

# Acceleration Options in Public Education

The Act provides eligible public school students educational options that offer academically challenging curriculum or accelerated instruction. It requires school districts to adopt policies for early graduation upon the completion of 24 credit hours, the creation of career-themed training courses, and it revises provisions relating to articulated acceleration mechanisms and dual enrollment programs. The Act also requires a comprehensive student progression plan to include information on accelerated educational options.

Submitted as:

Florida

[HB 7059](#)

Status: Enacted into law in 2012.

## Suggested State Legislation

(Title, enacting clause, etc.)

Section 1. [*Short Title.*] This Act may be cited as the “Academically Challenging Curriculum to Enhance Learning (ACCEL) Act.”

Section 2. [*Academically Challenging Curriculum to Enhance Learning.*]

(1) ACCEL options.—

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

(b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program [insert citation]. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum.

(2) eligibility and procedural requirements.—

(a) Principal determined eligibility requirements.—

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

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

(b) School district determined eligibility and procedural requirements. A school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural

1 requirements established by the school district must be included in the school district's  
2 comprehensive student progression plan under [insert citation].

3 (3) student eligibility considerations.—When establishing student eligibility requirements,  
4 principals and school districts must consider, at a minimum:

5 (a) The student's performance on a locally determined assessment, a statewide  
6 assessment, or a statewide, standardized assessment administered pursuant to [insert  
7 citation].

8 (b) The student's grade point average.

9 (c) The student's attendance and conduct record.

10 (d) Recommendations from one or more of the student's teachers in core curricula  
11 courses as defined in [insert citation].

12 (e) A recommendation from a guidance counselor if one is assigned to the school in  
13 which the student is enrolled.

14 (4) ACCEL requirements.—

15 (a) Each principal must inform parents and students of the ACCEL options available  
16 at the school and the student eligibility requirements for the ACCEL options established  
17 pursuant to paragraph (2)(a).

18 (b)1. Each principal must establish a process by which a parent may request student  
19 participation in whole-grade promotion, midyear promotion, and subject-matter acceleration  
20 when the promotion or acceleration occurs within the principal's school; virtual instruction in  
21 higher grade level subjects; or an alternative ACCEL option established by the principal. If  
22 the parent selects one of these ACCEL options and the student meets the eligibility  
23 requirements established by the principal pursuant to paragraph (2)(a), the student must be  
24 provided the opportunity to participate in the ACCEL option.

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

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

36 1. Minimum student attendance requirements.

37 2. Minimum student conduct requirements.

38 3. ACCEL option requirements established by the principal, which may  
39 include participation in extracurricular activities, educational outings, field trips, interscholastic  
40 competitions, and other activities related to the ACCEL option selected.

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

44 Section 3. [*State college system boards of trustees; powers and duties.*]

45 (a) Each board of trustees has authority for policies related to students, enrollment of  
46 students, student records, student activities, financial assistance, and other student services.

47 (b) Each board of trustees shall govern admission of students pursuant to [insert citation] and  
48 rules of the State Board of Education. A board of trustees may establish additional admissions  
49 criteria, which shall be included in the dual enrollment articulation agreement developed according

1 to [insert citation], to ensure student readiness for postsecondary instruction. Each board of trustees  
2 may consider the past actions of any person applying for admission or enrollment and may deny  
3 admission or enrollment to an applicant because of misconduct if determined to be in the best  
4 interest of the [insert state] College System institution.

5  
6 Section 4. [*State college system institution presidents; powers and duties.*]

7 (a)The president is the chief executive officer of the [insert state] College System institution,  
8 shall be corporate secretary of the [insert state] College System institution board of trustees, and is  
9 responsible for the operation and administration of the [insert state] College System institution.

10 (b)Each [insert state] College System institution president shall:

11 1. Develop and implement jointly with school superintendents a dual enrollment  
12 articulation agreement, for the students enrolled in their respective school districts and  
13 service areas pursuant to the provisions of [insert citation].

14  
15 Section 5. [*K-12 student and parent rights.*]

16 Parents of public school students must receive accurate and timely information regarding  
17 their child’s academic progress and must be informed of ways they can help their child to succeed in  
18 school. K-12 students and their parents are afforded numerous statutory rights including, but not  
19 limited to, the following:

20 (a) instructional materials.—

21 1. Dual enrollment students.—Instructional materials purchased by a district school  
22 board or [insert state] College System institution board of trustees on behalf of public school  
23 dual enrollment students shall be made available to the dual enrollment students free of  
24 charge, in accordance with the provisions of [insert citation].

25  
26 Section 6. [*Home education programs.*]

27 Home education students may participate in dual enrollment programs in accordance with  
28 [insert citation].

29  
30 Section 7. [*District school board operation and control of public K-12 education within the*  
31 *school district.*]

32 (a) District school boards are constitutionally and statutorily charged with the operation and  
33 control of public K-12 education within their school district. The district school boards must  
34 establish, organize, and operate their public K-12 schools and educational programs,  
35 employees, and facilities. Their responsibilities include staff development, public K-12  
36 school student education including education for exceptional students and students in  
37 juvenile justice programs, special programs, adult education programs, and career education  
38 programs. Additionally, district school boards must:

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

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

47  
48 Section 8. [*General requirements for middle grades promotion.*]

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

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

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

6 2. Three middle school or higher courses in mathematics. Each middle school  
7 must offer at least one high school level mathematics course for which students may  
8 earn high school credit. Successful completion of a high school level Algebra I or  
9 geometry course is not contingent upon the student's performance on the end-of-  
10 course assessment required under [insert citation] 2.a.(I). However, beginning with  
11 the [insert year] school year, to earn high school credit for an Algebra I course, a  
12 middle school student must pass the Algebra I end-of-course assessment, and  
13 beginning with the [insert school year]. school year, to earn high school credit for a  
14 geometry course, a middle school student must pass the geometry end-of-course  
15 assessment.

16 3. Three middle school or higher courses in social studies, one semester of which  
17 must include the study of state and federal government and civics education. Beginning with  
18 students entering grade 6 in the [insert year] school year, one of these courses must be at least  
19 a one-semester civics education course that a student successfully completes in accordance  
20 with [insert citation] and that includes the roles and responsibilities of federal, state, and local  
21 governments; the structures and functions of the legislative, executive, and judicial branches  
22 of government; and the meaning and significance of historic documents, such as the Articles  
23 of Confederation, the Declaration of Independence, and the Constitution of the United States.

24 4. Three middle school or higher courses in science. Successful completion of a high  
25 school level Biology I course is not contingent upon the student's performance on the end-of-  
26 course assessment required under [insert citation]. However, beginning with the [insert year]  
27 school year, to earn high school credit for a Biology I course, a middle school student must  
28 pass the Biology I end-of-course assessment.

