PreK - 12 Education / Community Colleges & Workforce Committees

Joint Meeting
Tuesday, February 21, 2006
1:00 — 4:00 p.m.
Morris Hall

Ralph Arza
Committee Chair

Allan G. Bense
Speaker

Pat Patterson
Committee Chair

Florida House of Representatives

Allan G. Bense
Speaker

PreK-12 Education Committee

Ralph Arza, Chair
Representative Loranne Ausley
Representative Ellyn Bogdanoff
Representative Marti Coley
Representative Frank Farkas
Representative Kenneth Gottlieb

Joe Pickens, Vice Chair
Representative Stan Mayfield
Representative Dave Murzin
Representative Curtis Richardson
Representative Trey Traviesa

Community Colleges & Workforce

Pat Patterson, Chair
Representative Gustavo Barreiro
Representative Ron Greenstein
Representative Paige Kreegel

Ed Jennings, Vice Chair
Representative Matthew Meadows
Representative John Quinones
Representative Baxter Troutman

AGENDA
February 21, 2006

I. Chairmen's Opening Remarks

II. Panel Discussion on the Role of Career and Technical Education in Secondary Reform

Marsan Carr, Executive Director
Florida Association for Career and Technical Education

Don Gaetz, Superintendent
Okaloosa School District

Lesa Morgan, Principal
West Florida High School, Escambia School District

Robert Morris Jr., Chairman
Ramar Group Companies, Sarasota

Kathie Schmidt, Director
Career and Technical Education, St. Lucie School District

Doug Wagner, Director
Adult, Career, and Technical Education, Manatee School District

Fred Williams, Teacher
William T. McFatter Technical School, Broward School District

III. Workshop on HB 513 by Bilirakis - Career and Professional Academies

IV. Chairmen's Closing Remarks

V. Adjournment

Scores

2004-05 9TH GRADE STUDENTS WHO WERE NOT PROMOTED TO THE 10TH GRADE
PERCENT SCORING AT EACH ACHIEVEMENT LEVEL ON 8TH GRADE FCAT
By Race, Gender, and other charaterisitics

	Reading Achievement **Level - 1**					
	female	male	total	FRL	SWD	LEP
White	5.7%	9.9%	15.6%	6.6%	6.6%	0.3%
Black	9.4%	14.1%	23.4%	16.0%	7.0%	0.7%
Hispanic	4.5%	8.3%	12.8%	8.3%	3.0%	3.7%
Other	0.3%	0.6%	0.9%	0.5%	0.3%	0.2%
Total	19.9%	32.9%	52.8%	31.4%	16.9%	4.9%

	Reading Achievement **Level - 2**					
	female	male	total	FRL	SWD	LEP
White	5.6%	7.2%	12.9%	4.5%	2.1%	0.1%
Black	3.6%	4.3%	7.9%	4.9%	0.6%	0.0%
Hispanic	2.3%	3.2%	5.5%	3.1%	0.5%	0.4%
Other	0.3%	0.5%	0.8%	0.3%	0.1%	0.0%
Total	11.8%	15.3%	27.1%	12.8%	3.3%	0.5%

	Reading Achievement **Level - 3 +**					
	female	male	total	FRL	SWD	LEP
White	4.9%	7.9%	12.8%	4.0%	1.3%	0.0%
Black	1.5%	2.1%	3.6%	2.0%	0.2%	0.0%
Hispanic	1.2%	2.0%	3.2%	1.6%	0.2%	0.1%
Other	0.2%	0.3%	0.6%	0.2%	0.0%	0.0%
Total	7.8%	12.3%	20.1%	7.8%	1.7%	0.1%

	1	**2**	**3 +**
Total All Races	16.9%	0.0%	0.0%
Total All Female	20.1%	0.0%	0.0%
Total All Male	7.8%	0.0%	0.0%
Total FRL	0.1%	0.0%	0.0%
Total SWD	0.0%	0.0%	0.0%
Total LEP	0.0%	0.0%	0.0%

2004-05 9TH GRADE STUDENTS WHO WERE NOT PROMOTED TO THE 10TH GRADE
PERCENT SCORING AT EACH ACHIEVEMENT LEVEL ON 8TH GRADE FCAT
By Race, Gender, and other charaterisitics

	Math Achievement **Level - 1**					
	female	male	total	FRL	SWD	LEP
White	5.3%	7.9%	13.2%	5.7%	6.2%	0.2%
Black	8.7%	13.0%	21.7%	14.8%	6.8%	0.6%
Hispanic	4.0%	6.7%	10.7%	6.9%	2.8%	3.1%
Other	0.3%	0.5%	0.8%	0.4%	0.3%	0.1%
Total	18.4%	28.0%	46.4%	27.8%	16.1%	4.0%

	Math Achievement **Level - 2**					
	female	male	total	FRL	SWD	LEP
White	5.3%	6.9%	12.2%	4.3%	2.3%	0.1%
Black	3.9%	4.9%	8.8%	5.6%	0.7%	0.1%
Hispanic	2.4%	3.7%	6.1%	3.6%	0.5%	0.9%
Other	0.3%	0.4%	0.7%	0.4%	0.1%	0.1%
Total	12.0%	15.9%	27.9%	13.9%	3.6%	1.1%

	Math Achievement **Level - 3 +**					
	female	male	total	FRL	SWD	LEP
White	5.6%	10.3%	15.8%	4.9%	1.5%	0.0%
Black	1.8%	2.6%	4.5%	2.5%	0.2%	0.0%
Hispanic	1.6%	3.1%	4.7%	2.5%	0.2%	0.3%
Other	0.2%	0.5%	0.7%	0.3%	0.0%	0.0%
Total	9.2%	16.5%	25.7%	10.2%	2.0%	0.3%

	1	**2**	**3 +**
Total All Races	46.4%	27.9%	25.7%
Total All Female	18.4%	12.0%	9.2%
Total All Male	28.0%	15.9%	16.5%
Total FRL	27.8%	13.9%	10.2%
Total SWD	16.1%	3.6%	2.0%
Total LEP	4.0%	1.1%	0.3%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

District	05-06 Grade Level	2005 FCAT Level	FCAT Count	Reading Count*		Notes
ALACHUA	6	1	339	298	87.91%	
ALACHUA	6	2	254	219	86.22%	
ALACHUA	7	1	532	498	93.61%	
ALACHUA	7	2	393	318	80.92%	
ALACHUA	8	1	571	516	90.37%	
ALACHUA	8	2	390	346	88.72%	
ALACHUA	9	1	625	536	85.76%	
ALACHUA	9	2	587	176	29.98%	
ALACHUA	10	1	824	620	75.24%	
ALACHUA	10	2	578	51	8.82%	
ALACHUA	11	1	833	511	61.34%	
ALACHUA	11	2	520	37	7.12%	
BAKER	6	1	72	67	93.06%	
BAKER	6	2	55	54	98.18%	
BAKER	7	1	81	75	92.59%	
BAKER	7	2	79	71	89.87%	
BAKER	8	1	114	107	93.86%	
BAKER	8	2	80	73	91.25%	
BAKER	9	1	91	80	87.91%	
BAKER	9	2	138	128	92.75%	
BAKER	10	1	174	149	85.63%	
BAKER	10	2	121	108	89.26%	
BAKER	11	1	103	92	89.32%	
BAKER	11	2	90	16	17.78%	
BAY	6	1	260	203	78.08%	
BAY	6	2	278	243	87.41%	
BAY	7	1	363	264	72.73%	
BAY	7	2	345	244	70.72%	
BAY	8	1	406	296	72.91%	
BAY	8	2	404	306	75.74%	
BAY	9	1	373	263	70.51%	
BAY	9	2	658	423	64.29%	
BAY	10	1	580	374	64.48%	
BAY	10	2	683	275	40.26%	
BAY	11	1	614	340	55.37%	
BAY	11	2	574	93	16.20%	
BRADFORD	6	1	56	51	91.07%	
BRADFORD	6	2	47	44	93.62%	
BRADFORD	7	1	84	79	94.05%	
BRADFORD	7	2	72	54	75.00%	
BRADFORD	8	1	106	93	87.74%	
BRADFORD	8	2	66	45	68.18%	
BRADFORD	9	1	81	65	80.25%	
BRADFORD	9	2	106	64	60.38%	
BRADFORD	10	1	130	114	87.69%	
BRADFORD	10	2	81	26	32.10%	
BRADFORD	11	1	121	102	84.30%	

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

BRADFORD	11	2	75	15	20.00%	
BREVARD	6	1	618	439	71.04%	K-6 district
BREVARD	6	2	676	571	84.47%	
BREVARD	7	1	584	473	80.99%	
BREVARD	7	2	819	460	56.17%	
BREVARD	8	1	895	724	80.89%	
BREVARD	8	2	984	515	52.34%	
BREVARD	9	1	828	578	69.81%	
BREVARD	9	2	1,631	511	31.33%	
BREVARD	10	1	1,212	843	69.55%	
BREVARD	10	2	1,787	324	18.13%	
BREVARD	11	1	1,393	492	35.32%	
BREVARD	11	2	1,808	162	8.96%	
BROWARD	6	1	3573	2849	79.74%	
BROWARD	6	2	3246	2808	86.51%	
BROWARD	7	1	4,831	4,001	82.82%	
BROWARD	7	2	4,180	3,428	82.01%	
BROWARD	8	1	4,953	4,066	82.09%	
BROWARD	8	2	4,392	3,518	80.10%	
BROWARD	9	1	5,104	3,987	78.12%	
BROWARD	9	2	6,092	3,781	62.07%	
BROWARD	10	1	7,320	5,258	71.83%	
BROWARD	10	2	6,180	3,444	55.73%	
BROWARD	11	1	7,838	1,618	20.64%	
BROWARD	11	2	5,710	317	5.55%	
CALHOUN	6	1	17	14	82.35%	
CALHOUN	6	2	20	19	95.00%	
CALHOUN	7	1	41	40	97.56%	
CALHOUN	7	2	36	32	88.89%	
CALHOUN	8	1	41	33	80.49%	
CALHOUN	8	2	45	42	93.33%	
CALHOUN	9	1	28	23	82.14%	
CALHOUN	9	2	49	45	91.84%	
CALHOUN	10	1	49	39	79.59%	
CALHOUN	10	2	56	50	89.29%	
CALHOUN	11	1	41	33	80.49%	
CALHOUN	11	2	47	11	23.40%	
CHARLOTTE	6	1	165	135	81.82%	
CHARLOTTE	6	2	148	113	76.35%	
CHARLOTTE	7	1	253	210	83.00%	
CHARLOTTE	7	2	247	202	81.78%	
CHARLOTTE	8	1	301	245	81.40%	
CHARLOTTE	8	2	269	221	82.16%	
CHARLOTTE	9	1	258	156	60.47%	
CHARLOTTE	9	2	460	251	54.57%	
CHARLOTTE	10	1	344	196	56.98%	
CHARLOTTE	10	2	495	216	43.64%	
CHARLOTTE	11	1	404	148	36.63%	

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

CHARLOTTE	11	2	441	32	7.26%	
CITRUS	6	1	152	125	82.24%	
CITRUS	6	2	171	128	74.85%	
CITRUS	7	1	224	187	83.48%	
CITRUS	7	2	223	138	61.88%	
CITRUS	8	1	306	222	72.55%	
CITRUS	8	2	268	143	53.36%	
CITRUS	9	1	301	212	70.43%	
CITRUS	9	2	447	146	32.66%	
CITRUS	10	1	401	119	29.68%	
CITRUS	10	2	399	35	8.77%	
CITRUS	11	1	366	49	13.39%	
CITRUS	11	2	373	10	2.68%	
CLAY	6	1	320	269	84.06%	K-6 district
CLAY	6	2	320	279	87.19%	
CLAY	7	1	350	214	61.14%	
CLAY	7	2	473	206	43.55%	
CLAY	8	1	510	290	56.86%	
CLAY	8	2	595	208	34.96%	
CLAY	9	1	526	281	53.42%	
CLAY	9	2	841	309	36.74%	
CLAY	10	1	667	325	48.73%	
CLAY	10	2	851	87	10.22%	
CLAY	11	1	718	258	35.93%	
CLAY	11	2	771	78	10.12%	
COLLIER	6	1	479	312	65.14%	
COLLIER	6	2	403	323	80.15%	
COLLIER	7	1	814	616	75.68%	
COLLIER	7	2	629	470	74.72%	
COLLIER	8	1	868	651	75.00%	
COLLIER	8	2	616	418	67.86%	
COLLIER	9	1	904	637	70.46%	
COLLIER	9	2	893	260	29.12%	
COLLIER	10	1	1,302	856	65.75%	
COLLIER	10	2	929	103	11.09%	
COLLIER	11	1	1,144	494	43.18%	
COLLIER	11	2	801	67	8.36%	
COLUMBIA	6	1	138	56	40.58%	
COLUMBIA	6	2	114	44	38.60%	
COLUMBIA	7	1	203	77	37.93%	
COLUMBIA	7	2	199	59	29.65%	
COLUMBIA	8	1	212	77	36.32%	
COLUMBIA	8	2	199	65	32.66%	
COLUMBIA	9	1	191	79	41.36%	
COLUMBIA	9	2	247	0	0.00%	
COLUMBIA	10	1	314	130	41.40%	
COLUMBIA	10	2	234	10	4.27%	
COLUMBIA	11	1	255	22	8.63%	

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

COLUMBIA	11	2	158	0	0.00%	
DADE	6	1	4406	2576	58.47%	PK-6 district
DADE	6	2	3722	2577	69.24%	
DADE	7	1	9,587	7,276	75.89%	
DADE	7	2	5,587	4,416	79.04%	
DADE	8	1	10,211	7,748	75.88%	
DADE	8	2	5,731	4,477	78.12%	
DADE	9	1	10,594	7,382	69.68%	
DADE	9	2	8,174	4,046	49.50%	
DADE	10	1	13,901	9,342	67.20%	
DADE	10	2	8,078	3,241	40.12%	
DADE	11	1	13,166	7,333	55.70%	
DADE	11	2	7,125	1,135	15.93%	
DESOTO	6	1	71	0	0.00%	
DESOTO	6	2	63	0	0.00%	
DESOTO	7	1	96	13	13.54%	
DESOTO	7	2	81	0	0.00%	
DESOTO	8	1	102	17	16.67%	
DESOTO	8	2	59	0	0.00%	
DESOTO	9	1	129	112	86.82%	
DESOTO	9	2	110	90	81.82%	
DESOTO	10	1	167	126	75.45%	
DESOTO	10	2	94	29	30.85%	
DESOTO	11	1	148	110	74.32%	
DESOTO	11	2	92	27	29.35%	
DIXIE	6	1	18	17	94.44%	
DIXIE	6	2	27	20	74.07%	
DIXIE	7	1	62	56	90.32%	
DIXIE	7	2	35	29	82.86%	
DIXIE	8	1	53	48	90.57%	
DIXIE	8	2	33	31	93.94%	
DIXIE	9	1	43	35	81.40%	
DIXIE	9	2	57	42	73.68%	
DIXIE	10	1	79	67	84.81%	
DIXIE	10	2	54	20	37.04%	
DIXIE	11	1	77	37	48.05%	
DIXIE	11	2	35	0	0.00%	
DUVAL	6	1	1725	1207	69.97%	
DUVAL	6	2	1529	1257	82.21%	
DUVAL	7	1	2,597	2,188	84.25%	
DUVAL	7	2	2,137	1,806	84.51%	
DUVAL	8	1	2,517	2,028	80.57%	
DUVAL	8	2	2,098	1,641	78.22%	
DUVAL	9	1	2,355	1,639	69.60%	
DUVAL	9	2	2,993	1,997	66.72%	
DUVAL	10	1	3,892	2,469	63.44%	
DUVAL	10	2	3,046	1,561	51.25%	
DUVAL	11	1	2,621	670	25.56%	

