



K - 12
Subcommittee
Tuesday, November 3, 2015
9:00 AM – 11:00 AM
Morris Hall (17 HOB)

Meeting Packet

Steve Crisafulli
Speaker

Janet Adkins
Chair



AGENDA

K-12 Subcommittee
Tuesday, November 3, 2015
9:00 A.M. – 11:00 A.M.
Morris Hall (17 HOB)

- I. Call to Order/Roll Call
- II. Welcome/Opening Remarks
- III. Consideration of the following bills:
 - HB 119 Educational Facilities by Bileca
 - HB 287 Principle Autonomy Pilot Program Initiative by Diaz, M
- IV. Workshop
 - Legislation Regarding Struggling Readers
- V. Closing Remarks and Adjournment

1 A bill to be entitled
 2 An act relating to educational facilities; creating s.
 3 1013.385, F.S.; providing for school district
 4 construction flexibility; authorizing exceptions to
 5 educational facilities construction requirements under
 6 certain circumstances; providing an effective date.

7
 8 Be It Enacted by the Legislature of the State of Florida:

9
 10 Section 1. Section 1013.385, Florida Statutes, is created
 11 to read:

12 1013.385 School district construction flexibility.-

13 (1) A district school board may, with a supermajority vote
 14 at a public meeting that begins no earlier than 5 p.m., adopt a
 15 resolution to implement one or more of the exceptions to the
 16 educational facilities construction requirements provided in
 17 this section. Before voting on the resolution, a district school
 18 board must conduct a cost-benefit analysis prepared according to
 19 a professionally accepted methodology that describes how each
 20 exception selected by the district school board achieves cost
 21 savings, improves the efficient use of school district
 22 resources, and impacts the life-cycle costs and life span for
 23 each educational facility to be constructed, as applicable, and
 24 demonstrates that implementation of the exception will not
 25 compromise student safety or the quality of student instruction.
 26 The district school board must conduct at least one public

27 workshop to discuss and receive public comment on the proposed
 28 resolution and cost-benefit analysis, which must begin no
 29 earlier than 5 p.m. and may occur at the same meeting at which
 30 the resolution will be voted upon.

31 (2) A resolution adopted under this section may propose
 32 implementation of exceptions to requirements of the uniform
 33 statewide building code for the planning and construction of
 34 public educational and ancillary plants adopted pursuant to ss.
 35 553.73 and 1013.37 relating to:

36 (a) Interior nonload-bearing walls, by approving the use
 37 of fire-rated wood stud walls in new construction or remodeling
 38 for interior nonload-bearing wall assemblies that will not be
 39 exposed to water or located in wet areas.

40 (b) Walkways, roadways, driveways, and parking areas, by
 41 approving the use of designated, stabilized, and well-drained
 42 gravel or grassed student parking areas.

43 (c) Standards for relocatables used as classroom space, as
 44 specified in s. 1013.20, by approving construction
 45 specifications for installation of relocatable buildings that do
 46 not have covered walkways leading to the permanent buildings
 47 onsite.

48 (d) Site lighting, by approving construction
 49 specifications regarding site lighting that:

50 1. Do not provide for lighting of gravel or grassed
 51 auxiliary or student parking areas.

52 2. Provide lighting for walkways, roadways, driveways,

53 paved parking lots, exterior stairs, ramps, and walkways from
54 the exterior of the building to a public walkway through
55 installation of a timer that is set to provide lighting only
56 during periods when the site is occupied.

57 3. Allow lighting for building entrances and exits to be
58 installed with a timer that is set to provide lighting only
59 during periods in which the building is occupied. The minimum
60 illumination level at single-door exits may be reduced to no
61 less than 1 footcandle.

62 Section 2. This act shall take effect July 1, 2016.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 119 Educational Facilities
SPONSOR(S): Bileca and others
TIED BILLS: **IDEN./SIM. BILLS:** SB 442

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee		Brink 	Fudge 
2) Education Committee			

SUMMARY ANALYSIS

The uniform statewide building code for the planning and construction of public educational and ancillary plants, i.e., the State Requirements for Educational Facilities (SREF), is adopted by the Florida Building Commission as part of the Florida Building Code. The Department of Education (DOE) must biennially review and recommend to the Florida Building Commission updates and revisions to the SREF. The law and State Board of Education rules require district school boards to adhere to the SREF when planning and constructing educational facilities and ancillary plants. Generally speaking, SREF standards are premised on providing enhanced safety of occupants and increasing the life span of the extensive, publicly funded infrastructure of Florida's public school districts.

The bill authorizes a district school board to adopt a resolution to implement an exception to one or more of the following SREF requirements regarding:

- Use of wood studs in interior nonload-bearing walls;
- Paved walkways, roadways, driveways, and parking areas;
- Covered walkways for relocatable buildings; and
- Site lighting.

The resolution must pass by a supermajority vote at a public meeting that begins no earlier than 5 p.m. Before voting on the resolution, a district school board must conduct a cost-benefit analysis prepared according to a professionally accepted methodology that describes how each exception selected by the district school board:

- Achieves cost savings;
- Improves the efficient use of school district resources; and
- Impacts the life-cycle costs and life span for each educational facility to be constructed.

The cost-benefit analysis must also demonstrate that implementation of the exception will not compromise student safety or the quality of student instruction. The district school board must conduct at least one public workshop to discuss and receive public comment on the proposed resolution and cost-benefit analysis, which must begin no earlier than 5 p.m. and may occur at the same meeting at which the resolution will be voted upon.

The bill does not have a fiscal impact on state government. District school boards that take advantage of the facilities flexibility may achieve cost savings. See Fiscal Analysis & Economic Impact Statement.

The bill is effective July 1, 2016.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

State Requirements for Educational Facilities

The uniform statewide building code for the planning and construction of public educational and ancillary plants, i.e., the State Requirements for Educational Facilities (SREF), is adopted by the Florida Building Commission as part of the Florida Building Code.¹ The Department of Education (DOE) must biennially review and recommend to the Florida Building Commission updates and revisions to the provisions of the SREF of the Florida Building Code.² The law and State Board of Education rules require district school boards and Florida College System (FCS) institution boards of trustees to adhere to the SREF when planning and constructing educational facilities and ancillary plants.³ Generally speaking, SREF standards are premised on providing enhanced safety of occupants and increasing the life span of the extensive, publicly funded infrastructure of Florida's public school districts.⁴

Currently, the SREF is codified in s. 453 of the Florida Building Code, 5th Edition. Among other things, the SREF specifies the following standards for interior walls; walks, roads, drives, and parking areas; covered walks; and site lighting:

SREF of the Florida Building Code⁵
453.8.3.1.1: Interior nonload-bearing wood studs or partitions shall not be used in permanent educational and auxiliary facilities or relocatable buildings
453.10.2: Walks, roads, drives, and parking areas. Walks, roads, drives, and parking areas on educational and ancillary sites shall be paved. Roads, drives, and parking areas shall be in compliance with Department of Transportation (DOT) road specifications and striped in compliance with DOT paint specifications. All paved areas shall have positive drainage.
453.10.2.1: Covered walks. All buildings in K-12 educational facilities shall be connected by paved walks and accessible under continuous roof cover. New relocatable classroom buildings shall be connected to permanent buildings by paved covered walks where applicable.
453.10.3: Site lighting required. Design, construction, and installation of exterior security lighting for educational and ancillary facilities shall be provided for: <ul style="list-style-type: none">• Auto, bus, and service drives and loading areas;• Parking areas;• Building perimeter; and• Covered and connector walks between buildings and between buildings and parking.

Effect of Proposed Changes

The bill authorizes a district school board to adopt a resolution to implement an exception to one or more of the following SREF requirements:

¹ Section 1013.37(1), F.S.

² Section 1013.37(4), F.S.

³ Section 1013.37(1), F.S.; rule 6A-2.0010, F.A.C.

⁴ See, e.g., s. 1013.12 (casualty, safety, sanitation, and firesafety standards and inspection of property) and 1013.451, F.S. (life-cycle cost comparison)

⁵ International Code Council, *Florida Building Code 5th Edition (2014) Building*,

http://codes.iccsafe.org/app/book/content/2014_Florida/Building%20Code/Chapter%204.html (last visited October 27, 2015) (see s. 453 State Requirements for Educational Facilities).

- Interior nonload-bearing walls by approving the use of fire-rated wood stud walls in new construction or remodeling for interior nonload-bearing wall assemblies that will not be exposed to water or located in wet areas.
- Walkways, roadways, driveways, and parking areas by approving the use of designated, stabilized, and well-drained gravel or grassed student parking areas.
- Standards for relocatables used as classroom space by approving construction specifications for installation of relocatable buildings that do not have covered walkways leading to the permanent buildings onsite.
- Site lighting by approving construction specifications regarding site lighting that:
 - Do not provide for lighting of gravel or grassed auxiliary or student parking areas.
 - Provide lighting for walkways, roadways, driveways, paved parking lots, exterior stairs, ramps, and walkways from the exterior of the building to a public walkway through installation of a timer that is set to provide lighting only during periods when the site is occupied.
 - Allow lighting for building entrances and exits to be installed with a timer that is set to provide lighting only during periods in which the building is occupied. The minimum illumination level at single-door exits may be reduced to no less than 1 footcandle.

The resolution must pass by a supermajority vote at a public meeting that begins no earlier than 5 p.m. Before voting on the resolution, a district school board must conduct a cost-benefit analysis prepared according to a professionally accepted methodology that describes how each exception selected by the district school board:

- Achieves cost savings;
- Improves the efficient use of school district resources; and
- Impacts the life-cycle costs and life span for each educational facility to be constructed.

The cost-benefit analysis must also demonstrate that implementation of the exception will not compromise student safety or the quality of student instruction. The district school board must conduct at least one public workshop to discuss and receive public comment on the proposed resolution and cost-benefit analysis, which must begin no earlier than 5 p.m. and may occur at the same meeting at which the resolution will be voted upon.

B. SECTION DIRECTORY:

Section 1. Creates s. 1013.385, F.S., relating to School district construction flexibility.

Section 2. Provides an effective date of July 1, 2016.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:
None.
2. Expenditures:
None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

District school boards that choose to implement the facilities flexibility authorized by the bill may achieve cost savings.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable. This bill does not appear to affect county or municipal governments.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

Not applicable.



Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

1 Committee/Subcommittee hearing bill: K-12 Subcommittee
2 Representative Diaz, M. offered the following:

Amendment (with title amendment)

Remove lines 156-157 and insert:

3
4
5
6 additional amount of \$10,000 for each participating principal in
7 each participating district as a salary supplement, a fund for
8 the principal's school to be used at the principal's discretion,
9 or both, as determined by the district. To be eligible for a
10 salary supplement under this subsection, a participating
11 principal must:

12 1. Be rated "highly effective" as determined by the
13 principal's performance evaluation under s. 1012.34;

14 2. Be transferred to a school that earned a grade of "F"
15 or three consecutive grades of "D" pursuant to s. 1008.34 and
16 provided additional authority and responsibilities pursuant to
17 s. 1012.28(8); and



Amendment No. 1

18 3. Have implemented a school turnaround option under s.
19 1008.33(4) as the school's principal. The turnaround option must
20 have resulted in the school improving by at least one letter
21 grade while he or she was serving as the school's principal.

22

23

24

T I T L E A M E N D M E N T

25

Remove lines 15-16 and insert:

26

in the pilot program; providing for funding, eligibility

27

requirements, reporting, and rulemaking; amending s. 1011.69,

28

F.S.;

27 | to read:

28 | 1011.6202 Principal Autonomy Pilot Program Initiative.—The
 29 | Principal Autonomy Pilot Program Initiative is created within
 30 | the Department of Education. The purpose of the pilot program is
 31 | to provide the highly effective principal of a participating
 32 | school with increased autonomy and authority to operate his or
 33 | her school in a way that produces significant improvements in
 34 | student achievement and school management while complying with
 35 | constitutional requirements. The State Board of Education may,
 36 | upon approval of a principal autonomy proposal, enter into a
 37 | performance contract with up to three district school boards for
 38 | participation in the pilot program.

39 | (1) PARTICIPATING SCHOOL DISTRICTS.—A Florida school
 40 | district may submit to the state board for approval a principal
 41 | autonomy proposal that exchanges statutory and rule exemptions
 42 | for an agreement to meet performance goals established in the
 43 | proposal. If approved by the state board, the school district
 44 | shall be eligible to participate in the pilot program for 3
 45 | years. At the end of the 3 years, the performance of all
 46 | participating schools in the school district shall be evaluated.

47 | (2) PRINCIPAL AUTONOMY PROPOSAL.—

48 | (a) To participate in the pilot program, a school district
 49 | must:

- 50 | 1. Identify three middle or high schools that received at
 51 | least two school grades of "D" or "F" pursuant to s. 1008.34
 52 | during the previous 3 school years.

53 2. Identify three principals who have earned a highly
 54 effective rating on the prior year's performance evaluation
 55 pursuant to s. 1012.34, one of whom shall be assigned to each of
 56 the participating schools.

57 3. Describe the current financial and administrative
 58 management of each participating school; identify the areas in
 59 which each school principal will have increased fiscal and
 60 administrative autonomy, including the authority and
 61 responsibilities provided in s. 1012.28(8); and identify the
 62 areas in which each participating school will continue to follow
 63 district school board fiscal and administrative policies.

64 4. Explain the methods used to identify the educational
 65 strengths and needs of the participating school's students and
 66 identify how student achievement can be improved.

67 5. Establish performance goals for student achievement, as
 68 defined in s. 1008.34(1), and explain how the increased autonomy
 69 of principals will help participating schools improve student
 70 achievement and school management.

71 6. Provide each participating school's mission and a
 72 description of its student population.

73 (b) The state board shall establish criteria, which must
 74 include the criteria listed in paragraph (a), for the approval
 75 of a principal autonomy proposal.

76 (c) A school district must submit its principal autonomy
 77 proposal to the state board for approval by December 1 in order
 78 to begin participation in the subsequent school year. By

79 February 28 of the school year in which the proposal is
 80 submitted, the state board shall notify the district school
 81 board in writing whether the proposal is approved.

82 (3) EXEMPTION FROM LAWS.—

83 (a) With the exception of those laws listed in paragraph
 84 (b), a participating school district is exempt from the
 85 provisions of chapters 1000-1013 and rules of the state board
 86 that implement those exempt provisions.

87 (b) A participating school district shall comply with the
 88 provisions of chapters 1000-1013, and rules of the state board
 89 that implement those provisions, pertaining to the following:

90 1. Those laws relating to the election and compensation of
 91 district school board members, the election or appointment and
 92 compensation of district school superintendents, public meetings
 93 and public records requirements, financial disclosure, and
 94 conflicts of interest.

95 2. Those laws relating to the student assessment program
 96 and school grading system, including chapter 1008.

97 3. Those laws relating to the provision of services to
 98 students with disabilities.

99 4. Those laws relating to civil rights, including s.
 100 1000.05, relating to discrimination.

101 5. Those laws relating to student health, safety, and
 102 welfare.

103 6. Section 1001.42(4)(f), relating to the uniform opening
 104 date for public schools.

105 7. Section 1003.03, governing maximum class size, except
 106 that the calculation for compliance pursuant to s. 1003.03 is
 107 the average at the school level for a participating school.

108 8. Sections 1012.22(1)(c) and 1012.27(2), relating to
 109 compensation and salary schedules.

110 9. Section 1012.33(5), relating to workforce reductions
 111 for annual contracts for instructional personnel. This
 112 subparagraph does not apply to at-will employees.

113 10. Section 1012.335, relating to annual contracts for
 114 instructional personnel hired on or after July 1, 2011. This
 115 subparagraph does not apply to at-will employees.

116 11. Section 1012.34, relating to personnel evaluation
 117 procedures and criteria.

118 12. Those laws pertaining to educational facilities,
 119 including chapter 1013, except that s. 1013.20, relating to
 120 covered walkways for relocatables, and s. 1013.21, relating to
 121 the use of relocatable facilities exceeding 20 years of age, are
 122 eligible for exemption.

123 13. Those laws pertaining to participating school
 124 districts, including this section and ss. 1011.69(2) and
 125 1012.28(8).

126 (4) PROFESSIONAL DEVELOPMENT.--Each participating school
 127 district shall require that the principal of each participating
 128 school, a three-member leadership team from each participating
 129 school, and district personnel working with each participating
 130 school complete the University of Virginia School Turnaround

131 Program. The required personnel must enroll in the University of
 132 Virginia School Turnaround Program upon acceptance into the
 133 pilot program. Each participating school district shall receive
 134 \$100,000 from the department for participation in the University
 135 of Virginia School Turnaround Program.

136 (5) TERM OF PARTICIPATION.—The state board shall authorize
 137 a school district to participate in the pilot program for a
 138 period of 3 years commencing with approval of the principal
 139 autonomy proposal. Authorization to participate in the pilot
 140 program may be renewed upon action of the state board. The state
 141 board may revoke authorization to participate in the pilot
 142 program if the school district fails to meet the requirements of
 143 this section during the 3-year period.

144 (6) REPORTING.—Each participating school district shall
 145 submit an annual report to the state board. The state board
 146 shall annually report on the implementation of the Principal
 147 Autonomy Pilot Program Initiative. Upon completion of the pilot
 148 program's first 3-year term, the Commissioner of Education shall
 149 submit to the President of the Senate and the Speaker of the
 150 House of Representatives by December 1 a full evaluation of the
 151 effectiveness of the pilot program.

152 (7) FUNDING.—The Legislature shall provide an
 153 appropriation to the department for the costs of the pilot
 154 program, including administrative costs and enrollment costs for
 155 the University of Virginia School Turnaround Program, and an
 156 additional scholarship of \$10,000 to each participating

157 principal to be used at his or her school.

158 (8) RULEMAKING.—The State Board of Education shall adopt
 159 rules to administer this section.

160 Section 2. Subsection (2) of section 1011.69, Florida
 161 Statutes, is amended to read:

162 1011.69 Equity in School-Level Funding Act.—

163 (2) Beginning in the 2003-2004 fiscal year, district
 164 school boards shall allocate to schools within the district an
 165 average of 90 percent of the funds generated by all schools and
 166 guarantee that each school receives at least 80 percent, except
 167 schools participating in the Principal Autonomy Pilot Program
 168 Initiative under s. 1011.6202 are guaranteed to receive at least
 169 90 percent, of the funds generated by that school based upon the
 170 Florida Education Finance Program as provided in s. 1011.62 and
 171 the General Appropriations Act, including gross state and local
 172 funds, discretionary lottery funds, and funds from the school
 173 district's current operating discretionary millage levy. Total
 174 funding for each school shall be recalculated during the year to
 175 reflect the revised calculations under the Florida Education
 176 Finance Program by the state and the actual weighted full-time
 177 equivalent students reported by the school during the full-time
 178 equivalent student survey periods designated by the Commissioner
 179 of Education. If the district school board is providing programs
 180 or services to students funded by federal funds, any eligible
 181 students enrolled in the schools in the district shall be
 182 provided federal funds.

183 Section 3. Subsection (8) is added to section 1012.28,
 184 Florida Statutes, to read:

185 1012.28 Public school personnel; duties of school
 186 principals.-

187 (8) The principal of a school participating in the
 188 Principal Autonomy Pilot Program Initiative under s. 1011.6202
 189 has the following additional authority and responsibilities:

190 (a) In addition to the authority provided in subsection
 191 (6), the authority to select qualified instructional personnel
 192 for placement or to refuse to accept the placement or transfer
 193 of instructional personnel by the district school
 194 superintendent. Placement of instructional personnel at a
 195 participating school in a participating school district does not
 196 affect the employee's status as a school district employee.

197 (b) The authority to deploy financial resources to school
 198 programs at the principal's discretion to help improve student
 199 achievement, as defined in s. 1008.34(1), and meet performance
 200 goals identified in the principal autonomy proposal submitted
 201 pursuant to s. 1011.6202.

202 (c) To annually provide to the district school
 203 superintendent and the district school board a budget for the
 204 operation of the participating school that identifies how funds
 205 provided pursuant to s. 1011.69(2) are allocated. The school
 206 district shall include the budget in the annual report provided
 207 to the State Board of Education pursuant to s. 1011.6202(6).

208 Section 4. This act shall take effect July 1, 2016.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 287 Principal Autonomy Pilot Program Initiative
SPONSOR(S): Diaz, Jr.
TIED BILLS: IDEN./SIM. BILLS: SB 434

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee		Cherry TC	Fudge 
2) Education Appropriations Subcommittee			
3) Education Committee			

SUMMARY ANALYSIS

The bill establishes the Principal Autonomy Pilot Program Initiative (PAPPI) within the Department of Education to provide the principals of participating schools in participating school districts with increased autonomy and authority regarding allocation of resources and staffing. School districts selected for participation in PAPPI are exempt from the K-20 Education Code and State Board of Education rules, with exceptions. Among other exemptions, the class size compliance calculation for participating schools is the school-level average, rather than the individual classroom level.

School district participation in PAPPI is voluntary. School districts seeking to participate in PAPPI must submit a principal autonomy proposal to the State Board of Education for approval. Among other things, the proposal must identify three middle or high schools that received at least two school grades of "D" or "F" during the previous three school years, describe the areas in which increased autonomy will be granted, and state measurable goals regarding student achievement and operational efficiency. The state board may select up to three school districts for participation in PAPPI. The initial term of the program is three years.

The bill grants the principals of participating schools greater authority regarding staffing decisions, allocation of financial resources, and budgeting. Among other things, the principal of a participating school is granted greater authority to hire qualified instructional personnel or refuse placement or transfer of such personnel. Before participation in the program may begin, such principals must complete professional development designed to enable them to implement increased autonomy. Participating school districts must guarantee participating schools at least 90 percent of the funds generated in the Florida Education Finance Program (FEFP) by that school. The current minimum guaranteed is 80 percent of such funds.

Participating school districts must annually report measures taken to implement the program and results achieved to the state board. The Commissioner of Education must submit a full evaluation of the program's effectiveness to the President of the Senate and the Speaker of the House of Representatives upon expiration of the initial three year term.

For an analysis of the bill's fiscal impact, see FISCAL COMMENTS, *infra*.

The bill provides an effective date of July 1, 2016.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Research indicates that school leadership is “second only to classroom instruction among all school-related factors that contribute to what students learn at school.”¹ Research also indicates that effective school leadership plays a critical role in the recruitment and retention of quality teachers.² According to researchers, “principals can be more effective when there is a district-wide culture of joint responsibility for achieving shared student outcome goals.” This includes giving principals more autonomy to implement instructional reforms, budget and allocate resources, and hire a quality instructional team tailored to the individual needs of his or her school.³

School Principals

“School administrators” include school principals, school directors, career center directors, and assistant principals.⁴ Among other things, school principals are responsible for:

- Fully supporting the authority of classroom teachers and school bus drivers regarding student discipline and conduct.
- Providing instructional leadership in the development, revision, and implementation of a school improvement plan.
- Accurate and timely compliance with statutory reporting requirements.
- The management and care of instructional materials.
- Facilitating parental involvement in their child’s education and providing information to parents regarding their child’s educational progress and available educational choices.⁵

When filling instructional positions⁶ at the school level, the district school superintendent must consider nominations received from school principals of the respective schools in the school district. The superintendent then must make recommendations to the district school board regarding each position to be filled and the persons to fill such positions. The school board has discretion to approve or reject any of the superintendent’s recommendations. Before transferring a classroom teacher from one school to another, the superintendent must consult with the principal of the receiving school and allow the principal to review the teacher’s records, student performance results,⁷ and interview the teacher. If a principal believes students would not benefit from the placement, he or she may request an alternative placement subject to the approval by the superintendent.⁸ However, the superintendent must accept

¹ Kenneth Leithwood, et. al., *How Leadership Influences Student Learning*, Ontario Institute for Studies in Education, at 5 (2004), available at <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf>.

² The Wallace Foundation, *Leading From Every Seat, Empowering Principals to Cultivate Teacher Leadership for School Improvement*, at 4 (2015), available at <http://www.newleaders.org/wp-content/uploads/LeadingFromEverySeat.pdf>.

³ Ikemato, Gina, et. al., *Great Principals At Scale: Creating District Conditions That Enable All Principals to Be Effective*, The Bush Institute, at 9-11 (June, 2014), available at http://www.newleaders.org/wp-content/uploads/GPAS_FullReport_Final.pdf.

⁴ See s. 1012.01(3), F.S. Administrative personnel are K-12 personnel who perform management activities such as developing and executing broad policies for the school district. Administrative personnel include district-based instructional and non-instructional administrators, as well as school administrators who perform administrative duties at the school-level. *Id.*

⁵ Section 1001.54, F.S.

⁶ Instructional personnel include classroom teachers; staff who provide student personnel services, e.g., guidance counselors, social workers, career specialists, and school psychologists; librarians and media specialists; other instructional staff, e.g., learning resource specialists; and education paraprofessionals under the direct supervision of instructional personnel. Section 1012.01(2), F.S.

⁷ As measured by the instructional personnel’s performance evaluation. Section 1012.28(6), F.S.

⁸ Section 1012.27(1)(b), F.S.

the principal's decision to refuse placement or transfer of instructional personnel if the instructional personnel has a performance evaluation rating of needs improvement or unsatisfactory.⁹

The Florida Principal Leadership Standards

The Florida Principal Leadership Standards (FPLS) are Florida's core expectations for effective school administrators, including school principals. The FPLS are research-based; represent necessary knowledge, skills, and abilities for effective school leadership; and are the basis for school administrator performance evaluations, professional development systems, preparation programs, and certification requirements. The FPLS emphasize ability to improve student learning results; development and retention of quality classroom teachers; and school management practices that promote student learning, effective allocation of resources, and efficient operations.¹⁰

Performance Evaluation

Florida law requires each district school superintendent to establish procedures to evaluate the job performance of district instructional, administrative, and supervisory personnel.¹¹ Instructional personnel and school administrators must be evaluated annually, with exceptions.¹² School district performance evaluation systems must differentiate among four levels of performance:

- Highly effective;
- Effective;
- Needs improvement, or for instructional personnel in their first three years of employment who need improvement, developing; and
- Unsatisfactory.¹³

The criteria used to measure school administrator performance are student performance, instructional leadership, and professional and job responsibilities.¹⁴ At least one-third of a school administrator's evaluation must be based upon student performance, with certain exceptions.¹⁵ Student performance must be measured by statewide assessments¹⁶ and, by the 2014-2015 school year for subjects and grade levels not tested by statewide assessments, local assessments.¹⁷ Evaluation of instructional leadership must include performance measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth.¹⁸

⁹ Section 1012.28(6), F.S.

¹⁰ Section 1012.34 F.S. and Rule 6A-5.080(1)-(2), F.A.C.

¹¹ Section 1012.34(1)(a), F.S. The term "supervisory personnel" is not defined. *See* s. 1012.01(3), F.S.

¹² *See* s. 1012.34(3)(a), F.S. Newly hired classroom teachers must be evaluated at least twice in their first year of teaching in the school district "Newly hired classroom teachers" include first-time teachers new to the profession as well as veteran teachers new to the school district. *Id.*

¹³ Section 1012.34(2)(e), F.S.

¹⁴ Section 1012.34(3)(a)1., 3., and 4., F.S.

¹⁵ Section 1012.34(3)(a)1., F.S. If less than three years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment. Section 1012.34(3)(a)1.b., F.S.

¹⁶ The statewide assessment program for public schools includes statewide, standardized assessments for ELA (grades 3-10) and mathematics (grades 3-8); end-of-course (EOC) assessments for Algebra I, Algebra II, geometry, Biology I, civics, and U.S. History; and FCAT 2.0 science (grades 5 and 8). Section 1008.22(3)(a)(b), F.S. EOC assessments count 30 percent of a student's final course grade. *See* ss. 1003.4156(1) and 1003.4282(3), F.S.

¹⁷ Sections 1012.34(3)(a)1. and 1008.22(6), F.S.

¹⁸ Section 1012.34(3)(a)3., F.S.

Professional Development

Professional development for school administrators is provided through school district professional development systems including the William Cecil Golden Professional Development Program for School Leaders. This program is established in collaboration with state and national professional leadership organizations and it is designed to respond to Florida's needs for quality school leadership and support the efforts of school leaders in improving instruction and student achievement and developing and retaining quality teachers.¹⁹ Professional development provided through the program must be based upon the FPLS and other school leadership standards.²⁰

The University of Virginia School Turnaround Program is a professional development program for school-level leaders established in collaboration with the University of Virginia Darden School of Business and the Curry School of Education.²¹ The program is designed to respond to the needs of underperforming schools by helping education leaders identify individual key issues and develop individual strategies to turn around a school. The program focuses on leadership, instructional infrastructure, differentiated support and accountability, and talent management.²²

Effect of Proposed Changes

The bill establishes the Principal Autonomy Pilot Program Initiative (PAPPI) within the Department of Education (DOE) to provide the principal of a participating school with increased autonomy and authority regarding allocation of resources and staffing to improve student achievement and school management. School district participation in PAPPI is voluntary. School districts seeking to participate in PAPPI must submit a principal autonomy proposal to the State Board of Education for approval. A proposal must:

- Identify three middle or high schools that received at least two school grades of "D" or "F" during the previous three school years.
- Identify three principals who have earned a highly effective rating on the prior year's performance evaluations, one of whom shall be assigned to each of the participating schools.
- Describe the current financial and administrative management of each participating school;
- Identify the areas in which each school principal will have increased fiscal and administrative autonomy, including greater autonomy regarding the hiring of instructional personnel.
- Identify the areas in which each participating school will continue to follow district school board fiscal and administrative policies.
- Explain the methods used to identify the educational strengths and needs of the participating school's students and identify how student achievement can be improved.
- Establish performance goals for student achievement.
- Explain how increased principal autonomy will help participating schools improve student achievement and school management.
- Provide each participating school's mission and a description of its student population.

Based upon these criteria, the state board must approve or deny a school district's proposal. The bill authorizes the state board to enter into a performance contract with up to three district school boards for participation in PAPPI. The term of the program is three years, at which time the performance of all participating schools in the school district must be evaluated. The state board may revoke a district's participation in the program during the term of the program and may renew participation upon expiration of the initial term. The bill specifies deadlines for submission and approval of principal autonomy

¹⁹ See ss. 1012.98(4) and 1012.986, F.S.

