



PreK-12 Quality Subcommittee

March 7, 2017

4:00 PM

Reed Hall (102 HOB)

Meeting Packet

**Richard Corcoran
Speaker**

**Jake Raburn
Chair**

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

PreK-12 Quality Subcommittee

Start Date and Time: Tuesday, March 07, 2017 04:00 pm
End Date and Time: Tuesday, March 07, 2017 06:30 pm
Location: Reed Hall (102 HOB)
Duration: 2.50 hrs

Consideration of the following proposed committee bill(s):


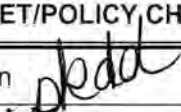
PCB PKQ 17-01 -- Civic Literacy

Presentation on High School Graduation Requirements and Pathways to Graduation

NOTICE FINALIZED on 03/03/2017 4:21PM by Jones.Missy

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: PCB PKQ 17-01 Civic Literacy
SPONSOR(S): PreK-12 Quality Subcommittee
TIED BILLS: **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: PreK-12 Quality Subcommittee		Brink 	Duncan 

SUMMARY ANALYSIS

Civic literacy is recognized as integral to the maintenance and improvement of constitutional democracy in the United States. Florida law incorporates several aspects of civic instruction into the public education system, including:

- academic standards for civics at all grade levels K-12;
- required instruction on the history, significance, and principles of the Declaration of Independence and the Constitution of the United States, flag education, and the arguments in support of adopting our republican form of government;
- civics and U.S. government course requirements in middle school and high school, respectively;
- a civics end-of-course assessment that constitutes 30 percent of a student's final grade for the middle grades civics course; and
- Celebrate Freedom Week, during which public school students must receive specified instruction on the Declaration of Independence and recite the Declaration at the beginning of each school day.

Currently, there are no civics education requirements for students enrolled in public postsecondary institutions in Florida.

To bolster civics instruction in Florida and prepare students to be civically engaged, knowledgeable adults, the bill:

- designates the month of September as "American Founders' Month" and authorizes the Governor to issue a proclamation urging public and private organizations within the state to celebrate the month;
- encourages all public schools to coordinate instruction on the founding fathers with "American Founders' Month;"
- requires the Just Read, Florida! Office to develop sequenced, content-rich programming to help elementary schools incorporate social studies, science, and fine arts content into literacy skills instruction;
- provides that it is a priority of the K-20 public education system to prepare students to become civically engaged and knowledgeable adults who make positive contributions to their community;
- requires students entering a Florida College System or State University System institution in 2018-2019 or thereafter to demonstrate competence in civic literacy either through a general education civics course or by passing an assessment adopted by the State Board of Education (SBE) or the Board of Governors (BOG); and
- requiring the chairs of the SBE and BOG to jointly appoint a faculty committee to:
 - develop a new course in civic literacy or revise an existing general education core course; and
 - establish competencies and identify outcomes for the course.

The bill does not appear to have a fiscal impact.

The bill takes effect July 1, 2017.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Required Instruction

Florida law requires each district school board to provide instruction regarding the history, significance, and principles of the Declaration of Independence and the Constitution of the United States, flag education, and the arguments in support of adopting our republican form of government.¹ The law also requires districts to provide a character-development program in kindergarten through grade 12. Each school district must develop or adopt a curriculum for its K-12 character-development program and submit it to the department for approval.² The curriculum must “stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.”³ For grades 9-12, the character-development program must include instruction on:

- Developing leadership skills, interpersonal skills, organization skills, and research skills;
- Creating a resume;
- Developing and practicing the skills necessary for employment interviews;
- Managing stress and expectations; and
- Developing skills that enable students to become more resilient and self-motivated.⁴

Civics Instruction

Currently, Florida’s Next Generation Sunshine State Standards for social studies include civics content in kindergarten through grade 8 and in grades 9-12.⁵ The standards were initially adopted after a review process in 2008 and then revised in 2014 by the State Board of Education (SBE).⁶

Each middle grades student must successfully complete three middle school or higher courses in social studies in order to be promoted to high school.⁷ One semester of the three courses must be in civics. Students enrolled in the civics course must take the statewide Civics end-of-course (EOC) assessment. The Civics EOC assessment, which was administered initially in the 2012-2013 school year, counts toward 30 percent of the student’s course grade; however, students are not required to pass the assessment in order to be promoted. Results from the assessment are included in the school grades calculation for middle schools.⁸

The percentage of 7th grade students achieving a Level 3 (passing score) or a Level 4 on the Civics EOC assessment has steadily increased since the 2013-14 school year.⁹

¹ Section 1003.42(2)(a)-(d), F.S.

² Section 1003.42(2)(s), F.S.

³ *Id.*

⁴ *Id.*

⁵ See CPALMS, *Browse and Search Standards*, <http://www.cpalms.org/Public/search/Standard> (last visited Feb. 27, 2017) (providing the Next Generation Sunshine State Standards for each subject area, by grade level).

⁶ See rule 6A-1.09401, F.A.C. See also Lou Frey Institute, *Civic Education in Florida: hearing before the House PreK-12 Quality Subcommittee* (Feb. 15, 2017), available at

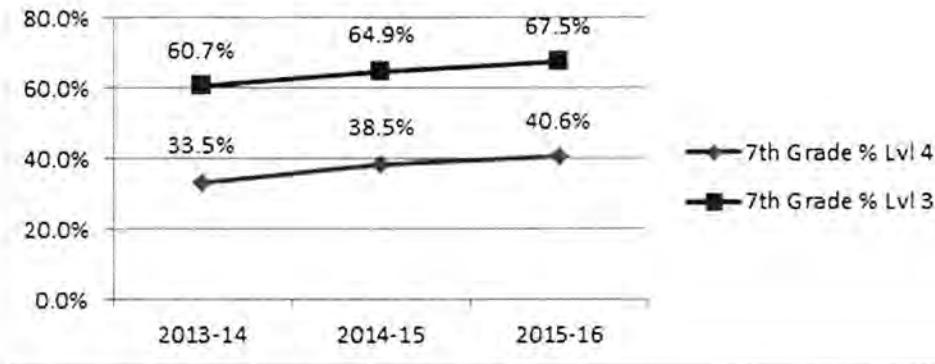
<http://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=2909&Session=2017&DocumentType=Meeting%20Packets&FileName=pkq%202-15-17.pdf>.

⁷ Section 1003.4156(1)(c), F.S.

⁸ See ss. 1003.4156(1)(c), 1008.34(3)(b)1.i., F.S.

⁹ Florida Department of Education, PK-12 Education Information Portal: *Civics EOC*, <https://edstats.fldoe.org/SASPortal/public> (last visited Feb. 27, 2017).

7th Grade Civics EOC Assessment Performance



In addition to the middle grades civics requirement, each public high school student must earn a one-half course credit each in U.S. Government and economics, including financial literacy, and one credit each in World History and U.S. History.¹⁰ Like middle grades Civics, the U.S. History course includes an EOC assessment that counts as 30 percent of a student's final course grade.¹¹

Although the law provides for civics-related academic standards and promotion and graduation requirements, there is no postsecondary civics course requirement in Florida.¹² Currently, students entering postsecondary education at a Florida College System (FCS) or State University System (SUS) institution must complete at least one social sciences course as part of the general education core course requirement.¹³ The six courses that students can select to satisfy the social sciences requirement include:

- American History;
- Government;
- Economics;
- Anthropology;
- Sociology; and
- Psychology.¹⁴

Of the FCS and SUS students who took a general core course in social sciences in the 2014-2015 school year, only 16 percent took Government. The most popular social sciences course was Psychology, in which 35 percent of the students enrolled.¹⁵ Currently, only nine states have postsecondary civics education requirements, including Texas, Oklahoma, Utah, Arkansas, California, Georgia, Massachusetts, Missouri, and Nevada.¹⁶

¹⁰ Section 1003.4282(3)(d), F.S.

¹¹ *Id.*

¹² Office of Program Policy Analysis and Government Accountability, *OPPAGA Research on Postsecondary Civics Education: hearing before the House PreK-12 Quality Subcommittee* (Feb. 15, 2017), available at <http://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=2909&Session=2017&DocumentType=Meeting%20Packets&FileName=pkq%202-15-17.pdf>.

¹³ See s. 1007.25(3), F.S.

¹⁴ See rule 6A-14.0303(1)(e), F.A.C. (establishing FCS general core course options for social sciences); Florida Board of Governors Regulation 8.005(1)(e) (establishing SUS general core course options for social sciences).

¹⁵ Office of Program Policy Analysis and Government Accountability, *OPPAGA Research on Postsecondary Civics Education: hearing before the House PreK-12 Quality Subcommittee* (Feb. 15, 2017), available at <http://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=2909&Session=2017&DocumentType=Meeting%20Packets&FileName=pkq%202-15-17.pdf>.

¹⁶ See *id.*

Without a postsecondary requirement for demonstrating competence in civics, little data exists on the effectiveness of K-12 civics instruction and accountability initiatives.

Background Knowledge

Research has shown that a student's background knowledge—the prior knowledge students need to master new ideas—is positively correlated with his or her ability to comprehend text, remember new concepts, and solve problems.¹⁷ This is because a person with a broad depth of background knowledge and a knowledge-related vocabulary can successfully make the necessary inferences to understand texts, express viewpoints, and apply knowledge.¹⁸ Generally, the earlier children develop a large vocabulary, the greater their reading comprehension will be in later grades. Because developing a vocabulary is a gradual process, it must begin in early grades to put students in a position for reading success.¹⁹

Studies have shown that K-3 teachers spend only 16 minutes on social studies each day, with daily science instruction receiving 19 minutes. The difference in time spent on instruction in literacy skills as compared to science and social studies instruction has been associated with students' decreased reading comprehension.²⁰

Average Number of Minutes per Day Spent Teaching Each Subject in Self-Contained Classes, by Grades		
	Grades K-3	Grades 4-6
Reading/Language Arts	89 mins.	83 mins.
Mathematics	54 mins.	61 mins.
Science	19 mins.	24 mins.
Social Studies	16 mins.	21 mins.

Only teachers who indicated they teach reading/language arts, mathematics, science and social studies to one class of students were included in these analyses.

21

Some districts, such as the Washington D.C. public school system, have adopted English language arts scope and sequence guides to help integrate information-rich texts covering social studies, science, and literary content in order to gradually develop a broad base of student knowledge.²² The State of New York has adopted a model Core Knowledge Language Arts curriculum to help local districts increase background knowledge and literacy skills for students in kindergarten through grade 2.²³ Students in New York classrooms that participated in a 3-year pilot program using the curriculum

¹⁷ Daniel Wilingham, *How Knowledge Helps*, <http://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps> (last visited Feb. 28, 2017).

¹⁸ See Doug Lemov, *How Knowledge Powers Reading*, <http://www.ascd.org/publications/educational-leadership/feb17/vol74/num05/How-Knowledge-Powers-Reading.aspx> (last visited Feb. 28, 2017). See also E.D. Hirsch, Jr., *Building Knowledge: The Case for Bringing Content into the Language Arts Block and for a Knowledge-Rich Curriculum Core for all Children*, <http://www.aft.org/periodical/american-educator/spring-2006/building-knowledge> (last visited Feb. 28, 2017).

¹⁹ See *id.*

²⁰ Knowledge Matters Campaign, *Restoring Wonder and Excitement to the Classroom* (2012) at 5, available at <http://knowledgematterscampaign.org/wp-content/uploads/2016/03/WhyKnowledgeMatters-1.pdf>.

²¹ *Id.* at 5.

²² See, e.g., District of Columbia Public Schools, *Scope and Sequence: Fifth Grade* (2014), available at <http://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/SY14-15%20ELA%20Grade%205%20SAS.pdf>.