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

DUVAL	11	2	2,210	131	5.93%	
ESCAMBIA	6	1	587	491	83.65%	
ESCAMBIA	6	2	563	487	86.50%	
ESCAMBIA	7	1	1,024	910	88.87%	
ESCAMBIA	7	2	672	547	81.40%	
ESCAMBIA	8	1	1,172	1,052	89.76%	
ESCAMBIA	8	2	825	662	80.24%	
ESCAMBIA	9	1	1,008	866	85.91%	
ESCAMBIA	9	2	1,119	845	75.51%	
ESCAMBIA	10	1	1,281	880	68.70%	
ESCAMBIA	10	2	1,002	414	41.32%	
ESCAMBIA	11	1	1,122	578	51.52%	
ESCAMBIA	11	2	847	53	6.26%	
FAMU SCH	6	1	16	15	93.75%	
FAMU SCH	6	2	*	*	*	
FAMU SCH	7	1	18	15	83.33%	
FAMU SCH	7	2	*	*	*	
FAMU SCH	8	1	12	11	91.67%	
FAMU SCH	8	2	14	13	92.86%	
FAMU SCH	9	1	12	10	83.33%	
FAMU SCH	9	2	15	13	86.67%	
FAMU SCH	10	1	23	17	73.91%	
FAMU SCH	10	2	12	11	91.67%	
FAMU SCH	11	1	20	18	90.00%	
FAMU SCH	11	2	12	0	0.00%	
FAU HENDERSON	6	1	*	*	*	
FAU HENDERSON	6	2	13	13	100.00%	
FAU HENDERSON	7	1	*	*	*	
FAU HENDERSON	7	2	11	11	100.00%	
FL SCH DEAF/BLI	6	1	17	16	94.12%	
FL SCH DEAF/BLI	6	2	*	*	*	
FL SCH DEAF/BLI	7	1	31	29	93.55%	
FL SCH DEAF/BLI	7	2	*	*	*	
FL SCH DEAF/BLI	8	1	48	45	93.75%	
FL SCH DEAF/BLI	8	2	*	*	*	
FL SCH DEAF/BLI	9	1	47	38	80.85%	
FL SCH DEAF/BLI	9	2	*	*	*	
FL SCH DEAF/BLI	10	1	54	29	53.70%	
FL SCH DEAF/BLI	10	2	*	*	*	
FL SCH DEAF/BLI	11	1	45	20	44.44%	
FL SCH DEAF/BLI	11	2	*	*	*	
FLAGLER	6	1	106	79	74.53%	K-5 & K-6
FLAGLER	6	2	104	78	75.00%	
FLAGLER	7	1	153	133	86.93%	
FLAGLER	7	2	157	129	82.17%	
FLAGLER	8	1	192	149	77.60%	
FLAGLER	8	2	165	128	77.58%	

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

FLAGLER	9	1	170	110	64.71%
FLAGLER	9	2	258	143	55.43%
FLAGLER	10	1	224	131	58.48%
FLAGLER	10	2	292	162	55.48%
FLAGLER	11	1	226	115	50.88%
FLAGLER	11	2	228	0	0.00%
FRANKLIN	6	1	18	18	100.00%
FRANKLIN	6	2	17	13	76.47%
FRANKLIN	7	1	27	24	88.89%
FRANKLIN	7	2	28	21	75.00%
FRANKLIN	8	1	33	23	69.70%
FRANKLIN	8	2	18	16	88.89%
FRANKLIN	9	1	26	19	73.08%
FRANKLIN	9	2	36	15	41.67%
FRANKLIN	10	1	57	43	75.44%
FRANKLIN	10	2	28	0	0.00%
FRANKLIN	11	1	54	33	61.11%
FRANKLIN	11	2	28	0	0.00%
FSU SCH	6	1	*	*	*
FSU SCH	6	2	30	29	96.67%
FSU SCH	7	1	16	15	93.75%
FSU SCH	7	2	41	39	95.12%
FSU SCH	8	1	*	*	*
FSU SCH	8	2	32	31	96.88%
FSU SCH	9	1	10	10	100.00%
FSU SCH	9	2	59	49	83.05%
FSU SCH	10	1	12	12	100.00%
FSU SCH	10	2	54	46	85.19%
FSU SCH	11	1	24	22	91.67%
FSU SCH	11	2	58	16	27.59%
GADSDEN	6	1	154	120	77.92%
GADSDEN	6	2	145	139	95.86%
GADSDEN	7	1	197	162	82.23%
GADSDEN	7	2	133	100	75.19%
GADSDEN	8	1	232	182	78.45%
GADSDEN	8	2	138	90	65.22%
GADSDEN	9	1	223	177	79.37%
GADSDEN	9	2	176	25	14.20%
GADSDEN	10	1	221	179	81.00%
GADSDEN	10	2	100	0	0.00%
GADSDEN	11	1	198	161	81.31%
GADSDEN	11	2	94	27	28.72%
GILCHRIST	6	1	34	29	85.29%
GILCHRIST	6	2	22	19	86.36%
GILCHRIST	7	1	40	36	90.00%
GILCHRIST	7	2	36	33	91.67%
GILCHRIST	8	1	44	37	84.09%
GILCHRIST	8	2	53	49	92.45%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

GILCHRIST	9	1	41	33	80.49%	
GILCHRIST	9	2	58	54	93.10%	
GILCHRIST	10	1	66	54	81.82%	
GILCHRIST	10	2	71	67	94.37%	
GILCHRIST	11	1	55	46	83.64%	
GILCHRIST	11	2	53	15	28.30%	
GLADES	6	1	29	24	82.76%	K-6 district
GLADES	6	2	13	0	0.00%	
GLADES	7	1	35	34	97.14%	
GLADES	7	2	25	23	92.00%	
GLADES	8	1	45	41	91.11%	
GLADES	8	2	17	15	88.24%	
GLADES	9	1	35	29	82.86%	
GLADES	9	2	39	0	0.00%	
GLADES	10	1	40	28	70.00%	
GLADES	10	2	24	0	0.00%	
GLADES	11	1	35	26	74.29%	
GLADES	11	2	22	0	0.00%	
GULF	6	1	32	26	81.25%	Pk-6 district
GULF	6	2	22	18	81.82%	
GULF	7	1	32	30	93.75%	
GULF	7	2	31	29	93.55%	
GULF	8	1	33	33	100.00%	
GULF	8	2	41	38	92.68%	
GULF	9	1	54	44	81.48%	
GULF	9	2	56	17	30.36%	
GULF	10	1	76	69	90.79%	
GULF	10	2	55	16	29.09%	
GULF	11	1	53	48	90.57%	
GULF	11	2	51	15	29.41%	
HAMILTON	6	1	37	33	89.19%	K-6 district
HAMILTON	6	2	22	20	90.91%	
HAMILTON	7	1	46	39	84.78%	
HAMILTON	7	2	33	0	0.00%	
HAMILTON	8	1	86	68	79.07%	
HAMILTON	8	2	25	0	0.00%	
HAMILTON	9	1	66	47	71.21%	
HAMILTON	9	2	46	0	0.00%	
HAMILTON	10	1	102	73	71.57%	
HAMILTON	10	2	49	0	0.00%	
HAMILTON	11	1	60	42	70.00%	
HAMILTON	11	2	19	0	0.00%	
HARDEE	6	1	97	85	87.63%	
HARDEE	6	2	64	59	92.19%	
HARDEE	7	1	127	104	81.89%	
HARDEE	7	2	84	75	89.29%	
HARDEE	8	1	179	157	87.71%	
HARDEE	8	2	98	92	93.88%	

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

HARDEE	9	1	153	128	83.66%
HARDEE	9	2	112	23	20.54%
HARDEE	10	1	173	145	83.82%
HARDEE	10	2	97	24	24.74%
HARDEE	11	1	172	70	40.70%
HARDEE	11	2	86	0	0.00%
HENDRY	6	1	134	112	83.58%
HENDRY	6	2	100	91	91.00%
HENDRY	7	1	205	169	82.44%
HENDRY	7	2	126	117	92.86%
HENDRY	8	1	219	187	85.39%
HENDRY	8	2	131	122	93.13%
HENDRY	9	1	238	148	62.18%
HENDRY	9	2	176	12	6.82%
HENDRY	10	1	291	131	45.02%
HENDRY	10	2	170	30	17.65%
HENDRY	11	1	354	67	18.93%
HENDRY	11	2	137	10	7.30%
HERNANDO	6	1	240	199	82.92%
HERNANDO	6	2	229	204	89.08%
HERNANDO	7	1	407	358	87.96%
HERNANDO	7	2	327	284	86.85%
HERNANDO	8	1	500	441	88.20%
HERNANDO	8	2	350	307	87.71%
HERNANDO	9	1	424	273	64.39%
HERNANDO	9	2	530	290	54.72%
HERNANDO	10	1	607	426	70.18%
HERNANDO	10	2	552	199	36.05%
HERNANDO	11	1	541	199	36.78%
HERNANDO	11	2	473	28	5.92%
HIGHLANDS	6	1	164	117	71.34%
HIGHLANDS	6	2	135	122	90.37%
HIGHLANDS	7	1	249	217	87.15%
HIGHLANDS	7	2	192	155	80.73%
HIGHLANDS	8	1	239	198	82.85%
HIGHLANDS	8	2	238	211	88.66%
HIGHLANDS	9	1	249	194	77.91%
HIGHLANDS	9	2	299	105	35.12%
HIGHLANDS	10	1	439	242	55.13%
HIGHLANDS	10	2	321	150	46.73%
HIGHLANDS	11	1	255	68	26.67%
HIGHLANDS	11	2	261	14	5.36%
HILLSBOROUGH	6	1	2888	2218	76.80%
HILLSBOROUGH	6	2	2399	2087	86.99%
HILLSBOROUGH	7	1	3,773	2,702	71.61%
HILLSBOROUGH	7	2	2,876	1,427	49.62%
HILLSBOROUGH	8	1	4,123	2,694	65.34%
HILLSBOROUGH	8	2	2,976	1,212	40.73%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

HILLSBOROUGH	9	1	3,561	2,254	63.30%
HILLSBOROUGH	9	2	4,256	1,225	28.78%
HILLSBOROUGH	10	1	4,126	1,752	42.46%
HILLSBOROUGH	10	2	4,010	559	13.94%
HILLSBOROUGH	11	1	4,089	1,772	43.34%
HILLSBOROUGH	11	2	3,673	507	13.80%
HOLMES	6	1	49	45	91.84%
HOLMES	6	2	37	33	89.19%
HOLMES	7	1	69	63	91.30%
HOLMES	7	2	48	44	91.67%
HOLMES	8	1	79	76	96.20%
HOLMES	8	2	51	47	92.16%
HOLMES	9	1	61	53	86.89%
HOLMES	9	2	85	81	95.29%
HOLMES	10	1	89	80	89.89%
HOLMES	10	2	90	54	60.00%
HOLMES	11	1	105	67	63.81%
HOLMES	11	2	82	22	26.83%
INDIAN RIVER	6	1	146	117	80.14%
INDIAN RIVER	6	2	183	161	87.98%
INDIAN RIVER	7	1	274	238	86.86%
INDIAN RIVER	7	2	224	202	90.18%
INDIAN RIVER	8	1	319	282	88.40%
INDIAN RIVER	8	2	277	252	90.97%
INDIAN RIVER	9	1	270	233	86.30%
INDIAN RIVER	9	2	369	272	73.71%
INDIAN RIVER	10	1	414	314	75.85%
INDIAN RIVER	10	2	438	241	55.02%
INDIAN RIVER	11	1	351	241	68.66%
INDIAN RIVER	11	2	371	60	16.17%
JACKSON	6	1	70	59	84.29%
JACKSON	6	2	77	75	97.40%
JACKSON	7	1	157	143	91.08%
JACKSON	7	2	116	100	86.21%
JACKSON	8	1	154	142	92.21%
JACKSON	8	2	121	110	90.91%
JACKSON	9	1	124	98	79.03%
JACKSON	9	2	180	37	20.56%
JACKSON	10	1	185	138	74.59%
JACKSON	10	2	172	15	8.72%
JACKSON	11	1	196	137	69.90%
JACKSON	11	2	156	16	10.26%
JEFFERSON	6	1	23	15	65.22%
JEFFERSON	6	2	20	14	70.00%
JEFFERSON	7	1	36	33	91.67%
JEFFERSON	7	2	23	22	95.65%
JEFFERSON	8	1	31	28	90.32%
JEFFERSON	8	2	23	19	82.61%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

JEFFERSON	9	1	35	32	91.43%
JEFFERSON	9	2	26	26	100.00%
JEFFERSON	10	1	67	57	85.07%
JEFFERSON	10	2	29	26	89.66%
JEFFERSON	11	1	39	29	74.36%
JEFFERSON	11	2	31	22	70.97%
LAFAYETTE	6	1	18	15	83.33%
LAFAYETTE	6	2	13	13	100.00%
LAFAYETTE	7	1	19	15	78.95%
LAFAYETTE	7	2	13	12	92.31%
LAFAYETTE	8	1	24	21	87.50%
LAFAYETTE	8	2	18	16	88.89%
LAFAYETTE	9	1	22	20	90.91%
LAFAYETTE	9	2	29	15	51.72%
LAFAYETTE	10	1	29	19	65.52%
LAFAYETTE	10	2	24	0	0.00%
LAFAYETTE	11	1	26	17	65.38%
LAFAYETTE	11	2	21	0	0.00%
LAKE	6	1	448	360	80.36%
LAKE	6	2	435	341	78.39%
LAKE	7	1	567	429	75.66%
LAKE	7	2	526	300	57.03%
LAKE	8	1	685	558	81.46%
LAKE	8	2	568	375	66.02%
LAKE	9	1	667	374	56.07%
LAKE	9	2	849	188	22.14%
LAKE	10	1	1,045	542	51.87%
LAKE	10	2	862	176	20.42%
LAKE	11	1	1,064	283	26.60%
LAKE	11	2	797	25	3.14%
LEE	6	1	800	611	76.38%
LEE	6	2	808	707	87.50%
LEE	7	1	1,356	1,158	85.40%
LEE	7	2	1,063	958	90.12%
LEE	8	1	1,344	1,163	86.53%
LEE	8	2	1,091	959	87.90%
LEE	9	1	1,365	1,098	80.44%
LEE	9	2	1,579	1,342	84.99%
LEE	10	1	1,941	1,546	79.65%
LEE	10	2	1,603	1,318	82.22%
LEE	11	1	1,842	1,375	74.65%
LEE	11	2	1,403	430	30.65%
LEON	6	1	309	211	68.28%
LEON	6	2	360	229	63.61%
LEON	7	1	387	297	76.74%
LEON	7	2	458	239	52.18%
LEON	8	1	393	288	73.28%
LEON	8	2	473	252	53.28%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

LEON	9	1	335	234	69.85%	
LEON	9	2	568	221	38.91%	
LEON	10	1	692	393	56.79%	
LEON	10	2	696	101	14.51%	
LEON	11	1	483	274	56.73%	
LEON	11	2	525	83	15.81%	
LEVY	6	1	57	41	71.93%	K-8 district
LEVY	6	2	38	24	63.16%	
LEVY	7	1	174	143	82.18%	
LEVY	7	2	107	52	48.60%	
LEVY	8	1	158	117	74.05%	
LEVY	8	2	127	68	53.54%	
LEVY	9	1	146	104	71.23%	
LEVY	9	2	178	48	26.97%	
LEVY	10	1	225	148	65.78%	
LEVY	10	2	144	29	20.14%	
LEVY	11	1	195	109	55.90%	
LEVY	11	2	112	0	0.00%	
LIBERTY	6	1	16	13	81.25%	K-8 district
LIBERTY	6	2	11	11	100.00%	
LIBERTY	7	1	23	22	95.65%	
LIBERTY	7	2	20	20	100.00%	
LIBERTY	8	1	24	22	91.67%	
LIBERTY	8	2	17	17	100.00%	
LIBERTY	9	1	20	16	80.00%	
LIBERTY	9	2	10	0	0.00%	
LIBERTY	10	1	22	18	81.82%	
LIBERTY	10	2	24	18	75.00%	
LIBERTY	11	1	31	27	87.10%	
LIBERTY	11	2	23	11	47.83%	
MADISON	6	1	50	27	54.00%	
MADISON	6	2	39	31	79.49%	
MADISON	7	1	62	53	85.48%	
MADISON	7	2	40	36	90.00%	
MADISON	8	1	76	72	94.74%	
MADISON	8	2	56	47	83.93%	
MADISON	9	1	78	61	78.21%	
MADISON	9	2	76	64	84.21%	
MADISON	10	1	117	95	81.20%	
MADISON	10	2	64	51	79.69%	
MADISON	11	1	133	104	78.20%	
MADISON	11	2	50	0	0.00%	
MANATEE	6	1	549	354	64.48%	
MANATEE	6	2	508	325	63.98%	
MANATEE	7	1	677	490	72.38%	
MANATEE	7	2	660	394	59.70%	
MANATEE	8	1	779	583	74.84%	
MANATEE	8	2	666	339	50.90%	

