

**HB 7087 – A++ LEGISLATION
BILL SUMMARY AND REFERENCE TABLE**

ISSUE	SECTION	STATUTE	PROVISIONS
<i>Secondary School Reform</i>			
Secondary School Redesign	19	1003.413	<ul style="list-style-type: none"> • Creates Secondary School Redesign Act; provides legislative intent and establishes guiding principles; requires school boards to adopt policies based on these principles that address placing and promoting students from out of state or out of country; alternative methods for students to demonstrate competency in required courses and credits; applied, integrated and combined courses; credit recovery and intensive reading and math intervention courses; grade forgiveness; summer academies; strategies to support teachers' pursuit of reading endorsement; flexible scheduling; procedures for completion of an electronic personal education plan; tools for parents to monitor student progress and communicate with teachers; additional course requirements for promotion and graduation. • By 2/1/07, DOE must increase the number of approved applied, integrated, and combined courses and, by the beginning of the 2006-07 school year, make available a professional development package for teachers to become proficient in applying reading strategies through their content area. DOE must also provide the Legislature with an annual longitudinal analysis of the success of this reform effort; • The Commissioner must create and implement the Secondary School Improvement Award Program to reward public secondary schools that demonstrate continuous student academic improvement and show the greatest gains in student academic achievement in reading and math
Middle Grades Promotion	21	1003.4156	<ul style="list-style-type: none"> • Beginning with students entering grade 6 in 2006-07, promotion from middle school requires that the student successfully complete: <ul style="list-style-type: none"> • 3 middle school or higher courses in English, with emphasis on literature, composition, and technical text; • 3 middle school or higher courses in math, with at least 1 high school level course offered; • 3 middle school or higher courses in social studies, 1 semester must include study of state and federal government and civics education; • 3 middle school or higher courses in science; • 1 course in career and education planning to be completed in 7th or 8th grade. The course in career and education planning may be taught by any member of the instructional staff, must include career exploration using CHOICES for the 21st Century or a comparable program, must include educational planning using the online FACTS student advising system; and must result in the completion of a personalized academic and career plan. Each student's plan must be signed by the student, parent and guidance counselor. By 1/1/07, DOE must develop course frameworks and professional development materials for the course as a stand-alone or integrated course. Each school must hold a parent meeting to inform parents about the course. • Students scoring Level I on FCAT Reading must complete an intensive reading course the following year. Placement of Level 2 readers must be determined by diagnosis of reading needs. Students scoring Level 1 or 2 on FCAT Math must receive remediation the following year, which may be integrated into another math course.
Grading Scale	25	1003.437	Modifies the current 10-point high school grading scale (i.e. 90-100 = A, 80-90 = B, etc.) to apply to grades 6-12.

