

**By** the Committee on Education Pre-K - 12; and Senators Gaetz, Bradley, Detert, Ring, Negron, Montford, and Sobel

581-02674-16

20161360c1

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

581-02674-16

20161360c1

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

581-02674-16

20161360c1

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

581-02674-16

20161360c1

90 be earned for instructing students who receive  
91 specified grades on certain examinations; amending s.  
92 1012.34, F.S.; requiring a classroom teacher's  
93 performance evaluation to be based on the performance  
94 of certain students; amending s. 1001.42, F.S.;  
95 revising the duties of a district school board;  
96 requiring the commissioner to make certain requests  
97 and submit certain documentation regarding the federal  
98 Elementary and Secondary Education Act by a specified  
99 date; requiring the commissioner to submit a report to  
100 the Governor and the Legislature by a specified date;  
101 providing an effective date.

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

104  
105 Section 1. Section 1008.223, Florida Statutes, is created  
106 to read:

107 1008.223 Rigorous alternative assessment options.-

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

581-02674-16

20161360c1

119 grade level competency and college and career readiness.

120 Additionally, the purpose of this section is to:

121 (a) Expand the availability of rigorous alternative  
122 assessment options that students take to meet requirements for  
123 admission to postsecondary educational institutions or to  
124 generate college credits, often at least three credit hours, so  
125 that such credits also substitute for statewide, standardized  
126 assessments.

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

133 (c) Link student performance on rigorous alternative  
134 assessments to educator evaluation, school grade, school  
135 improvement rating, and school district grade calculations.

136 (d) Leverage the Course Code Directory and the statewide  
137 course numbering system to link assessments and courses to award  
138 credit and assist the state and school districts with planning  
139 and administering rigorous alternative assessments.

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141 Nothing stated in this section shall be construed to require  
142 students to take rigorous alternative assessments in addition to  
143 the statewide, standardized assessments or as substitutes for  
144 the Florida Alternate Assessment for students with disabilities  
145 pursuant to s. 1008.22.

146 (2) DISTRICT OPTIONS FOR STUDENTS.—

147 (a) Beginning in the 2016-2017 school year, a district

581-02674-16

20161360c1

148 school board may choose to implement one of the following  
149 rigorous alternative assessment options or a combination of such  
150 assessments as specified in this paragraph, in lieu of the  
151 statewide, standardized assessments:

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

166 2. ACT Aspire and ACT for high school. If a district school  
167 board chooses to administer the ACT Aspire assessments for  
168 grades 9 and 10 and ACT districtwide, a student enrolled in a  
169 public school in that school district must take the ACT Aspire  
170 and ACT assessments to satisfy the statewide, standardized  
171 assessment requirements and demonstrate subject area competency  
172 and college and career readiness, unless the student's parent  
173 selects the statewide, standardized assessments pursuant to s.  
174 1008.22 for the student. A student may take the ACT after taking  
175 the ACT Aspire assessments for grades 9 and 10 or after  
176 demonstrating his or her readiness to take the ACT, as

581-02674-16

20161360c1

177 determined by the district school superintendent, through  
 178 coursework or scores on the ACT Aspire assessments.

179 a. The ACT Aspire and ACT Performance-Based Student Outcome  
 180 Worksheet under this sub-subparagraph shall be used to authorize  
 181 ACT Aspire assessment and ACT substitutions for the grade 9 and  
 182 grade 10 ELA assessments and the Algebra I EOC assessment. The  
 183 scores specified in the worksheet demonstrate grade level and  
 184 subject area competency in ELA and mathematics.

185 ACT Aspire and ACT Performance-Based Student Outcome Worksheet

186 Student Performance

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

581-02674-16

20161360c1

ACT                      Aspire or 18  
Mathematics            on ACT

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b. The ACT Aspire and ACT Performance-Based Student Outcome Worksheet under this sub-subparagraph shall be used to authorize ACT Aspire and ACT as rigorous alternative assessment options for granting exemptions from taking the Geometry EOC, Algebra II EOC, and Biology I EOC assessments. Additionally, the worksheet shall be used to authorize ACT Aspire and ACT as rigorous alternative assessment options for granting exemptions from all assessment requirements in order to earn a standard high school diploma. The scores specified in the worksheet shall serve as the basis for granting the exemptions from taking the statewide, standardized assessments.

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

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<u>Test</u>	<u>Score</u>		<u>Exemption</u>
<u>ACT Aspire or</u> <u>ACT</u> <u>Mathematics</u>	<u>432 on ACT</u> <u>Aspire or 20</u> <u>on ACT</u>	=	<u>Geometry EOC assessment</u>
<u>ACT Aspire or</u> <u>ACT</u> <u>Mathematics</u>	<u>435 on ACT</u> <u>Aspire or 22</u> <u>on ACT</u>	=	<u>Geometry EOC and Algebra II EOC assessments</u>
<u>ACT Aspire or</u>	<u>430 on ACT</u>	=	<u>Biology I EOC assessment</u>



581-02674-16

20161360c1

ACT Science      Aspire or 20  
                                  on ACT

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ACT Aspire or      428 on ACT      =      Grade 9 ELA and Grade 10  
ACT                      Aspire or 18                      ELA, Algebra I EOC,  
                                  on ACT                                      Geometry EOC, Algebra II  
                                  (English and                                      EOC, Biology I EOC, and  
                                  Reading                                      United States History EOC  
                                  Average); 435                                      assessments  
                                  on ACT Aspire  
                                  or 22 on ACT  
                                  Mathematics;  
                                  and 430 on ACT  
                                  Aspire or 20  
                                  on ACT Science

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

581-02674-16

20161360c1

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

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

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

581-02674-16

20161360c1

Mathematics            on SAT

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b. The PSAT, NMSQT, and SAT Performance-Based Student Outcome Worksheet under this sub-subparagraph shall be used to authorize PSAT, NMSQT, and SAT as rigorous alternative assessment options for granting exemptions from taking the Geometry EOC and Algebra II EOC assessments. Additionally, the worksheet shall be used to authorize PSAT, NMSQT, and SAT for exemption from all assessment requirements in order to earn a standard high school diploma. The scores specified in the worksheet shall serve as the basis for granting exemptions from taking the statewide, standardized assessments.

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

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<u>Test</u>	<u>Score</u>	<u>=</u>	<u>Exemption</u>
<u>PSAT, NMSQT, or SAT Mathematics</u>	<u>45 on PSAT or NMSQT, or 450 on SAT</u>	<u>=</u>	<u>Geometry EOC assessment</u>
<u>PSAT, NMSQT, or SAT Mathematics</u>	<u>50 on PSAT or NMSQT, or 500 on SAT</u>	<u>=</u>	<u>Geometry EOC and Algebra II EOC assessments</u>
<u>PSAT, NMSQT, or SAT</u>	<u>120 on PSAT or NMSQT, or</u>	<u>=</u>	<u>Grade 9 ELA and Grade 10 ELA, Algebra I EOC,</u>

581-02674-16

20161360c1

<u>1200 on SAT</u> <u>(Critical</u> <u>Reading,</u> <u>Writing, and</u> <u>Mathematics</u> <u>Sum)</u>	<u>Geometry EOC, Algebra II</u> <u>EOC, Biology I EOC, and</u> <u>United States History EOC</u> <u>assessments</u>
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 250 A district school board may, pursuant to this paragraph, choose  
 251 any one of the rigorous alternative assessment options specified  
 252 under subparagraphs 1., 2., and 3. or a combination of  
 253 assessment options specified under subparagraphs 1. and 2. or  
 254 subparagraphs 1. and 3.

