

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: Education Committee

BILL: SPB 7088

INTRODUCER: For consideration by the Education Committee

SUBJECT: Secondary School Redesign

DATE: February 10, 2006

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Carrouth</u>	<u>Matthews</u>	<u>ED</u>	<u>Pre-meeting</u>
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

I. Summary:

This bill is a comprehensive education package that implements secondary school reform and addresses education issues in the following areas:

High School Reform:

The bill requires every high school to develop redesign plans during the 2006-2007 school year to implement reform that:

- Integrates academic rigor and relevance throughout the curriculum;
- Provides support intervention and remediation strategies for struggling students;
- Provides opportunities to enhance relationships through smaller learning communities and career academies;
- Plans must address school-based professional development plans with an emphasis on enhanced instructional strategies, continuous analysis of student achievement data, and approaches to teaching that stress rigor, relevance, and reading in the content areas;
- Requires comprehensive career exploration program at the middle school and development of 4-to-5-year academic and career plans for the purpose of entry into postsecondary education and the workforce;
- Requires students scoring below level 3 on Florida Comprehensive Assessment Test (FCAT) reading or math be given appropriate assistance based on student-specific areas of weakness; and
- Increases math requirements for high school graduation to 4 credits with an emphasis on algebra.

Middle School Reform:

The bill requires middle schools to develop redesign plans during the 2006-2007 school year to implement reform. In particular, a 4-5-year academic and career plan must be developed prior to entry into 9th grade. The bill provides that emphasis be placed on career exploration and development of 4-5 year academic and career plans prior to entry into 9th grade. The bill also requires students scoring below level 3 on FCAT reading to be enrolled the following year in an intensive reading course, includes a standard grading system equal to that for high schools, and revises the Middle School Curriculum to include the following 12 academic courses:

- 3 middle school or higher level English/language arts;
- 3 middle school or higher level math courses;
- 2 middle school or higher level social studies courses;
- 2 middle school or higher level science courses;
- 1/2 course in comprehensive career exploration, to be completed by the end of grade 7;
- 1 and 1/2 elective courses.

Professional Development for Teachers and Principals:

The bill requires each secondary school to include as a part of the redesign plan professional development activities and timelines that support secondary reform. Professional development plans must be aligned to state standards and frameworks adopted by the National Staff Development Council (NSDC) and incorporate analysis of student achievement data, ongoing assessment and monitoring of student achievement, enhanced instructional strategies, enrichment of subject area expertise, and reading in the content area strategies. The bill emphasizes the principal's role as an instructional leader and ties principal leadership training directly to effective school-based professional development and classroom instruction. The bill requires the Department of Education (DOE) to disseminate professional development best practices.

Review and Refinement of Florida's Sunshine State Standards:

The bill requires a review of the state adopted standards to emphasize rigor and relevance and to include meaningful participation from instructional leaders, postsecondary instructors, and Florida's business community in the review and revision.

Reading and Literacy:

The bill provides for reading instruction to be funded through the Florida Education Finance Program (FEFP) and codifies the establishment of the Just Read, Florida! Office. The bill emphasizes support and intervention for struggling readers through integrated and intensive reading classes, summer bridge academies, and emphasis on effective reading in the content area strategies. The bill codifies the establishment of the Florida Center for Reading Research and provides for two outreach centers to disseminate reading research and best practices for classroom instruction.

Principal Leadership and Professional Development:

The bill provides for principal leadership training based on model frameworks developed by the Southern Regional Education Board (SREB), NSDC, and the State Board of Education (SBE) and includes an annual allocation through the General Appropriations Act, contingent upon support from education leadership organizations throughout the state as well as SREB. The system must include resources to support and enhance the role of instructional leaders; provide a clearinghouse of data-supported best practices; and increase the quality of preservice and inservice training for principals, principal leadership teams and teachers.

Other Education Issues:

Finally, the bill provides for alternative school grading based on learning gains, revises the social studies requirements, implements Office of Program Policy and Government Accountability (OPPAGA) recommendations relating to funding for out-of-state exceptional students, and revises differentiated pay policies for instructional and administrative personnel.

This bill amends the following sections of the Florida Statutes: 11.90, 20.15, 1000.03, 1001.02, 1001.03, 1001.10, 1001.33, 1001.41, 1001.42, 1001.54, 1003.01, 1003.05, 1003.415, 1003.42, 1003.43, 1003.437, 1003.491, 1003.62, 1003.57, 1003.58, 1006.09, 1007.21, 1007.271, 1008.22, 1008.25, 1008.31, 1008.33, 1008.34, 1008.345, 1011.62, 1011.64, 1011.685, 1011.71, 1012.21, 1012.22, 1012.27, 1012.28, 1012.34, 1012.56, 1012.98, and 1012.985.

This bill creates the following sections of the Florida Statutes: 1001.215, 1003.4156, 1003.576, 1004.64, 1008.341, 1012.2312, 1012.2313, and 1012.2315.

This bill repeals the following sections of the Florida Statutes: 1000.041, 1001.51(24), 1008.301, and 1012.987.

II. Present Situation:**Senate Interim Projects 2006-115 and 2006-116**

At the direction of the President of the Senate, the Committee on Education undertook an extensive review of secondary school curriculum and instruction to sustain learning gains being made at the elementary school level. Currently, the percentage of students in Florida scoring at or above grade level spirals downward from 67 percent at grade three, to 44 percent at grade 8, and then downward to 32 percent at grade 10.

Methodology

Committee staff identified and conducted a review of several major research studies relating to secondary school reform. Staff completed follow-up reviews, and communicated with authors identified in the research. Site visits were made and dialogue established with many Florida school districts at differing stages of implementation of major reform initiatives. Staff attended a two day workshop offered by Okaloosa County for districts either interested in or beginning comprehensive career technical education reforms. Okaloosa County's Community High Okaloosa Choice for Career Education (CHOICE) Program specifically focuses in the area of career technical training and ventures with Florida's business community.

