

1 A bill to be entitled
2 An act relating to education; amending s. 1001.03, F.S.;
3 requiring the State Board of Education to review the
4 Sunshine State Standards and provide a report evaluating
5 the extent to which the standards are being taught;
6 creating s. 1001.215, F.S.; creating the Just Read,
7 Florida! Office in the Department of Education; providing
8 duties; amending s. 1001.41, F.S.; requiring district
9 school boards to adopt policies to provide each student a
10 complete education program; amending s. 1001.42, F.S.;
11 conforming provisions; amending s. 1003.415, F.S.;
12 providing the mission of middle grades; deleting the
13 rigorous reading requirement for middle grade students;
14 deleting obsolete language relating to a department study;
15 revising requirements for development of a student middle
16 school success plan; creating s. 1003.4155, F.S.;
17 specifying the grading scale for grades 6 through 8;
18 creating s. 1003.4156, F.S.; specifying general
19 requirements for middle school promotion; requiring an
20 intensive reading course under certain circumstances;
21 defining an academic credit; authorizing a process for
22 waiving requirements; requiring the adoption of rules for
23 alternative promotion standards for students in schools
24 with certain grade configurations; creating s. 1004.64,
25 F.S.; creating the Florida Center for Reading Research;
26 providing duties, including the establishment of regional
27 partnerships; providing a restriction with respect to
28 persons with financial interests; amending s. 1008.25,

29 F.S.; requiring the department to establish a uniform
 30 format for reporting information relating to student
 31 progression; requiring an annual report; amending s.
 32 1011.62, F.S.; providing funding for supplemental services
 33 for certain students; conforming cross references;
 34 establishing a research-based reading instruction
 35 allocation to provide funds for a comprehensive reading
 36 instruction system; requiring school district plans for
 37 use of the allocation; including the allocation in the
 38 total amount allocated to each school district for current
 39 operation; amending s. 1011.71, F.S.; correcting a cross
 40 reference; amending s. 1012.34, F.S.; conforming
 41 provisions; creating s. 1012.986, F.S.; establishing the
 42 A+ Professional Development Program for School Leaders;
 43 defining the term "school leader"; establishing school
 44 leadership designations and criteria therefor; providing
 45 criteria for calculating school grades for purpose of such
 46 designations; providing program requirements and delivery;
 47 requiring the adoption of rules; providing an effective
 48 date.

49

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

51

52 Section 1. Subsection (1) of section 1001.03, Florida
 53 Statutes, is amended to read:

54 1001.03 Specific powers of State Board of Education.--

55 (1) PUBLIC K-12 STUDENT PERFORMANCE STANDARDS.--The State
 56 Board of Education shall approve the student performance

57 standards known as the Sunshine State Standards in key academic
 58 subject areas and grade levels. The state board shall
 59 periodically review the standards to ensure adequate rigor and
 60 evaluate the extent to which the standards are being taught at
 61 each grade level. The evaluation shall be provided to the
 62 Governor, the Speaker of the House of Representatives, and the
 63 President of the Senate and shall include a determination of the
 64 district school boards' provision of a complete education
 65 program pursuant to s. 1001.41(3).

66 Section 2. Section 1001.215, Florida Statutes, is created
 67 to read:

68 1001.215 Just Read, Florida! Office.--There is created in
 69 the Department of Education the Just Read, Florida! Office. The
 70 office shall:

71 (1) Train professionally certified teachers to become
 72 certified reading coaches.

73 (2) Create multiple designations of effective reading
 74 instruction, with accompanying credentials, that encourage all
 75 teachers to integrate reading instruction into their content
 76 areas.

77 (3) Train K-12 teachers, school principals, and parents on
 78 research-based reading instruction strategies.

79 (4) Provide technical assistance to school districts in
 80 the development and implementation of district plans for use of
 81 the research-based reading instruction allocation provided in s.
 82 1011.62(9) and annually review and approve such plans.

83 (5) Work with the Florida Center for Reading Research
 84 created pursuant to s. 1004.64 to provide information on
 85 research-based reading programs.

86 (6) Periodically review the Sunshine State Standards for
 87 reading at all grade levels.

88 (7) Periodically review teacher certification examinations
 89 to ensure that the examinations measure necessary skills in
 90 research-based reading instructional strategies.

91 (8) Work with teacher preparation programs approved
 92 pursuant to s. 1004.04 to ensure integration of research-based
 93 reading instructional strategies into teacher preparation
 94 programs.

95 (9) Administer grants and perform other functions
 96 necessary to assist with meeting the goal that all students read
 97 at grade level.

98 Section 3. Subsection (3) of section 1001.41, Florida
 99 Statutes, is amended to read:

100 1001.41 General powers of district school board.--The
 101 district school board, after considering recommendations
 102 submitted by the district school superintendent, shall exercise
 103 the following general powers:

104 (3) Prescribe and adopt standards and policies to provide
 105 each student the opportunity to receive a complete education
 106 program, including language arts, mathematics, science, social
 107 studies, health, physical education, foreign languages, and the
 108 arts as defined by the Sunshine State Standards pursuant to s.
 109 1001.03(1) as are considered desirable by it for improving the
 110 district school system.

