

A) Section 1000.21, Florida Statutes (F.S.), Systemwide definitions

- 1) How are Florida's Sunshine State Standards redefined?

The bill revised the statutory definition of the Next Generation Sunshine State Standards (Common Core) (NGSSS) to reflect the state's adoption of Common Core State Standards in 2010 in mathematics and English language arts. Reference to the Sunshine State Standards (SSS) was deleted from the definition.

B) Section 1001.42, F.S., Powers and Duties of district School Boards – Technical Center Governing Board **NEW**

- 2) What additional powers and duties enable a district school board to better align workforce programs with local business needs?

District school boards may appoint a technical center governing board for a school district technical center or a system of technical centers for the purpose of aligning the education programs of the technical center with the needs of local businesses and responding to the needs of local businesses for employees holding industry certifications.

- 3) What is the technical center governing board membership?

The technical center governing board shall be comprised of seven members, three of whom must be members of the district school board or their designees and four of whom must be local business leaders.

- 4) What decisions shall be delegated to the technical center governing board?

The technical center governing board can make decisions regarding entrance requirements for students, curriculum, program development, budget and funding allocations, and develop with local businesses partnership agreements and appropriate industry certifications in order to meet local and regional economic needs.

- 5) What types of programs or courses can a technical center governing board approve?

The technical center governing board may approve only programs and courses that contain industry certification(s).

- 6) When must a course be discontinued?

A course must be discontinued the following year if fewer than 25 percent of the students enrolled attain an industry certification.

C) Section 1002.3105, F.S., Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

- 7) What additional options were added to the ACCEL options that each school may offer?

Additional ACCEL options that each school may offer include:

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- Rigorous industry certifications that are articulated to college credit and approved pursuant to S. 1003.492 F.S., which authorizes the approval of industry certifications by Workforce Florida, Inc. and the Department of Education, and are on the Industry Certification Funding List or the Postsecondary Industry Certification Funding List as established under S. 1008.44, F.S.
- Work-related internships or apprenticeships.

8) What new high school accelerated graduation option has been added to the ACCEL option?

A new 18-credit accelerated high school graduation option was added to the ACCEL option which allows a student who meets the following requirements to be awarded a standard high school diploma:

- Florida's new high school standard diploma course requirements without the required physical education course and only three credits in electives, and
- A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

9) Is this new ACCEL accelerated high school option in addition to the two 18-credit accelerated high school options?

This new 18-credit ACCEL accelerated high school graduation option replaces the college preparatory and the career preparatory 18-credit accelerated high school graduation options established in S.1003.429, F.S., which was repealed.

10) What are the requirements for students enrolled in high school prior to 2013-2014 who opted for one of the former 18-credit accelerated high school graduation options?

If a student enrolled in high school prior to 2013-2014 and opted for one of the former 18-credit accelerated high school graduation options, the student can continue earning credits as part of the program and upon completion of the former option, can graduate with a standard diploma.

D) Section 1002.33, F.S., Charter Schools

11) Which standards must the curriculum and instructional strategies be consistent with for reading provided by charter schools?

The curriculum and instructional strategies for reading provided by charter schools must be consistent with the Next Generation Sunshine State Standards.

12) What method must be used by secondary charter schools for determining that a student has satisfied the requirements for high school graduation?

A secondary charter school must ensure that a student has satisfied the requirements for graduation established in S. 1003.428, F.S., or S. 1003.4282, F.S.

E) Section 1002.37, F.S., The Florida Virtual School and s. 1002.45, F.S., Virtual Instruction Programs; Section 1011.61, F.S., Definitions; A full-time equivalent student; Section 1002.45, F.S., Virtual Instruction Program and Virtual Charter School Funding

13) What happens, and when, to the reported full-time equivalent students and associated funding of students enrolled in courses requiring passage of the Algebra I end-of-course (EOC) assessment if the student does not pass the assessment ?

Beginning in the 2016-2017 fiscal year, the reported full-time equivalent students and associated funding of students enrolled in Algebra I will be adjusted, if the student does not pass the EOC assessment, unless the student enrolls in a segmented remedial courses delivered online. This is true for all K-12 students including those served through virtual education and by charters.

14) What must each contract with an approved virtual provider include?

Each contract with an approved virtual provider must include a method for determining that a student has satisfied the requirements for high school graduation in s. 1003.428, F.S., or s. 1003.4282, F.S., if the contract is for the provision of a full-time virtual instruction program to students in grades 9 through 12.

F) Section 1003.03, F.S., Maximum Class Size

15) What must district school boards consider in order to meet the constitutional class size maximums?

Districts must consider repealing school board policies that require students to earn more than the 24 credits required under S. 1003.428, F.S., and implementation of the early graduation options provided in S. 1003.4281, F.S.

G) Section 1003.41, F.S., Next Generation Sunshine State Standards

16) What standards establish the core content of the curricula to be taught and the core-content knowledge and skills that K-12 public school students are expected to acquire?

The standards that establish the core content of the curricula to be taught and the core-content knowledge and skills that K-12 public school students are expected to acquire are the Next Generation Sunshine State Standards.

17) What are specific requirements of the Next Generation Sunshine State Standards?

Specific requirements of all Next Generation Sunshine State Standards include:

- Rigor and relevance.
- Progression that is a logical and sequential and incrementally increases students' core-content knowledge and skills over time.
- For all subjects, integration critical-thinking; problem-solving and work-force literacy skills; communication, reading and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.
- Distinct grade-level expectations for the core-content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8.
- Standards for grades 9 through 12 which may be organized by grade clusters for more than one grade. Visual and performing arts, physical education, health and foreign language standards may be organized by grade clusters of more than one grade level for grades 6 through 12.

18) What are specific requirements for the content areas of the Next Generation Sunshine State standards?

- English Language Arts Next Generation Sunshine State Standards (Common Core) must establish specific curricular content for reading, writing, speaking and listening, and language.
- Science Next Generation Sunshine State Standards must establish specific curricular content for the nature of science, earth and space science, physical science, and life science.
- Mathematics Next Generation Sunshine State Standards (Common Core) must establish specific curricular content for algebra, geometry, statistics and probability, number and quantity, functions, and modeling.
- Social Studies Next Generation Sunshine State Standards must establish specific curricular content for geography, United States and world history, government, civics, humanities, and economics, including financial literacy.
- Visual and performing arts, physical education, health, and foreign language Next Generation Sunshine State Standards must establish specific curricular content and include distinct grade-level expectations for the core-content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards from grades 6 through 12 may be organized by grade clusters.

19) What content must be included in the social studies financial literacy Next Generation Sunshine State standards?

Financial literacy standards must include the knowledge, understanding, skills, behaviors, attitudes and values that will enable students to make responsible and effective financial decisions on a daily basis. Financial literacy instruction shall include information regarding earning income; buying goods and services; saving and financial investing; taxes; the use of credit and credit cards; budgeting and debt management, including student loans and secured loans; banking and financial services; planning for one's financial future, including higher education and career planning; credit reports and scores; and fraud and identify theft prevention.

H) Section 1003.4156, F.S., General Requirements for Middle Grades Promotion

20) How do middle grades students earn high school Algebra I credit?

Middle grades students enrolled in high school Algebra I must take and pass the statewide standardized EOC assessment to earn high school credit.

21) Must middle grades students enrolled in high school Algebra I pass the statewide, standardized EOC assessment in order to qualify for a standard high school diploma?

Yes, middle grade students enrolled in high school Algebra I must pass the statewide standardized EOC assessment to qualify for a standard high school diploma. However, if the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment.

22) Beginning in 2012-2013, what are the requirements of middle grade students enrolled in high school geometry or Biology I to earn high school credit?

Beginning in 2012-2013, middle grades students enrolled in high school geometry or Biology I must take the statewide, standardized EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

23) Beginning in 2012-2013, must middle grades students enrolled in high school geometry or Biology I pass the statewide standardized EOC assessment in order to earn high school credit for the course?

No, beginning in 2012-2013, middle grades students enrolled in high school geometry or Biology I must take the statewide, standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student's final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit.

24) Must middle grades students enrolled in high school geometry pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation?

No. Neither middle grade students nor high school students enrolled in high school geometry are required to pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

25) Must middle grades students enrolled in high school Biology I pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation?

Yes, both middle grade students and high school students enrolled in high school Biology I must pass the statewide, standardized EOC assessment to qualify for a standard high school diploma scholar designation.

26) What are the new requirements for the middle grades career and education planning course that must be completed in 6th, 7th or 8th grade?

The bill adds requirements that the middle grades career and education planning course:

- Be Internet-based, easy to use and customizable to each student.
- Include research-based assessments to assist students in determining educational and career options and goals.
- Emphasize the importance of entrepreneurship skills.
- Inform students about diploma designation options.
- Include information from the Department of Economic Opportunity's economic security report as described in S. 445.07, F.S.

27) What are the new remediation requirements for middle grades students who score Level 1 or Level 2 on FCAT reading or, upon transition to common core, the English language arts (ELA) assessment or mathematics assessments?