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

MANATEE	9	1	731	423	57.87%	
MANATEE	9	2	932	326	34.98%	
MANATEE	10	1	1,146	714	62.30%	
MANATEE	10	2	904	183	20.24%	
MANATEE	11	1	1,181	358	30.31%	
MANATEE	11	2	762	13	1.71%	
MARION	6	1	521	397	76.20%	
MARION	6	2	493	377	76.47%	
MARION	7	1	785	667	84.97%	
MARION	7	2	680	551	81.03%	
MARION	8	1	826	665	80.51%	
MARION	8	2	715	541	75.66%	
MARION	9	1	802	563	70.20%	
MARION	9	2	1,057	264	24.98%	
MARION	10	1	1,243	853	68.62%	
MARION	10	2	954	129	13.52%	
MARION	11	1	1,226	876	71.45%	
MARION	11	2	873	189	21.65%	
MARTIN	6	1	158	129	81.65%	
MARTIN	6	2	159	145	91.19%	
MARTIN	7	1	201	158	78.61%	
MARTIN	7	2	201	163	81.09%	
MARTIN	8	1	255	214	83.92%	
MARTIN	8	2	218	192	88.07%	
MARTIN	9	1	274	235	85.77%	
MARTIN	9	2	348	263	75.57%	
MARTIN	10	1	397	309	77.83%	
MARTIN	10	2	379	265	69.92%	
MARTIN	11	1	305	216	70.82%	
MARTIN	11	2	380	84	22.11%	
MONROE	6	1	90	75	83.33%	PK-8 district
MONROE	6	2	117	104	88.89%	
MONROE	7	1	128	105	82.03%	
MONROE	7	2	125	107	85.60%	
MONROE	8	1	146	122	83.56%	
MONROE	8	2	128	106	82.81%	
MONROE	9	1	161	119	73.91%	
MONROE	9	2	195	85	43.59%	
MONROE	10	1	196	125	63.78%	
MONROE	10	2	192	28	14.58%	
MONROE	11	1	182	115	63.19%	
MONROE	11	2	160	22	13.75%	
NASSAU	6	1	81	64	79.01%	
NASSAU	6	2	115	105	91.30%	
NASSAU	7	1	122	106	86.89%	
NASSAU	7	2	144	131	90.97%	
NASSAU	8	1	155	135	87.10%	
NASSAU	8	2	171	153	89.47%	

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

NASSAU	9	1	165	137	83.03%
NASSAU	9	2	293	257	87.71%
NASSAU	10	1	223	173	77.58%
NASSAU	10	2	310	266	85.81%
NASSAU	11	1	232	90	38.79%
NASSAU	11	2	256	15	5.86%
OKALOOSA	6	1	199	134	67.34%
OKALOOSA	6	2	266	215	80.83%
OKALOOSA	7	1	265	202	76.23%
OKALOOSA	7	2	348	292	83.91%
OKALOOSA	8	1	255	201	78.82%
OKALOOSA	8	2	415	334	80.48%
OKALOOSA	9	1	176	134	76.14%
OKALOOSA	9	2	529	406	76.75%
OKALOOSA	10	1	503	365	72.56%
OKALOOSA	10	2	694	529	76.22%
OKALOOSA	11	1	493	383	77.69%
OKALOOSA	11	2	702	229	32.62%
OKEECHOBEE	6	1	125	110	88.00%
OKEECHOBEE	6	2	114	105	92.11%
OKEECHOBEE	7	1	152	134	88.16%
OKEECHOBEE	7	2	126	118	93.65%
OKEECHOBEE	8	1	142	120	84.51%
OKEECHOBEE	8	2	124	110	88.71%
OKEECHOBEE	9	1	184	133	72.28%
OKEECHOBEE	9	2	175	0	0.00%
OKEECHOBEE	10	1	221	150	67.87%
OKEECHOBEE	10	2	132	10	7.58%
OKEECHOBEE	11	1	213	145	68.08%
OKEECHOBEE	11	2	153	0	0.00%
ORANGE	6	1	2358	1402	59.46%
ORANGE	6	2	2005	1345	67.08%
ORANGE	7	1	3,416	2,127	62.27%
ORANGE	7	2	2,752	1,500	54.51%
ORANGE	8	1	3,134	1,855	59.19%
ORANGE	8	2	2,459	1,326	53.92%
ORANGE	9	1	3,630	2,439	67.19%
ORANGE	9	2	3,903	1,388	35.56%
ORANGE	10	1	5,244	3,121	59.52%
ORANGE	10	2	3,818	679	17.78%
ORANGE	11	1	5,396	1,600	29.65%
ORANGE	11	2	3,378	302	8.94%
OSCEOLA	6	1	815	526	64.54%
OSCEOLA	6	2	625	453	72.48%
OSCEOLA	7	1	1,093	822	75.21%
OSCEOLA	7	2	796	571	71.73%
OSCEOLA	8	1	1,194	855	71.61%
OSCEOLA	8	2	778	546	70.18%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

OSCEOLA	9	1	1,224	806	65.85%
OSCEOLA	9	2	1,110	440	39.64%
OSCEOLA	10	1	1,731	1,155	66.72%
OSCEOLA	10	2	1,242	360	28.99%
OSCEOLA	11	1	1,213	542	44.68%
OSCEOLA	11	2	821	98	11.94%
PALM BEACH	6	1	2252	1497	66.47%
PALM BEACH	6	2	1972	1318	66.84%
PALM BEACH	7	1	3,252	2,311	71.06%
PALM BEACH	7	2	2,634	1,591	60.40%
PALM BEACH	8	1	3,511	2,459	70.04%
PALM BEACH	8	2	2,647	1,423	53.76%
PALM BEACH	9	1	3,594	2,716	75.57%
PALM BEACH	9	2	3,762	1,804	47.95%
PALM BEACH	10	1	5,422	3,721	68.63%
PALM BEACH	10	2	4,398	1,442	32.79%
PALM BEACH	11	1	3,705	2,030	54.79%
PALM BEACH	11	2	3,254	399	12.26%
PASCO	6	1	653	531	81.32%
PASCO	6	2	593	518	87.35%
PASCO	7	1	994	844	84.91%
PASCO	7	2	948	799	84.28%
PASCO	8	1	1,121	967	86.26%
PASCO	8	2	1,016	850	83.66%
PASCO	9	1	1,187	1,002	84.41%
PASCO	9	2	1,552	942	60.70%
PASCO	10	1	1,730	1,340	77.46%
PASCO	10	2	1,680	534	31.79%
PASCO	11	1	1,395	1,056	75.70%
PASCO	11	2	1,225	305	24.90%
PINELLAS	6	1	1233	982	79.64%
PINELLAS	6	2	1145	986	86.11%
PINELLAS	7	1	1,834	1,494	81.46%
PINELLAS	7	2	1,520	1,092	71.84%
PINELLAS	8	1	2,117	1,657	78.27%
PINELLAS	8	2	1,713	1,022	59.66%
PINELLAS	9	1	2,092	1,214	58.03%
PINELLAS	9	2	2,493	863	34.62%
PINELLAS	10	1	3,355	1,839	54.81%
PINELLAS	10	2	2,768	653	23.59%
PINELLAS	11	1	2,662	639	24.00%
PINELLAS	11	2	2,366	68	2.87%
POLK	6	1	1430	1107	77.41%
POLK	6	2	1047	867	82.81%
POLK	7	1	1,998	1,647	82.43%
POLK	7	2	1,416	1,201	84.82%
POLK	8	1	2,238	1,838	82.13%
POLK	8	2	1,483	1,258	84.83%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

POLK	9	1	2,107	1,185	56.24%
POLK	9	2	1,903	877	46.09%
POLK	10	1	2,951	1,461	49.51%
POLK	10	2	1,837	860	46.82%
POLK	11	1	2,535	1,030	40.63%
POLK	11	2	1,498	225	15.02%
PUTNAM	6	1	168	131	77.98%
PUTNAM	6	2	154	133	86.36%
PUTNAM	7	1	289	260	89.97%
PUTNAM	7	2	245	169	68.98%
PUTNAM	8	1	272	231	84.93%
PUTNAM	8	2	210	143	68.10%
PUTNAM	9	1	327	279	85.32%
PUTNAM	9	2	325	36	11.08%
PUTNAM	10	1	371	296	79.78%
PUTNAM	10	2	277	13	4.69%
PUTNAM	11	1	365	259	70.96%
PUTNAM	11	2	222	0	0.00%
SANTA ROSA	6	1	166	130	78.31%
SANTA ROSA	6	2	199	159	79.90%
SANTA ROSA	7	1	252	190	75.40%
SANTA ROSA	7	2	266	192	72.18%
SANTA ROSA	8	1	312	251	80.45%
SANTA ROSA	8	2	351	267	76.07%
SANTA ROSA	9	1	261	163	62.45%
SANTA ROSA	9	2	488	280	57.38%
SANTA ROSA	10	1	389	256	65.81%
SANTA ROSA	10	2	602	251	41.69%
SANTA ROSA	11	1	409	290	70.90%
SANTA ROSA	11	2	570	105	18.42%
SARASOTA	6	1	383	256	66.84%
SARASOTA	6	2	358	221	61.73%
SARASOTA	7	1	711	419	58.93%
SARASOTA	7	2	545	157	28.81%
SARASOTA	8	1	785	480	61.15%
SARASOTA	8	2	633	164	25.91%
SARASOTA	9	1	713	383	53.72%
SARASOTA	9	2	836	221	26.44%
SARASOTA	10	1	1,007	493	48.96%
SARASOTA	10	2	937	202	21.56%
SARASOTA	11	1	942	199	21.13%
SARASOTA	11	2	865	49	5.66%
SEMINOLE	6	1	573	387	67.54%
SEMINOLE	6	2	581	445	76.59%
SEMINOLE	7	1	778	551	70.82%
SEMINOLE	7	2	872	640	73.39%
SEMINOLE	8	1	908	642	70.70%
SEMINOLE	8	2	970	720	74.23%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

SEMINOLE	9	1	890	396	44.49%
SEMINOLE	9	2	1,466	679	46.32%
SEMINOLE	10	1	1,418	455	32.09%
SEMINOLE	10	2	1,627	341	20.96%
SEMINOLE	11	1	1,228	107	8.71%
SEMINOLE	11	2	1,417	24	1.69%
ST. JOHNS	6	1	224	161	71.88%
ST. JOHNS	6	2	232	161	69.40%
ST. JOHNS	7	1	271	186	68.63%
ST. JOHNS	7	2	270	101	37.41%
ST. JOHNS	8	1	309	203	65.70%
ST. JOHNS	8	2	318	118	37.11%
ST. JOHNS	9	1	245	84	34.29%
ST. JOHNS	9	2	469	47	10.02%
ST. JOHNS	10	1	408	182	44.61%
ST. JOHNS	10	2	540	62	11.48%
ST. JOHNS	11	1	446	288	64.57%
ST. JOHNS	11	2	554	125	22.56%
ST. LUCIE	6	1	442	361	81.67%
ST. LUCIE	6	2	400	334	83.50%
ST. LUCIE	7	1	702	598	85.19%
ST. LUCIE	7	2	546	488	89.38%
ST. LUCIE	8	1	786	701	89.19%
ST. LUCIE	8	2	582	517	88.83%
ST. LUCIE	9	1	750	644	85.87%
ST. LUCIE	9	2	873	737	84.42%
ST. LUCIE	10	1	960	776	80.83%
ST. LUCIE	10	2	838	673	80.31%
ST. LUCIE	11	1	1,033	803	77.73%
ST. LUCIE	11	2	689	192	27.87%
SUMTER	6	1	71	60	84.51%
SUMTER	6	2	68	65	95.59%
SUMTER	7	1	127	118	92.91%
SUMTER	7	2	117	105	89.74%
SUMTER	8	1	165	149	90.30%
SUMTER	8	2	114	106	92.98%
SUMTER	9	1	153	116	75.82%
SUMTER	9	2	192	105	54.69%
SUMTER	10	1	202	143	70.79%
SUMTER	10	2	177	82	46.33%
SUMTER	11	1	207	50	24.15%
SUMTER	11	2	154	16	10.39%
SUWANNEE	6	1	67	56	83.58%
SUWANNEE	6	2	78	70	89.74%
SUWANNEE	7	1	119	111	93.28%
SUWANNEE	7	2	79	76	96.20%
SUWANNEE	8	1	121	93	76.86%
SUWANNEE	8	2	113	102	90.27%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

SUWANNEE	9	1	115	79	68.70%
SUWANNEE	9	2	134	44	32.84%
SUWANNEE	10	1	207	94	45.41%
SUWANNEE	10	2	146	10	6.85%
SUWANNEE	11	1	139	24	17.27%
SUWANNEE	11	2	108	0	0.00%
TAYLOR	6	1	46	36	78.26%
TAYLOR	6	2	45	42	93.33%
TAYLOR	7	1	41	41	100.00%
TAYLOR	7	2	45	42	93.33%
TAYLOR	8	1	53	44	83.02%
TAYLOR	8	2	53	50	94.34%
TAYLOR	9	1	56	48	85.71%
TAYLOR	9	2	91	77	84.62%
TAYLOR	10	1	103	80	77.67%
TAYLOR	10	2	53	43	81.13%
TAYLOR	11	1	100	76	76.00%
TAYLOR	11	2	63	19	30.16%
UF PK YONGE	6	1	10	10	100.00%
UF PK YONGE	6	2	11	0	0.00%
UF PK YONGE	7	1	13	12	92.31%
UF PK YONGE	7	2	19	0	0.00%
UF PK YONGE	8	1	*	*	*
UF PK YONGE	8	2	27	12	44.44%
UF PK YONGE	9	1	*	*	*
UF PK YONGE	9	2	28	10	35.71%
UF PK YONGE	10	1	18	18	100.00%
UF PK YONGE	10	2	45	0	0.00%
UF PK YONGE	11	1	24	23	95.83%
UF PK YONGE	11	2	42	0	0.00%
UNION	6	1	38	30	78.95%
UNION	6	2	22	0	0.00%
UNION	7	1	45	41	91.11%
UNION	7	2	36	0	0.00%
UNION	8	1	56	50	89.29%
UNION	8	2	46	0	0.00%
UNION	9	1	31	26	83.87%
UNION	9	2	49	42	85.71%
UNION	10	1	63	49	77.78%
UNION	10	2	55	39	70.91%
UNION	11	1	54	45	83.33%
UNION	11	2	41	13	31.71%
VOLUSIA	6	1	650	503	77.38%
VOLUSIA	6	2	687	594	86.46%
VOLUSIA	7	1	974	830	85.22%
VOLUSIA	7	2	944	852	90.25%
VOLUSIA	8	1	1,100	948	86.18%
VOLUSIA	8	2	1,037	938	90.45%

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

VOLUSIA	9	1	1,255	719	57.29%
VOLUSIA	9	2	1,620	252	15.56%
VOLUSIA	10	1	1,758	925	52.62%
VOLUSIA	10	2	1,435	100	6.97%
VOLUSIA	11	1	1,704	843	49.47%
VOLUSIA	11	2	1,407	83	5.90%
WAKULLA	6	1	52	44	84.62%
WAKULLA	6	2	36	32	88.89%
WAKULLA	7	1	57	48	84.21%
WAKULLA	7	2	74	64	86.49%
WAKULLA	8	1	59	51	86.44%
WAKULLA	8	2	69	60	86.96%
WAKULLA	9	1	71	60	84.51%
WAKULLA	9	2	121	71	58.68%
WAKULLA	10	1	147	95	64.63%
WAKULLA	10	2	134	39	29.10%
WAKULLA	11	1	107	85	79.44%
WAKULLA	11	2	97	21	21.65%
WALTON	6	1	55	40	72.73%
WALTON	6	2	62	48	77.42%
WALTON	7	1	123	104	84.55%
WALTON	7	2	122	93	76.23%
WALTON	8	1	123	104	84.55%
WALTON	8	2	118	90	76.27%
WALTON	9	1	121	65	53.72%
WALTON	9	2	154	59	38.31%
WALTON	10	1	160	97	60.63%
WALTON	10	2	173	79	45.66%
WALTON	11	1	190	118	62.11%
WALTON	11	2	139	19	13.67%
WASHINGTON	6	1	56	48	85.71%
WASHINGTON	6	2	43	32	74.42%
WASHINGTON	7	1	56	30	53.57%
WASHINGTON	7	2	45	16	35.56%
WASHINGTON	8	1	76	25	32.89%
WASHINGTON	8	2	68	23	33.82%
WASHINGTON	9	1	67	49	73.13%
WASHINGTON	9	2	86	50	58.14%
WASHINGTON	10	1	93	65	69.89%
WASHINGTON	10	2	74	45	60.81%
WASHINGTON	11	1	83	48	57.83%
WASHINGTON	11	2	71	12	16.90%
			617,646	353,524	57.23%
* Reading Count Represents enrollment in one of the following courses in 0506 Survey 2:					
1008010 M/J Reading 1 (12 K)					
1008020 M/J Reading 1, Advanced (12 K)					
1008040 M/J Reading 2 (12 K)					
1008050 M/J Reading 2, Advanced (12 K)					

Enrollment in 05-06 Reading Courses based on 2005 FCAT Level

1008070 M/J Reading 3 (12 K)					
1008080 M/J Reading 3, Advanced (12 K)					
1000000 M/J Intensive Language Arts (MC) (8 K)					
1000010 M/J Intensive Reading (MC) (8 K)					
1000400 Intensive Language Arts (8 K)					
1000410 Intensive Reading (8 K)					
1008300 Reading I (12 K)					
1008310 Reading II (12 K)					
1008320 Advanced Reading (12 K)					
1008330 Reading III (16 K)					
7910100 Reading: 9-12					
7810020 Reading: 6-8					
7910400 Life Skills Reading: 9-12					

Grad & Dropout Rates

Florida's High School Graduation and Dropout Rate Calculations

Why Florida's High School Graduation and Dropout Rates Are Not Directly Comparable

- **The rates apply to different periods of measurement.**

  Florida's published graduation rate is a four-year, cohort-based indicator. Florida's published dropout rate is a single-year indicator.

- **The rates apply to different populations.**

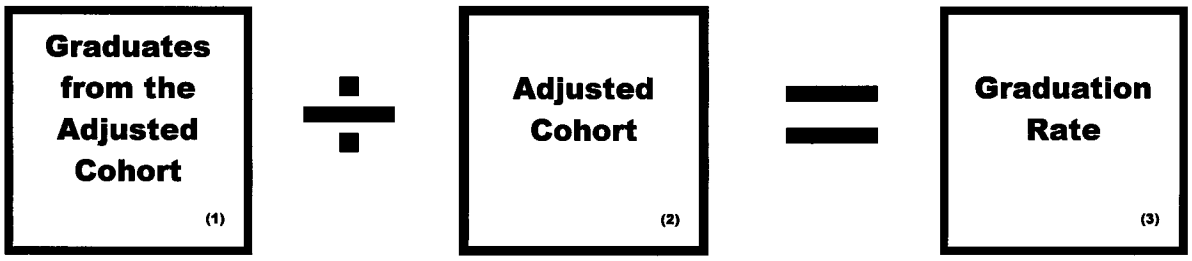
  The graduation rate tracks the progress of students who entered high school at the same grade level. It determines the percentage of those students who graduated within four years of their initial enrollment in grade 9. The dropout rate determines the percentage of students across grade levels 9-12 who dropped out during a single year.

- **Many students who do not graduate in 4 years are not dropouts.**

  In the grad-rate cohort, non-graduates include students who have remained enrolled for more than four years as well as dropouts.

High School Graduation Rate (3) –

Florida's high school graduation rate is the percentage of students who graduated within four years of their initial enrollment in ninth grade, not counting deceased students or students who transferred out to attend another public school outside the system, a private school, a home education program, or an adult education program. Incoming transfer students are included in the appropriate cohort (the group whose progress is tracked) based on their grade level and year of entry.

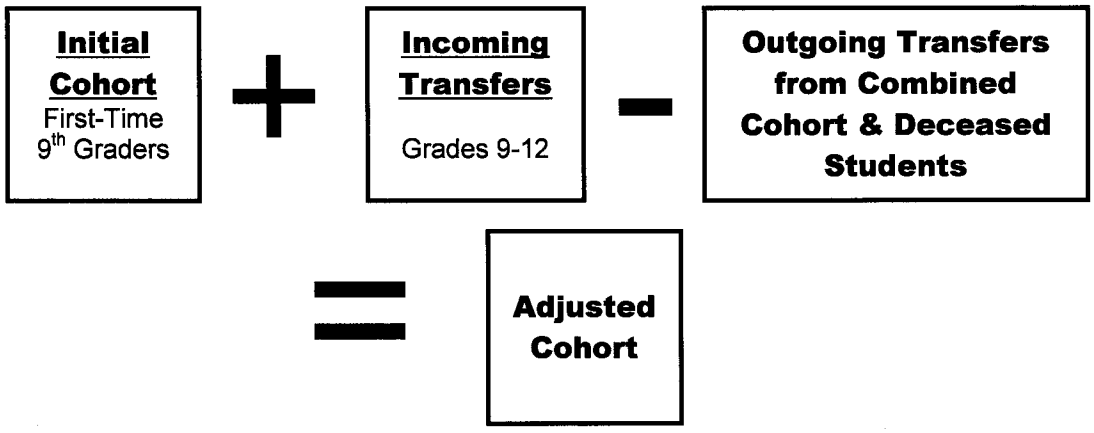


Graduates from the Adjusted Cohort (1) –

The graduates from the adjusted cohort include the number of graduates receiving standard diplomas, special diplomas, or GED diplomas. Certificate recipients are not counted as graduates. For NCLB reporting, special diploma recipients are counted as non-graduates, and adult-ed GED diploma recipients are removed from both the "graduates from the adjusted cohort" and the "adjusted cohort".

Adjusted Cohort (2) –

The adjusted cohort is attained by compiling and classifying four years of individual student records to determine which students entered ninth grade for the first time four years prior to the year of the rate calculation; which students transferred into the cohort as ninth graders in year 1, tenth graders in year 2, eleventh graders in year 3, and twelfth graders in year 4; and which students from the group transferred out or became deceased.



- **GED-Based Diplomas (Why Florida counts them.)**

Florida law confers the same credential to GED-based diplomas as standard diplomas for purposes of admission to colleges and universities (s. 1003.435[6][a], F.S.). The only GED-based diplomas that count in the grad-rate calculation are the ones earned by students in the adjusted cohort, not all Florida residents who earn a GED in a given year.

- **Florida's Grad-Rate Method vs. National-Level Studies (such as SREB's)**

Florida has a data system in place to account for each student individually in determining which students to include in the calculation's denominator (i.e., which students the system should be held accountable for). This capability (access to individual student records) is not available to national-level research entities whose studies compare rates across states based on estimated percentages rather than on directly calculated percentages. These researchers must rely on aggregate state-level enrollment and diploma counts reported by state agencies to the National Center for Education Statistics or a similar clearinghouse for source material.

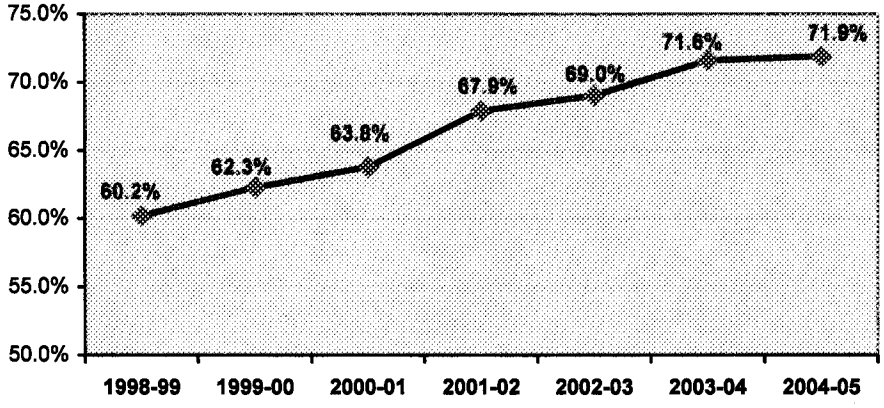
Why State-Level Enrollment and Diploma Counts Alone Are Not Enough

Student mobility between schools, accelerated curricula (skipping grades and mid-year promotions), non-promotions (retentions), outgoing transfers, incoming transfers, and dropouts are several of the factors that mandate increased accountability for reported graduation rates. Achieving this level of accountability requires a statewide data system that allows for "drilling down" to the level of the individual student – assigning a final classification to each student in the adjusted cohort. Florida stands alone in this regard.

- **Florida's High School Graduation Rates by Race, 1998-99 to 2004-05**

	White	Black	Hispanic	Asian	Am. Indian	Multi-racial	**Total**
1998-99	66.9%	48.7%	52.8%	73.4%	61.7%	64.7%	**60.2%**
1999-00	69.4%	50.6%	53.7%	77.4%	65.1%	64.8%	**62.3%**
2000-01	71.2%	51.9%	56.0%	77.5%	68.8%	68.4%	**63.8%**
2001-02	75.9%	54.9%	60.1%	82.0%	70.0%	74.1%	**67.9%**
2002-03	78.1%	54.2%	61.1%	81.0%	72.1%	73.8%	**69.0%**
2003-04	80.1%	57.3%	64.0%	82.3%	73.2%	78.1%	**71.6%**
2004-05	80.8%	57.1%	64.5%	82.2%	73.3%	77.7%	**71.9%**

Florida's Overall High School Graduation Rate, 1998-99 to 2004-05



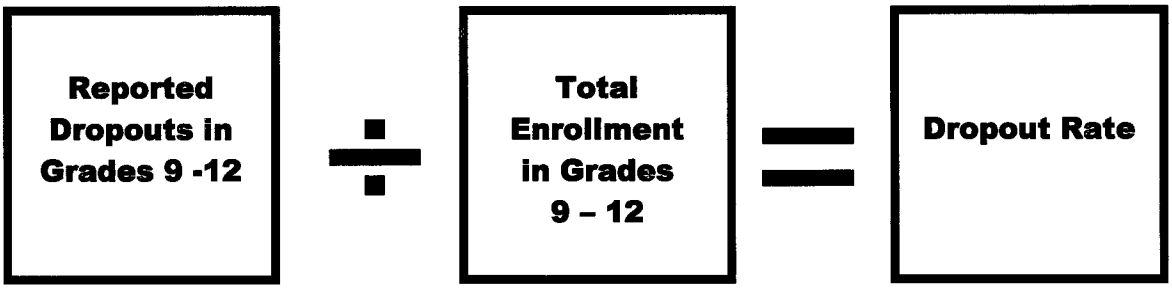
The next table shows graduation rates for Florida's school districts from 1998-99 through 2004-05.

Public High School Graduation Rates for Florida's School Districts							
	1998-99	**1999-00**	**2000-01**	**2001-02**	**2002-03**	**2003-04**	**2004-05**
ALACHUA	63.3%	63.7%	61.2%	66.4%	67.5%	68.8%	69.6%
BAKER	55.7%	54.3%	55.1%	60.8%	67.3%	68.2%	72.2%
BAY	55.9%	65.9%	68.3%	70.3%	76.6%	75.4%	78.1%
BRADFORD	60.4%	67.4%	70.8%	75.2%	74.7%	70.5%	76.1%
BREVARD	64.0%	80.4%	86.8%	88.5%	88.4%	91.7%	91.5%
BROWARD	53.5%	63.9%	62.3%	65.2%	62.7%	66.2%	67.1%
CALHOUN	83.5%	90.4%	86.8%	86.8%	87.8%	90.5%	94.3%
CHARLOTTE	68.4%	71.7%	74.7%	75.8%	68.0%	80.3%	76.7%
CITRUS	70.8%	72.3%	73.6%	71.2%	75.3%	76.9%	73.3%
CLAY	65.3%	65.9%	67.3%	70.9%	75.4%	73.8%	75.1%
COLLIER	63.0%	63.3%	64.5%	68.2%	67.6%	72.5%	74.3%
COLUMBIA	63.6%	61.8%	59.5%	68.1%	73.1%	75.6%	74.7%
DADE	53.2%	52.2%	53.9%	55.7%	57.9%	60.6%	59.9%
DESOTO	62.7%	67.5%	64.8%	69.7%	66.2%	66.3%	63.5%
DIXIE	60.5%	71.2%	73.8%	75.1%	63.8%	72.8%	66.5%
DUVAL	58.7%	57.4%	55.9%	61.0%	63.7%	67.2%	65.5%
ESCAMBIA	62.6%	65.2%	65.2%	69.9%	64.9%	71.3%	73.2%

FLAGLER	63.5%	64.4%	67.4%	72.2%	81.3%	79.4%	79.7%
FRANKLIN	71.2%	63.2%	65.8%	57.9%	72.8%	71.1%	80.0%
GADSDEN	46.0%	50.7%	51.0%	52.4%	48.1%	43.1%	45.9%
GILCHRIST	64.1%	55.4%	66.5%	69.6%	76.8%	81.2%	85.4%
GLADES	66.7%	51.0%	54.8%	54.7%	59.4%	54.8%	67.1%
GULF	80.0%	83.0%	81.5%	83.8%	87.8%	93.8%	91.4%
HAMILTON	54.3%	70.4%	59.5%	67.9%	61.5%	60.7%	65.7%
HARDEE	65.0%	65.5%	57.6%	67.6%	62.0%	72.2%	66.3%
HENDRY	66.7%	59.8%	50.5%	52.1%	63.9%	69.6%	69.3%
HERNANDO	68.7%	67.4%	67.8%	74.0%	77.3%	79.5%	74.5%
HIGHLANDS	70.0%	64.7%	68.6%	58.6%	66.9%	71.9%	72.8%
HILLSBOROUGH	69.5%	71.4%	74.4%	77.5%	75.8%	79.3%	79.5%
HOLMES	76.6%	73.5%	79.2%	79.8%	85.4%	79.6%	80.6%
INDIAN RIVER	65.2%	64.9%	65.9%	78.9%	76.1%	82.1%	85.3%
JACKSON	58.1%	49.8%	53.0%	59.6%	76.5%	77.1%	78.6%
JEFFERSON	62.6%	65.3%	78.8%	64.5%	71.8%	64.9%	68.1%
LAFAYETTE	80.6%	65.5%	58.0%	69.0%	79.5%	80.0%	79.4%
LAKE	65.0%	66.3%	67.5%	68.7%	73.0%	72.1%	72.2%
LEE	69.4%	67.8%	65.9%	66.0%	68.3%	70.7%	69.4%
LEON	64.7%	67.3%	64.2%	74.3%	75.8%	79.8%	79.8%
LEVY	61.2%	65.9%	55.7%	57.0%	63.5%	67.4%	64.8%
LIBERTY	71.7%	72.7%	82.0%	77.5%	90.7%	89.8%	90.4%
MADISON	67.5%	56.3%	68.4%	63.8%	68.0%	68.7%	63.0%
MANATEE	56.2%	61.4%	65.2%	68.9%	73.8%	75.3%	81.5%
MARION	57.9%	60.3%	65.2%	69.1%	70.6%	73.1%	72.3%
MARTIN	60.6%	83.3%	85.4%	84.4%	85.1%	86.8%	84.9%
MONROE	71.0%	72.0%	68.5%	74.2%	73.9%	75.2%	76.7%
NASSAU	73.7%	67.9%	55.1%	76.7%	79.5%	81.1%	85.2%
OKALOOSA	77.1%	77.5%	76.8%	83.7%	83.7%	82.9%	85.2%
OKEECHOBEE	62.7%	64.3%	63.6%	67.6%	67.3%	60.5%	62.5%
ORANGE	51.3%	49.5%	59.8%	68.3%	68.5%	72.7%	73.8%
OSCEOLA	55.7%	58.9%	58.4%	66.1%	66.7%	64.6%	67.7%
PALM BEACH	58.2%	63.6%	64.9%	66.6%	66.0%	65.9%	69.0%
PASCO	63.5%	64.8%	65.9%	71.7%	74.9%	75.9%	76.5%
PINELLAS	65.3%	64.3%	64.4%	66.4%	69.0%	70.8%	70.1%
POLK	53.3%	55.3%	52.6%	66.9%	65.7%	71.6%	70.5%
PUTNAM	65.8%	61.2%	62.9%	71.1%	79.5%	80.2%	78.1%
ST. JOHNS	72.0%	74.9%	77.1%	76.1%	78.2%	78.3%	76.8%
ST. LUCIE	63.5%	62.9%	69.6%	77.0%	76.8%	79.5%	73.6%
SANTA ROSA	75.4%	73.5%	75.4%	85.5%	83.3%	84.8%	84.5%
SARASOTA	63.0%	63.4%	70.3%	71.8%	76.4%	77.8%	81.7%
SEMINOLE	63.3%	67.0%	70.9%	77.8%	81.4%	84.0%	81.3%
SUMTER	71.4%	74.8%	73.1%	72.1%	79.8%	81.2%	75.7%
SUWANNEE	60.6%	57.7%	60.7%	71.2%	72.3%	69.1%	62.0%
TAYLOR	61.4%	55.1%	58.2%	68.7%	71.2%	74.1%	78.7%
UNION	61.0%	58.8%	63.2%	78.4%	67.1%	79.2%	84.1%
VOLUSIA	70.1%	74.9%	77.0%	81.5%	80.1%	83.0%	83.0%
WAKULLA	76.2%	73.7%	72.5%	81.2%	83.6%	84.7%	85.5%
WALTON	68.9%	75.4%	72.1%	69.9%	71.3%	75.2%	77.8%
WASHINGTON	65.9%	69.0%	70.5%	70.1%	66.8%	70.8%	68.5%
STATE	**60.2%**	**62.3%**	**63.8%**	**67.9%**	**69.0%**	**71.6%**	**71.9%**

High School Dropout Rate (6) –

Florida's high school dropout rate is the count of reported dropouts in grades 9-12 during the year divided by the total enrollment of students in grades 9-12 during the year.



Reported Dropouts (4) –

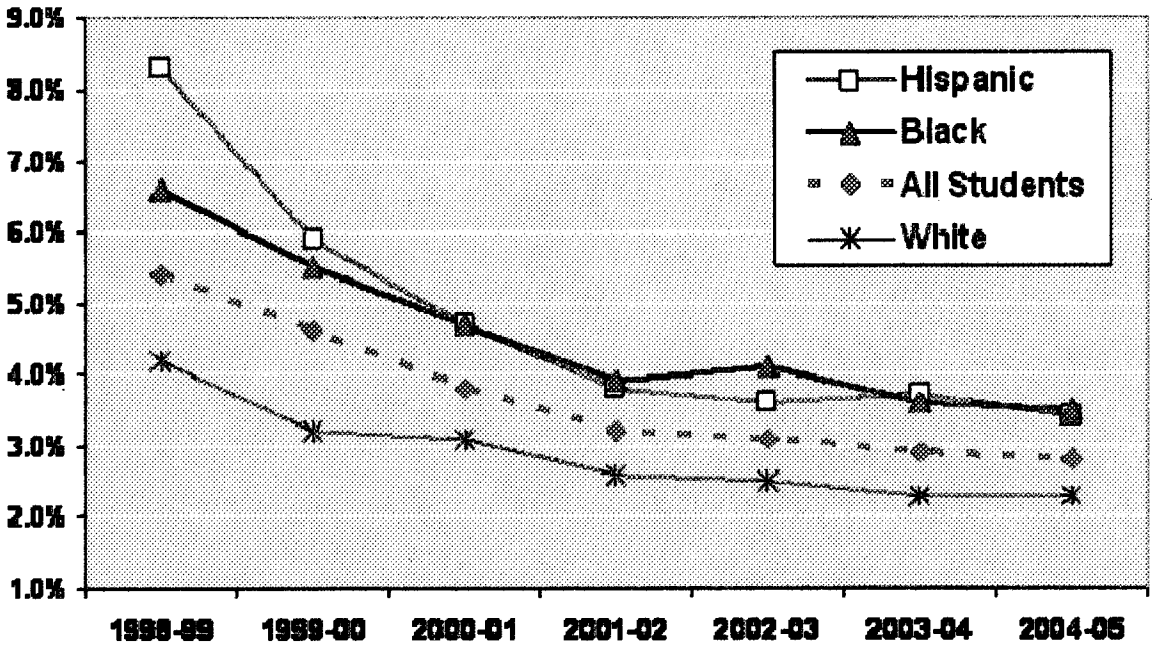
Reported Dropouts are the students withdrawn from school and coded as dropouts.

Total Enrollment (5) –

Total enrollment is the count of all students who were enrolled at any time during the year.

The following chart and table show Florida's annual high school dropout rates by race/ethnicity from 1998-99 through 2004-05.

Florida High School Dropout Rates, 1998-99 through 2004-05



Ethnic Group	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Decline since 1998-99
Am. Indian	4.8	3.7	3.1	2.5	2.8	2.9	2.9	- 1.9
Asian	2.8	2.2	2.1	1.7	1.8	1.6	1.5	-1.3
Black	6.6	5.5	4.7	3.9	4.1	3.6	3.5	-3.1
Hispanic	8.3	5.9	4.7	3.8	3.6	3.7	3.4	-4.9
Multiracial	4.2	3.7	3.0	2.2	2.2	2.2	1.8	-2.4
White	4.2	3.2	3.1	2.6	2.5	2.3	2.3	-1.9
Total	**5.4**	**4.6**	**3.8**	**3.2**	**3.1**	**2.9**	**2.8**	**-2.6**

Challenge to Lead

Research Brief

SREB

Raising Achievement and Improving Graduation Rates: How Nine *High Schools That Work* Sites Are Doing It

by Gene Bottoms and Karen Anthony

SREB's *Challenge to Lead* Goals for Education, which challenge SREB states to lead the nation in educational progress, include

- All young adults have a high school diploma — or, if not, pass the GED tests.

The number of students dropping out of high school is on the rise. Some believe that increased graduation requirements and high-stakes testing are to blame. However, now is *not* the time to back down from higher standards as graduates need to demonstrate mastery of the knowledge and skills taught in core academic subjects in order to successfully pursue further education and careers. The answer lies not only in addressing *why* students do not finish high school, but in *how* we can create the kind of supportive learning environment that reduces the number dropping out. **This brief describes the actions employed by nine high schools that are both raising academic achievement and improving graduation rates.**

Key Actions for Raising Student Achievement and Improving Graduation Rates

- **Raise standards and provide an opportunity for students to learn a rigorous and relevant curriculum of academic and career/technical studies.**
- **Help students set challenging goals, give feedback on their status in achieving these goals and provide support needed to achieve the goals.**
- **Use instructional strategies that actively engage students in learning challenging content.**
- **Involve teachers in a continuous school improvement initiative.**

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High Schools That Work (*HSTW*) asked state directors of career/technical education to recommend schools that were making progress on raising student achievement and holding more students in school through graduation. Recommended schools were expected to have shown marked improvement over the past three years in achievement on various measures, including graduation rates and promoting power.[1] After reviewing local, state and *HSTW* data, *HSTW* staff chose nine schools and conducted extensive telephone and e-mail interviews with the principals and other school leaders to determine what they were doing to meet this dual goal.

The nine schools are in seven states: Kansas, Kentucky, North Carolina, Ohio, Oklahoma, Texas and West Virginia. Three schools are in small towns or rural areas and six are in large towns or inside major metropolitan areas. Enrollments range from 400 to 1,300 students with four of the schools having more than 1,000 students. Three high schools have at least a 35 percent minority student population, with the highest being 56 percent. Four schools have at least one-third of their students qualifying for free or reduced-price lunches, with the highest being 50 percent.[2]

Opportunities to Learn a Rigorous and Relevant Curriculum

Compared to similar high schools, these nine schools with increased achievement and graduation rates have more deeply implemented the *HSTW* recommended academic core, higher graduation requirements and higher classroom expectations than have other high schools. In most instances, these schools have higher graduation requirements than their respective states. Further, more students at these schools are provided opportunities for in-depth study in high-demand career/technical fields, academic fields or both. Combined resources give students access to quality career/technical studies at school sites, regional career/technical centers, community or technical colleges and employers through apprenticeship programs.

Eliminating Low-level Courses

All nine schools reported having eliminated many sections of low-level courses from the core areas of English, mathematics, science and social studies so that more students are taught at a college-preparatory level. When compared to all other schools in the *HSTW* network, these nine schools have significantly more students completing two or three areas of the *HSTW*-recommended curriculum.[3] According to the 2004 *HSTW* Assessment results, 62 percent of students from these nine *HSTW* schools have completed two or three areas of the *HSTW*-recommended curriculum, compared with 45 percent at all other network schools. (See Table 1.)

Table 1
Percentages of Students Completing the *HSTW*-recommended Curriculum at Nine *HSTW* Schools Compared with All Other *HSTW* Schools

	Percentage of Students Completing No Areas or One Area	Percentage of Students Completing Two or Three Areas
Nine *HSTW* Schools	38%	62%
All Other *HSTW* Network Schools	55	45

Source: Special analysis of 2004 *HSTW* Assessment data
Note: Differences in the percentages between the two groups are significant at $p \leq .01$, based on the chi-square test.

[1] Promoting power, developed by Johns Hopkins University, is a rough measure of the gradation rate. It is calculated by dividing the number of seniors enrolled in a high school by the number of freshmen enrolled four years earlier.

[2] Data on enrollments, minority population and free/reduced price lunch data are from the 2002-2003 National Center for Educational Statistics Common Core of Data.

[3] *HSTW* recommends that all students take four courses of high school English that require writing and book-length reading assignments monthly and a research paper annually, four college-preparatory mathematics courses, including at least Algebra I and II and geometry, and three college-preparatory courses in science.

Further, in 2004, students at these nine *HSTW* schools outscored students at all other *HSTW* schools by 12 points in reading, 10 points in mathematics and 15 points in science. (See Table 2.)

Table 2
2004 *HSTW* Assessment Mean Scores of Nine *HSTW* Sites and All Other *HSTW* Schools

	Mean Reading Score	Mean Mathematics Score	Mean Science Score
Nine *HSTW* Schools	289	309	306
All Other *HSTW* Network Schools	277	299	291

Source: Special analysis of 2004 *HSTW* Assessment data
Note: Differences in the means between the two groups are significant at the $p \leq .01$ based on the t test.

As a group, these schools also showed strong improvement on the National Assessment of Educational Progress (NAEP)-referenced *HSTW* Assessment between 2002 and 2004, gaining 10 points in reading, six points in mathematics and 10 points in science. (See Table 3.)

Table 3
Improvement in Mean *HSTW* Assessment Scores between 2002 and 2004 at Nine *HSTW* Schools

	Mean Reading Score	Mean Mathematics Score	Mean Science Score
2002	279	303	296
2004	289	309	306

Source: Special analysis of 2004 *HSTW* Assessment data
Note: Differences in the means between the two groups are significant at the $p \leq .01$ based on the t test.

Aligning Courses to State Standards

Several of the schools completed an extensive curriculum alignment process designed to ensure that students are taught and tested at a level equivalent to their respective state exams. Scott Daugherty, principal of Brookside High School in Sheffield, Ohio, described the school's efforts: "We met as department teams to map our curriculum and to establish agreement on course content — what to teach, how to teach it and how to assess it — so that the material correlates with strands on the Ohio Proficiency Test."

Vicki Ron, English Department chair at Garden City High School in Garden City, Kansas, reported that when faculty examined the school's English curriculum closely, they found it featured mostly novels and short stories. The state's reading test, however, contained almost exclusively expository selections, such as essays, speeches, newspaper/magazine articles, directions, etc. To address this, teachers added expository reading to their English curriculum and are helping students overcome some of the difficulties with this type of text.

Raising Graduation Requirements

All nine schools have raised standards above what their respective states require for graduation and they continue to be successful in increasing graduation rates. Students in these schools get the message that their school leaders and teachers have high expectations. In 2004, significantly more students at these nine schools, as compared to all other *HSTW* sites, reported experiencing a moderate to intensive emphasis on high expectations; literacy across the curriculum; challenging and engaging mathematics curriculum and instruction; challenging and engaging science curriculum and instruction; and timely guidance.

Four schools — Hancock County High School (Lewisport, Kentucky); Paint Valley High School (Bainbridge, Ohio); Shawnee High School (Shawnee, Oklahoma); and Oak Glen High School (New Cumberland, West Virginia) — **increased the number of mathematics credits required to three credits beyond Algebra I.** Paint Valley High School now requires four credits of mathematics and five credits of English after implementing a two-part required senior seminar course with an emphasis on getting students ready for college-level mathematics and writing. Teachers not only work with students on their required senior projects, but also take time to discuss college and help them with applications for admission and financial aid.

At these schools the message to students is clear — high school is important to their futures. These school leaders believe *all* students can master rigorous materials; in fact the more rigorous the courses, the better prepared students will be for further education and careers. Because school leaders and teachers convey to students that high school is important and that each student is worthy of being taught to high standards, they are able to raise standards and increase graduation rates.

Set Challenging Goals and Provide Support to Achieve Goals

High schools both raising achievement and graduation rates have more deeply implemented the *HSTW* recommendations for guidance and advisement. These recommendations help students and their parents set personal goals and provide feedback at critical transition points — middle grades to high school and high school to postsecondary studies. Throughout the high school years, parents and students are kept informed of how well the students are doing and what they need to do to stay on track to achieve their goals. This process of goal-setting and review tends to motivate students to work harder because they relate high school success with future success. Special transition activities at grades nine and 12 allow guidance counselors and advisers to address major deficiencies and to provide continuous support throughout high school to help students pass more challenging courses, to re-take failed courses and pass high-stakes exams.

Smoothing the Transition from the Middle Grades to High School

Because school leaders at these schools are addressing the high failure rates in ninth grade, they have placed an intensive focus on the transition from the middle grades to high school. Many students enter ninth grade unprepared to do high school work so these schools have set up ways to identify and help these students catch up during this pivotal year. Six schools rely on standardized test scores from the middle grades, particularly eighth-grade test results, to help them determine which students will need the most help. Others evaluate students after their first marking period (usually three to four weeks) in ninth grade and schedule them into tutorial-type classes if they are struggling.

Five of the nine schools use double-dosing to help struggling ninth-graders strengthen their skills in mathematics and English/language arts. Double-dosing involves a semester-long catch-up course aimed at getting students ready to take Algebra I or ninth-grade English/language arts in the second semester.

Mount Pleasant High School in Texas has a large Hispanic student population; it requires *all* English-as-a-second-language students to participate in special double-blocked classes of English I and II and Algebra I, called the Tiger Academy. Principal Susy Wynn said: "Our data show that our double-dosing approach is really helping increase our state assessment scores for *all* students, but particularly for our Hispanic students." **Since beginning double-dosing in 2002, the school has seen a dramatic drop in Algebra I failures — from 47 percent in 2002-2003 to 25 percent in 2003-2004.**

Three schools have freshman centers or academies that allow all ninth-graders to remain together with the same teachers throughout the day. Schools reported that these teacher teams work together to plan integrated lessons to reinforce each other's instructional objectives. In addition to its comprehensive guidance program, Shawnee High School pairs incoming ninth-graders with upperclassmen and community members who serve as tutors and mentors. The school's guidance staff examines students' standardized test scores from the fifth through the eighth grades to identify areas in which incoming ninth-graders might have difficulty.