29 5. One course in career and education planning to be completed in 6th, 7th, or 8th  
30 grade. The course may be taught by any member of the instructional staff; must result in a  
31 completed personalized academic and career plan for the student; must emphasize  
32 technology or the application of technology in career fields; and, beginning in the [insert  
33 year] academic year, must include information from the Department of Economic  
34 Opportunity's economic security report as described in [insert citation]. The required  
35 personalized academic and career plan must inform students of high school graduation  
36 requirements, high school assessment and college entrance test requirements, state university  
37 and [insert state] College System institution admission requirements, and programs through  
38 which a high school student can earn college credit, including Advanced Placement,  
39 International Baccalaureate, Advanced International Certificate of Education, dual  
40 enrollment, career academy and career-themed course opportunities, and courses that lead to  
41 national industry certification.

42 A student with a disability, as defined in [insert citation], for whom the individual  
43 education plan team determines that an end-of-course assessment cannot accurately measure  
44 the student's abilities, taking into consideration all allowable accommodations, shall have the  
45 end-of-course assessment results waived for purposes of determining the student's course  
46 grade and completing the requirements for middle grades promotion. Each school must  
47 inform parents about the course curriculum and activities. Each student shall complete a  
48 personal education plan that must be signed by the student; and the student's parent. The  
49 Department of Education shall develop course frameworks and professional development

1 materials for the career and education planning course. The course may be implemented as a  
2 stand-alone course or integrated into another course or courses. The Commissioner of  
3 Education shall collect longitudinal high school course enrollment data by student ethnicity  
4 in order to analyze course-taking patterns.  
5

6 Section 9. [*General requirements for high school graduation; revised.*]

7 (1) The 24 credits may be earned through applied, integrated, and combined courses  
8 approved by the Department of Education. The 24 credits shall be distributed as follows:

9 (a) Beginning with students entering grade 9 in the [insert year] school year, at least  
10 one course within the 24 credits required in this subsection must be completed through online  
11 learning. However, an online course taken during grades 6 through 8 fulfills this requirement.  
12 This requirement shall be met through an online course offered by the [insert state] Virtual  
13 School, an online course offered by the high school, or an online dual enrollment course. A  
14 student who is enrolled in a full-time or part-time virtual instruction program under [insert  
15 citation] meets this requirement.  
16

17 Section 10. [*Early high school graduation.*]

18 (1) The purpose of this section is to provide a student the option of early graduation if the  
19 student has completed a minimum of 24 credits and meets the graduation requirements set forth in  
20 [insert citation]. For purposes of this section, the term “early graduation” means graduation from  
21 high school in less than 8 semesters or the equivalent.

22 (2) Each district school board shall adopt a policy that provides a high school student the  
23 option of early graduation. Each school district shall notify the parent of a student who is eligible to  
24 graduate early. A school district may not prohibit a student who meets the requirements of this  
25 section from graduating early.

26 (3) A student who graduates early may continue to participate in school activities and social  
27 events and attend and participate in graduation events with the student’s cohort, as if the student  
28 were still enrolled in high school. A student who graduates early will be included in class ranking,  
29 honors, and award determinations for the student’s cohort. A student who graduates early must  
30 comply with district school board rules and policies regarding access to the school facilities and  
31 grounds during normal operating hours.

32 (4) For purposes of this section, a credit is equal to 1/6 FTE. A student may earn up to six  
33 paid high school credits equivalent to 1 FTE per school year in grades 9 through 12 for courses  
34 provided by the school district. High school credits earned in excess of six per school year in courses  
35 delivered by the school district are unpaid credits.  
36

37 Section 11. [*Acceleration options.*]

38 (1) Each high school shall advise each student of programs through which a high school  
39 student can earn college credit, including Advanced Placement, International Baccalaureate,  
40 Advanced International Certificate of Education, dual enrollment, and early admission courses,  
41 career academy courses, and courses that lead to national industry certification, as well as the  
42 availability of course offerings through virtual instruction. Students shall also be advised of the early  
43 and accelerated graduation options under [insert citation].

44 (2) The Credit Acceleration Program (CAP) is created for the purpose of allowing a student  
45 to earn high school credit in a course that requires a statewide, standardized end-of-course  
46 assessment if the student attains a specified score on the assessment. Notwithstanding [insert  
47 citation], a school district shall award course credit to a student who is not enrolled in the course, or  
48 who has not completed the course, if the student attains a passing score on the corresponding  
49 statewide, standardized end-of-course assessment. The school district shall permit a student who is

1 not enrolled in the course, or who has not completed the course, to take the standardized end-of-  
2 course assessment during the regular administration of the assessment.

3  
4 Section 12. [*Definition of credit.*]

5 (a) For the purposes of requirements for high school graduation, one full credit means a  
6 minimum of 135 hours of bona fide instruction in a designated course of study that contains student  
7 performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a  
8 designated course of study that contains student performance standards for purposes of meeting high  
9 school graduation requirements in a district school that has been authorized to implement block  
10 scheduling by the district school board. The State Board of Education shall determine the number of  
11 postsecondary credit hours earned through dual enrollment pursuant to [insert citation] that satisfy  
12 the requirements of a dual enrollment articulation agreement according to [insert citation] and that  
13 equal one full credit of the equivalent high school course identified pursuant to [insert citation].  
14

15 Section 13. [Middle and high school grading system.]

16 The grading system and interpretation of letter grades used to measure student success in  
17 grade 6 through grade 12 courses for students in public schools shall be as follows:

18 (1) Grade “A” equals 90 percent through 100 percent, has a grade point average value of 4,  
19 and is defined as “outstanding progress.”

20 (2) Grade “B” equals 80 percent through 89 percent, has a grade point average value of 3,  
21 and is defined as “above average progress.”

22 (3) Grade “C” equals 70 percent through 79 percent, has a grade point average value of 2,  
23 and is defined as “average progress.” (4) Grade “D” equals 60 percent through 69 percent, has a  
24 grade point average value of 1, and is defined as “lowest acceptable progress.”

25 (5) Grade “F” equals zero percent through 59 percent, has a grade point average value of  
26 zero, and is defined as “failure.”

27 (6) Grade “I” equals zero percent, has a grade point average value of zero, and is defined as  
28 “incomplete.”

29 For the purposes of class ranking, district school boards may exercise a weighted grading  
30 system pursuant to [insert citation].  
31

32 Section 13. [*Career and Professional Education Act.*]

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

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

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

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

41 (c) Support local and regional economic development;

42 (d) Respond to the state’s critical workforce needs; and

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

44 (2) Each district school board shall develop, in collaboration with regional workforce boards,  
45 economic development agencies, and postsecondary institutions approved to operate in the state, a  
46 strategic 3-year plan to address and meet local and regional workforce demands. If involvement of a  
47 regional workforce board or an economic development agency in the strategic plan development is  
48 not feasible, the local school board, with the approval of the [insert state agency], shall collaborate  
49 with the most appropriate regional business leadership board. Two or more school districts may

1 collaborate in the development of the strategic plan and offer career-themed courses, as defined in  
2 [insert citation], or a career and professional academy as a joint venture. The strategic plan must  
3 describe in detail provisions for the efficient transportation of students, the maximum use of shared  
4 resources, access to courses aligned to state curriculum standards through virtual education providers  
5 legislatively authorized to provide part-time instruction to middle school students, and an objective  
6 review of proposed career and professional academy courses and other career-themed courses to  
7 determine if the courses will lead to the attainment of industry certifications included on the Industry  
8 Certified Funding List pursuant to rules adopted by the State Board of Education. Each strategic plan  
9 shall be reviewed, updated, and jointly approved every 3 years by the local school district, regional  
10 workforce boards, economic development agencies, and state-approved postsecondary institutions.

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

14 (a) Research conducted to objectively determine local and regional workforce needs  
15 for the ensuing 3 years, using labor projections of the United States Department of Labor and  
16 the [insert state agency];

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

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

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

24 (e) Strategies to provide personalized student advisement, including a parent-  
25 participation component, and coordination with middle schools to promote and support  
26 career-themed courses and education planning as required under [insert citation].

27 (f) Alignment of requirements for middle school career planning under [insert  
28 citation], middle and high school career and professional academies or career-themed courses  
29 leading to industry certification or postsecondary credit, and high school graduation  
30 requirements;

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

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

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

39 (j) Strategies to recruit students into career-themed courses and in career and  
40 professional academies which include opportunities for students who have been unsuccessful  
41 in traditional classrooms but who are interested in enrolling in career-themed courses or a  
42 career and professional academy. School boards shall provide opportunities for students who  
43 may be deemed as potential dropouts to enroll in career-themed courses or participate in  
44 career and professional academies;

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

47 (l) Strategies to implement career-themed courses or career and professional academy  
48 training that lead to industry certification in juvenile justice education programs;

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

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

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

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

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

17 (a) The review of newly proposed core secondary courses shall be the responsibility  
18 of a curriculum review committee whose membership is approved by the [insert workforce  
19 agency] as described in [insert citation], and shall include:

20 1. Three certified high school guidance counselors recommended by the [insert  
21 state] Association of Student Services Administrators.

22 2. Three assistant superintendents for curriculum and instruction,  
23 recommended by the [insert state] Association of District School Superintendents and  
24 who serve in districts that operate successful career and professional academies  
25 pursuant to [insert citation] or a successful series of courses that lead to industry  
26 certification. Committee members in this category shall employ the expertise of  
27 appropriate subject area specialists in the review of proposed courses.

28 3. Three workforce representatives recommended by the Department of  
29 Economic Opportunity.

30 4. Three admissions directors of postsecondary institutions accredited by the  
31 [Southern Association of Colleges and Schools], representing both public and private  
32 institutions.

33 5. The [Commissioner] of Education, or his or her designee, responsible for K-  
34 12 curriculum and instruction. The [commissioner] shall employ the expertise of  
35 appropriate subject area specialists in the review of proposed courses.

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

48 Section 14. [Industry-certified career education programs.]  
49



1 (1) Secondary schools offering career-themed courses, as defined in [insert citation], and  
2 career and professional academies shall be coordinated with the relevant and appropriate industry to  
3 prepare a student for further education or for employment in that industry.

4 (2) The State Board of Education shall use the expertise of [workforce agency], to develop  
5 and adopt rules pursuant to [insert citation] for implementing an industry certification process.  
6 Industry certification shall be defined by the Department of [Economic Opportunity], based upon the  
7 highest available national standards for specific industry certification, to ensure student skill  
8 proficiency and to address emerging labor market and industry trends. A regional workforce board  
9 or a school principal may apply to [workforce agency], to request additions to the approved list of  
10 industry certifications based on high-skill, high-wage, and high-demand job requirements in the  
11 regional economy. The list of industry certifications approved by [workforce agency], and the  
12 Department of Education shall be published and updated annually by a date certain, to be included in  
13 the adopted rule.

14 (3) The Department of Education shall collect student achievement and performance data in  
15 industry-certified career education programs and career-themed courses and shall work with  
16 [workforce agency], in the analysis of collected data. The data collection and analyses shall examine  
17 the performance of participating students over time. Performance factors shall include, but not be  
18 limited to, graduation rates, retention rates, additional educational attainment, employment records,  
19 earnings, industry certification, and employer satisfaction. The results of this study shall be  
20 submitted to the President of the Senate and the Speaker of the House of Representatives annually by  
21 [insert date].

22  
23 Section 15. [*Career and professional academies and career-themed courses.*]

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

33 (b) A “career-themed course” is a course, or a course in a series of courses, that leads to an  
34 industry certification identified in the Industry Certification Funding List pursuant to rules adopted  
35 by the State Board of Education. Career-themed courses have industry-specific curriculum aligned  
36 directly to priority workforce needs established by the regional workforce board or the Department  
37 of [Economic Opportunity]. School districts shall offer at least two  
38 career-themed courses and each secondary school is encouraged to offer at least one career-themed  
39 course. The [insert state] Virtual School is encouraged to develop and offer rigorous career-themed  
40 courses as appropriate. Students completing a career-themed course must be provided opportunities  
41 to earn postsecondary credit if the credit for the career-themed course can be articulated to a  
42 postsecondary institution approved to operate in the state.

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

44 (a) Increase student academic achievement and graduation rates through integrated  
45 academic and career curricula.

46 (b) Prepare graduating high school students to make appropriate choices relative to  
47 employment and future educational experiences.

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

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

3 (e) Promote acceleration mechanisms, such as dual enrollment or, articulated credit,  
4 so that students may earn postsecondary credit while in high school.

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

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

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

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

14 2. A total school configuration that provides courses in one or more  
15 occupational clusters. Every student who attends the school also attends the academy.

16 (4) Each career and professional academy and secondary school providing a career-themed  
17 course must:

18 (a) Provide a rigorous standards-based academic curriculum integrated with a career  
19 curriculum; consider, multiple styles of student learning; promote learning by doing through  
20 application and adaptation; maximize relevance of the subject matter; enhance each student's  
21 capacity to excel; and include an emphasis on work habits and work ethics.

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

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

34 2. Internships, externships, and on-the-job training.

35 3. A postsecondary degree, diploma, or certificate.

36 4. The highest available level of industry certification.

37 5. Maximum articulation of credits pursuant to [insert citation] upon program  
38 completion.

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

42 (d) Deliver academic content through instruction relevant to the career, including  
43 intensive reading and mathematics intervention required by [insert citation], with an  
44 emphasis on strengthening reading for information skills.

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

46 (f) Provide instruction resulting in competency, certification, or credentials in  
47 workplace skills, including, but not limited to, communication skills, interpersonal skills,  
48 decision-making skills, the importance of attendance and timeliness in the work environment,  
49 and work ethics.

1 (5) All career courses offered in a career and professional academy and each career-themed  
2 course offered by a secondary school must lead to industry certification or college credit. If the  
3 passage rate on an industry certification examination that is associated with the career and  
4 professional academy or a career-themed course falls below 50 percent, the 3-year strategic plan  
5 must be amended to include specific strategies to improve the passage rate of the academy or career-  
6 themed course.

7 (6) [insert workforce agency], shall serve in an advisory role and offer technical assistance in  
8 the development and deployment of newly established career and professional academies and career-  
9 themed courses.

10  
11 Section 16. *[Middle school career and professional academy courses and*  
12 *career-themed courses.]*

13 (1) Beginning with the [insert year] school year, each district school board, in collaboration  
14 with regional workforce boards, economic development agencies, and state-approved postsecondary  
15 institutions, shall include plans to implement a career and professional academy or a career-themed  
16 course, as defined in [insert citation], in at least one middle school in the district as part of the  
17 strategic 3-year plan pursuant to [insert citation]. The strategic plan must provide students ensure the  
18 opportunity to transfer from a middle school career and professional academy or a career-themed  
19 course to a high school career and professional academy or a career-themed course currently  
20 operating within the school district. Students who  
21 complete a middle school career and professional academy or a career-themed course must have the  
22 opportunity to earn an industry certificate and high school credit and participate in career planning,  
23 job shadowing, and business leadership development activities.

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

29 (a) Lead to careers in occupations designated as high-skill, high-wage, and high-  
30 demand in the Industry Certification Funding List approved under rules adopted by the State  
31 Board of Education;

32 (b) Integrate content from core subject areas;

33 (c) Integrate career and professional academy or career-themed course content with  
34 intensive reading and mathematics pursuant to [insert citation];

35 (d) Coordinate with high schools to maximize opportunities for middle school  
36 students to earn high school credit;

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

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

44 (g) Offer externships; and

45 (h) Provide personalized student advisement that includes a parent participation  
46 component.

47 (3) Beginning with the [insert year] school year, if a school district implements a middle  
48 school career and professional academy or a career-themed course, the Department of Education

1 shall collect and report student achievement data pursuant to performance factors identified under  
2 [insert citation] for students enrolled in an academy or a career-themed course.

3 (4) The State Board of Education shall adopt rules to identify industry certifications in  
4 science, technology, engineering, and mathematics offered in middle school to be included on the  
5 Industry Certified Funding List and which are eligible for additional full-time equivalent  
6 membership under [insert citation].  
7

8 Section 17. [*College System institutions; admissions of students.*]

9 Each [insert state] College System institution board of trustees is authorized to adopt rules  
10 governing admissions of students subject to this section and rules of the State Board of Education.  
11 These rules shall include the following:

12 (1) Admission to associate degree programs is subject to minimum standards adopted by the  
13 State Board of Education and shall require:

14 (a) A standard high school diploma, a high school equivalency diploma as prescribed  
15 in [insert citation], previously demonstrated competency in college credit postsecondary  
16 coursework, or, in the case of a student who is home educated, a signed affidavit submitted  
17 by the student's parent or legal guardian attesting that the student has completed a home  
18 education program pursuant to the requirements of s. 1002.41. Students who are enrolled in a  
19 dual enrollment or early admission program pursuant to [insert citation] are exempt from this  
20 requirement.

21 Each board of trustees shall establish policies that notify students about, and  
22 place students into, adult basic education, adult secondary education, or other instructional programs  
23 that provide students with alternatives to traditional college-preparatory instruction, including  
24 private provider instruction. A student is prohibited from enrolling in additional college-level  
25 courses until the student scores above the cut-score on all sections of the common placement test.  
26

27 Section 18. [*Articulated acceleration mechanisms.*]

28 (1) It is the intent of the Legislature that a variety of articulated acceleration mechanisms be  
29 available for secondary and postsecondary students attending public educational institutions. It is  
30 intended that articulated acceleration serve to shorten the time necessary for a student to complete  
31 the requirements associated with the conference of a high school diploma and a postsecondary  
32 degree, broaden the scope of curricular options available to students, or increase the depth of study  
33 available for a particular subject. Articulated acceleration mechanisms shall include, but are not be  
34 limited to, dual enrollment and early admission as provided for in [insert citation], advanced  
35 placement, credit by examination, the International Baccalaureate Program, and the Advanced  
36 International Certificate of Education Program. Credit earned through the [insert state] Virtual  
37 School shall provide additional opportunities for early graduation and  
38 acceleration. Students of [insert state] public secondary schools enrolled pursuant to this subsection  
39 shall be deemed authorized users of the state-funded electronic library resources that are licensed for  
40 the State College System institutions and state universities. Verification of eligibility shall be in  
41 accordance with rules established by the State Board of Education and regulations established by the  
42 Board of Governors and processes implemented by the State College System institutions and state  
43 universities.  
44

45 Section 19. [*Dual enrollment programs.*]

46 (1) The dual enrollment program is the enrollment of an eligible secondary student or home  
47 education student in a postsecondary course creditable toward high school completion and a career  
48 certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary

1 instruction that is not creditable toward a high school diploma may not be classified as a dual  
2 enrollment student.

3 (2) For the purpose of this section, an eligible secondary student is a student who is enrolled  
4 in a public secondary school or in a private secondary school which is in compliance with [insert  
5 citation] and provides a secondary curriculum pursuant [insert citation]. Students who are eligible for  
6 dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during  
7 school hours, after school hours, and during the summer term. However, if the student is projected to  
8 graduate from high school before the scheduled completion date of a postsecondary course, the  
9 student may not register for that course through dual enrollment. The student may apply to the  
10 postsecondary institution and pay the required registration, tuition, and fees if the student meets the  
11 postsecondary institution's admissions requirements under [insert citation]. Instructional time for  
12 dual such enrollment may vary from 900 hours; however, the school district may only report the  
13 student for a maximum of 1.0 FTE, as provided in [insert citation]. Any student so enrolled as a dual  
14 enrollment student is exempt from the payment of registration, tuition, and laboratory fees.  
15 Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate  
16 instruction, as well as physical education courses that focus on the physical execution of a skill  
17 rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment  
18 program. Recreation and leisure studies courses shall be evaluated individually in the same manner  
19 as physical education courses for potential inclusion in the program.