²⁰ Section 1012.986(1)-(2), F.S.

²¹ University of Virginia, *Darden/Curry Partnership for Leadership in Education*, <http://www.darden.virginia.edu/darden-curry-ple/about/> (last visited October 28, 2015).

²² University of Virginia, *Darden Partnership for Leadership in Education*, available at <http://web3.darden.virginia.edu/ple/>

proposals and requires the state board to adopt rules for administering PAPPI, including criteria for approving proposals.

The bill exempts participating school districts from the K-20 Education Code and state board rules implementing such provisions, except provisions relating to:

- The election and compensation of district school board members, the election or appointment and compensation of district school superintendents, public meetings and public records requirements, financial disclosure, and conflicts of interest.
- The student assessment program, school grading system, and other school improvement and accountability requirements.
- Students with disabilities.
- Civil rights.
- Student health, safety, and welfare.
- The uniform opening date for public schools.
- Maximum class size, except that compliance for a participating school is calculated at the school-level average, rather than at the individual classroom level.²³
- Personnel compensation and salary schedules.
- Workforce reductions for annual contracts for instructional personnel, excluding at-will employees.
- Annual contracts for instructional personnel hired on or after July 1, 2011, excluding at-will employees.
- Personnel performance evaluations.
- Educational facilities, excluding provisions governing covered walkways for relocatables and use of relocatable facilities exceeding 20 years of age.
- Administration and implementation of PAPPI by participating school districts.

Each participating school district must require the principal of each participating school, a three-member leadership team from each participating school, and district personnel working with each participating school to enroll and complete the University of Virginia School Turnaround Program. Each participating school district shall receive \$100,000 from the department for participation in program.

Participating school districts must submit an annual report to the state board regarding program implementation. Upon completion of the program's first three-year term, the Commissioner of Education must submit a full evaluation of the program's effectiveness to the President of the Senate and the Speaker of the House of Representatives by December 1 of that year. This evaluation will allow the Legislature to assess the program's performance and decide whether to continue or repeal the program.

The bill revises existing law governing the personnel duties of school principals and school budgeting and calculation of expenditures to facilitate implementation of PAPPI. Currently, a district school superintendent must consider, but is not bound by, personnel nominations made by school principals. Furthermore, a school principal may only refuse placement of instructional personnel rated needs improvement or unsatisfactory on annual performance evaluations. The bill authorizes the principal of a participating school to:

- Select qualified instructional personnel for placement at the school; and
- Refuse placement or transfer of instructional personnel by the district school superintendent, in any case.

²³ The Florida Constitution provides that class sizes may not exceed 18 students for prekindergarten through 3rd grade; 22 students for 4th through 8th grades; and 25 students for 9th through 12th grades. Section 1(a), Art. IX of the State Constitution and s. 1003.03(1), F.S. The law provides for calculation of class size compliance at the school-level average for public schools of choice, including charter schools. Sections 1002.31(5) and 1002.33(16)(b)3., F.S.

The bill also provides participating principals greater authority to deploy financial resources and control over his or her school's operational budget. Currently, each district school board must allocate to schools within the district an average of 90 percent of the funds generated by all schools and guarantee that each school receives at least 80 percent of the funds generated by that school based upon the Florida Education Finance Program (FEFP), including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy. The bill specifies that schools participating in PAPPI must be guaranteed to receive at least 90 percent of the funds generated in the FEFP by that school.

B. SECTION DIRECTORY:

Section 1. Creates s. 1011.6202, F.S., relating to the Principal Autonomy Pilot Program Initiative.

Section 2. Amends s. 1011.69, F.S., relating to the Equity in School-Level Funding Act.

Section 3. Amends s. 1012.28, F.S., relating to Public school personnel; duties of school principals.

Section 4. Provides an effective date of July 1, 2016.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

See FISCAL COMMENTS, *infra*.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The Legislature must appropriate \$100,000 to each participating school district for the cost of the pilot program. This includes costs for the University of Virginia School Turnaround Program and an additional scholarship of \$10,000 to each participating principal to be used at his or her school. The maximum cost for the pilot program is \$390,000.

Participation in PAPPi is optional. Several of the requirements for participating in PAPPi will impact budgeting and allocation of resources by participating school districts. Schools participating in PAPPi must be guaranteed to receive at least 90 percent of the funds generated in the FEFP by that school. The current minimum guarantee is 80 percent of such funds. The bill also provides principals of those schools greater authority to deploy financial resources and control over the school's operational budget.

The bill requires the principals of participating schools to complete additional professional development, but provides for inclusion of expenses incurred by participating school districts in DOE's calculation of a participating school district's operating expenditures.

Participating school districts may achieve cost savings resulting from the statutory and rule exemptions granted to them by the bill.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable. This bill does not appear to affect county or municipal governments.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill requires the State Board of Education to adopt rules for administering the Principal Autonomy Pilot Program Initiative, including criteria for approval of school district principal autonomy proposals.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

Not applicable.

**Legislation Regarding
Struggling Readers**

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1 A bill to be entitled
 2 An act relating to reading instruction; providing an
 3 effective date.

4
 5 Be It Enacted by the Legislature of the State of Florida:

6
 7 Section 1. Section 1001.215, Florida Statutes, is amended
 8 to read:

9 1001.215 Just Read, Florida! Office.—There is created in
 10 the Department of Education the Just Read, Florida! Office. The
 11 office is ~~shall be~~ fully accountable to the Commissioner of
 12 Education and shall:

13 (1) Train ~~highly effective~~ reading coaches.

14 (2) Create multiple designations of effective reading
 15 instruction, with accompanying credentials, to enable ~~which~~
 16 ~~encourage~~ all teachers to integrate reading instruction into
 17 their content areas.

18 (3) Provide training to ~~Train~~ K-12 teachers, reading
 19 coaches, and school principals on effective content-area-
 20 specific reading strategies and explicit, systematic, and
 21 multisensory approaches to reading instruction that are proven
 22 to improve the reading performance of all students. For
 23 secondary teachers, emphasis shall be on technical text. These
 24 strategies must be developed for all content areas in the K-12
 25 curriculum.

26 (4) Provide parents with information and strategies for

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27 assisting their children in reading, including reading in the
 28 content areas area.

29 (5) Provide technical assistance to school districts in
 30 the development and implementation of district plans for use of
 31 the research-based reading instruction allocation provided in s.
 32 1011.62(9) and annually review and approve such plans.

33 (6) Review, evaluate, and provide technical assistance to
 34 school districts' implementation of the K-12 comprehensive
 35 reading plan required in s. 1011.62(9).

36 (7) Work with the Florida Center for Reading Research to
 37 identify effective research-based and evidence-based reading
 38 instructional ~~provide information on research-based and~~
 39 intervention ~~reading programs and effective reading in the~~
 40 ~~content area~~ strategies. Reading interventions are evidence-
 41 based strategies frequently used to remediate reading
 42 deficiencies and include individual instruction, tutoring, or
 43 mentoring that target specific reading skills and abilities.

44 (8) Periodically review the Next Generation Sunshine State
 45 Standards for English language arts ~~reading at all grade levels.~~

46 (9) Periodically review teacher certification requirements
 47 and examinations, including alternative certification
 48 requirements and certification examinations ~~exams~~, to ascertain
 49 whether the examinations measure the skills needed for evidence-
 50 based ~~research-based~~ reading instruction and instructional
 51 strategies for teaching reading, including reading in the
 52 content areas.

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53 (10) Work with teacher preparation programs approved
 54 pursuant to ss. 1004.04 and 1004.85 ~~ss. 1004.04~~ to integrate
 55 effective, research-based and evidence-based reading
 56 instructional and intervention strategies; ~~and~~ reading in the
 57 content area instructional strategies; and explicit, systematic,
 58 and multisensory reading instructional strategies into teacher
 59 preparation programs.

60 (11) Post on its website a list of core and supplemental
 61 reading instructional materials for kindergarten through grade 5
 62 that meet, at a minimum, all of the following criteria:

63 (a) Use of an explicit, systematic, sequential, and
 64 multisensory approach to teaching phonemic awareness, phonics,
 65 vocabulary, fluency, and text comprehension.

66 (b) Incorporation of cooperative learning strategies.

67 (c) Incorporation of one-to-one or small group
 68 instructional strategies.

69 (d) Incorporation of decodable or phonetic text
 70 instructional strategies.

71 (e) Provision of teacher training on well-specified
 72 teaching methods and instructional processes designed to
 73 implement the materials.

74 ~~(12) (11)~~ Administer grants and perform other functions as
 75 necessary. ~~to meet the goal that all students read at grade~~
 76 ~~level.~~

77 Section 2. Paragraphs (a) and (b) of subsection (18) of
 78 section 1001.42, Florida Statutes, are amended to read:

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79 | 1001.42 Powers and duties of district school board.—The
80 | district school board, acting as a board, shall exercise all
81 | powers and perform all duties listed below:

82 | (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
83 | Maintain a system of school improvement and education
84 | accountability as provided by statute and State Board of
85 | Education rule. This system of school improvement and education
86 | accountability shall be consistent with, and implemented
87 | through, the district's continuing system of planning and
88 | budgeting required by this section and ss. 1008.385, 1010.01,
89 | and 1011.01. This system of school improvement and education
90 | accountability shall comply with the provisions of ss. 1008.33,
91 | 1008.34, 1008.345, and 1008.385 and include the following:

92 | (a) School improvement plans.—

93 | 1. The district school board shall annually approve and
94 | require implementation of a new, amended, or continuation school
95 | improvement plan for each school in the district. If a school
96 | has a significant gap in achievement on statewide, standardized
97 | assessments administered pursuant to s. 1008.22 by one or more
98 | student subgroups, as defined in the federal Elementary and
99 | Secondary Education Act (ESEA), 20 U.S.C. s.
100 | 6311(b) (2) (C) (v) (II); has not significantly increased the
101 | percentage of students passing statewide, standardized
102 | assessments; has not significantly increased the percentage of
103 | students demonstrating Learning Gains, as defined in s. 1008.34
104 | and as calculated under s. 1008.34(3) (b), who passed statewide,

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105 standardized assessments; or has significantly lower graduation
 106 rates for a subgroup when compared to the state's graduation
 107 rate, that school's improvement plan shall include strategies
 108 for improving these results. The state board shall adopt rules
 109 establishing thresholds and for determining compliance with this
 110 subparagraph.