Committee staff requested extensive data from the Florida Department of Education (DOE), reviewed submitted data reports, and met with representatives of the DOE. Research information was also reviewed from studies by the Office of Program Policy and Government Accountability (OPPAGA), the Council for Education Policy, Research and Improvement (CEPRI), Southern Regional Education Board (SREB), the Bill & Melinda Gates Foundation, EdTrust, Inc., the National Association of Secondary School Principals (NASSP), National Council of State Legislatures (NCSL), The Education Commission of the States (ECS), and the National Staff Development Council (NSDC).

Major Findings

The research consistently addressed the long term implications of maintaining an existing secondary education system that lacks necessary academic rigor and relevance. National data trends reflect insufficient literacy, math, and science skills and a deleterious impact on student remediation rates at the postsecondary level, postsecondary non-completers, and a workforce unprepared to meet the demands of an ever-changing knowledge-based economy.

The nation's high schools have been referred to as obsolete and the high school diploma is often referred to as a broken promise.¹ Remediation rates for high school graduates enrolling in Florida's community colleges are as high as 50 percent and while some statistics show a slight decline in the dropout rate, the four-year graduation rate for Florida is estimated at 71 percent. The global economy is changing drastically while our high schools continue to operate based on economic needs of some 80 years ago. The research is consistent in establishing the need for and requiring reform.²

Governors' Summit on High School Reform

The Governors' Summit on High School Reform, sponsored by the National Governors' Association, was held in February, 2005. The summit demonstrated the urgency for much needed policy changes and reform at both the middle and high school levels and revealed a serious gap in preparing students not only for postsecondary studies but an ever changing world of work and a knowledge-based economy.

The Appeal for Added Rigor

The America Diploma Project, a partnership between Achieve, Inc., The Education Trust, and the Thomas Fordham Foundation, conducted a study and issued a report entitled "Ready or Not: Creating a High School Diploma That Counts."³ The report cautions that the present-day high school diploma lacks any guarantee that those receiving the diploma are actually equipped with the skills necessary to succeed, in either a postsecondary setting or the world of work. The report's findings are substantiated by extraordinarily high percentages of students required to take remedial courses at the community college and university level. Of particular interest to Florida, the report advises policy makers to review the lack of rigor at the middle grades, as students entering high school are ill-prepared for the demands of coursework in grades 9-12. The report contends, however, that the quality of the high school diploma can be redeemed by,

¹ www.achieve.org/achieve.nsf/ The American Diploma Project

² Southern Regional Education Board (SREB); The National Association of Secondary School Principals; The Bill and Melinda Gates Foundation; The Aspen Institute; The U.S. Department of Education; The Learning Alliance at Brown University; The Center for Education Policy, Research and Improvement (CEPRI)

³ www.achieve.org/achieve.nsf/ The American Diploma Project

among other things, requiring student mastery of more rigorous math and English. The 2004 CEPRI Report, in its discussion of postsecondary readiness, advises policy makers to consider that a rigorous college-prep curriculum is fast becoming essential for all students, not simply those who are college bound.⁴

Researchers and policy makers are not alone in their appraisal of a less than rigorous secondary curriculum: “Fewer than 30 percent of teenagers think their school is very academically rigorous.”⁵

Rigor and the Demand on Labor Market Needs

The academic rigor cited in the research is not only essential to or a luxury simply for those who are college-bound. The fastest growing jobs in the U.S. labor market demand some level of education and training beyond high school. Over 65 percent of current jobs now require a skilled workforce, an increase of 45 percent over the past 50 years.⁶ Seventy-percent of the 30 fastest growing jobs will require education beyond high school and 40 percent will require at least an associate’s degree.⁷ Regardless of whether a student has aspirations of attending a four-year college or pursuing a technical trade, both will require courses of sufficient rigor at the college preparatory level in math, science, reading and writing.⁸

Florida Career Education Study Task Force

Florida convened the Career Education Task Force under the leadership of Lieutenant Governor Toni Jennings. In its final report dated September, 2004, the task force determined that a greater focus on and support of career and professional education must be paramount to Florida secondary schools in order to provide a skilled workforce. The task force underscored the importance of improving career guidance and counseling as an essential component of career education to ensure that all K-12 students are prepared for future careers. The task force found that students actively engaged in self-awareness, career exploration, and career planning will naturally choose a more rigorous curriculum, work harder, and therefore improve academic achievement and enhance future career options.⁹ Many of the research studies, particularly those conducted by Southern Regional Education Board, support this finding.

2004 Report by CEPRI: Career and Professional Education: Preparing Florida’s Students for the Knowledge Economy

CEPRI identified career and professional education as an area of primary focus to improve the “quality and effectiveness of Florida’s education system.” Following a comprehensive study, the council recommended in its report the following: small learning communities, high standards and a rigorous and relevant curriculum for all students, and effective and extensive career guidance and counseling. The council’s policy recommendations specific to middle school reform efforts include a strong academic foundation at both the elementary and middle grades, and career

⁴<http://www.cepri.state.fl.us/pdf/Career%20Ed%20Draft%20FINAL%20REPORT%209-8-04v2.pdf>

⁵ The Education Trust, in a 2001 study of High School in America

⁶ National Summit on 21st Century Skills for 21st Century Jobs

⁷ Youth at the Crossroads, A Publication of The Education Trust, Winter, 2001

⁸ Thinking K-16, The Education Trust, Winter, 2001

⁹ Report of Florida Community Colleges and Workforce Education, September, 2004

awareness and exploration of potential career options prior to entry into high school. The Commissioner's High School Reform Task Force supports this recommendation.¹⁰

The DOE recently published an abstract entitled "*Postsecondary Success Begins with High School Preparation.*"¹¹ The abstract examines the connection between high school preparation and subsequent success at the postsecondary level. Encouraging more rigorous coursework at the high school level, however, will first require a more academically rigorous foundation in the middle grades. The Education Trust, Inc., in its publication *Thinking K-16*, cautions policy makers not to tackle high school reform in isolation but to consider a linked set of reforms for grades 6-12.¹² Again, the Commissioner's High School Reform Task Force supports this recommendation.¹³

The Transition from Middle to High School

More students fail 9th grade than any other, as evidenced by failure rates 3-5 times higher than that of other grades. This failure rate establishes the need for middle school and high school restructuring and the need for educators and policy makers to address reforms substantial enough to reverse this trend.