High school leaders realize that helping students succeed in ninth grade involves working with middle grades leaders. Two schools, Shawnee High School in Oklahoma and Oak Glen High School in West Virginia, have worked with middle grades leaders and teachers to address what students should know and be able to do upon entering high school and to incorporate those essential skills into the middle grades curriculum. Oak Glen High School has focused on mathematics from fifth through ninth grade to ensure that students are prepared for higher-level mathematics when they reach high school. Both schools have meetings between middle grades and high school teachers to discuss state standards, course content and assessments.

These nine *HSTW* schools are not satisfied to simply retain low-performing, struggling students in ninth grade until they eventually drop out of school. Instead, they are committed to using the ninth grade to help students catch up and get started on a path of success in high school. These schools are reversing the trend of a growing ninth-grade bulge[4] and convincing students that doing well in school is important to their futures.

Developing an Extensive Extra-help System and Recovering Grades or Credits

Leaders at these schools understand that students are much more likely to graduate if they can stay on track to graduate with their peers. They use extra help and credit recovery not to water down standards, but to help students catch up and meet the same high standards as their peers. They are tireless in their efforts to provide opportunities for students to catch up and remain on grade level. **All nine school leaders described extra-help systems using varying methods of instruction (e.g., peer-led, teacher-led, computer-assisted) and held at appropriate times to meet differing learning styles and schedules.** Three schools have policies requiring students with grades below a C to attend mandatory extra-help sessions available during the school day, before and after school, and on Saturdays. Other school leaders said that while they could not technically *require* that students attend extra help, they were expected to and most did.

Students in some states must pass an exit exam to graduate from high school. Of the nine schools, only one is in a state with a required graduation test. Mount Pleasant High School has developed a system of extra help specifically designed to help students pass the Texas Assessment of Knowledge and Skills (TAKS). The school's first step is identifying students' weaknesses before they actually take the test. Four times during the year, the school administers benchmark exams that measure students' progress in each area of the TAKS test. Students who are below standards are required to attend special tutorial classes designed to catch them up to grade level. Further, Mount Pleasant requires all students who have failed any portion of the TAKS to take a special TAKS remedial class during the regular school day. If students pass the TAKS in the middle of the school year, they can take an elective course the next semester. In addition, the school runs four special Saturday sessions required for students who need to retake the test.

[4] The ninth-grade bulge refers to the disproportionate number of students enrolled in ninth grade compared to the number enrolled in eighth grade the previous year. The bulge is symptomatic of rapidly rising ninth-grade failure rates.

For those who fail classes and need to make up credits, eight of the nine schools offer extensive opportunities for students to recover credit, catch up and graduate on time. These schools realize that once students fall behind their peers because of course failures, they are likely to lose the motivation to finish high school. Schools' approaches vary, but include Saturday school, night school, summer school and computer labs, in which students work at their own pace and teachers are readily available for individual assistance. Other schools use a combination of a traditional summer school approach with night school and Saturday school also available in some core academic areas.

At Paint Valley High School, guidance counselors refer juniors and seniors who are credit-deficient to a special tutorial program. By attending sessions either during the day or after school, students can often earn credit in failed courses and graduate with their peers. The school also participates in a countywide virtual academy, which allows students to make up courses through online instruction.

These nine high schools not only provide options for students to pass failed courses and exams, but three schools also have absence "buy back" programs in which students can recover days missed in excess of the allowable absences. Students can have excessive absences for a variety of reasons, including illness, pregnancy and family responsibilities, among others. At schools with absence buy-back policies, school leaders believe that students should have a second chance to make up missed days, especially if they faced serious difficulties that interfered with their ability to attend school. Shawnee High School and Mount Pleasant High School hold an absence-recovery Saturday school several times a year to allow students to make up a full day of school. Southeast Guilford High School in Greensboro, North Carolina, has a slightly different policy. **Principal Keith Kremer explained, "For their first three absences, students are required to make up missed classwork. However, for each additional day missed, they are also required to complete one tutorial session for each missed class."**

Pairing Students with Adult Mentors/Advisers

These school leaders understand that each student needs a personal relationship with an adult who can help the student set goals and develop a planned program of high school study to reach those goals. Consequently, they have developed extensive guidance programs to help each student set and achieve goals for high school and beyond. Compared with students from other schools in the *HSTW* network, the responses of seniors from these nine high schools on the 2004 *HSTW* Student Survey showed that significantly more students had richer guidance experiences.

Principals from most of the nine schools cited their small-school or family atmosphere as a key component in retaining students. They believe individual attention and relationships with caring adults are essential. Six of the nine schools have an adviser/advisee program in which each student is assigned to a teacher adviser who mentors him or her throughout high school. In the high schools with a ninth-grade academy, only the ninth-grade teachers work with freshmen; when students become sophomores, they are assigned new teacher advisers for grades 10 through 12.

School leaders using this type of one-on-one guidance program agree that it makes a real difference to students, and enhances teachers' and guidance counselors' abilities to monitor student progress. Hancock County Schools (West Virginia) Assistant Superintendent Suzan Smith said of the adviser/advisee program at Oak Glen High School, "We put our adviser/advisee program in place to have a more direct connection with students. Being assigned to a small group of students to mentor throughout high school allows our teachers to provide ongoing support and encouragement to students. In particular, we feel this is helping to lower our dropout rate because students build relationships with teachers whom they trust."

Another advantage of the teacher adviser guidance program is that teacher advisers act as a referral service and set up meetings with the guidance counselor or other teachers when necessary. At Paint Valley High School in Ohio, every four weeks the teacher adviser receives interim progress reports for each student he or she advises. If a student is failing a course or his or her grade has dropped significantly, the teacher adviser contacts parents and works with the teacher to schedule extra-help sessions. Most school leaders described the teacher advisers as a "first responder" team for students; in many cases, guidance counselors work with too many students to give the individual attention needed. This kind of small-group advising makes it much harder for students to fall through the cracks.

Eight of the nine schools hold parent/student meetings with the guidance counselor before ninth grade to plan the student's four-year high school program of study. The counselor, parent and student meet each year to review the plan, check for any missing credits and schedule the next year's courses. Five schools make a strong effort to meet with eighth-graders — either by having guidance counselors visit the feeder middle grades schools to meet with students and their parents or by scheduling a day to bring eighth-graders into the high school. By working with eighth-graders the year before high school, counselors begin building relationships with the future freshman class and help students know what to expect in high school. Hancock County High School hosts a special day for eighth-graders to visit and meet the principal and guidance counselor. Eighth-graders also have a question-and-answer session with current freshmen that culminates with a sundae party. Prior to the start of their freshmen year, the students are invited back again with their parents to meet all ninth-grade teachers and tour the school.

Principals at these nine high schools stressed that administrators, faculty and staff together take responsibility for student learning and success. They also realize the importance of involving parents in the process by keeping them informed of students' progress. Consequently, school leaders recognize that monitoring and reporting students' grades to parents are essential. At the mid-point of each grading period at two of the schools, Brookside High School and Oak Glen High School, the principal calls the parents of *all* students with failing grades. Three other schools send home progress reports regularly, and one has an online system for checking grades. Using the Internet, parents can log on with a password at any time to view information on students' grades, attendance and discipline infractions. Schools also reported using e-mail, newsletters and hometown newspapers to communicate with parents.

When asked what they believe is most responsible for improved graduation rates, school leaders shared a variety of answers, **but their major emphasis is on keeping a close watch, particularly on at-risk or struggling students, to make sure they advance and do not fall behind their peers. Garden City High School and Southeast Guilford High School use grant money to hire specialists to work with at-risk students.** At Garden City High School, a social worker closely monitors student attendance. If a student is habitually absent, the social worker visits the student and his or her parents at home to discuss why the student is not coming to school. The social worker then tries to provide reasonable alternatives to dropping out and helps the student obtain any assistance needed. When the student returns to school, the social worker continues to work with the student by checking grades and attendance often and providing individual counseling.

Formalizing a High School to College and Career Transition Initiative

The proof of the effectiveness of the guidance and career/technical programs at these schools is that students really see connections between high school and future goals. All nine have done a good job of building college-to-career connections. On the 2004 *HSTW* Annual Site Progress Report, five of the nine schools (55 percent) reported increased percentages of graduates attending postsecondary institutions, compared with 24 percent of schools across the network. In fact, Paint Valley High School Principal Dwight Goins reported that since beginning a senior seminar that combines getting students ready for college-level mathematics and English/languages arts with extra support for applying to college, the percentage of graduates pursuing postsecondary studies has doubled — increasing from 35 percent to 70 percent in just four years.

Some of the schools' efforts to help students build bridges from high school to further learning and careers include offering dual enrollment courses at area colleges, Advanced Placement (AP) courses, distance-learning courses, work-study programs and programs leading to professional licensure. To help ensure that students are adequately prepared for college, Corbin High School teachers participate in a special "P-16 council." The council brings together high school teachers and college professors who meet to evaluate course standards and to determine if the standards are challenging enough to prepare students for college-level work. Responses on the 2004 *HSTW* Student Survey revealed that more students at these nine schools, as compared to all other *HSTW* sites, had earned 10 or more college credits by the time they graduated from high school. They achieved this by taking AP courses, community or technical college classes, and joint enrollment courses in high school.

Some high schools have used college opportunities to reach out to struggling students. At Southeast Guilford High School, students can attend a special program called Middle College. This program offers afternoon and evening classes in which students complete credits to meet high school graduation requirements and then progress to college-level work. The school has found that this works well for students who have other obligations, such as working to support a family or for those students who have fallen behind their peers and are not motivated to stay in a traditional high school. Principal Keith Kremer said, "In the Middle College program, students are treated more like adults, and they feel more personally responsible for continuing their education. It is their decision to stay, but we help them take ownership of that decision and be accountable for it."

Engage Students in Learning Challenging Content

High schools that raised achievement and completion rates did more than other high schools to support their teachers in learning research-based teaching strategies and applying them in their discipline areas. Such strategies include ways to engage students in reading and writing for learning in all courses. These schools, more than other schools, made greater use of technology in classroom instruction and in providing extra help, credit recovery and access to Web-based courses not offered by the school.

Providing Quality Career/Technical Experiences

Some students need to see a direct connection between doing well in high school and being able to get a good job when they graduate in order to be motivated to continue with high school and take it seriously. These utilitarian-oriented students benefit from a quality career/technical program that both prepares them for the workplace and maintains a high standard of academic study. Speaking of the role that career/technical classes can play in keeping students in school, former Oak Glen High School Principal George Danford, now the county career/technical director, said, "This year I see some of the same students who were in high school last year when I was principal. The difference is that this year, they are at the career center and it is like a light has been turned on. Now they see a purpose and relevance for high school; they are much more motivated."

These nine high schools continue to develop high-quality career/technical programs. Five of the principals spoke of their efforts to add programs in information technology. Garden City High School offers a program in broadcasting that gives students real-life production experience as they create a daily television broadcast for their fellow students. This program is the only one of its kind in the state, and some of its graduates have gone on to careers in broadcasting and media technology.

Other schools have upgraded the content of existing programs, and now offer industry-certified programs in such areas as auto mechanics and welding. Students at seven of the nine schools have access to an area career center that offers a wide array of programs. Students at Southeast Guilford High School can complete programs in agriculture, drafting, health careers and auto-body repair at their home school. They can also attend the area career center that offers more costly programs, such as heavy equipment repair and operation. School leaders believe that providing quality career/technical courses enables students to gain the skills they need to be successful in college and in the workplace.

To encourage students to pursue postsecondary studies, five schools have dual credit programs in career/technical courses. Students who participate earn college credit either by attending courses at a local technical college or by taking advanced classes in high school. The credit for the advanced classes is accepted by colleges that have articulation agreements with the high school.

As a part of planning for high school and beyond, five schools have organized career pathways or majors, and all students must choose a broad career field by the end of ninth or 10th grade. Mount Pleasant High School's career pathways began as a part of its career/technical program, and now every student chooses a pathway. Last year, the school published a book that describes the different career pathways in all areas of specialization, details the courses students need to take, and describes the postsecondary degree or credential required for that job. Principal Susy Wynn stated that this process helps students choose their electives wisely so that they complement the students' educational and professional goals. Oak Glen High School has a similar program that requires students to participate in work-based learning experiences that relate to their career majors.

School leaders stressed the need to have high standards for all students. Many spoke about their efforts to improve the career/technical curriculum by encouraging teachers to plan interdisciplinary lessons between career/technical and core academic classes. They judge that this not only results in higher quality student engagement, but also reinforces academic content by showing students how certain concepts are applied in the workplace. Kaelee Hogan, guidance counselor at Garden City High School, said, "One reason our career/technical students have such high scores on the *HSTW* Assessment is that they complete the same graduation requirements as everyone else."

Students need to see meaning in their studies. At Mount Pleasant High School, students are engaged in projects that have real-life significance and relate to real-world jobs. The principal described an annual project in which students work together to build a three-bedroom house. Students from construction and drafting classes and those from different mathematics courses all have a part in its design and construction. When it is finished, potential buyers bid on the house at auction.

Mount Pleasant has strengthened the relationships between what students learn in the classroom to what employers expect in the workplace by holding advisory board meetings three times a year in which business people, community members and teachers meet to examine the high school's career/technical programs. The discussion and feedback help school leaders make decisions about the content of programs, teaching methods and course offerings.

Training Teachers to Help Students Become Independent Learners

These nine schools provide a supportive environment for teachers to help them learn new ways to teach students more effectively. They provide professional development opportunities for teachers, and hold attendees accountable for sharing what they learn with the rest of the faculty through faculty meeting presentations, in-service days and demonstration classrooms. These schools do a good job supporting new teachers through a variety of mentoring programs. Brookside High School actively participates in Ohio's teacher mentoring program. Each first-year teacher is paired with a veteran teacher who provides guidance, observes the new teacher and gives feedback on teaching style and classroom management. At least twice a month, the principal meets with all first-year teachers to discuss their successes and any difficulties they are experiencing.

Quality professional development programs result in higher quality teaching and more engagement in the classroom. The responses of seniors from these nine high schools on the 2004 *HSTW* Student Survey showed that they had more intensive literacy, numeracy and science experiences in the classroom than students from other sites in the network. In fact, eight of the nine schools are in the process of implementing or have implemented literacy across the curriculum that requires reading and writing in *all* courses — not just in English/language arts. At Shawnee High School, teachers in all classes require students to complete writing assignments, and they use a schoolwide rubric for grading writing assignments. Periodically, teachers bring examples of student writing to staff meetings to examine the quality of work students are doing and to make sure that teachers in all classes are using the rubric and grading similarly.

At Hancock County High School, students are required to complete summer reading assignments and write papers about what they have read. Corbin High School in Kentucky has adopted a focus on reading and writing across the curriculum and holds department meetings each month to discuss and share new strategies. Oak Glen High School implemented a writing-across-the-curriculum initiative. In all career center courses, students complete writing assignments every Friday in which they explain the content standards covered that week in class and discuss how this material relates to their career paths. Oak Glen teachers have been pleased with the results because the writing assignments help ensure that students understand the material and the teachers believe that writing about the content standards has helped reinforce student learning.

Using Technology to Advance Student Achievement

The principals and other school leaders at these nine schools use a variety of technological tools in their efforts to advance student achievement. (See Table 4.) On the 2004 *HSTW* Annual Site Progress Report, all nine schools reported that their faculty and administration had been provided with professional development to learn how to integrate technology into the instructional process. Schools use computer programs for both tutorials and retaking courses, and all but one school reported extensive use of computer software for extra help in reading, mathematics and science courses. Three schools primarily use computer-based programs for credit recovery. These programs are often available at various times of the day and after school and are popular with students because they can choose when to attend and can move at a comfortable pace.

