

## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** HB 1401 Reigniting Education Achievement with Coordinated Help Pilot Program

**SPONSOR(S):** Rangel and others

**TIED BILLS:** **IDEN./SIM. BILLS:** SB 1326

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Choice & Innovation Subcommittee		Ammel	Fudge
2) Education Appropriations Subcommittee			
3) Education Committee			

### SUMMARY ANALYSIS

The bill requires the Department of Education to implement a 4-year Reigniting Education Achievement with Coordinated Help (REACH) Pilot Program in three to five of the state's lowest-performing traditional public schools beginning in the 2013-14 school year. The schools must have a large population of low-income, at-risk students. Schools must submit a letter of interest to the Commissioner of Education by July 15, 2013.

The program shall consist of public-private partnerships that will supply students with "wrap-around services", including, but not limited to, tutorial and after-school programs, student counseling, nutrition education, health and dental services, parental counseling, and adult education. The bill requires the program to provide parents with skills and opportunities to become involved in their children's education to help them succeed.

The schools are required to report specific information regarding student progress, costs and benefits. The Department of Education is required to, at the conclusion of the pilot program, submit a report to the President of the Senate and the Speaker of the House of Representatives that will include a review of the program including successful practices, the impact on student performance and success, and a recommendation for continuing or terminating the program.

The bill requires the program to be based on research-driven elements that lead to particular student successes, but does not identify any specific research.

The bill did not specifically request funding, therefore, the fiscal impact is unknown at this time. *See Fiscal Comments.*

The bill provides an effective date of July 1, 2013.

# FULL ANALYSIS

## I. SUBSTANTIVE ANALYSIS

### A. EFFECT OF PROPOSED CHANGES:

#### Present Situation

##### *Differentiated Accountability*

In 2012, the Legislature revised Florida's school accountability system to comply with the federal Elementary and Secondary Education Act (ESEA), its implementing regulations, and the ESEA flexibility waiver approved for Florida by the Secretary of Education.<sup>1</sup> It required the Department of Education, beginning with the 2011-12 school year, to identify each public school in need of intervention and support to improve student academic achievement. Schools earning a school grade of "D" or "F" are schools in need of intervention and support.<sup>2</sup> The State Board of Education was required to adopt, in rule, a differentiated matrix of intervention and support strategies that defined the strategies and the roles for the department and the board.<sup>3</sup> The state board shall apply the most intense intervention and support strategies to schools earning an "F". In the first full school year after a school initially earns a grade of "F", the school district must: implement intervention and support strategies as outlined in rule; select a turn-around option; and submit a plan for implementing the turnaround option to the department for state board approval. The school district may select one of the following turnaround options:

- Convert the school to a district-managed turnaround school;
- Reassign students to another school and monitor the progress of each reassigned student;
- Close the school and reopen it as one or more charter schools, each with a governing board with a demonstrated record of effectiveness;
- Contract with an outside entity that has a demonstrated record of effectiveness to operate the school; or
- Implement a hybrid of turnaround options set forth in subparagraphs 1.-4. or other turnaround models that have a demonstrated record of excellence.

A school earning a grade of "F" has one planning year followed by 2 full school years to implement the turnaround option approved by the state board. Implementation of the turnaround option is no longer required if the school improves by at least one letter grade.<sup>4</sup> The school must continue to implement strategies identified in its school improvement plan pursuant to s. 1001.42(18)(a), F.S., and the department must annually review the school's implementation of the plan for 3 years.<sup>5</sup> If a school earning a grade of "F" does not improve by at least one letter grade after 2 full school years of implementing the turnaround option selected by the school district, the school district must submit another implementation plan to the department for approval by the State Board of Education.<sup>6</sup>

##### *Family and School Partnership for Student Achievement Act*

In 2003, the Legislature passed the Family and School Partnership for Student Achievement Act to provide parents with specific information about their child's educational progress, comprehensive information about their choices and opportunities for involvement in their child's education, and to provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, and other personnel.<sup>7</sup>

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<sup>1</sup> Section 6, ch. 2012-194, L.O.F.

<sup>2</sup> Section 1008.33(3)(b), F.S.

<sup>3</sup> Section 1008.33(3)(c), F.S.

<sup>4</sup> Section 1008.33(4)(c), F.S.

<sup>5</sup> 1008.33(4)(d), F.S.

<sup>6</sup> 1008.33(4)(e), F.S.

<sup>7</sup> s. 2, ch. 2003-118, L.O.F.