Rigor and 9th Grade Academies

The lack of rigor at the middle grades precipitates failure and a lack of student success at the high school. A downward trend begins in the middle grades and students are subsequently left unprepared for the demands of high school work. The national statistics for 9th grade failure rates is discouraging and Florida is not immune. Failure rates for Florida's 9th graders reached 23 percent in 2002-2003, while only 4.3 percent failed during that same period in grade eight.¹⁴ In several of SREB's successful *High Schools That Work*, intense emphasis is placed on an effective transition from middle to high school, strategically placing the receiving high school's most effective teachers and offering additional instructional time for students in need. In many cases, these successful schools offer what is commonly referred to as "bridge academies", conducted during the summer and again, using teachers proven to be most effective with struggling students. In many of these schools, staff and administration at both the sending middle schools and the receiving high schools devote extensive time to helping prepare students by ensuring that they have viable although fluid five-year academic plans in place.

Necessary Literacy Skills Change at the Secondary Level

Requisite mastery of solid literacy skills and a command of more demanding informational and technical type text begin at the middle grades and become increasingly prevalent in high school coursework. Only 1 in 17 seventeen year-olds, however, can successfully navigate and extract information from specialized text, for example, technical manuals – something that is required more and more in the workplace.¹⁵ Incidentally, the emphasis placed on the Reference/Research quadrant and tested on the FCAT increases from 12 percent at the elementary level, to 14 percent at the middle school level, and then more than doubles to 30 percent at the high school level.

¹⁰ The Commissioner's High School Reform Task Force Findings

¹¹ Florida Community Colleges and Workforce Education, Data Trend #33

¹² *Thinking K-16: Youth at the Crossroads – Facing High School and Beyond*, p. 19

¹³ The Commissioner's High School Reform Task Force Recommendations

¹⁴ FLDOE Statistical Brief, Series 2004-13B

¹⁵ *Thinking K-16: Youth at the Crossroads – Facing High School and Beyond*, p. 5

Relationally, the percentage of students in Florida scoring at or above grade level spirals downward from 67 percent at grade three, to 44 percent at grade 8, and then downward to 32 percent at grade 10. These two factors, coupled with comparatively dwindling enrollments in reading courses are of significant concern. The Just Read, Florida! Office has just released new baseline data for Level 1 and 2 secondary students enrolled in remedial reading courses, which should provide a framework for district and school-based decisions relative to the literacy needs of students in grades 6-12.¹⁶

Rigor and Relevance: Florida's Review of the Sunshine State Standards

Florida has exercised and enjoyed a leadership role nationally with its adoption of rigorous academic standards and a system of accountability. Research studies have suggested a possible disconnect, although not specific to Florida, between standards established for high school academic achievement and the demands of postsecondary coursework and the workforce.¹⁷ The Florida Department of Education began a process for review of its state adopted Sunshine State Standards and requested funding in their 2006 budget for this endeavor.¹⁸ This standards review presents an invaluable window of opportunity, not only to address the research implications for added rigor and relevance but to genuinely engage postsecondary educators and the expertise of business leaders and the representative workforce who will one day employ many of our students. Florida's Sunshine State Standards review is expected to consolidate the number of standards and benchmarks and to increase rigor relative to FCAT-tested benchmarks. Of equal importance is a review process that focuses on real-world relevance within the standards and benchmarks. A cross pollination of standards and benchmarks between and among different subject areas can provide a framework for enhanced instructional strategies and for meeting the needs of non-traditional learners.

Academic Relevance and Engagement of Students

A 2003 study by the National Research Council found that most high school students see little connection to what they are expected to accomplish in school and the world beyond.¹⁹ Most have misguided perceptions relative to genuine prerequisite skills for the adult world and many have little or no sense of purpose or direction. Further studies by the Southern Regional Education Board through the *High Schools That Work* (HSTW) project show that 35-40 percent of high school students lack any goals beyond graduation. "When students reach the middle grades (and beyond), they are more likely to question the value of what they are expected to learn. By connecting learning to the world outside of school, reformers believe that students can find meaning and motivation to do well in school."²⁰

The Florida Career Education Study Task Force, in its report *Improving Career Guidance and Counseling*, recommended that the State Board of Education review usage by school for CHOICES and the Florida Academic Counseling and Tracking for Students (FACTS.org)²¹ for

¹⁶ http://info.fldoe.org/docushare/dsweb/Get/Document-3513/fefp1062_att3.pdf

¹⁷ Bill and Melinda Gates Foundation – High Schools for the New Millennium

¹⁸ \$700,000, Line Item 35, SBE request 8-16-05

¹⁹ Attitudes, Aptitudes, and Aspirations of American Youth, 2003, National Research Council

²⁰ "What Does the Research Tell Us?" Southern Regional Education Board

²¹ www.facts.org

use in career decision making. The report also encouraged use of federal dollars to enhance development and implementation of district career guidance programs.