111 Section 4. Paragraph (a) of subsection (16) of section
 112 1001.42, Florida Statutes, is amended to read:

113 1001.42 Powers and duties of district school board.--The
 114 district school board, acting as a board, shall exercise all
 115 powers and perform all duties listed below:

116 (16) IMPLEMENT SCHOOL IMPROVEMENT AND
 117 ACCOUNTABILITY.--Maintain a system of school improvement and
 118 education accountability as provided by statute and State Board
 119 of Education rule. This system of school improvement and
 120 education accountability shall be consistent with, and
 121 implemented through, the district's continuing system of
 122 planning and budgeting required by this section and ss.
 123 1008.385, 1010.01, and 1011.01. This system of school
 124 improvement and education accountability shall include, but is
 125 not limited to, the following:

126 (a) School improvement plans.--Annually approve and
 127 require implementation of a new, amended, or continuation school
 128 improvement plan for each school in the district, except that a
 129 district school board may establish a district school
 130 improvement plan that includes all schools in the district
 131 operating for the purpose of providing educational services to
 132 youth in Department of Juvenile Justice programs. Such plan
 133 shall be designed to achieve the state education priorities
 134 pursuant to s. 1000.03(5) and student performance standards. ~~In~~
 135 ~~addition, any school required to implement a rigorous reading~~
 136 ~~requirement pursuant to s. 1003.415 must include such component~~
 137 ~~in its school improvement plan.~~ Each plan shall also address
 138 issues relative to budget, training, instructional materials,

139 technology, staffing, student support services, specific school
 140 safety and discipline strategies, student health and fitness,
 141 including physical fitness, parental information on student
 142 health and fitness, and indoor environmental air quality, and
 143 other matters of resource allocation, as determined by district
 144 school board policy, and shall be based on an analysis of
 145 student achievement and other school performance data.

146 Section 5. Section 1003.415, Florida Statutes, is amended
 147 to read:

148 1003.415 The Middle Grades Reform Act.--

149 (1) POPULAR NAME.--This section shall be known by the
 150 popular name the "Middle Grades Reform Act."

151 (2) PURPOSE AND INTENT.--

152 (a) The purpose of this section is to provide added focus
 153 and rigor to academics in the middle grades. Using reading as
 154 the foundation, all middle grade students should receive
 155 rigorous academic instruction through challenging curricula
 156 delivered by highly qualified teachers in schools with
 157 outstanding leadership, which schools are supported by engaged
 158 and informed parents.

159 (b) It is the intent of the Legislature that students
 160 promoted from the eighth grade will be ready for success in high
 161 school and that the mission of middle grades is to prepare
 162 students to graduate from high school.

163 (3) DEFINITION.--As used in this section, the term "middle
 164 grades" means grades 6, 7, and 8.

165 (4) CURRICULA AND COURSES.--The Department of Education
 166 shall review course offerings, teacher qualifications,

167 instructional materials, and teaching practices used in reading
 168 and language arts programs in the middle grades. The department
 169 must consult with the Florida Center for Reading Research at
 170 Florida State University, the Just Read, Florida! Office,
 171 reading researchers, reading specialists, and district
 172 supervisors of curriculum in the development of findings and
 173 recommendations. The Commissioner of Education shall make
 174 recommendations to the State Board of Education regarding
 175 changes to reading and language arts curricula in the middle
 176 grades based on research-based proven effective programs. The
 177 State Board of Education shall adopt rules based upon the
 178 commissioner's recommendations no later than March 1, 2005.
 179 Implementation of new or revised reading and language arts
 180 courses in all middle grades shall be phased in beginning no
 181 later than the 2005-2006 school year with completion no later
 182 than the 2008-2009 school year.

183 ~~(5) RIGOROUS READING REQUIREMENT.~~

184 ~~(a) Beginning with the 2004-2005 school year, each public~~
 185 ~~school serving middle grade students, including charter schools,~~
 186 ~~with fewer than 75 percent of its students reading at or above~~
 187 ~~grade level in grade 6, grade 7, or grade 8 as measured by a~~
 188 ~~student scoring at Level 3 or above on the FCAT during the prior~~
 189 ~~school year, must incorporate by October 1 a rigorous reading~~
 190 ~~requirement for reading and language arts programs as the~~
 191 ~~primary component of its school improvement plan. The department~~
 192 ~~shall annually provide to each district school board by June 30~~
 193 ~~a list of its schools that are required to incorporate a~~
 194 ~~rigorous reading requirement as the primary component of the~~

195 ~~school's improvement plan. The department shall provide~~
196 ~~technical assistance to school districts and school~~
197 ~~administrators required to implement the rigorous reading~~
198 ~~requirement.~~

199 ~~(b) The purpose of the rigorous reading requirement is to~~
200 ~~assist each student who is not reading at or above grade level~~
201 ~~to do so before entering high school. The rigorous reading~~
202 ~~requirement must include for a middle school's low-performing~~
203 ~~student population specific areas that address phonemic~~
204 ~~awareness, phonics, fluency, comprehension, and vocabulary; the~~
205 ~~desired levels of performance in those areas; and the~~
206 ~~instructional and support services to be provided to meet the~~
207 ~~desired levels of performance. The school shall use research-~~
208 ~~based reading activities that have been shown to be successful~~
209 ~~in teaching reading to low-performing students.~~

210 ~~(c) Schools required to implement the rigorous reading~~
211 ~~requirement must provide quarterly reports to the district~~
212 ~~school superintendent on the progress of students toward~~
213 ~~increased reading achievement.~~