20 (3) Student eligibility requirements for initial enrollment in college credit dual enrollment  
21 courses must include a 3.0 unweighted high school grade point average, and the minimum score on a  
22 common placement test adopted by the State Board of Education which indicates that the student is  
23 ready for college-level coursework. Student eligibility requirements for continued enrollment in  
24 college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school  
25 grade point average and the minimum postsecondary grade point average established by the  
26 postsecondary institution. Regardless of meeting student eligibility requirements for continued  
27 enrollment, a student may lose the opportunity to participate in a dual enrollment course if the  
28 student is disruptive to the learning process such that the progress of other students or the efficient  
29 administration of the course is hindered. Student eligibility requirements qualifications for initial and  
30 continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted  
31 high school grade point average. Exceptions to the required grade point averages may be granted on  
32 an individual student basis if the educational entities agree and the terms of the agreement are  
33 contained within the dual enrollment inter-institutional articulation agreement established pursuant  
34 to subparagraph (22) of this section. [insert state] College System institution boards of trustees may  
35 establish additional initial student eligibility requirements, which shall be included in the dual  
36 enrollment articulation agreement, to ensure student readiness for postsecondary instruction.  
37 Additional requirements included in the agreement may not arbitrarily prohibit students who have  
38 demonstrated the ability to master advanced courses from participating in dual enrollment courses.

39 (4) District school boards may not refuse to enter into a dual enrollment articulation  
40 agreement with a local College System institution if that State College System institution has the  
41 capacity to offer dual enrollment courses. A College System institution may limit dual enrollment  
42 participation based upon capacity. Such limitation must be clearly specified in the dual enrollment  
43 articulation agreement.

44 (5)(a) Each faculty member providing instruction in college credit dual enrollment courses  
45 must:

- 46 1. Meet the qualifications required by the entity accrediting the postsecondary  
47 institution offering the course. The qualifications apply to all faculty members  
48 regardless of the location of instruction. The postsecondary institution offering the  
49 course must require compliance with these qualifications.

1                   2. Provide the institution offering the dual enrollment course a copy of his or  
2 her postsecondary transcript.

3                   3. Provide a copy of the current syllabus for each course taught to the  
4 discipline chair or department chair of the postsecondary institution before the start of  
5 each term. The content of each syllabus must meet the same standards required for all  
6 college-level courses offered by that postsecondary institution.

7                   4. Adhere to the professional rules, guidelines, and expectations stated in the  
8 postsecondary institution's faculty or adjunct faculty handbook. Any exceptions must  
9 be included in the dual enrollment articulation agreement.

10                  5. Adhere to the rules, guidelines, and expectations stated in the postsecondary  
11 institution's student handbook which apply to faculty members. Any exceptions must  
12 be noted in the dual enrollment articulation agreement.

13                  (b) Each president, or designee, of a postsecondary institution offering a college  
14 credit dual enrollment course must:

15                   1. Provide a copy of the institution's current faculty or adjunct faculty  
16 handbook to all faculty members teaching a dual enrollment course.

17                   2. Provide to all faculty members teaching a dual enrollment course a copy of  
18 the institution's current student handbook, which may include, but is not limited to,  
19 information on registration policies, the student code of conduct, grading policies, and  
20 critical dates.

21                   3. Designate an individual or individuals to observe all faculty members  
22 teaching a dual enrollment course, regardless of the location of instruction.

23                   4. Use the same criteria to evaluate faculty members teaching a dual  
24 enrollment course as the criteria used to evaluate all other faculty members.

25                   5. Provide course plans and objectives to all faculty members teaching a dual  
26 enrollment course.

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

28                   (a) Dual enrollment courses taught on the high school campus must meet the same  
29 competencies required for courses taught on the postsecondary institution campus. To ensure  
30 equivalent rigor with courses taught on the postsecondary institution campus, the  
31 postsecondary institution offering the course is responsible for providing in a timely manner  
32 a comprehensive, cumulative end-of-course assessment or a series of assessments of all  
33 expected learning outcomes to the faculty member teaching the course. Completed, scored  
34 assessments must be returned to the postsecondary institution and held for 1 year.

35                   (b) Instructional materials used in dual enrollment courses must be the same as or  
36 comparable to those used in courses offered by the postsecondary institution with the same  
37 course prefix and number. The postsecondary institution must advise the school district of  
38 instructional materials requirements as soon as that information becomes available but no  
39 later than one term before a course is offered.

40                   (c) Course requirements, such as tests, papers, or other assignments, for dual  
41 enrollment students must be at the same level of rigor or depth as those for all non-dual  
42 enrollment postsecondary students. All faculty members teaching dual enrollment courses  
43 must observe the procedures and deadlines of the postsecondary institution for the  
44 submission of grades. A postsecondary institution must advise each faculty member teaching  
45 a dual enrollment course of the institution's grading guidelines before the faculty member  
46 begins teaching the course.

47                   (d) Dual enrollment courses taught on a high school campus may not be combined  
48 with any non-college credit high school course.

1 (7) Career dual enrollment shall be provided as a curricular option for secondary students to  
2 pursue in order to earn a series of elective credits toward the high school diploma. Career dual  
3 enrollment shall be available for secondary students seeking a degree or certificate from a complete  
4 career preparatory program, and may not be used to enroll students in isolated career courses.

5 (8) Each district school board shall inform all secondary students and their parents of dual  
6 enrollment as an educational option and mechanism for acceleration. Students and their parents shall  
7 be informed of student eligibility requirements, the option for taking dual enrollment  
8 courses beyond the regular school year, and the minimum academic credits required for graduation.  
9 District school boards shall annually assess the demand for dual enrollment and provide that  
10 information to each partnering postsecondary institution. Alternative grade calculation, weighting  
11 systems, and or information regarding student education options that discriminate against dual  
12 enrollment courses are prohibited.

13 (9) The [Commissioner] of Education shall appoint faculty committees representing public  
14 school, State College System institution, and university faculties to identify postsecondary courses  
15 that meet the high school graduation requirements of [insert citation], and to establish the number of  
16 postsecondary semester credit hours of instruction and equivalent high school credits earned through  
17 dual enrollment pursuant to this section that are necessary to meet high school graduation  
18 requirements. Such equivalencies shall be determined solely on comparable course content and not  
19 on seat time traditionally allocated to such courses in high school. The [Commissioner] of Education  
20 shall recommend to the State Board of Education those postsecondary courses identified to meet  
21 high school graduation requirements, based on mastery of course outcomes, by their course numbers,  
22 and all high schools shall accept these postsecondary education courses toward meeting the  
23 requirements of [insert citation].

24 (10) Early admission is a form of dual enrollment through which eligible secondary students  
25 enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high  
26 school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12  
27 college credit hours per semester or the equivalent to participate in the early admission program;  
28 however, a student may not be required to enroll in more than 15 college credit hours per semester or  
29 the equivalent. Students enrolled pursuant to this subsection are  
30 exempt from the payment of registration, tuition, and laboratory fees.