Career counselors and occupational specialists as a profession encourage educators to provide career-related information that is developmentally appropriate, usually awareness at the elementary, exploration at the middle grades, and preparation at high school and postsecondary levels. Florida CHOICES (CD version) and eCHOICES (Internet version) are available at no cost to all Florida students, parents and educators.²² CHOICES provides a comprehensive career exploration platform, which allows students to build and expand portfolio development that begins with personal interest profilers and extends to skills surveys, cutting edge labor market and salary-related information, financial aid and scholarship opportunities, flexible four- and five-year planning tools, and résumé builders. Because of the comprehensive nature of CHOICES, it is most effective when provided to students via the guidance and facilitation of a teacher mentor, teacher advisor, guidance counselor, or career/occupational specialist. “The extent to which students’ own interests are incorporated into the school program appears to be significantly related to their academic success.”²³

DOE provides usage reports for CHOICES and began this past year to include site identifications (ID) to allow schools to obtain access reports for the internet version of CHOICES (eCHOICES). The school site is responsible for promoting the usage of the ID; however, individuals may still access the system as a visitor. For schools with limited internet access, a CD version is also available. DOE contracts with the CHOICES provider at an annual cost of \$249,000. The present contract runs from June 30, 2004 and ends June 30, 2007, with a 3-year option to continue through 2009.²⁴

Relationships as a Vehicle to Promote Rigor and Relevance

“Victory has a hundred fathers but defeat is an orphan.”²⁵ This quote provides a springboard to suggest that it is the student scholars, gifted athletes, and troubled or struggling students who are most often well-known by the adults in our schools.²⁶ Florida’s present ratio of students to guidance counselors limits meaningful adult interaction for most students.²⁷

Florida’s average school size, coupled with existing ratios of students to guidance counselors, restricts meaningful interaction and relationships between adults and all students in our schools. The research, however, offers a variety of potential organizational solutions to Florida’s large school settings. Smaller Learning Communities, Schools within a School, Career Academies, and Teachers as Advisors, all address relationships and promote the following:

- High academic expectations - Rigor;
- Well-informed students relative to personal aspirations, the world outside of and beyond high school, and a realistic picture of options to successfully get there – Relevance; and

²² Florida spends \$295,000 annually to maintain the contract with Bridges, Inc.

²³ SREB, *Academic Achievement in the Middle Grades – A Review of the Literature*

²⁴ FLDOE

²⁵ John F. Kennedy - quoted during the Bay of Pigs invasion.

²⁶ *Banishing Anonymity: Middle and High School Advisement Programs*, John M. Jenkins

²⁷ FLDOE Data Survey 3, 2004-2005: Middle Schools =509:1; High Schools=419:1

- An adult, or team of adults, to offer guidance and encouragement and to help facilitate decision making along the way – Relationships.²⁸

Because of prohibitive costs, small school sites do not appear to be on Florida's immediate horizon. School size, combined with discouraging average student-to-guidance counselor ratios of 419:1²⁹ justify seeking alternative methods to address the relationship piece of the research. Virtually every school cited in quality schools research, and primarily those sites effectively engaged in the *HSTW* initiative, employs a "teachers as advisors" or similar model.³⁰ This model enables every student to be known well by at least one adult who serves in a guidance capacity. Time is regularly scheduled as a part of the school calendar to disseminate and discuss pertinent school, career and postsecondary information. Teacher advisors serve under the guidance and direction of certified guidance counselors and administrators. They do not counsel students; they guide students. They are provided regularly scheduled time to establish rapport with students through a small group setting. Guidance counselors, in turn, are able to devote more time to serious student problems, those problems for which they have been trained.

The research clearly distinguishes the role of advisor and the role of guidance counselor. Advisement must be kept within the parameters of providing guidance to students, not guidance counseling. Certified guidance counselors are professionally trained and certified and can provide the necessary preparation, resources, and oversight for teacher advisors.³¹

Our students live in an era of overwhelming information, often referred to as the "knowledge economy." Organizing large schools to allow every student to be known well by at least one adult can help create environments where students successfully navigate and personally apply extensive amounts of information. Teacher-advisement and similar organizational strategies can create a framework to make this happen, where students synthesize and make sense of academic rigor and relevance in a more personal, effective, and intentional manner. A key finding in support of the relationship component tied to career exploration and planning is the Florida CHOICES usage data report for 2004-2005. This report reflects that while 869,000 users accessed CHOICES, only five percent of those users actually developed a portfolio to reflect any long-term academic and/or career planning. The need for a trained, caring adult who serves as a guide and facilitator is critical to the educational and career success of the student.³²

Interim Report Recommendations

The interim report made the following recommendations:

- Policy makers should consider comprehensive reform that embraces rigor, relevance, and relationships as a single course of action and to an awareness campaign that reaches all Floridians. The awareness campaign should address both the urgency for needed reform and publicly paying much deserved honor to Florida's teaching profession as a whole. To effect substantial and long term changes, policy makers should strongly consider a *linked* set of reforms for grades 6-12.

²⁸ Gates, SREB, EdTrust, Brown University, etc (rework citations)

²⁹ DOE: Middle School=509:1; High School = 419:1

³⁰ Using Rigor, Relevance and Relationships to Improve Student Achievement: *How Some Schools Do It*, SREB 2004

³¹ *Personalized Education*, Phi Delta Kappa Fastback 532, Keefe and Jenkins

³² Florida Middle Grades Reform Task Force: Seven Cornerstone Strategies to Improve Student Performance