The Department of Education must develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child's educational progress and how they can help their child to succeed in school. The guidelines shall include, but not be limited to:

- Services available for parents and their children, such as family literacy services; mentoring, tutorial, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs;
- Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, dual enrollment, advanced placement, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), Advanced International Certificate of Education, Florida Virtual High School courses, and accelerated access to postsecondary education;
- Resources for information on student health and other available resources for parents.<sup>8</sup>

Each district school board shall adopt rules that strengthen the family involvement and family empowerment. The rules shall be developed in collaboration with parents, school administrators, teachers, and community partners, and shall address:

- Parental choices and responsibilities;
- Links with community services;
- Opportunities for parental involvement in the development, implementation, and evaluation of family involvement programs; and
- Opportunities for parents to participate on school advisory councils and in school volunteer programs and other activities.<sup>9</sup>

Additionally, each school district is required to establish and maintain a school health advisory committee and school health services plan. As of July 1, 2006, membership must include representatives from all eight component areas of the Coordinated School Health Model as identified by the Centers for Disease Prevention and Control (CDC). The components of this model include: (1) health education, (2) physical education, (3) nutrition, (4) school health services, (5) guidance, psychological, and social services, (6) healthy school environment, (7) staff wellness, and (8) family and community involvement.<sup>10</sup>

### Effect of Proposed Changes

The bill requires the Department of Education to implement a 4-year Reigniting Education Achievement with Coordinated Help (REACH) Pilot Program in three to five of the state's lowest-performing traditional public schools with a large population of low-income, at-risk students beginning in the 2013-14 school year. Schools must submit a letter of interest to the Commissioner of Education by July 15, 2013.

The program shall consist of public-private partnerships that will supply students with "wrap-around services", including, but not limited to, tutorial and after-school programs, student counseling, nutrition education, health and dental services, parental counseling, and adult education. The program must focus on improving academic achievement using a holistic approach that will help students develop strong literacy and mathematical skills as well as qualities of responsibility, self-control, attention, and cooperation.

The program shall provide parents with skills and opportunities to become involved in their children's education and help their children succeed. The program must be based on the following research-driven elements that lead to student success:

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<sup>8</sup> Section 1002.23(2), F.S.

<sup>9</sup> Section 1002.23(5), F.S.

<sup>10</sup> Section 381.0056(5)(a), F.S.

- Improving student achievement and learning,
- Leveraging community assets and improving school and community collaboration,
- Improving staff capacity and effectiveness, and
- Developing family and community partnerships.

The bill requires the school to implement the program as follows:

- Year 1 – build partnerships with the school district, local teachers union, parents, social service agencies, medical and dental professionals, community and civic groups, and businesses; plan services; advertise the program; establish baseline data; begin offering services; and report costs and benefits.
- Year 2 – 4 – continue partnerships; seek input and refine services; continue offering services; monitor the academic, health, and nutritional progress of students and families; and report progress, costs, and benefits.

The bill requires the Department of Education to submit, at the conclusion of the pilot program, a report to the President of the Senate and the Speaker of the House of Representatives, a review of the program including successful practices, the impact on student performance and success, and a recommendation for continuing or terminating the program

The bill provides rulemaking authority to the department to implement this program.

#### B. SECTION DIRECTORY:

**Section 1.** Creates the Reigniting Education Achievement with Coordinated Help (REACH) Pilot Program; requiring the Department of Education to implement the pilot program as a public-private partnership in low-performing public schools; specifying services to be offered with the goal of improving student academic achievement; providing requirements for implementation of the program; requiring the department to submit a report to the Legislature at the conclusion of the program.

**Section 2.** Provides an effective date of July 1, 2013.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

#### A. FISCAL IMPACT ON STATE GOVERNMENT:

##### 1. Revenues:

None.

##### 2. Expenditures:

Unknown.

#### B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

##### 1. Revenues:

None.

##### 2. Expenditures:

Unknown.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill does not specifically request funds for this program, therefore, a fiscal impact is unknown at this time.

### III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable. The bill does not appear to have an impact on local or county governments.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill provides rulemaking authority to the Department of Education to implement this program.

C. DRAFTING ISSUES OR OTHER COMMENTS:

The bill includes parental counseling and adult education in wrap-around services to students, rather than parents.

The bill does not address the criteria by which a school will be approved to participate in the program, the necessity to be approved to implement such services, or if there is any additional funding to operate the pilot program.

### IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES