied courses that combine academic content with technical skills.

(i) Provide instruction resulting in competency,
certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decisionmaking skills, the importance of attendance and timeliness in the work environment, and work ethics.

(j) Include a plan to sustain career and professional academies.

(k) Redirect appropriated career funding to career and professional academies.

(5) All career courses offered in a career and professional academy and each career-themed course offered by a secondary school must lead to industry certification or college credit linked directly to the career theme of the course. If the passage rate on an industry certification examination that is associated with the career and professional academy or a career-themed course falls below 50 percent, strategies to improve the passage rate must be included in the strategic 3-year plan the academy must discontinue enrollment of new students the following school year and each year thereafter until such time as the passage rate is above 50 percent or the academy is discontinued.

(6) Workforce Florida, Inc., through the secondary career academies initiatives, shall serve in an advisory role and offer technical assistance in the development and deployment of newly established career and professional academies and career-themed courses.

Section 8. Section 1003.4935, Florida Statutes, is amended to read:

1003.4935 Middle school career and professional academy courses and career-themed courses.—
(1) Beginning with the 2011-2012 school year, each district school board, in collaboration with regional workforce boards, economic development agencies, and state-approved postsecondary institutions, shall include plans to implement a career and professional academy or career-themed courses, as defined in s. 1003.493(1)(b), in at least one middle school in the district as part of the strategic 3-year 5-year plan pursuant to s. 1003.491(2). The middle school career and professional academy component of the strategic plan must ensure that students are provided the opportunity to complete the transition from a middle school career and professional academy or career-themed courses students to a high school career and professional academy or career-themed courses currently operating within the school district. Students who complete a middle school career and professional academy or a career-themed course must have the opportunity to earn an industry certificate and high school credit and participate in career planning, job shadowing, and business leadership development activities.

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

(a) Lead Provide instruction in courses leading to careers in occupations designated as high skill, high wage, and high growth, high demand, and high pay in the Industry Certification Funding List approved under rules adopted by the State Board of
Education;

(b) Offer career and professional academy courses that integrate content from core subject areas;

(c) Offer courses that integrate career and professional academy or career-themed course content with intensive reading and mathematics pursuant to s. 1003.428;

(d) Coordinate with high schools to maximize opportunities for middle school career and professional academy students to earn high school credit;

(e) Provide access to virtual instruction courses provided by virtual education providers legislatively authorized to provide part-time instruction to middle school students. The virtual instruction courses must be aligned to state curriculum standards for middle school career and professional academy courses or career-themed courses students, with priority given to students who have required course deficits;

(f) Provide instruction from highly skilled professionals who hold industry certificates in the career area in which they teach;

(g) Offer externships; and

(h) Provide personalized student advisement pursuant to s. 1003.4156(1)(a)5. which includes a parent-participation component.

(3) Beginning with the 2012-2013 school year, if a school district implements a middle school career and professional academy or a career-themed course, the Department of Education shall collect and report student achievement data pursuant to performance factors identified under s. 1003.492(3) for academy students enrolled in an academy or a career-themed course.
(4) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to identify industry certifications in science, technology, engineering, and mathematics offered in middle school to be included on the Industry Certified Funding List and which are eligible for additional full-time equivalent membership under s. 1011.62(1).

Section 9. Paragraph (c) of subsection (3) of section 1008.22, Florida Statutes, is amended to read:

1008.22 Student assessment program for public schools.—
(3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall design and implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs. The commissioner may enter into contracts for the continued administration of the assessment, testing, and evaluation programs authorized and funded by the Legislature. Contracts may be initiated in 1 fiscal year and continue into the next and may be paid from the appropriations of either or both fiscal years. The commissioner is authorized to negotiate for the sale or lease of tests, scoring protocols, test scoring services, and related materials developed pursuant to law. Pursuant to the statewide assessment program, the commissioner shall:
(c) Develop and implement a student achievement testing program as follows:
1. The Florida Comprehensive Assessment Test (FCAT) measures a student’s content knowledge and skills in reading, writing, science, and mathematics. The content knowledge and
skills assessed by the FCAT must be aligned to the core curricular content established in the Next Generation Sunshine State Standards. Other content areas may be included as directed by the commissioner. Comprehensive assessments of reading and mathematics shall be administered annually in grades 3 through 10 except, beginning with the 2010-2011 school year, the administration of grade 9 FCAT Mathematics shall be discontinued, and beginning with the 2011-2012 school year, the administration of grade 10 FCAT Mathematics shall be discontinued, except as required for students who have not attained minimum performance expectations for graduation as provided in paragraph (9)(c). FCAT Writing and FCAT Science shall be administered at least once at the elementary, middle, and high school levels except, beginning with the 2011-2012 school year, the administration of FCAT Science at the high school level shall be discontinued.

2.a. End-of-course assessments for a subject shall be administered in addition to the comprehensive assessments required under subparagraph 1. End-of-course assessments must be rigorous, statewide, standardized, and developed or approved by the department. The content knowledge and skills assessed by end-of-course assessments must be aligned to the core curricular content established in the Next Generation Sunshine State Standards.

(I) Statewide, standardized end-of-course assessments in mathematics shall be administered according to this sub-sub-subparagraph. Beginning with the 2010-2011 school year, all students enrolled in Algebra I or an equivalent course must take the Algebra I end-of-course assessment. For students entering
grade 9 during the 2010-2011 school year and who are enrolled in Algebra I or an equivalent, each student’s performance on the end-of-course assessment in Algebra I shall constitute 30 percent of the student’s final course grade. Beginning with the 2013-2014 school year, the end-of-course assessment in Algebra I shall be administered four times annually. Beginning with students entering grade 9 in the 2011-2012 school year, a student who is enrolled in Algebra I or an equivalent must earn a passing score on the end-of-course assessment in Algebra I or attain an equivalent score as described in subsection (11) in order to earn course credit. Beginning with the 2011-2012 school year, all students enrolled in geometry or an equivalent course must take the geometry end-of-course assessment. For students entering grade 9 during the 2011-2012 school year, each student’s performance on the end-of-course assessment in geometry shall constitute 30 percent of the student’s final course grade. Beginning with students entering grade 9 during the 2012-2013 school year, a student must earn a passing score on the end-of-course assessment in geometry or attain an equivalent score as described in subsection (11) in order to earn course credit.

