



Education Committee

**Thursday, March 27, 2014
1:30 p.m. – 3:30 p.m.**

102 HOB

Meeting Packet

**Will Weatherford
Speaker**

**H. Marlene O'Toole
Chair**



AGENDA

Education Committee
Thursday, March 27, 2014
1:30 p.m. – 3:30 p.m.

102 HOB

- I. Call to Order/Roll Call
- II. Opening Remarks
- III. Consideration of the following bill(s):
 - CS/HB 85 Literacy Jump Start Pilot Project by Lee
 - HB 87 Fine Arts Courses by McBurney
 - CS/HB 135 Public Records & Public Meetings/Postsecondary by Kerner
 - HB 279 Public School Instruction by Hill
 - CS/HB 337 Florida Teachers Classroom Supply Assistance Program by Fresen
 - CS/HB 355 Postsecondary Education Textbook and Instructional Materials Affordability by Porter
 - HB 7083 School Choice by Diaz, M.
- IV. Consideration of the following proposed committee bill:
 - PCB EDC 14-03 Digital Student Learning and Support Services
- V. Closing Remarks and Adjournment

A bill to be entitled

An act relating to the Literacy Jump Start Pilot Project; requiring the Office of Early Learning to establish the pilot project in St. Lucie County to assist low-income, at-risk children in developing emergent literacy skills; requiring the office to select an organization to implement the pilot project; requiring the office to oversee implementation of the pilot project; providing eligibility requirements for participation; requiring background screening for instructors, volunteers, and noninstructional personnel who make direct contact with children; requiring emergent literacy training for instructors; encouraging the coordination of basic health screening and immunization services in conjunction with emergent literacy instruction; requiring annual submission of an accountability report; requiring the office to allocate funds for the pilot project; providing an effective date.

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

Section 1. (1) The Office of Early Learning shall establish the 5-year Literacy Jump Start Pilot Project in St. Lucie County to assist low-income, at-risk children in developing emergent literacy skills.

27 (a) The Office of Early Learning shall consult with local
 28 organizations within St. Lucie County and identify an
 29 organization to implement the pilot project. The office shall
 30 also consult with the Early Learning Coalition of St. Lucie
 31 County to select municipalities within St. Lucie County eligible
 32 for participation in the pilot project. The office shall oversee
 33 the implementation of the pilot project.

34 (b) A municipality is eligible for participation in the
 35 pilot project if locally or federally subsidized housing is
 36 located within the municipality.

37 (c) The Office of Early Learning shall select to implement
 38 the pilot project a local organization that is a not-for-profit
 39 corporation, qualified as charitable under s. 501(c)(3) of the
 40 Internal Revenue Code, that provides training to parents to
 41 assist their children with success in school, such as the Parent
 42 Academy of St. Lucie County or another similarly qualified local
 43 organization. The office may select a faith-based organization;
 44 however, funds provided for the purpose of implementing the
 45 pilot project may be used for only those purposes expressly
 46 provided in this section and may not be used for the purpose of
 47 religious indoctrination.

48 (2) The organization selected by the Office of Early
 49 Learning must use funds provided for the pilot project only to
 50 provide emergent literacy instruction to children. In order to
 51 provide easy access for participating children and families, the

52 instruction must be provided in a subsidized housing unit
 53 located within an eligible municipality selected by the office.

54 (3) As used in this section, the term "emergent literacy"
 55 means a variety of early behaviors and skills associated with
 56 successful reading and writing development.

57 (4) A child is eligible to receive emergent literacy
 58 instruction provided through the pilot project only if the child
 59 is:

60 (a) Two or 3 years of age;

61 (b) Eligible for a federally subsidized child care
 62 program; and

63 (c) A member of a family that is economically
 64 disadvantaged and resides in locally or federally subsidized
 65 housing. For purposes of this paragraph, "economically
 66 disadvantaged" means having a family income that does not exceed
 67 150 percent of the federal poverty level.

68 (5) The organization selected by the Office of Early
 69 Learning may not receive any funds from the state for purposes
 70 of implementing the pilot project until the office receives
 71 written certification from the organization and confirms that
 72 all of the organization's volunteers, instructors, and
 73 noninstructional personnel who make direct contact with children
 74 have cleared level 2 background screening pursuant to s. 435.04,
 75 Florida Statutes, within 5 years before implementation of the
 76 pilot project. The organization shall require volunteers and
 77 applicants for employment as instructors or noninstructional

78 personnel who make direct contact with children participating in
 79 the pilot project to undergo level 2 background screening
 80 pursuant to s. 435.04, Florida Statutes, before hiring the
 81 applicant or allowing the volunteer to participate in the pilot
 82 project. The organization may not use state funds provided to
 83 implement the pilot project to pay for background screening.

84 (6) An instructor in the pilot project must successfully
 85 complete an emergent literacy training course, approved by the
 86 Office of Early Learning, before providing emergent literacy
 87 instruction under this section.

88 (7) The organization is encouraged to coordinate with the
 89 St. Lucie County Health Department for the provision of basic
 90 health screening and immunization services for children
 91 participating in the pilot project in conjunction with emergent
 92 literacy instruction. The organization is further encouraged to
 93 engage in community outreach efforts to local community service
 94 organizations for the purpose of improving the availability and
 95 effective delivery of emergent literacy instruction.

96 (8) By December 31 of each year that the organization
 97 provides emergent literacy instruction, the organization shall
 98 submit an accountability report to the Office of Early Learning,
 99 the Early Learning Coalition of St. Lucie County, the Governor,
 100 the President of the Senate, and the Speaker of the House of
 101 Representatives. The accountability report must include, at a
 102 minimum, the following information:

103 (a) The manner in which all state funds received by the
 104 organization are used to implement the pilot project, separated
 105 by type of expenditure and measured in exact dollar amounts.

106 (b) Other sources of funding received by the organization
 107 for purposes of providing emergent literacy instruction.

108 (c) The municipalities selected by the Office of Early
 109 Learning for participation in the pilot project.

110 (d) The identities of the organization's officers.

111 (e) The number of children receiving emergent literacy
 112 instruction in each municipality.

113 (f) Information and data relating to coordinated health
 114 screening and immunization services provided in conjunction with
 115 the emergent literacy instruction, if any.

116 (9) The Office of Early Learning shall allocate funds for
 117 implementation of the pilot project pursuant to this section.
 118 Expenditures of state funds pursuant to this section must be
 119 verified by affidavit submitted to the office in a procedure and
 120 format determined by the office.

121 Section 2. This act shall take effect July 1, 2014.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 85 Literacy Jump Start Pilot Project
SPONSOR(S): Choice & Innovation Subcommittee and Lee, Jr.
TIED BILLS: IDEN./SIM. **BILLS:** SB 880

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|--|---------------------|--------------------|--|
| 1) Choice & Innovation Subcommittee | 13 Y, 0 N, As CS | Rininger | Fudge |
| 2) Education Appropriations Subcommittee | 12 Y, 0 N | Ward | Heflin |
| 3) Education Committee | | Rininger <i>CR</i> | Mizereck <i>KA</i> |

SUMMARY ANALYSIS

The bill requires the Office of Early Learning (OEL) to establish a 5-year Literacy Jump Start Pilot Project in St. Lucie County to assist low-income, at-risk children in developing emergent literacy skills. The OEL, in consultation with the Early Learning Coalition of St. Lucie County must select one or more municipalities to participate in the project. The OEL must seek partnerships with local nonprofit organizations and the business community to implement the project. The bill:

- Provides a definition for “emergent literacy”.
- Defines child eligibility.
- Requires background screening for employees and volunteers participating in the pilot project.
- Requires instructors in the project to complete an emergent literacy training course approved by the OEL.
- Requires the OEL to select a local organization to implement the pilot project and provides criteria the organization must meet in order to be selected.
- Requires the instruction to be conducted in a subsidized housing unit to provide easy access for participating children and families.
- Encourages the organization selected to implement the pilot project to coordinate with the St. Lucie County Health Department for the provision of basic health screening and immunization.
- Requires the organization to submit an annual accountability report to the Office of Early Learning, the St. Lucie County Early Learning Coalition, the Governor, the President of the Senate, and the Speaker of the House of Representatives.
- Requires the selected organization to verify expenditures to the OEL by affidavit.

The bill has a fiscal impact on state government of \$100,000 which is allocated to OEL in House PCB APC 14-09. See Fiscal Analysis & Economic Impact Statement.

The bill takes effect July 1, 2014.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Florida's Office of Early Learning (OEL) is the lead agency for administration of the federal Child Care and Development Block Grant Trust Fund¹ in Florida and must comply with the lead agency responsibilities under those sections.² The OEL is responsible for administering school readiness programs at the state level and providing guidance to early learning coalitions in the implementation of the program at the local level.³

The OEL provides funding and oversight to the School Readiness Program through the Early Learning Coalition of St. Lucie County. School Readiness services are offered by private schools, public schools, faith-based, profit and non-profit providers.⁴ The coalition determines a family's eligibility for School Readiness services, by considering several factors including verification of child age, residency, family income, purpose of care (work/education activities), whether children are at risk of abuse or neglect, and at risk of future school failure. The OEL must follow specified criteria for prioritizing participants for the School Readiness Program.⁵ The coalition currently partners with local non-profits and private businesses to administer early learning programs. Some individuals representing these entities may serve on the early learning coalition board. The coalition also verifies required instructor credentials and training, and monitors early learning provider sites.⁶

In 2013, the Legislature established the OEL within the Office of Independent Education and Parental Choice of the Department of Education (DOE). The OEL is administered by an executive director and is fully accountable to the Commissioner of Education but independently exercises all powers, duties, and functions prescribed by law regarding the school readiness program and the Voluntary Prekindergarten Education Program.⁷

Effect of Proposed Changes

The bill requires the OEL to:

- Establish the 5-year Literacy Jump Start Pilot Project in St. Lucie County.
- Select a local organization located in St. Lucie County to implement the pilot project.
- Consult with the Early Learning Coalition of St. Lucie County to select municipalities in St. Lucie County eligible for participation in the pilot project.
- Allocate funds for implementation of the pilot project.

A municipality within which locally or federally subsidized housing is located is eligible for participation in the pilot project.

The bill provides specific criteria that an organization must meet in order to be selected by the OEL to implement the pilot project. The organization must:

- Be located in St. Lucie County;

¹ 45 C.F.R. parts 98 and 99.

² Section 1002.82(1), F.S.

³ Section 1001.213(3), F.S.

⁴ Florida Department of Education 2013 Bill Analysis for HB 803

⁵ Section 1002.87(1), F.S.

⁶ Florida Department of Education 2013 Bill Analysis for HB 803

⁷ Section 1, 2013-252, L.O.F., *codified as* s. 1001.213, F.S.

- Be a not-for-profit corporation qualified as charitable under section 501(c)(3) of the Internal Revenue Code; and
- Provide training to parents to assist their children with success in school.

The bill identifies the Parents Academy of St. Lucie County as an example of a qualifying organization. The bill requires the OEL to oversee implementation of the project.

Instructors in the pilot project must have successfully completed an emergent literacy training course approved by the OEL. Further, the organization may not receive funds until it certifies in writing to the OEL, subject to confirmation by the office, that all of its volunteers, instructors, and noninstructional personnel who make direct contact with participating children have undergone level 2 background screening, which includes fingerprinting. The emergent literacy instruction must be conducted in a subsidized housing unit in order to provide easy access for participating children and families.

To participate in the pilot project a child must be:

- Two or 3 years of age
- Eligible for a federally subsidized child care program
- A member of a family that is economically disadvantaged and reside in locally or federally subsidized housing.

The bill provides the following definitions:

- "Economically disadvantaged" means having a family income that does not exceed 150 percent of the federal poverty level.
- "Emergent literacy" means a variety of early behaviors and skills associated with successful reading and writing development during the first 5 years of life that contribute to a child's foundations for literacy and learning and future success in school and life.

The bill encourages the organization implementing the pilot project to coordinate with the St. Lucie County Health Department for the provision of basic health screening and immunization services for children participating in the pilot project in conjunction with emergent literacy instruction. It also encourages the organization to engage in community outreach efforts to local community service organizations for the purpose of improving the availability and effective delivery of emergent literacy instruction.

The bill requires the organization selected to implement the pilot project to annually submit an accountability report to the OEL, the Early Learning Coalition of St. Lucie County, the Governor, the President of the Senate, and the Speaker of the House of Representatives. The report must include, at minimum, the following information:

- The manner in which all state funds received by the organization are used to implement the pilot project, separated by type of expenditure and measured in exact dollar amounts;
- Other sources of funding received by the organization for purposes of providing emergent literacy instruction;
- The municipalities selected by the organization for participation in the pilot project;
- The identities of the organization's corporate officers;
- The number of children receiving emergent literacy instruction in each municipality; and
- Information and data relating to coordinated health screening and immunization services provided in conjunction with the emergent literacy instruction, if any.

The bill requires the organization to verify its expenditures of state funds for implementation of the pilot project to the OEL by affidavit. The format of the affidavit and the procedure of submission are to be determined by the OEL.

B. SECTION DIRECTORY:

Section 1. Creates an unnumbered section of law; requiring the OEL to establish the pilot project in St. Lucie County to assist low-income, at-risk children in developing emergent literacy skills; providing eligibility requirements for participation; requiring background screening for instructors, volunteers, and noninstructional personnel who make direct contact with children; requiring emergent literacy training for instructors; encouraging the coordination of basic health screening and immunization services in conjunction with emergent literacy instruction; requiring annual submission of an accountability report; requiring the OEL to allocate funds for the pilot project; requiring for the verification of expenditures by affidavit.

Section 2. Provides an effective date of July 1, 2014.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

Expenditures:

The bill requires the OEL to allocate funds to implement the Literacy Jump Start Pilot Project. House PCB APC 14-09 provides \$100,000 for the Literacy Jump Start Pilot Project in OEL's appropriation.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

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

On February 18, 2014, the Choice & Innovation Subcommittee adopted a strike-all amendment and reported the bill favorably as a committee substitute. The amendment replaces DOE with the OEL as the entity charged with establishing the pilot project and administering the program.

This bill analysis is drafted to the committee substitute.

1 A bill to be entitled

2 An act relating to fine arts courses; creating s.
 3 1003.4995, F.S.; requiring the Commissioner of
 4 Education to prepare an annual report relating to
 5 student access to and participation in fine arts
 6 courses and information on educators, facilities, and
 7 instruction in such courses; providing an effective
 8 date.

9
 10 Be It Enacted by the Legislature of the State of Florida:

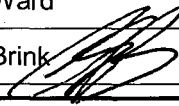

11
 12 Section 1. Section 1003.4995, Florida Statutes, is created
 13 to read:

14 1003.4995 Fine arts report.—The Commissioner of Education
 15 shall prepare an annual report that includes a description,
 16 based on annual reporting by schools, of student access to and
 17 participation in fine arts courses, which are visual arts,
 18 music, dance, and theatre courses; the number and certification
 19 status of educators providing instruction in the courses;
 20 educational facilities designed and classroom space equipped for
 21 fine arts instruction; and the manner in which schools are
 22 providing the core curricular content for fine arts established
 23 in the Next Generation Sunshine State Standards. The report
 24 shall be posted on the Department of Education's website and
 25 updated annually.

26 Section 2. This act shall take effect July 1, 2014.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 87 Fine Arts Courses
SPONSOR(S): McBurney and others
TIED BILLS: IDEN./SIM. **BILLS:** SB 420

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|--|-----------|---|--|
| 1) K-12 Subcommittee | 11 Y, 0 N | Brink | Ahearn |
| 2) Education Appropriations Subcommittee | 12 Y, 0 N | Ward | Heflin |
| 3) Education Committee | | Brink  | Mizereck  |

SUMMARY ANALYSIS

The bill requires the Commissioner of Education to prepare an annual report that includes information, based on annual reporting by schools, regarding student access to, and participation in, fine arts courses; the number and certification status of educators providing arts instruction; educational facilities designed and classroom space equipped for fine arts instruction; and the manner in which schools are providing the core curricular content for fine arts established in the Next Generation Sunshine State Standards. The report must be posted on the Department of Education's website and updated annually.

The bill defines fine arts courses, for purposes of the annual report, to include visual arts, music, dance, and theatre courses.

The bill has an indeterminate fiscal impact on state and local governments. See Fiscal Analysis and Economic Impact Statement.

The bill provides an effective date of July 1, 2014.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

High school students are required to earn one credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity and imagination.¹ Eligible practical arts courses are identified in the Course Code Directory.² In addition, the state's academic standards are required to include standards for instruction for visual and performing arts. Such standards must include specific curricular content and include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade five. The standards for grades six through 12 may be organized by grade clusters of more than one grade level.³

Some studies have indicated a correlation between instruction in fine and performing arts and student achievement in core academic subjects, including reading.⁴

The Commissioner of Education (commissioner) is required to file various annual reports relating to certain aspects of public K-12 education in Florida. For example, the commissioner must annually report statewide assessment results for the state, school districts, and schools. The annual report must describe the performance of each public school and its major student populations, and include the percent of students performing at or above grade level and making a year's worth of progress in reading and mathematics.⁵ However, no reporting requirements exist with respect to instruction in fine or performing arts.

Effect of Proposed Changes

The bill requires the commissioner to prepare an annual report that includes information, based on annual reporting by schools, regarding student access to, and participation in, fine arts courses; the number and certification status of educators providing arts instruction; educational facilities designed and classroom space equipped for fine arts instruction; and the manner in which schools are providing the core curricular content for fine arts established in the Next Generation Sunshine State Standards. The report must be posted on the Department of Education's website and updated annually.

The bill defines fine arts courses, for purposes of the annual report, to include visual arts, music, dance, and theatre courses.

B. SECTION DIRECTORY:

Section 1. Creates s. 1003.4995, F.S., requiring the Commissioner of Education to prepare an annual report relating to student access to and participation in fine arts courses and information on educators, facilities, and instruction in such courses.

¹ Section 1003.4282(2)(a)5., F.S.

² Florida Department of Education, Course Code Directory and Instruction Personnel Assignments, available at <https://www.fldoe.org/articulation/CCD/files/PACourses1314.pdf>.

³ Section 1003.41(2)(e), F.S.

⁴ See, e.g., The President's Committee on the Arts and The Arts Education Partnership, *Champions of Change: The Impact of the Arts on Learning* (1999), available at <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>; James S. Catterall, et al, National Endowment for the Arts, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* (2012), available at <http://www.nea.gov/research/Arts-At-Risk-Youth.pdf>.

⁵ Section 1008.34(1), F.S.

Section 2. Provides an effective date of July 1, 2014.

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:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

There are indeterminable costs associated with the requirement for both the school district and the DOE as this required information is not currently collected and a standardized reporting tool to collect this required information and generate the report will be necessary.

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:

The bill requires the annual report prepared by the commissioner to include a description of "student access to . . . fine arts courses . . ." It is unclear what "student access to fine arts courses" means or whether data on such information could be reported.

The bill requires a report to be posted on the DOE's website and updated annually, but does not identify a specific date.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

None.

1 A bill to be entitled
2 An act relating to public records and public meetings;
3 creating s. 1004.097, F.S.; providing an exemption
4 from public records requirements for any personal
5 identifying information of an applicant for president,
6 provost, or dean of a state university or Florida
7 College System institution; providing an exemption
8 from public meeting requirements for any meeting held
9 for the purpose of identifying or vetting applicants
10 for president, provost, or dean of a state university
11 or Florida College System institution and for any
12 portion of a meeting held for the purpose of
13 establishing qualifications of, or any compensation
14 framework to be offered to, such potential applicants
15 that would disclose personal identifying information
16 of an applicant or potential applicant; providing for
17 applicability; requiring release of the names of
18 specified applicants within a certain timeframe;
19 providing for future legislative review and repeal of
20 the exemptions; providing a statement of public
21 necessity; providing an effective date.

22
23 Be It Enacted by the Legislature of the State of Florida:

24
25 Section 1. Section 1004.097, Florida Statutes, is created
26 to read:

27 1004.097 Information identifying applicants for president,
 28 provost, or dean at state universities and Florida College
 29 System institutions; public records exemption; public meeting
 30 exemption.

31 (1) Any personal identifying information of an applicant
 32 for president, provost, or dean of a state university or Florida
 33 College System institution is confidential and exempt from s.
 34 119.07(1) and s. 24(a), Art. I of the State Constitution.

35 (2) Any meeting held for the purpose of identifying or
 36 vetting applicants for president, provost, or dean of a state
 37 university or Florida College System institution is exempt from
 38 s. 286.011 and s. 24(b), Art. I of the State Constitution. This
 39 exemption does not apply to a meeting held for the purpose of
 40 establishing qualifications of potential applicants or any
 41 compensation framework to be offered to potential applicants.
 42 However, any portion of such a meeting that would disclose
 43 personal identifying information of an applicant or potential
 44 applicant is exempt from s. 286.011 and s. 24(b), Art. I of the
 45 State Constitution.

46 (3) Any meeting or interview held after a final group of
 47 applicants has been established and held for the purpose of
 48 making a final selection to fill the position of president,
 49 provost, or dean of a state university or Florida College System
 50 institution is subject to the provisions of s. 286.011 and s.
 51 24(b), Art. I of the State Constitution.

52 (4) The names of applicants who comprise a final group of
 53 applicants pursuant to subsection (3) must be released by the
 54 state university or Florida College System institution no later
 55 than 21 days before the date of the meeting at which final
 56 action or vote is to be taken on the employment of the
 57 applicants.

58 (5) Any personal identifying information of applicants who
 59 comprise a final group of applicants pursuant to subsection (3)
 60 become subject to the provisions of s. 119.07(1) and s. 24(a),
 61 Art. I of the State Constitution at the time the names of such
 62 applicants are released pursuant to subsection (4).

63 (6) This section is subject to the Open Government Sunset
 64 Review Act in accordance with s. 119.15 and shall stand repealed
 65 on October 2, 2019, unless reviewed and saved from repeal
 66 through reenactment by the Legislature.

67 Section 2. The Legislature finds that it is a public
 68 necessity that any personal identifying information of an
 69 applicant for president, provost, or dean of a state university
 70 or Florida College System institution be made confidential and
 71 exempt from s. 119.07(1), Florida Statutes, and s. 24(a), Art. I
 72 of the State Constitution. It is also the finding of the
 73 Legislature that any meeting held for the purpose of identifying
 74 or vetting applicants for president, provost, or dean of a state
 75 university or Florida College System institution and any portion
 76 of a meeting held for the purpose of establishing qualifications
 77 of, or any compensation framework to be offered to, such

78 potential applicants that would disclose personal identifying
 79 information of an applicant or potential applicant be made
 80 exempt from s. 286.011, Florida Statutes, and s. 24(b), Art. I
 81 of the State Constitution. The task of filling the position of
 82 president, provost, or dean within a state university or Florida
 83 College System institution is often conducted by an executive
 84 search committee. Many, if not most, applicants for such a
 85 position are currently employed at another job at the time they
 86 apply and could jeopardize their current positions if it were to
 87 become known that they were seeking employment elsewhere. These
 88 exemptions from public records and public meeting requirements
 89 are needed to ensure that such a search committee can avail
 90 itself of the most experienced and desirable pool of qualified
 91 applicants from which to fill the position of president,
 92 provost, or dean of a state university or Florida College System
 93 institution. If potential applicants fear the possibility of
 94 losing their current jobs as a consequence of attempting to
 95 progress along their chosen career path or simply seeking
 96 different and more rewarding employment, failure to have these
 97 safeguards in place could have a chilling effect on the number
 98 and quality of applicants available to fill the position of
 99 president, provost, or dean of a state university or Florida
 100 College System institution.

101 Section 3. This act shall take effect upon becoming a law.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 135 Public Records & Public Meetings/Postsecondary Education Executive Search
SPONSOR(S): Government Operations Subcommittee, Kerner and others
TIED BILLS: IDEN./SIM. **BILLS:** SB 728

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|--|-----------------|-----------------|--|
| 1) Higher Education & Workforce Subcommittee | 10 Y, 1 N | Ammel | Sherry |
| 2) Government Operations Subcommittee | 9 Y, 0 N, As CS | Williamson | Williamson |
| 3) Education Committee | | Ammel <i>JA</i> | Mizereck <i>KYM</i> |

SUMMARY ANALYSIS

The bill creates an exemption from public record and public meeting requirements for information associated with the applicant recruitment process and discussions associated with the applicant search for certain state university and Florida College System (FCS) institution employees. Specifically, the bill provides that any personal identifying information of an applicant for president, provost, or dean of any state university or FCS institution is confidential and exempt from public record requirements. It also creates a public meeting exemption for any meeting held for the purpose of identifying or vetting applicants for president, provost, or dean of any state university or FCS institution.

The bill provides instances when the public meeting exemption does not apply. In addition, it provides that the names of any applicants who comprise a final group of applicants must be released by the state university or FCS institution no later than 21 days before the date of the meeting at which final action or vote is to be taken on the employment of the applicants. All documents containing personal identifying information of any applicants who comprise a final group of applicants become subject to public record requirements when the applicants' names are released.

The bill provides for repeal of the section on October 2, 2019, unless reviewed and saved from repeal by the Legislature. It also provides a statement of public necessity as required by the State Constitution.

The bill does not appear to have a fiscal impact on state or local governments.

Article I, s. 24(c) of the State Constitution requires a two-thirds vote of the members present and voting for final passage of a newly created public record or public meeting exemption. The bill creates a public record and public meeting exemption; thus, it requires a two-thirds vote for final passage.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Public Records Law

Article I, s. 24(a) of the State Constitution sets forth the state's public policy regarding access to government records. The section guarantees every person a right to inspect or copy any public record of the legislative, executive, and judicial branches of government.

Public policy regarding access to government records is addressed further in the Florida Statutes. Section 119.07(1), F.S., guarantees every person a right to inspect and copy any state, county, or municipal record.

Public Meetings Law

Article I, s. 24(b) of the State Constitution sets forth the state's public policy regarding access to government meetings. The section requires that all meetings of any collegial public body of the executive branch of state government or of any collegial public body of a county, municipality, school district, or special district, at which official acts are to be taken or at which public business of such body is to be transacted or discussed, be open and noticed to the public.

Public policy regarding access to government meetings also is addressed in the Florida Statutes. Section 286.011, F.S., known as the "Government in the Sunshine Law" or "Sunshine Law," further requires that all meetings of any board or commission of any state agency or authority or of any agency or authority of any county, municipal corporation, or political subdivision, at which official acts are to be taken be open to the public at all times.¹ The board or commission must provide reasonable notice of all public meetings.² Public meetings may not be held at any location that discriminates on the basis of sex, age, race, creed, color, origin or economic status or which operates in a manner that unreasonably restricts the public's access to the facility.³ Minutes of a public meeting must be promptly recorded and open to public inspection.⁴

Public Record and Public Meeting Exemptions

The Legislature, however, may provide by general law for the exemption of records and meetings from the requirements of Article I, s. 24(a) and (b) of the State Constitution. The general law must state with specificity the public necessity justifying the exemption (public necessity statement) and must be no broader than necessary to accomplish its purpose.⁵

Furthermore, the Open Government Sunset Review Act⁶ provides that a public record or public meeting exemption may be created or maintained only if it serves an identifiable public purpose. In addition, it may be no broader than is necessary to meet one of the following purposes:

- Allows the state or its political subdivisions to effectively and efficiently administer a governmental program, which administration would be significantly impaired without the exemption;
- Protects sensitive personal information that, if released, would be defamatory or would jeopardize an individual's safety; however, only the identity of an individual may be exempted under this provision; or

¹ Section 286.011(1), F.S.

² *Ibid.*

³ Section 286.011(6), F.S.

⁴ Section 286.011(2), F.S.

⁵ Art. I, s. 24(c), Fla. Const.

⁶ Section 119.15, F.S.

- Protects trade or business secrets.

Search Committees

Often, when looking to fill a vacant president, provost, or dean position, state universities and Florida College System (FCS) institutions⁷ establish a search committee, which may be comprised of members from an institution's board of trustees, faculty or student representatives, members of the community, a member from the Board of Governors or State Board of Education, and other potentially interested persons. The purpose of the committee is to locate qualified applicants who are interested in filling the vacant position at the university or institution, vetting applicants, and selecting a candidate to fill the position.⁸

The search committee often retains the services of a consulting firm for the purpose of conducting the search for a president or provost. It is typical for the consultant to make the initial contact with a potential applicant to determine if the person is interested in applying to fill the vacancy at the state university or FCS institution.

Information obtained by a search committee or consultant, including applications and other information gathered by a committee or consultant regarding applicants, must be made available for copying and inspection upon request. In addition, any meetings associated with the search process, including vetting of applicants, are open to the public.⁹

Effect of Proposed Changes

The bill creates an exemption from public record requirements for information associated with the applicant recruitment process and an exemption from public meeting requirements for discussions associated with the applicant search.

Specifically, the bill provides that any personal identifying information of an applicant for president, provost, or dean of any state university or FCS institution is confidential and exempt¹⁰ from public record requirements.

The bill also creates a public meeting exemption for any meeting held for the purpose of identifying or vetting applicants for president, provost, or dean of any state university or FCS institution. It provides that the public meeting exemption does not apply to a meeting held for the purpose of establishing qualifications of potential applicants or any compensation framework to be offered to potential applicants; however, any portion of such meeting that would disclose personal identifying information of an applicant or potential applicant is exempt from public meeting requirements.

Any meeting or interview held after a final group of applicants has been established and held for the purpose of making a final selection to fill the position of president, provost, or dean is subject to public meeting requirements. In addition, the names of any applicants who comprise a final group of

⁷ The Board of trustees for a FCS institution is charged with appointing an institution president and may appoint a search committee for this purpose. Section 1001.64(19), F.S.

⁸ The Board of Governors must confirm the selected candidate for president of a state university Section 1001.706(6)(a), F.S.

⁹ FCS institutions and state universities are considered state agencies, subject to public records and public meetings laws. *See Wood v. Marston*, 442 So. 2d 934, 938 (Fla. 1983) (holding that a University of Florida screening committee was subject to Florida's Sunshine Law); *Rhea v. District Bd. Of Trustees of Santa Fe College*, 2013 WL 950544 at 3, n. 1 (Fla. 1st DCA 2013) (noting that Santa Fe College, as part of the Florida College System, is a state agency having a duty to provide access to public records).

¹⁰ There is a difference between records the Legislature designates as exempt from public record requirements and those the Legislature deems confidential and exempt. A record classified as exempt from public disclosure may be disclosed under certain circumstances. *See WFTV, Inc. v. The School Board of Seminole*, 874 So.2d 48, 53 (Fla. 5th DCA 2004), review denied 892 So.2d 1015 (Fla. 2004); *City of Riviera Beach v. Barfield*, 642 So.2d 1135 (Fla. 4th DCA 1994); *Williams v. City of Minneola*, 575 So.2d 687 (Fla. 5th DCA 1991). If the Legislature designates a record as confidential and exempt from public disclosure, such record may not be released, by the custodian of public records, to anyone other than the persons or entities specifically designated in the statutory exemption. *See* Attorney General Opinion 85-62 (August 1, 1985).

applicants must be released by the state university or FCS institution no later than 21 days before the date of the meeting at which final action or vote is to be taken on the employment of the applicants. All documents containing personal identifying information of any applicants who comprise a final group of applicants become subject to public record requirements when the applicants' names are released.

The bill provides that the section is subject to the Open Government Sunset Review Act and will be repealed on October 2, 2019, unless reviewed and saved from repeal by the Legislature. It also provides a statement of public necessity as required by the State Constitution.

B. SECTION DIRECTORY:

Section 1 creates s. 1004.097, F.S., to provide public record and public meeting exemptions associated with a search conducted by a state university or FCS institution for the purpose of identifying or vetting applicants for president, provost, or dean.

Section 2 provides a statement of public necessity as required by the State Constitution.

Section 3 provides an effective date of upon becoming a law.

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:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill likely could create a minimal fiscal impact on state universities and FCS institutions, because staff responsible for complying with public record requests could require training related to creation of the public record exemption. In addition, state universities and FCS institutions could incur costs associated with redacting the confidential and exempt information prior to releasing a record. The costs, however, would be absorbed, as they are part of the day-to-day responsibilities of the universities and institutions.

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:

Vote Requirement

Article I, s. 24(c) of the State Constitution requires a two-thirds vote of the members present and voting for final passage of a newly created public record or public meeting exemption. The bill creates public record and public meeting exemptions; thus, it requires a two-thirds vote for final passage.

Public Necessity Statement

Article I, s. 24(c) of the State Constitution requires a public necessity statement for a newly created or expanded public record or public meeting exemption. The bill creates public record and public meeting exemptions; thus, it includes a public necessity statement.

Breadth of Exemption

Article I, s. 24(c) of the State Constitution requires a newly created public record or public meeting exemption to be no broader than necessary to accomplish the stated purpose of the law. The bill creates a public record exemption for any personal identifying information of an applicant for president, provost, or dean of any state university or FCS institution, in addition to a public meeting exemption for any meetings wherein such information is discussed or such applicants are vetted. The exemptions do not appear to be in conflict with the constitutional requirement that the exemptions be no broader than necessary to accomplish the stated purpose.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On March 18, 2014, the Government Operations Subcommittee adopted an amendment and reported the bill favorably with committee substitute. The amendment changed the effective date from October 1, 2014, to upon becoming a law.

This analysis is drafted to the committee substitute as approved by the Government Operations Subcommittee.

1 A bill to be entitled
 2 An act relating to public school instruction; amending
 3 s. 1003.42, F.S.; requiring that instructional staff
 4 of public schools provide instruction to students
 5 about the terrorist attacks occurring on September 11,
 6 2001, and the impact of those events; providing an
 7 effective date.

8
 9 WHEREAS, former Representative Clay Ford, Jr., who lost his
 10 battle with cancer during the 2013 Legislative Session, served
 11 his country in the United States Army as an infantry officer in
 12 a number of assignments ranging from Germany to the Pentagon,
 13 retiring as a full colonel, and

14 WHEREAS, in 1975, Representative Clay Ford, Jr., served as
 15 a member of the Arkansas House of Representatives, and, in
 16 February 2007, he was elected as a member of the Florida House
 17 of Representatives and reelected in 2008, and

18 WHEREAS, as a member of the Florida House of
 19 Representatives, Representative Clay Ford, Jr., had a passion
 20 for education and served on many committees, including the PreK-
 21 12 Policy Committee, and

22 WHEREAS, Representative Clay Ford, Jr., was a member of
 23 many organizations, including the Arkansas Bar Association and
 24 The Florida Bar as an attorney, the Military Officers
 25 Association of America, and the National Rifle Association, and

26 WHEREAS, this act honors Representative Clay Ford, Jr.'s

27 legacy of service to this country and his passion for education
 28 and the military, NOW, THEREFORE,

29

30 Be It Enacted by the Legislature of the State of Florida:

31

32 Section 1. Paragraph (u) is added to subsection (2) of
 33 section 1003.42, Florida Statutes, to read:

34 1003.42 Required instruction.—

35 (2) Members of the instructional staff of the public
 36 schools, subject to the rules of the State Board of Education
 37 and the district school board, shall teach efficiently and
 38 faithfully, using the books and materials required that meet the
 39 highest standards for professionalism and historic accuracy,
 40 following the prescribed courses of study, and employing
 41 approved methods of instruction, the following:

42 (u) The events surrounding the terrorist attacks occurring
 43 on September 11, 2001, and the impact of those events on the
 44 nation.



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46 The State Board of Education is encouraged to adopt standards
 47 and pursue assessment of the requirements of this subsection.

48 Section 2. This act shall take effect July 1, 2014.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 279 Public School Instruction
SPONSOR(S): Hill and others
TIED BILLS: IDEN./SIM. **BILLS:** SB 252

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|--|-----------|---|--|
| 1) K-12 Subcommittee | 11 Y, 0 N | Brink | Ahearn |
| 2) Education Appropriations Subcommittee | 11 Y, 0 N | Seifert | Heflin |
| 3) Education Committee | | Brink  | Mizereck  |

SUMMARY ANALYSIS

The bill requires public schools to provide instruction on the events surrounding the terrorist attacks of September 11, 2001, and the impact of those events on the nation.

The bill does not appear to have a fiscal impact on the state or local governments.

The bill provides an effective date of July 1, 2014.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation:

Section 1003.42(2), F.S., establishes components of required instruction for public school students. Instructional staff must teach the following content:

- The history and content of the Declaration of Independence, to include specific consents which include in part including national sovereignty, and natural law;
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States with emphasis on each of the ten amendments that make up the Bill of Rights;
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers;
- Flag education, including proper flag display and flag salute;
- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts;
- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present;
- The history of the Holocaust;
- The history of African Americans;
- The elementary principles of agriculture;
- The true effects of all alcoholic beverages and narcotics upon the human body and mind;
- Kindness to animals;
- The history of the state;
- The conservation of natural resources;
- Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including in part, an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; and dating violence and abuse;
- Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law;
- The study of Hispanic contributions to the United States;
- The study of women's contributions to the United States;
- The nature and importance of free enterprise to the United States economy;
- A character-development program in kindergarten through grade 12; and
- In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide.

The law does not establish any particular grade level or courses within which instruction on these topics must be provided. However, the Department of Education takes steps to ensure that the enumerated content is taught in public schools.

Current law does not require instruction on the impact of September 11, 2001, on our nation; however, the Department of Education's website includes multiple resources to support educators and students in researching and understanding the effects of the event.¹

Additionally, federal law designates September 11, 2001, as Patriot Day in honor of the individuals who lost their lives as a result of the terrorist attacks against the United States on September 11, 2001.²

Effect of Proposed Changes:

The bill requires that the events surrounding the terrorist attacks of September 11, 2001, and the impact of those events on the nation be included in the required instruction for public school students. School districts could incorporate remembrance of these events in instruction and school-related activities on Patriot Day, September 11, and throughout the year in other subjects.

B. SECTION DIRECTORY:

Section 1. Creates s. 1003.42(2)(u), F.S.; requiring that instructional staff of public schools provide instruction to students about the terrorist attacks occurring on September 11, 2001, and the impact of those events.

Section 2. Provides an effective date of July 1, 2014.

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:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

There is no anticipated fiscal impact associated with this bill. Providing instruction as required by the bill would not necessitate expenditure of funds because free resources are available for use, such as those listed by the Department of Education on its website. If districts choose to purchase additional

¹ See Florida Department of Education, Patriot Day and National Day of Service and Remembrance, available at <http://www.fldoe.org/bii/humanities/pdc.asp> (last visited Feb. 21, 2014).

² Public Law 107-89. See 36 U.S.C. s. 144.

instructional materials, funds received pursuant to the instructional materials categorical under the Florida Education Finance Program (FEFP) formula can be used.