111 2. A school that serves any students from kindergarten
 112 through grade ~~includes any of grades 6, 7, or 8~~ shall include
 113 annually in its school improvement plan information and data on
 114 the school's early warning system required under paragraph (b),
 115 including a list of the early warning indicators used in the
 116 system, the number of students identified by the system as
 117 exhibiting two or more early warning indicators, the number of
 118 students by grade level that exhibit each early warning
 119 indicator, and a description of all intervention strategies
 120 employed by the school to improve the academic performance of
 121 students identified by the early warning system. ~~In addition, a~~
 122 ~~school that includes any of grades 6, 7, or 8 shall~~ The plan
 123 must also describe in its school improvement plan the strategies
 124 used by the school to implement and evaluate the instructional
 125 practices ~~for middle grades~~ emphasized by the district's
 126 professional development system pursuant to s. 1012.98(4)(b)9.
 127 and 10.

128 (b) Early warning system.—

129 1. A school that serves any students from kindergarten
 130 through grade ~~includes any of grades 6, 7, or 8~~ shall implement

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131 an early warning system to identify students in these grades ~~6~~
 132 ~~7, and 8~~ who need additional support to improve academic
 133 performance and stay engaged in school. The early warning system
 134 must include the following early warning indicators:

135 a. Attendance below 90 percent, regardless of whether
 136 absence is excused or a result of out-of-school suspension.

137 b. One or more suspensions, whether in school or out of
 138 school.

139 c. Course failure in English Language Arts or mathematics
 140 during any grading period.

141 d. A Level 1 score on the statewide, standardized
 142 assessments in English Language Arts or mathematics, or for
 143 students in kindergarten through grade 3, a substantial reading
 144 deficiency as determined under s. 1008.25(5)(a).

145
 146 A school district may identify additional early warning
 147 indicators for use in a school's early warning system.

148 2. A school-based team responsible for implementing the
 149 requirements of this paragraph shall monitor the data from the
 150 early warning system in subparagraph (a)2. When a student
 151 exhibits two or more early warning indicators, the team shall
 152 ~~the school's child study team under s. 1003.02 or a school-based~~
 153 ~~team formed for the purpose of implementing the requirements of~~
 154 ~~this paragraph shall convene to determine,~~ in consultation with
 155 the parent, appropriate intervention strategies for the student
 156 unless the student is already being served by an intervention

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157 program at the direction of a school-based, multi-disciplinary
 158 team. The school shall provide at least 10 days' written notice
 159 of the meeting to the student's parent, indicating the meeting's
 160 purpose, time, and location, and provide the parent the
 161 opportunity to participate. Data and information relating to a
 162 student's indicators must be used to inform any intervention
 163 strategies provided to the student identified under this
 164 paragraph. If a student exhibits a substantial reading
 165 deficiency as one of two or more early warning indicators, the
 166 school-based team must be consulted in developing an
 167 individualized progress monitoring plan for the student pursuant
 168 to s. 1008.25(4)(b) if a plan has not yet been developed.

169 Section 3. Subsection (11) of section 1002.20, Florida
 170 Statutes, is amended to read:

171 1002.20 K-12 student and parent rights.—Parents of public
 172 school students must receive accurate and timely information
 173 regarding their child's academic progress and must be informed
 174 of ways they can help their child to succeed in school. K-12
 175 students and their parents are afforded numerous statutory
 176 rights including, but not limited to, the following:

177 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any
 178 K-3 student who exhibits a substantial reading deficiency shall
 179 be immediately notified of the student's deficiency pursuant to
 180 s. 1008.25(5) and with a description and explanation, in terms
 181 understandable to the parent, of the exact nature of the
 182 student's difficulty in learning and lack of achievement in

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183 reading, shall be consulted in the development of a plan, as
 184 described in s. 1008.25(4)(b) ~~., and shall be informed that the~~
 185 ~~student will be given intensive reading instruction until the~~
 186 ~~deficiency is corrected. This subsection operates in addition to~~
 187 ~~the remediation and notification provisions contained in s.~~
 188 ~~1008.25 and in no way reduces the rights of a parent or the~~
 189 ~~responsibilities of a school district under that section.~~

190 Section 4. Subsection (1) of section 1002.59, Florida
 191 Statutes, is amended to read:

192 1002.59 Emergent literacy and performance standards
 193 training courses.—

194 (1) The office shall adopt minimum standards for one or
 195 more training courses in emergent literacy for prekindergarten
 196 instructors. Each course must comprise 5 clock hours and provide
 197 instruction in explicit, systematic, and multisensory
 198 instruction strategies and techniques to address the age-
 199 appropriate progress of prekindergarten students in developing
 200 emergent literacy skills, including oral communication,
 201 knowledge of print and letters, phonemic and phonological
 202 awareness, and vocabulary and comprehension development. Each
 203 course must address early identification and intervention for
 204 struggling readers and also provide resources containing
 205 strategies that allow students with disabilities and other
 206 special needs to derive maximum benefit from the Voluntary
 207 Prekindergarten Education Program. Successful completion of an
 208 emergent literacy training course approved under this section

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209 satisfies requirements for approved training in early literacy
 210 and language development under ss. 402.305(2)(d)5., 402.313(6),
 211 and 402.3131(5).

212 Section 5. Paragraph (d) is added to subsection (3) of
 213 section 1002.67, Florida Statutes, to read:

214 1002.67 Performance standards; curricula and
 215 accountability.—

216 (3)

217 (d) Students who exhibit a deficiency in phonemic
 218 awareness, phonics, vocabulary, fluency, or comprehension must
 219 be provided intensive, explicit, and systematic instruction.

220 Section 6. Subsection (2) of section 1002.69, Florida
 221 Statutes, is amended to read:

222 1002.69 Statewide kindergarten screening; kindergarten
 223 readiness rates; state-approved prekindergarten enrollment
 224 screening; good cause exemption.—

225 (2) The statewide kindergarten screening shall provide
 226 objective data concerning each student's readiness for
 227 kindergarten and progress in attaining the performance standards
 228 adopted by the office under s. 1002.67(1). Data from the
 229 screening must be used to identify students in need of
 230 intervention and support pursuant to s. 1008.25(5).

231 Section 7. Paragraph (b) of subsection (2) of section
 232 1004.04, Florida Statutes, is amended to read:

233 1004.04 Public accountability and state approval for
 234 teacher preparation programs.—

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235 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—
 236 (b) The rules to establish uniform core curricula for each
 237 state-approved teacher preparation program must include, but are
 238 not limited to, the following:
 239 1. The Florida Educator Accomplished Practices.
 240 2. The state-adopted content standards.
 241 3. Scientifically researched reading instruction,
 242 including explicit, systematic, and multisensory approaches to
 243 reading instruction and intervention that are proven to improve
 244 reading performance for all students.
 245 4. Content literacy and mathematics practices.
 246 5. Strategies appropriate for the instruction of English
 247 language learners.
 248 6. Strategies appropriate for the instruction of students
 249 with disabilities.
 250 7. School safety.
 251 (c) Each candidate must receive instruction and be
 252 assessed on the uniform core curricula in the candidate's area
 253 or areas of program concentration, including reading instruction
 254 under s. 1012.567, as applicable, during course work and field
 255 experiences.
 256 Section 8. Paragraphs (a) and (b) of subsection (3) of
 257 section 1004.85, Florida Statutes, are amended to read:
 258 1004.85 Postsecondary educator preparation institutes.—
 259 (3) Educator preparation institutes approved pursuant to
 260 this section may offer competency-based certification programs

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261 specifically designed for noneducation major baccalaureate
 262 degree holders to enable program participants to meet the
 263 educator certification requirements of s. 1012.56. An educator
 264 preparation institute choosing to offer a competency-based
 265 certification program pursuant to the provisions of this section
 266 must implement a program previously approved by the Department
 267 of Education for this purpose or a program developed by the
 268 institute and approved by the department for this purpose.
 269 Approved programs shall be available for use by other approved
 270 educator preparation institutes.

271 (a) Within 90 days after receipt of a request for
 272 approval, the Department of Education shall approve a
 273 preparation program pursuant to the requirements of this
 274 subsection or issue a statement of the deficiencies in the
 275 request for approval. The department shall approve a
 276 certification program if the institute provides evidence of the
 277 institute's capacity to implement a competency-based program
 278 that includes each of the following:

279 1.a. Participant instruction and assessment in the Florida
 280 Educator Accomplished Practices.

281 b. The state-adopted student content standards.

282 c. Scientifically researched reading instruction,
 283 including explicit, systematic, and multisensory approaches to
 284 reading instruction and intervention that are proven to improve
 285 reading performance for all students.

286 d. Content literacy and mathematical practices.

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- 287 e. Strategies appropriate for instruction of English
 288 language learners.
- 289 f. Strategies appropriate for instruction of students with
 290 disabilities.
- 291 g. School safety.
- 292 2. An educational plan for each participant to meet
 293 certification requirements and demonstrate his or her ability to
 294 teach the subject area for which the participant is seeking
 295 certification, which is based on an assessment of his or her
 296 competency in the areas listed in subparagraph 1.
- 297 3. Field experiences appropriate to the certification
 298 subject area specified in the educational plan with a diverse
 299 population of students in a variety of settings under the
 300 supervision of qualified educators.
- 301 4. A certification ombudsman to facilitate the process and
 302 procedures required for participants who complete the program to
 303 meet any requirements related to the background screening
 304 pursuant to s. 1012.32 and educator professional or temporary
 305 certification pursuant to s. 1012.56.
- 306 (b) Each program participant must:
- 307 1. Meet certification requirements pursuant to s.
 308 1012.56(1) by obtaining a statement of status of eligibility in
 309 the certification subject area of the educational plan and meet
 310 the requirements of s. 1012.56(2)(a)-(f).
- 311 2. Participate in coursework and field experiences that
 312 are appropriate to his or her educational plan prepared under

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313 paragraph (a), including reading instruction under s. 1012.567,
 314 as applicable.

315 3. Before completion of the program, fully demonstrate his
 316 or her ability to teach the subject area for which he or she is
 317 seeking certification by documenting a positive impact on
 318 student learning growth in a prekindergarten through grade 12
 319 setting and achieving a passing score on the professional
 320 education competency examination, the basic skills examination,
 321 and the subject area examination for the subject area
 322 certification which is required by state board rule.

