

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Empower families –

- The bill provides for diploma designations to be added to a student's high school diploma that will identify unique course work or accomplishments for the purposes of postsecondary education or the workforce.
- The bill requires high schools to provide students access to at least four Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses and at least four courses in career and technical dual enrollment.
- The bill requires the State Board of Education to adopt a comprehensive plan that provides students with access to a substantive and rigorous curriculum. The plan must address professional development activities, long-term and annual statewide goals, funding, communications and include an evaluation component.

Ensures lower taxes – The bill creates the Remediation Reform Pilot Project to reduce the need for and the costs of remediation for recent high school graduates entering postsecondary education.

Promote personal responsibility – The bill provides an opportunity for students to have access to a program that will prepare students for success in a postsecondary education institution.

B. EFFECT OF PROPOSED CHANGES:

Present Situation:

Electronic Personal Education Plan

Current law requires middle school students to complete a course that results in the creation of a personalized academic and career plan on FACTS.org in order to be promoted to 9th grade.¹

The Florida Secondary School Redesign Act requires district school boards to establish policies to implement the provisions of s. 1003.4156, F.S., which specifies the general requirements for middle grades promotion. These policies must address, among other things, procedures for high school students who have not prepared an electronic personal education plan pursuant to s. 1003.4146, F.S., to prepare such plan.²

There are no specific statutory provisions requiring students to continue to utilize the plan in high school or requiring periodic review of the plan.

¹ s. 1003.4156, F.S.

² s. 1003.413, F.S.

Standard High School Diploma

Current law requires students to complete required credits, earn the required grade point average, and earn a passing score on the grade 10 Florida Comprehensive Assessment Test (FCAT) in order to receive a standard high school diploma.³

Major Area of Interest

A major area of interest consists of 4 credits in sequential courses in an academic content area, career and technical area, or fine and performing arts. A student selects a major area of interest as part of his or her personalized academic and career plan developed in 7th or 8th grade. A student may annually change his or her major area of interest at registration. To be selected, a major area of interest must be offered at the student's high school. Each major area of interest offered by a high school must be submitted by the school district for approval by the Commissioner of Education. Once approved, a major area of interest may be offered by any school district.⁴

Articulated Acceleration Mechanisms

Articulated acceleration mechanisms serve to shorten the time necessary for students to complete the requirements for a high school diploma or postsecondary degree, broaden the scope of courses available to students, or increase the depth of study available for a particular subject. Participation in articulated acceleration programs allows students to save time and money by earning academic credit that may apply toward postsecondary degree/certificate requirements. A variety of articulated acceleration mechanisms are available in Florida: dual enrollment, advanced placement, early admission, credit by examination, the International Baccalaureate Program (IB) and the Advanced International Certificate of Education Program (AICE).⁵

Advanced Placement (AP) program

The AP program is a nationwide program consisting of over 30 college-level courses and exams ranging from art to statistics which provides secondary students the opportunity to complete college-level studies during high school. To receive college credit for an AP course at a public postsecondary institution, students must score a minimum of three, on a five-point scale, on the corresponding AP Examination. The Department of Education determines the specific courses for which students receive credit.

International Baccalaureate (IB) Diploma Program

The IB Diploma Program is a rigorous pre-university course of study leading to internationally standardized examinations. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill the requirements of many different nations' education systems. The State Board of Education specifies the cutoff scores and the IB examinations that will be used to grant postsecondary credit at community colleges and universities. If a student achieves the required score on an IB exam, state universities and community colleges must award the minimum recommended credit for the course or course numbers. Up to 30 semester credit hours may be awarded. The specific courses for which students receive credit are determined by the Department of Education.

Advanced International Certificate of Education (AICE) program

³ s. 1003.428, F.S.

⁴ Id.

⁵ s. 1007.27, F.S.

The AICE program is an international curriculum and examination program modeled on the British pre-college curriculum and includes “A-level” and “AS-level” exams. The State Board of Education specifies the cutoff score and the AICE examination that will be used to grant postsecondary credit at community colleges and state universities. If a student achieves the required score on an AICE exam, state universities and community colleges must award the minimum recommended credit for the course or course numbers. Up to 30 semester credit hours may be awarded. The community college or university that accepts the student for admission into the program must determine the specific course for which a student receives credit.