Students who score Level 1 or Level 2 on the statewide, standardized assessments must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

28) What are the new requirements for middle grades students' performance on the statewide, standardized EOC assessment in civics education?

Beginning with students entering grade 6 in the 2012-2013 school year, one of the middle grades courses must be at least a one-semester civics education course, and beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education must constitute 30 percent of the student's final course grade.

29) Must a student pass the statewide, standardized civics EOC assessment to be promoted to high school?

No, a student does not have to pass the statewide, standardized civics EOC assessment to be promoted to high school.

I) Section 1003.4203, F.S., Digital Materials, Recognitions, Certificates and Technical Assistance

30) What are the requirements of each district school board regarding digital materials?

Each district school board, in consultation with the district school superintendent, shall make available digital materials for students in prekindergarten through grade 12. Similarly, for students with disabilities, the district must make available digital and instructional materials, including software applications. The digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.

This section was subject to appropriations. The appropriations was vetoed, therefore the department will not be developing recognitions and certificates associated with this section. Districts are required to make digital materials available to prekindergarten through grade 12 students, including students with disabilities.

J) Section 1003.428, F.S., General Requirements for High School Graduation, as amended and as modified by SS. 1003.4282 and 1003.4285, F.S.

31) What changes were made to the current general requirements for high school graduation?

The following additions were made to the current general requirements for high school graduation:

- The 24 credits required for a standard diploma can be earned through career education courses.
- The one-half credit required in economics shall include financial literacy.

32) What are the high school course and assessment requirements for 9th grade students entering in the **2012-2013** school year?

High school course and assessment requirements for **2012-2013** 9th grade students are:

- Earning four credits in English and passing grade 10 FCAT Reading.
- Earning four credits in mathematics which must include Algebra 1 and geometry and passing the Algebra I EOC assessment. If a 9th grade student took geometry in 2012-2013, and passed the course, irrespective of the student's performance on the geometry EOC assessment, the student will earn a credit in geometry (eliminating old law that required this cohort of students to pass the geometry EOC assessment to earn course credit.)
- Earning three credits in science. Two of the three credits must have a laboratory component; credits must include Biology I. If a 9th grade student took Biology I in 2012-2013, and passed the course, irrespective of the student's performance on the Biology I EOC assessment, the student will earn a credit in Biology I (eliminating old law that required this cohort of students to pass the Biology I EOC assessment to earn course credit).

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- Earning three credits in social studies which must include one credit in United States History, one credit in World History, one-half credit in United States Government and one-half credit in economics which must include financial literacy; the statewide, standardized United States History EOC assessment constitutes 30 percent of the student's final course grade.
- Earning one credit in fine or performing arts, speech and debate, or practical arts (practical arts courses that are identified in the course code directory).
- Earning one credit in physical education to include integration of health.
- Earning eight credits in electives.
- A minimum of one of these courses must be taken through online learning.
 - This course can be completed in grades 6 through 8 if resulting in high school credit.
 - This course can be completed through an online dual enrollment course.
 - This course requirement is met through an online course offered through Florida Virtual School or an approved virtual education provider.
 - A student enrolled in a full-time or part-time virtual instruction program meets this requirement.
 - This requirement does not apply to a student who has an individual education plan (IEP) which indicates that an online course would be inappropriate.
 - This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has one academic year or less remaining in high school.

33) What are the high school course and assessment requirements for 9th grade students entering in the **2011-2012** school year?

High school course and assessment requirements for **2011-2012** 9th grade students are:

- Earning four credits in English and passing grade 10 FCAT Reading.
- Earning four credits in mathematics which must include Algebra 1 and geometry and passing the Algebra I EOC assessment.
- Earning three credits in science. Two of the three credits must have a laboratory component; credits must include Biology I.
- Earning three credits in social studies which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in economics which must include financial literacy standards.
- Earning one credit in fine or performing arts, speech and debate, or practical arts (practical arts courses that are identified in the course code directory).
- Earning one credit in physical education to include integration of health.
- Earning eight credits in electives.
- A minimum of one of these courses must be taken through online learning.
 - This course can be completed in grades 6 through 8 if resulting in high school credit.
 - This course can be completed through an online dual enrollment course.
 - This course requirement is met through an online course offered through Florida Virtual School or an approved virtual education provider.
 - A student enrolled in a full-time or part-time virtual instruction program meets this requirement.
 - This requirement does not apply to a student who has an IEP which indicates that an online course would be inappropriate.

- This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has one academic year or less remaining in high school.

34) What are the high school course and assessment requirements for 9th grade students entering in the **2010-2011** school year?