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

267 (c) By July 8, 2016, for the 2016-2017 school year pursuant  
 268 to subsection (12) and by August 1 of each school year  
 269 thereafter, a district school board that selects rigorous  
 270 alternative assessments must identify and approve such  
 271 assessments for districtwide use. Accordingly, the district

581-02674-16

20161360c1

272 school superintendent shall notify the commissioner, inform the  
273 students and parents of the rigorous alternative assessment  
274 options, and coordinate with the commissioner to arrange for the  
275 administration and facilitation of such assessments.

276 (d) Annually, by August 10 of each school year, a parent  
277 must notify the applicable school district, in writing, if the  
278 parent selects the statewide, standardized assessments for his  
279 or her child. The parent's selection shall apply to the required  
280 statewide, standardized assessments pursuant to s. 1008.22 for  
281 the relevant grade level and subject area which are administered  
282 during that school year. A student may not be required to take  
283 an assessment if the student has satisfied the subject area,  
284 course, credit, or assessment requirements, as applicable,  
285 through rigorous alternative assessment options for student  
286 progression and graduation.

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

292 (3) OPTIONS FOR STUDENTS IN HIGH SCHOOL.—Beginning in the  
293 2016-2017 school year, rigorous alternative assessment options,  
294 adopted pursuant to this subsection, must be available to  
295 students statewide. A student may choose to take rigorous  
296 alternative assessments without enrolling in the corresponding  
297 courses. However, the student must attain a passing score on the  
298 rigorous alternative assessments to meet the subject area,  
299 course, credit, and assessment requirements under ss. 1002.3105,  
300 1003.4282, 1003.4285, 1003.4295(3), and 1008.22. At a minimum,

581-02674-16

20161360c1

301 the rigorous alternative assessment options that a student may  
 302 choose to take must include:

303 (a) Passing scores on nationally recognized industry  
 304 certifications. A student who attains national industry  
 305 certifications by passing industry-approved examinations for  
 306 such certifications is exempt from the relevant statewide,  
 307 standardized assessment requirements to earn a standard high  
 308 school diploma, as specified under this section. The Industry  
 309 Certifications Performance-Based Student Outcome Worksheet under  
 310 this paragraph shall be used to exempt a student from the  
 311 relevant statewide, standardized assessment based on student  
 312 performance on the industry-approved examinations to earn  
 313 national industry certifications. Annually, the state board  
 314 shall adopt by rule additional industry certifications that, if  
 315 attained by a student, shall exempt the student from the  
 316 relevant statewide, standardized assessment requirements.

Industry Certifications Performance-Based Student Outcome  
Worksheet  
Student Performance

318	<u>Industry Certification</u>	=	<u>Exemption</u>
319	<u>Associate Level Certified</u> <u>Electronic Technician</u>	=	<u>Algebra I EOC and</u> <u>Geometry EOC</u> <u>assessments</u>
320	<u>Autodesk Certified Professional -</u> <u>AutoCAD, AutoCAD Civil 3D,</u>	=	<u>Geometry EOC assessment</u>

581-02674-16

20161360c1

321	<u>Inventor, Revit Architecture</u>	
322	<u>Biotechnician Assistant</u>	= <u>Biology I EOC assessment</u>
323	<u>Certified Apprentice Drafter - Architectural</u>	= <u>Geometry EOC assessment</u>
324	<u>Chief Architect Certified Apprentice</u>	= <u>Geometry EOC assessment</u>
325	<u>Certified Dental Assistant</u>	= <u>Biology I EOC assessment</u>
326	<u>Cisco Certified Network Professional</u>	= <u>Algebra I EOC and Geometry EOC assessments</u>
327	<u>ComTIA A+</u>	= <u>Algebra I EOC and Geometry EOC assessments</u>
328	<u>Emergency Medical Technician</u>	= <u>Biology I EOC assessment</u>
329	<u>FAA Aviation Mechanic Technician - Airframe</u>	= <u>Algebra I EOC, Geometry EOC, and Algebra II EOC assessments</u>

581-02674-16

20161360c1

FAA Aviation Maintenance Technician - Powerplant = Algebra I EOC, Geometry EOC, and Algebra II EOC assessments

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FAA Ground School = Algebra I EOC, Geometry EOC, and Algebra II EOC assessments

331

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

332

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

333

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

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335

(b) Passing scores on assessments such as:

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

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SAT Subject Test Performance-Based Student Outcome Worksheet  
Student Performance



581-02674-16

20161360c1

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<u>Test</u>	<u>Score</u>	<u>Exemption</u>
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<u>SAT Biology-</u> <u>Ecological,</u> <u>Biology-</u> <u>Molecular,</u> <u>U.S. History,</u> <u>World History,</u> <u>Chemistry, or</u> <u>Physics</u> <u>Subject Tests</u>	<u>Passing score</u> <u>on the</u> <u>respective SAT</u> <u>Subject Test</u>	=	<u>Enrolling in and</u> <u>completing the</u> <u>corresponding course and</u> <u>taking the corresponding</u> <u>EOC assessment, if</u> <u>applicable, to earn high</u> <u>school credit</u>
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345       2. College-Level Examination Program (CLEP), DSST  
 346 examination, or another rigorous alternative assessment. The  
 347 CLEP and DSST Performance-Based Student Outcome Worksheet under  
 348 this subparagraph shall be used to satisfy high school subject  
 349 area, course, credit, and assessment requirements, based on  
 350 student performance on the CLEP or DSST, as specified.

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CLEP and DSST Performance-Based Student Outcome Worksheet  
Student Performance

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<u>Examination</u>	<u>Score</u>	<u>Exemption</u>	<u>High School</u> <u>Credit Award</u>
<u>CLEP College</u> <u>Algebra or</u> <u>DSST</u>	<u>Passing</u> <u>score on</u> <u>CLEP or</u>	=	<u>Enrolling in and</u> <u>completing the</u> <u>corresponding</u> <u>1 Algebra I</u> <u>credit for</u> <u>any</u>

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581-02674-16

20161360c1

AB, Calculus  
BC, or  
Statistics

completing the  
corresponding  
course

credit for  
each  
examination

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AP Biology     3

= Enrolling in and  
completing the  
corresponding  
course and  
taking the  
Biology I EOC  
assessment

1 Biology I  
credit

369

AP Physics 1     3  
or 2, or  
Chemistry

= Enrolling in and  
completing the  
corresponding  
course

1 Science  
credit for  
each  
examination

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AP United     3  
States  
History

= Enrolling in and  
completing the  
corresponding  
course and  
taking the  
United States  
History EOC  
assessment

1 United  
States  
History  
credit

371

AP World     3  
History

= Enrolling in and  
completing the  
corresponding

1 World  
History  
credit

581-02674-16

20161360c1

course

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AP United States Government and Politics     3     =     Enrolling in and completing the corresponding course     0.5 United States Government credit

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

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

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Dual Enrollment Performance-Based Student Outcome Worksheet  
Student Performance

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<u>Course</u>	<u>Test</u>	<u>Exemption</u>	<u>High School Credit Award</u>
<u>Sequence of college-credit dual enrollment</u>	<u>Take Biology I EOC assessment</u>	= <u>EOC assessment performance</u>	<u>1 Biology I credit</u>

384

581-02674-16

20161360c1

courses in Life Sciences and Biological Sciences or college-credit courses in General Biology      or CLEP General Biology      does not constitute 30 percent of the final course grade

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

386

387 If a student attains a passing score on a rigorous alternative  
 388 assessment under this subsection, the score must be applied  
 389 toward the credit requirements for electives unless the passing  
 390 score is applied first to meet the assessment and credit  
 391 requirements for ELA, mathematics, science, or social studies  
 392 pursuant to this paragraph.