²³ New York State Education Department, *New York State ELA Curriculum*, <https://www.engageny.org/english-language-arts> (last visited Feb. 28, 2017).

were shown to have greater gains in reading, science, and social studies than students in comparison schools.²⁴

Just Read, Florida! Office

In 2001, Florida Governor Jeb Bush established the Just Read, Florida! initiative, which aimed at helping students become successful, independent readers.²⁵ The Legislature formally created the Just Read, Florida! Office within the Department of Education in 2006.²⁶

Among other things, the Office must:

- create multiple designations of effective reading instruction, with accompanying credentials, which encourage all teachers to integrate reading instruction into their content areas;
- train K-12 teachers and school principals on effective content-area-specific reading strategies (these strategies must be developed for all content areas in the K-12 curriculum-- for secondary teachers, emphasis must be on technical text);
- provide parents with information and strategies for assisting their children in reading in the content area;
- work with the Florida Center for Reading Research to provide information on research-based reading programs and effective reading in the content area strategies;
- periodically review teacher certification examinations, including alternative certification exams, to ascertain whether the examinations measure the skills needed for research-based reading instruction and instructional strategies for teaching reading in the content areas; and
- work with initial teacher preparation programs to integrate research-based reading instructional strategies and reading in the content area instructional strategies into teacher preparation programs.²⁷

Effect of Proposed Changes

The bill designates the month of September as "American Founders' Month" and authorizes the Governor to issue a proclamation urging public and private organizations within the state to celebrate the month. The bill encourages all public schools in the state to coordinate instruction related to the nation's founding fathers with "American Founders' Month."

The bill revises the statutory priorities for Florida's K-20 education system under s. 1000.03, F.S., to expressly state that it is a priority of the system to prepare students to become "civically engaged and knowledgeable adults who make positive contributions to their community."

To help increase background knowledge and literacy skills, the bill requires the Just Read, Florida! Office to develop and provide access to sequenced, content-rich curriculum programming, instructional practices, and resources that help elementary schools use state-adopted instructional materials to increase students' background knowledge and literacy skills, including attainment of the Next Generation Sunshine State Standards in social studies, science, and the arts.

The bill also requires that, beginning with the 2018-2019 school year, students who enter a FCS or SUS institution for the first time demonstrate competency in civic literacy. Competency may be demonstrated either by completion of a civic literacy course or by passing an assessment adopted in state board rule or in Board of Governors (BOG) regulation depending on the type of institution in which the student is enrolled. The chair of the SBE and the chair of the BOG, or their respective designees, must jointly appoint a faculty committee to:

²⁴ The Core Knowledge Foundation, *The NYC Core Knowledge Early Literacy Pilot* (2012) at 13, available at http://www.coreknowledge.org/mimik/mimik_uploads/documents/712/CK%20Early%20Literacy%20Pilot%203%2012%2012.pdf

²⁵ Exec. Order No. 01-260 (2001).

²⁶ Section 8, ch. 2006-74, L.O.F.

²⁷ Section 1001.215, F.S.

- develop a new course in civic literacy or revise an existing general education core course; and
- establish course competencies and identify outcomes that include, at a minimum:
 - an understanding of the basic principles of American democracy and how they are applied in our nation's republican form of government;
 - an understanding of the U.S. Constitution;
 - knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance; and
 - an understanding of landmark Supreme Court cases and their impact on law and society.

B. SECTION DIRECTORY:

Section 1. Creates s. 683.1455, F.S., designating the month of September as American Founders' Month."

Section 2. Amends s. 1000.03, F.S., revising the priorities of Florida's K-20 education system.

Section 3. Amends s. 1001.215, F.S., revising the duties of the Just Read, Florida! Office to including developing and providing access to certain resources for elementary schools.

Section 4. Amends s. 1003.44, F.S., encouraging districts to provide instruction on founding fathers during "American Founders' Month."