High school course and assessment requirements for **2010-2011** 9th grade students are:

- Earning four credits in English and pass grade 10 FCAT Reading.
- Earning four credits in mathematics which must include Algebra 1 and geometry; the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.
- Earning three credits in science; two of the three credits must have a laboratory component.
- Earning three credits in social studies which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in economics which must include financial literacy standards
- Earning one credit in fine or performing arts, speech and debate, or practical arts (practical arts courses that are identified in the course code directory).
- Earning one credit in physical education to include integration of health.
- Earning eight credits in electives.

K) Section 1003.4281, F.S., Early High School Graduation

35) What changes were made to the early high school graduation option?

The bill clarifies that students must be allowed early graduation upon earning the state-required 24 credits. Such students are not required to complete any additional district mandated graduation requirements.

L) Section 1003.4282, F.S., Requirements for a Standard High School Diploma **NEW Section**

36) For which ninth grade cohort of students do these new requirements apply to?

The new requirements for a standard high school diploma apply to students entering grade 9 in the 2013-2014 school year and thereafter.

37) How many credits are required for a standard high school diploma and how may they be earned?

There are 24 credits required for a standard high school diploma that may be earned through equivalent, applied, integrated or career education courses, including work-related internships approved by the State Board of Education and identified in the course code directory. A student can also earn a standard high school diploma by successfully completing an International Baccalaureate curriculum or an Advanced International Certificate of Education curriculum.

38) Are there standard high school diploma requirements in addition to the 24 credits?

Yes, in addition to earning the required 24 credits, a student must participate in and pass any statewide, standardized assessments required for a standard high school diploma or earn identified concordant scores or comparative scores, as applicable, on approved alternative assessments.

39) What are the high school standard diploma must-pass statewide, standardized assessments?

There are two must-pass high school standard diploma statewide, standardized assessments:

10th grade FCAT Reading until the state transitions to the Next Generation Sunshine State Standards (Common Core) ELA assessments then the 10th grade ELA assessment, and the Algebra I EOC assessment.

40) What is an equivalent course?

An equivalent course is one or more courses identified by content-area experts as being a match to the core curricular content of another course, based upon review of the Next Generation Sunshine State Standards.

41) What is an applied course?

An applied course aligns with the Next Generation Sunshine State Standards and includes real-world applications of a career and technical education standard used in business or industry and contains an approved industry certification.

42) What is an integrated course?

An integrated course includes content from several courses within a content area or across content areas.

43) What are the responsibilities of the school district to inform parents and students of these new standard high school diploma requirements?

The school district must notify students and parents, in writing, of the requirements for a standard high school diploma, available designations and the eligibility requirements for state scholarship programs and postsecondary admissions.

44) What are the student course and assessment requirements for the new standard high school diploma?

The student course and assessment requirements for the new standard high school diploma are:

- Earning four credits in English Language Arts (ELA) which must include ELA I, II, III and IV or equivalent, applied, integrated, or accelerated courses, and passing grade 10 FCAT Reading or, upon transition to Next Generation Sunshine State Standards (Common Core) assessments, the 10th grade ELA assessment; courses that meet the four-credit requirement include accelerated courses and:
 - 1001310 English 1
 - 1001340 English 2
 - 1001370 English 3
 - 1001400 English 4
 - 1001405 English 4: Florida College Prep
 - 1001460 Applied Communications 1 (generally 11th grade)
 - 1001470 Applied Communications 2 (generally 12th grade)
 - 1002300 English 1 Through ESOL
 - 1002310 English 2 Through ESOL
 - 1002320 English 3 Through ESOL

- 1002520 English 4 Through ESOL
- 1001320 English 1 Honors
- 1001350 English 2 Honors
- 1001380 English 3 Honors
- 1001410 English 4 Honors
- 1005300 World Literature
- 1005310 American Literature
- 1005330 Contemporary Literature (Semester)
- 1005340 Classical Literature (Semester)
- 1020810 American Literature Honors
- 1020820 British Literature Honors
- 1020830 Classical Literature Honors (Semester)
- 1020840 Contemporary Literature Honors* (Semester)
- 1020850 World Literature Honors
- 1020860 Great Books Honors
- Earning four credits in mathematics which must include one credit in Algebra I and one credit in geometry. The statewide, standardized Algebra I and geometry EOC assessments constitute 30 percent of the student's final course grade. If a student enrolls in Algebra II, the student must take the statewide, standardized Algebra II assessment which constitutes 30 percent of the student's final course grade. Industry certification courses that lead to college credit may substitute for up to two mathematics credits, not including Algebra I and geometry. In addition, the student must pass the Algebra I EOC assessment in order to earn a standard high school diploma. Earning course credit is no longer contingent upon passing the EOC assessment, but, like 10th grade FCAT Reading, a student must pass the Algebra I EOC assessment in order to earn a Florida standard high school diploma.
- Earning three credits in science. Two of the three credits must have a laboratory component and credits must include Biology I and two credits in equally rigorous courses; the statewide, standardized Biology I EOC assessment constitutes 30 percent of the student's final course grade. Industry certification courses that lead to college credit may substitute for up to one science credit, not including Biology.
- Earning three credits in social studies which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in economics which must include financial literacy; the statewide standardized United States History EOC assessment constitutes 30 percent of the student's final course grade.
- Earning one credit in fine or performing arts, speech and debate, or practical arts (practical arts courses that are identified in the course code directory).
- Earning one credit in physical education to include integration of health.
- Earning eight credits in electives. School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus, and must include opportunities to earn college credit or certifications.
- A minimum of one of these courses must be earned through online learning, excluding a driver education course.
 - This course can be completed in grades 6 through 8 if resulting in high school credit.
 - This course can be completed through an online dual enrollment course.
 - This course requirement is met through an online course offered through Florida Virtual School or an approved virtual education provider.