- Require a rigorous academic core for all students. Emphasize higher level math skills, identified as the single strongest predictor of academic success, and require math in the senior year. Encourage school districts to hold middle schools accountable for increasing annually the percentage of students enrolled in and successfully completing Algebra I. Continue emphasis on literacy skills and reading initiatives to stress reading in the content areas at the secondary level.
- Insist on dedication of professional development funding that parallels the recent commitment to reading achievement and include a focus on preservice training of postsecondary level teachers.
- Require a comprehensive, cross-representation of business leaders, postsecondary instructors, and elementary, middle, and high school educators in the review, refinement and rewrite of Sunshine State Standards. Florida's community college and university instructors and business representatives can clearly articulate possible inconsistencies and address emerging trends that may impact standards and the skills needed for postsecondary and career level work. Meaningful involvement from the business community can help focus on the most essential benchmarks and initiate institutional integration of relevance, authenticity and greater "real world" application in our classrooms.
- Require that all eighth graders leave middle school with four-to-five-year academic plans/development of portfolios as a concentrated part of career exploration. Students who develop five-year plans are much more likely to stay on track once they enter high school and provide students essential navigational tools with clear goals in mind. Policy makers should consider requiring a full semester of comprehensive, cost effective career exploration integrated to literacy instruction with an emphasis on research, reference, and writing skills.
- Address resources to provide summer bridge academies for struggling students prior to entering ninth grade, based on students' math and reading scores, attendance rates, and other factors recommended by teacher advisors and guidance staff.
- Require that district policies and guidance plans include uncompromised articulation between instructional/advisement/guidance/administration staff of sending eighth graders and instructional/advisement/guidance/administration staff of receiving ninth graders with an emphasis on individual academic and career plans.
- Require a freshman cornerstone year at the high school to address ninth grade failure rates and include small group advisement and concentration on academic and career planning and preparation throughout high school.
- Consider policies that reinvent the senior year to include legitimate and challenging academic engagement for high school seniors, based on the culmination of four-to-five-year plans and future goals. This capstone year should involve a continuation of rigorous

- academic work, intern- and extern-ships, research projects, community service, or college-level courses to prepare students for the demands of the workforce or postsecondary pursuits.
- Hold districts and schools accountable to comprehensive guidance programs outlined in ss. 1006.02 and 1006.025, F.S., and encourage adoption of “guidance best practices” that include small group teacher-advisement models and “looping” of advisors where advisors remain with the same group of students throughout their middle school career.
 - Continue to support high quality and effective career and professional academies to include multiple models for career academies at the high school level. Policy makers should insist on a stringent evaluation of different models and consider data regarding level of rigor, employment rates, graduation rates, industry certifications, postsecondary pursuits, return on investment, and genuine engagement and input from business and industry.

III. Effect of Proposed Changes:

Section 1

Section 11.90, F.S., is amended to require the Legislative Budget Commission to review plans required under federal law and proposed by the State Board of Education prior to submission to federal agencies. The bill would impact the 2007 federal reauthorization of the *No Child Left Behind Act*, PL 107-110, which will require all states to submit revisions and refinement of original 2001 plans.

Section 2

Section 20.15, F.S., is amended to codify the establishment of the Division of Accountability, Research, and Measurement (ARM) within DOE.

Section 3

Section 1000.03, F.S., is amended to include instructional rigor and relevance within the goals of Florida’s K-20 education system.

Section 4

Section 1000.041, F.S., is repealed to conform to provisions relating to the 2005 repeal of the BEST Florida teaching career ladder program.

Section 5

Section 1001.02, F.S., is amended to require Legislative approval and public input of plans required under federal law and proposed for submission to federal agencies by the Commissioner of Education.

Section 6

Section 1001.03, F.S., is amended to require the State Board of Education to facilitate the review of the Sunshine State Standards, primarily to address academic rigor and relevance, and to engage all levels of the education community and appropriate business leaders in the process.

Section 7

Section 1001.10, F.S., is amended to require Legislative approval and public input of plans required under federal law and proposed for submission to federal agencies by the Commissioner of Education.

Section 8

Section 1001.215, F.S., is created to codify the establishment of the Just Read, Florida! Office and prescribe duties to include: review and support of district comprehensive reading plans; training of teachers and principals in reading research and instructional strategies; creating multiple designations and accompanying credentials for reading teachers; review of teacher certification exams and state standards for inclusion of reading research; and work with teacher preparation programs to ensure integration of reading research.

Section 9

Section 1001.33, F.S., is amended to conform to provisions relating to the 2005 repeal of the BEST Florida Teaching career ladder program.

Section 10

Section 1001.41, F.S., is amended to require district school boards to prescribe and adopt standards and polices to provide each student a complete education as defined by the Sunshine State Standards. The bill would also require school districts to emphasize integration of career awareness, exploration, and planning in the areas of reading, writing, and math throughout the curriculum.

Section 11

Section 1001.42, F.S., is amended to require district school boards to implement a uniform start date beginning with the 2007-2008 school year. The bill also requires school improvement plans to be aligned to the Sunshine State Standards and developed to ensure continuous improvement methodologies based on student achievement data, continual progress monitoring, and adjustment of classroom and individual student instructional strategies.

Section 12

Section 1001.51 (24), F.S., is repealed to conform to provisions relating to the 2005 repeal of the BEST Florida Teaching career ladder program.

Section 13

Section 1001.54, F.S., is amended to include the provision of instructional leadership as a requirement for school principals and to require integration of school redesign plans within the school improvement plan for secondary principals.

Section 14

Section 1003.01, F.S., is amended to include speech and language pathology services within the definition of "special education services" in order to satisfy a settlement agreement between the DOE and United States Department of Education (USDOE) relative to the Individuals with Disabilities Education Improvement Act (IDEA) definition of "related services." The bill also includes definitions for "career academies" and "small learning communities" to provide a framework relative to secondary redesign plans.

Section 15

The bill amends section 1003.05, F.S., giving preference of special academic programs in public schools to transitioning students from military families. The bill excludes charter schools, in this section, from the preference, but adds the Advanced International Certificate of Education (AICE) under the preference program.