(II) Statewide, standardized end-of-course assessments in science shall be administered according to this sub-subparagraph. Beginning with the 2011-2012 school year, all students enrolled in Biology I or an equivalent course must take the Biology I end-of-course assessment. For the 2011-2012 school year, each student’s performance on the end-of-course assessment in Biology I shall constitute 30 percent of the student’s final course grade. Beginning with students entering grade 9 during
the 2012-2013 school year, a student must earn a passing score on the end-of-course assessment in Biology I in order to earn course credit.

b. During the 2012-2013 school year, an end-of-course assessment in civics education shall be administered as a field test at the middle school level. During the 2013-2014 school year, each student’s performance on the statewide, standardized end-of-course assessment in civics education shall constitute 30 percent of the student’s final course grade. Beginning with the 2014-2015 school year, a student must earn a passing score on the end-of-course assessment in civics education in order to pass the course and be promoted from the middle grades. The school principal of a middle school shall determine, in accordance with State Board of Education rule, whether a student who transfers to the middle school and who has successfully completed a civics education course at the student’s previous school must take an end-of-course assessment in civics education.

c. The commissioner may select one or more nationally developed comprehensive examinations, which may include, but need not be limited to, examinations for a College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified in the Industry Certification Funding List, pursuant to rules adopted by the State Board of Education, for use as end-of-course assessments under this paragraph, if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade
level expectations for the core curricular content established for the course in the Next Generation Sunshine State Standards. The commissioner may collaborate with the American Diploma Project in the adoption or development of rigorous end-of-course assessments that are aligned to the Next Generation Sunshine State Standards.

d. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the Commissioner of Education shall establish an implementation schedule for the development and administration of additional statewide, standardized end-of-course assessments in English/Language Arts II, Algebra II, chemistry, physics, earth/space science, United States history, and world history. Priority shall be given to the development of end-of-course assessments in English/Language Arts II. The Commissioner of Education shall evaluate the feasibility and effect of transitioning from the grade 9 and grade 10 FCAT Reading and high school level FCAT Writing to an end-of-course assessment in English/Language Arts II. The commissioner shall report the results of the evaluation to the President of the Senate and the Speaker of the House of Representatives no later than July 1, 2011.

3. The testing program shall measure student content knowledge and skills adopted by the State Board of Education as specified in paragraph (a) and measure and report student performance levels of all students assessed in reading, writing, mathematics, and science. The commissioner shall provide for the tests to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public
vendors, public agencies, postsecondary educational institutions, or school districts. The commissioner shall obtain input with respect to the design and implementation of the testing program from state educators, assistive technology experts, and the public.

4. The testing program shall be composed of criterion-referenced tests that shall, to the extent determined by the commissioner, include test items that require the student to produce information or perform tasks in such a way that the core content knowledge and skills he or she uses can be measured.

5. FCAT Reading, Mathematics, and Science and all statewide, standardized end-of-course assessments shall measure the content knowledge and skills a student has attained on the assessment by the use of scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment. For purposes of FCAT Writing, student achievement shall be scored using a scale of 1 through 6 and the score earned shall be used in calculating school grades. A score shall be designated for each subject area tested, below which score a student’s performance is deemed inadequate. The school districts shall provide appropriate remedial instruction to students who score below these levels.

6. The State Board of Education shall, by rule, designate a passing score for each part of the grade 10 assessment test and end-of-course assessments. Any rule that has the effect of raising the required passing scores may apply only to students taking the assessment for the first time after the rule is
adopted by the State Board of Education. Except as otherwise
provided in this subparagraph and as provided in s.
1003.428(8)(b) or s. 1003.43(11)(b), students must earn a
passing score on grade 10 FCAT Reading and grade 10 FCAT
Mathematics or attain concordant scores as described in
subsection (10) in order to qualify for a standard high school
diploma.

7. In addition to designating a passing score under
subparagraph 6., the State Board of Education shall also
designate, by rule, a score for each statewide, standardized
end-of-course assessment which indicates that a student is high
achieving and has the potential to meet college-readiness
standards by the time the student graduates from high school.

8. Participation in the testing program is mandatory for
all students attending public school, including students served
in Department of Juvenile Justice programs, except as otherwise
prescribed by the commissioner. A student who has not earned
passing scores on the grade 10 FCAT as provided in subparagraph
6. must participate in each retake of the assessment until the
student earns passing scores or achieves scores on a
standardized assessment which are concordant with passing scores
pursuant to subsection (10). If a student does not participate
in the statewide assessment, the district must notify the
student’s parent and provide the parent with information
regarding the implications of such nonparticipation. A parent
must provide signed consent for a student to receive classroom
instructional accommodations that would not be available or
permitted on the statewide assessments and must acknowledge in
writing that he or she understands the implications of such
instructional accommodations. The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of test accommodations for students in exceptional education programs and for students who have limited English proficiency. Accommodations that negate the validity of a statewide assessment are not allowable in the administration of the FCAT or an end-of-course assessment. However, instructional accommodations are allowable in the classroom if included in a student’s individual education plan. Students using instructional accommodations in the classroom that are not allowable as accommodations on the FCAT or an end-of-course assessment may have the FCAT or an end-of-course assessment requirement waived pursuant to the requirements of s. 1003.428(8)(b) or s. 1003.43(11)(b).

9. A student seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.

10. District school boards must provide instruction to prepare students in the core curricular content established in the Next Generation Sunshine State Standards adopted under s. 1003.41, including the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. If a student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program, as described in the test manuals, the district must inform the parent in writing and must provide the parent with information regarding the impact on the student’s ability to meet expected performance levels in reading, writing, mathematics, and science. The
commissioner shall conduct studies as necessary to verify that
the required core curricular content is part of the district
instructional programs.