ISSUE	SECTION	STATUTE	PROVISIONS
High School Graduation	23	1003.428	<ul style="list-style-type: none"> • Revises general requirements for high school graduation to provide that, beginning with students entering their first year of high school in 2007-08, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. The 24 credits may be earned through applied, integrated, and combined courses approved by DOE and must include: <ul style="list-style-type: none"> • 16 core curriculum credits: <ul style="list-style-type: none"> • 4 credits in English, with concentration in composition, reading for information, and literature; • 4 credits in math, 1 must be Algebra I or equivalent; school districts are encouraged to increase completion of geometry and Algebra II; • 3 credits in science, two of which must have a lab component; • 3 credits in social studies with 1 credit in Am. history, 1 credit in world history; ½ credit in economics; ½ credit in Am. government; • 1 credit in fine arts; • 1 credit in physical education to include integration of health. • 8 credits in majors, minors, or electives: <ul style="list-style-type: none"> • 4 credits in a major; by 10/1 each year, the school board must approve major areas and submit to Commissioner for approval; • 4 credits in elective courses, major or minor. • Students scoring Level I on FCAT Reading must complete an intensive reading course the following year; placement of Level 2 readers must be determined by diagnosis of reading needs. Students scoring Level 1 or 2 on FCAT Math must receive remediation the following year, which may be taught through applied, integrated, or combined courses. Credit recovery courses must be offered to allow students to simultaneously earn an elective credit and the recovered credit. • A school board may require specific courses and programs of study within the minimum credit requirements for graduation and must modify basic courses, as necessary, to assure exceptional students the opportunity to meet the requirements for a standard diploma, using specified strategies. The SBE, after a public hearing, must adopt rules for the provision of test accommodation and modifications for students with disabilities. • The school board must establish standards for graduation with a standard diploma that include successful completion of the academic credit or curriculum requirements, earning passing scores on FCAT or concordant test scores, completion of all requirements prescribed by the school board, and achievement of a cumulative GPA or 2.0 or equivalent. Students who completes the academic credit or curriculum requirements but are unable to meet the other requirements are eligible for a certificate of completion, but may remain in school for up to 1 additional year to qualify for a standard diploma. If a student with disabilities has an IEP that specifies that the FCAT cannot accurately measure the student's abilities even given accommodations must have the FCAT requirement waived and may receive a standard diploma. • The Commissioner may award a standard diploma to certain honorably discharged veterans.
Accelerated Graduation	24	1003.429	<p>Revises the accelerated college preparatory program to require that students receive 6 of the 18 course requirements through IB, AP, AICE, or dual enrollment and that students must earn a 3.5 weighted GPA.</p>
Termination of Enrollment	18	1003.21	<p>Requires an exit interview and completion of a DOE survey to determine reasons for dropping out and actions that could be taken to keep the student in school.</p>

ISSUE	SECTION	STATUTE	PROVISIONS
<i>Career Education</i>			
Definitions	15	1003.01	Revises the definition of career education to provide that career education must be designed to strengthen both occupational awareness and academic skills integrated throughout all academic instruction.
Career and Professional Academies	27	1003.493	<p>Establishes career and professional (CAP) academies as research-based programs that integrate a rigorous academic curriculum with an industry-driven career curriculum. CAP academies may be offered by public schools, school districts, or the Florida Virtual School. Students completing CAP academy programs receive a standard high school diploma, the highest available industry certification, and postsecondary credit if the academy partners with a postsecondary institution. A CAP academy may be offered as a school-within-a-school career academy that provides courses in one occupational cluster or as a total school configuration providing multiple academies each structured around an occupational cluster. Each CAP academy must:</p> <ul style="list-style-type: none"> • Provide a rigorous standards-based academic curriculum integrated with a career curriculum; • Include one or more partnerships with postsecondary institutions, businesses, industry, employers, or other appropriate partners; • Provide creative and tailored student advisement; • Provide a career education certification on the high school diploma; • Provide instruction in high growth, high demand, and high pay careers; • Provide instruction resulting in competency, certification, or credentials; • Provide opportunities for students to get Ready to Work Certification; • Include an evaluation plan developed jointly with DOE.
Ready to Work Certification	35	1004.99	Establishes the Florida Ready to Work Certification Program to be conducted in secondary schools, community colleges, technical centers, one-stop career centers, vocational rehabilitation centers, and DJJ educational facilities. The program components include identification of workplace skills, a preinstructional assessment to identify mastery level on the specific workplace skills, a targeted instructional program, and a certificate and portfolio awarded to students upon successful completion of the program.
<i>Personnel Issues</i>			
Co-Teaching	16	1003.03	Provides that each teacher assigned to any classroom shall be included in the calculation for compliance with class size reduction requirements and that a school district may not be penalized as the result of the use of any legal compliance strategy; authorizes use of strategies in place prior to 7/1/05; places restrictions on strategies implemented after 7/1/05
Differentiated Pay	53 56 58	1011.685 1012.22 1012.27	<ul style="list-style-type: none"> • Beginning with the 2007-2008 academic year, each school board must adopt a salary schedule with differentiated pay for both instructional personnel and school based administrators. The salary schedule is subject to negotiation as provided in chapter 447 and must allow differentiated pay based on district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties. • Requires that the recommended salary schedule for classroom teachers must be consistent with the district's differentiated pay policy. • Provides that, if the district has met class size requirements for the year, class size reduction operating funds may be used to implement differentiated pay provisions.