Section 16

The bill amends s. 1003.415, F.S., and renames the Middle Grades Reform Act as the Florida Secondary School Redesign Act. The bill requires middle and high schools to develop over the 2006-2007 school year redesign plans to: integrate academic rigor and relevance throughout the curriculum; provide mechanisms to support intervention and remediation strategies for struggling students; provide opportunities to enhance relationships through smaller learning communities and career academies; and to provide long range student plans to facilitate transition to postsecondary studies and the world of work. The design plans must address school-based professional development synchronized with school improvement plans and district professional development plans, with an emphasis on enhanced instructional strategies, continuous analysis of student achievement data, and approaches to teaching that stress rigor, relevance, and reading in the content areas. The bill would require a comprehensive career exploration program at the middle school level to culminate in the development of 4-to-5-year academic and career plans in order to provide every student with academic and career goals prior to entering high school. Such plans would include the academic improvement plans (AIP) currently required in statute for certain struggling students. The bill requires the Department of Education to provide model plans. The bill provides that students scoring below level 3 on FCAT reading or math must be given appropriate assistance based on student-specific areas of weakness. The bill requires the Commissioner of Education to create the Challenge Secondary Schools Award Program for middle and high schools that demonstrate greatest gains in student academic achievement.

Section 17

Section 1003.4156, F.S., is created to provide course requirements for promotion from middle to high school and mechanisms for course recovery to maintain student engagement and allow for timely high school graduation. Course requirements include 12 academic courses: Three middle school or higher level English/language arts courses; three middle school or higher level math courses; two middle school or higher level social studies courses; two middle school or higher level science courses; one-half course in comprehensive career exploration, to be completed by the end of grade 7; and one and one-half middle school or higher level electives courses. The bill requires that students scoring below level 3 on FCAT reading be enrolled the following year in an intensive reading course, designed pursuant to the district comprehensive reading plan required in s. 1011.62(8), F.S., and encourages school districts to offer integrated academic courses for these students. School districts must submit policies to the State Board of Education within 30 days of adoption and the plans are considered automatically approved unless rejected by the board within 60 days.

Section 18

The bill amends s. 1003.42, F.S., to revise required instruction relating to social studies at the high school level. The bill requires additional instruction related to the history of the Declaration of Independence, the U.S. Constitution, specific events within the history of the United States,

and the study of free enterprise. The bill also encourages the Department of Education to pursue the adoption of standards and assessment components to address the revised curriculum requirements.

Section 19

Section 1003.43, F.S., is amended to include the AICE as a successful completion mechanism and increases math requirements for high school graduation from three credits to four, thus reducing elective credits from eight and one-half to seven and one-half. The bill also requires school districts to adopt policies to recognize on the high school diploma advanced coursework, subject area expertise and proficiency, demonstration-based performance portfolios, and college level courses.

Section 20

Section 1003.437, F.S., is amended to include middle grades in the standard grading system presently required by high schools.

Section 21

The bill amends s. 1003.491, F.S., to include as part of overall career education the inclusion of the 4-5-year academic and career plans proposed in s. 1003.415(5), F.S., and career academies and small learning communities as defined in s. 1003.01(4), F.S.

Section 22

Section 1003.62, F.S., is amended to conform to other provisions in the bill relating to differentiated pay policy requirements under sections 44 and 45.

Section 23

The bill amends s. 1003.57, F.S., to provide that nonresident students who receive instruction in any type of educational facility in Florida are residents of the state in which the student's parent is a resident and to make the state or the parent responsible for paying for instruction, whichever one makes the placement decision. The bill prohibits school districts from reporting these students as FTE for funding in the Florida Education Finance Program; directs the Department of Education to provide specific information and assistance to school districts, including a process for prior district school board review of the residency of exceptional students who live in a Florida residential facility; and makes residential facilities responsible for billing and collecting payment from the student's home state.

Section 24

The bill amends s. 1003.58, F.S., to conform to a cross-reference.

Section 25

The bill creates s. 1003.576, F.S., to require the Department of Education to develop a streamlined individual education plan (IEP) to be used by all school districts.

Section 26

The bill creates s. 1004.64, F.S., to codify the establishment of the Florida Center for Reading Research (FCRR) at Florida State University (FSU) and to create two outreach centers under FCRR's leadership, one within a community college and one at a state university. FCRR was originally established in 2002 to serve as a clearinghouse for the development and dissemination of reading research at FSU. The bill provides specific responsibilities of the center to include providing technical assistance to school districts in literacy instruction and programs; conducting basic and applied research on reading, literacy instruction and assessment; developing reading intervention course frameworks for reading intervention courses in middle and high schools; developing frameworks for professional development focused on reading in the content area; disseminating information about research-based practices related to literacy instruction; and collecting, managing, and reporting on assessment information through Florida's Progress Monitoring and Reporting Network.

Section 27

The bill amends s. 1006.09 (4), F.S., to conform to a cross-reference.

Section 28

The bill amends s. 1007.21, F.S., to require development of 4-5-year academic and career plans during the middle grades with emphasis on career exploration, decision-making, and rigorous coursework.

Section 29

The bill amends s. 1007.271, F.S., to emphasize the prohibition of discrimination against dual enrollment courses as an option for high school students and requires district school boards to include dual enrollment courses on the high school campus whenever possible. The bill also eliminates honors courses from equal weighting with advanced placement and dual enrollment courses and adds International Baccalaureate and AICE to an equal weighting level with AP and dual enrollment.

Section 30

Section 1008.22, F.S., is amended to revise the FCAT testing schedule to include assessment of reading and math at grades 3 through 10 and the assessment of writing and science at least once at the elementary, middle, and high school level. The administration of the science FCAT would likely be rescheduled to the 11th grade under this bill. The bill requires the Commissioner to document procedures to ensure that the 10th grade FCAT retakes are equally as difficult as the original 10th grade test. Beginning with the 2006-2007 school year for grade 10 and the 2007-2008 school year for all grades, FCAT test items, under the provisions of this bill, must be machine scorable, except for the writing assessment. The bill requires school districts to provide FCAT retake opportunities for students participating in summer bridge academies pursuant to s. 1003.415(4), F.S. The bill a provision that allows the Commissioner to design and implement other student testing programs, instead requiring the Commissioner to encourage and assist school districts to develop end of course assessments for secondary schools. The bill instructs the SBE to conduct concordance studies when necessary to determine possible equivalency scores of SAT and ACT to scores required on FCAT for graduation. In addition, a student must take each subject area of the grade 10 FCAT, without passing, prior to taking a corresponding subject area alternative assessment; however this requirement does not apply to new students entering a

public school in grade 12. The DOE is required to provide an annual report to the Legislature on longitudinal student performance to include data on student subgroups, student grade level performance, and performance in reading and math.

Section 31

The bill amends s.1008.25, F.S. to require districts to offer additional assessments and specific intervention strategies for students who score below Level 3 in reading and math. The bill also requires assimilation of the 4-5 year academic and career plan and the academic improvement plan (AIP) required for struggling students. Beginning with the 2006-2007 school year, specific areas of deficiency in reading and math must be identified and instructional strategies included within the AIP to close skills gaps. For those students scoring at Level 1 on the most recently administered FCAT, intensive instruction for secondary students shall be taken in addition to normally prescribed English/language arts and math courses.

Section 32

The bill repeals s. 1008.301, F.S., which requires the SBE to conduct a concordance study to determine the possibility of crosswalk scores between the FCAT and other norm referenced tests such as SAT, PSAT, and ACT. This provision is no longer needed.

Section 33

Section 1008.31, F.S., is amended to require reporting of actual completion rates for students K-20 and specifies that the system be focused on student success, academic gains for all students, student preparation for the workforce, and measures easily identified and shared. The bill requires the Commissioner to pursue strategies to improve data quality and timelier reporting. The Commissioner shall determine standards for data collection and report to the SBE, the Board of Governors, the Governor, and the Legislature, data quality indicators, school ratings, and information on Florida's calculation of graduation rates in comparison with other states' calculations.

Section 34

The bill amends s. 1008.33, F.S., to conform a cross reference related to school grades.

Section 35

The bill amends s. 1008.34, F.S. to include school report cards as a component of the school grading system and provides for certain alternative schools to receive grades, including K-3 schools with certain feeder pattern provisions validated by the DOE. The bill revises, for purposes of school grading, the option of using lowest quartile gains in reading, writing, or math to only reading. The bill requires that scores for students attending certain alternative schools be used in the calculation of the school grade for the school the student attended prior to the alternative school. The bill provides, for certain alternative schools not required to be graded pursuant to s. 1008.341, F.S., the option to receive a school grade and indicates which individual student scores can be used in calculating the school grade. Alternative schools not required to be graded pursuant to s. 1008.341, F.S., but that choose to be graded shall not report the student scores for calculation of the originating/home school's grade. The bill requires the DOE to develop, in collaboration with school districts, a school report card format for parents that includes student and school improvement information and an explanation of NCLB grading. The school report cards are to be posted on the DOE website and provided to all parents.

Section 36

The bill creates s. 1008.341, F.S. to require school improvement ratings for alternative schools. School improvement ratings of “improving”, “maintaining”, or “declining” will be prescribed based on student performance using FCAT scores and gains for the lowest 25th percentile in FCAT reading. “Improving” schools will be eligible for school recognition awards. Student data used for determination of a school rating shall be based on scores of eligible students enrolled during the October or February FTE counts and who have been assessed on FCAT and have comparable scores from the preceding year, and scores of eligible students enrolled during October or February FTE counts who have been assessed on FCAT and have scored in the lowest state quartile in FCAT reading. Scores for certain students in dropout retrieval and DJJ programs will not be used for calculation of school ratings. The bill requires the DOE to develop, in collaboration with school districts, a school report card format for parents that includes student and school improvement information and an explanation of performance based on NCLB indicators.

Section 37

The bill amends s. 1008.345, F.S., to conform a cross reference related to school grades.

Section 38

The bill amends s. 1011.62, F.S., to provide FTE membership beyond the 180-day regular term to students enrolled in juvenile education programs pursuant to s. 985.223, F.S., relating to incompetence based on mental illness or other specified issues. The bill establishes a Reading FEFP Allocation to provide comprehensive reading instruction to students in kindergarten through grade 12. The funds shall be allocated to each school district for the same minimum amount as specified in the General Appropriations Act and any remaining funds shall be distributed based on each school district’s proportionate share of the statewide total unweighted FTE population.

School districts must submit a plan annually by May 1 for the use of the allocation to the Just Read, Florida! Office for approval and funds allocated must be used to support comprehensive reading instruction and may include the following: highly qualified reading coaches; professional development in scientifically-based reading instruction; summer reading camps for students scoring Level 1 on FCAT; scientifically-based supplemental reading materials; intensive interventions for middle and secondary students reading below grade level; and strategies that enhance integration of reading in the content area for secondary students. District plans are deemed approved unless the DOE rejects the plan on or before June 1. Districts whose plans are not approved may appeal to the SBE for resolution. Districts are encouraged to use alternative delivery methods through integrated curricula. The bill provides for withholding of funds if allocated dollars are not used to implement approved plans.

Section 39

Section 1011.64, F.S., is amended to conform to terminology changes and a cross reference.

Section 40

Section 1011.685, F.S., is amended to conform to the repeal of BEST.

Section 41

Section 1011.71, F.S., is amended to correct a cross reference.

Section 42

Section 1012.21, F.S., is amended to require links to school district collective bargaining contracts, including salary and benefits of staff paid by the district, on the DOE website in a form prescribed by DOE.

Section 43

Section 1012.22, F.S., is amended to require district school boards to adopt policies for the provision of professional development and planning time for teachers and to require that secondary redesign plans pursuant to s. 1003.415, F.S., and principal leadership training pursuant to s. 1012.985, F.S., be included as part of the comprehensive program of staff development.