11. District school boards must provide opportunities for
students to demonstrate an acceptable performance level on an
alternative standardized assessment approved by the State Board
of Education following enrollment in summer academies.

12. The Department of Education must develop, or select,
and implement a common battery of assessment tools that will be
used in all juvenile justice programs in the state. These tools
must accurately measure the core curricular content established
in the Next Generation Sunshine State Standards.

13. For students seeking a special diploma pursuant to s.
1003.438, the Department of Education must develop or select and
implement an alternate assessment tool that accurately measures
the core curricular content established in the Next Generation
Sunshine State Standards for students with disabilities under s.
1003.438.

14. The Commissioner of Education shall establish schedules
for the administration of statewide assessments and the
reporting of student test results. When establishing the
schedules for the administration of statewide assessments, the
commissioner shall consider the observance of religious and
school holidays. The commissioner shall, by August 1 of each
year, notify each school district in writing and publish on the
department’s Internet website the testing and reporting
schedules for, at a minimum, the school year following the
upcoming school year. The testing and reporting schedules shall
require that:
a. There is the latest possible administration of statewide assessments and the earliest possible reporting to the school districts of student test results which is feasible within available technology and specific appropriations; however, test results for the FCAT must be made available no later than the week of June 8. Student results for end-of-course assessments must be provided no later than 1 week after the school district completes testing for each course. The commissioner may extend the reporting schedule under exigent circumstances.

b. FCAT Writing may not be administered earlier than the week of March 1, and a comprehensive statewide assessment of any other subject may not be administered earlier than the week of April 15.

c. A statewide, standardized end-of-course assessment is administered at the end of the course. The commissioner shall select an administration period for assessments that meets the intent of end-of-course assessments and provides student results prior to the end of the course. School districts shall administer tests in accordance with the schedule determined by the commissioner. For an end-of-course assessment administered at the end of the first semester, the commissioner shall determine the most appropriate testing dates based on a review of each school district’s academic calendar.

The commissioner may, based on collaboration and input from school districts, design and implement student testing programs, for any grade level and subject area, necessary to effectively monitor educational achievement in the state, including the measurement of educational achievement of the Next Generation...
Sunshine State Standards for students with disabilities.
Development and refinement of assessments shall include universal design principles and accessibility standards that will prevent any unintended obstacles for students with disabilities while ensuring the validity and reliability of the test. These principles should be applicable to all technology platforms and assistive devices available for the assessments.

The field testing process and psychometric analyses for the statewide assessment program must include an appropriate percentage of students with disabilities and an evaluation or determination of the effect of test items on such students.

Section 10. Subsection (3) of section 1008.34, Florida Statutes, is amended to read:

1008.34 School grading system; school report cards; district grade.—
(3) DESIGNATION OF SCHOOL GRADES.—
(a) Each school that has students who are tested and included in the school grading system shall receive a school grade, except as follows:
1. A school shall not receive a school grade if the number of its students tested and included in the school grading system is less than the minimum sample size necessary, based on accepted professional practice, for statistical reliability and prevention of the unlawful release of personally identifiable student data under s. 1002.22 or 20 U.S.C. s. 1232g.
2. An alternative school may choose to receive a school grade under this section or a school improvement rating under s. 1008.341. For charter schools that meet the definition of an alternative school pursuant to State Board of Education rule,
the decision to receive a school grade is the decision of the charter school governing board.

3. A school that serves any combination of students in kindergarten through grade 3 which does not receive a school grade because its students are not tested and included in the school grading system shall receive the school grade designation of a K-3 feeder pattern school identified by the Department of Education and verified by the school district. A school feeder pattern exists if at least 60 percent of the students in the school serving a combination of students in kindergarten through grade 3 are scheduled to be assigned to the graded school.

(b)1. A school’s grade shall be based on a combination of:
   a. Student achievement scores, including achievement on all FCAT assessments administered under s. 1008.22(3)(c)1., end-of-course assessments administered under s. 1008.22(3)(c)2.a., and achievement scores for students seeking a special diploma.
   b. Student learning gains in reading and mathematics as measured by FCAT and end-of-course assessments, as described in s. 1008.22(3)(c)1. and 2.a. Learning gains for students seeking a special diploma, as measured by an alternate assessment tool, shall be included not later than the 2009-2010 school year.
   c. Improvement of the lowest 25th percentile of students in the school in reading and mathematics on the FCAT or end-of-course assessments described in s. 1008.22(3)(c)2.a., unless these students are exhibiting satisfactory performance.

2. Beginning with the 2011-2012 school year, for schools comprised of middle school grades 6 through 8 or grades 7 and 8, the school’s grade shall include the performance and participation of its students enrolled in high school level
courses with end-of-course assessments administered under s. 1008.22(3)(c)2.a. Performance and participation must be weighted equally. As valid data becomes available, the school grades shall include the students’ attainment of national industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education.

3. Beginning with the 2009-2010 school year For schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and 12, 50 percent of the school grade shall be based on a combination of the factors listed in sub-subparagraphs 1.a.-c. and the remaining 50 percent on the following factors:

a. The high school graduation rate of the school;

b. As valid data becomes available, the performance and participation of the school’s students in College Board Advanced Placement courses, International Baccalaureate courses, dual enrollment courses, and Advanced International Certificate of Education courses; and the students’ achievement of national industry certification identified in the Industry Certification Funding List, pursuant to rules adopted by the State Board of Education;

c. Postsecondary readiness of the school’s students as measured by the SAT, ACT, or the common placement test;

d. The high school graduation rate of at-risk students who scored at Level 2 or lower on the grade 8 FCAT Reading and Mathematics examinations;

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

f. The percentage of the school’s students who earn credits
in mathematics and science courses that must be:

(1) In excess of the requirements in s. 1003.428(2)(a)2. and 3.; and

(II) At a level of rigor exceeding the course requirements in s. 1003.428(2)(a)2. and 3.;

g. The percentage of students who graduate in less than 8 semesters or the equivalent; and

h. The growth or decline in the components listed in sub-subparagraphs a.–e. from year to year.