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

None.

CS/HB 337

2014

1 A bill to be entitled
2 An act relating to the Florida Teachers Classroom
3 Supply Assistance Program; amending s. 1012.71, F.S.;
4 revising procedures for distributing program funds to
5 classroom teachers; providing an effective date.

6
7 Be It Enacted by the Legislature of the State of Florida:

8
9 Section 1. Subsection (3) of section 1012.71, Florida
10 Statutes, is amended to read:

11 1012.71 The Florida Teachers Classroom Supply Assistance
12 Program.—

13 (3) From the funds allocated to each school district and
14 any funds received from local contributions for the Florida
15 Teachers Classroom Supply Assistance Program, the district
16 school board shall calculate an identical amount for each
17 classroom teacher who is estimated to be employed by the school
18 district or a charter school in the district on September 1 of
19 each year, which is that teacher's proportionate share of the
20 total amount allocated to the district from state funds and
21 funds received from local contributions. A job-share classroom
22 teacher may receive a prorated share of the amount provided to a
23 full-time classroom teacher. For a classroom teacher determined
24 eligible on July 1, the district school board and each charter
25 school board may provide the teacher with his or her total
26 proportionate share by August 1 based on the estimate of the

Page 1 of 2

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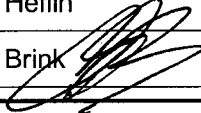

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27 number of teachers who will be employed on September 1. For a
 28 classroom teacher determined eligible after July 1, the district
 29 school board and each charter school board shall provide the
 30 ~~each classroom~~ teacher with his or her total proportionate share
 31 by September 30. The proportionate share may be provided ~~of each~~
 32 ~~year~~ by any means determined appropriate by the district school
 33 board or charter school board, including, but not limited to,
 34 direct deposit, check, debit card, or purchasing card. If a
 35 debit card is used, an identifier must be placed on the front of
 36 the debit card which clearly indicates that the card has been
 37 issued for the Florida Teachers Classroom Supply Assistance
 38 Program. Expenditures under the program are not subject to state
 39 or local competitive bidding requirements. Funds received by a
 40 classroom teacher do not affect wages, hours, or terms and
 41 conditions of employment and, therefore, are not subject to
 42 collective bargaining. Any classroom teacher may decline receipt
 43 of or return the funds without explanation or cause.

44 Section 2. This act shall take effect July 1, 2014.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 337 Florida Teachers Classroom Supply Assistance Program
SPONSOR(S): K-12 Subcommittee; Fresen
TIED BILLS: IDEN./SIM. **BILLS:** SB 886

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|-----------------------------|------------------|---|--|
| 1) K-12 Subcommittee | 11 Y, 0 N, As CS | Brink | Ahearn |
| 2) Appropriations Committee | 23 Y, 0 N | Heflin | Leznoff |
| 3) Education Committee | | Brink  | Mizereck  |

SUMMARY ANALYSIS

The Florida Teachers Classroom Supply Assistance Program (Program) provides funding for teachers to purchase supplies and materials for their classrooms.

The bill requires school districts to estimate by July 1 each year the number of classroom teachers expected to be employed by the district or a charter school in the district, and thus eligible to receive funds through the Program, on September 1.

The bill establishes an earlier, optional date by which Program funds may be disbursed to classroom teachers depending on when the teachers are determined to be eligible by the school district. The district may distribute by August 1 proportionate shares of Program funds to classroom teachers determined to be eligible as of July 1. For teachers who are determined eligible after July 1, or if the district elects not to disburse funds by August 1, the proportionate shares of Program funds must be disbursed by September 30.

The bill has no fiscal impact on state or local governments.

The bill has an effective date of July 1, 2014.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

The Florida Teachers Classroom Supply Assistance Program (Program), previously known as the Florida Teachers Lead Program,¹ was established in 1997 to provide eligible classroom teachers with funds to purchase classroom materials and supplies to supplement materials and supplies otherwise available to the teachers.² The funds are set annually by the General Appropriations Act and disbursed to each district by the Commissioner of Education based on each district's proportionate share of the state's total unweighted FTE student enrollment.³ Program funds may not be used to purchase equipment.⁴

Districts must distribute funds to their classroom teachers by September 30 each year, using any means determined appropriate by the district school board, including, but not limited to, direct deposit, check, debit card, or purchasing card.⁵ The funds must be distributed in identically proportionate shares to each teacher, as determined by the district school board or charter school board.⁶ If debit cards are used, the cards must have an identifier on the front indicating the card has been issued specifically for this program.⁷

Teachers must sign a statement acknowledging receipt of the funds, keep receipts for no less than four years to demonstrate compliance with expenditure requirements, and return any unused funds to the district school board at the end of the school year. Funds returned to the district must be deposited into the school advisory council account of the school at which the classroom teacher was employed when the teacher received the funds or, in the case of a charter school, deposited into the district's Program account of the school district in which the charter school is sponsored.⁸ The 2013-2014 General Appropriations Act appropriated \$45,286,750 to be disbursed through the Program.⁹

Effect of Proposed Changes

The bill requires school districts to estimate by July 1 each year the number of classroom teachers that will be employed by the district or a charter school in the district, and thus eligible to receive Program funds, on September 1. If, as of July 1, a classroom teacher is estimated to be employed on September 1, the district may provide the teacher his or her proportionate share by August 1 of that year. For teachers who are determined eligible by the district after July 1, or if the district elects not to disburse funds by August 1, the proportionate shares of Program funds must be disbursed by September 30.

B. SECTION DIRECTORY:

Section 1. Amends s. 1012.71, revising the date for program funding distribution.

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

¹ The program was renamed in 2013 under SB 1664, s. 10, ch. 2013-185, L.O.F.

² Section 18, ch. 97-384, L.O.F.

³ Section 1012.71(2), F.S.

⁴ *Id.*

⁵ Section 1012.71(3), F.S.

⁶ *Id.*

⁷ *Id.*

⁸ Section 1012.17(4), F.S.

⁹ Specific Appropriations 7 and 87, s. 2, ch. 2013-40, L.O.F.

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:

None.

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

On January 14, 2014, the K-12 Subcommittee adopted one amendment to HB 337 and reported the bill favorably as a committee substitute. The amendment removes the requirement that districts disburse Program funds by August 1 to teachers determined to be eligible as of July 1 and instead provides districts the option of the earlier disbursement.

1 A bill to be entitled
2 An act relating to postsecondary education textbook
3 and instructional materials affordability; amending s.
4 1004.085, F.S.; defining the term "instructional
5 materials"; requiring the State Board of Education and
6 the Board of Governors to adopt textbook and
7 instructional materials affordability policies,
8 procedures, and guidelines; providing requirements for
9 the use of adopted undergraduate textbooks and
10 instructional materials and authorizing exceptions;
11 requiring a public postsecondary institution to post
12 in its course registration system and on its website
13 information relating to required and recommended
14 textbooks and instructional materials and prices
15 thereof; requiring annual reporting of textbook and
16 instructional materials cost information and
17 affordability policies and procedures; requiring the
18 Governor to appoint a task force to research options
19 to reduce the cost of textbooks and instructional
20 materials; providing task force membership and duties;
21 amending s. 1001.7065, F.S.; conforming provisions;
22 providing an effective date.

23
24 Be It Enacted by the Legislature of the State of Florida:
25

26 Section 1. Section 1004.085, Florida Statutes, is amended
 27 to read:

28 1004.085 Textbook and instructional materials
 29 affordability.-

30 (1) As used in this section, the term "instructional
 31 materials" means educational materials for use within a course
 32 that may be available in printed or digital format.

33 (2)(1) An ~~No~~ employee of a Florida College System
 34 institution or state university may not demand or receive any
 35 payment, loan, subscription, advance, deposit of money, service,
 36 or anything of value, present or promised, in exchange for
 37 requiring students to purchase a specific textbook or
 38 instructional material for coursework or instruction.

39 (3)(2) An employee may receive:

40 (a) Sample copies, instructor copies, or instructional
 41 materials. These materials may not be sold for any type of
 42 compensation if they are specifically marked as free samples not
 43 for resale.

44 (b) Royalties or other compensation from sales of
 45 textbooks or instructional materials that include the
 46 instructor's own writing or work.

47 (c) Honoraria for academic peer review of course
 48 materials.

49 (d) Fees associated with activities such as reviewing,
 50 critiquing, or preparing support materials for textbooks or
 51 instructional materials pursuant to guidelines adopted by the

52 State Board of Education or the Board of Governors.

53 (e) Training in the use of course materials and learning
54 technologies.

55 ~~(4)(3)~~ Each Florida College System institution
56 ~~institutions~~ and state university universities shall post
57 prominently in the course registration system and on its website
58 ~~on their websites~~, as early as is feasible, but at least 14 not
59 ~~less than 30~~ days before ~~prior to~~ the first day of student
60 registration class for each term, a hyperlink to lists list of
61 ~~each textbook~~ required and recommended textbooks and
62 instructional materials for each course and course section
63 offered at the institution during the upcoming term. The lists
64 ~~posted list~~ must include:

65 (a) The International Standard Book Number (ISBN) for each
66 required and recommended textbook and instructional material.

67 (b) For a textbook or instructional material for which an
68 ISBN is not available, textbook or other identifying
69 information, which must include, at a minimum, all of the
70 following: the title, all authors listed, publishers, edition
71 number, copyright date, published date, and other relevant
72 information necessary to identify the specific textbook or
73 instructional material textbooks required and recommended for
74 each course.

75 (c) The new and used retail price and the rental price, if
76 applicable, for a required and recommended textbook or
77 instructional material for purchase at the institution's

78 designated bookstore or other specified vendor, including the
 79 website or other contact information for the bookstore.

80
 81 The State Board of Education and the Board of Governors shall
 82 include in the policies, procedures, and guidelines adopted
 83 under subsection (5) ~~(4)~~ certain limited exceptions to this
 84 notification requirement for courses ~~classes~~ added after the
 85 notification deadline.

86 (5) ~~(4)~~ The State Board of Education and the Board of
 87 Governors each shall adopt textbook and instructional materials
 88 affordability policies, procedures, and guidelines for
 89 implementation by Florida College System institutions and state
 90 universities, respectively, that further efforts to minimize the
 91 cost of textbooks and instructional materials for students
 92 attending such institutions while maintaining the quality of
 93 education and academic freedom. The policies, procedures, and
 94 guidelines shall, at a minimum, require ~~provide for~~ the
 95 following:

96 (a) That textbook and instructional material adoptions are
 97 made with sufficient lead time to bookstores so as to confirm
 98 availability of the requested materials and, where possible,
 99 ensure maximum availability of used textbooks and instructional
 100 materials ~~books~~.

101 (b) That, in the textbook and instructional material
 102 adoption process, the intent to use all items ordered,
 103 particularly each individual item sold as part of a bundled

104 package, is confirmed by the course instructor or the academic
 105 department offering the course before the adoption is finalized.

106 (c) That a course instructor or the academic department
 107 offering the course determines, before a textbook or
 108 instructional material is adopted, the extent to which a new
 109 edition differs significantly and substantively from earlier
 110 versions and the value to the student of changing to a new
 111 edition or the extent to which an open-access textbook or
 112 instructional material may exist and be used.

113 (d) That a textbook or instructional material for an
 114 undergraduate course shall remain in use for a minimum of 3
 115 years in that undergraduate course, unless an exception is
 116 approved by the institution's president or designee. An
 117 exception must be based upon a determination that the new
 118 edition differs significantly and substantially from earlier
 119 versions and that there is value to the student in changing to
 120 the new edition. The institution's president or designee shall
 121 annually report to the institution's board of trustees all
 122 exceptions granted, including the rationale used to approve each
 123 exception. The annual report shall be maintained on the
 124 institution's website.

125 ~~(e)~~ (d) That the establishment of policies shall address
 126 the availability of required and recommended textbooks and
 127 instructional materials to students otherwise unable to afford
 128 the cost, including consideration of the extent to which an
 129 open-access textbook or instructional material may be used.

130 ~~(f)(e)~~ That course instructors and academic departments
 131 are encouraged to participate in the development, adaptation,
 132 and review of open-access textbooks and instructional materials
 133 and, in particular, open-access textbooks and instructional
 134 materials for high-demand general education courses.

135 (6) Each Florida College System institution and state
 136 university shall report annually to the Chancellor of the
 137 Florida College System or the Chancellor of the State University
 138 System, as applicable, the cost of undergraduate textbooks and
 139 instructional materials, by course and course section; the
 140 adoption cycles for high-enrollment courses as determined by the
 141 chancellors; specific initiatives of the institution that reduce
 142 the cost of textbooks and instructional materials; the number of
 143 courses and course sections that were not able to meet the
 144 textbook and instructional materials posting deadline; and
 145 additional information as determined by the chancellors.
 146 Annually, by December 31, the chancellors shall compile the
 147 institution reports and submit a comprehensive report to the
 148 Governor, the President of the Senate, and the Speaker of the
 149 House of Representatives.

150 (7) Each Florida College System institution and state
 151 university shall send annually to the State Board of Education
 152 or the Board of Governors, as applicable, electronic copies of
 153 its current textbook and instructional materials affordability
 154 policies and procedures. The State Board of Education and the
 155 Board of Governors shall provide a link to this information on

156 their respective websites.

157 (8) (a) The Governor shall appoint a task force which
158 includes the Chancellor of the Florida College System, the
159 Chancellor of the State University System, students who are
160 currently enrolled in a public postsecondary institution, and
161 representatives from Florida College System institutions, state
162 universities, textbook and instructional materials publishers,
163 and bookstore owners or managers.

164 (b) The task force shall research options to reduce the
165 cost of print and digital textbooks and instructional materials
166 for all students. The task force shall use the information
167 provided pursuant to subsections (5) and (6) to determine the
168 best methods to reduce costs and must, at a minimum, consider
169 the following:

170 1. Any existing Florida College System or State University
171 System initiative to reduce the cost of textbooks and
172 instructional materials.

173 2. Bulk purchasing of e-textbooks.

174 3. Expanding the use of open-access textbooks and
175 instructional materials.

176 4. Textbook and instructional materials rental options.

177 5. Statewide agreements with publishers and vendors.

178 6. The development of online portals at each institution
179 that will assist students in buying, renting, selling, and
180 sharing textbooks and instructional materials.

181 (c) By July 1, 2015, the task force shall submit

182 recommendations to the Governor, the President of the Senate,
 183 and the Speaker of the House of Representatives.

184 Section 2. Paragraph (k) of subsection (4) of section
 185 1001.7065, Florida Statutes, is amended to read:

186 1001.7065 Preeminent state research universities program.—

187 (4) PREEMINENT STATE RESEARCH UNIVERSITY INSTITUTE FOR
 188 ONLINE LEARNING.—A state research university that, as of July 1,
 189 2013, meets all 12 of the academic and research excellence
 190 standards identified in subsection (2), as verified by the Board
 191 of Governors, shall establish an institute for online learning.
 192 The institute shall establish a robust offering of high-quality,
 193 fully online baccalaureate degree programs at an affordable cost
 194 in accordance with this subsection.

195 (k) The university shall establish a tuition structure for
 196 its online institute in accordance with this paragraph,
 197 notwithstanding any other provision of law.

198 1. For students classified as residents for tuition
 199 purposes, tuition for an online baccalaureate degree program
 200 shall be set at no more than 75 percent of the tuition rate as
 201 specified in the General Appropriations Act pursuant to s.
 202 1009.24(4) and 75 percent of the tuition differential pursuant
 203 to s. 1009.24(16). No distance learning fee, fee for campus
 204 facilities, or fee for on-campus services may be assessed,
 205 except that online students shall pay the university's
 206 technology fee, financial aid fee, and Capital Improvement Trust
 207 Fund fee. The revenues generated from the Capital Improvement

208 Trust Fund fee shall be dedicated to the university's institute
 209 for online learning.

210 2. For students classified as nonresidents for tuition
 211 purposes, tuition may be set at market rates in accordance with
 212 the business plan.

213 3. Tuition for an online degree program shall include all
 214 costs associated with instruction, materials, and enrollment,
 215 excluding costs associated with the provision of textbooks and
 216 instructional materials pursuant to s. 1004.085 and physical
 217 laboratory supplies.

218 4. Subject to the limitations in subparagraph 1., tuition
 219 may be differentiated by degree program as appropriate to the
 220 instructional and other costs of the program in accordance with
 221 the business plan. Pricing must incorporate innovative
 222 approaches that incentivize persistence and completion,
 223 including, but not limited to, a fee for assessment, a bundled
 224 or all-inclusive rate, and sliding scale features.

225 5. The university must accept advance payment contracts
 226 and student financial aid.

227 6. Fifty percent of the net revenues generated from the
 228 online institute of the university shall be used to enhance and
 229 enrich the online institute offerings, and 50 percent of the net
 230 revenues generated from the online institute shall be used to
 231 enhance and enrich the university's campus state-of-the-art
 232 research programs and facilities.

233 7. The institute may charge additional local user fees

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

234 | pursuant to s. 1009.24(14) upon the approval of the Board of
235 | Governors.

236 | 8. The institute shall submit a proposal to the president
237 | of the university authorizing additional user fees for the
238 | provision of voluntary student participation in activities and
239 | additional student services.

240 | Section 3. This act shall take effect July 1, 2014.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 355 Postsecondary Education Textbook and Instructional Materials Affordability
SPONSOR(S): Higher Education and Workforce Subcommittee, Porter
TIED BILLS: IDEN./SIM. **BILLS:** SB 530

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|--|---------------------|--|--|
| 1) Higher Education & Workforce Subcommittee | 12 Y, 0 N, As CS | Ammel | Sherry |
| 2) Education Appropriations Subcommittee | 12 Y, 0 N | Butler | Heflin |
| 3) Education Committee | | Amme  | Mizereck  |

SUMMARY ANALYSIS

The bill provides additional information to students regarding costs for textbooks and instructional materials by:

- Applying provisions of the textbook affordability law to instructional materials and providing a definition for instructional materials.
- Requiring Florida College System (FCS) institutions and state universities to post prominently in the course registration system and on their websites a hyperlink to lists of required and recommended textbooks and other instructional materials for each course and course section at least 14 days prior to the first day of class registration for each term.
- Clarifying what information is required to be posted for textbooks and materials that do not have an International Standard Book Number (ISBN).
- Requiring institutions to post new, used, and if applicable, rental price information for textbooks and other instructional materials for each course and course section, including the website or other contact information for the bookstore.
- Requiring public colleges and universities to use textbooks for a minimum of three years in undergraduate courses; providing for exceptions to this requirement; and requiring an annual report to the board of trustees regarding any exceptions granted, and the rationale for making such exceptions. The report must be posted on the college or university website.
- Requiring each FCS institution and university to annually report to its chancellor the cost of undergraduate textbooks and instructional materials by course and course section, adoption cycles for high-enrollment courses, any institution specific initiatives that reduce the cost of textbooks and instructional materials, the number of courses and course sections that did not meet the posting deadline, and additional information as determined by the chancellors. The chancellors must then compile the reports and submit a comprehensive report to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 31 each year.
- Requiring FCS and SUS institutions to annually provide electronic copies of their textbook and instructional materials affordability policies and procedures to the State Board of Education (SBE), or BOG, as applicable. SBE and BOG will provide a link to this information on their respective websites.
- Requiring the Governor to appoint a task force to research options that will reduce the cost of textbooks and instructional materials; specifying that membership must include the Chancellors of the FCS and SUS, students currently enrolled in public postsecondary institutions, representatives from FCS and SUS institutions, textbook publishers, and bookstore owners or managers; outlining specific duties of the task force; and requiring the task force to submit recommendations to the Governor and the Legislature no later than July 1, 2015.
- The fiscal impact to FCS and SUS institutions are indeterminate. See Fiscal Comments.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

In 2008, the Legislature created a new section in law to address textbook affordability by: prohibiting employees of a Florida College System (FCS) institution or state university from receiving anything of value in exchange for requiring a student to purchase a specific textbook; requiring the FCS institutions and universities to provide specific information for textbooks to students prior to the first day of classes; and requiring the State Board of Education (SBE) and the Board of Governors (BOG) to adopt policies, procedures, and guidelines that would further efforts to minimize the cost of textbooks.¹

Employee Requirements

The law prohibits an employee of a FCS institution or state university from demanding or receiving any payment, loan, subscription, advance, deposit of money, service, or anything of value in exchange for requiring students to purchase specific textbooks.² The law permits employees to receive:

- Sample copies, instructor copies, or instructional materials that may not be sold for any type of compensation if specifically marked as free samples not for resale;
- Royalties or other compensation from sales of textbooks that include the instructor's own writing or work;
- Honoraria for academic peer review of course materials;
- Fees associated with activities such as reviewing, critiquing, or preparing support materials for textbooks pursuant to guidelines adopted by the SBE or BOG; and
- Training in the use of course materials and learning technologies.³

Textbook Information Requirements

State universities and FCS institutions are required to post on their websites, as early as is feasible, but not less than 30 days prior to the first day of class for each term, a list of each textbook required for each course for the term. The list must include the International Standard Book Number (ISBN) for each required textbook and, at a minimum, the following: the title; all authors listed; publishers, edition number, copyright date, published date, and other relevant information necessary to identify the specific textbook.⁴

Rules and Regulations

The SBE adopted Rule 6A-14.092, F.A.C.⁵, in January 2009, and the BOG adopted Regulation 8.003 in March 2009,⁶ each in accordance with the following statutory requirements that:

- Textbook adoptions are made with sufficient lead time to bookstores in order to confirm availability of textbooks and ensure maximum availability of used books.

¹ Section 1, ch. 2008-78, L.O.F

² Section 1004.085(1), F.S.

³ Section 1004.085(2), F.S.

⁴ Section 1004.085(3), F.S.

⁵ See <https://www.flrules.org/gateway/ruleNo.asp?id=6A-14.092>

⁶ See http://www.flbog.edu/documents_regulations/regulations/8_003_Textbook_Adoption.pdf

- The course instructor or academic department offering the course confirms that all items ordered, including individual items as part of a bundled package, are going to be used.
- The course instructor or academic department offering the course determines, before adoption of the textbook, that a new edition differs significantly and substantially enough from earlier versions that there is value in changing to the new edition.
- The policies shall address the availability of required textbooks to students otherwise unable to afford the cost.⁷

Effect of Proposed Changes

The bill includes instructional materials within the provisions of the current affordability requirements and defines “instructional materials” as educational materials for use within a course that may be available in printed or digital format.

Employee Requirements

The bill applies the same provisions to instructional materials as it does to textbooks with regard to prohibiting employees from receiving any kind of payment for requiring students to purchase specific textbooks or instructional materials.

Textbook Information Requirements

The bill specifies that FCS institutions and state universities must prominently post information for required and recommended textbooks and instructional materials in the course registration system and on their websites. The information must be posted at least 14 days before the first day of student registration and include hyperlinks to lists of required and recommended textbooks and instructional materials for each course and course section.

The list must also include the new and used retail price and the rental price, if applicable, for all required and recommended textbooks and instructional materials for purchase at the institution’s designated bookstore or other specified vendor. It must have the website or other contact information for the bookstore.

Rules and Regulations

The bill maintains current law requiring the SBE and BOG to adopt policies, procedures and guidelines, related to textbook affordability, but revises for the inclusion of instructional materials.

The bill also requires that textbooks for an undergraduate course be in use for a minimum of three years in that course, unless an exception has been approved by the institution’s president or designee. The president or his or her designee must annually report to the institution’s board of trustees any exceptions granted and the rationale for such exceptions. The report must be posted on the FCS institution’s or state university’s website.

Reporting Requirements

The bill requires each FCS institution and state university to annually report to the Chancellor of the FCS or the Chancellor of the State University System (SUS), as applicable, the following:

- The cost of undergraduate textbooks and instructional materials by course and course section;
- The adoption cycles for high-demand courses as determined by the chancellors;
- Any institution specific initiatives that reduce the cost of textbooks and instructional materials;

⁷ Section 1004.085(4), F.S. Note - The Legislature amended 1004.085, F.S. in 2011 to include the consideration of open-access textbooks within the policies and procedures. The SBE rule and BOG regulation have not been updated to include these provisions.

- The number of courses and course sections that did not meet the posting deadline; and
- Additional information as determined by the chancellors.

The chancellors must compile the institution reports and submit, no later than December 31 each year, a comprehensive report to the Governor, BOG, the President of the Senate, and the Speaker of the House of Representatives.

Additionally, the bill requires each FCS institution and state university to annually submit to the SBE and BOG electronic copies of its current textbook and instructional materials affordability policies and procedures. The SBE and BOG must provide this information on their websites.

Preeminent State Research University Institute for Online Learning

The bill requires that the preeminent state research university institute for online learning include costs for instructional materials when determining tuition for the online degree program.

Governor's Task Force

The bill requires the Governor to appoint a task force to research options that will reduce the cost of textbooks and instructional materials. The task force must include representatives from:

- Florida College System institutions, in addition to the Chancellor;
- State universities, in addition to the Chancellor;
- Textbook and instructional materials publishers;
- Bookstore owners or managers; and
- Students who are currently enrolled in a postsecondary institution.

The task force must utilize the information in the SBE and BOG annual reports previously described and must, at a minimum, consider the following:

- Any existing FCS or SUS initiative to reduce the cost of textbooks and instructional materials;
- Bulk purchasing of e-textbooks;
- Expanding the use of open-access textbooks and instructional materials;
- Textbook and instructional materials rental options;
- Statewide agreements with publishers and vendors; and
- The development of online portals at each institution that will assist students in buying, renting, selling, and sharing textbooks and instructional materials.

The bill requires the task force to submit recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives no later than July 1, 2015.

B. SECTION DIRECTORY:

Section 1. Amends 1004.085, F.S., to: define "instructional materials"; apply textbook affordability policies and procedures to instructional materials; require an institution and university to post in the course registration system and on their website information relating to required and recommended textbooks and other instructional materials; require annual reporting by institutions and universities to the chancellors of FCS and SUS; require an annual comprehensive report from the chancellors to the Governor, BOG, the President of the Senate, and the Speaker of the House of Representatives; require the Governor to appoint a task force to research options that will reduce the cost of textbooks and instructional materials; specify membership requirements for the task force; outline duties of the task force; require the task force to submit recommendations to the Governor and Legislature no later than July 1, 2015; and require SBE and BOG to publish on their websites a report of textbook and other instructional materials affordability policies and procedures.

Section 2. Amends 1001.7065, F.S., to include the cost of instructional materials in determining tuition for an online degree program offered by the preeminent state research university institute for online learning.

Section 3. Provides an effective date of July 1, 2014.

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:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

Students may spend less on textbooks if they have ample time and information to search for best prices.

D. FISCAL COMMENTS:

As reported by the Division of Florida Colleges, institutional costs associated with providing additional required information to students and reporting requirements are indeterminate and variable by college. Associated costs can be absorbed within current resources. No cost data was provided by the Board of Governors for the State University System, but it is anticipated that costs are indeterminate and variable by university as well.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On March 5, 2014, the Higher Education and Workforce Subcommittee reported HB 355 favorably as a committee substitute. The committee adopted a strike-all amendment that included several new provisions, including, but not limited to:

- Providing a definition of "instructional materials."
- Requiring institutions to post textbook and instructional materials information for each course and course section in the course registration system as well as on the website.
- Requiring institutions, for undergraduate courses, to use the same textbook in that course for a minimum of three years, unless granted an exemption.
- Revising the information required in the annual reports.
- Requiring the Governor to establish a task force to research options that will reduce the cost of textbooks and instructional materials.

The analysis is drafted to the committee substitute as adopted by the Higher Education and Workforce Subcommittee.

HB 7083

2014

1 A bill to be entitled
2 An act relating to school choice; amending s. 1002.33,
3 F.S.; revising required contents of charter school
4 applications and charter contracts; authorizing a
5 sponsor to require an applicant to provide additional
6 information as an addendum to a charter school
7 application; requiring a sponsor to allow an applicant
8 an opportunity to correct both material and technical
9 deficiencies in the application; conforming provisions
10 regarding the appeal process for denial of high-
11 performing charter school applications; requiring
12 sponsors and applicants to use a standard charter
13 contract; specifying that the standard charter
14 contract consists of the approved application and
15 addenda and other specified elements; conforming
16 provisions; specifying that a charter contract
17 provision that is inconsistent with or prohibited by
18 law is void and unenforceable; authorizing the sponsor
19 and applicant to negotiate additional terms after
20 approving the charter; authorizing a charter school to
21 open and operate during such negotiation; providing
22 that matters included in the approved application and
23 addenda are deemed settled for purposes of negotiating
24 the charter; clarifying provisions regarding long-term
25 charters and charter terminations; specifying that a
26 charter is automatically terminated when a charter

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CODING: Words ~~stricken~~ are deletions; words underlined are additions.

hb7083-00

27 school earns a second consecutive grade of "F" after
 28 all appeals unless an exception applies; specifying
 29 requirements regarding such terminations; correcting
 30 cross-references; prohibiting a sponsor from requiring
 31 a high-performing charter school to limit enrollment
 32 or capacity to students enrolled before the start of
 33 the school year; clarifying that sponsors must make
 34 unused school facilities available to charter schools;
 35 specifying requirements for such use of facilities;
 36 requiring the Department of Education to develop a
 37 model application form, standard charter contract,
 38 standard application evaluation instrument, and
 39 standard charter renewal contract; requiring the
 40 department to develop such documents for virtual
 41 charter schools and high-performing charter schools;
 42 amending s. 1002.331, F.S.; specifying that charter
 43 schools established by certain high-performing charter
 44 school systems qualify for high-performing charter
 45 school status for the first 3 years of operation;
 46 correcting a cross-reference; revising limits on high-
 47 performing charter school replication; amending s.
 48 1002.332, F.S.; authorizing certain out-of-state
 49 entities to apply for designation as a high-performing
 50 charter school system; requiring the State Board of
 51 Education to adopt by rule eligibility criteria for
 52 such designation; amending s. 1002.45, F.S.;

53 specifying conditions under which an approved virtual
 54 instruction provider's contract is automatically
 55 terminated; amending s. 1013.62, F.S.; requiring that
 56 a charter school may not have financial emergency
 57 conditions on an annual audit to qualify for capital
 58 outlay funding; amending s. 1003.01, F.S.; correcting
 59 a cross-reference; providing an effective date.

60

61 Be It Enacted by the Legislature of the State of Florida:

62

63 Section 1. Paragraphs (a), (b), (c), and (h) of subsection
 64 (6), subsection (7), paragraphs (n) and (o) of subsection (9),
 65 paragraphs (e) and (i) of subsection (10), paragraphs (b) and
 66 (c) of subsection (15), paragraph (e) of subsection (18), and
 67 paragraph (a) of subsection (21) of section 1002.33, Florida
 68 Statutes, are amended to read:

69 1002.33 Charter schools.—

70 (6) APPLICATION PROCESS AND REVIEW.—Charter school
 71 applications are subject to the following requirements:

72 (a) A person or entity that wants ~~wishing~~ to open a
 73 charter school shall prepare and submit an application on the a
 74 model application form prepared by the Department of Education
 75 which:

76 1. Demonstrates how the school will use the guiding
 77 principles and meet the statutorily defined purpose of a charter
 78 school and describes the school's mission, the students to be

79 served, and the ages and grades to be included.

80 2. Describes the focus of the curriculum, the
81 instructional methods to be used, any distinctive instructional
82 techniques to be employed, and the identification and
83 acquisition of appropriate technologies needed to improve
84 educational and administrative performance, which include a
85 means for promoting safe, ethical, and appropriate uses of
86 technology that comply with legal and professional standards.
87 ~~The Provides a detailed curriculum plan must illustrate that~~
88 ~~illustrates~~ how students will be provided instruction on
89 ~~services to attain the Sunshine state standards.~~

90 a. Reading shall be a primary focus of the curriculum. The
91 curriculum plan must describe the differentiated strategies that
92 will be used for students who score Level 3 and above on the
93 statewide, standardized Reading assessment or, upon
94 implementation, the English Language Arts assessment and a
95 separate curriculum and strategies for students who score below
96 Level 3 on the statewide, standardized Reading assessment or,
97 upon implementation, the English Language Arts assessment.
98 Resources must be provided to identify and provide specialized
99 instruction for students who score below Level 3 on the
100 assessment. The curriculum and instructional strategies for
101 reading must be consistent with state standards and grounded in
102 scientifically based reading research. A sponsor shall deny a
103 charter if the school does not propose a reading curriculum that
104 is consistent with effective teaching strategies that are

105 grounded in scientifically based reading research.

106 b. In order to provide students with access to diverse
107 instructional delivery models, to facilitate the integration of
108 technology within traditional classroom instruction, and to
109 provide students with the skills they need to compete in the
110 21st century economy, the Legislature encourages instructional
111 methods for blended learning courses consisting of both
112 traditional classroom and virtual instructional techniques.
113 Charter schools may implement blended learning courses that
114 combine traditional classroom instruction and virtual
115 instruction. Students in a blended learning course must be full-
116 time students of the charter school and receive the virtual
117 instruction in a classroom setting at the charter school.
118 Instructional personnel certified pursuant to s. 1012.55 who
119 provide virtual instruction for blended learning courses may be
120 employees of the charter school or may be under contract to
121 provide instructional services to charter school students. At a
122 minimum, such instructional personnel must hold an active state
123 or school district adjunct certification under s. 1012.57 for
124 the subject area of the blended learning course. The funding and
125 performance accountability requirements for blended learning
126 courses are the same as those for traditional courses.

127 3. Contains goals and objectives for improving student
128 learning and measuring that improvement. These goals and
129 objectives must indicate how much academic improvement students
130 are expected to show each year, how success will be evaluated,

131 and the specific results to be attained through instruction.

132 4. Provides the methods used to identify the educational
 133 strengths and needs of students and how well educational goals
 134 and performance standards are met by students attending the
 135 charter school. The methods shall provide a means for the
 136 charter school to ensure accountability to its constituents by
 137 analyzing student performance data and by evaluating the
 138 effectiveness and efficiency of its major educational programs.
 139 Students in charter schools shall, at a minimum, participate in
 140 the statewide assessment program created under s. 1008.22.

141 5. For the establishment of a secondary charter school,
 142 provides a method for determining that a student has satisfied
 143 the requirements for graduation in s. 1003.4282.

144 ~~4. Describes the reading curriculum and differentiated~~
 145 ~~strategies that will be used for students reading at grade level~~
 146 ~~or higher and a separate curriculum and strategies for students~~
 147 ~~who are reading below grade level. A sponsor shall deny a~~
 148 ~~charter if the school does not propose a reading curriculum that~~
 149 ~~is consistent with effective teaching strategies that are~~
 150 ~~grounded in scientifically based reading research.~~

151 ~~5. Contains an annual financial plan for each year~~
 152 ~~requested by the charter for operation of the school for up to 5~~
 153 ~~years. This plan must contain anticipated fund balances based on~~
 154 ~~revenue projections, a spending plan based on projected revenues~~
 155 ~~and expenses, and a description of controls that will safeguard~~
 156 ~~finances and projected enrollment trends.~~

157 ~~6. Documents that the applicant has participated in the~~
 158 ~~training required in subparagraph (f)2. A sponsor may require an~~
 159 ~~applicant to provide additional information as an addendum to~~
 160 ~~the charter school application described in this paragraph.~~

161 6.7. For the establishment of a virtual charter school,
 162 documents that the applicant has contracted with a provider of
 163 virtual instruction services pursuant to s. 1002.45(1)(d).

164 7. Describes the admissions procedures and dismissal
 165 procedures, including the school's code of student conduct.

166 8. Describes the ways by which the school will achieve a
 167 racial/ethnic balance reflective of the community it serves or
 168 within the racial/ethnic range of other public schools in the
 169 same school district.

170 9. Contains an annual financial plan for each year that
 171 the applicant intends to operate the school for up to 5 years.
 172 This plan must contain anticipated fund balances based on
 173 revenue projections, a spending plan based on projected revenues
 174 and expenses, and a description of controls that will safeguard
 175 finances and projected enrollment trends.

176 10. Describes the financial and administrative management
 177 of the school, including a reasonable demonstration of the
 178 professional experience or competence of those individuals or
 179 organizations applying to operate the charter school or those
 180 individuals or organizations hired or retained to perform such
 181 professional services and a description of clearly delineated
 182 responsibilities of those individuals or organizations and the

183 policies and practices needed to effectively manage the charter
 184 school. A description of internal audit procedures and
 185 establishment of controls to ensure that financial resources are
 186 properly managed must be included. Both public sector and
 187 private sector professional experience are equally valid in such
 188 a consideration.

189 11. Describes procedures that identify various risks and
 190 provide for a comprehensive approach to reduce the impact of
 191 losses; plans to ensure the safety and security of students and
 192 staff; plans to identify, minimize, and protect others from
 193 violent or disruptive student behavior; and the manner in which
 194 the school will be insured, including whether the school will be
 195 required to have liability insurance, and, if so, the terms and
 196 conditions thereof and the amounts of coverage.

197 12. Includes the qualifications to be required of the
 198 teachers and the potential strategies used to recruit, hire,
 199 train, and retain qualified staff to achieve best value.

200 13. Describes the governance structure of the school,
 201 including the status of the charter school as a public or
 202 private employer as required in paragraph (12)(i).

203 14. Includes a timetable for implementing the charter
 204 which addresses the implementation of each element thereof and
 205 the date by which the charter will be awarded in order to meet
 206 this timetable.

207 15. In the case of an existing public school that is being
 208 converted to charter status, includes alternative arrangements

209 for current students who choose not to attend the charter school
 210 and for current teachers who choose not to teach in the charter
 211 school after conversion in accordance with the existing
 212 collective bargaining agreement or district school board rule in
 213 the absence of a collective bargaining agreement. However,
 214 alternative arrangements are not required for current teachers
 215 who choose not to teach in a charter lab school, except as
 216 authorized by the employment policies of the state university
 217 that grants the charter to the lab school.

218

219 A sponsor may require an applicant to provide additional
 220 information as an addendum to the charter school application
 221 described in this paragraph.

222 (b) A sponsor shall receive and review all applications
 223 for a charter school using the ~~an~~ evaluation instrument
 224 developed by the Department of Education. A sponsor shall
 225 receive and consider charter school applications received on or
 226 before August 1 of each calendar year for charter schools to be
 227 opened at the beginning of the school district's next school
 228 year, or to be opened at a time agreed to by the applicant and
 229 the sponsor. A sponsor may not refuse to receive a charter
 230 school application submitted before August 1 and may receive an
 231 application submitted later than August 1 if it chooses. In
 232 order to facilitate greater collaboration in the application
 233 process, an applicant may submit a draft charter school
 234 application on or before May 1 with an application fee of \$500.

235 If a draft application is timely submitted, the sponsor shall
 236 review and provide feedback as to material deficiencies in the
 237 application by July 1. The applicant shall then have until
 238 August 1 to resubmit a revised and final application. The
 239 sponsor may approve the draft application. A sponsor may not
 240 charge an applicant for a charter any fee for the processing or
 241 consideration of an application, and a sponsor may not base its
 242 consideration or approval of a final application upon the
 243 promise of future payment of any kind. Before approving or
 244 denying any final application, the sponsor shall allow the
 245 applicant, upon receipt of written notification, at least 7
 246 calendar days to make ~~technical or nonsubstantive~~ corrections
 247 and clarifications to address any deficiencies, ~~including, but~~
 248 ~~not limited to, corrections of grammatical, typographical, and~~
 249 ~~like errors or missing signatures, if such errors are identified~~
 250 by the sponsor as cause to deny the final application.

251 1. In order to facilitate an accurate budget projection
 252 process, a sponsor shall be held harmless for FTE students who
 253 are not included in the FTE projection due to approval of
 254 charter school applications after the FTE projection deadline.
 255 In a further effort to facilitate an accurate budget projection,
 256 within 15 calendar days after receipt of a charter school
 257 application, a sponsor shall report to the Department of
 258 Education the name of the applicant entity, the proposed charter
 259 school location, and its projected FTE.

260 2. In order to ensure fiscal responsibility, an

261 application for a charter school shall include a full accounting
 262 of expected assets, a projection of expected sources and amounts
 263 of income, including income derived from projected student
 264 enrollments and from community support, and an expense
 265 projection that includes full accounting of the costs of
 266 operation, including start-up costs.

267 3.a. A sponsor shall by a majority vote approve or deny an
 268 application no later than 60 calendar days after the application
 269 is received, unless the sponsor and the applicant mutually agree
 270 in writing to temporarily postpone the vote to a specific date,
 271 at which time the sponsor shall by a majority vote approve or
 272 deny the application. If the sponsor fails to act on the
 273 application, an applicant may appeal to the State Board of
 274 Education as provided in paragraph (c). If an application is
 275 denied, the sponsor shall, within 10 calendar days after such
 276 denial, articulate in writing the specific reasons, based upon
 277 good cause, supporting its denial of the charter application and
 278 shall provide the letter of denial and supporting documentation
 279 to the applicant and to the Department of Education.

280 b. An application submitted by a high-performing charter
 281 school identified pursuant to s. 1002.331 may be denied by the
 282 sponsor only if the sponsor demonstrates by clear and convincing
 283 evidence that:

284 (I) The application does not materially comply with the
 285 requirements in paragraph (a);

286 (II) The charter school proposed in the application does

287 | not materially comply with the requirements in paragraphs
 288 | (9) (a)-(f);

289 | (III) The proposed charter school's educational program
 290 | does not substantially replicate that of the applicant or one of
 291 | the applicant's high-performing charter schools;

292 | (IV) The applicant has made a material misrepresentation
 293 | or false statement or concealed an essential or material fact
 294 | during the application process; or

295 | (V) The proposed charter school's educational program and
 296 | financial management practices do not materially comply with the
 297 | requirements of this section.

298 |

299 | Material noncompliance is a failure to follow requirements or a
 300 | violation of prohibitions applicable to charter school
 301 | applications, which failure is quantitatively or qualitatively
 302 | significant either individually or when aggregated with other
 303 | noncompliance. An applicant is considered to be replicating a
 304 | high-performing charter school if the proposed school is
 305 | substantially similar to at least one of the applicant's high-
 306 | performing charter schools and the organization or individuals
 307 | involved in the establishment and operation of the proposed
 308 | school are significantly involved in the operation of replicated
 309 | schools.

310 | c. If the sponsor denies an application submitted by a
 311 | high-performing charter school, the sponsor must, within 10
 312 | calendar days after such denial, state in writing the specific

313 reasons, based upon the criteria in sub-subparagraph b.,
 314 supporting its denial of the application and must provide the
 315 letter of denial and supporting documentation to the applicant
 316 and to the Department of Education. The applicant may appeal the
 317 sponsor's denial of the application ~~directly~~ to the State Board
 318 of Education pursuant to paragraph (c) and must provide the
 319 sponsor with a copy of the appeal ~~sub-subparagraph (c)3.b.~~

320 4. For budget projection purposes, the sponsor shall
 321 report to the Department of Education the approval or denial of
 322 a charter application within 10 calendar days after such
 323 approval or denial. In the event of approval, the report to the
 324 Department of Education shall include the final projected FTE
 325 for the approved charter school.

326 5. Upon approval of a charter application, the initial
 327 startup shall commence with the beginning of the public school
 328 calendar for the district in which the charter is granted unless
 329 the sponsor allows a waiver of this subparagraph for good cause.

330 (c)1. An applicant may appeal any denial of that
 331 applicant's application or failure to act on an application to
 332 the State Board of Education within ~~no later than~~ 30 calendar
 333 days after receipt of the sponsor's decision or failure to act
 334 and shall notify the sponsor of its appeal. Any response of the
 335 sponsor shall be submitted to the State Board of Education
 336 within 30 calendar days after notification of the appeal. Upon
 337 receipt of notification from the State Board of Education that a
 338 charter school applicant is filing an appeal, the Commissioner

339 of Education shall convene a meeting of the Charter School
 340 Appeal Commission to study and make recommendations to the State
 341 Board of Education regarding its pending decision about the
 342 appeal. The commission shall forward its recommendation to the
 343 state board at least 7 calendar days before the date on which
 344 the appeal is to be heard. An appeal regarding the denial of an
 345 application submitted by a high-performing charter school
 346 pursuant to s. 1002.331 shall be conducted by the State Board of
 347 Education in accordance with this paragraph, except that the
 348 commission shall not convene to make recommendations regarding
 349 the appeal. However, the Commissioner of Education shall review
 350 the appeal and make a recommendation to the state board.

351 2. The Charter School Appeal Commission or, in the case of
 352 an appeal regarding an application submitted by a high-
 353 performing charter school, the State Board of Education may
 354 reject an appeal submission for failure to comply with
 355 procedural rules governing the appeals process. The rejection
 356 shall describe the submission errors. The appellant shall have
 357 15 calendar days after notice of rejection in which to resubmit
 358 an appeal that meets the requirements set forth in State Board
 359 of Education rule. An appeal submitted subsequent to such
 360 rejection is considered timely if the original appeal was filed
 361 within 30 calendar days after receipt of notice of the specific
 362 reasons for the sponsor's denial of the charter application.

363 3.a. The State Board of Education shall by majority vote
 364 accept or reject the decision of the sponsor no later than 90

365 calendar days after an appeal is filed in accordance with State
 366 Board of Education rule. The State Board of Education shall
 367 remand the application to the sponsor with its written decision
 368 that the sponsor approve or deny the application. The sponsor
 369 shall implement the decision of the State Board of Education.
 370 The decision of the State Board of Education is not subject to
 371 the provisions of the Administrative Procedure Act, chapter 120.

372 b. If an appeal concerns an application submitted by a
 373 high-performing charter school identified pursuant to s.
 374 1002.331, the State Board of Education shall determine whether
 375 the sponsor's denial of the application complies with the
 376 requirements in sub-subparagraph (b)3.b. ~~sponsor has shown, by~~
 377 ~~clear and convincing evidence, that:~~

378 ~~(I) The application does not materially comply with the~~
 379 ~~requirements in paragraph (a);~~

380 ~~(II) The charter school proposed in the application does~~
 381 ~~not materially comply with the requirements in paragraphs~~
 382 ~~(9)(a)-(f);~~

383 ~~(III) The proposed charter school's educational program~~
 384 ~~does not substantially replicate that of the applicant or one of~~
 385 ~~the applicant's high-performing charter schools;~~

386 ~~(IV) The applicant has made a material misrepresentation~~
 387 ~~or false statement or concealed an essential or material fact~~
 388 ~~during the application process; or~~

389 ~~(V) The proposed charter school's educational program and~~
 390 ~~financial management practices do not materially comply with the~~

391 ~~requirements of this section.~~

392

393 The State Board of Education shall approve or reject the
 394 sponsor's denial of an application no later than 90 calendar
 395 days after an appeal is filed in accordance with State Board of
 396 Education rule. The State Board of Education shall remand the
 397 application to the sponsor with its written decision that the
 398 sponsor approve or deny the application. The sponsor shall
 399 implement the decision of the State Board of Education. The
 400 decision of the State Board of Education is not subject to the
 401 Administrative Procedure Act, chapter 120.

402 (h) The terms and conditions for the operation of a
 403 charter school shall be set forth by the sponsor and the
 404 applicant in a written contractual agreement, called a charter.
 405 The sponsor may not impose unreasonable rules or regulations
 406 that violate the intent of giving charter schools greater
 407 flexibility to meet educational goals. The sponsor has 30 days
 408 after approval of the application to provide a standard an
 409 ~~initial proposed~~ charter contract developed by the Department of
 410 Education to the charter school, which shall consist of the
 411 approved application and any addenda and the elements specified
 412 in paragraph (7)(a). The applicant and the sponsor have 40 days
 413 thereafter to negotiate the remaining terms and notice the
 414 charter contract for final approval by the sponsor unless both
 415 parties agree to an extension. The proposed charter contract
 416 shall be provided to the charter school at least 7 calendar days

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417 | before ~~prior to~~ the date of the meeting at which the charter is
 418 | scheduled to be voted upon by the sponsor. A provision of a
 419 | charter contract inconsistent with or prohibited by the
 420 | requirements of this section is void and unenforceable. The
 421 | department ~~of Education~~ shall provide mediation services for any
 422 | dispute regarding this section subsequent to the approval of a
 423 | charter application and for any dispute relating to the approved
 424 | charter, except disputes regarding charter school application
 425 | denials. If the Commissioner of Education determines that the
 426 | dispute cannot be settled through mediation, the dispute may be
 427 | appealed to an administrative law judge appointed by the
 428 | Division of Administrative Hearings. The administrative law
 429 | judge has final order authority to rule on issues of equitable
 430 | treatment of the charter school as a public school, whether
 431 | proposed provisions of the charter violate the intended
 432 | flexibility granted charter schools by statute, or on any other
 433 | matter regarding this section except a charter school
 434 | application denial, a charter termination, or a charter
 435 | nonrenewal and shall award the prevailing party reasonable
 436 | attorney ~~attorney's~~ fees and costs incurred to be paid by the
 437 | losing party. The costs of the administrative hearing shall be
 438 | paid by the party whom the administrative law judge rules
 439 | against. Once the sponsor has voted upon and approved the
 440 | standard charter contract, the sponsor and applicant have the
 441 | right to negotiate additional terms, as necessary. The charter
 442 | school may open and operate during the pendency of any

443 negotiation, mediation, or administrative proceeding.

444 (7) CHARTER.—The major issues involving the operation of a
 445 charter school shall be set forth in ~~considered in advance and~~
 446 ~~written into~~ the charter. The governing board of the charter
 447 school and the sponsor shall use the standard charter contract
 448 developed by the department, which shall incorporate the
 449 approved application and any addenda. Matters included in the
 450 approved application and any addenda are deemed settled for
 451 purposes of negotiating the charter; however, the parties may
 452 agree to address such matters after approval of the charter. The
 453 charter shall be signed by the governing board of the charter
 454 school and the sponsor, following a public hearing to ensure
 455 community input.

456 (a) The charter shall address ~~and criteria for approval of~~
 457 ~~the charter shall be based on:~~

458 1. ~~The school's mission, the students to be served, and~~
 459 ~~the ages and grades to be included.~~

460 2. ~~The focus of the curriculum, the instructional methods~~
 461 ~~to be used, any distinctive instructional techniques to be~~
 462 ~~employed, and identification and acquisition of appropriate~~
 463 ~~technologies needed to improve educational and administrative~~
 464 ~~performance which include a means for promoting safe, ethical,~~
 465 ~~and appropriate uses of technology which comply with legal and~~
 466 ~~professional standards.~~

467 a. ~~The charter shall ensure that reading is a primary~~
 468 ~~focus of the curriculum and that resources are provided to~~

469 ~~identify and provide specialized instruction for students who~~
 470 ~~are reading below grade level. The curriculum and instructional~~
 471 ~~strategies for reading must be consistent with the Next~~
 472 ~~Generation Sunshine State Standards and grounded in~~
 473 ~~scientifically based reading research.~~

474 ~~b. In order to provide students with access to diverse~~
 475 ~~instructional delivery models, to facilitate the integration of~~
 476 ~~technology within traditional classroom instruction, and to~~
 477 ~~provide students with the skills they need to compete in the~~
 478 ~~21st century economy, the Legislature encourages instructional~~
 479 ~~methods for blended learning courses consisting of both~~
 480 ~~traditional classroom and online instructional techniques.~~
 481 ~~Charter schools may implement blended learning courses which~~
 482 ~~combine traditional classroom instruction and virtual~~
 483 ~~instruction. Students in a blended learning course must be full-~~
 484 ~~time students of the charter school and receive the online~~
 485 ~~instruction in a classroom setting at the charter school.~~
 486 ~~Instructional personnel certified pursuant to s. 1012.55 who~~
 487 ~~provide virtual instruction for blended learning courses may be~~
 488 ~~employees of the charter school or may be under contract to~~
 489 ~~provide instructional services to charter school students. At a~~
 490 ~~minimum, such instructional personnel must hold an active state~~
 491 ~~or school district adjunct certification under s. 1012.57 for~~
 492 ~~the subject area of the blended learning course. The funding and~~
 493 ~~performance accountability requirements for blended learning~~
 494 ~~courses are the same as those for traditional courses.~~

495 1.3- The current incoming baseline standard of student
 496 academic achievement, the outcomes to be achieved, and the
 497 method of measurement that will be used. The criteria listed in
 498 this subparagraph shall include a detailed description of:

499 a. How the baseline student academic achievement levels
 500 and prior rates of academic progress will be established.

501 b. How these baseline rates will be compared to rates of
 502 academic progress achieved by these same students while
 503 attending the charter school.

504 c. To the extent possible, how these rates of progress
 505 will be evaluated and compared with rates of progress of other
 506 closely comparable student populations.

507
 508 The district school board is required to provide academic
 509 student performance data to charter schools for each of their
 510 students coming from the district school system, as well as
 511 rates of academic progress of comparable student populations in
 512 the district school system.

513 ~~4. The methods used to identify the educational strengths~~
 514 ~~and needs of students and how well educational goals and~~
 515 ~~performance standards are met by students attending the charter~~
 516 ~~school. The methods shall provide a means for the charter school~~
 517 ~~to ensure accountability to its constituents by analyzing~~
 518 ~~student performance data and by evaluating the effectiveness and~~
 519 ~~efficiency of its major educational programs. Students in~~
 520 ~~charter schools shall, at a minimum, participate in the~~

521 ~~statewide assessment program created under s. 1008.22.~~

522 ~~5. In secondary charter schools, a method for determining~~
 523 ~~that a student has satisfied the requirements for graduation in~~
 524 ~~s. 1003.428 or s. 1003.4282.~~

525 2.6. A method for resolving conflicts between the
 526 governing board of the charter school and the sponsor.

527 ~~7. The admissions procedures and dismissal procedures,~~
 528 ~~including the school's code of student conduct.~~

529 ~~8. The ways by which the school will achieve a~~
 530 ~~racial/ethnic balance reflective of the community it serves or~~
 531 ~~within the racial/ethnic range of other public schools in the~~
 532 ~~same school district.~~

533 ~~9. The financial and administrative management of the~~
 534 ~~school, including a reasonable demonstration of the professional~~
 535 ~~experience or competence of those individuals or organizations~~
 536 ~~applying to operate the charter school or those hired or~~
 537 ~~retained to perform such professional services and the~~
 538 ~~description of clearly delineated responsibilities and the~~
 539 ~~policies and practices needed to effectively manage the charter~~
 540 ~~school. A description of internal audit procedures and~~
 541 ~~establishment of controls to ensure that financial resources are~~
 542 ~~properly managed must be included. Both public sector and~~
 543 ~~private sector professional experience shall be equally valid in~~
 544 ~~such a consideration.~~

545 ~~10. The asset and liability projections required in the~~
 546 ~~application which are incorporated into the charter and shall be~~

547 ~~compared with information provided in the annual report of the~~
 548 ~~charter school.~~

549 ~~11. A description of procedures that identify various~~
 550 ~~risks and provide for a comprehensive approach to reduce the~~
 551 ~~impact of losses; plans to ensure the safety and security of~~
 552 ~~students and staff; plans to identify, minimize, and protect~~
 553 ~~others from violent or disruptive student behavior; and the~~
 554 ~~manner in which the school will be insured, including whether or~~
 555 ~~not the school will be required to have liability insurance,~~
 556 ~~and, if so, the terms and conditions thereof and the amounts of~~
 557 ~~coverage.~~

558 ~~3.12. The term of the charter which shall provide for~~
 559 ~~cancellation of the charter if insufficient progress has been~~
 560 ~~made in attaining the student achievement objectives of the~~
 561 ~~charter and if it is not likely that such objectives can be~~
 562 ~~achieved before expiration of the charter. The initial term of~~
 563 ~~the a charter, which shall be for 4 or 5 years. In order to~~
 564 ~~facilitate access to long-term financial resources for charter~~
 565 ~~school construction, Charter schools that are operated by a~~
 566 ~~municipality or other public entity, as provided by law, or a~~
 567 ~~private, not-for-profit, s. 501(c)(3) status corporation are~~
 568 ~~eligible for up to a 15-year charter, subject to approval by the~~
 569 ~~district school board. A charter lab school is also eligible for~~
 570 ~~a charter for a term of up to 15 years. In addition, to~~
 571 ~~facilitate access to long-term financial resources for charter~~
 572 ~~school construction, charter schools that are operated by a~~

573 ~~private, not for profit, s. 501(c)(3) status corporation are~~
 574 ~~eligible for up to a 15-year charter, subject to approval by the~~
 575 ~~district school board.~~ Such long-term charters remain subject to
 576 annual review and may be terminated during the term of the
 577 charter, but only according to ~~the provisions set forth in~~
 578 subsection (8) or paragraph (9)(n).

579 4. Termination or nonrenewal of the charter pursuant to
 580 subsection (8), including termination for failure to make
 581 sufficient progress towards attaining the student achievement
 582 objectives of the charter or likely failure to meet such
 583 objectives before expiration of the charter, and automatic
 584 termination of the charter pursuant to paragraph (9)(n).

585 ~~5.13.~~ The facilities to be used and their location. The
 586 sponsor may not require a charter school to have a certificate
 587 of occupancy or a temporary certificate of occupancy for such a
 588 facility earlier than 15 calendar days before the first day of
 589 school.