ISSUE	SECTION	STATUTE	PROVISIONS
Assignment of Teachers	57	1012.2315	<ul style="list-style-type: none"> • Provides that school districts may not assign a higher percentage than the district average of first-time, temporarily certified, out-of-field teachers, or teachers in need of improvement to schools with above the district average of minority and economically disadvantaged students or schools that are graded D or F. Each school district must annually certify to the Commissioner that this requirement has been met. • School boards are authorized to provide salary incentives to meet this requirement. School boards may not sign a collective bargaining agreement that precludes the school district from providing sufficient incentives to meet this requirement and, notwithstanding provisions of chapter 447, collective bargaining provisions may not preclude a school district from providing incentives to high-quality teachers and assigning such teachers to low-performing schools. • Requires schools graded D or F to annually report their teacher retention rate. Included in this report shall be reasons listed for leaving by each teacher who left the school for any reason.
Collective Bargaining Contracts and Personnel Nominations	55 56	1012.21 1012.22	<ul style="list-style-type: none"> • Requires DOE to annually post online links to each school district's collective bargaining contracts and the salary and benefits of the personnel or officers of any educator association which were paid by the school district. • Extends the timeline for school boards to act on personnel nominations of supervisors, principals, and members of instructional staff to be not later than 3 weeks following the receipt of FCAT scores, including school grades, or June 30, whichever is later.
Professional Development	56 62 63	1012.22 1012.98 1012.986	<ul style="list-style-type: none"> • Requires the school board to establish a staff development program that incorporates school improvement plans and is aligned with principal leadership training. • Revises the School Community Professional Development Act to require all school community stakeholders to work collaboratively to establish a coordinated system of professional development intended to increase student achievement, provides instructional strategies that promote rigor and relevance, and prepare students for continuing education and the workforce. The system must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council. DOE must disseminate to the school community proven model professional development programs. • Establishes the William Cecil Golden Professional Development Program for school leaders to provide high standards and sustained support for principals as instructional leaders. The program must consist of a collaborative network of state and national professional leadership organizations that supports the human resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework of leadership standards adopted by the SBE, the Southern Regional Education Board, and the National Staff Development Council. DOE must coordinate through the network to offer the program through multiple delivery systems.
Certification and Credentials	6 38 61	1001.03 1007.2615 1012.56	<ul style="list-style-type: none"> • Requires the SBE to adopt rules that give part- and full-time nondegreed teachers of career programs the opportunity to earn a reading credential equivalent to a content-area reading endorsement. • Delays certification for American Sign Language Teachers until 7/1/09. • Encourages school districts to provide mechanisms for those middle school teachers holding only a K-6 teaching certificate to obtain a subject area coverage for middle grades.