Dual Enrollment

The dual enrollment program allows an eligible high school or home education student to enroll in a postsecondary course creditable toward a career certificate or an associate or baccalaureate degree. Upon successful completion of a dual enrollment course, the student simultaneously receives high school and college credit. Dual enrollment may serve to shorten the time and money necessary for a student to complete the requirements for a postsecondary degree.

Career Education Certification

The career education certification is designed to indicate that a student is prepared for both postsecondary education and the workplace. A certification is placed on a student’s diploma when the student meets the following requirements:

- Completes the requirements for high school graduation and the requirements for a comprehensive career education program of study.
- Receives a passing score on the college entry-level placement test or an equivalent test identified by DOE, which demonstrates that the student does not require college preparatory or career preparatory instruction.

Ready to Work Certificate Program

The 2006 Florida Legislature created the Florida Ready to Work Certificate Program to enhance the workplace skills of Florida’s students to better prepare them for successful employment in specific occupations. A student who earns a Ready to Work Credential will be considered equipped with the necessary skills to enter the workforce. A credential is awarded to a student who successfully passes 3 WorkKeys assessments in Reading for Information, Applied Mathematics, and Locating Information. The credential will demonstrate to current and future employers that students have the skills to meet employment expectations. Knowing a job applicant possesses a credential, an employer can be more confident that he or she can begin the job with the skills necessary for successful job performance. In addition, the credential ensures that students have the skills necessary to enter college or the workforce based on objective, standardized skill assessments which are aligned to FCAT objectives.

Career-preparatory instruction

Current law requires a student who is enrolled in a postsecondary program offered for career education credit of 450 hours or more to complete an entry-level basic skills examination within the first six weeks after admission in the program. The State Board of Education must designate examinations that assess student mastery of basic skills. Any student found to lack the required level of basic skills must

be referred to career-preparatory instruction or adult basic education for a structured program of basic skills instruction.⁶

The following students are exempt from the entry-level examination requirement:

- An adult student with a disability.
- A student who possesses a college degree at the associate in applied science level or higher.
- A student who has completed or who is exempt from the college-level communication and computation skills examination or who is exempt from the college entry level examination.
- A student who has passed a state, national, or industry licensure exam.

Postsecondary Remediation

Current law requires the State Board of Education in conjunction with the Board of Governors to develop and implement a common placement test for the purpose of assessing the basic computation and communication skills of students who intend to enter a degree program at any public postsecondary educational institution. The State Board of Education must adopt rules that would require high schools to give the common placement test, or an equivalent test identified by the State Board of Education, at the beginning of the tenth grade year before enrollment in the eleventh grade year in public high school for the purpose of obtaining remedial instruction prior to entering public postsecondary education.⁷

Student readiness for college is determined based on the student's performance in reading, writing/language, and mathematics using scores on the Florida College Placement Test (CPT), the SAT, or the ACT. A student is considered "ready" for college in a given area if the student achieves the required score of competency for that area. Below is a list of remedial cutoff scores for the CPT, SAT and ACT. Students earning scores less than those listed below must enroll in college preparatory communication and computation instruction.⁸

| Remedial Cutoff Scores | | | | | |
|------------------------|----|--------|-----|---------|----|
| CPT | | SAT | | ACT | |
| Elementary Algebra | 72 | Verbal | 440 | Reading | 18 |
| Reading | 83 | Math | 440 | English | 17 |
| Sentence Skills | 83 | | | Math | 19 |

In 2003-04, over half (55%) of the first-time-in college students attending state universities and community colleges required remediation. Most (89%) of these students required remediation in mathematics, and almost two-thirds (62%) needed remediation in multiple subject areas.⁹

Florida community college or state university students who score below the passing scores on the Florida Common Placement Test (or other comparable exam) must enroll in college-preparatory or other adult education courses to develop needed college-entry skills. Florida law permits only the state's 28 community colleges and Florida Agricultural and Mechanical University to offer college

⁶ s. 1004.91, F.S.

⁷ s. 1008.30, F.S.

⁸ Retrieved on March 27, 2008 <http://www.fldoe.org/articulation/perfCPT/>

⁹ OPPAGA Report No. 07-31, *Half of College Students Needing Remediation Drop Out; Remediation Completers Do Almost as Well as other Students.*

preparatory courses.¹⁰ The other 10 state universities may contract with community colleges to provide these courses for university students who need remediation.