393 (4) ASSESSMENT SCHEDULE AND REPORTING OF RESULTS.—The  
 394 commissioner must adopt within the assessment schedule pursuant  
 395 to s. 1008.22 the assessment schedule for the administration of

581-02674-16

20161360c1

396 rigorous alternative assessment options. To the extent possible,  
397 the commissioner shall consider the semester calendars of public  
398 colleges and universities in the state to accommodate and  
399 maximize the availability of assessment options for dual  
400 enrollment students. Student performance on rigorous alternative  
401 assessments must be made available to the district school  
402 superintendents by August 1 of each year.

403 (5) CREDIT REQUIREMENTS.—The following authorizations apply  
404 to credit earned through rigorous alternative assessment options  
405 pursuant to this section:

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

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

415 (6) PROXIES.—Before the beginning of the 2016-2017 school  
416 year, the commissioner shall collaborate with ACT, Inc., and the  
417 College Board to establish proxy values for linking student  
418 performance on rigorous alternative assessments to educator  
419 performance evaluation, school grade, school improvement rating,  
420 and school district grade calculations. Such proxy values for  
421 applicability statewide must be approved by the state board. The  
422 commissioner must seek the Legislature's approval for the state  
423 board-approved proxy values under this subsection during the  
424 2017 regular session. Additionally, by December 31, 2016, the

581-02674-16

20161360c1

425 commissioner shall submit to the President of the Senate and the  
426 Speaker of the House of Representatives statutory  
427 recommendations for improving the implementation of this  
428 section.

429 (7) AVAILABILITY.—

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

439 (b) Pursuant to s. 1008.22, the commissioner shall  
440 coordinate with the school districts to provide for the  
441 administration of rigorous alternative assessments by school  
442 districts or through contracts with private vendors, public  
443 vendors, public agencies, or postsecondary educational  
444 institutions.

445 (8) STATEWIDE ASSESSMENT CONTRACTS.—

446 (a) The Department of Education shall immediately  
447 renegotiate the Florida Standards Assessment contract with  
448 American Institutes for Research, Contract Number 14-652, to  
449 implement this section, including, but not limited to, reducing  
450 the contract amount to fund the contracts executed pursuant to  
451 paragraph (c). The competitive procurement requirements in s.  
452 287.057 do not apply to contract renegotiations pursuant to this  
453 paragraph.

581-02674-16

20161360c1

454 1. The department shall ensure the renegotiated contract  
455 fully implements s. 1008.22 and this section. The department's  
456 priority, for any reductions to the scope of work which are  
457 demanded by American Institutes for Research to implement this  
458 section, is to minimize student disruption.

459 2. The renegotiated contract shall be executed by May 27,  
460 2016.

461 3. The renegotiated contract should not result in an  
462 increase in price per assessment or any other price increases.

463 4. The department may not use any funds to restore the loss  
464 of funds pursuant to this subsection to Contract Number 14-652.

465 (b) The department may also renegotiate other existing  
466 assessment contracts, such as the Florida Comprehensive  
467 Assessment Test retake contract; the Florida Assessments for  
468 Instruction in Reading assessment contract; the statewide end-  
469 of-course assessment contracts; and grants to school districts  
470 for test development, so that funds shall be available for the  
471 administration of the rigorous alternative assessments.

472 (c) The department shall negotiate and contract with  
473 entities such as ACT, Inc., and the College Board to implement  
474 this section. The competitive procurement requirements in s.  
475 287.057 do not apply to contracts executed pursuant to this  
476 paragraph. The department shall ensure that:

477 1. The contracts are executed in sufficient time for this  
478 section to be fully implemented in the 2016-2017 school year.

479 2. All contracts pursuant to this paragraph fully implement  
480 this section.

481 3. It obtains the lowest possible total contract price and  
482 price per assessment. In obtaining the lowest possible price,



581-02674-16

20161360c1

483 the department shall use the lowest pricing offered by the  
484 vendor in this state and in other states that reasonably matches  
485 the contract's scope of work.

486 (d) For 2016-2017, funding for the rigorous alternative  
487 assessments may not cause an increase in the Assessment and  
488 Evaluation appropriation in the General Appropriations Act.  
489 Funds made available as a result of renegotiated statewide,  
490 standardized assessment and other assessment contracts in  
491 paragraphs (a) and (b) shall be used to provide funding for the  
492 alternative assessment contracts in paragraph (c).

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

503 (10) APPLICABILITY.—The duties assigned to a district  
504 school board pursuant to subsection (2) apply to a charter  
505 school governing board, and the duties assigned to the school  
506 district, superintendent, or district employee apply to a  
507 charter school principal.

508 (11) RULES.—The State Board of Education shall  
509 expeditiously adopt rules to implement this section. The rules  
510 adopted by the board must clearly identify all options for  
511 awarding credit corresponding to the subject area, course, and

581-02674-16

20161360c1

512 assessment, as applicable. The options must be clearly reflected  
513 in the Course Code Directory, statewide course numbering system,  
514 credit-by-examination equivalency list adopted by the state  
515 board in rule, and the list of equivalency of dual enrollment  
516 courses to high school subject areas which is approved by the  
517 department.

518 (12) IMPLEMENTATION SCHEDULE FOR THE 2016-2017 SCHOOL  
519 YEAR.—Notwithstanding the provisions of this section, the  
520 following actions related to districtwide use of rigorous  
521 alternative assessment options must occur by the following  
522 specified dates:

523 (a) A district school board must file with the department a  
524 nonbinding notice of interest to indicate if the school district  
525 intends to administer a rigorous alternative assessment option  
526 specified in subsection (2) and identify the chosen assessment  
527 option by April 1, 2016.

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

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

533 (d) Each district school board that chooses to administer a  
534 rigorous alternative assessment option pursuant to subsection  
535 (2) must make the decision by July 1, 2016, and must notify the  
536 commissioner and the student's parents of the board's decision  
537 by July 8, 2016.

538 (e) The parent of a student in a school district that  
539 chooses to administer a rigorous alternative assessment option  
540 pursuant to subsection (2) must notify the district by August

581-02674-16

20161360c1

541 10, 2016, in writing, if he or she selects for his or her child  
542 to take the statewide, standardized assessments pursuant to s.  
543 1008.22 for the relevant grade level and subject area which are  
544 administered during that school year.

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

547 1002.3105 Academically Challenging Curriculum to Enhance  
548 Learning (ACCEL) options.—

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

559 Section 3. Paragraph (a) of subsection (16) of section  
560 1002.33, Florida Statutes, is amended to read:

561 1002.33 Charter schools.—

562 (16) EXEMPTION FROM STATUTES.—

563 (a) A charter school shall operate in accordance with its  
564 charter and shall be exempt from all statutes in chapters 1000-  
565 1013. However, a charter school shall be in compliance with the  
566 following statutes in chapters 1000-1013:

567 1. Those statutes specifically applying to charter schools,  
568 including this section.

569 2. Those statutes pertaining to the student assessment

581-02674-16

20161360c1

570 program and school grading system, including, but not limited  
571 to, the ability to choose a rigorous alternative assessment  
572 option pursuant to s. 1008.223(2) regardless of its sponsor's  
573 decision.

574 3. Those statutes pertaining to the provision of services  
575 to students with disabilities.

576 4. Those statutes pertaining to civil rights, including s.  
577 1000.05, relating to discrimination.

578 5. Those statutes pertaining to student health, safety, and  
579 welfare.

580 Section 4. Subsections (2), (3), and (4) of section  
581 1003.4282, Florida Statutes, are amended to read:

582 1003.4282 Requirements for a standard high school diploma.—

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

597 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
598 REQUIREMENTS.—Unless otherwise specified under s. 1002.3105, s.

581-02674-16

20161360c1

599 1003.4295(3), or s. 1008.223, a student must meet the following  
600 requirements to earn a standard high school diploma:

601 (a) *Four credits in English Language Arts (ELA).*—The four  
602 credits must be in ELA I, II, III, and IV. A student must pass  
603 the statewide, standardized grade 10 Reading assessment or, when  
604 implemented, the grade 10 ELA assessment, or earn a concordant  
605 score, in order to earn a standard high school diploma.

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

625 (c) *Three credits in science.*—Two of the three required  
626 credits must have a laboratory component. A student must earn  
627 one credit in Biology I and two credits in equally rigorous

581-02674-16

20161360c1

628 courses. The statewide, standardized Biology I EOC assessment  
629 constitutes 30 percent of the student's final course grade. An A  
630 ~~student who earns an~~ industry certification attained by a  
631 student for which there is a statewide college credit  
632 articulation agreement approved by the State Board of Education  
633 shall ~~may~~ substitute the certification for one science credit,  
634 ~~except for Biology I.~~

635 (d) *Three credits in social studies.*—A student must earn  
636 one credit in United States History; one credit in World  
637 History; one-half credit in economics, which must include  
638 financial literacy; and one-half credit in United States  
639 Government. The United States History EOC assessment constitutes  
640 30 percent of the student's final course grade.

641 (e) *One credit in fine or performing arts, speech and*  
642 *debate, or practical arts.*—The practical arts course must  
643 incorporate artistic content and techniques of creativity,  
644 interpretation, and imagination. Eligible practical arts courses  
645 are identified in the Course Code Directory.

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

581-02674-16

20161360c1

657 that requires participation in marching band activities as an  
658 extracurricular activity, or in a dance class shall satisfy one-  
659 half credit in physical education or one-half credit in  
660 performing arts. This credit may not be used to satisfy the  
661 personal fitness requirement or the requirement for adaptive  
662 physical education under an individual education plan (IEP) or  
663 504 plan. Completion of 2 years in a Reserve Officer Training  
664 Corps (R.O.T.C.) class, a significant component of which is  
665 drills, shall satisfy the one-credit requirement in physical  
666 education and the one-credit requirement in performing arts.  
667 This credit may not be used to satisfy the personal fitness  
668 requirement or the requirement for adaptive physical education  
669 under an IEP or 504 plan.

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

681  
682 Unless otherwise authorized under s. 1008.223, a student must  
683 take the statewide, standardized assessments and pass the grade  
684 10 ELA and Algebra I EOC assessments as specified under this  
685 subsection to earn a standard high school diploma.

581-02674-16

20161360c1

686 (4) ONLINE COURSE REQUIREMENT.—At least one course within  
687 the 24 credits required under this section must be completed  
688 through online learning. ~~A school district may not require a~~  
689 ~~student to take the online course outside the school day or in~~  
690 ~~addition to a student's courses for a given semester.~~

691 (a) An online course taken in grade 6, grade 7, or grade 8  
692 fulfills the ~~this~~ requirement in this subsection. The ~~This~~  
693 requirement is met through an online course offered by the  
694 Florida Virtual School, a virtual education provider approved by  
695 the State Board of Education, a high school, or an online dual  
696 enrollment course. A student who is enrolled in a full-time or  
697 part-time virtual instruction program under s. 1002.45 meets the  
698 ~~this~~ requirement.

699 (b) A district school board or a charter school governing  
700 board, as applicable, may offer students the following options  
701 to satisfy the online course requirement in this subsection:

702 1. Completion of a course in which a student earns a  
703 nationally recognized industry certification in information  
704 technology that is identified on the CAPE Industry Certification  
705 Funding List pursuant to s. 1008.44 or passage of the  
706 information technology certification examination without  
707 enrollment in or completion of the corresponding course or  
708 courses, as applicable.

709 2. Passage of an online content assessment, without  
710 enrollment in or completion of the corresponding course or  
711 courses, as applicable, by which the student demonstrates skills  
712 and competency in locating information and applying technology  
713 for instructional purposes.

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581-02674-16

20161360c1

715 For purposes of this subsection, a school district may not  
716 require a student to take the online course outside the school  
717 day or in addition to a student's courses for a given semester.

718 This subsection requirement does not apply to a student who has  
719 an individual education plan under s. 1003.57 which indicates  
720 that an online course would be inappropriate or to an out-of-  
721 state transfer student who is enrolled in a Florida high school  
722 and has 1 academic year or less remaining in high school.

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

725 1003.4285 Standard high school diploma designations.—

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

729 (a) *Scholar designation.*—In addition to the requirements of  
730 s. 1003.4282, in order to earn the Scholar designation, a  
731 student must satisfy the following requirements through  
732 statewide, standardized assessments or rigorous alternative  
733 assessments as authorized under s. 1008.223:

734 1. Mathematics.—Earn one credit in Algebra II and one  
735 credit in statistics or an equally rigorous course. Beginning  
736 with students entering grade 9 in the 2014-2015 school year,  
737 pass the Algebra II and Geometry statewide, standardized  
738 assessments.

739 2. Science.—Pass the statewide, standardized Biology I EOC  
740 assessment and earn one credit in chemistry or physics and one  
741 credit in a course equally rigorous to chemistry or physics.  
742 However, a student enrolled in an Advanced Placement (AP),  
743 International Baccalaureate (IB), or Advanced International

581-02674-16

20161360c1

744 Certificate of Education (AICE) Biology course who takes the  
745 respective AP, IB, or AICE Biology assessment and earns the  
746 minimum score necessary to earn college credit as identified  
747 pursuant to s. 1007.27(2) meets the requirement of this  
748 subparagraph without having to take the statewide, standardized  
749 Biology I EOC assessment.

750 3. Social studies.—Pass the statewide, standardized United  
751 States History EOC assessment. However, a student enrolled in an  
752 AP, IB, or AICE course that includes United States History  
753 topics who takes the respective AP, IB, or AICE assessment and  
754 earns the minimum score necessary to earn college credit as  
755 identified pursuant to s. 1007.27(2) meets the requirement of  
756 this subparagraph without having to take the statewide,  
757 standardized United States History EOC assessment.

758 4. Foreign language.—Earn two credits in the same foreign  
759 language.

760 5. Electives.—Earn at least one credit in an Advanced  
761 Placement, an International Baccalaureate, an Advanced  
762 International Certificate of Education, or a dual enrollment  
763 course.

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

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

770 1003.4295 Acceleration options.—

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

581-02674-16

20161360c1

773 Algebra I, Algebra II, geometry, United States history, or  
774 biology if the student passes the statewide, standardized  
775 assessment administered under s. 1008.22. Notwithstanding s.  
776 1003.436, a school district shall award course credit to a  
777 student who is not enrolled in the course, or who has not  
778 completed the course, if the student attains a passing score on  
779 the corresponding statewide, standardized assessment, an  
780 examination identified under s. 1007.27(2), or a rigorous  
781 alternative assessment under s. 1008.223. The school district  
782 shall permit a student who is not enrolled in the course, or who  
783 has not completed the course, to take the assessment during the  
784 regular administration of the assessment.