323 Section 9. Section 1008.25, Florida Statutes, is amended
 324 to read:

325 1008.25 Public school student progression; student
 326 support; reporting requirements.—

327 (3) ALLOCATION OF RESOURCES.—District school boards shall
 328 allocate remedial and supplemental instruction resources to
 329 students in the following priority:

330 (a) Students who are deficient in reading by the end of
 331 grade 3.

332 (b) Students who fail to meet performance levels required
 333 for promotion consistent with the district school board's plan
 334 for student progression required in subsection (2) paragraph
 335 ~~(2)(b)~~.

336 (4) ASSESSMENT AND SUPPORT.—

337 (b) A student who has a substantial reading deficiency as
 338 determined by the school district or is not meeting the school

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339 ~~district or~~ state requirements for satisfactory performance in
 340 English Language Arts and mathematics must be covered by ~~one of~~
 341 ~~the following plans:~~

342 ~~1. a~~ A federally required student plan, such as an
 343 individual education plan;

344 ~~2. A schoolwide system of progress monitoring for all~~
 345 ~~students, except a student who scores Level 4 or above on the~~
 346 ~~English Language Arts and mathematics assessments may be~~
 347 ~~exempted from participation by the principal; or~~

348 ~~3. an~~ An individualized progress monitoring plan; or both,
 349 as necessary.

350 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

351 (a) Any student in kindergarten through grade 3 who
 352 exhibits a substantial deficiency in reading, based upon locally
 353 determined screening, diagnostic, progress monitoring, or
 354 assessment data; ~~or statewide assessments conducted in~~
 355 ~~kindergarten or grade 1, grade 2, or grade 3;~~ or through
 356 teacher observations, must be provided given intensive,
 357 explicit, systematic, and multisensory reading interventions
 358 ~~instruction~~ immediately following the identification of the
 359 reading deficiency. A school may not wait for a student to
 360 receive a failing grade at the end of a grading period to
 361 identify the student as having a substantial reading deficiency
 362 and initiate intensive reading interventions. The student's
 363 reading proficiency must be monitored and the intensive
 364 interventions ~~instruction~~ must continue until the student

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365 demonstrates grade level proficiency in a manner determined by
 366 the district, which may include achieving a Level 3 on the
 367 statewide, standardized English Language Arts assessment.

368 (b) To be promoted to grade 4, a student must score a
 369 Level 2 or higher on the statewide, standardized English
 370 Language Arts assessment required under s. 1008.22 for grade 3.
 371 If a student's reading deficiency is not remedied by the end of
 372 grade 3, as demonstrated by scoring Level 2 or higher on the
 373 statewide, standardized assessment required under s. 1008.22 for
 374 grade 3, the student must be retained.

375 (c) The parent of any student who exhibits a substantial
 376 deficiency in reading, as described in paragraph (a), must be
 377 notified in writing of the following:

378 1. That his or her child has been identified as having a
 379 substantial deficiency in reading.

380 2. A description of the current services that are provided
 381 to the child.

382 3. A description of the proposed intensive interventions
 383 ~~supplemental instructional services~~ and supports that will be
 384 provided to the child that are designed to remediate the
 385 identified area of reading deficiency.

386 4. That if the child's reading deficiency is not
 387 remediated by the end of grade 3, the child must be retained
 388 unless he or she is exempt from mandatory retention for good
 389 cause.

390 5. A description and explanation, in terms understandable

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391 to the parent, of the exact nature of the student's difficulty
 392 in learning and lack of achievement in reading and strategies
 393 ~~strategies~~ for parents to use in helping their child succeed in
 394 reading proficiency, such as a "Read at Home" plan.

395 6. That the statewide, standardized English Language Arts
 396 assessment is not the sole determiner of promotion and that
 397 additional evaluations, portfolio reviews, and assessments are
 398 available to the child to assist parents and the school district
 399 in knowing when a child is reading at or above grade level and
 400 ready for grade promotion.

401 7. The district's specific criteria and policies for a
 402 portfolio as provided in subparagraph (6)(b)4. and the evidence
 403 required for a student to demonstrate mastery of Florida's
 404 academic standards for English Language Arts. A parent of a
 405 student in grade 3 who is identified anytime during the year as
 406 being at risk of retention may request that the school
 407 immediately begin collecting evidence for a portfolio.

408 8. The district's specific criteria and policies for
 409 midyear promotion. Midyear promotion means promotion of a
 410 retained student at any time during the year of retention once
 411 the student has demonstrated ability to read at grade level.

412
 413 After initial notification, the school shall apprise the parent
 414 of the student's progress in response to the intensive
 415 interventions and supports at least once every 2 weeks. These
 416 communications must be in writing and must explain any

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417 additional interventions or supports that will be used to
 418 accelerate the student's progress if strategies already being
 419 implemented have not resulted in improvement.

420 (d) The Department of Education shall develop a handbook
 421 that schools must provide to the parent of a student who is
 422 identified as having a substantial reading deficiency. The
 423 handbook must be made available in an electronic format that is
 424 accessible online and must include the following information:

425 a. An overview of the requirements for interventions and
 426 supports that districts must provide to students who do not make
 427 adequate academic progress.

428 b. An overview of the procedural requirements for
 429 initiating and conducting evaluations for exceptional education
 430 eligibility. This must include an explanation that diagnosis of
 431 a medical condition, alone, is not sufficient to establish
 432 exceptional education eligibility but may be used to document
 433 how that condition relates to the student's eligibility
 434 determination and may be disclosed in an eligible student's
 435 individualized education plan when necessary to inform school
 436 personnel responsible for implementing the plan.

437 c. Characteristics of conditions associated with learning
 438 disorders, including dyslexia, dysgraphia, dyscalculia, and
 439 developmental aphasia.

440 d. A list of resources that support informed parent
 441 involvement in decision-making processes for students who have
 442 difficulty with learning.

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443 (6) ELIMINATION OF SOCIAL PROMOTION.—

444 (b) The district school board may only exempt students
 445 from mandatory retention, as provided in paragraph (5)(b), for
 446 good cause. A student who is promoted to grade 4 with a good
 447 cause exemption shall be provided intensive reading instruction
 448 and intervention that include specialized diagnostic information
 449 and specific reading strategies to meet the needs of each
 450 student so promoted. The school district shall assist schools
 451 and teachers with the implementation of explicit, systematic,
 452 and multisensory reading instruction and intervention strategies
 453 for students promoted with a good cause exemption which research
 454 has shown to be successful in improving reading among students
 455 who have reading difficulties. Good cause exemptions are limited
 456 to the following:

457 1. Limited English proficient students who have had less
 458 than 2 years of instruction in an English for Speakers of Other
 459 Languages program based on the initial date of entry into a
 460 school in the United States.

461 2. Students with disabilities whose individual education
 462 plan indicates that participation in the statewide assessment
 463 program is not appropriate, consistent with the requirements of
 464 s. 1008.212.

465 3. Students who demonstrate an acceptable level of
 466 performance on an alternative standardized reading or English
 467 Language Arts assessment approved by the State Board of
 468 Education.

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469 4. A student who demonstrates through a student portfolio
 470 that he or she is performing at least at Level 2 on the
 471 statewide, standardized English Language Arts assessment.

472 5. Students with disabilities who take the statewide,
 473 standardized English Language Arts assessment and who have an
 474 individual education plan or a Section 504 plan that reflects
 475 that the student has received intensive instruction in reading
 476 or English Language Arts for more than 2 years but still
 477 demonstrates a deficiency and was previously retained in
 478 kindergarten, grade 1, grade 2, or grade 3.

479 6. Students who have received intensive reading
 480 intervention for 2 or more years but still demonstrate a
 481 deficiency in reading and who were previously retained in
 482 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
 483 years. A student may not be retained more than once in grade 3.

484 ~~7. Students who have received intensive remediation in~~
 485 ~~reading or English Language Arts for 2 or more years but still~~
 486 ~~demonstrate a deficiency and who were previously retained in~~
 487 ~~kindergarten, grade 1, grade 2, or grade 3 for a total of 2~~
 488 ~~years. Intensive instruction for students so promoted must~~
 489 ~~include an altered instructional day that includes specialized~~
 490 ~~diagnostic information and specific reading strategies for each~~
 491 ~~student. The district school board shall assist schools and~~
 492 ~~teachers to implement reading strategies that research has shown~~
 493 ~~to be successful in improving reading among low performing~~
 494 ~~readers.~~

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495 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
 496 STUDENTS.—

497 (a) Students retained under the provisions of paragraph
 498 (5)(b) must be provided intensive interventions in reading to
 499 ameliorate the student's specific reading deficiency and prepare
 500 the student for promotion to the next grade, as identified by a
 501 valid and reliable diagnostic assessment. ~~These~~ This intensive
 502 interventions ~~intervention~~ must include:

503 1. Evidence-based, explicit, systematic, and multisensory
 504 reading instruction ~~effective instructional~~ in phonemic
 505 awareness, phonics, fluency, vocabulary, and comprehension and
 506 other strategies prescribed by the school district. ~~strategies,~~

507 2. Participation ~~partieicipation~~ in the school district's
 508 summer reading camp, which must incorporate the instructional
 509 and intervention strategies under subparagraph 1., ~~and~~
 510 ~~appropriate teaching methodologies necessary to assist those~~
 511 ~~students in becoming successful readers, able to read at or~~
 512 ~~above grade level, and ready for promotion to the next grade.~~

513 3. A minimum of 90 minutes of daily, uninterrupted,
 514 reading instruction incorporating the instructional and
 515 intervention strategies under subparagraph 1. This instruction
 516 may include:

517 ~~(b) Each school district shall:~~

518 ~~1. Provide third grade students who are retained under the~~
 519 ~~provisions of paragraph (5)(b) with intensive instructional~~
 520 ~~services and supports to remediate the identified areas of~~

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521 ~~reading deficiency, including participation in the school~~
 522 ~~district's summer reading camp as required under paragraph (a),~~
 523 ~~and a minimum of 90 minutes of daily, uninterrupted,~~
 524 ~~scientifically research based reading instruction which includes~~
 525 ~~phonemic awareness, phonics, fluency, vocabulary, and~~
 526 ~~comprehension and other strategies prescribed by the school~~
 527 ~~district, which may include, but are not limited to:~~

- 528 a. Integration of science and social studies content
- 529 within the 90-minute block.
- 530 b. Small group instruction.
- 531 c. Reduced teacher-student ratios.
- 532 d. More frequent progress monitoring.
- 533 e. Tutoring or mentoring.
- 534 f. Transition classes containing 3rd and 4th grade
- 535 students.
- 536 g. Extended school day, week, or year.