Section 5. Amends s. 1007.25, F.S., providing that postsecondary students must demonstrate competency in civic literacy; providing requirements for demonstrating competency in civic literacy; providing for the development of a new course or revision of an existing course in civic literacy; providing for the establishment of course competencies.

Section 6. Amends s. 943.22, F.S., conforming a cross reference.

Section 7. Amends s. 1001.64, F.S., conforming cross references.

Section 8. Provides an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill requires the SBE and the BOG to identify in rule and regulation, as applicable, one or more assessments that students can pass in order to demonstrate competency in civic literacy.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

Not Applicable.

1 A bill to be entitled
 2 An act relating to civic literacy; creating s.
 3 683.1455, F.S.; designating the month of September as
 4 American Founders' Month"; amending s. 1000.03, F.S.;
 5 revising the priorities of Florida's K-20 education
 6 system; amending s. 1001.215, F.S.; revising the
 7 duties of the Just Read, Florida! Office to including
 8 developing and providing access to certain resources
 9 for elementary schools; amending s. 1003.44, F.S.;
 10 encouraging districts to provide certain instruction;
 11 amending s. 1007.25, F.S.; providing that
 12 postsecondary students must demonstrate competency in
 13 civic literacy; providing requirements for
 14 demonstrating competency in civic literacy; providing
 15 for the development of a new course or revision of an
 16 existing course in civic literacy; providing for the
 17 establishment of course competencies; amending ss.
 18 943.22 and 1001.64, F.S.; conforming cross-references;
 19 providing an effective date.

20
 21 Be It Enacted by the Legislature of the State of Florida:

22
 23 Section 1. Section 683.1455, Florida Statutes, is created
 24 to read:
 25 683.1455 American Founders' Month.—

26 (1) The month of September of each year is designated as
 27 "American Founders' Month."

28 (2) The Governor may annually issue a proclamation
 29 designating the month of September as "American Founders' Month"
 30 and urging all civic, fraternal, and religious organizations and
 31 public and private educational institutions to recognize and
 32 observe this occasion through appropriate programs, meetings,
 33 services, or celebrations in which state, county, and local
 34 governmental officials are invited to participate.

35 Section 2. Paragraphs (c), (d), (e), (f), and (g) of
 36 subsection (5) of section 1000.03, Florida Statutes, are
 37 redesignated as paragraphs (d), (e), (f), (g), and (h),
 38 respectively, and paragraph (c) is added to that subsection, to
 39 read:

40 1000.03 Function, mission, and goals of the Florida K-20
 41 education system.—

42 (5) The priorities of Florida's K-20 education system
 43 include:

44 (c) Civic literacy.—Students are prepared to become
 45 civically engaged and knowledgeable adults who make positive
 46 contributions to their community.

47 Section 3. Subsections (4) through (11) of section
 48 1001.215, Florida Statutes, are renumbered as subsections (5)
 49 through (12), and a new subsection (4) is added to that section,
 50 to read:

51 1001.215 Just Read, Florida! Office.—There is created in
 52 the Department of Education the Just Read, Florida! Office. The
 53 office shall be fully accountable to the Commissioner of
 54 Education and shall:

55 (4) Develop and provide access to sequenced, content-rich
 56 curriculum programming, instructional practices, and resources
 57 that help elementary schools use state-adopted instructional
 58 materials to increase students' background knowledge and
 59 literacy skills, including student attainment of the Next
 60 Generation Sunshine State Standards for social studies, science,
 61 and the arts.

62 Section 4. Subsection (3) is added to section 1003.44,
 63 Florida Statutes, to read:

64 1003.44 Patriotic programs; rules.—

65 (3) All public schools in the state are encouraged to
 66 coordinate, at all grade levels, instruction related to our
 67 nation's founding fathers with "American Founders' Month"
 68 pursuant to s. 683.1455.