785 Section 7. Paragraph (a) of subsection (1) of section  
786 1003.436, Florida Statutes, is amended to read:

787 1003.436 Definition of "credit."—

788 (1) (a) For the purposes of requirements for high school  
789 graduation, one full credit means a minimum of 135 hours of bona  
790 fide instruction in a designated course of study that contains  
791 student performance standards, except as otherwise provided  
792 through the Credit Acceleration Program (CAP) under s.  
793 1003.4295(3). One full credit means a minimum of 120 hours of  
794 bona fide instruction in a designated course of study that  
795 contains student performance standards for purposes of meeting  
796 high school graduation requirements in a district school that  
797 has been authorized to implement block scheduling by the  
798 district school board. The State Board of Education shall  
799 determine the number of postsecondary credit hours earned  
800 through dual enrollment pursuant to s. 1007.271 that satisfy the  
801 requirements of a dual enrollment articulation agreement

581-02674-16

20161360c1

802 according to s. 1007.271(21) and that equal one full credit of  
803 the equivalent high school course identified pursuant to s.  
804 1007.271(9). Notwithstanding this paragraph, if a student  
805 attains a passing score on an examination or assessment  
806 identified under s 1007.27(2) or s. 1008.223, the score must be  
807 considered equal to one full credit of an equivalent or equally  
808 rigorous high school course, or as authorized under s. 1008.223,  
809 and shall apply toward the subject area, course, credit, and  
810 assessment requirements for student progression and graduation.

811 Section 8. Paragraph (b) of subsection (1) of section  
812 1006.28, Florida Statutes, is amended to read:

813 1006.28 Duties of district school board, district school  
814 superintendent; and school principal regarding K-12  
815 instructional materials.—

816 (1) DISTRICT SCHOOL BOARD.—The district school board has  
817 the constitutional duty and responsibility to select and provide  
818 adequate instructional materials for all students in accordance  
819 with the requirements of this part. The term “adequate  
820 instructional materials” means a sufficient number of student or  
821 site licenses or sets of materials that are available in bound,  
822 unbound, kit, or package form and may consist of hardbacked or  
823 softbacked textbooks, electronic content, consumables, learning  
824 laboratories, manipulatives, electronic media, and computer  
825 courseware or software that serve as the basis for instruction  
826 for each student in the core subject areas of mathematics,  
827 language arts, social studies, science, reading, and literature.  
828 The district school board has the following specific duties and  
829 responsibilities:

830 (b) *Instructional materials.*—Provide for proper

581-02674-16

20161360c1

831 requisitioning, distribution, accounting, storage, care, and use  
832 of all instructional materials and furnish such other  
833 instructional materials as may be needed. Instructional  
834 materials used must be consistent with the district goals and  
835 objectives and the course descriptions established in rule of  
836 the State Board of Education, as well as with the applicable  
837 Next Generation Sunshine State Standards provided for in s.  
838 1003.41 or a rigorous alternative assessment option pursuant to  
839 s. 1008.223(2) for students to demonstrate college and career  
840 readiness. A district school board that uses a rigorous  
841 alternative assessment option pursuant to s. 1008.223(2) may  
842 continue to use any of the processes in ss. 1006.28-1006.42 to  
843 obtain instructional materials; however, the district school  
844 board must certify at a public meeting that such instructional  
845 materials are appropriate for students who take the rigorous  
846 alternative assessments in the relevant grades and subject  
847 areas.

848 Section 9. Subsections (2), (3), and (6) of section  
849 1007.27, Florida Statutes, are amended to read:

850 1007.27 Articulated acceleration mechanisms.—

851 (2) The Department of Education shall annually identify and  
852 publish the minimum scores, maximum credit, and course or  
853 courses for which credit is to be awarded for each College Level  
854 Examination Program (CLEP) subject examination, College Board  
855 Advanced Placement Program examination, Advanced International  
856 Certificate of Education examination, ~~and~~ International  
857 Baccalaureate examination, DSST examination, Excelsior College  
858 Examinations, and UExcel examination. The department shall use  
859 student performance data in subsequent postsecondary courses to

581-02674-16

20161360c1

860 determine the appropriate examination scores and courses for  
861 which credit is to be granted. Minimum scores may vary by  
862 subject area based on available performance data. In addition,  
863 the department shall identify such courses in the general  
864 education core curriculum of each state university and Florida  
865 College System institution.

866 (3) Each district school board, Florida College System  
867 institution, and state university must award credit for specific  
868 courses for which competency has been demonstrated by successful  
869 passage of one of the examinations in subsection (2) unless the  
870 award of credit duplicates credit already awarded. District  
871 school boards, Florida College System institutions, and state  
872 universities may not exempt students from courses without the  
873 award of credit if competencies have been so demonstrated.

874 (6) Credit by examination shall be the program through  
875 which secondary and postsecondary students generate high school  
876 and postsecondary credit based on the receipt of a specified  
877 minimum score on nationally standardized general or subject-area  
878 examinations. For the purpose of statewide application, such  
879 examinations and the corresponding minimum scores required for  
880 an award of high school and postsecondary credit shall be  
881 delineated by the State Board of Education or ~~and~~ the Board of  
882 Governors, as applicable, in the statewide articulation  
883 agreement required by s. 1007.23(1) and the credit-by-  
884 examination equivalency list adopted by the state board in rule  
885 pursuant to s. 1007.27. The maximum credit generated by a  
886 student pursuant to this subsection shall be mitigated by any  
887 related postsecondary credit earned by the student before ~~prior~~  
888 ~~to~~ the administration of the examination. This subsection does

581-02674-16

20161360c1

889 ~~shall~~ not preclude Florida College System institutions and  
890 universities from awarding postsecondary credit by examination  
891 based on student performance on examinations developed within  
892 and recognized by the individual postsecondary institutions.

893 Section 10. Paragraph (a) of subsection (6) and subsection  
894 (18) of section 1007.271, Florida Statutes, are amended to read:  
895 1007.271 Dual enrollment programs.—

896 (6) The following curriculum standards apply to college  
897 credit dual enrollment:

898 (a) Dual enrollment courses taught on the high school  
899 campus must meet the same competencies required for courses  
900 taught on the postsecondary institution campus. To ensure  
901 equivalent rigor with courses taught on the postsecondary  
902 institution campus, the secondary school or the postsecondary  
903 institution that provides the dual enrollment course instruction  
904 ~~offering the course~~ is responsible for providing in a timely  
905 manner a comprehensive, cumulative end-of-course assessment, a  
906 rigorous alternative assessment pursuant to s. 1008.223, or a  
907 series of assessments of all expected learning outcomes to the  
908 faculty member teaching the course. Completed, scored  
909 assessments must be returned to the postsecondary institution  
910 and held for 1 year.

911 (18) School districts and Florida College System  
912 institutions must weigh dual enrollment courses the same as  
913 advanced placement, International Baccalaureate, and Advanced  
914 International Certificate of Education courses when grade point  
915 averages are calculated. Unless otherwise specified in s.  
916 1008.223, alternative grade calculation systems, alternative  
917 grade weighting systems, and information regarding student

581-02674-16

20161360c1

918 education options that discriminate against dual enrollment  
919 courses are prohibited.