537 (b) Each school district shall:

- 538 1.2. Provide written notification to the parent of a
- 539 student who is retained under the provisions of paragraph (5) (b)
- 540 that his or her child has not met the proficiency level required
- 541 for promotion and the reasons the child is not eligible for a
- 542 good cause exemption as provided in paragraph (6) (b). The
- 543 notification must comply with the provisions of paragraph (5) (c)
- 544 ~~s. 1002.20(15)~~ and must include a description of proposed
- 545 interventions and supports that will be provided to the child to
- 546 remediate the identified areas of reading deficiency.

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547 2.3. Implement a policy for the midyear promotion of a
 548 student retained under the provisions of paragraph (5) (b) who
 549 can demonstrate that he or she is a successful and independent
 550 reader and performing at or above grade level in reading or,
 551 upon implementation of English Language Arts assessments,
 552 performing at or above grade level in English Language Arts.
 553 Tools that school districts may use in reevaluating a student
 554 retained may include subsequent assessments, alternative
 555 assessments, and portfolio reviews, in accordance with rules of
 556 the State Board of Education. Students promoted during the
 557 school year after November 1 must demonstrate proficiency levels
 558 in reading equivalent to the level necessary for the beginning
 559 of grade 4. The rules adopted by the State Board of Education
 560 must include standards that provide a reasonable expectation
 561 that the student's progress is sufficient to master appropriate
 562 grade 4 level reading skills.

563 3.4. Provide students who are retained under the
 564 provisions of paragraph (5) (b) with a teacher certified or
 565 endorsed in reading who is highly effective teacher as
 566 determined by the teacher's performance evaluation under s.
 567 1012.34.

568 4.5. Establish at each school, when applicable, an
 569 intensive reading acceleration course ~~Intensive Acceleration~~
 570 ~~Class~~ for any student retained in grade 3 ~~students who was~~
 571 previously retained in kindergarten, grade 1, or grade 2. ~~who~~
 572 ~~subsequently score Level 1 on the required statewide,~~

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573 ~~standardized assessment identified in s. 1008.22. The focus of~~
 574 ~~the Intensive Acceleration Class shall be to increase a child's~~
 575 ~~reading and English Language Arts skill level at least two grade~~
 576 ~~levels in 1 school year. The intensive reading acceleration~~
 577 ~~course Intensive Acceleration Class must provide the following~~
 578 ~~shall:~~

579 a. The integration of science and social studies content
 580 in a minimum of a 90-minute reading block.

581 b. Small group instruction.

582 c. Reduced teacher-student ratios.

583 d. The use of explicit, systematic, and multisensory
 584 reading interventions, including intensive language and
 585 vocabulary instruction and use of a speech-language therapist if
 586 necessary, that has proven results in accelerating student
 587 reading achievement within the same school year.

588 e. A "Read at Home" plan.

589 ~~a. Be provided to a student in grade 3 who scores Level 1~~
 590 ~~on the statewide, standardized English Language Arts assessment~~
 591 ~~and who was retained in grade 3 the prior year because of~~
 592 ~~scoring Level 1.~~

593 ~~b. Have a reduced teacher student ratio.~~

594 ~~c. Provide uninterrupted reading instruction for the~~
 595 ~~majority of student contact time each day and incorporate~~
 596 ~~opportunities to master the grade 4 Next Generation Sunshine~~
 597 ~~State Standards in other core subject areas.~~

598 ~~d. Use a reading program that is scientifically research-~~

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599 ~~based and has proven results in accelerating student reading~~
 600 ~~achievement within the same school year.~~

601 ~~e. Provide intensive language and vocabulary instruction~~
 602 ~~using a scientifically research based program, including use of~~
 603 ~~a speech language therapist.~~

604 (8) ANNUAL REPORT.—

605 ~~(a)~~ In addition to the requirements in paragraph (5) (b),
 606 each district school board must annually report to the parent of
 607 each student the progress of the student toward achieving state
 608 and district expectations for proficiency in English Language
 609 Arts, science, social studies, and mathematics. The district
 610 school board must report to the parent the student's results on
 611 each statewide, standardized assessment. The evaluation of each
 612 student's progress must be based upon the student's classroom
 613 work, observations, tests, district and state assessments,
 614 response to intensive interventions provided under subparagraph
 615 (5) (a), and other relevant information. Progress reporting must
 616 be provided to the parent in writing in a format adopted by the
 617 district school board.

618 Section 10. Subsection (5) of section 1008.345, Florida
 619 Statutes, is amended to read:

620 1008.345 Implementation of state system of school
 621 improvement and education accountability.—

622 (5) The commissioner shall annually report to the State
 623 Board of Education and Legislature and recommend changes in
 624 state policy necessary to foster school improvement and

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625 education accountability. The report shall include:

626 (a) For each school district:

627 1. The percentage of students, by school and grade level,
628 demonstrating learning growth in English Language Arts and
629 mathematics.

630 2. The percentage of students, by school and grade level,
631 in both the highest and lowest quartiles demonstrating learning
632 growth in English Language Arts and mathematics.

633 3. The district school board's policies and procedures on
634 student retention and promotion.

635 4. By grade, the number and percentage of all students in
636 grades 3 through 10 performing at each level on the statewide,
637 standardized English Language Arts assessment.

638 5. By grade, the number and percentage of all students
639 retained in kindergarten through grade 10.

640 6. Information on the total number of students who were
641 promoted for good cause, by each category of good cause as
642 specified in s. 1008.25(6) (b).

643 7. Any revisions to the district school board's policies
644 and procedures on student retention and promotion from the prior
645 year.

646 (b) Intervention and support strategies used by school
647 districts ~~boards~~ whose students in both the highest and lowest
648 quartiles exceed the statewide average learning growth for
649 students in those quartiles.

650 (c) Intervention and support strategies used by school

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651 boards whose schools provide educational services to youth in
 652 Department of Juvenile Justice programs that demonstrate
 653 learning growth in English Language Arts and mathematics that
 654 exceeds the statewide average learning growth for students in
 655 those subjects.

656 (d) Based upon a review of each district's reading plan
 657 submitted pursuant to 1011.62(9), intervention and support
 658 strategies used by school districts that were effective in
 659 improving the reading performance of students, as indicated by
 660 student performance data, who are identified as having a
 661 substantial reading deficiency pursuant to s. 1008.25(5)(a),
 662 F.S.

663
 664 School reports shall be distributed pursuant to this subsection
 665 and s. 1001.42(18)(c) and according to rules adopted by the
 666 State Board of Education.

667 Section 11. Subsection (2) of section 1011.67, Florida
 668 Statutes, is amended to read:

669 1011.67 Funds for instructional materials.—

670 (2)

671 (a) Annually by July 1 and prior to the release of
 672 instructional materials funds, each district school
 673 superintendent shall certify to the Commissioner of Education
 674 that the district school board has approved a comprehensive
 675 staff development plan that supports fidelity of implementation
 676 of instructional materials programs, including ~~The report~~

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677 ~~shall include~~ verification that training was provided; ~~and~~ that
 678 the materials are being implemented as designed; and, for core
 679 reading materials and supplemental intervention reading
 680 materials used in kindergarten through grade 5, that the
 681 materials have been identified by the Just Read, Florida! Office
 682 as meeting the requirements of s. 1001.215(11). Certification
 683 that the school district uses core instructional reading
 684 materials identified by the Just Read, Florida! Office pursuant
 685 to s. 1001.215(11) is not required until April 1, 2019. This
 686 paragraph does not preclude school districts from purchasing or
 687 using other materials to supplement reading instruction and
 688 provide additional skills practice.

689 (b) Each district superintendent shall, as part of the
 690 certification under paragraph (a), report the number and
 691 percentage of the district's K-5 instructional personnel who
 692 have received training to implement the core and supplemental
 693 intervention reading materials. The district superintendent
 694 shall also report the process by which the remaining K-5
 695 personnel will be provided the training, including those newly
 696 hired by the district.

697 Section 12. Section 1012.567, Florida Statutes, is created
 698 to read:

699 1012.567 Certification and endorsement for elementary
 700 reading instructors.-

701 (1) CERTIFICATION.-

702 (a) Beginning January 1, 2017, any candidate for an

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703 educator certificate in an area involving reading instruction or
 704 intervention for any students in kindergarten through grade 6
 705 must, as part of the certification process, demonstrate
 706 competence in the following:

707 1. Identifying characteristics of conditions such as
 708 dyslexia and other causes of diminished phonological processing
 709 skills;

710 2. Using explicit, systematic, and multisensory approaches
 711 to reading instruction and intervention that are proven to
 712 improve reading performance for all students;

713 3. Using predictive data to make instructional decisions
 714 based on individual student needs.

715
 716 The State Board of Education shall adopt in rule minimum
 717 requirements for instruction provided by teacher preparation
 718 programs and school districts for this purpose.

719 (b) Documentation of a valid professional standard
 720 teaching certificate issued by another state is not sufficient
 721 to meet the requirements of paragraph (a). The State Board of
 722 Education shall establish a procedure by which a candidate who
 723 holds a certificate issued by another state may demonstrate
 724 competence as required under paragraph (a).

725 (c) The State Board of Education shall identify in rule
 726 certification areas in which candidates must demonstrate
 727 competence as provided in paragraph (a) as part of the
 728 certification process.

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729 (d) To receive initial or continued approval, a teacher
 730 preparation program under s. 1004.04 or s. 1004.85 must provide
 731 instruction in the skills and strategies enumerated in paragraph
 732 (a) to candidates for certificates in the areas identified
 733 pursuant to paragraph (c).

734 (2) ENDORSEMENT.—Beginning January 1, 2017, the
 735 specialization requirements for an endorsement in reading must
 736 include at least 3 semester hours of instruction in explicit,
 737 systematic, and multisensory approaches to reading instruction
 738 and intervention that are proven to improve reading performance
 739 for all students. This instruction may be incorporated into
 740 semester hour requirements already established in state board
 741 rule as of July 1, 2016.