31 (11) Career early admission is a form of career dual enrollment through which eligible  
32 secondary students enroll full time in a career center or a State College System institution in courses  
33 that are creditable toward the high school diploma and the certificate or associate degree.  
34 Participation in the career early admission program is limited to students who have completed a  
35 minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth  
36 grade. Students enrolled pursuant to this section are exempt from the payment of registration, tuition,  
37 and laboratory fees.

38 (12) The State Board of Education shall adopt rules for any dual enrollment programs  
39 involving requirements for high school graduation.

40 (13) The dual enrollment program for home education students consists of the enrollment of  
41 an eligible home education secondary student in a postsecondary course creditable toward an  
42 associate degree, a career certificate, or a baccalaureate degree. To participate in the dual enrollment  
43 program, an eligible home education secondary student must:

44 (a) Provide proof of enrollment in a home education program pursuant to  
45 [insert citation].

46 (b) Be responsible for his or her own instructional materials and transportation unless  
47 provided for otherwise.

48 (c) Sign a home education articulation agreement pursuant to paragraph

1 (14) Each postsecondary shall enter into a home education articulation agreement with each  
2 home education student seeking enrollment in a dual enrollment course and the student's parent. The  
3 home education articulation agreement shall include, at a minimum:

4 (a) A delineation of courses and programs available to for dually enrolled home  
5 education students. Courses and programs may be added, revised, or deleted at any time by  
6 the postsecondary institution.

7 (b) The initial and continued Identify eligibility requirements criteria for home  
8 education student participation, not to exceed those required of other dually enrolled  
9 students.

10 (c) The student's responsibilities for providing his or her own instructional materials  
11 and transportation.

12 (d) A copy of the statement on transfer guarantees developed by the Department of  
13 Education under subsection (16).

14 (15) The Department of Education shall approve any course for inclusion in the dual  
15 enrollment program that is contained within the statewide course numbering system. However,  
16 college-preparatory and other forms of pre-collegiate instruction, and physical education and other  
17 courses that focus on the physical execution of a skill rather than the intellectual attributes of the  
18 activity, may not be so approved, but must be evaluated individually for potential inclusion in the  
19 dual enrollment program. This subsection may not be construed to mean that an independent  
20 postsecondary institution eligible for inclusion in a dual enrollment or early admission program  
21 pursuant to [insert citation] must participate in the statewide course numbering system developed  
22 pursuant to [insert citation] to participate in a dual enrollment program.

23 (16) The Department of Education shall develop a statement on transfer guarantees to inform  
24 students and their parents, prior to enrollment in a dual enrollment course, of the potential for the  
25 dual enrollment course to articulate as an elective or a general education course into a postsecondary  
26 education certificate or degree program. The statement shall be provided to each district school  
27 superintendent, who shall include the statement in the information provided to all secondary students  
28 and their parents as required pursuant to this subsection. The statement may also include additional  
29 information, including, but not limited to, dual enrollment options, guarantees, privileges, and  
30 responsibilities.

31 (17) Students who meet the eligibility requirements of this section and who choose to  
32 participate in dual enrollment programs are exempt from the payment of registration, tuition, and  
33 laboratory fees.

34 (18) Instructional materials assigned for use within dual enrollment courses shall be made  
35 available to dual enrollment students from public high schools free of charge. This subsection does  
36 not prohibit a State College System institution from providing instructional materials at no cost to a  
37 home education student or student from a private school.

38 Instructional materials purchased by a district school board or State College System  
39 institution board of trustees on behalf of dual enrollment students shall be the property of the board  
40 against which the purchase is charged.

41 (19) School districts and Florida College System institutions must weigh dual enrollment  
42 courses the same as advanced placement, International Baccalaureate, and Advanced International  
43 Certificate of Education courses when grade point averages are calculated. Alternative grade  
44 calculation systems, alternative grade weighting systems, and information  
45 regarding student education options that discriminate against dual enrollment courses are prohibited.

46 (20) The [Commissioner] of Education may approve dual enrollment agreements for limited  
47 course offerings that have statewide appeal. Such programs shall be limited to a single site with  
48 multiple county participation.



1 (21) A postsecondary institution shall assign letter grades to each student enrolled in a dual  
2 enrollment course. The letter grade assigned by the postsecondary institution shall be posted to the  
3 student's high school transcript by the school district.

4 (22) Each district school superintendent and State College System institution president shall  
5 develop a comprehensive dual enrollment articulation agreement for the respective school district  
6 and State College System institution. The superintendent and president shall establish an articulation  
7 committee for the purpose of developing the agreement. Each state university president may  
8 designate a university representative to participate in the development of a dual enrollment  
9 articulation agreement. A dual enrollment articulation agreement shall be completed and submitted  
10 annually by the State College System institution to the Department of Education on or before [insert  
11 date]. The agreement must include, but is not limited to:

12 (a) A ratification or modification of all existing articulation agreements.

13 (b) A description of the process by which students and their parents are informed  
14 about opportunities for student participation in the dual enrollment program.

15 (c) A delineation of courses and programs available to students eligible to participate  
16 in dual enrollment.

17 (d) A description of the process by which students and their parents exercise options  
18 to participate in the dual enrollment program.

19 (e) A list of any additional initial student eligibility requirements for participation in  
20 the dual enrollment program.

21 (f) A delineation of the high school credit earned for the passage of each dual  
22 enrollment course.

23 (g) A description of the process for informing students and their parents of college-  
24 level course expectations.

25 (h) The policies and procedures, if any, for determining exceptions to the required  
26 grade point averages on an individual student basis.

27 (i) The registration policies for dual enrollment courses as determined by the  
28 postsecondary institution.

29 (j) Exceptions, if any, to the professional rules, guidelines, and expectations  
30 stated in the faculty or adjunct faculty handbook for the postsecondary institution.

31 (k) Exceptions, if any, to the rules, guidelines, and expectations stated in the student  
32 handbook of the postsecondary institution which apply to faculty members.

33 (l) The responsibilities of the school district regarding the determination of student  
34 eligibility before participating in the dual enrollment program and the monitoring of student  
35 performance while participating in the dual enrollment program.

36 (m) The responsibilities of the State College System institution regarding the  
37 transmission of student grades in dual enrollment courses to the school district.

38 (n) A funding provision that delineates costs incurred by each entity. School districts  
39 should share funding to cover instructional and support costs incurred by the postsecondary  
40 institution.

41 (o) Any institutional responsibilities for student transportation, if provided.