920 Section 11. Paragraph (c) of subsection (1) of section  
921 1011.61, Florida Statutes, is amended to read:

922 1011.61 Definitions.—Notwithstanding the provisions of s.  
923 1000.21, the following terms are defined as follows for the  
924 purposes of the Florida Education Finance Program:

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

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

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

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

935 (I) A full-time student in a combination of programs listed  
936 in s. 1011.62(1)(c) shall be a fraction of a full-time  
937 equivalent membership in each special program equal to the  
938 number of net hours per school year for which he or she is a  
939 member, divided by the appropriate number of hours set forth in  
940 subparagraph (a)1. or subparagraph (a)2. The difference between  
941 that fraction or sum of fractions and the maximum value as set  
942 forth in subsection (4) for each full-time student is presumed  
943 to be the balance of the student’s time not spent in a special  
944 program and shall be recorded as time in the appropriate basic  
945 program.

946 (II) A prekindergarten student with a disability shall meet



581-02674-16

20161360c1

947 the requirements specified for kindergarten students.

948 (III) A full-time equivalent student for students in  
949 kindergarten through grade 12 in a full-time virtual instruction  
950 program under s. 1002.45 or a virtual charter school under s.  
951 1002.33 shall consist of six full-credit completions or the  
952 prescribed level of content that counts toward promotion to the  
953 next grade in programs listed in s. 1011.62(1)(c). Credit  
954 completions may be a combination of full-credit courses or half-  
955 credit courses. Beginning in the 2016-2017 fiscal year, the  
956 reported full-time equivalent students and associated funding of  
957 students enrolled in courses requiring passage of an end-of-  
958 course assessment under s. 1003.4282 to earn a standard high  
959 school diploma shall be adjusted if the student does not pass  
960 the end-of-course assessment. However, no adjustment shall be  
961 made for a student who enrolls in a segmented remedial course  
962 delivered online.

963 (IV) A full-time equivalent student for students in  
964 kindergarten through grade 12 in a part-time virtual instruction  
965 program under s. 1002.45 shall consist of six full-credit  
966 completions in programs listed in s. 1011.62(1)(c)1. and 3.  
967 Credit completions may be a combination of full-credit courses  
968 or half-credit courses. Beginning in the 2016-2017 fiscal year,  
969 the reported full-time equivalent students and associated  
970 funding of students enrolled in courses requiring passage of an  
971 end-of-course assessment under s. 1003.4282 to earn a standard  
972 high school diploma shall be adjusted if the student does not  
973 pass the end-of-course assessment. However, no adjustment shall  
974 be made for a student who enrolls in a segmented remedial course  
975 delivered online.

581-02674-16

20161360c1

976 (V) A Florida Virtual School full-time equivalent student  
977 shall consist of six full-credit completions or the prescribed  
978 level of content that counts toward promotion to the next grade  
979 in the programs listed in s. 1011.62(1)(c)1. and 3. for students  
980 participating in kindergarten through grade 12 part-time virtual  
981 instruction and the programs listed in s. 1011.62(1)(c) for  
982 students participating in kindergarten through grade 12 full-  
983 time virtual instruction. Credit completions may be a  
984 combination of full-credit courses or half-credit courses.  
985 Beginning in the 2016-2017 fiscal year, the reported full-time  
986 equivalent students and associated funding of students enrolled  
987 in courses requiring passage of an end-of-course assessment  
988 under s. 1003.4282 to earn a standard high school diploma shall  
989 be adjusted if the student does not pass the end-of-course  
990 assessment. However, no adjustment shall be made for a student  
991 who enrolls in a segmented remedial course delivered online.

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

995 (VII) A full-time equivalent student for courses requiring  
996 passage of a statewide, standardized end-of-course assessment  
997 under s. 1003.4282 to earn a standard high school diploma shall  
998 be defined and reported based on the number of instructional  
999 hours as provided in this subsection until the 2016-2017 fiscal  
1000 year. Beginning in the 2016-2017 fiscal year, the FTE for the  
1001 course shall be assessment-based and shall be equal to 1/6 FTE.  
1002 The reported FTE shall be adjusted if the student does not pass  
1003 the end-of-course assessment. However, no adjustment shall be  
1004 made for a student who enrolls in a segmented remedial course

581-02674-16

20161360c1

1005 delivered online.

1006 (VIII) For students enrolled in a school district as a  
1007 full-time student, the district may report 1/6 FTE for each  
1008 student who passes a statewide, standardized end-of-course  
1009 assessment or a rigorous alternative assessment pursuant to s.  
1010 1008.223 without being enrolled in the corresponding course.

1011 2. A student in membership in a program scheduled for more  
1012 or less than 180 school days or the equivalent on an hourly  
1013 basis as specified by rules of the State Board of Education is a  
1014 fraction of a full-time equivalent membership equal to the  
1015 number of instructional hours in membership divided by the  
1016 appropriate number of hours set forth in subparagraph (a)1.;  
1017 however, for the purposes of this subparagraph, membership in  
1018 programs scheduled for more than 180 days is limited to students  
1019 enrolled in:

1020 a. Juvenile justice education programs.

1021 b. The Florida Virtual School.

1022 c. Virtual instruction programs and virtual charter schools  
1023 for the purpose of course completion and credit recovery  
1024 pursuant to ss. 1002.45 and 1003.498. Course completion applies  
1025 only to a student who is reported during the second or third  
1026 membership surveys and who does not complete a virtual education  
1027 course by the end of the regular school year. The course must be  
1028 completed no later than the deadline for amending the final  
1029 student enrollment survey for that year. Credit recovery applies  
1030 only to a student who has unsuccessfully completed a traditional  
1031 or virtual education course during the regular school year and  
1032 must re-take the course in order to be eligible to graduate with  
1033 the student's class.

581-02674-16

20161360c1

1034

1035 The full-time equivalent student enrollment calculated under  
1036 this subsection is subject to the requirements in subsection  
1037 (4).

1038

1039 The department shall determine and implement an equitable method  
1040 of equivalent funding for experimental schools and for schools  
1041 operating under emergency conditions, which schools have been  
1042 approved by the department to operate for less than the minimum  
1043 school day.

1044 Section 12. Paragraphs (l) through (o) of subsection (1) of  
1045 section 1011.62, Florida Statutes, are amended to read:

1046 1011.62 Funds for operation of schools.—If the annual  
1047 allocation from the Florida Education Finance Program to each  
1048 district for operation of schools is not determined in the  
1049 annual appropriations act or the substantive bill implementing  
1050 the annual appropriations act, it shall be determined as  
1051 follows:

1052 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR  
1053 OPERATION.—The following procedure shall be followed in  
1054 determining the annual allocation to each district for  
1055 operation:

1056 (1) *Calculation of additional full-time equivalent*  
1057 *membership based on International Baccalaureate examination*  
1058 *scores of students.*—A value of 0.16 full-time equivalent student  
1059 membership shall be calculated for each student enrolled in an  
1060 International Baccalaureate course who receives a score of 4 or  
1061 higher on a subject examination. A value of 0.3 full-time  
1062 equivalent student membership shall be calculated for each

581-02674-16

20161360c1

1063 student who receives an International Baccalaureate diploma.  
1064 Such value shall be added to the total full-time equivalent  
1065 student membership in basic programs for grades 9 through 12 in  
1066 the subsequent fiscal year. Each school district shall allocate  
1067 80 percent of the funds received from International  
1068 Baccalaureate bonus FTE funding to the school program whose  
1069 students generate the funds and to school programs that prepare  
1070 prospective students to enroll in International Baccalaureate  
1071 courses. Funds shall be expended solely for the payment of  
1072 allowable costs associated with the International Baccalaureate  
1073 program. Allowable costs include International Baccalaureate  
1074 annual school fees; International Baccalaureate examination  
1075 fees; salary, benefits, and bonuses for teachers and program  
1076 coordinators for the International Baccalaureate program and  
1077 teachers and coordinators who prepare prospective students for  
1078 the International Baccalaureate program; supplemental books;  
1079 instructional supplies; instructional equipment or instructional  
1080 materials for International Baccalaureate courses; other  
1081 activities that identify prospective International Baccalaureate  
1082 students or prepare prospective students to enroll in  
1083 International Baccalaureate courses; and training or  
1084 professional development for International Baccalaureate  
1085 teachers. School districts shall allocate the remaining 20  
1086 percent of the funds received from International Baccalaureate  
1087 bonus FTE funding for programs that assist academically  
1088 disadvantaged students to prepare for more rigorous courses. The  
1089 school district shall distribute to each classroom teacher who  
1090 provided International Baccalaureate instruction:

1091 1. A bonus in the amount of \$50 for each student taught by

581-02674-16

20161360c1

1092 the International Baccalaureate teacher in each International  
1093 Baccalaureate course who receives a score of 4 or higher on the  
1094 International Baccalaureate examination.