69 Section 5. Subsections (4) through (11) of section
 70 1007.25, Florida Statutes, are renumbered as subsections (5)
 71 through (12), respectively, and a new subsection (4) is added to
 72 that section, to read:

73 1007.25 General education courses; common prerequisites;
 74 other degree requirements.—

75 (4) Beginning with students initially entering a Florida

76 College System institution or state university in 2018-2019 and
 77 thereafter, each student must demonstrate competency in civic
 78 literacy. Students must have the option to demonstrate
 79 competency through successful completion of a civic literacy
 80 course or by achieving a passing score on an assessment adopted
 81 in rule by the State Board of Education or in regulation by the
 82 Board of Governors, as applicable. The chair of the State Board
 83 of Education and the chair of the Board of Governors, or their
 84 respective designee, shall jointly appoint a faculty committee
 85 to:

86 (a) Develop a new course in civic literacy or revise an
 87 existing general education core course; and

88 (b) Establish course competencies and identify outcomes
 89 that include, at a minimum, an understanding of the basic
 90 principles of American democracy and how they are applied in our
 91 republican form of government, an understanding of the United
 92 States Constitution, knowledge of the founding documents and how
 93 they have shaped the nature and functions of our institutions of
 94 self-governance, and an understanding of landmark Supreme Court
 95 cases and their impact on law and society.

96 Section 6. Paragraph (c) of subsection (1) of section
 97 943.22, Florida Statutes, is amended to read:

98 943.22 Salary incentive program for full-time officers.—

99 (1) For the purpose of this section, the term:

100 (c) "Community college degree or equivalent" means

101 graduation from an accredited community college or having been
 102 granted a degree pursuant to s. 1007.25(11) ~~s. 1007.25(10)~~ or
 103 successful completion of 60 semester hours or 90 quarter hours
 104 and eligibility to receive an associate degree from an
 105 accredited college, university, or community college.

106 Section 7. Subsection (7) and paragraph (d) of subsection
 107 (8) of section 1001.64, Florida Statutes, is amended to read:

108 1001.64 Florida College System institution boards of
 109 trustees; powers and duties.—

110 (7) Each board of trustees has responsibility for:
 111 ensuring that students have access to general education courses
 112 as identified in rule; requiring no more than 60 semester hours
 113 of degree program coursework, including 36 semester hours of
 114 general education coursework, for an associate in arts degree;
 115 notifying students that earned hours in excess of 60 semester
 116 hours may not be accepted by state universities; notifying
 117 students of unique program prerequisites; and ensuring that
 118 degree program coursework beyond general education coursework is
 119 consistent with degree program prerequisite requirements adopted
 120 pursuant to s. 1007.25(6) ~~s. 1007.25(5)~~.

121 (8) Each board of trustees has authority for policies
 122 related to students, enrollment of students, student records,
 123 student activities, financial assistance, and other student
 124 services.

125 (d) Boards of trustees shall identify their general

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ORIGINAL

2017

126 education curricula pursuant to s. 1007.25(7) ~~s. 1007.25(6)~~.
127 Section 8. This act shall take effect July 1, 2017.

**High School
Graduation Requirements**



Florida's High School Graduation Requirements

March 7, 2017

PreK-12 Quality Subcommittee

Mary Jane Tappen, Vice Chancellor



High School Diploma Options s. 1003.4282, F.S.

- Successful completion of one of the following:
 - 24 credits as defined in S. 1003.4282 (3)-(10), F.S.
 - International Baccalaureate Curriculum
 - Advanced International Certificate of Education Curriculum
 - 18 credit Academically Challenging Curriculum to Enhance Learning (ACCEL) by completing requirements of S. 1003.4282(3)(a)-(e), F.S.
 - Earn 3 credits in electives
 - GPA of 2.0 on a 4.0 scale

Assessment Graduation Requirements

Section 1008.22, F.S., states that, “Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma....” To earn a standard diploma a student must pass:

- The grade 10 ELA Florida Standards Assessment
 - Or earn a concordant score on Reading SAT or ACT
- The Algebra I End-of-Course Assessment
 - Or earn a comparative score on the PERT math subtest

Early Graduation

- Each district may receive funding for each student who graduates early and meets the 24 credit requirements of s. 1003.4282, F.S.
 - 0.25 FTE for one semester early
 - 0.5 FTE for one year or more early