590 ~~14. The qualifications to be required of the teachers and~~
 591 ~~the potential strategies used to recruit, hire, train, and~~
 592 ~~retain qualified staff to achieve best value.~~

593 ~~15. The governance structure of the school, including the~~
 594 ~~status of the charter school as a public or private employer as~~
 595 ~~required in paragraph (12)(i).~~

596 ~~16. A timetable for implementing the charter which~~
 597 ~~addresses the implementation of each element thereof and the~~
 598 ~~date by which the charter shall be awarded in order to meet this~~

599 ~~timetable.~~

600 ~~17. In the case of an existing public school that is being~~
 601 ~~converted to charter status, alternative arrangements for~~
 602 ~~current students who choose not to attend the charter school and~~
 603 ~~for current teachers who choose not to teach in the charter~~
 604 ~~school after conversion in accordance with the existing~~
 605 ~~collective bargaining agreement or district school board rule in~~
 606 ~~the absence of a collective bargaining agreement. However,~~
 607 ~~alternative arrangements shall not be required for current~~
 608 ~~teachers who choose not to teach in a charter lab school, except~~
 609 ~~as authorized by the employment policies of the state university~~
 610 ~~which grants the charter to the lab school.~~

611 6.18. Full disclosure of the identity of all relatives
 612 employed by the charter school who are related to the charter
 613 school owner, president, chairperson of the governing board of
 614 directors, superintendent, governing board member, principal,
 615 assistant principal, or any other person employed by the charter
 616 school who has equivalent decisionmaking authority. For the
 617 purpose of this subparagraph, the term "relative" means father,
 618 mother, son, daughter, brother, sister, uncle, aunt, first
 619 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
 620 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
 621 stepfather, stepmother, stepson, stepdaughter, stepbrother,
 622 stepsister, half brother, or half sister.

623 7.19. Implementation of the activities authorized under s.
 624 1002.331 by the charter school when it satisfies the eligibility

625 requirements for a high-performing charter school. A high-
 626 performing charter school shall notify its sponsor in writing by
 627 March 1 if it intends to increase enrollment or expand grade
 628 levels the following school year. The written notice shall
 629 specify the amount of the enrollment increase and the grade
 630 levels that will be added, as applicable.

631 (b)1. A charter may be renewed provided that a program
 632 review demonstrates that the criteria in paragraph (a) have been
 633 successfully accomplished and that none of the grounds for
 634 nonrenewal established by paragraph (8)(a) has been documented.
 635 ~~In order to facilitate long-term financing for charter school~~
 636 ~~construction,~~ Charter schools operating for a minimum of 3 years
 637 and demonstrating exemplary academic programming and fiscal
 638 management are eligible for a 15-year charter renewal. Such
 639 long-term charter is subject to annual review and may be
 640 terminated during the term of the charter.

641 2. The 15-year charter renewal that may be granted
 642 pursuant to subparagraph 1. shall be granted to a charter school
 643 that has received a school grade of "A" or "B" pursuant to s.
 644 1008.34 in 3 of the past 4 years and is not in a state of
 645 financial emergency or deficit position as defined by this
 646 section. Such long-term charter is subject to annual review and
 647 may be terminated during the term of the charter pursuant to
 648 subsection (8).

649 (c) A charter may be modified during its initial term or
 650 any renewal term upon the recommendation of the sponsor or the

651 charter school's governing board and the approval of both
 652 parties to the agreement. Modification may include, but is not
 653 limited to, consolidation of multiple charters into a single
 654 charter if the charters are operated under the same governing
 655 board and physically located on the same campus, regardless of
 656 the renewal cycle.

657 (d)1. Each charter school's governing board must appoint a
 658 representative to facilitate parental involvement, provide
 659 access to information, assist parents and others with questions
 660 and concerns, and resolve disputes. The representative must
 661 reside in the school district in which the charter school is
 662 located and may be a governing board member, charter school
 663 employee, or individual contracted to represent the governing
 664 board. If the governing board oversees multiple charter schools
 665 in the same school district, the governing board must appoint a
 666 separate individual representative for each charter school in
 667 the district. The representative's contact information must be
 668 provided annually in writing to parents and posted prominently
 669 on the charter school's website if a website is maintained by
 670 the school. The sponsor may not require that governing board
 671 members reside in the school district in which the charter
 672 school is located if the charter school complies with this
 673 paragraph.

674 2. Each charter school's governing board must hold at
 675 least two public meetings per school year in the school
 676 district. The meetings must be noticed, open, and accessible to

677 the public, and attendees must be provided an opportunity to
 678 receive information and provide input regarding the charter
 679 school's operations. The appointed representative and charter
 680 school principal or director, or his or her equivalent, must be
 681 physically present at each meeting.

682 (9) CHARTER SCHOOL REQUIREMENTS.—

683 (n)1. The director and a representative of the governing
 684 board of a charter school that has earned a grade of "D" or "F"
 685 pursuant to s. 1008.34(2) shall appear before the sponsor to
 686 present information concerning each contract component having
 687 noted deficiencies. The director and a representative of the
 688 governing board shall submit to the sponsor for approval a
 689 school improvement plan to raise student achievement. Upon
 690 approval by the sponsor, the charter school shall begin
 691 implementation of the school improvement plan. The department
 692 shall offer technical assistance and training to the charter
 693 school and its governing board and establish guidelines for
 694 developing, submitting, and approving such plans.

695 2.a. If a charter school earns three consecutive grades of
 696 "D," two consecutive grades of "D" followed by a grade of "F,"
 697 or two nonconsecutive grades of "F" within a 3-year period, the
 698 charter school governing board shall choose one of the following
 699 corrective actions:

700 (I) Contract for educational services to be provided
 701 directly to students, instructional personnel, and school
 702 administrators, as prescribed in state board rule;

703 (II) Contract with an outside entity that has a
 704 demonstrated record of effectiveness to operate the school;

705 (III) Reorganize the school under a new director or
 706 principal who is authorized to hire new staff; or

707 (IV) Voluntarily close the charter school.

708 b. The charter school must implement the corrective action
 709 in the school year following receipt of a third consecutive
 710 grade of "D," a grade of "F" following two consecutive grades of
 711 "D," or a second nonconsecutive grade of "F" within a 3-year
 712 period.

713 c. The sponsor may annually waive a corrective action if
 714 it determines that the charter school is likely to improve a
 715 letter grade if additional time is provided to implement the
 716 intervention and support strategies prescribed by the school
 717 improvement plan. Notwithstanding this sub-subparagraph, a
 718 charter school that earns a second consecutive grade of "F" is
 719 subject to subparagraph 4.

720 d. A charter school is no longer required to implement a
 721 corrective action if it improves by at least one letter grade.
 722 However, the charter school must continue to implement
 723 strategies identified in the school improvement plan. The
 724 sponsor must annually review implementation of the school
 725 improvement plan to monitor the school's continued improvement
 726 pursuant to subparagraph 5.

727 e. A charter school implementing a corrective action that
 728 does not improve by at least one letter grade after 2 full

729 school years of implementing the corrective action must select a
 730 different corrective action. Implementation of the new
 731 corrective action must begin in the school year following the
 732 implementation period of the existing corrective action, unless
 733 the sponsor determines that the charter school is likely to
 734 improve a letter grade if additional time is provided to
 735 implement the existing corrective action. Notwithstanding this
 736 sub-subparagraph, a charter school that earns a second
 737 consecutive grade of "F" while implementing a corrective action
 738 is subject to subparagraph 4.

739 3. A charter school with a grade of "D" or "F" that
 740 improves by at least one letter grade must continue to implement
 741 the strategies identified in the school improvement plan. The
 742 sponsor must annually review implementation of the school
 743 improvement plan to monitor the school's continued improvement
 744 pursuant to subparagraph 5.

745 4. A charter school's charter is automatically terminated
 746 if the school earns a second consecutive grade of "F" after all
 747 school grade appeals are final ~~The sponsor shall terminate a~~
 748 ~~charter if the charter school earns two consecutive grades of~~
 749 ~~"F" unless:~~

750 a. The charter school is established to turn around the
 751 performance of a district public school pursuant to s.
 752 1008.33(4)(b)3. Such charter schools shall be governed by s.
 753 1008.33;

754 b. The charter school serves a student population the

755 majority of which resides in a school zone served by a district
 756 public school that earned a grade of "F" in the year before the
 757 charter school opened and the charter school earns at least a
 758 grade of "D" in its third year of operation. The exception
 759 provided under this sub-subparagraph does not apply to a charter
 760 school in its fourth year of operation and thereafter; or

761 c. The state board grants the charter school a waiver of
 762 termination. The charter school must request the waiver within
 763 15 days after the department's official release of school
 764 grades. The state board may waive termination if the charter
 765 school demonstrates that the learning gains of its students on
 766 statewide assessments are comparable to or better than the
 767 learning gains of similarly situated students enrolled in nearby
 768 district public schools. The waiver is valid for 1 year and may
 769 only be granted once. Charter schools that have been in
 770 operation for more than 5 years are not eligible for a waiver
 771 under this sub-subparagraph.

772
 773 The sponsor shall notify in writing the charter school's
 774 governing board, the charter school principal, and the
 775 department when a charter is terminated under this subparagraph.
 776 A charter terminated under this subparagraph is governed by the
 777 requirements of paragraphs (8)(e)-(g) and (9)(o).

778 5. The director and a representative of the governing
 779 board of a graded charter school that has implemented a school
 780 improvement plan under this paragraph shall appear before the

781 sponsor at least once a year to present information regarding
 782 the progress of intervention and support strategies implemented
 783 by the school pursuant to the school improvement plan and
 784 corrective actions, if applicable. The sponsor shall communicate
 785 at the meeting, and in writing to the director, the services
 786 provided to the school to help the school address its
 787 deficiencies.

788 6. Notwithstanding any provision of this paragraph except
 789 sub-subparagraphs 4.a.-c., the sponsor may terminate the charter
 790 at any time pursuant to subsection (8).

791 (o)1. Upon initial notification of nonrenewal, closure, or
 792 termination of its charter, a charter school may not expend more
 793 than \$10,000 per expenditure without prior written approval from
 794 the sponsor unless such expenditure was included within the
 795 annual budget submitted to the sponsor pursuant to the charter
 796 contract, is for reasonable attorney fees and costs during the
 797 pendency of any hearing or appeal, or is for reasonable fees and
 798 costs to conduct an independent audit.

799 2. An independent audit shall be completed within 30 days
 800 after notice of nonrenewal, closure, or termination to account
 801 for all public funds and assets.

802 3. A provision in a charter contract that contains an
 803 acceleration clause requiring the expenditure of funds based
 804 upon closure or upon notification of nonrenewal or termination
 805 is void and unenforceable.

806 4. A charter school may not enter into a contract with an

807 employee that exceeds the term of the school's charter contract
 808 with its sponsor.

809 5. A violation of this paragraph triggers a reversion or
 810 clawback power by the sponsor allowing for collection of an
 811 amount equal to or less than the accelerated amount that exceeds
 812 normal expenditures. The reversion or clawback plus legal fees
 813 and costs shall be levied against the person or entity receiving
 814 the accelerated amount.

815 (10) ELIGIBLE STUDENTS.—

816 (e) A charter school may limit the enrollment process only
 817 to target the following student populations:

818 1. Students within specific age groups or grade levels.

819 2. Students considered at risk of dropping out of school
 820 or academic failure. Such students shall include exceptional
 821 education students.

822 3. Students enrolling in a charter school-in-the-workplace
 823 or charter school-in-a-municipality established pursuant to
 824 subsection (15).

825 4. Students residing within a reasonable distance of the
 826 charter school, as described in paragraph (20)(c). Such students
 827 shall be subject to a random lottery and to the racial/ethnic
 828 balance provisions described in subparagraph (6)(a)8. ~~(7)(a)8.~~
 829 or any federal provisions that require a school to achieve a
 830 racial/ethnic balance reflective of the community it serves or
 831 within the racial/ethnic range of other public schools in the
 832 same school district.

833 5. Students who meet reasonable academic, artistic, or
 834 other eligibility standards established by the charter school
 835 and included in the charter school application and charter or,
 836 in the case of existing charter schools, standards that are
 837 consistent with the school's mission and purpose. Such standards
 838 shall be in accordance with current state law and practice in
 839 public schools and may not discriminate against otherwise
 840 qualified individuals.

841 6. Students articulating from one charter school to
 842 another pursuant to an articulation agreement between the
 843 charter schools that has been approved by the sponsor.

844 7. Students living in a development in which a business
 845 entity provides the school facility and related property having
 846 an appraised value of at least \$10 million to be used as a
 847 charter school for the development. Students living in the
 848 development shall be entitled to 50 percent of the student
 849 stations in the charter school. The students who are eligible
 850 for enrollment are subject to a random lottery, the
 851 racial/ethnic balance provisions, or any federal provisions, as
 852 described in subparagraph 4. The remainder of the student
 853 stations shall be filled in accordance with subparagraph 4.

854 (i) The capacity of a high-performing charter school
 855 identified pursuant to s. 1002.331 shall be determined annually
 856 by the governing board of the charter school. The governing
 857 board shall notify the sponsor of any increase in enrollment by
 858 March 1 of the school year preceding the increase. A sponsor may

859 | not require a charter school to identify the names of students
 860 | to be enrolled or to limit enrollment or capacity to enroll
 861 | those students enrolled before the start of the school year as a
 862 | condition of approval or renewal of a charter.

863 | (15) CHARTER SCHOOLS-IN-THE-WORKPLACE; CHARTER SCHOOLS-IN-
 864 | A-MUNICIPALITY.—

865 | (b) A charter school-in-the-workplace may be established
 866 | when a business partner provides the school facility to be used;
 867 | enrolls students based upon a random lottery that involves all
 868 | of the children of employees of that business or corporation who
 869 | are seeking enrollment, as provided for in subsection (10); and
 870 | enrolls students according to the racial/ethnic balance
 871 | provisions described in subparagraph (6)(a)8. ~~(7)(a)8.~~ Any
 872 | portion of a facility used for a public charter school shall be
 873 | exempt from ad valorem taxes, as provided for in s. 1013.54, for
 874 | the duration of its use as a public school.

875 | (c) A charter school-in-a-municipality designation may be
 876 | granted to a municipality that possesses a charter; enrolls
 877 | students based upon a random lottery that involves all of the
 878 | children of the residents of that municipality who are seeking
 879 | enrollment, as provided for in subsection (10); and enrolls
 880 | students according to the racial/ethnic balance provisions
 881 | described in subparagraph (6)(a)8. ~~(7)(a)8.~~ When a municipality
 882 | has submitted charter applications for the establishment of a
 883 | charter school feeder pattern, consisting of elementary, middle,
 884 | and senior high schools, and each individual charter application

885 is approved by the district school board, such schools shall
 886 then be designated as one charter school for all purposes listed
 887 pursuant to this section. Any portion of the land and facility
 888 used for a public charter school shall be exempt from ad valorem
 889 taxes, as provided for in s. 1013.54, for the duration of its
 890 use as a public school.

891 (18) FACILITIES.—

892 (e) If a district school board-owned ~~board~~ facility that
 893 has previously been used for K-12 educational purposes ~~or~~
 894 property is no longer used as a school as defined in s.
 895 1003.01(2) available because it is surplus, marked for disposal,
 896 ~~or otherwise unused,~~ it shall be made available ~~provided~~ for a
 897 charter school's use on the same basis as it is made available
 898 to other public schools in the district. The charter school is
 899 responsible for the costs required to bring the facility into
 900 compliance with the current Florida Building Code and for costs
 901 required to maintain such compliance. A charter school using
 902 such a facility receiving property from the school district may
 903 not sell, sublease, or dispose of such facility ~~property~~ without
 904 written permission of the school district. The charter school
 905 may not earn capital outlay funds; however, the school district
 906 shall include the charter school's capital outlay full-time
 907 equivalent (COFTE) student count in the district's capital
 908 outlay calculations. The charter school may choose to maintain
 909 and repair the facility at the same standard and level as any
 910 other district-operated school of similar age and condition.

911 Maintenance and repair do not include the construction of any
 912 new building, structure, or substantial addition, extension, or
 913 upgrade to an existing facility. Similarly, for an existing
 914 public school converting to charter status, no rental or leasing
 915 fee for the existing facility or for the property normally
 916 inventoried to the conversion school may be charged by the
 917 district school board to the parents and teachers organizing the
 918 charter school. The charter school shall agree to reasonable
 919 maintenance provisions in order to maintain the facility in a
 920 manner similar to district school board standards. The Public
 921 Education Capital Outlay maintenance funds or any other
 922 maintenance funds generated by the facility operated as a
 923 conversion school shall remain with the conversion school.

924 (21) PUBLIC INFORMATION ON CHARTER SCHOOLS.-

925 (a) The Department of Education shall provide information
 926 to the public, directly and through sponsors, on how to form and
 927 operate a charter school and how to enroll in a charter school
 928 once it is created. This information shall include a model
 929 application form, standard charter contract, standard
 930 application evaluation instrument, and standard charter renewal
 931 contract, which shall include the information specified in
 932 subsections (6) and ~~subsection~~ (7), as applicable, and shall be
 933 developed by consulting and negotiating with both school
 934 districts and charter schools before implementation. The model
 935 application form, standard charter contract, standard
 936 application evaluation instrument, and standard charter renewal

937 contract must clearly identify the specific statutes and rules
 938 from which charter schools are statutorily exempted from
 939 compliance. The department shall develop a model application
 940 form, standard charter contract, standard application evaluation
 941 instrument, and standard charter renewal contract uniquely
 942 tailored to virtual charter schools established under subsection
 943 (1) and high-performing charter schools under s. 1002.331(3).

944 The charter and charter renewal contracts shall be used by
 945 charter school sponsors.

946 Section 2. Subsection (1), paragraph (e) of subsection
 947 (2), and subsections (3) and (5) of section 1002.331, Florida
 948 Statutes, are amended to read:

949 1002.331 High-performing charter schools.—

950 (1) A charter school is a high-performing charter school
 951 if it:

952 (a) Received at least two school grades of "A" and no
 953 school grade below "B," pursuant to s. 1008.34, during each of
 954 the previous 3 school years.

955 (b) Received an unqualified opinion on each annual
 956 financial audit required under s. 218.39 in the most recent 3
 957 fiscal years for which such audits are available.

958 (c) Did not receive a financial audit that revealed one or
 959 more of the financial emergency conditions set forth in s.
 960 218.503(1) in the most recent 3 fiscal years for which such
 961 audits are available. However, this requirement is deemed met
 962 for a charter school-in-the-workplace if there is a finding in

963 an audit that the school has the monetary resources available to
 964 cover any reported deficiency or that the deficiency does not
 965 result in a deteriorating financial condition pursuant to s.
 966 1002.345(1)(a)3.

967
 968 A virtual charter school established under s. 1002.33 is not
 969 eligible for designation as a high-performing charter school. A
 970 charter school that is established in this state and operated by
 971 an entity classified as a high-performing charter school system
 972 pursuant to s. 1002.332(2) is deemed a high-performing charter
 973 school during its first 3 years of operation. Beginning in the
 974 fourth year of operation and thereafter, such a charter school
 975 must meet the criteria in this subsection to maintain the
 976 designation.

977 (2) A high-performing charter school is authorized to:
 978 (e) Receive a modification of its charter to a term of 15
 979 years or a 15-year charter renewal. The charter may be modified
 980 or renewed for a shorter term at the option of the high-
 981 performing charter school. The charter must be consistent with
 982 s. 1002.33(7)(a)7. ~~1002.33(7)(a)19.~~ and (10)(h) and (i), is
 983 subject to annual review by the sponsor, and may be terminated
 984 during its term pursuant to s. 1002.33(8).