Florida Comprehensive Assessment Test (FCAT)

Current law requires the Commissioner of Education to design and implement a statewide program of educational assessment. As part of this program, the Commissioner must develop and implement the Florida Comprehensive Assessment Test (FCAT) to measure student achievement in reading, writing, mathematics, and science.¹¹

The State Board of Education has adopted rules establishing five achievement levels for FCAT. Level 5 represents the greatest achievement, while Level 1 signifies the lowest achievement. Students who score at Levels 3, 4, or 5 are performing at or above grade-level expectations. Students who score at Level 1 or 2 are performing below expectations and need additional instruction in the content assessed at that grade level.¹²

Weighting Courses for Purposes of GPA Calculations

In order to be well prepared for postsecondary education, students are encouraged to take the most rigorous courses available to them during high school. Recommended courses for capable students include IB, AP, AICE, and dual enrollment.

Section 1007.271(16), F.S., requires school districts and community colleges to weigh college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated.

The Board of Governors approved an amendment to Board of Governors Regulation 6.006 regarding Acceleration Mechanisms on March 27, 2008. This amendment included a clarification regarding the weighting of dual enrollment courses. The amendment requires that early college dual enrollment courses that meet core state university admission requirements in English/Language Arts, mathematics, natural science, social sciences, or foreign languages must receive the same weighting as AP, IB, and AICE courses in the calculation of the high school grade point average used for admission decisions. This requirement would be implemented beginning with students admitted during the 2009 summer semester.¹³

Effect of Proposed Changes:

Electronic Personal Education Plan

CS/HB 7069 requires district school boards to establish policies that require an annual review of each high school student personal education plan.

¹⁰ s. 1008.30(4)(b), F.S.

¹¹ s. 1008.22, F.S.

¹² Retrieved on April 11, 2008 <http://www.fldoe.org/faq/default.asp?Dept=202&ID=660>

¹³ Phone call with Board of Governors' staff member on March 27, 2008.

Standard High School Diploma Designations

By the 2008-2009 school year, each standard high school diploma must include, as applicable:

- A designation of the student's major area of interest pursuant to the student's completion of 4 credits in sequential courses in an academic content area, a career and technical area, or fine and performing arts.
- A designation reflecting completion of accelerated college credit courses if the student is eligible for college credit in four or more AP, IB, AICE, or dual enrollment courses. The Commissioner of Education must establish guidelines for successful passage of examinations or coursework in each of the accelerated college credit options.
- A designation reflecting career education certification.
- A designation reflecting Ready to Work Certification.

Postsecondary Education Credit Courses

CS/HB 7069 defines "postsecondary education credit courses" to mean a course through which a high school student may earn postsecondary credit and includes AP, IB, AICE, and dual enrollment courses.

By 2009-2010, each public high school must provide students access to at least four AP, IB, AICE, or dual enrollment courses, one each in English, mathematics, science, and social studies and at least four courses in career and technical dual enrollment. In order to fulfill this requirement, schools may utilize courses offered by the Florida Virtual School, a career center, a charter technical career center, a community college, a state university, or an independent college or university eligible for inclusion in the dual enrollment program.

The State Board of Education must develop and adopt a comprehensive plan that:

- Provides all students with access to a substantive and rigorous curriculum that is designed to challenge their minds, enhance their knowledge and skills, and provide opportunities to acquire postsecondary education credits while in high school.
- Supports school administrators and guidance counselors in the receipt of professional development that enables them to create strong and effective postsecondary opportunities for their students.
- Establishes guidelines and timelines for teachers and school leaders in middle schools and high schools to receive training in content knowledge and instructional skills to prepare students for success in a rigorous curriculum that leads to postsecondary education credit.
- Creates long-term and annual statewide goals for increasing:
 - The number and percentage of students enrolling in and completing postsecondary education credits courses.
 - The number and percentage of students receiving postsecondary education credits in such courses.
 - The number and percentage of low-income and underrepresented students enrolling in and completing postsecondary education credit courses.
 - The number and percentage of low-income and underrepresented students receiving postsecondary education credit in such courses.

- Leverages federal and private funding available for incentives and training.
- Focuses state and federal funding to carry out activities that target school districts serving high concentrations of low-income and underrepresented students.
- Provides a plan of communication that emphasizes the importance of postsecondary education credit courses to a student's ability to gain access to and succeed in postsecondary education.
- Annually evaluates the impact of the implementation of efforts to provide students with access to a substantive curriculum on the rates of student enrollment and success in postsecondary education credit courses, on high school graduation rates, and college enrollment rates. The evaluation must include a review of the progress toward meeting long-term and annual statewide goals.

Career-preparatory Instruction

CS/HB 7069 provides an exemption for adult students who are enrolled in registered apprenticeship programs from the requirement to complete an entry-level exam within the first 6 weeks after admission in the program.

Remediation Reform Pilot Project

CS/HB 7069 creates the Remediation Reform Pilot Project. The goal of the project is to reduce the need for and the cost of remediation for recent high school graduates who enter postsecondary education.

The Department of Education must develop an application process for the pilot project by August 1, 2008. Each application must represent a collaborative effort between one or more community colleges and one or more school districts in each community college's service area.

Each application must:

- Identify the specific area or areas of remediation to be addressed as part of the pilot project.
- Provide the most recent data available for each participant from the postsecondary feedback report for the area or areas of remediation that will be addressed during the course of the project.
- Describe the strategies currently used by the participating institutions to address remediation needs, including mechanisms used to identify students who need remediation as well as corrective actions employed to address identified needs, and methods used to evaluate the effectiveness of these strategies.
- Describe any proposed changes to current strategies that have been designed to reduce the need for postsecondary remediation including, but not limited to:
 - Specific intervention efforts that will be employed to address identified deficiencies.
 - The process the community college and the school district will use to determine the effectiveness of the changes.
 - A projected timeline for implementation of the changes.

- Describe specific professional development activities that will be provided for secondary education faculty.
- Provide itemized estimates of the costs to each participant of implementing the proposal.
- Identify any local, federal or private funding that may be available to support the project.
- Project the reductions in the need for and cost of remediation that are anticipated following implementation and describe the method used to develop the projections.

The Commissioner of Education must evaluate the applications and, no later than October 1, 2008, recommend a maximum of four proposals to the President of the Senate and the Speaker of the House of Representatives for consideration and final approval. If possible, the proposals recommended by the Commissioner must be representative of the geographic regions of the state and representative of small, medium, and large school districts.

Each community college and school district selected to participate in the pilot project must submit an annual status report that includes a description of the strategies implemented, any costs incurred, and the effectiveness of the strategies used in reducing the need for and cost of postsecondary remediation to students and the state.

The Office of Program Policy Analysis and Government Accountability must analyze the annual status reports and identify the policies and practices that are most effective in reducing the need for and cost of remediation, including any cost savings that have been realized.

Grades in Dual Enrollment Courses

The district interinstitutional articulation agreement between a district school superintendent and a community college president must include an identification of the responsibility of the postsecondary institution for the assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment course grades to the high school transcript as assigned by the postsecondary institution awarding the credit.

State universities must weigh dual enrollment courses the same as comparable AP, IB, and AICE courses when calculating grade point averages for purposes of making admission decisions. This requirement would be implemented beginning with students applying for admission to a state university for the 2009-2010 academic year.

College Placement Test (CPT)

CS/HB 7069 expands the purpose of the CPT to include assessing the basic computation and communication skills students need to continue their education at the postsecondary level or enter the workforce.

The State Board of Education must adopt rules that require high schools to evaluate prior to the beginning of the 12th grade the college or career readiness of each student scoring at level 2 or 3 on the reading portion of the grade 10 FCAT or level 2, 3, or 4 on the mathematics portion of the grade 10 FCAT. High schools must perform this evaluation using results from the CPT or an equivalent test identified by the State Board of Education. The State Board of Education must establish in rule the minimum test scores a student must achieve to demonstrate readiness. Students who demonstrate

readiness by achieving the minimum test scores established by the State Board of Education will not be required to enroll in remediation course as a condition of acceptance to any community college.