ISSUE	SECTION	STATUTE	PROVISIONS
<i>Instructional Curriculum and Support</i>			
Reading Initiatives	8 34 50	1001.215 1004.64 1011.62	<ul style="list-style-type: none"> • Establishes the Just Read, Florida! Office within DOE; provides responsibilities • Establishes the Florida Center for Reading Research (FCRR) at FSU, with outreach centers at a central Florida community college and a south Florida university; provides responsibilities • Establishes the research-based reading instruction allocation in the GAA and provided for distribution of funds. • Requires that by May 1 each year, school districts must submit a K-12 comprehensive reading plan for review and approval by the Just Read, Florida! Office.
Special Education Services	15	1003.01	Revises definitions by adding speech and language pathology services to the list of special education services.
Special Academic Programs	17	1003.05	<ul style="list-style-type: none"> • Deletes provision that active duty military dependents receive preference for admission to special academic programs even if the maximum enrollment has been reached. • Deletes charter schools and adds Advanced International Certificate of Education to the definition of special academic programs.
History Instruction	22	1003.42	<ul style="list-style-type: none"> • Amends list of required instruction courses to include US history and the nature and importance of free enterprise to the US economy. • Revises content of character development program. • Encourages SBE to adopt standards and pursue assessment of required instruction provisions.
Students in DJJ programs	28	1003.51	Provides that at least 90% of the FEFP funds generated by students in DJJ programs or in an education program for juveniles under s. 985.223 relating to juveniles deemed incompetent must be spent on instructional costs for those students.
ESE Student Residency	30	1003.57	Provides that an ESE student in a residential facility is considered a resident of the state in which the parent resides and costs for instruction, facilities, and services must be provided by the placing authority. A school district may not report these students for FTE funding in the FEFP. DOE must provide each school district with a statement of the specific limitations on the district's financial obligations under federal and state law. The residential facility, not the school district, is responsible for billing and collecting from the parent's state.
Individual Education Plans	31	1003.576	Requires DOE to have an operating electronic IEP system in place for potential statewide use by 7/1/07. The IEP system must be developed collaboratively with school districts.
Dual Enrollment Programs	39	1007.271	Prohibits discrimination against dual enrollment programs with regard to alternative grade calculation, weighting systems, or information regarding education options. Beginning with students entering grade 9 in 2006-07, school districts must weigh dual enrollment courses the same as AP, IB, and AICE courses in calculation of GPA. Deletes reference to honors courses for the purposes of weighted grade calculation.
Instructional Materials	52	1011.67	Provides that by July 1 each year and prior to the release of instructional materials funds, each district school superintendent must certify to the Commissioner that the school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs. The report must verify that training was provided and that the materials are being implemented as designed.

ISSUE	SECTION	STATUTE	PROVISIONS
<i>Accountability and Assessment</i>			
Sunshine State Standards (SSS)	6	1001.03	Requires the SBE to establish a schedule for the periodic review of the SSS; requires participation of relevant stakeholders; requires the review schedule and an annual status report to be submitted to the Governor, Senate President, and House Speaker by January 1 each year.
No Child Left Behind	7	1001.10	Requires the Commissioner to submit to the Legislature the proposed state plan for the reauthorization of the No Child Left Behind Act before submission; requires the Senate President and the House Speaker to appoint members to review the proposed plan.
Complete Education Program	10	1001.41	Amends the general powers of the school board to require that the board adopt standards and policies to provide each student the opportunity to receive a complete education program, including language arts, mathematics, science, social studies, health, physical education, foreign languages, and the arts, as defined by the SSS; standards and policies must emphasize integration and reinforcement of reading, writing, and mathematics skills across all subjects, including career awareness, career exploration, and career and technical education.
School Improvement Plan	11	1001.42	<ul style="list-style-type: none"> • Beginning with plans approved for implementation in 2007-08, each secondary school plan must include a redesign component. • For any school graded C or below, or that is required to have a school improvement plan under federal law, the plan must also address professional development, continuous use of achievement data, ongoing assessments, and alternative instructional delivery methods. • Requires that public disclosure reports must include the school's grade, high school graduation rate calculated without GED tests, disaggregated by student ethnicity, and performance data.
FCAT Testing	40	1008.22	<ul style="list-style-type: none"> • Requires the commissioner to document that the versions of the FCAT which are taken by students retaking the grade 10 FCAT are as challenging as the grade 10 tests which contain performance tasks. • Requires school boards to provide opportunities for students to demonstrate performance on an alternative standardized assessment approved by the SBE following enrollment in summer academies. • For students seeking a special diploma, DOE must implement an alternate assessment tool that accurately measures SSS skills and competencies for students with disabilities. • Provides that students using accommodations in the classroom that are not allowable on the FCAT may have the FCAT requirement waived. • Requires the SBE to analyze widely used high school achievement tests to assess if concordant scores for FCAT scores can be determined for high school graduation and for the Commissioner to adopt those scores as meeting the graduation requirement in lieu of a passing FCAT score. In order to use a concordant score, the student must take each subject area of the grade 10 FCAT three times without earning a passing score. A new student entering a Florida public school in grade 12 must either earn a passing score on FCAT or use an approved concordant score to fulfill the graduation requirement. • The SBE may define other allowable uses for concordant scores, which may include scholarship eligibility and college placement. • DOE must annually provide a report to the Governor, the Senate President, and the House Speaker on longitudinal performance data, efforts to close the achievement gap, and on students who enroll in adult education after grade 8.