42 (23) The Department of Education shall develop an electronic submission system for dual  
43 enrollment articulation agreements and shall review, for compliance, each dual enrollment  
44 articulation agreement submitted pursuant to subparagraph (22) of this section. The Commissioner  
45 of Education shall notify the district school superintendent and the State College System institution  
46 president if the dual enrollment articulation agreement does not comply with statutory requirements  
47 and shall submit any dual enrollment articulation agreement with unresolved issues of  
48 noncompliance to the State Board of Education.

1 (24) District school boards and State College System institutions may enter into additional  
2 dual enrollment articulation agreements with state universities for the purposes of this section.  
3 School districts may also enter into dual enrollment articulation agreements with eligible  
4 independent colleges and universities pursuant to [insert citation].

5 (25) Postsecondary institutions may enter into dual enrollment articulation agreements with  
6 private secondary schools pursuant to subsection (2).

7  
8 Section 20. [*Student assessment program for public schools.*]

9 Statewide assessment program.—The commissioner shall design and implement a statewide  
10 program of educational assessment that provides information for the improvement of the operation  
11 and management of the public schools, including schools operating for the purpose of providing  
12 educational services to youth in Department of [Juvenile Justice] programs. The commissioner may  
13 enter into contracts for the continued administration of the assessment, testing, and evaluation  
14 programs authorized and funded by the Legislature. Contracts may be initiated in 1 fiscal year and  
15 continue into the next and may be paid from the appropriations of either or both fiscal years. The  
16 commissioner is authorized to negotiate for the sale or lease of  
17 tests, scoring protocols, test scoring services, and related materials developed pursuant to law.  
18 Pursuant to the statewide assessment program, the commissioner shall:

19 (a) Develop and implement a student achievement testing program as follows:

20 1. The [insert state] Comprehensive Assessment Test (CAT) measures a student's  
21 content knowledge and skills in reading, writing, science, and mathematics. The content  
22 knowledge and skills assessed by the CAT must be aligned to the core curricular content  
23 established in the state standards. Other content areas may be included as directed by the  
24 commissioner. Comprehensive assessments of reading and mathematics shall be  
25 administered annually in grades 3 through 10 except, beginning with the [insert year] school  
26 year, the administration of grade 9 CAT Mathematics shall be discontinued, and beginning  
27 with the [insert year] school year, the administration of grade 10 CAT Mathematics shall be  
28 discontinued, except as required for students who have not attained minimum performance  
29 expectations for graduation as provided in [insert citation]. CAT Writing and CAT Science  
30 shall be administered at least once at the elementary, middle, and high school levels except,  
31 beginning with the [insert year] school year, the administration of CAT Science at the high  
32 school level shall be discontinued.

33 2.(a) End-of-course assessments for a subject shall be administered in addition to the  
34 comprehensive assessments required under subparagraph 1. End-of-course assessments must be  
35 rigorous, statewide, standardized, and developed or approved by the department. The content  
36 knowledge and skills assessed by end-of-course assessments must be aligned to the core curricular  
37 content established in the state standards.

38 (I) Statewide, standardized end-of-course assessments in mathematics shall be  
39 administered according to this sub-sub-subparagraph. Beginning with the [insert year]  
40 school year, all students enrolled in Algebra I or an equivalent course must take the  
41 Algebra I end-of-course assessment. For students entering grade 9 during the 2010-  
42 2011 school year and who are enrolled in Algebra I or an equivalent, each student's  
43 performance on the end-of-course assessment in Algebra I shall constitute 30 percent  
44 of the student's final course grade. Beginning with the 2012-2013 school year, the  
45 end-of-course assessment in Algebra I shall be administered four times annually.  
46 Beginning with students entering grade 9 in the [insert year] school year, a student  
47 who is enrolled in Algebra I or an equivalent must earn a passing score on the end-of-  
48 course assessment in Algebra I or attain an equivalent score as described in  
49 subsection (11) in order to earn course credit. Beginning with the [insert year] school

1 year, all students enrolled in geometry or an equivalent course must take the geometry  
2 end-of-course assessment. For students entering grade 9 during the [insert year]  
3 school year, each student's performance on the end-of-course assessment in geometry  
4 shall constitute 30 percent of the student's final course grade. Beginning with  
5 students entering grade 9 during the [insert year] school year, a student must earn a  
6 passing score on the end-of-course assessment in geometry or attain an equivalent  
7 score as described in subsection (12) in order to earn course credit.

8 (II) Statewide, standardized end-of-course assessments in science shall be  
9 administered according to this sub-sub-paragraph. Beginning with the [insert year]  
10 school year, all students enrolled in Biology I or an equivalent course must take the  
11 Biology I end-of-course assessment. For the [insert year] school year, each student's  
12 performance on the end-of-course assessment in Biology I shall constitute 30 percent  
13 of the student's final course grade. Beginning with students entering grade 9 during  
14 the 2012-2013 school year, a student must earn a passing score on the end-of-course  
15 assessment in Biology I in order to earn course credit.

16 (b) During the [insert year] school year, an end-of-course assessment in civics  
17 education shall be administered as a field test at the middle school level. During the [insert  
18 year] school year, each student's performance on the statewide, standardized end-of-course  
19 assessment in civics education shall constitute 30 percent of the student's final course grade.  
20 Beginning with the [insert year] school year, a student must earn a passing score on the end-  
21 of-course assessment in civics education in order to pass the course and be promoted from  
22 the middle grades. The school principal of a middle school shall determine, in accordance  
23 with State Board of Education rule, whether a student who transfers to the middle school and  
24 who has successfully completed a civics education course at the student's previous school  
25 must take an end-of-course assessment in civics education.

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

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

47 3. The testing program shall measure student content knowledge and skills adopted by the  
48 State Board of Education as specified in paragraph (a) and measure and report student performance  
49 levels of all students assessed in reading, writing, mathematics, and science. The commissioner shall

1 provide for the tests to be developed or obtained, as appropriate, through contracts and project  
2 agreements with private vendors, public vendors, public agencies, postsecondary educational  
3 institutions, or school districts. The commissioner shall obtain input with respect to the design and  
4 implementation of the testing program from state educators, assistive technology experts, and the  
5 public.

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

10 5. CAT Reading, Mathematics, and Science and all statewide, standardized end-of-course  
11 assessments shall measure the content knowledge and skills a student has attained on the assessment  
12 by the use of scaled scores and achievement levels. Achievement levels shall range from 1 through  
13 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and  
14 level 3 indicating satisfactory performance on an assessment. For purposes of CAT Writing, student  
15 achievement shall be scored using a scale of 1 through 6 and the score earned shall be used in  
16 calculating school grades. A score shall be designated for each subject area tested, below which  
17 score a student's performance is deemed inadequate. The school districts shall provide appropriate  
18 remedial instruction to students who score below these levels.

19 6. The State Board of Education shall, by rule, designate a passing score for each part of the  
20 grade 10 assessment test and end-of-course assessments. Any rule that has the effect of raising the  
21 required passing scores may apply only to students taking the assessment for the first time after the  
22 rule is adopted by the State Board of Education. Except as otherwise provided in  
23 this subparagraph and as provided in [insert citation], students must earn a passing score on grade 10  
24 CAT Reading and grade 10 CAT Mathematics or attain concordant scores as described in subsection  
25 (10) in order to qualify for a standard high school diploma.

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

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

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

3 10. District school boards must provide instruction to prepare students in the core curricular  
4 content established in the state standards adopted under [insert citation], including the core content  
5 knowledge and skills necessary for successful grade-to-grade progression and high school  
6 graduation. If a student is provided with instructional accommodations in the classroom that are not  
7 allowable as accommodations in the statewide assessment program, as described in the test manuals,  
8 the district must inform the parent in writing and must provide the parent with information regarding  
9 the impact on the student's ability to meet expected performance levels in reading, writing,  
10 mathematics, and science. The commissioner shall conduct studies as necessary to verify that the  
11 required core curricular content is part of the district instructional programs.

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

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

18 13. For students seeking a special diploma pursuant to [insert citation], the Department of  
19 Education must develop or select and implement an alternate assessment tool that accurately  
20 measures the core curricular content established in the state standards for students with disabilities  
21 under [insert citation].

22 14. The Commissioner of Education shall establish schedules for the administration of  
23 statewide assessments and the reporting of student test results. When establishing the schedules for  
24 the administration of statewide assessments, the commissioner shall consider the observance of  
25 religious and school holidays. The commissioner shall, by [insert date] of each year, notify  
26 each school district in writing and publish on the department's Internet website the testing and  
27 reporting schedules for, at a minimum, the school year following the upcoming school year. The  
28 testing and reporting schedules shall require that:

29 a. There is the latest possible administration of statewide assessments and the earliest  
30 possible reporting to the school districts of student test results which is feasible within  
31 available technology and specific appropriations; however, test results for the CAT must be  
32 made available no later than the week of [insert date]. Student results for end-of-course  
33 assessments must be provided no later than 1 week after the school district completes testing  
34 for each course. The commissioner may extend the reporting schedule under exigent  
35 circumstances.

36 b. CAT Writing may not be administered earlier than the week of [insert date], and a  
37 comprehensive statewide assessment of any other subject may not be administered earlier  
38 than the week of [insert date].

39 c. A statewide, standardized end-of-course assessment is administered at the end of  
40 the course. The commissioner shall select an administration period for assessments that  
41 meets the intent of end-of-course assessments and provides student results prior to the end of  
42 the course. School districts shall administer tests in accordance with the schedule determined  
43 by the commissioner. For an end-of-course assessment administered at the end of the first  
44 semester, the commissioner shall determine the most appropriate testing dates based on a  
45 review of each school district's academic calendar. The commissioner may, based on  
46 collaboration and input from school districts, design and implement student testing programs,  
47 for any grade level and subject area, necessary to effectively monitor educational  
48 achievement in the state, including the measurement of educational achievement of the state  
49 standards for students with disabilities. Development and refinement of assessments shall

1 include universal design principles and accessibility standards that will prevent any  
2 unintended obstacles for students with disabilities while ensuring the validity and reliability  
3 of the test. These principles should be applicable to all technology platforms and assistive  
4 devices available for the assessments. The field testing process and psychometric analyses  
5 for the statewide assessment program must include an appropriate percentage of students  
6 with disabilities and an evaluation or determination of the effect of test items on such  
7 students.

8  
9 Section 21. [*Public school student progression; remedial instruction; reporting*  
10 *requirements.*]

11 (1) intent.—It is the intent of the Legislature that each student’s progression from one grade  
12 to another be determined, in part, upon satisfactory performance in reading, writing, science, and  
13 mathematics; that district school board policies facilitate student achievement that each student and  
14 his or her parent be informed of that student’s academic progress; and that students have access to  
15 educational options that provide academically challenging coursework or accelerated instruction  
16 pursuant to [insert citation].

17 (2) Comprehensive student progression plan. - Each district school board shall establish a  
18 comprehensive plan for student progression which must:

19 (a) Provide standards for evaluating each student’s performance, including how well  
20 he or she masters the performance standards approved by the State Board of Education.

21 (b) Provide specific levels of performance in reading, writing, science, and  
22 mathematics for each grade level, including the levels of performance on statewide  
23 assessments as defined by the commissioner, below which a student must receive  
24 remediation, or be retained within an intensive program that is different from the previous  
25 year’s program and that takes into account the student’s learning style.

26 (c) Provide appropriate alternative placement for a student who has been retained 2 or  
27 more years.

28 (d)1. List the student eligibility and procedural requirements established by the school  
29 district for whole-grade promotion, midyear promotion, and subject-matter acceleration that  
30 would result in a student attending a different school, pursuant to [insert citation].

31 2. Notify parents and students of the school district’s process by which a  
32 parent may request student participation in whole-grade promotion, midyear  
33 promotion, or subject-matter acceleration that would result in a student attending a  
34 different school, pursuant to [insert citation].

35 (e)1. Advise parents and students that additional ACCEL options may be available at  
36 the student’s school, pursuant to [insert citation].

37 2. Advise parents and students to contact the principal at the student’s school  
38 for information related to student eligibility requirements for whole grade promotion,  
39 midyear promotion, and subject-matter acceleration when the promotion or  
40 acceleration occurs within the principal’s school; virtual instruction in higher grade  
41 level subjects; and any other ACCEL options offered by the principal, pursuant to  
42 [insert citation].

43 3. Advise parents and students to contact the principal at the student’s school  
44 for information related to the school’s process by which a parent may request student  
45 participation in whole-grade promotion, midyear promotion, and subject-matter  
46 acceleration when the promotion or acceleration occurs within the principal’s school;  
47 virtual instruction in higher grade level subjects; and any other ACCEL options  
48 offered by the principal, pursuant to [insert citation].

1 (f) Advise parents and students of the early and accelerated graduation options under  
2 [insert citation].

3 (g) List, or incorporate by reference, all dual enrollment courses contained within the  
4 dual enrollment articulation agreement established pursuant to [insert citation].  
5

6 Section 22. [*Fee exemptions.*]

7 (1) The following students are exempt from the payment of tuition and fees, including lab  
8 fees, at a school district that provides postsecondary career programs, State College System  
9 institution, or state university:

10 (a) A student enrolled in a dual enrollment or early admission program pursuant to  
11 [insert citation].  
12

13 Section 23. [*Severability.*] Insert severability clause.

14 Section 24. [*Repealer.*] Insert repealer clause.

15 Section 25. [*Effective Date.*] Insert effective date.  
16  
17