985
 986 A high-performing charter school shall notify its sponsor in
 987 writing by March 1 if it intends to increase enrollment or
 988 expand grade levels the following school year. The written

989 notice shall specify the amount of the enrollment increase and
 990 the grade levels that will be added, as applicable. If a charter
 991 school notifies the sponsor of its intent to expand, the sponsor
 992 shall modify the charter within 90 days to include the new
 993 enrollment maximum and may not make any other changes. The
 994 sponsor may deny a request to increase the enrollment of a high-
 995 performing charter school if the commissioner has declassified
 996 the charter school as high-performing. If a high-performing
 997 charter school requests to consolidate multiple charters, the
 998 sponsor shall have 40 days after receipt of that request to
 999 provide an initial draft charter to the charter school. The
 1000 sponsor and charter school shall have 50 days thereafter to
 1001 negotiate and notice the charter contract for final approval by
 1002 the sponsor.

1003 (3)~~(a)~~ A high-performing charter school may submit an
 1004 application pursuant to s. 1002.33(6) in any school district in
 1005 the state to establish and operate a new charter school that
 1006 will substantially replicate its educational program in order to
 1007 serve the attendance zone of a school identified in need of
 1008 intervention and support pursuant to s. 1008.33(3)(b) or to meet
 1009 capacity needs or needs for innovative choice options identified
 1010 by the district school board. An application submitted by a
 1011 high-performing charter school must state that the application
 1012 is being submitted pursuant to this paragraph and must include
 1013 the verification letter provided by the Commissioner of
 1014 Education pursuant to subsection (5). If the sponsor fails to

1015 act on the application within 60 days after receipt, the
 1016 application is deemed approved and the procedure in s.
 1017 1002.33(6)(h) applies. If the sponsor denies the application,
 1018 the high-performing charter school may appeal pursuant to s.
 1019 1002.33(6).

1020 ~~(b) A high-performing charter school may not establish~~
 1021 ~~more than one charter school within the state under paragraph~~
 1022 ~~(a) in any year. A subsequent application to establish a charter~~
 1023 ~~school under paragraph (a) may not be submitted unless each~~
 1024 ~~charter school established in this manner achieves high-~~
 1025 ~~performing charter school status.~~

1026 (5) The Commissioner of Education, upon request by a
 1027 charter school, shall verify that the charter school meets the
 1028 criteria in subsection (1) and provide a letter to the charter
 1029 school and the sponsor stating that the charter school is a
 1030 high-performing charter school pursuant to this section. The
 1031 commissioner shall annually determine whether a high-performing
 1032 charter school under subsection (1) continues to meet the
 1033 criteria in that subsection. Such high-performing charter school
 1034 shall maintain its high-performing status unless the
 1035 commissioner determines that the charter school no longer meets
 1036 the criteria in subsection (1), at which time the commissioner
 1037 shall send a letter to the charter school and its sponsor
 1038 providing notification that the charter school has been
 1039 declassified ~~of its declassification~~ as a high-performing
 1040 charter school.

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1041 Section 3. Subsection (2) of section 1002.332, Florida
 1042 Statutes, is renumbered as subsection (3), and a new subsection
 1043 (2) is added to that section to read:

1044 1002.332 High-performing charter school system.—

1045 (2) An entity that successfully operates a system of
 1046 charter schools outside the state may apply to the State Board
 1047 of Education for status as a high-performing charter school
 1048 system. The state board shall adopt rules prescribing a process
 1049 for determining whether the entity meets the requirements of
 1050 this subsection by reviewing student demographic and performance
 1051 data and fiscal accountability of all schools operated by the
 1052 entity. To the extent practicable, the state board shall develop
 1053 a rubric for the approval of such entities that aligns with the
 1054 priorities of the federal Charter Schools Program Grants for
 1055 Replication and Expansion of High-Quality Charter Schools, found
 1056 in the Federal Register, Volume 76, Number 133.

1057 Section 4. Paragraph (d) of subsection (8) of section
 1058 1002.45, Florida Statutes, is amended to read:

1059 1002.45 Virtual instruction programs.—

1060 (8) ASSESSMENT AND ACCOUNTABILITY.—

1061 (d) An approved provider's contract is automatically ~~must~~
 1062 ~~be terminated~~ if the provider earns two consecutive school
 1063 grades of ~~receives a school grade of "D" or "F" under s.~~
 1064 1008.34, two consecutive ~~or a school improvement ratings rating~~
 1065 ~~of "Declining" under s. 1008.341, for 2 years during any~~
 1066 ~~consecutive 4-year period~~ or has violated any qualification

1067 requirement pursuant to subsection (2). A provider that has a
 1068 contract terminated under this paragraph may not be an approved
 1069 provider for a period of at least 1 year after the date upon
 1070 which the contract was terminated and until the department
 1071 determines that the provider is in compliance with subsection
 1072 (2) and has corrected each cause of the provider's low
 1073 performance.

1074 Section 5. Paragraph (a) of subsection (1) of section
 1075 1013.62, Florida Statutes, is amended to read:

1076 1013.62 Charter schools capital outlay funding.—

1077 (1) In each year in which funds are appropriated for
 1078 charter school capital outlay purposes, the Commissioner of
 1079 Education shall allocate the funds among eligible charter
 1080 schools.

1081 (a) To be eligible for a funding allocation, a charter
 1082 school must:

1083 1.a. Have been in operation for 3 or more years;

1084 b. Be governed by a governing board established in the
 1085 state for 3 or more years which operates both charter schools
 1086 and conversion charter schools within the state;

1087 c. Be an expanded feeder chain of a charter school within
 1088 the same school district that is currently receiving charter
 1089 school capital outlay funds;

1090 d. Have been accredited by the Commission on Schools of
 1091 the Southern Association of Colleges and Schools; or

1092 e. Serve students in facilities that are provided by a

1093 business partner for a charter school-in-the-workplace pursuant
 1094 to s. 1002.33(15) (b).

1095 2. Have an annual audit that does not reveal one or more
 1096 of the financial emergency conditions set forth in s. 218.503(1)
 1097 for the most recent fiscal year for which such audit is
 1098 available ~~stability for future operation as a charter school.~~

1099 3. Have satisfactory student achievement based on state
 1100 accountability standards applicable to the charter school.

1101 4. Have received final approval from its sponsor pursuant
 1102 to s. 1002.33 for operation during that fiscal year.

1103 5. Serve students in facilities that are not provided by
 1104 the charter school's sponsor.

1105 Section 6. Subsection (14) of section 1003.01, Florida
 1106 Statutes, is amended to read:

1107 1003.01 Definitions.—As used in this chapter, the term:

1108 (14) "Core-curricula courses" means:

1109 (a) Courses in language arts/reading, mathematics, social
 1110 studies, and science in prekindergarten through grade 3,
 1111 excluding any extracurricular courses pursuant to subsection
 1112 (15);

1113 (b) Courses in grades 4 through 8 in subjects that are
 1114 measured by state assessment at any grade level and courses
 1115 required for middle school promotion, excluding any
 1116 extracurricular courses pursuant to subsection (15);

1117 (c) Courses in grades 9 through 12 in subjects that are
 1118 measured by state assessment at any grade level and courses that

1119 are specifically identified by name in statute as required for
 1120 high school graduation and that are not measured by state
 1121 assessment, excluding any extracurricular courses pursuant to
 1122 subsection (15);

1123 (d) Exceptional student education courses; and

1124 (e) English for Speakers of Other Languages courses.

1125

1126 The term is limited in meaning and used for the sole purpose of
 1127 designating classes that are subject to the maximum class size
 1128 requirements established in s. 1, Art. IX of the State
 1129 Constitution. This term does not include courses offered under
 1130 ss. 1002.321(4)(e), 1002.33(6)(a)2.b. ~~1002.33(7)(a)2.b.~~,
 1131 1002.37, 1002.415, 1002.45, and 1003.499.

1132 Section 7. This act shall take effect July 1, 2014.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 7083 PCB CIS 14-01 School Choice
SPONSOR(S): Choice & Innovation Subcommittee, Diaz, Jr.
TIED BILLS: **IDEN./SIM. BILLS:** SB 1528

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|---|----------|------------------|--|
| Orig. Comm.: Choice & Innovation Subcommittee | 8 Y, 4 N | Beagle | Fudge |
| 1) Education Appropriations Subcommittee | 8 Y, 5 N | Seifert | Heflin |
| 2) Education Committee | | Beagle <i>GB</i> | Mizereck <i>KM</i> |

SUMMARY ANALYSIS

This bill revises the charter school application and charter approval processes by:

- Requiring the State Board of Education to adopt the DOE-developed standard charter and charter renewal contracts in rule, which sponsors and applicants must use thereafter.
- Revising the contents of the application and charter so that issues currently reserved for charter negotiations are decided upon by the sponsor during the application process.

The sponsor must review the application and base its decision to approve or deny the application upon the expanded application criteria. If the sponsor approves the application, the approved application is incorporated into the standard charter, with certain limited issues reserved for charter negotiations. The applicant and sponsor may negotiate additional terms after the standard charter is approved. The charter school may open and operate during the pendency of such negotiations.

This bill creates new opportunities for high-performing charter school operators to establish quality charter schools in Florida, including charter schools in hard-to serve areas. The bill authorizes an out-of-state entity that successfully operates a system of charter schools to apply and qualify for high-performing charter school system status. The state board must adopt rules specifying a process and criteria for evaluating out-of-state entities for "high-performing" status. Eligibility criteria must be aligned with the priorities specified in the federal Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools, which emphasizes student achievement. Additionally, the bill shifts the focus of the state's program for replicating quality charter schools towards meeting school district needs for innovative school choice options and serving areas served by struggling traditional public schools.

The bill also clarifies that:

- Sponsors need not provide hearings and appeals to charter schools that are terminated for earning two consecutive school grades of "F."
- For purposes of determining eligibility for capital outlay funding, a charter school must have no financial emergency conditions on its most recent annual financial audit.
- Sponsors must make facilities available to charter schools if the facility or property has previously been used for K-12 education purposes and is no longer used to support public education.

The bill does not have a fiscal impact on state or local governments. See Fiscal Comments.

The bill takes effect July 1, 2014.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Charter School Applications and Charter Contracts

Background

Charter schools are nonsectarian, public schools that operate under a performance contract with a sponsor, which is typically a school district.¹ Florida law exempts charter schools from many laws and regulations applicable to traditional public schools to encourage the use of innovative learning methods.² The terms and conditions for the operation of the school are set forth in a performance contract or “charter.”³

The law establishes a two-step process for establishing a new charter school – an application process and charter negotiations.⁴ The Legislature has revised the charter school application and charter negotiation processes numerous times since Florida’s first charter school law was enacted in 1996.⁵ These revisions include establishing predictable timelines for both processes, standardizing application criteria and review standards, and facilitating resolution of charter negotiation disputes. These revisions have sought to devise predictable processes that enable sponsors to rigorously evaluate charter school applications while minimizing barriers that prevent approved charter schools from opening on time. These revisions include:

- Six revisions to application submission deadlines;⁶
- Allowing the sponsor and applicant to mutually agree to extend the application approval deadline;⁷
- Three revisions to charter negotiation deadlines;⁸
- Requiring the Department of Education (DOE) to mediate charter negotiation disputes;⁹ and
- Requiring sponsors and applicants to use a DOE-developed standard charter school application and application evaluation instrument.¹⁰

Most recently, the Legislature addressed the charter school application and charter negotiation processes in 2013, with legislation that:

¹ Section 1002.33(5)(a), (6)(h), (7) and (9)(a), F.S.; *see, e.g.*, Florida Department of Education, *Florida Charter School List by District*, http://www.floridaschoolchoice.org/Information/Charter_Schools/Directory/default.aspx (last visited Jan 17, 2014). The law authorizes school districts to sponsor charter schools; state universities to sponsor charter lab schools; and school districts, Florida College System (FCS) institutions, or a consortium of school districts or FCS institutions to sponsor a charter technical career center. Sections 1002.32(2), 1002.33(5)(a)1. and 2., and 1002.34(3)(b), F.S.

² Section 1002.33(2)(b)3. and (16), F.S.

³ Section 1002.33(6)(h) and (7), F.S.

⁴ Section 1002.33(6) and (7), F.S.

⁵ Chapter 96-186, L.O.F.

⁶ Section 1, ch. 97-207, L.O.F. (“through at least February 1st”); s. 1, ch. 99-374, L.O.F. (November 15th); s. 3, ch. 2000-306, L.O.F. (October 1st); s. 1, ch. 2003-393, L.O.F. (September 1st); s. 1, ch. 2006-190, L.O.F. (August 1st); s. 1, 2013-250, L.O.F. (Required sponsors to accept applications submitted before August 1st, authorized applicants to submit a draft application by May 1st, and required sponsors to provide feedback to applicant regarding the draft application by July 1st.)

⁷ Section 3, ch. 2000-306, L.O.F.

⁸ Section 1, ch. 97-207, L.O.F.; s. 1, ch. 2006-190, L.O.F.; s. 1, ch. 2013-250, L.O.F.

⁹ Section 1, ch. 98-206, L.O.F.; s. 1, ch. 2001-86, L.O.F., s. 1, ch. 2004-354, L.O.F.

¹⁰ Section 1., 2009-214, L.O.F.

- Prohibited sponsors from rejecting applications submitted before the August 1st submission deadline.
- Authorized applicants to submit a draft application to the sponsor on or before May 1st, which the sponsor must review and provide feedback to the applicant regarding material deficiencies in the application by July 1st.
- Shortened the timeframe for beginning charter negotiations from 60 to 30 days after approval of the application.
- Shortened the timeframe for final approval of the charter from 75 to 40 days after beginning negotiations.

The legislation also directed DOE, in consultation with sponsors and charter school representatives, to develop and adopt in rule standard charter and charter renewal contracts. Sponsors and charter school operators would be required to use these charter documents once adopted in rule.¹¹

DOE presented its proposed standard charter and charter renewal contract to the Choice & Innovation Subcommittee on November 6, 2013. The Subcommittee also heard testimony from a panel of sponsor and charter school representatives regarding the standard charter and charter renewal contract. The standard charter and charter renewal documents have not yet been adopted in rule. Thus, sponsors and charter school operators are not required to use these charter documents.¹²

Present Situation

An applicant¹³ must submit a charter school application on a model application form developed by the DOE to the sponsor by August 1st.¹⁴ The sponsor must review and approve or deny the application within 60 days; however, the sponsor and applicant may mutually agree to extend the deadline.¹⁵ If the application is approved, the applicant and sponsor then negotiate the terms of the charter.¹⁶ If the application is denied, or the sponsor fails to act, the applicant may file an appeal with the State Board of Education, which may uphold or overturn the sponsor's denial.¹⁷

The law specifies the contents of both the charter school application and the charter. Charter school applications must:

- Demonstrate how the school will utilize the guiding principles of charter schools.¹⁸
- Provide a detailed curriculum plan aligned with the Next Generation Sunshine State Standards.
- Contain goals and objectives for improving student learning and measuring such improvement.
- Describe the reading curricula and differentiated strategies for serving students at various levels of reading ability.

¹¹ Section 1, ch. 2013-250, L.O.F.

¹² Presentation and Panel Discussion, *Standard Charter and Charter Renewal Contract: hearing before the House Choice & Innovation Subcommittee* (Nov. 6, 2013).

¹³ An application may be made by an individual, teachers, parents, a group of individuals, a municipality, or a legal entity organized under Florida law. Section 1002.33(3)(a), F.S. The school must be operated by a Florida College System institution, municipality, or nonprofit organization. While a charter school must be a public or nonprofit entity, it may be managed by a for-profit education management organization. Section 1002.33(12)(i), F.S.

¹⁴ Section 1002.33(6)(a), F.S.; rule 6A-6.0786, F.A.C. (model charter school applications and application evaluation instruments).

¹⁵ Section 1002.33(6), F.S.

¹⁶ Section 1002.33(6)(h), F.S.

¹⁷ Section 1002.33(6)(c), F.S.; *see also* s. 120.68, F.S. The state board's decision is a final action subject to judicial review in the district court of appeal. *Id.*

¹⁸ The legislative guiding principles for charter schools provide that they are to meet high standards of student achievement while increasing parental choice; increase learning opportunities for all students, with special emphasis on low-performing students and reading; and utilize innovative learning methods. Charter schools may also serve to provide rigorous competition to stimulate improvement in traditional public schools, expand the capacity of the public school system, mitigate the educational impact created by the development of new residential dwelling units, and create new professional opportunities for teachers, including ownership of the learning program at the school site. Section 1002.33(2), F.S.

- Contain an annual financial plan.¹⁹

The charter must include:

- The students to be served, including ages and grade levels.
- The curriculum's focus and instructional methods to be used.
- Baseline standards of student academic achievement, outcomes to be achieved, and methods of measurement to be used.
- The method for determining the strengths and needs of students and whether they are meeting educational goals.
- In secondary charter schools, a method for determining whether students have met high school graduation requirements.
- The method for resolving conflicts between the governing body and the sponsor.
- Admission and dismissal procedures and the school's student conduct code.
- Methods for achieving a racial/ethnic balance reflective of the community served.
- The financial and administrative management of the school, including experience required for management positions and a description of internal audit controls.
- Asset and liability projections.
- A description of plans to identify various risks, reduce losses, and ensure student and faculty safety.
- The term of the charter and an agreement that the charter may be cancelled if the school has made insufficient progress with student achievement.
- The facilities to be used.
- Teacher qualifications, governance structure, and timetables for implementing each element of the charter.
- Full disclosure of all charter school employees who are relatives of charter school officials and employees who have decision making authority over charter school operations.
- Provisions for implementing high-performing charter school benefits if the charter school is designated as "high-performing."²⁰

Uniform statewide use of the model charter school application and application evaluation instrument began in August 2010 for applications proposing new charter schools to be opened in the 2011-12 school year.²¹ The model application and application evaluation instrument are intended to provide a uniform set of charter school application review and approval standards. The model application is comprised of 19 total criteria divided among three main topic headings: educational plan, organizational plan, and business plan. The model application specifies the types of information that the applicant must include in its application to satisfy each criterion.²²

¹⁹ Section 1002.33(6)(a), F.S. The law also requires the applicant to document in the application its participation in pre-application training. However, this training was changed from pre- to post-application training in 2011. *Id.*; s. 3, ch. 2011-232, L.O.F.

²⁰ Section 1002.33(7), F.S.

²¹ Telephone interview with Florida Department of Education, Charter School Director (Aug. 4, 2011). The model application and application evaluation instrument were adopted in rule in October 2010. Anticipating adoption of this rule, DOE advised sponsors to use these tools for charter school applications to be submitted in August 2010. *Id.*; see rule 6A-6.0786, F.A.C.

²² Florida Department of Education, *Model Florida Charter School Application* (Oct. 2010), available at http://www.floridaschoolchoice.org/information/Charter_schools/files/Model_Charter_Application.pdf [hereinafter *Model Application*]; Florida Department of Education, *Florida Charter School Application Evaluation Instrument*, at 1 (Oct. 2010) [hereinafter *Evaluation Instrument*]. The state board has also adopted model charter school applications and evaluation instruments for virtual charter schools and high-performing charter school replications. See rule 6A-6.0786, F.A.C.