1095 2. An additional bonus of \$500 to each International  
1096 Baccalaureate teacher in a school designated with a grade of "D"  
1097 or "F" who has at least one student scoring 4 or higher on the  
1098 International Baccalaureate examination, regardless of the  
1099 number of classes taught or of the number of students scoring a  
1100 4 or higher on the International Baccalaureate examination.

1101  
1102 ~~Bonuses awarded to a teacher according to this paragraph may not~~  
1103 ~~exceed \$2,000 in any given school year. However, the maximum~~  
1104 ~~bonus shall be \$3,000 if at least 50 percent of the students~~  
1105 ~~enrolled in a teacher's course earn a score of 4 or higher on~~  
1106 ~~the examination in a school designated with a grade of "A," "B,"~~  
1107 ~~or "C"; or if at least 25 percent of the students enrolled in a~~  
1108 ~~teacher's course earn a score of 4 or higher on the examination~~  
1109 ~~in a school designated with a grade of "D" or "F."~~ Bonuses  
1110 awarded under this paragraph shall be in addition to any regular  
1111 wage or other bonus the teacher received or is scheduled to  
1112 receive. For such courses, the teacher shall earn an additional  
1113 bonus of \$50 for each student who has a qualifying score ~~up to~~  
1114 ~~the maximum of \$3,000~~ in any given school year.

1115 (m) *Calculation of additional full-time equivalent*  
1116 *membership based on Advanced International Certificate of*  
1117 *Education examination scores of students.*—A value of 0.16 full-  
1118 time equivalent student membership shall be calculated for each  
1119 student enrolled in a full-credit Advanced International  
1120 Certificate of Education course who receives a score of E or

581-02674-16

20161360c1

1121 higher on a subject examination. A value of 0.08 full-time  
1122 equivalent student membership shall be calculated for each  
1123 student enrolled in a half-credit Advanced International  
1124 Certificate of Education course who receives a score of E or  
1125 higher on a subject examination. A value of 0.3 full-time  
1126 equivalent student membership shall be calculated for each  
1127 student who receives an Advanced International Certificate of  
1128 Education diploma. Such value shall be added to the total full-  
1129 time equivalent student membership in basic programs for grades  
1130 9 through 12 in the subsequent fiscal year. The school district  
1131 shall distribute to each classroom teacher who provided Advanced  
1132 International Certificate of Education instruction:

1133 1. A bonus in the amount of \$50 for each student taught by  
1134 the Advanced International Certificate of Education teacher in  
1135 each full-credit Advanced International Certificate of Education  
1136 course who receives a score of E or higher on the Advanced  
1137 International Certificate of Education examination. A bonus in  
1138 the amount of \$25 for each student taught by the Advanced  
1139 International Certificate of Education teacher in each half-  
1140 credit Advanced International Certificate of Education course  
1141 who receives a score of E or higher on the Advanced  
1142 International Certificate of Education examination.

1143 2. An additional bonus of \$500 to each Advanced  
1144 International Certificate of Education teacher in a school  
1145 designated with a grade of "D" or "F" who has at least one  
1146 student scoring E or higher on the full-credit Advanced  
1147 International Certificate of Education examination, regardless  
1148 of the number of classes taught or of the number of students  
1149 scoring an E or higher on the full-credit Advanced International

581-02674-16

20161360c1

1150 Certificate of Education examination.

1151 3. Additional bonuses of \$250 each to teachers of half-  
1152 credit Advanced International Certificate of Education classes  
1153 in a school designated with a grade of "D" or "F" which has at  
1154 least one student scoring an E or higher on the half-credit  
1155 Advanced International Certificate of Education examination in  
1156 that class. The maximum additional bonus for a teacher awarded  
1157 in accordance with this subparagraph may ~~shall~~ not exceed \$500  
1158 in any given school year. Teachers receiving an award under  
1159 subparagraph 2. are not eligible for a bonus under this  
1160 subparagraph.

1161  
1162 Bonuses awarded to a teacher according to this paragraph ~~shall~~  
1163 ~~not exceed \$2,000 in any given school year and shall be in~~  
1164 addition to any regular wage or other bonus the teacher received  
1165 or is scheduled to receive.

1166 (n) *Calculation of additional full-time equivalent*  
1167 *membership based on college board advanced placement scores of*  
1168 *students.*—A value of 0.16 full-time equivalent student  
1169 membership shall be calculated for each student in each advanced  
1170 placement course who receives a score of 3 or higher on the  
1171 College Board Advanced Placement Examination for the prior year  
1172 and added to the total full-time equivalent student membership  
1173 in basic programs for grades 9 through 12 in the subsequent  
1174 fiscal year. Each district must allocate at least 80 percent of  
1175 the funds provided to the district for advanced placement  
1176 instruction, in accordance with this paragraph, to the high  
1177 school that generates the funds. The school district shall  
1178 distribute to each classroom teacher who provided advanced



581-02674-16

20161360c1

1179 placement instruction:

1180 1. A bonus in the amount of \$50 for each student taught by  
1181 the Advanced Placement teacher in each advanced placement course  
1182 who receives a score of 3 or higher on the College Board  
1183 Advanced Placement Examination.

1184 2. An additional bonus of \$500 to each Advanced Placement  
1185 teacher in a school designated with a grade of "D" or "F" who  
1186 has at least one student scoring 3 or higher on the College  
1187 Board Advanced Placement Examination, regardless of the number  
1188 of classes taught or of the number of students scoring a 3 or  
1189 higher on the College Board Advanced Placement Examination.

1190  
1191 ~~Bonuses awarded to a teacher according to this paragraph shall~~  
1192 ~~not exceed \$2,000 in any given school year. However, the maximum~~  
1193 ~~bonus shall be \$3,000 if at least 50 percent of the students~~  
1194 ~~enrolled in a teacher's course earn a score of 3 or higher on~~  
1195 ~~the examination in a school with a grade of "A," "B," or "C" or~~  
1196 ~~if at least 25 percent of the students enrolled in a teacher's~~  
1197 ~~course earn a score of 3 or higher on the examination in a~~  
1198 ~~school with a grade of "D" or "F."~~ Bonuses awarded under this  
1199 paragraph shall be in addition to any regular wage or other  
1200 bonus the teacher received or is scheduled to receive. ~~For such~~  
1201 ~~courses, the teacher shall earn an additional bonus of \$50 for~~  
1202 ~~each student who has a qualifying score up to the maximum of~~  
1203 ~~\$3,000 in any given school year.~~

1204 (o) *Calculation of additional full-time equivalent*  
1205 *membership based on successful completion of a career-themed*  
1206 *course pursuant to ss. 1003.491, 1003.492, and 1003.493, or*  
1207 *courses with embedded CAPE industry certifications or CAPE*

581-02674-16

20161360c1

1208 *Digital Tool certificates, and issuance of industry*  
1209 *certification identified on the CAPE Industry Certification*  
1210 *Funding List pursuant to rules adopted by the State Board of*  
1211 *Education or CAPE Digital Tool certificates pursuant to s.*  
1212 *1003.4203.—*

1213 1.a. A value of 0.025 full-time equivalent student  
1214 membership shall be calculated for CAPE Digital Tool  
1215 certificates earned by students in elementary and middle school  
1216 grades.

1217 b. A value of 0.1 or 0.2 full-time equivalent student  
1218 membership shall be calculated for each student who completes a  
1219 course as defined in s. 1003.493(1)(b) or courses with embedded  
1220 CAPE industry certifications and who is issued an industry  
1221 certification identified annually on the CAPE Industry  
1222 Certification Funding List approved under rules adopted by the  
1223 State Board of Education. A value of 0.2 full-time equivalent  
1224 membership shall be calculated for each student who is issued a  
1225 CAPE industry certification that has a statewide articulation  
1226 agreement for college credit approved by the State Board of  
1227 Education. For CAPE industry certifications that do not  
1228 articulate for college credit, the Department of Education shall  
1229 assign a full-time equivalent value of 0.1 for each  
1230 certification. Middle grades students who earn additional FTE  
1231 membership for a CAPE Digital Tool certificate pursuant to sub-  
1232 subparagraph a. may not use the previously funded examination to  
1233 satisfy the requirements for earning an industry certification  
1234 under this sub-subparagraph. Additional FTE membership for an  
1235 elementary or middle grades student may ~~shall~~ not exceed 0.1 for  
1236 certificates or certifications earned within the same fiscal

581-02674-16

20161360c1

1237 year. The State Board of Education shall include the assigned  
1238 values on the CAPE Industry Certification Funding List under  
1239 rules adopted by the state board. Such value shall be added to  
1240 the total full-time equivalent student membership for grades 6  
1241 through 12 in the subsequent year for courses that were not  
1242 provided through dual enrollment. CAPE industry certifications  
1243 earned through dual enrollment must be reported and funded  
1244 pursuant to s. 1011.80.

1245 c. A value of 0.3 full-time equivalent student membership  
1246 shall be calculated for student completion of the courses and  
1247 the embedded certifications identified on the CAPE Industry  
1248 Certification Funding List and approved by the commissioner  
1249 pursuant to ss. 1003.4203(5) (a) and 1008.44.

1250 d. A value of 0.5 full-time equivalent student membership  
1251 shall be calculated for CAPE Acceleration Industry  
1252 Certifications that articulate for 15 to 29 college credit  
1253 hours, and 1.0 full-time equivalent student membership shall be  
1254 calculated for CAPE Acceleration Industry Certifications that  
1255 articulate for 30 or more college credit hours pursuant to CAPE  
1256 Acceleration Industry Certifications approved by the  
1257 commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

1258 2. Each district must allocate at least 80 percent of the  
1259 funds provided for CAPE industry certification, in accordance  
1260 with this paragraph, to the program that generated the funds.  
1261 This allocation may not be used to supplant funds provided for  
1262 basic operation of the program.

1263 3. For CAPE industry certifications earned in the 2013-2014  
1264 school year and in subsequent years, the school district shall  
1265 distribute to each classroom teacher who provided direct

581-02674-16

20161360c1

1266 instruction toward the attainment of a CAPE industry  
1267 certification that qualified for additional full-time equivalent  
1268 membership under subparagraph 1.:

1269 a. A bonus in the amount of \$25 for each student taught by  
1270 a teacher who provided instruction in a course that led to the  
1271 attainment of a CAPE industry certification on the CAPE Industry  
1272 Certification Funding List with a weight of 0.1.

1273 b. A bonus in the amount of \$50 for each student taught by  
1274 a teacher who provided instruction in a course that led to the  
1275 attainment of a CAPE industry certification on the CAPE Industry  
1276 Certification Funding List with a weight of 0.2, 0.3, 0.5, and  
1277 1.0.

1278  
1279 Bonuses awarded pursuant to this paragraph shall be provided to  
1280 teachers who are employed by the district in the year in which  
1281 the additional FTE membership calculation is included in the  
1282 calculation. Bonuses shall be calculated based upon the  
1283 associated weight of a CAPE industry certification on the CAPE  
1284 Industry Certification Funding List for the year in which the  
1285 certification is earned by the student. Any bonus awarded to a  
1286 teacher under this paragraph ~~may not exceed \$2,000 in any given~~  
1287 ~~school year and~~ is in addition to any regular wage or other  
1288 bonus the teacher received or is scheduled to receive.

1289 Section 13. Paragraph (e) is added to subsection (3) of  
1290 section 1012.34, Florida Statutes, to read:

1291 1012.34 Personnel evaluation procedures and criteria.—

1292 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional  
1293 personnel and school administrator performance evaluations must  
1294 be based upon the performance of students assigned to their

581-02674-16

20161360c1

1295 classrooms or schools, as provided in this section. Pursuant to  
1296 this section, a school district's performance evaluation system  
1297 is not limited to basing unsatisfactory performance of  
1298 instructional personnel and school administrators solely upon  
1299 student performance, but may include other criteria to evaluate  
1300 instructional personnel and school administrators' performance,  
1301 or any combination of student performance and other criteria.  
1302 Evaluation procedures and criteria must comply with, but are not  
1303 limited to, the following:

1304 (e) A classroom teacher's performance evaluation must be  
1305 based on the performance of students with fewer than 25 absences  
1306 within the school year, or for schools with block scheduling,  
1307 fewer than 10 absences within the school year, assigned to their  
1308 classrooms, as provided in this section.

1309 Section 14. Present subsection (27) of section 1001.42,  
1310 Florida Statutes, is redesignated as subsection (28), and a new  
1311 subsection (27) is added to that section, to read:

1312 1001.42 Powers and duties of district school board.—The  
1313 district school board, acting as a board, shall exercise all  
1314 powers and perform all duties listed below:

1315 (27) VISITATION OF SCHOOLS.—Visit the schools, observe the  
1316 management and instruction, give suggestions for improvement,  
1317 and advise citizens with the view of promoting interest in  
1318 education and improving the school.

1319 Section 15. By July 1, 2016, the Commissioner of Education  
1320 shall amend Florida's request for renewal of flexibility under  
1321 the Elementary and Secondary Education Act of 1965 (ESEA), 20  
1322 U.S.C. ss. 6301 et seq., as necessary to implement s. 1008.223,  
1323 Florida Statutes, and submit any additional documentation to the

581-02674-16

20161360c1

1324 United States Department of Education which may be required to  
1325 maintain compliance with Florida's ESEA flexibility waiver  
1326 approved by the United States Secretary of Education. The  
1327 commissioner shall faithfully and timely execute all other  
1328 duties required of him or her under s. 1008.223, Florida  
1329 Statutes, and the federal ESEA. By August 1, 2016, the  
1330 commissioner shall submit to the Governor, the President of the  
1331 Senate, and the Speaker of the House of Representatives a report  
1332 on the status of implementation of s. 1008.223, Florida  
1333 Statutes, and compliance with the ESEA.

1334 Section 16. This act shall take effect upon becoming a law.