The high school must use the results of the test to advise the student of any identified deficiencies and provide students any necessary remedial instruction prior to, or the summer immediately following, high school graduation. The remedial instruction provided must be developed as a collaborative effort between secondary and postsecondary institutions. Contingent upon appropriation of funds in the General Appropriations Act, the Florida Virtual School must partner with one or more community colleges to develop remedial content that may be offered online.

The Department of Education (DOE) provided the following information on community college students passing the Mathematics or Reading section of the CPT by FCAT Level.¹⁴

| CPT/FCAT Comparison | | |
|---|-------------|---------|
| Percentage of Community College Students Passing the Mathematics or Reading Sections of the CPT by FCAT Level | | |
| FCAT Levels | CPT Section | |
| | Mathematics | Reading |
| 1 | 5.5% | 12.9% |
| 2 | 15.0% | 44.0% |
| 3 | 31.1% | 74.8% |
| 4 | 60.1% | 92.5% |
| 5 | 90.4% | 94.7% |

DOE's College Readiness Initiative suggests that testing in the 11th grade allows time for students to expand foundational knowledge, skills, and abilities. Testing in the 11th grade is also cost effective because the test is considered valid for two years and students tested too early in high school, would need to be retested prior to college admission. Finally, testing students in the 11th grade provides students, parents, and counselors with "college-readiness" feedback in time to build a college preparatory schedule for the student's senior year.¹⁵

C. SECTION DIRECTORY:

Section 1. Amends s. 1003.413, F.S.; providing for an annual review of a high school student's electronic personal education plan.

Section 2. Creates s. 1003.4285, F.S.; providing for designations on standard high school diplomas.

Section 3. Creates s. 1003.4287, F.S.; providing for access to postsecondary education credit courses in public high schools; specifying courses that may be accessed; requiring the State Board of Education to develop a comprehensive plan.

Section 4. Amends s. 1004.91, F.S.; providing an exemption relating to career-preparatory instruction.

¹⁴ Department of Education – CPT/FCAT Comparison. CPT passing score for mathematics is 72. CPT passing score for Reading is 83. Data source is the Education Data Warehouse, 2004.

¹⁵ *Florida Department of Education College Readiness Initiative* –Presented to the Postsecondary Education Committee on March 18, 2008.

Section 5. Amends s. 1007.21, F.S.; conforming provisions relating to administration of the common placement test.

Section 6. Creates s. 1007.212, F.S.; creating the Remediation Reform Pilot Project with participation by community colleges and school districts; requiring the Department of Education to develop an application process: specifying contents of the application; requiring the Commissioner of Education to evaluate applications and recommend proposals to the Legislature for final approval: requiring annual status reports by participants and analysis by the Office of Program Policy Analysis and Government Accountability; providing for funding.

Section 7. Amends s. 1007.235, F.S.; requiring district interinstitutional articulation agreements to include responsibility for assignment of grades for dual enrollment courses.

Section 8. Amends s. 1007.271, F.S.; providing requirements for state universities to weigh dual enrollment courses.

Section 9. Amends s. 1008.30, F.S.; revising provisions relating to administration and use of the results of the common placement test; requiring the State Board of Education to adopt rules requiring high school evaluation of student college or career readiness and establishing minimum test scores for such readiness; providing for remedial instruction; providing for development of remedial content to be offered online.

Section 10. Providing an effective date of July 1, 2008.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

2. Expenditures:

(See fiscal comments below.)

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

2. Expenditures:

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

D. FISCAL COMMENTS:

The fiscal impact of this bill is indeterminate.

To the extent that the bill provides additional opportunities for high school students to earn college credit during high school, there may be long term cost savings to the state and to students for postsecondary education; however, specific cost savings are indeterminate at this time. In Fiscal Year 2006-07, the state paid \$104 per credit hour for lower level coursework at community colleges¹⁶ and \$114 per credit hour at state universities¹⁷. Additionally, students paid approximately \$60 per credit hour at community colleges and \$74 at state universities.

The requirements in the bill for high schools to provide access to specific numbers and subjects of accelerated courses may result in additional costs. Currently, the maximum FTE reported by a district for a student is 1.0. School districts with seven-period days that provide a student with course access through the Florida Virtual School (FLVS) for one of the seven periods will generate 1.0 FTE for the six periods of traditional classroom instruction and the FLVS will generate an additional .167 (one-sixth) of an FTE for the course provided by the FLVS. Under this example, a student would generate 1.167 FTE for the year, resulting in an additional Florida Education Finance Program cost of approximately \$1,000 for the .167 FTE. The additional number of students that may be served by the FLVS by enactment of this bill is unknown; therefore, the cost is indeterminate.

The cost of remediation was \$118.3 million in 2004-05 with the state paying 53% (\$62.9 million) of this amount.¹⁸ The cost of remediation was \$129.8 million in 2005-06 with the state paying 54% (\$70 million) of these costs.¹⁹ In Fiscal Year 2006-07, the total cost of postsecondary remediation was \$130.8 million, including \$129.1 million at community colleges²⁰ and \$1.7 million at state universities²¹. Of this amount, the state paid more than half (\$74.4 million or 57%), while students paid \$49.8 million (38%) of remediation costs. Additionally, community colleges paid \$6.5 million (5%) from other revenue sources. To the extent the pilot project results in the development of policies that reduce the need for postsecondary remediation, the cost to the state and to students for remediation may decrease.

CS/HB 7069 provides that the Remediation Reform Pilot Project will be funded as provided in the General Appropriations Act. The General Appropriations Act for Fiscal Year 2008-09 approved by the House of Representatives (HB 5001) on April 10, 2008, does not include an appropriation for the Remediation Reform Pilot Project. It may be possible for community colleges and school districts to redirect existing resources in an effort to reduce the need for and costs of remediation.

The bill requires high schools to evaluate prior to the beginning of the 12th grade the college or career readiness of each student scoring at level 2 or 3 on the reading portion of the grade 10 FCAT or level 2, 3, or 4 on the mathematics portion of the grade 10 FCAT. High schools must perform this evaluation using results from the Common Placement Test (CPT) or an equivalent exam. The General Appropriations Act for Fiscal Year 2008-09 approved by the House of Representatives (HB 5001) on

¹⁶ 2008 Community College Fact Book, Table 23

¹⁷ 2006-07 State University Expenditure Analysis, Report IV, and 2006-07 Tuition and Required Fees Chart posted at <http://www.flbog.org/about/budget/current.php>

¹⁸ OPPAGA Report No. 06-40, *Steps Can Be Taken to Reduce Remediation Rates; 78% of Community College Students, 10% of University Students Need Remediation.*

¹⁹ OPPAGA Report No. 07-31, *Half of College Students Needing Remediation Drop Out; Remediation Completers Do Almost as Well as Other Students.*

²⁰ 2008 Community College Fact Book, Table 23.

²¹ 2006-07 Student Data Course File, Report 6S, and 2006-07 Expenditure Analysis pp 167 and 170. Florida A&M University is the only state university authorized by law (s. 1008.30(4)(b), F.S.) to offer remediation.

April 10, 2008, includes an appropriation of \$700,000 for the implementation of the CPT evaluation required in the bill. In 2007, the Department of Education reported that 241,315 students passed either the reading or mathematics portion of the grade 10 FCAT and would be required to take the CPT, or an equivalent exam, in the 12th grade should this bill be enacted.²²

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

This bill does not appear to require a city or county to expend funds or to take any action requiring the expenditure of funds. The bill does not appear to reduce the authority that municipalities or counties have to raise revenues in the aggregate. This bill does not appear to reduce the percentage of state tax shared with counties or municipalities.

2. Other:

B. RULE-MAKING AUTHORITY:

None

C. DRAFTING ISSUES OR OTHER COMMENTS:

None

D. STATEMENT OF THE SPONSOR

N/A

IV. AMENDMENTS/COUNCIL SUBSTITUTE CHANGES

CS/HB 7069 was adopted by the Policy & Budget Council on April 10, 2008 and differs from HB 7069 in the following way:

- CS/HB 7069 reduces the number of students that must take the CPT or equivalent exam prior to the 12th grade by requiring high schools to evaluate college and career readiness of each student scoring at level 2 or 3 on the reading portion of the grade 10 FCAT or level 2, 3, or 4 on the mathematics portion of the grade 10 FCAT rather than each student who passed the reading or mathematics portion of the grade 10 FCAT.

²² FCAT 2007 Reading and Mathematics Scores, available at <http://fcat.fldoe.org/fcinfo.asp>