Table 4
Use of Technology at Nine *HSTW* Sites

	Number of Schools
Provide professional development on how to assist students with technology	9 of 9
Provide professional development on how to integrate technology into the instructional process	9 of 9
School maintains a Web site for important communications for school and community use	9 of 9
School's Web site is used as a repository for instructional resources	5 of 9
Students use computer-based extra-help programs	8 of 9
Students use Internet for research	9 of 9
Students earn credit through online distance learning classes	6 of 9

Source: Special analysis of 2004 *HSTW* Annual Site Progress Reports

Paint Valley High School offers a virtual academy that students access online. Each course has a posted syllabus with lesson plans and assignments. Students use e-mail to send completed assignments to the teacher and take tests online when they have finished a unit or course. Students do not have to pay fees to take courses and they can receive full credit. The advantage is that students work on missing credits outside the typical school day -- even from their own homes. Because the virtual academy is countywide and staffed by nearly 70 teachers, it can offer students a wide array of courses. Similarly, students at five other schools also have access to online distance learning courses for which they can earn credit. Corbin High School's students can take courses not available in the building through Kentucky's virtual high school and the school's video conference center.

All nine schools maintain school Web sites that are used to communicate pertinent information to faculty, students, parents and the community. Five schools indicated on the 2004 *HSTW* Annual Site Progress Report that they use their Web sites as repositories for instructional resources.

Involving Teachers in a Continuous School Improvement Initiative

High schools both raising achievement and high school completion rates benefit from strong district and school leadership support that encourages the schools to remain active participants in the *High Schools That Work* network. **These nine schools specifically cited the *HSTW* Goals and Key Practices as the foundation for the changes and progress they have made.** School leaders at Oak Glen High School also credited a supportive and progressive board of education led by a superintendent who is a strong believer in *HSTW*. Principal Susy Wynn of Mount Pleasant High School described her school's involvement in *HSTW*: "We are very innovative and everything we do is geared around the *HSTW* Key Practices for improvement. We constantly seek out new ideas and we obtain many of them from our visits to other *HSTW* sites." All nine schools are active members of the network, and four have sent a school team to the *HSTW* National Staff Development Conference for at least the past two years. Others have participated in *HSTW* national workshops and in state- and district-level conferences.

Many schools have put into place the type of school teams that *HSTW* recommends for developing curriculum and examining student work. Teachers at Southeast Guilford High School meet weekly in subject-area focus groups to look at student work to make sure that they are grading to the same standards. Teachers and the principal examine lesson plans to make sure they follow curriculum and content standards. Some of the results of this effort have included the development of pacing guides for students in English classes.

How Will States Know They Have Effective Strategies in Place to Raise Achievement and Improve Graduation Rates?

States will know when:

- high schools make improvement on key achievement indicators and increase the percentages of students who enter grade nine and graduate four years later.
- each high school has an effective middle grades to ninth-grade transition program.
- each high school has an effective extra-help system that assists students in passing courses and high-stakes exams, and in earning credits for failed courses to stay on track to graduate with their peers.
- all students have advisers to help them and their parents plan high school programs of study and to help them get the assistance they need to meet course standards.
- students have access to high-quality career/technical studies.
- students can earn postsecondary credit toward a degree and pass a national employer certification exam.
- all students can read and write across subject areas and know how to apply study skills to become independent learners.
- high schools and postsecondary institutions formalize initiatives that facilitate the transition from high school to college and careers.
- schools use technology to help students pass courses and retake courses failed, and give access to students outside of school hours.
- schools receive support to be active participants in a school improvement network that places emphasis on achievement and school retention.

What Can States and Districts Do to Raise Achievement and Improve High School Completion Rates?

Based on the experience of these nine *HSTW* sites, there are several actions that states and local school districts can take to raise graduation rates and improve student achievement. These actions are:

- **Have at least 85 percent of students complete a rigorous academic core.** Provide all students with access to either an academic or career/technical concentration. The academic concentration could be with a mathematics, science or humanities focus or with a career/technical focus with at least four courses in a planned career sequence.
- **Engage the faculty in aligning the high school curriculum — academic and career/technical — to essential academic standards that prepare students for further study and careers.** This includes aligning teacher assignments, daily lesson plans and classroom assessments to standards.
- **Provide *all* students access to the same rigorous academic core.** Convey to all students that they are worthy by enrolling them in challenging courses, assisting them to set goals beyond high school, and providing them with mentors and the extra help they need to meet course standards.
- **Adopt scheduling that enables students to earn 28 to 32 Carnegie units so they can retake courses and yet stay on course to graduate with their peers.**
- **Provide *all* teachers continuous in-depth training to engage students in reading and writing for learning and to use strategies that develop students as independent learners.** Have *all* teachers, especially those in grades nine and 10, plan weekly lessons that include at least one reading and writing strategy and at least one study skill strategy.
- **Provide site-specific training for mathematics and science teachers aligned to their disciplines.** Training for these teachers should include having students use technology and work in groups to solve real-world problems, use hands-on materials and other research-based strategies that advance their mathematics and science achievement.
- **Assign school leaders who are skilled in engaging faculty in continuous school improvement to high schools with chronic problems.** Reallocate resources to the ninth grade and attain a student to teacher ratio for this grade level that is less than or equal to that for grade 12. Use only the most experienced and best teachers as instructional leaders of teacher teams at grade nine.
- **Have school boards set goals for improving both achievement and high school completion rates and require schools to report annually on their progress.** These annual reports would include what was tried, what worked, what did not work and what special initiatives are planned for the following year to improve achievement and completion rates.

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(05V14)

HS Reform TF

High School Reform Task Force Information

Meeting Schedule

- November 1, 12:30 pm, Conference Call
- November 18, 9:00 a.m.-5:00 p.m., Douglas Anderson School of the Arts, Jacksonville, Florida
- November 28, 9:00 a.m.-4:00 p.m., Palm Harbor University High School, Palm Harbor, Florida
- December 12, 9:00 a.m.-4:00 p.m., Walt Disney World Swan and Dolphin Hotel, Orlando, Florida
- January 19, 9:00 a.m.-4:00 p.m., Jones High School, Orlando, Florida

Website Information and Address

All meeting materials, resources, and results are posted on the High School Reform website: http://www.fldoe.org/HSReform

Membership List

John Winn, Commissioner of Education
Evelyn Lynn, State Senator, Florida Senate, Volusia, Putnam, Clay, Marion Counties
Rudy Crew, Superintendent, Honorary Member, Miami-Dade County
Bill Vogel, Superintendent, Seminole County
Lou Miller, Superintendent, Madison County
Peg Smith, Superintendent, Volusia County, FADSS Task Force Chairperson
Nancy Bostock, School Board Chairperson, Pinellas County
Stephanie Arma Kraft, School Board Member, District 4, Broward County
James Lawson, Area Superintendent for the Central Learning Community, Orange County
Dr. Daniel Tosado, Asst. Superintendent, Secondary Curriculum & Instruction, Miami-Dade County
Joan Minnis, Principal, Thurgood Marshall Fundamental Middle School, Pinellas County
Cherry Fitch, Principal, Gulf Breeze High School, Santa Rosa County
Nathan Collins, Principal, Palm Beach Lakes High School, Palm Beach County
Rosann P. Sidener, Ed.D., Principal, Booker T. Washington High School, Miami Dade County
Judith Marty, Principal, Mater Academy Charter High, Miami Dade County
Pamela Denise Ashley, Director, Steps to the Future Christian Academy, Collier County
Fred Williams, Teacher, William T. McFatter Technical School, Broward County
Kathy Corder, TOY Regional Finalist, Chiles High School, Leon County
Daniel E. Snyder, TOY Regional Finalist, Fernandina Beach High School Teacher, Nassau County
David Mosrie, Executive Director, Florida Association of School Superintendents
Wayne Blanton, Executive Director, Florida School Boards Association
Jim Warford, Executive Director, Florida Association of School Administrators
Bob Morris, Chairman, Ramar Group Companies, Council of 100 Recommendation
Sherri Hampton, Teacher, Sumter County, FEA Recommendation
Melissa Harden, Parent Involvement Coordinator, PTA Recommendation
Brenda Speed, Parent of a Leon High School Student, Leon County
Edwin Massey, President, Indian River Community College
James Robert Richburg, President, Okaloosa-Walton College

Contact Information

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Recommendations of the High School Reform Task Force

CHANGE HIGH SCHOOL AS WE KNOW IT

1) Upgrade Florida's high school graduation requirements to better prepare students for the 21st century. New graduation requirements:

   - Including rigorous core requirements
   - 4 years of mathematics including algebra and geometry or equivalent courses such as applied and integrated (level 2 or above)
   - Area(s) of specialization
   - Minimum GPA requirements
   - Earning a passing score on the 10th Grade FCAT

2) Provide for differentiated levels of proficiency in content areas.
   For example recognition obtained in each content area for:
   - Successful completion of courses such as honors, AICE, IB, AP, Dual Enrollment
   - Achievement at this level – GPA in area
   - Non-traditional ways of demonstrating "Outstanding Accomplishments"

3) Eliminate grade level retention in high school, with high school graduation being based on proficiency and earning the required credits and GPA.

4) Implement smaller learning communities, which may include (1) career clusters/academies in high school that may lead to industry certification or (2) other advanced academic studies.

READING

1) Help middle and high schools infuse reading as part of the culture by ensuring Level 1 and Level 2 readers are served with intensive reading instruction, incentivize content area teachers to pursue the reading endorsement, providing engaging and diverse texts in both the media center and classroom libraries, and tying reading to all content area and elective courses. Ensure that literacy benchmarks are a part of all content areas.

INNOVATIONS

1) Encourage the development of the opportunities for a high school student to earn a high school diploma and a higher level degree, certification, or competency at the same time.

2) The Department will research the implementation of end-of-course exams in other states and Florida districts as a measure of students meeting higher expectations.

A STRONG MIDDLE SCHOOL FOUNDATION

1) Increase opportunities at the middle school level for earning high school level course credit by encouraging middle schools to offer a minimum of one high school course for high school credit with an emphasis on Algebra 1.

2) To ensure the foundation of academic skills in middle school, require minimum core course completion (required number in core areas) to exit grade 8 or enter high school.

3) Provide summer academies that give intensive intervention/remediation between grades 5/6, 6/7, 7/8, 8/9 as needed as a condition for promotion and credit recovery in high school. Particular emphasis must be placed on the transition from grade 8 to 9, with 9th grade summer academies to prepare struggling learners for high school. FCAT retakes should be allowed after the summer academies.

4) Require career education consisting of a minimum of 9 weeks in at least one middle level grade: 6, 7 or 8.

HELPING STUDENTS TO FOCUS ON THE FUTURE

1) Provide the tools whereby middle grade students can focus on the future by the development of a 5 year educational plan to address high school and postsecondary goals.

2) Expand academic advisement and support services in secondary schools. Coordinate all planning with parental involvement and the student's academic and/or career plan (increase use of FACTS.org).

PROFESSIONAL DEVELOPMENT

1) Help teachers meet higher expectations by providing data-driven, student specific, research-based professional development.

2) Help administrators meet higher expectations by providing instructional leadership training for principals.

Please visit www.fldoe.org/hsreform for more information on high school reform, including meeting materials and resources.

DRAFT 01.14.06

Florida Diploma
Major/Minor Option (24 credits total)

This diploma proposal combines relevance and rigor into one seamless goal for high schools students.
Relevance: A student will major in an area in which he/she has a particular strength or interest.
Rigor: Each student can choose the level of challenge they want to attain in their major area.

Core Courses	Credits
English (Courses for level 1 and 2 students must focus on reading)	4
Math (All students must take and pass Algebra I and Geometry)	4
Science	3
Social Studies	3
PE	1
CORE TOTAL: 15 credits	

	Major/Minor Options (credits in addition to the core)	
Major Areas of Study (In addition to these areas, local school boards can submit other majors and minors to the State Board of Education for approval)	**Major Requirements**	**Minor Requirements**
Humanities (Courses such as English, humanities, music, fine and/or performing arts)	4	3
English (Courses in literature and writing)	4	3
Communications (Courses such as journalism, debate, speech, mass media)		
Math (Math courses such as linear Algebra, abstract algebra, math analysis, analysis of functions, calculus, AICE further mathematics, multivariate calculus, differential equations, applied mathematics, geometry, analytic geometry, integrated math, advanced topics in mathematics, liberal arts math, probability and statistics, trigonometry, discrete mathematics, etc.)	4	3
Science (Science courses such as biology, botany, anatomy and physiology, ecology, limnology, zoology, biotechnology, genetics, earth/space, astronomy, space technology/engineering, environmental, integrated, marine, scholar energy, physical, chemistry, physics, nuclear radiation, Agriscience, etc.)	4	3
Advanced Math and Science	4	3
History ((History courses such as American, African American, Florida, Latin American, Eastern and Western Heritage, American through 1920, Vietnam War, World History, Civil War, etc.)	4	3
Social Studies (History courses such as American, African American, Florida, Latin American, Eastern and Western heritage, American through 1920, World, Civil War, etc. Also anthropology, archaeology, economics, geography, global studies, political science, comparative governments, sociology, psychology etc.)	4	3
The Arts (Performing and fine arts)	4	3
Foreign Language	4	3
Career Specialization (to be developed)	4	3
Physical Education	N/A	3
Electives (Or students could elect to earn a double major or double minor instead)	2	
MAJOR/MINOR/ELECTIVE TOTAL: 9 CREDITS		

1 A bill to be entitled
2 An act relating to career and professional academies;
3 creating s. 1003.493, F.S.; defining the term "career and
4 professional academy"; providing academy goals and duties;
5 providing types of career and professional academies;
6 providing for the approval of career education courses as
7 core curricula courses under certain circumstances;
8 creating s. 1003.494, F.S.; requiring the Department of
9 Education to establish a Career High-Skill Occupational
10 Initiative for Career Education (CHOICE) project as a
11 competitive process for the designation of school district
12 participants and CHOICE academies; providing eligibility
13 criteria for such designation; providing duties of school
14 districts and the department; providing for the award to
15 certain school districts of startup funds for the
16 development of CHOICE academies; creating s. 1003.495,
17 F.S.; requiring the department to establish a
18 comprehensive career academy project to provide for the
19 designation of comprehensive career academies; providing
20 duties of the department; providing for assessment of
21 academies; amending s. 1003.43, F.S.; requiring district
22 school board student progression plans to provide for the
23 substitution of certain courses for credit requirements
24 for high school graduation; amending ss. 288.9015 and
25 445.004, F.S.; providing duties of Enterprise Florida,
26 Inc., and Workforce Florida, Inc., to conform; providing
27 an effective date.
28

29 Be It Enacted by the Legislature of the State of Florida:
30
31 Section 1. Section 1003.493, Florida Statutes, is created
32 to read:
33 1003.493 Career and professional academies.--
34 (1) A "career and professional academy" is a research-
35 based program as described in subsection (3) that offers a
36 rigorous and relevant academic curriculum with an industry and
37 business relevant career theme offered by a public school or
38 school district.
39 (2) The goals of career and professional academies are to:
40 (a) Increase student achievement.
41 (b) Focus on careers and postsecondary education.
42 (c) Raise student aspiration and commitment to academic
43 achievement.
44 (3) A career and professional academy may be offered as
45 one of the following small learning communities:
46 (a) A Career High-Skill Occupational Initiative for Career
47 Education (CHOICE) academy, pursuant to s. 1003.494, with one
48 career theme and created as part of an existing high school or
49 as a school-within-a-school program. Students in the school are
50 not required to be students in the academy.
51 (b) A comprehensive career academy, pursuant to s.
52 1003.495, that is structured around one or more career themes
53 and consists of one or more career academy programs.
54 (4) Each career and professional academy must:
55 (a) Provide a rigorous and relevant standards-based
56 academic curriculum through a career-based theme with