Beginning with the 2012-2013 school year, the Department of Education shall award bonus points to each high school based on the data in sub-subparagraphs f. and g.

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

1. The aggregate scores of all eligible students enrolled in the school who have been assessed on the FCAT and statewide, standardized end-of-course assessments in courses required for high school graduation, including, beginning with the 2010-2011 school year, the end-of-course assessment in Algebra I; and beginning with the 2011-2012 school year, the end-of-course assessments in geometry and Biology; and beginning with the 2013-2014 school year, on the statewide, standardized end-of-course assessment in civics education at the middle school level.

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

3. The achievement scores and learning gains of eligible students attending alternative schools that provide dropout prevention and academic intervention services pursuant to s. 1003.53. The term “eligible students” in this subparagraph does not include students attending an alternative school who are subject to district school board policies for expulsion for repeated or serious offenses, who are in dropout retrieval programs serving students who have officially been designated as dropouts, or who are in programs operated or contracted by the Department of Juvenile Justice. The student performance data for eligible students identified in this subparagraph shall be included in the calculation of the home school’s grade. As used in this subparagraph and s. 1008.341, the term “home school” means the school to which the student would be assigned if the student were not assigned to an alternative school. If an alternative school chooses to be graded under this section, student performance data for eligible students identified in this subparagraph shall not be included in the home school’s grade but shall be included only in the calculation of the alternative school’s grade. A school district that fails to assign the FCAT and end-of-course assessment as described in s. 1008.22(3)(c)2.a. scores of each of its students to his or her home school or to the alternative school that receives a grade shall forfeit Florida School Recognition Program funds for 1 fiscal year. School districts must require collaboration between the home school and the alternative school in order to promote student success. This collaboration must include an annual
discussion between the principal of the alternative school and the principal of each student’s home school concerning the most appropriate school assignment of the student.

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

5. For schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and 12, the data listed in subparagraphs 1.-3. and the following data as the Department of Education determines such data are valid and available:
   a. The high school graduation rate of the school as calculated by the Department of Education;
   b. The participation rate of all eligible students enrolled in the school and enrolled in College Board Advanced Placement courses; International Baccalaureate courses; dual enrollment courses; Advanced International Certificate of Education courses; and courses or sequences of courses leading to national industry certification identified in the Industry Certification Funding List, pursuant to rules adopted by the State Board of Education;
   c. The aggregate scores of all eligible students enrolled in the school in College Board Advanced Placement courses, International Baccalaureate courses, and Advanced International Certificate of Education courses;
   d. Earning of college credit by all eligible students
enrolled in the school in dual enrollment programs under s. 1007.271;

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

f. The aggregate scores of all eligible students enrolled in the school in reading, mathematics, and other subjects as measured by the SAT, the ACT, and the common placement test for postsecondary readiness;

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

h. The performance of the school’s students on statewide standardized end-of-course assessments administered under s. 1008.22(3)(c)2.c. and d.; and

i. The percentage of the school’s students who earn credits in mathematics and science courses that must be:

   (I) In excess of the requirements in s. 1003.428(2)(a)2. and 3.; and

   (II) At a level of rigor exceeding the course requirements in s. 1003.428(2)(a)2. and 3.;

j. The percentage of students who graduate in less than 8 semesters or the equivalent; and

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

Beginning with the 2012-2013 school year, the Department of Education shall award bonus points to each high school based on the data in sub-subparagraphs i. and j. The State Board of
Education shall adopt appropriate criteria for each school grade. The criteria must also give added weight to student achievement in reading. Schools designated with a grade of “C,” making satisfactory progress, shall be required to demonstrate that adequate progress has been made by students in the school who are in the lowest 25th percentile in reading and mathematics on the FCAT and end-of-course assessments as described in s. 1008.22(3)(c)2.a., unless these students are exhibiting satisfactory performance. Beginning with the 2009-2010 school year for schools comprised of high school grades 9, 10, 11, and 12, or grades 10, 11, and 12, the criteria for school grades must also give added weight to the graduation rate of all eligible at-risk students, as defined in this paragraph.

Beginning in the 2009-2010 school year, in order for a high school to be designated as having a grade of “A,” making excellent progress, the school must demonstrate that at-risk students, as defined in this paragraph, in the school are making adequate progress.

Section 11. Subsection (5) of section 1009.53, Florida Statutes, is amended to read:

1009.53 Florida Bright Futures Scholarship Program.—
(5) The department shall issue awards from the scholarship program annually. However, the department may evaluate students who graduate from high school at the midpoint of the academic year for an award, with distribution of the initial award during the spring term at an eligible postsecondary institution. The department shall evaluate a student for renewal of an award after the student completes a full academic year, which begins with the fall term through the beginning of the next fall term.
Annual awards may be for up to 45 semester credit hours or the equivalent. Before the registration period each semester, the department shall transmit payment for each award to the president or director of the postsecondary education institution, or his or her representative, except that the department may withhold payment if the receiving institution fails to report or to make refunds to the department as required in this section.

(a) Within 30 days after the end of regular registration each semester, the educational institution shall certify to the department the eligibility status of each student who receives an award. After the end of the drop and add period, an institution is not required to reevaluate or revise a student’s eligibility status; however, an institution must make a refund to the department within 30 days after the end of the semester of any funds received for courses dropped by a student or courses from which a student has withdrawn after the end of the drop and add period, unless the student has been granted an exception by the department pursuant to subsection (11).

(b) An institution that receives funds from the program shall certify to the department the amount of funds disbursed to each student and shall remit to the department any undisbursed advances within 60 days after the end of regular registration.

(c) Each institution that receives moneys through this program shall provide for a financial audit, as defined in s. 11.45, conducted by an independent certified public accountant or the Auditor General for each fiscal year in which the institution expends program moneys in excess of $100,000. At least every 2 years, the audit shall include an examination of
the institution’s administration of the program and the
institution’s accounting of the moneys for the program since the
last examination of the institution’s administration of the
program. The report on the audit must be submitted to the
department within 9 months after the end of the fiscal year. The
department may conduct its own annual audit of an institution’s
administration of the program. The department may request a
refund of any moneys overpaid to the institution for the
program. The department may suspend or revoke an institution’s
eligibility to receive future moneys for the program if the
department finds that an institution has not complied with this
section. The institution must remit within 60 days any refund
requested in accordance with this subsection.

(d) Any institution that is not subject to an audit
pursuant to this subsection shall attest, under penalty of
perjury, that the moneys were used in compliance with law. The
attestation shall be made annually in a form and format
determined by the department.

Section 12. Paragraph (f) of subsection (1) of section
1009.531, Florida Statutes, is amended to read:
1009.531 Florida Bright Futures Scholarship Program;
student eligibility requirements for initial awards.—
(1) Effective January 1, 2008, in order to be eligible for
an initial award from any of the three types of scholarships
under the Florida Bright Futures Scholarship Program, a student
must:

(f) Apply for a scholarship from the program by high school
graduation. A student who graduates from high school at the
midpoint of the academic year may be evaluated for an award for
the current academic year if he or she submits a completed Florida Financial Aid Application by August 31 of his or her graduation year.

Section 13. Paragraph (c) of subsection (1) is of section 1011.61, Florida Statutes, is amended to read:

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

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

(c)1. A “full-time equivalent student” is:

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

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

(I) A full-time student in a combination of programs listed in s. 1011.62(1)(c) shall be a fraction of a full-time equivalent membership in each special program equal to the number of net hours per school year for which he or she is a member, divided by the appropriate number of hours set forth in subparagraph (a)1. or subparagraph (a)2. The difference between that fraction or sum of fractions and the maximum value as set forth in subsection (4) for each full-time student is presumed to be the balance of the student’s time not spent in such special education programs and shall be recorded as time in the appropriate basic program.
(II) A prekindergarten handicapped student shall meet the requirements specified for kindergarten students.

(III) A full-time equivalent student for students in kindergarten through grade 5 in a virtual instruction program under s. 1002.45 or a virtual charter school under s. 1002.33 shall consist of a student who has successfully completed a basic program listed in s. 1011.62(1)(c)1.a. or b., and who is promoted to a higher grade level.

(IV) A full-time equivalent student for students in grades 6 through 12 in a virtual instruction program under s. 1002.45(1)(b)1., 2., or 3. or a virtual charter school under s. 1002.33 shall consist of six full credit completions in programs listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions may be a combination of full-credit courses or half-credit courses. Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is implemented, the reported full-time equivalent students and associated funding of students enrolled in courses requiring passage of an end-of-course assessment shall be adjusted after the student completes the end-of-course assessment.

(V) A Florida Virtual School full-time equivalent student shall consist of six full credit completions or the prescribed level of content that counts toward promotion to the next grade in the programs listed in s. 1011.62(1)(c)1.a. and b. for kindergarten through grade 8 and the programs listed in s. 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions may be a combination of full-credit courses or half-credit courses. Beginning in the 2014-2015 fiscal year, when s. 1008.22(3)(g) is implemented, the reported full-time equivalent...
students and associated funding of students enrolled in courses requiring passage of an end-of-course assessment shall be adjusted after the student completes the end-of-course assessment.

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

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

(VIII)(A) A full-time equivalent student for courses requiring statewide end-of-course assessments pursuant to s. 1008.22(3) shall be defined and reported based on the number of instructional hours as provided in s. 1011.61(1) for the first 3 years of administering the end-of-course assessments. Beginning in the fourth year of administering the end-of-course assessments, FTE shall be credit-based and each course shall be equal to 1/6 FTE. The reported FTE shall be adjusted after the student successfully completes the end-of-course assessment pursuant to s. 1008.22(3)(c)2.a.

(B) For students enrolled in a school district as a full-time student, the school district may report 1/6 FTE for each student who passes a statewide end-of-course assessment without having taken the corresponding course.

(C) The FTE earned under this sub-sub-sub-subparagraph and any FTE for courses or programs listed in s. 1011.62(1)(c) which do not require passing statewide end-of-course assessments are
subject to the requirements in subsection (4).

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

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

Section 14. Subsection (1) of section 1011.62, Florida Statutes, is amended to read:

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

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:
(a) **Determination of full-time equivalent membership.**—During each of several school weeks, including scheduled intersessions of a year-round school program during the fiscal year, a program membership survey of each school shall be made by each district by aggregating the full-time equivalent student membership of each program by school and by district. The department shall establish the number and interval of membership calculations, except that for basic and special programs such calculations shall not exceed nine for any fiscal year. The district’s full-time equivalent membership shall be computed and currently maintained in accordance with regulations of the commissioner.

(b) **Determination of base student allocation.**—The base student allocation for the Florida Education Finance Program for kindergarten through grade 12 shall be determined annually by the Legislature and shall be that amount prescribed in the current year’s General Appropriations Act.

(c) **Determination of programs.**—Cost factors based on desired relative cost differences between the following programs shall be established in the annual General Appropriations Act. The Commissioner of Education shall specify a matrix of services and intensity levels to be used by districts in the determination of the two weighted cost factors for exceptional students with the highest levels of need. For these students, the funding support level shall fund the exceptional students’ education program, with the exception of extended school year services for students with disabilities.

1. Basic programs.—
   a. Kindergarten and grades 1, 2, and 3.
b. Grades 4, 5, 6, 7, and 8.

c. Grades 9, 10, 11, and 12.