742 (3) REVIEW.—By July 1, 2017, and at least once every five
 743 years thereafter, the department shall conduct a review of
 744 specialization and coverage area requirements in the elementary,
 745 reading, and exceptional student educational areas. At the
 746 conclusion of each review, the department shall recommend to the
 747 State Board of Education changes to the specialization and
 748 coverage area requirements based upon any identified
 749 instructional or intervention strategies proven to improve
 750 student reading performance.

751 (4) STATE BOARD RULES.—The State Board of Education shall
 752 adopt rules pursuant to ss. 120.536 and 120.54, as necessary, to
 753 implement this section.

754 Section 13. Paragraph (a) is amended and paragraph (f) is

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755 added to subsection (3) of section 1012.585, Florida Statutes,
 756 to read:

757 1012.585 Process for renewal of professional
 758 certificates.—

759 (3) For the renewal of a professional certificate, the
 760 following requirements must be met:

761 (a) The applicant must earn a minimum of 6 college credits
 762 or 120 inservice points or a combination thereof. For each area
 763 of specialization to be retained on a certificate, the applicant
 764 must earn at least 3 of the required credit hours or equivalent
 765 inservice points in the specialization area. Education in
 766 "clinical educator" training pursuant to s. 1004.04(5)(b) and
 767 credits or points that provide training in the area of
 768 scientifically researched, knowledge-based reading literacy,
 769 including explicit, systematic, and multisensory approaches to
 770 reading instruction and intervention; and computational skills
 771 acquisition; ~~exceptional student education;~~ ~~normal child~~
 772 ~~development;~~ and the disorders of development may be applied
 773 toward any specialization area. Credits or points that provide
 774 training in the areas of drug abuse, child abuse and neglect,
 775 strategies in teaching students having limited proficiency in
 776 English, or dropout prevention, or training in areas identified
 777 in the educational goals and performance standards adopted
 778 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward
 779 any specialization area, except specialization areas identified
 780 by the State Board of Education as involving reading instruction

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781 or intervention for any students in kindergarten through grade 6
 782 under s. 1012.567(1)(c). Credits or points earned through
 783 approved summer institutes may be applied toward the fulfillment
 784 of these requirements. Inservice points may also be earned by
 785 participation in professional growth components approved by the
 786 State Board of Education and specified pursuant to s. 1012.98 in
 787 the district's approved master plan for inservice educational
 788 training; however, such points may not be used to satisfy the
 789 specialization requirements of this paragraph, including, but
 790 not limited to, serving as a trainer in an approved teacher
 791 training activity, serving on an instructional materials
 792 committee or a state board or commission that deals with
 793 educational issues, or serving on an advisory council created
 794 pursuant to s. 1001.452.

795 (f) Beginning January 1, 2017, an applicant for renewal of
 796 a professional certificate, in any area of certification
 797 identified in rule by the State Board of Education pursuant to
 798 s. 1012.567(1)(c), must earn a minimum of 2 college credits or
 799 the equivalent inservice points in the use of explicit,
 800 systematic, and multisensory approaches to reading instruction
 801 and intervention. Such training must be provided by teacher
 802 preparation programs under ss. 1004.04 or 1004.85 or approved
 803 school district professional development systems under s.
 804 1012.98. The requirement in this paragraph may not add to the
 805 total hours required by the department for continuing education
 806 or inservice training.

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807 Section 14. Subsection (1) of section 1012.586, Florida
 808 Statutes, is amended to read:

809 1012.586 Additions or changes to certificates; duplicate
 810 certificates.—A school district may process via a Department of
 811 Education website certificates for the following applications of
 812 public school employees:

813 (1) Addition of a subject coverage or endorsement to a
 814 valid Florida certificate on the basis of the completion of the
 815 appropriate subject area testing requirements of s.
 816 1012.56(5)(a) or the completion of the requirements of an
 817 approved school district program or the inservice components for
 818 an endorsement. To reduce duplication, the department may
 819 recommend consolidation of endorsement areas and requirements to
 820 the State Board of Education.

821
 822 The employing school district shall charge the employee a fee
 823 not to exceed the amount charged by the Department of Education
 824 for such services. Each district school board shall retain a
 825 portion of the fee as defined in the rules of the State Board of
 826 Education. The portion sent to the department shall be used for
 827 maintenance of the technology system, the web application, and
 828 posting and mailing of the certificate.

829 Section 15. Paragraph (e) of subsection (3) is added, and
 830 paragraph (b) of subsection (4) of section 1012.98, Florida
 831 Statutes, is amended to read:

832 1012.98 School Community Professional Development Act.—

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833
 834 (3) The activities designed to implement this section
 835 must:

836 (e) Provide all elementary grades instructional personnel
 837 without a reading endorsement training sufficient to earn the
 838 endorsement before renewal or attainment of a professional
 839 certificate pursuant to ss. 1012.56 or s. 1012.585.

840 (4) The Department of Education, school districts,
 841 schools, Florida College System institutions, and state
 842 universities share the responsibilities described in this
 843 section. These responsibilities include the following:

844 (b) Each school district shall develop a professional
 845 development system as specified in subsection (3). The system
 846 shall be developed in consultation with teachers, teacher-
 847 educators of Florida College System institutions and state
 848 universities, business and community representatives, and local
 849 education foundations, consortia, and professional
 850 organizations. The professional development system must:

851 1. Be approved by the department. All substantial
 852 revisions to the system shall be submitted to the department for
 853 review for continued approval.

854 2. Be based on analyses of student achievement data and
 855 instructional strategies and methods that support rigorous,
 856 relevant, and challenging curricula for all students. Schools
 857 and districts, in developing and refining the professional
 858 development system, shall also review and monitor school

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859 discipline data; school environment surveys; assessments of
 860 parental satisfaction; performance appraisal data of teachers,
 861 managers, and administrative personnel; and other performance
 862 indicators to identify school and student needs that can be met
 863 by improved professional performance.

864 3. Provide inservice activities coupled with followup
 865 support appropriate to accomplish district-level and school-
 866 level improvement goals and standards. The inservice activities
 867 for instructional personnel shall focus on analysis of student
 868 achievement data, ongoing formal and informal assessments of
 869 student achievement, identification and use of enhanced and
 870 differentiated instructional strategies that emphasize rigor,
 871 relevance, and reading in the content areas, enhancement of
 872 subject content expertise, integrated use of classroom
 873 technology that enhances teaching and learning, classroom
 874 management, parent involvement, and school safety.

875 4. Include a master plan for inservice activities,
 876 pursuant to rules of the State Board of Education, for all
 877 district employees from all fund sources. The master plan shall
 878 be updated annually by September 1, must be based on input from
 879 teachers and district and school instructional leaders, and must
 880 use the latest available student achievement data and research
 881 to enhance rigor and relevance in the classroom. Each district
 882 inservice plan must be aligned to and support the school-based
 883 inservice plans and school improvement plans pursuant to s.
 884 1001.42(18). Each district inservice plan must provide a

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885 description of the training that middle grades instructional
 886 personnel and school administrators receive on the district's
 887 code of student conduct adopted pursuant to s. 1006.07;
 888 integrated digital instruction and competency-based instruction
 889 and CAPE Digital Tool certificates and CAPE industry
 890 certifications; classroom management; student behavior and
 891 interaction; extended learning opportunities for students; and
 892 instructional leadership. District plans must be approved by the
 893 district school board annually in order to ensure compliance
 894 with subsection (1) and to allow for dissemination of research-
 895 based best practices to other districts. District school boards
 896 must submit verification of their approval to the Commissioner
 897 of Education no later than October 1, annually. Each school
 898 principal may establish and maintain an individual professional
 899 development plan for each instructional employee assigned to the
 900 school as a seamless component to the school improvement plans
 901 developed pursuant to s. 1001.42(18). An individual professional
 902 development plan must be related to specific performance data
 903 for the students to whom the teacher is assigned, define the
 904 inservice objectives and specific measurable improvements
 905 expected in student performance as a result of the inservice
 906 activity, and include an evaluation component that determines
 907 the effectiveness of the professional development plan.

908 5. Include inservice activities for school administrative
 909 personnel that address updated skills necessary for
 910 instructional leadership and effective school management

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911 pursuant to s. 1012.986.

912 6. Provide for systematic consultation with regional and
 913 state personnel designated to provide technical assistance and
 914 evaluation of local professional development programs.

915 7. Provide for delivery of professional development by
 916 distance learning and other technology-based delivery systems to
 917 reach more educators at lower costs.

918 8. Provide for the continuous evaluation of the quality
 919 and effectiveness of professional development programs in order
 920 to eliminate ineffective programs and strategies and to expand
 921 effective ones. Evaluations must consider the impact of such
 922 activities on the performance of participating educators and
 923 their students' achievement and behavior.

924 9. For middle grades, emphasize:

925 a. Interdisciplinary planning, collaboration, and
 926 instruction.

927 b. Alignment of curriculum and instructional materials to
 928 the state academic standards adopted pursuant to s. 1003.41.

929 c. Use of small learning communities; problem-solving,
 930 inquiry-driven research and analytical approaches for students;
 931 strategies and tools based on student needs; competency-based
 932 instruction; integrated digital instruction; and project-based
 933 instruction.

934

935 Each school that includes any of grades 6, 7, or 8 must include
 936 in its school improvement plan, required under s. 1001.42(18), a

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937 description of the specific strategies used by the school to
 938 implement each item listed in this subparagraph.

939 10. Provide training to reading coaches, classroom
 940 teachers, and school administrators in effective methods of
 941 identifying characteristics of conditions such as dyslexia and
 942 other causes of diminished phonological processing skills;
 943 incorporating instructional techniques into the general
 944 education setting that are proven to improve reading performance
 945 for all students; and using predictive data to make
 946 instructional decisions based on individual student needs. The
 947 training must help teachers to integrate phonemic awareness;
 948 phonics, word study, and spelling; reading fluency; vocabulary,
 949 including academic vocabulary; and text comprehension strategies
 950 into an explicit, systematic, and multisensory approach to
 951 reading instruction and intervention.

952 Section 16. This act shall take effect July 1, 2016.