214 ~~(d) The results of implementation of a school's rigorous~~
215 ~~reading requirement shall be used as part of the annual~~
216 ~~evaluation of the school's instructional personnel and school~~
217 ~~administrators as required in s. 1012.34.~~

218 ~~(6) COMPREHENSIVE REFORM STUDY ON THE ACADEMIC PERFORMANCE~~
219 ~~OF STUDENTS AND SCHOOLS.—~~

220 ~~(a) The department shall conduct a study on how the~~
221 ~~overall academic performance of middle grade students and~~
222 ~~schools can be improved. The department must consult with the~~

223 ~~Florida Center for Reading Research at Florida State University,~~
 224 ~~the Just Read, Florida! Office, and key education stakeholders,~~
 225 ~~including district school board members, district school~~
 226 ~~superintendents, principals, parents, teachers, district~~
 227 ~~supervisors of curriculum, and students across the state, in the~~
 228 ~~development of its findings and recommendations. The department~~
 229 ~~shall review, at a minimum, each of the following elements:~~

230 ~~1. Academic expectations, which include, but are not~~
 231 ~~limited to:~~

232 ~~a. Alignment of middle school expectations with elementary~~
 233 ~~and high school graduation requirements.~~

234 ~~b. Best practices to improve reading and language arts~~
 235 ~~courses based on research-based programs for middle school~~
 236 ~~students in alignment with the Sunshine State Standards.~~

237 ~~c. Strategies that focus on improving academic success for~~
 238 ~~low-performing students.~~

239 ~~d. Rigor of curricula and courses.~~

240 ~~e. Instructional materials.~~

241 ~~f. Course enrollment by middle school students.~~

242 ~~g. Student support services.~~

243 ~~h. Measurement and reporting of student achievement.~~

244 ~~2. Attendance policies and student mobility issues.~~

245 ~~3. Teacher quality, which includes, but is not limited to:~~

246 ~~a. Preparedness of teachers to teach rigorous courses to~~
 247 ~~middle school students.~~

248 ~~b. Teacher evaluations.~~

249 ~~c. Substitute teachers.~~

250 ~~d. Certification and recertification requirements.~~

251 ~~e. Staff development requirements.~~
 252 ~~f. Availability of effective staff development training.~~
 253 ~~g. Teacher recruitment and vacancy issues.~~
 254 ~~h. Federal requirements for highly qualified teachers~~
 255 ~~pursuant to the No Child Left Behind Act of 2001.~~
 256 ~~4. Identification and availability of diagnostic testing.~~
 257 ~~5. Availability of personnel and scheduling issues.~~
 258 ~~6. Middle school leadership and performance.~~
 259 ~~7. Parental and community involvement.~~
 260 ~~(b) By December 1, 2004, the Commissioner of Education~~
 261 ~~shall submit to the President of the Senate, the Speaker of the~~
 262 ~~House of Representatives, the chairs of the education committees~~
 263 ~~in the Senate and the House of Representatives, and the State~~
 264 ~~Board of Education recommendations to increase the academic~~
 265 ~~performance of middle grade students and schools.~~
 266 ~~(5)(7) PERSONALIZED MIDDLE SCHOOL SUCCESS PLAN.--~~
 267 ~~(a) Beginning with the 2004-2005 school year, Each~~
 268 principal of a school with a middle grade shall designate
 269 certified staff members at the school to develop and administer
 270 a personalized middle school success plan for each entering
 271 sixth grade student who scored below Level 2.5 ~~3~~ in reading on
 272 the most recently administered FCAT. The purpose of the success
 273 plan is to assist the student in meeting state and school
 274 district expectations in academic proficiency and to prepare the
 275 student for a rigorous high school curriculum. The success plan
 276 shall be developed in collaboration with the student and his or
 277 her parent and must be implemented until the student completes
 278 the eighth grade or achieves a score at Level 2.5 ~~3~~ or above in

279 reading on the FCAT, whichever occurs first. The success plan
280 must minimize paperwork and may be incorporated into a
281 parent/teacher conference, included as part of a progress report
282 or report card, included as part of a general orientation at the
283 beginning of the school year, or provided by electronic mail or
284 other written correspondence.

285 (b) The personalized middle school success plan must:

286 1. Identify educational goals and intermediate benchmarks
287 for the student in the core curriculum areas which will prepare
288 the student for high school.

289 2. Be based upon academic performance data and an
290 identification of the student's strengths and weaknesses.

291 3. Include academic intervention strategies with frequent
292 progress monitoring.

293 4. Provide innovative methods to promote the student's
294 advancement which may include, but not be limited to, flexible
295 scheduling, tutoring, focus on core curricula, online
296 instruction, an alternative learning environment, or other
297 interventions that have been shown to accelerate the learning
298 process.

299 (c) The personalized middle school success plan must be
300 incorporated into any individual student plan required by
301 federal or state law, including the academic improvement plan
302 required in s. 1008.25, an individual education plan (IEP) for a
303 student with disabilities, a federal 504 plan, or an ESOL plan.

304 (d) The Department of Education shall provide technical
305 assistance for districts, school administrators, and
306 instructional personnel regarding the development of

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307 personalized middle school success plans. The assistance shall
308 include strategies and techniques designed to maximize
309 interaction between students, parents, teachers, and other
310 instructional and administrative staff while minimizing
311 paperwork.