2. Programs for exceptional students.—
   a. Support Level IV.
   b. Support Level V.

3. Secondary career education programs.—

4. English for Speakers of Other Languages.—

(d) Annual allocation calculation.—

1. The Department of Education is authorized and directed to review all district programs and enrollment projections and calculate a maximum total weighted full-time equivalent student enrollment for each district for the K-12 FEFP.

2. Maximum enrollments calculated by the department shall be derived from enrollment estimates used by the Legislature to calculate the FEFP. If two or more districts enter into an agreement under the provisions of s. 1001.42(4)(d), after the final enrollment estimate is agreed upon, the amount of FTE specified in the agreement, not to exceed the estimate for the specific program as identified in paragraph (c), may be transferred from the participating districts to the district providing the program.

3. As part of its calculation of each district’s maximum total weighted full-time equivalent student enrollment, the department shall establish separate enrollment ceilings for each of two program groups. Group 1 shall be composed of basic programs for grades K-3, grades 4-8, and grades 9-12. Group 2 shall be composed of students in exceptional student education programs support levels IV and V, English for Speakers of Other Languages programs, and all career programs in grades 9-12.

a. For any calculation of the FEFP, the enrollment ceiling for group 1 shall be calculated by multiplying the actual enrollment for each program in the program group by its appropriate program weight.

b. The weighted enrollment ceiling for group 2 programs shall be calculated by multiplying the enrollment for each program by the appropriate program weight as provided in the General Appropriations Act. The weighted enrollment ceiling for program group 2 shall be the sum of the weighted enrollment ceilings for each program in the program group, plus the increase in weighted full-time equivalent student membership from the prior year for clients of the Department of Children and Family Services and the Department of Juvenile Justice.

c. If, for any calculation of the FEFP, the weighted enrollment for program group 2, derived by multiplying actual enrollments by appropriate program weights, exceeds the enrollment ceiling for that group, the following procedure shall be followed to reduce the weighted enrollment for that group to equal the enrollment ceiling:

(I) The weighted enrollment ceiling for each program in the program group shall be subtracted from the weighted enrollment for that program derived from actual enrollments.

(II) If the difference calculated under sub-sub-subparagraph (I) is greater than zero for any program, a reduction proportion shall be computed for the program by dividing the absolute value of the difference by the total amount by which the weighted enrollment for the program group exceeds the weighted enrollment ceiling for the program group.

(III) The reduction proportion calculated under sub-sub-sub-subparagraph (II) shall be applied to the enrollment for each program in the program group to reduce the weighted enrollment for that group to equal the enrollment ceiling.
subparagraph (II) shall be multiplied by the total amount of the
program group’s enrollment over the ceiling as calculated under
sub-sub-subparagraph (I).

(IV) The prorated reduction amount calculated under sub-
sub-sub-subparagraph (III) shall be subtracted from the program’s
weighted enrollment to produce a revised program weighted
enrollment.

(V) The prorated reduction amount calculated under sub-sub-
subparagraph (III) shall be divided by the appropriate program
weight, and the result shall be added to the revised program
weighted enrollment computed in sub-sub-subparagraph (IV).

(e) Funding model for exceptional student education

1.a. The funding model uses basic, at-risk, support levels
IV and V for exceptional students and career Florida Education
Finance Program cost factors, and a guaranteed allocation for
exceptional student education programs. Exceptional education
cost factors are determined by using a matrix of services to
document the services that each exceptional student will
receive. The nature and intensity of the services indicated on
the matrix shall be consistent with the services described in
each exceptional student’s individual educational plan. The
Department of Education shall review and revise the descriptions
of the services and supports included in the matrix of services
for exceptional students and shall implement those revisions
before the beginning of the 2012-2013 school year.

b. In order to generate funds using one of the two weighted
cost factors, a matrix of services must be completed at the time
of the student’s initial placement into an exceptional student
education program and at least once every 3 years by personnel
who have received approved training. Nothing listed in the
matrix shall be construed as limiting the services a school
district must provide in order to ensure that exceptional
students are provided a free, appropriate public education.

   c. Students identified as exceptional, in accordance with
chapter 6A-6, Florida Administrative Code, who do not have a
matrix of services as specified in sub-subparagraph b. shall
generate funds on the basis of full-time-equivalent student
membership in the Florida Education Finance Program at the same
funding level per student as provided for basic students.
Additional funds for these exceptional students will be provided
through the guaranteed allocation designated in subparagraph 2.

   2. For students identified as exceptional who do not have a
matrix of services and students who are gifted in grades K
through 8, there is created a guaranteed allocation to provide
these students with a free appropriate public education, in
accordance with s. 1001.42(4)(m) and rules of the State Board of
Education, which shall be allocated annually to each school
district in the amount provided in the General Appropriations
Act. These funds shall be in addition to the funds appropriated
on the basis of FTE student membership in the Florida Education
Finance Program, and the amount allocated for each school
district shall not be recalculated during the year. These funds
shall be used to provide special education and related services
for exceptional students and students who are gifted in grades K
through 8. Beginning with the 2007-2008 fiscal year, a
district’s expenditure of funds from the guaranteed allocation
for students in grades 9 through 12 who are gifted may not be
greater than the amount expended during the 2006-2007 fiscal year for gifted students in grades 9 through 12.

(f) Supplemental academic instruction; categorical fund.—

1. There is created a categorical fund to provide supplemental academic instruction to students in kindergarten through grade 12. This paragraph may be cited as the “Supplemental Academic Instruction Categorical Fund.”

2. Categorical funds for supplemental academic instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. These funds shall be in addition to the funds appropriated on the basis of FTE student membership in the Florida Education Finance Program and shall be included in the total potential funds of each district. These funds shall be used to provide supplemental academic instruction to students enrolled in the K-12 program. Supplemental instruction strategies may include, but are not limited to: modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school, and other methods for improving student achievement. Supplemental instruction may be provided to a student in any manner and at any time during or beyond the regular 180-day term identified by the school as being the most effective and efficient way to best help that student progress from grade to grade and to graduate.