- A student enrolled in a full-time or part-time virtual instruction program meets this requirement.
- This requirement does not apply to a student who has an IEP which indicates that an online course would be inappropriate.
- This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has one academic year or less remaining in high school.

45) What are the new remediation requirements for students who score Level 1 or Level 2 on FCAT Reading (or upon transition to Next Generation Sunshine State Standards (Common Core) assessments, ELA assessments) or the Algebra I EOC assessments (or upon transition to Next Generation Sunshine State Standards (Common Core) assessments, the Algebra I assessment)?

Students who score Level 1 or Level 2 on the statewide, standardized assessments must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

46) Have the grade forgiveness policies for middle or high school students changed?

No. The grade forgiveness policies for middle or high school students have not changed.

47) What are the grade point average (GPA) requirements for a standard high school diploma?

The GPA requirement for a student to earn a standard high school diploma is a cumulative GPA of 2.0 on a 4.0 scale.

48) What does a student who fails to earn the 24 credits or the GPA required to earn a standard high school diploma receive upon graduation?

A student who fails to earn the 24 credits or the 2.0 GPA required to earn a standard high school diploma shall be awarded a certificate of completion.

49) Are there any requirements that effect students currently enrolled in high school?

Yes. Students currently enrolled in high school as of the 2012-2013 school year who earned passing grades in Biology I or geometry before the 2013-2014 school year shall be awarded a credit in that course irrespective of the student's performance on the EOC assessment.

50) Are the students enrolled in high school as of the 2012-2013 school year who earned passing grades in Biology I or geometry before the 2013-2014 school year required to pass the EOC assessments or have the EOC assessments constitute 30 percent of the student's final course grades?

No, unless there is a local policy otherwise, students enrolled in high school as of the 2012-2013 school year who **earned** passing grades in Biology or geometry before the 2013-2014 school year are not *required* to pass the EOC assessments or have the EOC assessments constitute 30 percent of the student's final course grades. Section 1003.4282(7), F.S., in effect, provides that any entering 9th grade student in 2012-2013 who took geometry or Biology I in 2012-2013 are only required to pass the course to earn the credit; the must pass EOC assessment requirement or the new 30 percent requirement do not apply.

51) Must students pass the statewide, standardized EOC assessment in Biology I to qualify for a standard high school diploma scholar designation?

Yes, students must pass the statewide, standardized EOC assessment in Biology I to qualify for a standard high school diploma scholar designation. 2013-2014 12th grade students (i.e., entering 9th graders in 2010-2011) are not required to take Biology I. These students will not be able to earn a scholar designation unless the district chooses to give these students the opportunity to take the Biology I EOC assessment, which the student must pass. These 12th grade students were required to earn a credit in Algebra I, and the EOC assessment constituted 30 percent of the student's final course grade. Districts may opt to determine whether the score received on the Algebra I EOC assessment was a passing score by using the following year's passing cut score and/or allow these students to retake the Algebra I EOC assessment. 2013-2014 11th grade students (i.e., entering 9th graders in 2011-2012) were required to earn a credit in Biology I, and the EOC assessment constituted 30 percent of the student's final course grade. Districts may opt to determine whether the score received on the Biology I EOC assessment was a passing score by using the following year's passing cut score and/or allow these students to retake the Biology I EOC assessment.

52) What are the new legislative requirements for uniform transfer of high school credits beginning with the 2012-2013 school year?

Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school or a home school education program, and the student's transcript shows credit in Algebra I, the student must take and pass the statewide, standardized Algebra I EOC assessment or earn a comparative score on another exam as provided for under S. 1008.228(8), F.S., in order to earn a Florida standard high school diploma -- unless the student passed a statewide Algebra I assessment given by the transferring entity, or the student passed the high school mathematics assessment used by the transferring entity to meet ESEA/NCLB requirements. If a student's transcript shows a credit in high school reading or ELA II or III, the student must take and pass 10th grade FCAT Reading or earn a concordant score on the SAT or ACT, or when the state transitions to common core ELA assessments, earn a passing score on the 10th grade ELA assessment in order to earn a Florida standard high school diploma.

53) What are the requirements of career education courses that satisfy high school credit requirements?

Career education courses that satisfy high school credit requirements must:

- Include workforce and digital literacy skills and the integration of required course content with practical applications and designated coursework that results in one or more industry certifications or clearly articulated credit or advance standing in a two-year or four-year certificate or degree program, which may include high-school junior and senior year work-related internships or apprenticeships.
- The instructional methodology used in these courses must be comprised of authentic projects, problems and activities for contextually learning the academics.

By July 1, 2014, the department shall develop for approval by the State Board of Education, multiple, additional career education courses or a series of courses to allow students to earn credit in both the career education course and courses required for high school graduation.

54) What actions should school districts take to create career education courses?

School districts should take the initiative to work with local workforce boards, local business and industry leaders, and postsecondary institutions to establish industry certifications that students can earn for required high school course credit.

M) Section 1003.4285, F.S., Standard High School Diploma Designations NEW

55) What are the new standard high school diploma designations?

There are two new standard high school diploma designations, the scholar designation and the merit designation.

56) Are these designations different diplomas?

No. There is one Florida standard high school diploma with two possible designations.

57) Is there a deadline for a student to choose a designation to work toward?

No. There is no deadline for a student to choose a standard high school diploma designation to work toward.

58) Is a student required to work toward a standard high school diploma designation?

No. A student is not required to work toward a standard high school diploma designation.

59) Can a student earn more than one standard high school diploma designation?

Yes. A student can earn both standard high school diploma designations.

60) What are the requirements of a scholar designation?

The requirements of a scholar designation are:

- Meet the requirements for a standard high school diploma based on the year the student entered high school as a 9th grade student, as modified (see requirements for each 9th grade cohort as outlined above).
- Pass the ELA 11 grade common core assessment once implemented.
- Earn one credit in Algebra II; pass the Algebra II common core EOC once implemented.
- Earn one credit in statistics or an equally rigorous mathematics course.
- Pass the Biology I EOC assessment.
- Earn one credit in chemistry or physics.
- Earn one credit in a course equally rigorous to chemistry or physics.
- Pass the statewide standardized United States History EOC assessment.
- Earn two credits in the same foreign language.
- Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

61) What are the requirements for a merit designation?

The requirements for a merit designation are:

- Meet the requirements for a standard high school diploma based on the year the student entered high school as a 9th grade student, as modified (see requirements for each 9th grade cohort as outlined above).
- Attain one or more industry certifications from the list established under S. 1003.492, F.S.

62) Can a student participating in an International Baccalaureate (IB) curriculum or an Advanced International Certificate of Education (AICE) curriculum program be eligible for the scholar and/or merit diploma designations?

Yes. A student participating in an IB or AICE curriculum program who completes the requirements of the scholar and/or merit diploma designation is eligible for the designation(s).

63) How are students and parents informed about the new standard high school designations?

Students and parents shall be provided information about diploma designations through an online education and career planning tool, which allows student to monitor their progress toward the attainment of each designation. In addition, S. 1003.4282, F.S., requires written notification to parents of designation requirements, among other things.

N) Section 1003.4295, F.S., Acceleration Options

64) What are the Credit Acceleration Program (CAP) options for students?

Students can CAP Algebra I, Algebra II, geometry, United States History, or Biology I if the student passes the statewide, standardized assessment thereby earning the course credit without the requirement of enrolling in or completing the course.

O) Section 1003.436, F.S., Definition of Credit

65) Is there a change to the definition of credit?

Yes. Current law states the minimum number of hours of instruction that must occur in order to earn a credit. The definition of credit was amended to allow for a CAP exception; i.e., students not enrolled in or who have not completed a course who take and pass a statewide, standardized assessment through CAP will earn course "credit."

P) Section 1008.22, F.S., Student Assessment Program for Public Schools This section includes miscellaneous questions that are not addressed in S. 1008.22, F.S., but relate to implementation of S. 1008.22, F.S.

66) Are FLVS Full-time students still required to take statewide assessments at their zoned schools?

Yes. Full-time FLVS students take statewide assessments at their zoned schools.