24 Credit Diploma Requirements

English Language Arts (ELA)

- Four credits
 - ELA I
 - ELA II
 - ELA III
 - ELA IV
- Pass the grade 10 ELA Florida Standards Assessment (FSA)
 - Or earn a SAT or ACT concordant score

Mathematics

- Four credits
 - Algebra I
 - EOC constitutes 30% of course average
 - Geometry
 - EOC constitutes 30% of course average
 - Two additional credits
- Pass the Algebra I End-of-Course (EOC) Assessment
 - Or earn a PERT comparative score
- A student who earns an industry certification for which there is a statewide college credit articulation agreement may substitute the certification for one of the two additional credits. Substitution may occur for up to two credits.

24 Credit Diploma Requirements (cont.)

Science

- Three credits
 - Biology I
 - EOC constitutes 30% of course average
 - Two credits in equally rigorous courses
 - These are identified in the Course Code Directory
- Two of the three required credits must have a laboratory component.
- A student who earns an industry certification for which there is a statewide college credit articulation agreement may substitute the certification for one of the two equally rigorous course credits.

Social Studies

- Three credits
 - United States History
 - EOC constitutes 30% of course average
 - World History
 - One-half credit in United States Government
 - One-half credit in Economics
 - This course must include financial literacy

24 Credit Diploma Requirements (cont.)

- One credit in fine or performing arts, speech and debate, or practical arts.
- One credit in physical education which must include the integration of health.
 - Participation in an interscholastic sport for two full seasons satisfies the one physical education credit
 - Completion of one semester of marching band, a physical activity class that requires participation in marching band activities as an extracurricular activity, or a dance class satisfies one-half credit in physical education or performing arts
 - Completion of two years in R.O.T.C. satisfies the one-credit in physical education and the one-credit in performing arts

24 Credit Diploma Requirements (cont.)

- Eight credits in electives which must include opportunities for students to earn college credit, including industry-certified career programs or courses that lead to college credit.
- One of the courses within the 24 credits must be completed through online learning.
- A student must earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale based on the required credits to be awarded a standard high school diploma.

Other Instructional Requirements

- Section 1003.42, F.S. – Required Instruction: Each district shall provide all courses required for middle grades promotion and high school graduation that include the

- Declaration of Independence
- Constitution of the U. S.
- Federalist Papers
- Flag Education
- Elements of Government
- History of the U. S.
- Hispanic Contributions to the U. S.
- Nature and importance of Free Enterprise to the U. S. Economy
- Sacrifices of Veterans to Protect our Values

- History of the Holocaust
- History of African Americans
- Elementary Principles of Agriculture
- Effects of Alcohol
- Kindness to Animals
- Conservation of Natural Resources
- Health Education
- Women’s Contributions to the U. S.
- Character Development



Florida's High School Graduation Requirements and Graduation Rates

Graduation Rates (GR)

1978-1998 Included standard diplomas, special diplomas, certificates of completion, special certificates of completion and GED diplomas

1999-2000 Included standard diplomas, special diplomas and GED diplomas

2001-Present - Includes only Standard Diplomas

Each district determines standards for graduation with minimum grade 11 standards for reading, writing and math

A minimum of 22 credits with a minimum of three in math and science

A minimum of 24 credits:

4-ELA; 3-math, 3-science, 3-social studies including U.S. History, World History, Economics, American Government; .5 credits each in practical arts, performing arts life management, and P.E.; and 9 elective credits; GPA 1.5

Requirements of Algebra I, Florida govern. and constitution in American Gov.; GPA 2.0

Grade 11 HSCT Math and Comm.