3. Effective with the 1999-2000 fiscal year, funding on the basis of FTE membership beyond the 180-day regular term shall be provided in the FEFP only for students enrolled in juvenile justice education programs or in education programs for
juveniles placed in secure facilities or programs under s. 985.19. Funding for instruction beyond the regular 180-day school year for all other K-12 students shall be provided through the supplemental academic instruction categorical fund and other state, federal, and local fund sources with ample flexibility for schools to provide supplemental instruction to assist students in progressing from grade to grade and graduating.

4. The Florida State University School, as a lab school, is authorized to expend from its FEFP or Lottery Enhancement Trust Fund allocation the cost to the student of remediation in reading, writing, or mathematics for any graduate who requires remediation at a postsecondary educational institution.

5. Beginning in the 1999-2000 school year, dropout prevention programs as defined in ss. 1003.52, 1003.53(1)(a), (b), and (c), and 1003.54 shall be included in group 1 programs under subparagraph (d)3.

(g) Education for speakers of other languages.—A school district shall be eligible to report full-time equivalent student membership in the ESOL program in the Florida Education Finance Program provided the following conditions are met:

1. The school district has a plan approved by the Department of Education.

2. The eligible student is identified and assessed as limited English proficient based on assessment criteria.

3.a. An eligible student may be reported for funding in the ESOL program for a base period of 3 years. However, a student whose English competency does not meet the criteria for proficiency after 3 years in the ESOL program may be reported.
for a fourth, fifth, and sixth year of funding, provided his or her limited English proficiency is assessed and properly documented before prior to his or her enrollment in each additional year beyond the 3-year base period.

b. If a student exits the program and is later reclassified as limited English proficient, the student may be reported in the ESOL program for funding for an additional year, or extended annually for a period not to exceed a total of 6 years pursuant to this paragraph, based on an annual evaluation of the student’s status.

4. An eligible student may be reported for funding in the ESOL program for membership in ESOL instruction in English and ESOL instruction or home language instruction in the basic subject areas of mathematics, science, social studies, and computer literacy.

(h) Small, isolated high schools.—Districts that levy the maximum nonvoted discretionary millage, exclusive of millage for capital outlay purposes levied pursuant to s. 1011.71(2), may calculate full-time equivalent students for small, isolated high schools by multiplying the number of unweighted full-time equivalent students times 2.75; provided the school has attained a grade of “C” or better, pursuant to s. 1008.34, for the previous school year. For the purpose of this section, the term “small, isolated high school” means any high school that is located no less than 28 miles by the shortest route from another high school; that has been serving students primarily in basic studies provided by sub-subparagraphs (c)1.b. and c. and may include subparagraph (c)4.; and that has a membership of no more than 100 students, but no fewer than 28
students, in grades 9 through 12.

(i) Calculation of full-time equivalent membership with respect to dual enrollment instruction.—Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 full-time equivalent student membership, as provided in s. 1011.61(4). Dual enrollment full-time equivalent student membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the full-time equivalent student membership for an equivalent course if it were taught in the school district. Students in dual enrollment courses may also be calculated as the proportional shares of full-time equivalent enrollments they generate for a Florida College System institution or university conducting the dual enrollment instruction. Early admission students shall be considered dual enrollments for funding purposes. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, do not apply to students who select the option of enrolling in an eligible independent institution. An independent college or university that is
located and chartered in Florida, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or the Accrediting Council for Independent Colleges and Schools, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. Students enrolled in dual enrollment instruction shall be exempt from the payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

(j) Instruction in exploratory career education.—Students in grades 7 through 12 who are enrolled for more than four semesters in exploratory career education may not be counted as full-time equivalent students for this instruction.

(k) Study hall.—A student who is enrolled in study hall may not be included in the calculation of full-time equivalent student membership for funding under this section.

(l) Calculation of additional full-time equivalent membership based on International Baccalaureate examination scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an International Baccalaureate diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in
the subsequent fiscal year. Each school district shall allocate 80 percent of the funds received from International Baccalaureate bonus FTE funding to the school program whose students generate the funds and to school programs that prepare prospective students to enroll in International Baccalaureate courses. Funds shall be expended solely for the payment of allowable costs associated with the International Baccalaureate program. Allowable costs include International Baccalaureate annual school fees; International Baccalaureate examination fees; salary, benefits, and bonuses for teachers and program coordinators for the International Baccalaureate program and teachers and coordinators who prepare prospective students for the International Baccalaureate program; supplemental books; instructional supplies; instructional equipment or instructional materials for International Baccalaureate courses; other activities that identify prospective International Baccalaureate students or prepare prospective students to enroll in International Baccalaureate courses; and training or professional development for International Baccalaureate teachers. School districts shall allocate the remaining 20 percent of the funds received from International Baccalaureate bonus FTE funding for programs that assist academically disadvantaged students to prepare for more rigorous courses. The school district shall distribute to each classroom teacher who provided International Baccalaureate instruction:

1. A bonus in the amount of $50 for each student taught by the International Baccalaureate teacher in each International Baccalaureate course who receives a score of 4 or higher on the International Baccalaureate examination.
2. An additional bonus of $500 to each International Baccalaureate teacher in a school designated with a grade of “D” or “F” who has at least one student scoring 4 or higher on the International Baccalaureate examination, regardless of the number of classes taught or of the number of students scoring a 4 or higher on the International Baccalaureate examination. Bonuses awarded to a teacher according to this paragraph may not exceed $2,000 in any given school year and shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

(m) Calculation of additional full-time equivalent membership based on Advanced International Certificate of Education examination scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in a full-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.08 full-time equivalent student membership shall be calculated for each student enrolled in a half-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an Advanced International Certificate of Education diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. The school district shall distribute to each classroom teacher who provided Advanced International Certificate of Education instruction:
1. A bonus in the amount of $50 for each student taught by the Advance
d International Certificate of Education teacher in each full-credit Advanced International Certificate of Education course who receives a score of E or higher on the Advanced International Certificate of Education examination. A bonus in the amount of $25 for each student taught by the Advanced International Certificate of Education teacher in each half-credit Advanced International Certificate of Education course who receives a score of E or higher on the Advanced International Certificate of Education examination.