57 instruction relevant to the career. The curriculum must take
58 into consideration multiple styles of student learning; promote
59 learning by doing through application and adaptation; maximize
60 relevance of the subject matter; enhance each student's capacity
61 to excel; and include an emphasis on work habits and work
62 ethics.
63 (b) Include one or more partnerships with businesses,
64 industry, employers, economic development organizations, or
65 other appropriate partners from the local community. Such
66 partnerships must include opportunities for:
67 1. Highly skilled professionals to provide instruction in
68 their areas of expertise.
69 2. Use of state-of-the-art equipment in the instructional
70 program of the academy.
71 3. Internships, externships, and on-the-job training.
72 (c) Include one or more partnerships with public or
73 private postsecondary institutions accredited by a regional or
74 national accrediting agency recognized by the United States
75 Department of Education. The educational partner must:
76 1. Agree to articulate coursework to maximize
77 transferability of credit.
78 2. Offer a postsecondary degree, diploma, or certificate
79 in the career theme of the academy.
80 (d) Provide creative and tailored student advisement,
81 including opportunities and encouragement for parent
82 participation in career education planning, and coordination
83 with middle schools in the school district to provide career
84 counseling. The coordination with middle schools must include

85 promotion in middle school of secondary and postsecondary career
86 education programs and opportunities to participate in an
87 academy. Such promotion may take place through middle school
88 exploratory courses.
89 (e) Provide a career education certification on the high
90 school diploma pursuant to s. 1003.431.
91 (f) Provide instruction, certification, or credentials in
92 work readiness skills, including, but not limited to,
93 communication skills, interpersonal skills, decisionmaking
94 skills, the importance of attendance and timeliness in the work
95 environment, and work ethics.
96 (g) Establish student eligibility criteria. While
97 recognizing that rigorous academic performance will be expected
98 of all students participating in an academy, initial eligibility
99 criteria must permit opportunities for students who may not yet
100 meet the academic requirements but demonstrate characteristics
101 that may lead to success in an academy. The aim of an academy
102 should be to serve not only students who are already succeeding
103 but also students who would succeed if the proper instructional
104 and motivational opportunities were provided.
105 (5) If a career and professional academy is designated as
106 a CHOICE academy under s. 1003.494 or a comprehensive career
107 academy under s. 1003.495, the career education courses offered
108 in the academy that emphasize reading, writing, mathematics, and
109 science may be considered core curricula courses upon approval
110 of the Commissioner of Education.
111 Section 2. Section 1003.494, Florida Statutes, is created
112 to read:

113 1003.494 Career High-Skill Occupational Initiative for
114 Career Education (CHOICE) academies.--
115 (1) The Department of Education shall establish a Career
116 High-Skill Occupational Initiative for Career Education (CHOICE)
117 project. The project shall consist of a competitive process for
118 selecting and designating school districts as participants in
119 the project and designating CHOICE academies in schools within
120 participating school districts.
121 (2) A CHOICE academy is a career and professional academy
122 that meets the goals and requirements specified in s. 1003.493
123 and offers a rigorous and relevant academic curriculum leading
124 to industry-recognized certification, college credit, and credit
125 toward a high school diploma. Existing career education courses
126 may serve as a foundation for the creation of a CHOICE academy.
127 (3) The purpose of a CHOICE academy shall be to:
128 (a) Draw upon ongoing partnerships between education and
129 workforce development or economic development organizations to
130 enhance the quality and opportunities for career education for
131 high school students by exposure to in-demand career education
132 as identified by such organizations in the local community.
133 (b) Build upon the state system of school improvement and
134 education accountability by providing students with a solid
135 academic foundation, opportunities to obtain industry-recognized
136 certification or credentials, and preparation for postsecondary
137 educational experiences in related fields.
138 (c) Focus students on completing high school graduation
139 requirements, including, but not limited to, receiving passing
140 scores on the grade 10 FCAT.

141 (d) Prepare graduating high school students to make
142 appropriate choices relative to employment and future
143 educational experiences.
144 (4) The Department of Education shall establish
145 application guidelines for an annual competitive process and
146 eligibility criteria for school district participation. A school
147 district may apply to the department for designation as a CHOICE
148 project participating district, and the department, in
149 consultation with Workforce Florida, Inc., and Enterprise
150 Florida, Inc., may designate as many school districts as it
151 deems advisable each year. Eligibility criteria for designation
152 of a school district as a CHOICE project participant shall
153 include, but not be limited to:
154 (a) The willingness and ability of associated businesses
155 or industries to form partnerships with and support CHOICE
156 academies.
157 (b) The dedication of school district resources to CHOICE
158 academies.
159 (5) The Department of Education, in consultation with
160 Workforce Florida, Inc., shall establish standards for
161 designating specific CHOICE academies in each participating
162 school district. The Okaloosa County School District may serve
163 in an advisory role in the establishment of such standards. A
164 participating school district may apply to the department for
165 designation of a CHOICE academy within a school in the district.
166 Eligibility criteria for such designation must include, but not
167 be limited to, the following:

168 (a) The existence of partnerships with an associated
169 business or industry and a regional workforce board or the
170 primary local economic development organization in the county as
171 recognized by Enterprise Florida, Inc. The partnership of the
172 business or industry with the CHOICE academy must be based on
173 the connection of the business or industry with the academy's
174 career theme and must involve future plans for improving the
175 local economy. The business or industry partner must be
176 consulted during the planning stages of a CHOICE academy and
177 provide business or industry support and resources devoted to
178 the CHOICE academy.
179 (b) The existence of at least one established partnership
180 and an articulation agreement for credit with a postsecondary
181 institution.
182 (c) The existence of participation opportunities for
183 students, including students in home education programs,
184 students with disabilities, and nontraditional students.
185 (d) The existence of a plan for sustaining the CHOICE
186 academy.
187
188 The Okaloosa County School District and other school districts
189 that have received funding from Workforce Florida, Inc., for the
190 establishment of CHOICE academies prior to July 1, 2006, shall
191 receive an expedited review for CHOICE academy designation by
192 the department.
193 (6) A participating school district shall:
194 (a) Identify an appropriate location for classes.

195 (b) Ensure that a CHOICE academy is flexible enough to
196 respond both to the needs and abilities of students and to the
197 needs of associated businesses or industries.
198 (c) Redirect appropriated funding from ongoing activities
199 to a CHOICE academy.
200 (d) Plan for sustaining a CHOICE academy as an ongoing
201 program without additional funding.
202 (e) Assist in program technical support for students in
203 private schools, charter schools, or home education programs.
204 (f) Allow students in private schools, charter schools, or
205 home education programs to participate in a CHOICE academy
206 through dual enrollment.
207 (7) The Department of Education shall:
208 (a) With assistance from Workforce Florida, Inc., provide
209 technical assistance to participating school districts in
210 submitting applications for designation of specific CHOICE
211 academies located in specific schools in the school district,
212 reorganizing career education opportunities, developing CHOICE
213 academies with career themes in areas deemed appropriate by
214 Workforce Florida, Inc., or local economic development
215 organizations, and developing funding plans.
216 (b) Approve or disapprove within 30 days a request by a
217 participating school district on behalf of a designated CHOICE
218 academy for the substitution of appropriate rigorous and
219 relevant coursework deemed critical for student success by an
220 industry for coursework required for high school graduation. If
221 the school district does not receive a response to the request
222 within 30 days, the district school board shall allow the

223 substitution according to its student progression plan pursuant
224 to s. 1003.43(1).
225 (c) Make appropriate policy decisions relative to CHOICE
226 academies when such decisions are not specifically directed by
227 law.
228 (d) Jointly with Workforce Florida, Inc., and in
229 consultation with the school districts, develop evaluation
230 criteria for CHOICE academies. Such criteria shall include
231 increased academic performance of students and schools using
232 school-level accountability data.
233 (e) Report to the State Board of Education, the Governor,
234 the President of the Senate, and the Speaker of the House of
235 Representatives by July 1 of each year on school district
236 participation in the CHOICE project, designated CHOICE academies
237 with enrollment and completion data for such academies, and
238 appropriate outcomes for students who have completed a CHOICE
239 academy program. Such outcomes may include continuing
240 educational experiences of CHOICE academy graduates, business or
241 industry satisfaction with the CHOICE academies, placement of
242 CHOICE academy graduates in employment, and earnings of such
243 graduates.
244 (f) Have the authority to promote CHOICE academies and to
245 provide planning and startup resources.
246 (8) Pursuant to appropriation in the General
247 Appropriations Act, the Department of Education shall award one-
248 time startup funds to five of the school districts designated as
249 participants in the CHOICE project for the development of CHOICE
250 academies. All school districts designated by the department are

251 authorized to establish one or more CHOICE academies without
252 incentive funds.
253 Section 3. Section 1003.495, Florida Statutes, is created
254 to read:
255 1003.495 Comprehensive career academies.--
256 (1) The Department of Education shall establish a
257 comprehensive career academy project to provide for the
258 designation of comprehensive career academies in the school
259 districts.
260 (2) A comprehensive career academy is a career and
261 professional academy that meets the goals and requirements
262 specified in s. 1003.493 and offers a rigorous and relevant
263 academic curriculum that prepares students for college, careers,
264 and productive citizenship.
265 (3) The Department of Education, in consultation with the
266 school districts, shall adopt criteria for evaluation of
267 comprehensive career academies and an assessment tool based on
268 national standards of practice. The assessment tool must be
269 designed so that a comprehensive career academy may use it as a
270 self-assessment tool.
271 (4) Each comprehensive career academy shall perform a
272 self-assessment using the adopted assessment tool at the end of
273 the first year of operation and periodically thereafter as
274 determined by the Department of Education.
275 (5) A school district may request the Department of
276 Education to conduct an assessment of a comprehensive career
277 academy for purposes of designation by the department as a
278 comprehensive career academy. If the department determines that

279 an academy meets national standards of practice, the department
280 shall designate the academy as a comprehensive career academy.
281 (6) The Department of Education shall approve or
282 disapprove within 30 days a request by a school district on
283 behalf of a designated comprehensive career academy for the
284 substitution of appropriate rigorous and relevant coursework
285 deemed critical for student success by an industry for
286 coursework required for high school graduation. If the school
287 district does not receive a response to the request within 30
288 days, the district school board shall allow the substitution
289 according to its student progression plan pursuant to s.
290 1003.43(1).
291 Section 4. Subsection (1) of section 1003.43, Florida
292 Statutes, is amended to read:
293 1003.43 General requirements for high school graduation.--
294 (1) Graduation requires successful completion of either a
295 minimum of 24 academic credits in grades 9 through 12 or an
296 International Baccalaureate curriculum. The 24 credits shall be
297 distributed as follows:
298 (a) Four credits in English, with major concentration in
299 composition and literature.
300 (b) Three credits in mathematics. Effective for students
301 entering the 9th grade in the 1997-1998 school year and
302 thereafter, one of these credits must be Algebra I, a series of
303 courses equivalent to Algebra I, or a higher-level mathematics
304 course.
305 (c) Three credits in science, two of which must have a
306 laboratory component. Agriscience Foundations I, the core course

307 in secondary Agriscience and Natural Resources programs, counts
308 as one of the science credits.
309 (d) One credit in American history.
310 (e) One credit in world history, including a comparative
311 study of the history, doctrines, and objectives of all major
312 political systems.
313 (f) One-half credit in economics, including a comparative
314 study of the history, doctrines, and objectives of all major
315 economic systems. The Florida Council on Economic Education
316 shall provide technical assistance to the department and
317 district school boards in developing curriculum materials for
318 the study of economics.
319 (g) One-half credit in American government, including
320 study of the Constitution of the United States. For students
321 entering the 9th grade in the 1997-1998 school year and
322 thereafter, the study of Florida government, including study of
323 the State Constitution, the three branches of state government,
324 and municipal and county government, shall be included as part
325 of the required study of American government.
326 (h)1. One credit in practical arts career education or
327 exploratory career education. Any career education course as
328 defined in s. 1003.01 may be taken to satisfy the high school
329 graduation requirement for one credit in practical arts or
330 exploratory career education provided in this subparagraph;
331 2. One credit in performing fine arts to be selected from
332 music, dance, drama, painting, or sculpture. A course in any art
333 form, in addition to painting or sculpture, that requires manual
334 dexterity, or a course in speech and debate, may be taken to

335 satisfy the high school graduation requirement for one credit in
336 performing arts pursuant to this subparagraph; or
337 3. One-half credit each in practical arts career education
338 or exploratory career education and performing fine arts, as
339 defined in this paragraph.
340
341 Such credit for practical arts career education or exploratory
342 career education or for performing fine arts shall be made
343 available in the 9th grade, and students shall be scheduled into
344 a 9th grade course as a priority.
345 (i) One-half credit in life management skills to include
346 consumer education, positive emotional development, marriage and
347 relationship skill-based education, nutrition, parenting skills,
348 prevention of human immunodeficiency virus infection and
349 acquired immune deficiency syndrome and other sexually
350 transmissible diseases, benefits of sexual abstinence and
351 consequences of teenage pregnancy, information and instruction
352 on breast cancer detection and breast self-examination,
353 cardiopulmonary resuscitation, drug education, and the hazards
354 of smoking.
355 (j) One credit in physical education to include
356 assessment, improvement, and maintenance of personal fitness.
357 Participation in an interscholastic sport at the junior varsity
358 or varsity level, for two full seasons, shall satisfy the one-
359 credit requirement in physical education if the student passes a
360 competency test on personal fitness with a score of "C" or
361 better. The competency test on personal fitness must be
362 developed by the Department of Education. A district school

363 board may not require that the one credit in physical education
364 be taken during the 9th grade year. Completion of one semester
365 with a grade of "C" or better in a marching band class, in a
366 physical activity class that requires participation in marching
367 band activities as an extracurricular activity, or in a Reserve
368 Officer Training Corps (R.O.T.C.) class a significant component
369 of which is drills shall satisfy a one-half credit requirement
370 in physical education. This one-half credit may not be used to
371 satisfy the personal fitness requirement or the requirement for
372 adaptive physical education under an individual educational plan
373 (IEP) or 504 plan.
374 (k) Eight and one-half elective credits.
375
376 District school boards may award a maximum of one-half credit in
377 social studies and one-half elective credit for student
378 completion of nonpaid voluntary community or school service
379 work. Students choosing this option must complete a minimum of
380 75 hours of service in order to earn the one-half credit in
381 either category of instruction. Credit may not be earned for
382 service provided as a result of court action. District school
383 boards that approve the award of credit for student volunteer
384 service shall develop guidelines regarding the award of the
385 credit, and school principals are responsible for approving
386 specific volunteer activities. A course designated in the Course
387 Code Directory as grade 9 through grade 12 that is taken below
388 the 9th grade may be used to satisfy high school graduation
389 requirements or Florida Academic Scholars award requirements as
390 specified in a district school board's student progression plan.

391 A student shall be granted credit toward meeting the
392 requirements of this subsection for equivalent courses, as
393 identified pursuant to s. 1007.271(6), taken through dual
394 enrollment. Each district school board's student progression
395 plan must provide for the substitution of a course identified in
396 the Course Code Directory and offered in a designated CHOICE
397 academy under s. 1003.494 or in a designated comprehensive
398 career academy under s. 1003.495 for a credit requirement for
399 graduation under this subsection. A student may make such
400 substitution for a maximum of two of the academic credit
401 requirements.
402 Section 5. Subsection (7) is added to section 288.9015,
403 Florida Statutes, to read:
404 288.9015 Enterprise Florida, Inc.; purpose; duties.--
405 (7) Enterprise Florida, Inc., shall work with the
406 Department of Education and Workforce Florida, Inc., in the
407 designation of school districts as participants in the CHOICE
408 project pursuant to s. 1003.494.
409 Section 6. Paragraph (i) is added to subsection (5) of
410 section 445.004, Florida Statutes, to read:
411 445.004 Workforce Florida, Inc.; creation; purpose;
412 membership; duties and powers.--
413 (5) Workforce Florida, Inc., shall have all the powers and
414 authority, not explicitly prohibited by statute, necessary or
415 convenient to carry out and effectuate the purposes as
416 determined by statute, Pub. L. No. 105-220, and the Governor, as
417 well as its functions, duties, and responsibilities, including,
418 but not limited to, the following:

419 (i) Working with the Department of Education and
420 Enterprise Florida, Inc., in the implementation of the CHOICE
421 project pursuant to s. 1003.494.
422 Section 7. This act shall take effect July 1, 2006.