FCAT 2.0 Grade 10 ELA; Algebra I, Geometry and Biology EOCs; 1 online course; Chemistry or Physics

4 credits in math including Geometry and Algebra II; 1 credit in fine or performing arts; 8 elective credits

1 credit in P.E., 8.5 elective credits
Grade 10 FCAT Math and Reading

Removal of requirements to pass Geometry and Biology EOCs; and earn Algebra II, Chemistry or Physics credit

FSA Grade 10 ELA, Algebra I EOC; 24 credits: 4-ELA; 4-math including Algebra I and Geometry; 3-science including Biology; 3-social studies with the addition of Financial Literacy to Economics; 1 credit each in fine or performing arts and P.E.; 1 online course; 8 electives.; GPA 2.0

1978-1984

1984 - 66.3% GR

1984-1986

1986 - 65.57% GR

1986-1997

1997 - 73.18% GR

1994-1999

1999 - 60.2% GR

1997-1999

1999-2007

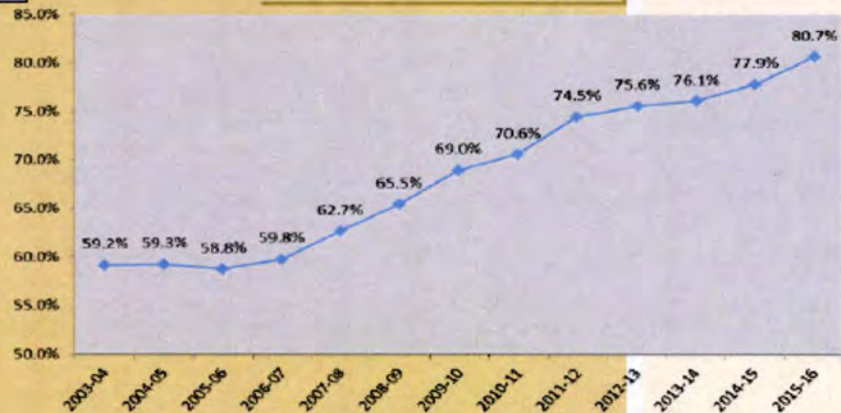
2007-2011

2011-2013

2013-2014

March 1, 2017

Graduation Rates



Things to Consider When Reviewing These Requirements

Student Future Impact

- Value added to the student's future
- Post secondary entrance requirements
- State Scholarship requirements
- Military Entrance requirements
- Career requirements
- NCAA requirements

School Level Impact

- Value added to the student
- Standards
- Teacher requirements and availability
- Cost to implement (teacher, facility, required resources)
- Student and school scheduling
- Requirement or elective
- Accountability



Florida's High School Graduation Requirements

Thank You

Any Questions?



Florida's High School Graduation Requirements and Graduation Rates

Graduation Rates (GR)

1978 –1998 Included standard diplomas, special diplomas, certificates of completion, special certificates of completion and GED diplomas

1999 2000 Included standard diplomas, special diplomas and GED diplomas

2001-Present - Includes only Standard Diplomas

Each district determines standards for graduation with minimum grade 11 standards for reading, writing and math

A minimum of 22 credits with a minimum of three in math and science

A minimum of 24 credits:

4-ELA; 3-math, 3-science, 3-social studies including U.S. History, World History, Economics, American Government; .5 credits each in practical arts, performing arts life management, and P.E.; and 9 elective credits; GPA 1.5

Requirements of Algebra I, Florida govern. and constitution in American Gov.; GPA 2.0

Grade 11 HSCT Math and Comm.

FCAT 2.0 Grade 10 ELA; Algebra I, Geometry and Biology EOCs; 1 online course; Chemistry or Physics

4 credits in math including Geometry and Algebra II; 1 credit in fine or performing arts; 8 elective credits

1 credit in P.E., 8.5 elective credits

Grade 10 FCAT Math and Reading

Removal of requirements to pass Geometry and Biology EOCs; and earn Algebra II, Chemistry or Physics credit

FSA Grade 10 ELA, Algebra I EOC;

24 credits; 4-ELA; 4-math including Algebra I and Geometry; 3-science including Biology; 3-social studies with the addition of Financial Literacy to Economics; 1 credit each in fine or performing arts and P.E.; 1 online course; 8 electives.; GPA 2.0

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Graduation Rates