However, students may test at alternate sites if the school district and FLVS staff agree on the arrangement. The school district is still responsible for ensuring that FLVS full-time students are provided with an opportunity to participate in statewide assessments.

67) Since the requirements for Biology 1 and geometry EOC assessments have changed, are school districts required to administer these assessments in the summer and fall administrations?

Yes. If students in a school district request to participate in any EOC assessment during an administration window, these students must be accommodated for testing.

68) When will a comparative score for the Algebra 1 EOC assessment be available?

The department is currently conducting a study to determine a comparative score for Postsecondary Education Readiness Test (PERT) mathematics that may be used to satisfy the Algebra 1 EOC assessment graduation requirement. The score should be available in fall 2013.

69) Can a previously earned PERT score be used to meet the Algebra 1 EOC assessment requirement once the comparative score is established?

Yes.

70) State statute (S. 1008.22(3)(b), F.S.) still requires “all students enrolled in the course” must participate in the EOC assessment, regardless of 9th grade cohort. Is this still true?

Yes. See S. 1003.4282(7) and S. 1008.22(3)(b), F.S.

71) Do middle grades students need to pass the civics EOC assessment in order to be promoted to grade 9?

No, students results on the civics EOC assessment constitutes 30 percent of the student’s final course grade beginning in 2013-14. However, the middle grades student must pass the civics course in order to be promoted to grade 9.

72) If a middle grades student is enrolled in Algebra 1 or geometry, do they need to take both the grade-level FCAT 2.0 mathematics assessment and the EOC assessment?

No. Middle grades students who are enrolled in geometry or Algebra 1 must take the EOC assessment for those courses but are not required to take the corresponding grade level mathematics FCAT.

73) If students with disabilities receive instructional accommodations in the classroom can they receive the same accommodations on the FCAT?

Accommodations that negate the validity of a statewide assessment are not allowed during the administration of the assessment. Students using instructional accommodations in the classroom that are not allowed on a statewide assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student’s abilities.

74) Will Next Generation Sunshine State Standards (Common Core) assessments in English language arts and mathematics be administered statewide in 2014-2015?

The State Board of Education will adopt rules during the 2013-2014 school year establishing an implementation schedule to transition from FCAT Reading, FCAT Writing, FCAT Mathematics, and Algebra I and geometry EOC assessments to common core assessments in English language arts and mathematics. The schedule will take into consideration funding, sufficient field and baseline data, access to assessments, instructional alignment and school district readiness to administer the common core assessments online.

75) What determines whether or not it is appropriate for a student with a disability to have a statewide, standardized assessment administered online?

If a student's individual education plan (IEP) states that online administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment must be administered in hardcopy.

76) Will passing Next Generation Sunshine State Standards (Common Core) assessments in English language arts and mathematics be required for graduation?

Yes. The 10th grade Next Generation Sunshine State Standards (Common Core) English Language Arts and Algebra I assessments will be must-pass assessments, but until that time, students must pass 10th grade FCAT Reading and the Florida Algebra I EOC assessment, or achieve a concordant or comparative score, as applicable, in order to earn a standard high school diploma under S. 1003.4282, F.S.

77) Will retakes be provided for the must-pass Next Generation Sunshine State Standards (Common Core) assessments?

Yes.

78) Will students be allowed to take common core mathematics assessments to satisfy the requirements for the Credit Acceleration Program (CAP)?

Yes.

79) Will any students be required to take FCAT 2.0/ Florida EOC assessments as well as Next Generation Sunshine State Standards (Common Core) assessments in English language arts and mathematics?

Decisions regarding student participation in both a subject area's grade level FCAT 2.0 and EOC assessments are made at the local level, but the law does not require students to participate in both a subject area grade level FCAT 2.0 and EOC assessment.

Q) Section 1008.25, F.S., Public School Student Progression; remedial education; reporting requirements

80) What changes were made to comprehensive student progression plan requirements?

Each district must provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequence must include participation in curricular and instructional options and the demonstration of competence of standards required through attainment of industry certifications and other means of demonstrating credit requirements.

81) What services are required for third grade students who have been retained because of failure to **meet the third grade promotion requirement on FCAT reading?**

Third grade students who are retained due to not meeting third grade promotion requirements on the statewide reading assessment must participate in the school district's summer reading camp and be provided a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary and comprehension. This 90-minute reading block must include integration of science and social studies content.

82) What is the school district's new annual reporting requirement related to student progression?

The new annual reporting requirement related to student progression is that the district school board must publish on the district website in addition to the local newspaper the student progression data as required in S. 1008.25, F.S.

R) Section 1008.44, F.S., Industry Certifications; Industry Certification Funding List and Postsecondary Industry Certification Funding List **NEW Section**

83) Are there any implementation requirements for school districts associated with this section of law?

There are no direct implementation requirements for school districts. In summary, this new section of law requires the State Board of Education to annually identify under rules adopted by the State Board of Education, the Industry Certification Funding List that must be applied in the distribution of funding to school districts pursuant to S. 1011.62, F.S. This section also provides the commissioner of education with the authority to make recommendations of additional certifications at any time.

Additionally, to enable a school district to receive funding for a rigorous industry certification that has embedded prerequisite minimum age, grade level, diploma or degree requirements, and requirements for post-graduation work experience of at least 12 months, the commissioner of education must differentiate content, instructional and assessment requirements that, when met, indicate that an institution is eligible to receive funding for the industry certification. These differentiated requirements must be included in the Industry Certification Funding List at the time it is adopted.

The remainder of S. 1008.44, F.S., impacts school district postsecondary career certificate programs and Florida College System institution Programs which are not addressed in this Technical Assistance document.

S) Section 1011.62, F.S., Funds for Operation of Schools

84) Is there a difference in the cost factor for secondary career education programs and basic programs grades 9 through 12?

No, the cost factor for secondary career education programs and basic programs grades 9 through 12 shall be equal.

85) What are the funding changes associated with the calculation of additional full-time equivalent membership pursuant to SS. 1003.491, 1003.492, and 1003.493 (CAPE)?

There are numerous policy changes associated with this section of law including the following:

- Moves career education funding to base 1.0.
- Removes provisions conditioning funding upon student completion of a career and professional academy.
- Limits funding weights to 0.1 or 0.2 for full-time equivalent (FTE) students earning industry certifications (eliminates the 0.3 funding weight); 0.2 for certifications with a statewide articulation agreement and a 0.1 value for all others.
- Removes provisions conditioning additional FTE funding upon a student's graduation from high school or promotion to the 9th grade.
- Limits funding for industry certifications to students in grades 9 through 12 to a total of 0.3.
- Specifies that the funds provided for this allocation may not be used to supplant funds provided for the basic operation of the program.
- Removes authorization for school districts to receive 0.1 FTE for certifications earned in middle school. Increases the maximum amount allocated for school district industry certification bonus funding from \$15 million to \$60 million annually, unless a different amount is specified in the General Appropriations Act.

86) What are the limits for bonuses to teachers who provide International Baccalaureate instruction?

Bonuses awarded to a teacher according to this program may not exceed \$2,000 in any given school year. However, the maximum bonus shall be \$3,000 if at least 50 percent of the students enrolled in a teacher's course earn a score of 4 or higher on the examination in a school designated with a grade of "A", "B", or "C"; or if at least 25 percent of the students enrolled in a teacher's course earn a score of 4 or higher on the examination in a school designated with a grade of "D" or "F". For such courses, the teacher shall earn an additional bonus of \$50 for each student who has a qualifying score up to the maximum of \$3,000 in any given school year.

87) What are the limits for bonuses to teachers who provide Advanced Placement instruction?

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

designated with a grade of “A”, “B”, or “C”; or if at least 25 percent of the students enrolled in a teacher’s course earn a score of 3 or higher on the examination in a school designated with a grade of “D” or “F”. For such courses, the teacher shall earn an additional bonus of \$50 for each student who has a qualifying score up to the maximum of \$3,000 in any given school year.

88) Are bonuses available to teachers based on student attainment of industry certifications?

Yes. For industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of an industry certification that qualified for additional full-time equivalent membership under subparagraph 1 of S. 1011.62, F.S.

- a. A bonus in the amount of \$25 for each student taught by a teacher who provided instruction in a course that led to the attainment of an industry certification on the Industry Certification Funding List with a weight of 0.1.
- b. A bonus in the amount of \$50 for each student taught by a teacher who provided instruction in a course that led to the attainment of an industry certification on the Industry Certification Funding List with a weight of 0.2.

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

T) Section 1007.271, F.S., Dual Enrollment Programs; Career Dual Enrollment

89) Are there policy changes that impact dual enrollment effective July 1, 2013?

Yes. There are policy changes that specifically impact career dual enrollment and career early admission, a form of career dual enrollment. Beginning July 1, 2013, career dual enrollment is limited to students enrolled in courses/programs leading to industry certification. Specifically S. 1007.271(7), F.S., states the following: “Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to S. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course.”

Additionally S. 1007.271 (11), F.S., states the following: “career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the Postsecondary Industry Certification Funding List pursuant to s. 1008.44 which are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 4 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.”