2. An additional bonus of $500 to each Advanced International Certificate of Education teacher in a school designated with a grade of “D” or “F” who has at least one student scoring E or higher on the full-credit Advanced International Certificate of Education examination, regardless of the number of classes taught or of the number of students scoring an E or higher on the full-credit Advanced International Certificate of Education examination.

3. Additional bonuses of $250 each to teachers of half-credit Advanced International Certificate of Education classes in a school designated with a grade of “D” or “F” which has at least one student scoring an E or higher on the half-credit Advanced International Certificate of Education examination in that class. The maximum additional bonus for a teacher awarded in accordance with this subparagraph may not exceed $500 in any given school year. Teachers receiving an award under subparagraph 2. are not eligible for a bonus under this subparagraph.
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Bonuses awarded to a teacher according to this paragraph may
shall not exceed $2,000 in any given school year and shall be in
addition to any regular wage or other bonus the teacher received
or is scheduled to receive.

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

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

2. An additional bonus of $500 to each Advanced Placement
teacher in a school designated with a grade of “D” or “F” who
has at least one student scoring 3 or higher on the College
Board Advanced Placement Examination, regardless of the number
of classes taught or of the number of students scoring a 3 or
higher on the College Board Advanced Placement Examination.
Bonuses awarded to a teacher according to this paragraph may not exceed $2,000 in any given school year and shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive.

(o) Calculation of additional full-time equivalent membership based on certification of successful completion of career-themed courses or industry-certified career and professional academy programs pursuant to ss. 1003.491, 1003.492, 1003.493, and 1003.4935 and attainment of the highest level of industry certification identified in the Industry Certified Funding List pursuant to rules adopted by the State Board of Education.—

1. A value of 0.1, 0.2, or 0.3 full-time equivalent student membership shall be calculated for each student who completes a career-themed course or series of career-themed courses or an industry-certified career and professional academy program under ss. 1003.491, 1003.492, 1003.493, and 1003.4935 and who is issued the highest level of industry certification identified annually in the Industry Certification Funding List approved under rules adopted by the State Board of Education upon promotion to the 9th grade under subparagraph 2. or upon earning and a high school diploma. The maximum full-time equivalent student membership value for any student is 0.3. The Department of Education shall assign the appropriate full-time equivalent value for each certification, 50 percent of which is based on rigor and the remaining 50 percent on employment value. The State Board of Education shall include the assigned values in the Industry Certification Funding List under rules adopted by the state board. Rigor shall be based on the number of
instructional hours, including work experience hours, required
to earn the certification, with a bonus for industry
certifications that have a statewide articulation agreement for
college credit approved by the State Board of Education.
Employment value shall be based on the entry wage, growth rate
in employment for each occupational category, and average annual
openings for the primary occupation linked to the industry
certification. Such value shall be added to the total full-time
equivalent student membership in secondary career education
programs for grades 9 through 12 in the subsequent year for
courses that were not funded through dual enrollment.

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

3. The additional full-time equivalent membership
authorized under this paragraph may not exceed 0.3 per student.
Each district must allocate at least 80 percent of the funds
provided for industry certification, in accordance with this
paragraph, to the program that generated the funds. Unless a
different amount is specified in the General Appropriations Act,
the appropriation for this calculation is limited to the
following:

   a. For the 2012-2013 fiscal year, $15 million annually;
   b. Beginning with the 2013-2014 fiscal year, $20 million
annually;

c. Beginning with the 2014-2015 fiscal year, $25 million annually; and

d. Beginning with the 2015-2016 fiscal year, $30 million annually.

If the appropriation is insufficient to fully fund the total calculation, the appropriation shall be prorated.

(p) Calculation of additional full-time equivalent membership based on accelerated high school graduation.—

Notwithstanding s. 1011.61(4), a school district that authorizes the accelerated graduation of a student who has met all the requirements in s. 1003.428 and graduates at least one semester in advance of the scheduled graduation of the student’s cohort may report one-sixth of an FTE for unpaid high school credit delivered by the district during the student’s prior enrollment.

For a student who graduates 1 year or more in advance of the student’s cohort, the school district may report up to 1 FTE for unpaid high school credits. For a student who graduates one semester in advance of the student’s cohort, the school district may report up to 1/2 FTE for unpaid high school credits. If the student was enrolled in the district as a full-time high school student for at least 2 years, the district shall report the unpaid FTE delivered by the district. If the student was enrolled in the district for less than 2 years, the district shall report the unpaid FTE delivered by the district and the prior district of enrollment. The district of enrollment for which early graduation is claimed shall transfer a proportionate share of the funds earned for the unpaid FTE to the prior
2002 district of enrollment.

2003 Year-round-school programs.—The Commissioner of Education is authorized to adjust student eligibility definitions, funding criteria, and reporting requirements of statutes and rules in order that year-round-school programs may achieve equivalent application of funding requirements with non-year-round-school programs.

2009 Extended-school-year program.—It is the intent of the Legislature that students be provided additional instruction by extending the school year to 210 days or more. Districts may apply to the Commissioner of Education for funds to be used in planning and implementing an extended-school-year program.

2014 Determination of the basic amount for current operation.—The basic amount for current operation to be included in the Florida Education Finance Program for kindergarten through grade 12 for each district shall be the product of the following:

1. The full-time equivalent student membership in each program, multiplied by

2. The cost factor for each program, adjusted for the maximum as provided by paragraph (c), multiplied by

3. The base student allocation.

Computation for funding through the Florida Education Finance Program.—The State Board of Education may adopt rules establishing programs and courses for which the student may earn credit toward high school graduation.

Section 15. This act shall take effect July 1, 2012.