

STORAGE NAME: h1093a.ge.doc
DATE: April 10, 2001

**HOUSE OF REPRESENTATIVES
COMMITTEE ON
GENERAL EDUCATION
ANALYSIS**

BILL #: HB 1093
RELATING TO: Reading instruction
SPONSOR(S): Representative Joyner

TIED BILL(S):

ORIGINATING COMMITTEE(S)/COUNCIL(S)/COMMITTEE(S) OF REFERENCE:

- (1) GENERAL EDUCATION YEAS 8 NAYS 0
 - (2) EDUCATION APPROPRIATIONS
 - (3) COUNCIL FOR LIFELONG LEARNING
 - (4)
 - (5)
-

I. SUMMARY:

The bill requires each public elementary school to develop and implement a reading program that includes daily reading and literacy in kindergarten through grade 4. The Department of Education must provide technical support to any public school that requests assistance to implement this requirement.

The Department of Education does not project a fiscal impact for this requirement because they believe all elementary schools are likely requiring daily reading instruction under current funding.

This bill creates an unnumbered section of the Florida Statutes.

II. SUBSTANTIVE ANALYSIS:

A. DOES THE BILL SUPPORT THE FOLLOWING PRINCIPLES:

- | | | | |
|-----------------------------------|------------------------------|-----------------------------|---|
| 1. <u>Less Government</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 2. <u>Lower Taxes</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. <u>Individual Freedom</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 4. <u>Personal Responsibility</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 5. <u>Family Empowerment</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |

For any principle that received a "no" above, please explain:

B. PRESENT SITUATION:

The 1999 Legislature enacted ch. 99-398, L.O.F., an education accountability law, popularly known as "A+". The law sought to end social promotion and to set the expectation that all students will learn to read. Under s. 232.245, F.S., if a student does not meet expected levels of performance in reading, writing, science, and mathematics, the school must develop an academic improvement plan in cooperation with the student's parents. In grades 1, 2, and 3, a student who has significant problems in reading must be given intensive reading instruction. If the student's reading deficiency is not remedied by the end of fourth grade, and if the student scores below specified level for achievement in reading, the student must be retained.

In 2000, almost one-third of Florida's fourth grade students scored at performance Level I on the Florida Comprehensive Assessment Test (FCAT), a level that indicates little success with the Sunshine State Standards. Students must be able to read well in the early grades in order to succeed with the Sunshine State Standards.

To improve students' reading, the Department of Education has undertaken a reading initiative known as FLARE (Family Literacy and Reading Excellence). The state receives \$26 million in federal funds to implement FLARE. In March 1999, the Commissioner of Education formed Florida's Reading and Family Literacy Partnership to provide leadership and statewide visibility for the reading initiative. The reading initiative informs teachers of important research findings, resources, and teaching strategies. Even though Florida's standards and the reading initiative might imply that daily reading instruction would take place in the early grades of elementary school, there is no statutory requirement for such daily instruction.

C. EFFECT OF PROPOSED CHANGES:

The bill requires each public elementary school to develop and implement a reading program that includes daily reading and literacy in kindergarten through grade 4. The amount of daily time to be spent on reading and literacy activities will be locally determined. The Department of Education must provide technical support to any public school that requests assistance to implement this requirement.

D. SECTION-BY-SECTION ANALYSIS:

Section 1. Provides that each public elementary school shall develop and implement a reading program that includes daily reading and literacy in kindergarten through grade 4. The amount of daily time to be spent on reading and literacy activities will be locally determined. The Department of Education must provide technical support to any public school that requests assistance to implement this requirement.

Section 2. Provides that the act shall take effect July 1, 2001

III. 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:

The Department of Education does not project a cost for this requirement because all elementary schools are likely requiring daily reading instruction under current funding.

IV. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

A. APPLICABILITY OF THE MANDATES PROVISION:

This bill does not require counties or municipalities to spend funds or to take an action requiring the expenditure of funds.

B. REDUCTION OF REVENUE RAISING AUTHORITY:

This bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

C. REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:

This bill does not reduce the percentage of a state tax shared with counties or municipalities.

V. COMMENTS:

A. CONSTITUTIONAL ISSUES:

This bill does not require counties or municipalities to spend funds or to take an action requiring the expenditure of funds.

B. RULE-MAKING AUTHORITY:

This bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

C. OTHER COMMENTS:

This bill does not reduce the percentage of a state tax shared with counties or municipalities.

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

N/A

VII. SIGNATURES:

COMMITTEE ON GENERAL EDUCATION:

Prepared by:

Staff Director:

Gip Arthur

Ouida Ashworth