ISSUE	SECTION	STATUTE	PROVISIONS
Progress Monitoring Plan	42	1008.25	<ul style="list-style-type: none"> • Requires that a student who does not meet district performance requirements, or who scores below Level 3 in FCAT Reading or Math must have a progress monitoring plan. The plan may be either a federally required student plan such as an IEP, a schoolwide system of progress monitoring for all students, or an individualized progress monitoring plan. • School boards are authorized to require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided. • DOE is required to establish a uniform format for school districts to report required student progress monitoring information. DOE must compile this information and report to the Governor, Senate President, and House Speaker.
Strategies for schools graded F	45	1008.33	Revises actions that the SBE may recommend to school boards having F schools to require that if the district contracts for educational services that a contract to administer an alternative school may not be entered into with a private entity which contract changes the character of the alternative school population as it existed when the alternative school was administered by the public school system. Also requires that if the F school is a high school, the school must annually publish the school's graduation rate calculated without GED tests for the past 3 years, disaggregated by student ethnicity.
School Grading	46 47	1008.34 1008.341	<ul style="list-style-type: none"> • Provides that alternative schools may receive a grade or may choose to have a school improvement rating of "improving", "maintaining", or "declining" that is based on FCAT scores and gains by lowest quartile in FCAT reading. Schools rated as improving are eligible for school recognition awards. If the alternative school chooses an improvement rating, then the performance of certain students will be included in the home school's grade. • Provides that a school that serves any combination of students in kindergarten through grade 3 which does not receive a school grade because its students are not tested shall receive the school grade designation of a K-3 feeder pattern school identified by the DOE and verified by the school district. A school feeder pattern exists if at least 60 percent of the students in the K-3 school are scheduled to be assigned to the graded school. • Revises criteria for calculating school grades to provide that the learning gains of students seeking a special diploma shall be included by the 2009-10 school year. • Requires DOE to annually develop, in collaboration with the school districts, a school report card that includes the school's grade, information regarding school improvement, an explanation of school performance as evaluated by the federal No Child Left Behind Act of 2001, and indicators of return on investment.
Community Assessment Team	48	1008.345	Provides that the commissioner department shall assign a community assessment team to each school district or governing board with a school graded F to review the school performance data and determine causes for the low performance, including the role of school, area, and district administrative personnel. The community assessment team shall review a high school's graduation rate calculated without GED tests for the past 3 years, disaggregated by student ethnicity. The team shall make recommendations to the school board or the governing board, to DOE and to the SBE for implementing an assistance and intervention plan that will address the causes of the school's low performance.

ISSUE	SECTION	STATUTE	PROVISIONS
<i>Administrative Issues</i>			
School Calendar	11	1001.42	Amends the powers and duties of the school board to require that, beginning with the 2007-2008 school year, the opening date for schools in the district may not be earlier than 14 days before Labor Day each year
Paperwork Reduction	11	1001.42	Amends the powers and duties of the school board to require that, beginning in 2006-07, each school board must designate a classroom teacher to speak on behalf of the district's teachers regarding paperwork and data collection reduction; the school community must have a method to communicate with the designated teacher about paperwork problems and solutions; the teacher designee must annually report to the school board which must, in turn, submit findings and potential solutions to the SBE by 9/1 each year; the SBE must submit the report to the Governor, Senate President, and House Speaker by 10/1 each year.