312 ~~(6)(8)~~ STATE BOARD OF EDUCATION AUTHORITY.--

313 (a) The State Board of Education shall have authority to
314 adopt rules pursuant to ss. 120.536(1) and 120.54 to implement
315 the provisions of this section.

316 (b) The State Board of Education shall have authority
317 pursuant to s. 1008.32 to enforce the provisions of this
318 section.

319 Section 6. Section 1003.4155, Florida Statutes, is created
320 to read:

321 1003.4155 Middle school grading system.--The grading
322 system and interpretation of letter grades used in grades 6
323 through 8 shall be as follows:

324 (1) Grade "A" equals 90 percent through 100 percent, has a
325 grade point average value of 4, and is defined as "outstanding
326 progress."

327 (2) Grade "B" equals 80 percent through 89 percent, has a
328 grade point average value of 3, and is defined as "above average
329 progress."

330 (3) Grade "C" equals 70 percent through 79 percent, has a
331 grade point average value of 2, and is defined as "average
332 progress."

333 (4) Grade "D" equals 60 percent through 69 percent, has a
 334 grade point average value of 1, and is defined as "lowest
 335 acceptable progress."

336 (5) Grade "F" equals zero percent through 59 percent, has
 337 a grade point average value of zero, and is defined as
 338 "failure."

339 (6) Grade "I" equals zero percent, has a grade point
 340 average value of zero, and is defined as "incomplete."

341 Section 7. Section 1003.4156, Florida Statutes, is created
 342 to read:

343 1003.4156 General requirements for middle school
 344 promotion.--

345 (1) Beginning with students entering grade 6 in the 2005-
 346 2006 school year, promotion from a middle school with grades 6
 347 through 8 requires that:

348 (a) A student must successfully complete 12 academic
 349 credits as follows:

350 1. Three middle school or higher credits in
 351 English/language arts.

352 2. Three middle school or higher credits in mathematics.

353 3. Three middle school or higher credits in social
 354 studies.

355 4. Three middle school or higher credits in science.

356
 357 Other courses offered in middle school, including music, band,
 358 physical education, and art, shall be considered electives.

359 (b) For each year in which a student scores at Level 1 or
 360 Level 2 on FCAT Reading, the student must the following year be

361 enrolled in and complete a full-year intensive reading course
362 based on frameworks developed by the Florida Center for Reading
363 Research pursuant to s. 1004.64(4).

364 (2) One full credit means a minimum of 135 hours of
365 instruction in a designated course of study that contains
366 student performance standards. For schools authorized by the
367 district school board to implement block scheduling, one full
368 credit means a minimum of 120 hours of instruction in a
369 designated course of study that contains student performance
370 standards.

371 (3) District school boards may establish a process for
372 waiving the requirements of this section. The State Board of
373 Education shall approve each school district's waiver process
374 prior to implementation by the school district. A waiver process
375 must include, but is not limited to, opportunities for students
376 to:

377 (a) Recover credits.

378 (b) Be promoted on time to high school.

379 (c) Be placed in alternative programs that emphasize
380 applied integrated curricula, small learning communities,
381 support services, increased discipline, or other strategies
382 documented to improve student achievement.

383 (4) The State Board of Education shall adopt rules
384 pursuant to ss. 120.536(1) and 120.54 to provide for alternative
385 middle school promotion standards for students in grades 6, 7,
386 or 8 who are not enrolled in schools with a grade 6 through 8
387 middle school configuration.

388 Section 8. Section 1004.64, Florida Statutes, is created
 389 to read:

390 1004.64 Florida Center for Reading Research.--There is
 391 created the Florida Center for Reading Research (FCRR) which
 392 shall be administratively assigned as determined by the Board of
 393 Governors. The center shall:

394 (1) Provide technical assistance and support to all school
 395 districts and schools in the state in the implementation of
 396 evidence-based literacy instruction, assessments, and programs.

397 (2) Conduct applied research that will have an immediate
 398 impact on policy and practices related to literacy instruction
 399 and assessment in the state.

400 (3) Conduct basic research on reading, reading growth,
 401 reading assessment, and reading instruction that will contribute
 402 to scientific knowledge about reading.

403 (4) Develop comprehensive reading intervention course
 404 frameworks for middle and high schools.

405 (5) Disseminate information about research-based practices
 406 related to literacy instruction, assessment, and programs for
 407 children in preschool through grade 12.

408 (6) Collect, manage, and report on assessment information
 409 from screening, progress monitoring, and outcome assessments
 410 through Florida's Progress Monitoring and Reporting Network,
 411 which is a statewide resource that is operated to provide valid
 412 and timely reading assessment data for parents, teachers,
 413 principals, district-level staff, and state-level staff in the
 414 management of instruction at the individual, classroom, and
 415 school levels.

416 (7) In order to fulfill the requirements of this section,
 417 establish regional partnerships with state universities as
 418 determined by the Board of Governors, with community colleges as
 419 determined by the State Board of Education, and with independent
 420 postsecondary institutions as determined by their individual
 421 governing boards.

422
 423 Persons engaged in activities on behalf of the Florida Center
 424 for Reading Research pursuant to this section must be
 425 individuals who do not have, and none of whose relatives as
 426 defined in s. 112.3143 has, a substantial financial interest in
 427 the design or delivery of reading-related instructional
 428 materials, programs, courses, or training. For purposes of this
 429 section, such persons are defined as employees of an agency
 430 pursuant to s. 112.313.

431 Section 9. Paragraph (b) of subsection (8) of section
 432 1008.25, Florida Statutes, is amended, and paragraph (c) is
 433 added to said subsection, to read:

434 1008.25 Public school student progression; remedial
 435 instruction; reporting requirements.--

436 (8) ANNUAL REPORT.--

437 (b) ~~Beginning with the 2001-2002 school year,~~ Each
 438 district school board must annually publish in the local
 439 newspaper, and report in writing to the State Board of Education
 440 by September 1 of each year, the following information on the
 441 prior school year:

442 1. The provisions of this section relating to public
443 school student progression and the district school board's
444 policies and procedures on student retention and promotion.

445 2. By grade, the number and percentage of all students in
446 grades 3 through 10 performing at Levels 1 and 2 on the reading
447 portion of the FCAT.

448 3. By grade, the number and percentage of all students
449 retained in grades 3 through 10.

450 4. Information on the total number of students who were
451 promoted for good cause, by each category of good cause as
452 specified in paragraph (6)(b).

453 5. Any revisions to the district school board's policy on
454 student retention and promotion from the prior year.

455 (c) The Department of Education shall establish a uniform
456 format for school districts to report the information required
457 in paragraph (b). The format shall be developed with input from
458 school districts and shall be provided not later than 60 days
459 prior to the annual due date. The department shall annually
460 compile the information required in subparagraphs (b)2., 3., and
461 4., along with state-level summary information, and report such
462 information to the Governor, the President of the Senate, and
463 the Speaker of the House of Representatives.

464 Section 10. Paragraph (f) of subsection (1), paragraphs
465 (a) and (b) of subsection (4), and subsection (8) of section
466 1011.62, Florida Statutes, are amended, subsection (9) is
467 renumbered as subsection (10) and amended, and a new subsection
468 (9) is added to said section, to read:

469 1011.62 Funds for operation of schools.--If the annual
 470 allocation from the Florida Education Finance Program to each
 471 district for operation of schools is not determined in the
 472 annual appropriations act or the substantive bill implementing
 473 the annual appropriations act, it shall be determined as
 474 follows:

475 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 476 OPERATION.--The following procedure shall be followed in
 477 determining the annual allocation to each district for
 478 operation:

479 (f) Supplemental academic instruction; categorical fund.--

480 1. There is created a categorical fund to provide
 481 supplemental academic instruction to students in kindergarten
 482 through grade 12. This paragraph may be cited as the
 483 "Supplemental Academic Instruction Categorical Fund."

484 2. Categorical funds for supplemental academic instruction
 485 shall be allocated annually to each school district in the
 486 amount provided in the General Appropriations Act. These funds
 487 shall be in addition to the funds appropriated on the basis of
 488 FTE student membership in the Florida Education Finance Program
 489 and shall be included in the total potential funds of each
 490 district. These funds shall be used to provide supplemental
 491 academic instruction to students enrolled in the K-12 program.
 492 Supplemental instruction strategies may include, but are not
 493 limited to: modified curriculum, reading instruction, after-
 494 school instruction, tutoring, mentoring, class size reduction,
 495 extended school year, intensive skills development in summer
 496 school, and other methods for improving student achievement.

497 Supplemental instruction may be provided to a student in any
498 manner and at any time during or beyond the regular 180-day term
499 identified by the school as being the most effective and
500 efficient way to best help that student progress from grade to
501 grade and to graduate.

502 3. Effective with the 1999-2000 fiscal year, funding on
503 the basis of FTE membership beyond the 180-day regular term
504 shall be provided in the FEFP only for students enrolled in
505 juvenile justice education programs. Funding for instruction
506 beyond the regular 180-day school year for all other K-12
507 students shall be provided through the supplemental academic
508 instruction categorical fund and other state, federal, and local
509 fund sources with ample flexibility for schools to provide
510 supplemental instruction to assist students in progressing from
511 grade to grade and graduating.

512 4. The Florida State University School, as a lab school,
513 is authorized to expend from its FEFP or Lottery Enhancement
514 Trust Fund allocation the cost to the student of remediation in
515 reading, writing, or mathematics for any graduate who requires
516 remediation at a postsecondary educational institution.

517 5. Beginning in the 1999-2000 school year, dropout
518 prevention programs as defined in ss. 1003.52, 1003.53(1)(a),
519 (b), and (c), and 1003.54 shall be included in group 1 programs
520 under subparagraph (d)3.

521 6. Beginning in the 2005-2006 school year, parents of
522 students who score Level 1 on FCAT Reading in non-Title I
523 schools shall be offered the opportunity to choose supplemental
524 services from a list of providers approved by the Department of

525 Education, funded in an amount per student as determined
 526 annually in the General Appropriations Act.

527 (4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.--The
 528 Legislature shall prescribe the aggregate required local effort
 529 for all school districts collectively as an item in the General
 530 Appropriations Act for each fiscal year. The amount that each
 531 district shall provide annually toward the cost of the Florida
 532 Education Finance Program for kindergarten through grade 12
 533 programs shall be calculated as follows:

534 (a) Estimated taxable value calculations.--

535 1.a. Not later than 2 working days prior to July 19, the
 536 Department of Revenue shall certify to the Commissioner of
 537 Education its most recent estimate of the taxable value for
 538 school purposes in each school district and the total for all
 539 school districts in the state for the current calendar year
 540 based on the latest available data obtained from the local
 541 property appraisers. Not later than July 19, the Commissioner of
 542 Education shall compute a millage rate, rounded to the next
 543 highest one one-thousandth of a mill, which, when applied to 95
 544 percent of the estimated state total taxable value for school
 545 purposes, would generate the prescribed aggregate required local
 546 effort for that year for all districts. The Commissioner of
 547 Education shall certify to each district school board the
 548 millage rate, computed as prescribed in this subparagraph, as
 549 the minimum millage rate necessary to provide the district
 550 required local effort for that year.

551 b. The General Appropriations Act shall direct the
 552 computation of the statewide adjusted aggregate amount for

553 required local effort for all school districts collectively from
554 ad valorem taxes to ensure that no school district's revenue
555 from required local effort millage will produce more than 90
556 percent of the district's total Florida Education Finance
557 Program calculation, and the adjustment of the required local
558 effort millage rate of each district that produces more than 90
559 percent of its total Florida Education Finance Program
560 entitlement to a level that will produce only 90 percent of its
561 total Florida Education Finance Program entitlement in the July
562 calculation.

563 2. As revised data are received from property appraisers,
564 the Department of Revenue shall amend the certification of the
565 estimate of the taxable value for school purposes. The
566 Commissioner of Education, in administering the provisions of
567 subparagraph (10)~~(9)~~(a)2., shall use the most recent taxable
568 value for the appropriate year.

569 (b) Final calculation.--

570 1. The Department of Revenue shall, upon receipt of the
571 official final assessed value of property from each of the
572 property appraisers, certify to the Commissioner of Education
573 the taxable value total for school purposes in each school
574 district, subject to the provisions of paragraph (d). The
575 commissioner shall use the official final taxable value for
576 school purposes for each school district in the final
577 calculation of the annual Florida Education Finance Program
578 allocations.

579 2. For the purposes of this paragraph, the official final
580 taxable value for school purposes shall be the taxable value for

581 school purposes on which the tax bills are computed and mailed
 582 to the taxpayers, adjusted to reflect final administrative
 583 actions of value adjustment boards and judicial decisions
 584 pursuant to part I of chapter 194. By September 1 of each year,
 585 the Department of Revenue shall certify to the commissioner the
 586 official prior year final taxable value for school purposes. For
 587 each county that has not submitted a revised tax roll reflecting
 588 final value adjustment board actions and final judicial
 589 decisions, the Department of Revenue shall certify the most
 590 recent revision of the official taxable value for school
 591 purposes. The certified value shall be the final taxable value
 592 for school purposes, and no further adjustments shall be made,
 593 except those made pursuant to subparagraph (10)~~(9)~~(a)2.

594 (8) QUALITY ASSURANCE GUARANTEE.--The Legislature may
 595 annually in the General Appropriations Act determine a
 596 percentage increase in funds per K-12 unweighted FTE as a
 597 minimum guarantee to each school district. The guarantee shall
 598 be calculated from prior year base funding per unweighted FTE
 599 student which shall include the adjusted FTE dollars as provided
 600 in subsection (10)~~(9)~~, quality guarantee funds, and actual
 601 nonvoted discretionary local effort from taxes. From the base
 602 funding per unweighted FTE, the increase shall be calculated for
 603 the current year. The current year funds from which the
 604 guarantee shall be determined shall include the adjusted FTE
 605 dollars as provided in subsection (10)~~(9)~~ and potential nonvoted
 606 discretionary local effort from taxes. A comparison of current
 607 year funds per unweighted FTE to prior year funds per unweighted
 608 FTE shall be computed. For those school districts which have

609 less than the legislatively assigned percentage increase, funds
610 shall be provided to guarantee the assigned percentage increase
611 in funds per unweighted FTE student. Should appropriated funds
612 be less than the sum of this calculated amount for all
613 districts, the commissioner shall prorate each district's
614 allocation. This provision shall be implemented to the extent
615 specifically funded.

616 (9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.--

617 (a) The research-based reading instruction allocation is
618 created to provide comprehensive reading instruction to students
619 in kindergarten through grade 12.

620 (b) Funds for comprehensive, research-based reading
621 instruction shall be allocated annually to each school district
622 in the amount provided in the General Appropriations Act. Each
623 eligible school district shall receive the same minimum amount
624 as specified in the General Appropriations Act, and any
625 remaining funds shall be distributed to eligible school
626 districts based on each school district's proportionate share of
627 the statewide total unweighted full-time equivalent student
628 population.

629 (c) Funds must be used to provide a system of
630 comprehensive reading instruction to students enrolled in the K-
631 12 programs, which may include the following:

632 1. The provision of highly qualified reading coaches.

633 2. Professional development for school district teachers
634 in scientifically based reading instruction.

635 3. The provision of summer reading camps for students who
636 score at Level 1 on the FCAT.

637 4. The provision of supplemental instructional materials
 638 that are grounded in scientifically based reading research, and
 639 comprehensive training in their use, for which teachers shall
 640 receive inservice credit. Each school district and the publisher
 641 of the material shall jointly certify that the teacher has
 642 achieved mastery in using the material correctly. Data on this
 643 training shall be collected by the Department of Education.

644 5. The provision of intensive interventions for middle and
 645 high school students reading below grade level.

646 (d) Annually, by a date determined by the Department of
 647 Education but before May 1, school districts shall submit a plan
 648 for use of the research-based reading instruction allocation in
 649 the format prescribed by the department for review and approval
 650 by the Just Read, Florida! Office created pursuant to s.
 651 1001.215. The format shall be developed with input from school
 652 district personnel, including teachers and principals. Upon
 653 approval of a school district's plan by the Just Read, Florida!
 654 Office not later than July 1 annually, the department shall
 655 release the school district's allocation of appropriated funds.
 656 No funds shall be released without an approved plan, and the
 657 department may withhold funding in the event a plan is not
 658 implemented as approved. If a school district and the Just Read,
 659 Florida! Office cannot reach agreement on the contents of the
 660 plan, the school district may appeal to the State Board of
 661 Education.

662 (10)(9) TOTAL ALLOCATION OF STATE FUNDS TO EACH DISTRICT
 663 FOR CURRENT OPERATION.--The total annual state allocation to
 664 each district for current operation for the FEFP shall be

665 distributed periodically in the manner prescribed in the General
666 Appropriations Act.

667 (a) The basic amount for current operation for the FEFP as
668 determined in subsection (1), multiplied by the district cost
669 differential factor as determined in subsection (2), plus the
670 amounts provided for categorical components within the FEFP,
671 plus the amount for the sparsity supplement as determined in
672 subsection (6), the decline in full-time equivalent students as
673 determined in subsection (7), ~~and~~ the quality assurance
674 guarantee as determined in subsection (8), and the research-
675 based reading instruction allocation as determined in subsection
676 (9), less the required local effort as determined in subsection
677 (4). If the funds appropriated for the purpose of funding the
678 total amount for current operation as provided in this paragraph
679 are not sufficient to pay the state requirement in full, the
680 department shall prorate the available state funds to each
681 district in the following manner:

682 1. Determine the percentage of proration by dividing the
683 sum of the total amount for current operation, as provided in
684 this paragraph for all districts collectively, and the total
685 district required local effort into the sum of the state funds
686 available for current operation and the total district required
687 local effort.

688 2. Multiply the percentage so determined by the sum of the
689 total amount for current operation as provided in this paragraph
690 and the required local effort for each individual district.

691 3. From the product of such multiplication, subtract the
692 required local effort of each district; and the remainder shall

693 be the amount of state funds allocated to the district for
694 current operation.

695 (b) The amount thus obtained shall be the net annual
696 allocation to each school district. However, if it is determined
697 that any school district received an underallocation or
698 overallocation for any prior year because of an arithmetical
699 error, assessment roll change, full-time equivalent student
700 membership error, or any allocation error revealed in an audit
701 report, the allocation to that district shall be appropriately
702 adjusted. Beginning with audits for the 2001-2002 fiscal year,
703 if the adjustment is the result of an audit finding in which
704 group 2 FTE are reclassified to the basic program and the
705 district weighted FTE are over the weighted enrollment ceiling
706 for group 2 programs, the adjustment shall not result in a gain
707 of state funds to the district. If the Department of Education
708 audit adjustment recommendation is based upon controverted
709 findings of fact, the Commissioner of Education is authorized to
710 establish the amount of the adjustment based on the best
711 interests of the state.

712 (c) The amount thus obtained shall represent the net
713 annual state allocation to each district; however,
714 notwithstanding any of the provisions herein, each district
715 shall be guaranteed a minimum level of funding in the amount and
716 manner prescribed in the General Appropriations Act.

717 Section 11. Subsection (1) of section 1011.71, Florida
718 Statutes, is amended to read:

719 1011.71 District school tax.--

720 (1) If the district school tax is not provided in the
721 General Appropriations Act or the substantive bill implementing
722 the General Appropriations Act, each district school board
723 desiring to participate in the state allocation of funds for
724 current operation as prescribed by s. 1011.62(10)(~~9~~) shall levy
725 on the taxable value for school purposes of the district,
726 exclusive of millage voted under the provisions of s. 9(b) or s.
727 12, Art. VII of the State Constitution, a millage rate not to
728 exceed the amount certified by the commissioner as the minimum
729 millage rate necessary to provide the district required local
730 effort for the current year, pursuant to s. 1011.62(4)(a)1. In
731 addition to the required local effort millage levy, each
732 district school board may levy a nonvoted current operating
733 discretionary millage. The Legislature shall prescribe annually
734 in the appropriations act the maximum amount of millage a
735 district may levy. The millage rate prescribed shall exceed zero
736 mills but shall not exceed the lesser of 1.6 mills or 25 percent
737 of the millage which is required pursuant to s. 1011.62(4),
738 exclusive of millage levied pursuant to subsection (2).

739 Section 12. Paragraph (a) of subsection (3) of section
740 1012.34, Florida Statutes, is amended to read:

741 1012.34 Assessment procedures and criteria.--

742 (3) The assessment procedure for instructional personnel
743 and school administrators must be primarily based on the
744 performance of students assigned to their classrooms or schools,
745 as appropriate. Pursuant to this section, a school district's
746 performance assessment is not limited to basing unsatisfactory
747 performance of instructional personnel and school administrators

748 upon student performance, but may include other criteria
749 approved to assess instructional personnel and school
750 administrators' performance, or any combination of student
751 performance and other approved criteria. The procedures must
752 comply with, but are not limited to, the following requirements:

753 (a) An assessment must be conducted for each employee at
754 least once a year. The assessment must be based upon sound
755 educational principles and contemporary research in effective
756 educational practices. The assessment must primarily use data
757 and indicators of improvement in student performance assessed
758 annually as specified in s. 1008.22 and may consider results of
759 peer reviews in evaluating the employee's performance. Student
760 performance must be measured by state assessments required under
761 s. 1008.22 and by local assessments for subjects and grade
762 levels not measured by the state assessment program. The
763 assessment criteria must include, but are not limited to,
764 indicators that relate to the following:

- 765 1. Performance of students.
- 766 2. Ability to maintain appropriate discipline.
- 767 3. Knowledge of subject matter. The district school board
768 shall make special provisions for evaluating teachers who are
769 assigned to teach out-of-field.
- 770 4. Ability to plan and deliver instruction, ~~including~~
771 ~~implementation of the rigorous reading requirement pursuant to~~
772 ~~s. 1003.415, when applicable,~~ and the use of technology in the
773 classroom.
- 774 5. Ability to evaluate instructional needs.

775 6. Ability to establish and maintain a positive
 776 collaborative relationship with students' families to increase
 777 student achievement.

778 7. Other professional competencies, responsibilities, and
 779 requirements as established by rules of the State Board of
 780 Education and policies of the district school board.

781 Section 13. Section 1012.986, Florida Statutes, is created
 782 to read:

783 1012.986 A+ Professional Development Program for School
 784 Leaders.--

785 (1) ESTABLISHMENT.--There is established the A+
 786 Professional Development Program for School Leaders, a high-
 787 quality, competency-based, customized, comprehensive, and
 788 coordinated statewide professional development program that is
 789 aligned with the leadership standards for school leaders adopted
 790 by the State Board of Education pursuant to s. 1012.987. The
 791 program shall be administered by the Department of Education and
 792 shall provide leadership training opportunities for school
 793 leaders to enable them to be more effective instructional
 794 leaders, especially in the area of reading. The program shall
 795 provide school leaders with the opportunity to attain a school
 796 leadership designation pursuant to subsection (3).

797 (2) DEFINITION.--As used in this section, the term "school
 798 leader" means a school principal or assistant principal holding
 799 a valid Florida certificate in educational leadership.

800 (3) DESIGNATIONS.--The Department of Education shall
 801 develop criteria for high performance designations for school
 802 leaders. The designations shall include A+ Emerging School

803 Leaders, A+ High Performing School Leaders, and A+ Sterling
804 School Leaders.

805 (a) An A+ Emerging School Leader is a principal or
806 assistant principal who meets the State Board of Education's
807 leadership standards and designation criteria adopted pursuant
808 to s. 1012.987 and leads a school that has made sustained
809 improvement by at least one letter grade within a 3-year period
810 or has maintained a school grade of "C" or higher for 3
811 consecutive years as determined by the school grading system
812 pursuant to s. 1008.34.

813 (b) An A+ High Performing School Leader is a principal or
814 assistant principal who meets the State Board of Education's
815 leadership standards and designation criteria adopted pursuant
816 to s. 1012.987 and leads a school that has made sustained
817 improvement by at least two letter grades within a 3-year period
818 or has maintained a school grade of "B" or higher for 3
819 consecutive years as determined by the school grading system
820 pursuant to s. 1008.34.

821 (c) An A+ Sterling School Leader is a principal who meets
822 the State Board of Education's leadership standards and
823 designation criteria adopted pursuant to s. 1012.987 and leads a
824 school that has made sustained improvement by at least three
825 letter grades within a 3-year period or has maintained a school
826 grade of "A" for 3 consecutive years as determined by the school
827 grading system pursuant to s. 1008.34.

828
829 For purposes of this subsection only, school grades for middle
830 schools shall be calculated to provide double weight to learning

831 gains in reading and double weight to learning gains in
 832 mathematics, and school grades for high schools shall be
 833 calculated to provide triple weight to learning gains in reading
 834 and triple weight to learning gains in mathematics.

835 (4) PROGRAM REQUIREMENTS.--

836 (a) The program shall be based upon the leadership
 837 standards adopted by the State Board of Education, the standards
 838 of the National Staff Development Council, and the federal
 839 requirements for high-quality professional development under the
 840 No Child Left Behind Act of 2001.

841 (b) The program shall provide a competency-based approach
 842 that utilizes prediagnostic and postdiagnostic evaluations that
 843 shall be used to create an individualized professional
 844 development plan approved by the district school superintendent.
 845 The plan shall be structured to support the school leader's
 846 attainment of the leadership standards adopted by the State
 847 Board of Education.

848 (c) The program shall incorporate instructional leadership
 849 training and effective business practices for efficient school
 850 operations in school leadership training.

851 (5) DELIVERY SYSTEM.--The Department of Education shall
 852 deliver the program through multiple delivery systems,
 853 including:

854 (a) Approved school district training programs.

855 (b) Interactive technology-based instruction.

856 (c) State, regional, or local leadership academies.

857 (6) RULES.--The State Board of Education shall adopt rules
 858 pursuant to ss. 120.536(1) and 120.54 to implement the

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859 | provisions of this section.

860 | Section 14. This act shall take effect upon becoming a

861 | law.