Section 44

Section 1012.2312, F.S., is created to require school districts to adopt a performance-pay policy for instructional personnel, beginning with the 2006-2007 school year, for incorporation into the district salary schedule. The bill states that the policy, which may be subject to collective bargaining pursuant to chapter 447, F.S., must allow for differentiated pay based on, but not limited to critical shortage subject areas, school demographics, additional responsibilities assigned, and a minimum five percent pay incentive policy. The bill authorizes the Commissioner to determine whether adopted salary schedules comply the law and to recommend to the SBE to withhold Education Enhancement Trust funds until the schedule is in compliance.

Section 45

Section 1012.2313, F.S., is created to require school districts to adopt a performance-pay policy for administrative personnel, beginning with the 2006-2007 school year, and incorporate the policy into the district salary schedule. The bill states that the policy must allow for differentiated pay based on, but not limited to: 1) economic school demographics; and 2) a minimum 5 percent pay incentive policy. The bill authorizes the Commissioner to determine whether adopted salary schedule complies and to recommend to the State Board withholding of Education Enhancement Trust funds until the schedule is in compliance.

Section 46

The bill creates s. 1012.2315, F.S., to prohibit school districts from assigning a higher percentage than the district average of first time teachers, those with temporary certification, teachers in need of improvement, or those teaching out of field to schools with a higher than district average of minority and economically disadvantaged students or schools graded D or F. The bill prohibits district school boards from signing collective bargaining agreements that preclude them from providing sufficient incentives. Notwithstanding the provisions of chapter 447, F.S., relating to collective bargaining, school boards are authorized to provide salary incentives to assign high quality teachers to low performing schools in order to meet the provisions of this section.

Section 47

Section 1012.27, F.S., is amended to provide conforming requirements related to the 2005 repeal of BEST and implementation of a differentiated pay policy.

Section 48

Section 1012.28, F.S., is amended to add a conforming cross reference.

Section 49

Section 1012.34, F.S., is amended to conform to provisions relating to the deletion of a rigorous reading requirement.

Section 50

Section 1012.56, F.S., is amended to encourage school districts to provide middle school teachers holding only a K-5 certification opportunities to obtain subject area coverage, either through postsecondary coursework or district add-on certification.

Section 51

The bill amends s. 1012.98, F.S., to require partnerships with education foundations, consortia, and professional education organizations to ensure a coordinated system of professional development. The bill specifies that the primary purpose of professional development is to increase student achievement, enhance instructional strategies to promote rigor and relevance throughout the curriculum, and to prepare students for continuing education and the workforce. It further requires the system be aligned to adopted state standards and the framework adopted by the National Staff Development Council. The bill requires that activities designed to implement the system for professional development support educators and provide opportunities for collaboration as plans for secondary redesign are crafted. The bill specifies that secondary redesign plans must focus on enhancing instructional strategies to promote rigor and relevance integrated throughout the curriculum, to increase opportunities for meaningful relationships between teachers and students, and to increase professional collaboration between teachers, guidance counselors, instructional leaders, postsecondary educators, and the workforce community. The bill also requires that the school district develop the system in consultation with postsecondary institutions, business representatives, local education foundations, education consortia and professional education organizations. Such district professional development systems must be based on analysis of student achievement data, instructional strategies to support rigor and relevance, ongoing assessment of student achievement, enhancement of content area expertise, strategies to support reading in the content area, and integration of technology that enhances teaching and learning. The school district master plan must be based on input from teachers and instructional leaders and aligned to and in support of school-based professional development plans, school improvement plans, and secondary redesign plans. District plans must be submitted annually to the Commissioner of Education in order to ensure compliance and to allow for dissemination of best practices and collaboration among school districts. The bill requires the DOE to disseminate proven model professional development programs demonstrating increased student achievement and engagement, increased rigor and relevance, and meeting the needs of identified students. The model must include a statewide support system, a data base of exemplary activities, available resources, training programs, and technical assistance.

Section 52

The bill amends s. 1012.985, F.S., to establish a statewide professional development system for school leaders. The bill requires the collaboration of professional development leadership organizations and to include standards established by the Southern Regional Education Board

(SREB), the DOE, and the National Staff Development Council in order to support principals, principal leadership teams, and candidates for principal leadership positions. The bill requires the leadership network to be supported annually in the GAA, contingent upon financial and human resources support from the Florida Association of District School Superintendents (FADSS), the Florida Association of School Administrators (FASA), the Southern Regional Education Board (SREB), the DOE, Florida's Education Consortia, and education leadership faculty from Florida's universities and community colleges. The bill identifies the goals of the network system to include:

- Resources to support and enhance the role of an instructional leader;
- Maintenance of a clearinghouse to support best practices for enhanced student achievement;
- Capacity to increase the quality of professional development available through both preservice and inservice activities; and
- Support and collaboration for principal leaders to enhance the quality of preservice training available for aspiring teachers.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Economic Impact and Fiscal Note:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

With respect to exceptional student services, private residential facilities may incur some additional costs associated with billing and collecting payment from the "home" state for the educational and related services provided to nonresident exceptional students.

C. Government Sector Impact:

The overall fiscal impact of the bill is indeterminate at this time; however, the Governor's recommended 2006-2007 Education Budget Request includes \$12 million for secondary school reform. The DOE's 2006-2007 Legislative Budget Request also includes \$700,000 to revise the Sunshine State Standards.

The Office of Government Program Accountability (OPPAGA) has reported a cost savings of approximately \$1.5 million per year by requiring the “home” state to pay for exceptional student education of its residents who attend a Florida residential facility.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

This Senate staff analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.

VIII. Summary of Amendments:

None.

This Senate staff analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.