Model Charter School Application Criteria

Educational Plan

- Mission, Guiding Principles, & Purpose
- Student Population
- Educational Program
- Curriculum
- Evaluation of Student Performance
- Exceptional Students
- English Language Learners
- Student Discipline

Organizational Plan

- Governance
- Management
- Education Service Providers
- Human Resources
- Student Recruitment & Enrollment

Business Plan

- Facilities
- Transportation
- Food Service
- Budget
- Financial Management
- Start-Up Plan

Generally speaking, the statutorily prescribed contents for both applications and the charter are incorporated into the model charter school application. Thus, many of the major issues concerning the operation of the charter school are considered by the sponsor before approving or denying the application. Certain issues are not typically finalized until after the application is approved, e.g., securing a school facility and recruiting students and school staff. Thus, the model application merely requires that a plan for finalizing such issues be presented in the application.²³

DOE data from the 2012 charter school application cycle indicates that only 19.6 percent of charter school applications submitted by applicants were decided upon by school districts within the 60 day timeline required by law.²⁴ On November 6, 2013, DOE presented the following information on charter school application and charter approval timelines to the Choice & Innovation Subcommittee:

Application and Charter Approval Timelines²⁵

| | | | | | | | | | |
|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|
| Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|

Old Statutory Timeline (pre-2013)

| | | |
|-------------------------------|-------------------------------------|---------------------------------|
| Application Review 60 Days | Draft Contract to School 60 Days | Contract Negotiation 75 Days |
|-------------------------------|-------------------------------------|---------------------------------|

Actual Average Timeline for Application and Charter Approval

| | |
|----------------------------|------------------------------|
| Application Review 98 Days | Contract Completion 195 Days |
|----------------------------|------------------------------|

Statutory Timeline Codified in s. 1, ch. 2013-250, L.O.F. (Effective July 1, 2013)

| | | |
|-------------------------------|-------------------------------------|---------------------------------|
| Application Review 60 Days | Draft Contract To School 30 Days | Contract Negotiation 40 Days |
|-------------------------------|-------------------------------------|---------------------------------|

²³ Compare s. 1002.33(6) and (7), F.S. with Model Application supra note 22, at 17-18 and 22.

²⁴ Email, Florida Department of Education, Director, Office of Independent Education and Parental Choice (Jan. 9, 2014).

²⁵ Presentation and Panel Discussion, *Standard Charter and Charter Renewal Contract: hearing before the House Choice & Innovation Subcommittee* (Nov. 6, 2013).

Effect of Proposed Changes

The bill revises the required elements of the application and charter by transferring several issues currently required to be addressed in charter negotiations to the application process. Charter elements transferred to the application include:

- The students to be served, including ages and grade levels.
- The curriculum's focus and instructional methods to be used.
- The method for determining the strengths and needs of students and whether they are meeting educational goals.
- In secondary charter schools, a method for determining whether students have met high school graduation requirements.
- Admission and dismissal procedures and the school's student conduct code.
- Methods for achieving a racial/ethnic balance reflective of the community served.
- The financial and administrative management of the school, including experience required for management positions and a description of internal audit controls.
- A description of plans to identify various risks, reduce losses, and ensure student and faculty safety.
- Teacher qualifications, governance structure, and timetables for implementing each element of the charter.

The bill authorizes a sponsor to request additional information from the applicant, which must be incorporated into the application as an addendum. The bill also revises current law requiring a sponsor to allow the applicant an opportunity to correct technical deficiencies, e.g., typographical errors and missing signatures, and resubmit the application. Instead, this opportunity to correct and resubmit the application must be allowed for any issue the sponsor indicates as cause to deny the application.

The bill requires the state board to adopt the standard charter and charter renewal contracts in rule. Thereafter, charter school applicants and sponsors will be required to use these documents. The standard charter will consist of the approved application, any addenda, and the remaining required elements of the charter. Terms that are inconsistent with or prohibited by law are void and unenforceable. Issues decided upon by the sponsor during the application phase are deemed to be settled prior to charter negotiations; however, the applicant and sponsor may negotiate additional terms after finalizing the standard charter. The charter school may open and operate during the pendency of such negotiations. Under the bill, the following items remain as required elements of the charter:

- Baseline standards of student academic achievement, outcomes to be achieved, and methods of measurement to be used.
- The method for resolving conflicts between the governing body and the sponsor.
- The term of the charter and grounds for terminating or not renewing the charter.
- The facilities to be used.
- Full disclosure of all charter school employees who are relatives of charter school officials and employees who have decision making authority over charter school operations.
- Provisions for implementing high-performing charter school benefits if the charter school is designated as "high-performing."

The bill requires that the standard charter and charter renewal contract and model applications and application evaluation instruments specify the laws and rules from which charter schools are exempt. The bill specifically directs DOE to develop standard charters, charter renewal contracts, model applications, and application evaluation instruments for virtual charter schools and high-performing charter school replication. Such model applications and evaluation instruments already exist and are currently used by sponsors and applicants.

Each of the issues transferred from the charter negotiation process to the application process is already addressed in DOE's model charter school application, which has been in use since 2010. Thus, the bill's changes to the application process better reflect existing practices. The bill minimizes the issues that must be addressed in charter negotiations by requiring use of a standard charter and incorporating issues already decided upon by the sponsor during the application phase into the charter. These changes to the application and charter negotiation processes aim to increase the likelihood that approved charter schools open on time.

Mandatory Charter Terminations

Present Situation

A sponsor may choose to terminate or not renew a charter for any of the following reasons:

- Failure to participate in the state's education accountability system or meet the requirements for student performance stated in the charter;
- Failure to meet generally accepted standards of financial management;
- A violation of law; or
- Other good cause shown.²⁶

The sponsor may immediately terminate a charter school's charter if conditions at the school threaten the health, safety, or welfare of students.²⁷ Due process in the form of notice and, if requested, a formal hearing and opportunity to appeal must be provided to the charter school prior to a charter termination or nonrenewal. For immediate termination of a charter school, a hearing, if requested, may occur after termination.²⁸

In addition, the law requires a sponsor to terminate the charter of a charter school that earns two consecutive school grades of "F," unless the charter school qualifies for one of three exceptions. The law is unclear whether the same due process procedures afforded to charter schools for discretionary or immediate terminations apply to mandatory terminations.²⁹

Effect of Proposed Changes

The bill clarifies that mandatory termination occurs automatically upon a charter school's receipt of a second consecutive grade of "F" becoming final, unless an exception applies. The sponsor must notify in writing the charter school's governing board, the charter school principal, and DOE. Hearings and appeals applicable to discretionary and immediate charter terminations are not applicable to mandatory terminations. The law specifies procedures for winding-down the operations of a terminated charter school, such as reverting unencumbered public funds to the sponsor and reassigning students to other district schools.³⁰ The bill specifies that these procedures apply to mandatory terminations.

Charter School Facilities

Present Situation

Currently, if a district school board facility or property is available because it is surplus, marked for disposal, or otherwise unused, it must be provided for a charter school's use on the same basis it is

²⁶ Section 1002.33(8)(a), F.S.

²⁷ Section 1002.33(8)(d), F.S.

²⁸ Sections 1002.33(6)(c) and (8)(b)-(d), F.S.

²⁹ Generally speaking, the exceptions apply to charter schools that specifically target hard-to-serve students and to traditional public schools that are reconstituted as charter schools pursuant to the differentiated accountability process. Section 1002.33(9)(n)4., F.S.; s. 1008.33(4)(b)3. and (e), F.S.

³⁰ Section 1002.33(8)(e), (f), and (g), F.S.

made available to other public schools in the district.³¹ According to DOE, 13 charter schools in 10 school districts presently reside in a facility provided by the district. In eight cases, the facility is provided by the district rent-free or for a nominal charge.³² There have been instances in which vacant facilities are used for storage (some partially) or some other purpose, or not marked for disposal and such facilities still remain unavailable to charter schools.

Effect of Proposed Changes

The bill clarifies that if a district school board facility or property that has previously been used for K-12 education purposes, is no longer used in support of public education, it must be made available for a charter school's use. The charter school is responsible for costs required to bring the facility into compliance with the Florida Building Code and for costs required to maintain such compliance. The charter school may not earn capital outlay funds. The school district must include the charter school's capital outlay full-time equivalent student count in the district's capital outlay calculations. The charter school may choose to maintain the facility to the same standard as any other district-operated school of similar age and condition.

High-Performing Charter Schools and Charter School Systems

Present Situation

Charter schools and operators of systems of charter schools with a track record of academic excellence and financial stability may earn "high-performing" status. A high-performing charter school is a charter school that during each of the three previous years:

- Received at least two school grades of "A" and no school grade below "B;"
- Has received an unqualified opinion³³ on each annual financial audit; and
- Has not received an annual financial audit that reveals a financial emergency condition.³⁴

A high-performing charter school system (system) may be operated by a municipality or other public entity that is authorized by Florida law to operate a charter school; a private, not-for-profit, s. 501(c)(3) status corporation; or a private for-profit corporation.³⁵ In order to earn "high-performing" status, a system must, in the previous three-year period:

- Operate at least three high-performing charter schools in Florida;
- Have at least 50 percent of its charter schools designated as "high-performing" and no charter school receiving a school grade of "D" or "F;" and
- Not receive an annual financial audit that revealed a financial emergency condition for any charter school operated by the entity in Florida.³⁶

Initial eligibility for "high-performing" status is verified by the Commissioner of Education, upon request by a charter school or system. Thereafter, the commissioner must annually verify continued eligibility.³⁷

High-performing charter schools and systems may take advantage of various benefits. A high-performing charter school may:

³¹ Section 1002.33(18)(e), F.S.

³² Email, Florida Department of Education, Director, Office of Independent Education and Parental Choice (Jan. 14, 2014).

³³ An unqualified audit opinion means that the charter school's financial statements are materially correct. Telephone interview with Florida Auditor General staff (Mar. 24, 2011).

³⁴ Section 1002.331(1), F.S.; see s. 218.503(1), F.S. (financial emergency conditions).

³⁵ Section 1002.332(1), F.S.

³⁶ Section 1002.332(1), F.S. Exceptions to the eligibility criteria apply if the system operates a charter school established to turn around a chronically low-performing traditional public school and for charter schools opened to serve areas served by a low-performing traditional public school. Section 1002.33(1)(b)2., F.S.

³⁷ Sections 1002.331(5) and 1002.332(2)(a), F.S.

- Increase the school's enrollment once per year over the maximum enrollment specified in the charter, as long as total enrollment does not exceed the capacity of its facility;
- Expand grade levels within kindergarten through grade 12 to add grade levels not already served, as long as total enrollment does not exceed the capacity of its facility;
- Submit quarterly, rather than monthly, financial statements to its sponsor;
- Consolidate under a single charter the charters of multiple high-performing charter schools operated in the same school district by the school's governing board, regardless of the charter renewal cycle;
- Receive a modification of its charter to a term of 15 years or a 15-year charter renewal; and
- Submit an application in any Florida school district to establish and operate a new charter school that substantially replicates its educational program.³⁸

High-performing charter schools may receive a reduction in the administrative fee for sponsor-provided services from five percent to two percent for enrollment up to and including 250 students per school.³⁹ High-performing charter school systems may also receive a reduction in the administrative fees in very limited circumstances.⁴⁰

The capacity of a high-performing charter school is determined annually by its governing board. A sponsor may not require a charter school to identify the names of students to be enrolled or to enroll those students before the start of the school year as a condition of approval or renewal of a charter.⁴¹

A high-performing charter school may not be replicated more than once in any given year and may not replicate again until the new charter school achieves "high-performing" status.⁴² Systems may replicate their high-performing charter schools using the same process applicable to high-performing charter schools.⁴³

According to DOE:

- As of January 2014, 147 charter schools in 32 school districts are designated as "high-performing."
- As of January 2014, two systems are designated as high-performing systems:
 - Doral, Inc., is comprised of five charter schools, four of which are high-performing charter schools; and
 - McKeel Academy is comprised of three charter schools, each of which is a high-performing charter school.
- As of August 2013, 19 new charter schools replicating high-performing charter schools have been established in six school districts.⁴⁴

Effect of Proposed Changes

The bill replaces current limitations on the number and frequency of high-performing charter school replication. The current limit of one replication per year, with subsequent replications prohibited until the newly created charter school achieves "high-performing" status, is eliminated. Instead, a high-

³⁸ Section 1002.331(2), F.S.

³⁹ Section 1002.33(20)(a)3., F.S.

⁴⁰ Section 1002.33(20)(a)4. and 6., F.S. The fee is reduced from 5 percent to 2 percent for enrollments up to and including 500 students per system if the system includes both conversion charter schools and nonconversion charter schools; has all schools located in the same county; has a total enrollment exceeding the total enrollment of at least one school district in the state; has the same governing board; and does not contract with a for-profit service provider for management of school operations. *Id.*

⁴¹ Section 1002.33(10)(i), F.S.

⁴² Section 1002.331(3)(b), F.S.

⁴³ Section 1002.332(2), F.S.

⁴⁴ Email, Florida Department of Education, Director, Office of Independent Education and Parental Choice (Jan. 27, 2014).

performing charter school may replicate an unlimited number of times in a given year, provided that replicated schools are established for the purpose of serving an attendance area served by a traditional public school identified as in need of intervention and support or to meet capacity needs or needs for innovative choice options identified by school districts. The bill also clarifies that a sponsor may not require a high-performing charter school to limit enrollment or capacity to students enrolled before the start of the school year as a condition of approval or renewal of a charter.

Currently, out-of-state entities that do not operate charter schools in Florida are ineligible for high-performing charter school system status. The bill authorizes an out-of-state entity that successfully operates a system of high-quality charter schools elsewhere in the United States to apply to the state board for high-performing charter school system status. If awarded the status, charter schools that the entity establishes in Florida are automatically deemed "high-performing" for the first three years of operation. Thus, such charter schools would receive all of the benefits available to high-performing charter schools, including ability to replicate. After three years, such a school must meet the eligibility requirements for "high-performing" status to maintain the designation.

The state board must adopt rules specifying a process and criteria for evaluating out-of-state entities for "high-performing status." Eligibility criteria established by the state board must be aligned to the priorities of the federal Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools.⁴⁵ The U.S. Department of Education awards these grants to charter school operators that demonstrate:

- Ability to increase student achievement of all students, including, educationally disadvantaged students.
- Success in closing historic achievement gaps for student subgroups, such as minority and low-income students and students with disabilities.
- Ability to produce student achievement results for low-income and other educationally disadvantaged students that are above the average for similarly situated students in the state, based upon such measures as performance on statewide tests and student attendance, retention, high school graduation, and college attendance rates.
- Consistent compliance with student safety and financial management requirements.⁴⁶

Virtual Instruction Providers

Present Situation

Currently, a state-approved virtual instruction provider's contract must be terminated if the provider earns a school grade of "D" or "F" or a school improvement rating of "Declining" in any two years of a consecutive four year period.⁴⁷

Effect of Proposed Changes

The bill provides that a virtual instruction provider's contract must be terminated if the provider earns two consecutive school grades of "F" or school improvement ratings of "Declining."

Charter School Capital Outlay Funding

Present Situation

Among other things, a charter school must demonstrate that it is financially stable in order to be eligible for charter school capital outlay funding.⁴⁸ However, the law does not specify how financial stability is to

⁴⁵ See 76 Fed. Reg. 40,898 (July 12, 2011).

⁴⁶ *Id.*

⁴⁷ Section 1002.45(8)(d), F.S.

be determined. DOE currently reviews a charter school's annual financial audit to make this determination. This practice is consistent with other areas of charter school law, such as determining high-performing charter school eligibility and interventions for financially troubled schools.⁴⁹

Effect of Proposed Changes

The bill requires, for purposes of determining eligibility for capital outlay funding, that a charter school have no financial emergency conditions on its annual financial audit for the most recent fiscal for which an audit is available. Under current law, a financial emergency is determined to exist when any one of the following conditions occurs due to lack of funds:

- Failure to pay short-term loans or make bond debt service or other long-term debt payments when due;
- Failure to pay uncontested claims from creditors within 90 days after the claim is presented;
- Failure to timely transfer taxes withheld from employees or employer or employee contributions for federal social security, pension, or retirement plans; and
- Failure for one pay period to pay wages, salaries, or retirement benefits.⁵⁰

This change provides clearer guidance to DOE in determining whether a charter school is financially stable enough to merit an award of capital outlay funding.

B. SECTION DIRECTORY:

Section 1. Amends s. 1002.33, F.S., relating to charter schools.

Section 2. Amends s. 1002.331, F.S., relating to high-performing charter schools.

Section 3. Amends s. 1002.332, F.S., relating to high-performing charter school systems.

Section 4. Amends s. 1002.45, F.S., relating to virtual instruction programs.

Section 5. Amends s. 1013.62, F.S., relating to charter schools capital outlay funding.

Section 6. Provides an effective date of July 1, 2014.

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.

⁴⁸ Section 1013.62(1)(a), F.S.

⁴⁹ See, e.g., ss. 1002.331 and 1002.345, F.S.

⁵⁰ Section 218.503(1)(a)-(d), F.S.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill clarifies the conditions in which sponsors must provide unused school facilities to charter schools. This may increase the ability of charter schools to use district facilities; however, the impact of this provision on a charter school's facilities costs will likely depend on the rents charged and maintenance costs associated with such use. In addition, the bill provides clearer guidance to DOE in determining whether a charter school is financially stable enough to merit an award of capital outlay funding.

The bill authorizes an out-of-state entity that successfully operates a system of high-quality charter schools elsewhere in the United States to apply to the state board for high-performing charter school system status. If awarded the status, any charter schools the entity establishes in Florida are automatically deemed "high-performing" for the first three years of operation, which, among other benefits, entitles them to a reduction in administrative fees for sponsor-provided services.

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 to adopt in rule the standard charter contract and standard charter renewal contract. The state board must also adopt rules specifying a process and criteria for determining the eligibility of an out-of-state charter school system for "high-performing" status.

The existing model application forms, standard charter contracts, standard application evaluation instruments, and standard charter renewal contracts will need to be amended to identify the specific statutes and rules in which charter schools are statutorily exempted from compliance.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On February 18, 2014, the Choice & Innovation Subcommittee adopted one amendment and reported the proposed committee bill favorably. The amendment added provisions revising accountability requirements for state-approved virtual instruction providers. Currently, such a provider's contract must be terminated if the provider earns a school grade of "D" or "F" or a school improvement rating of "Declining" in any two years of a consecutive four year period. The amendment provides that such termination must occur if the provider earns two consecutive school grades of "F" or school improvement ratings of "Declining."

1 A bill to be entitled
 2 An act relating to digital student learning and
 3 support services; amending s. 1001.11, F.S.; providing
 4 that the Commissioner of Education shall oversee the
 5 development and implementation of a strategic plan for
 6 establishing digital classrooms; amending s. 1001.20,
 7 F.S.; requiring the Department of Education to develop
 8 and update a strategic plan for establishing digital
 9 classrooms; providing plan requirements; amending s.
 10 1006.281, F.S.; defining the term "district digital
 11 classrooms system"; providing that a school district
 12 shall develop and annually update a plan for
 13 establishing the digital classrooms system; providing
 14 content and reporting requirements for the plan;
 15 providing access and reporting requirements for the
 16 digital classrooms system; providing that the State
 17 Board of Education shall adopt rules to establish
 18 minimum standards for a district digital classrooms
 19 system; repealing s. 1006.282, F.S., relating to a
 20 pilot program for the transition to electronic and
 21 digital instructional materials; amending s. 1006.29,
 22 F.S., deleting provisions for the publication of
 23 minimum and recommended technology requirements;
 24 repealing s. 1006.72, F.S., relating to licensing of
 25 electronic library resources; amending s. 1006.73,
 26 F.S.; deleting provisions establishing the Florida

27 Virtual Campus; establishing a Florida Library
 28 Automation Cooperative; providing duties of the
 29 cooperative; providing that the University of West
 30 Florida shall hire a director for the cooperative, who
 31 shall report to the executive director of the Complete
 32 Florida Plus Program; providing duties of the
 33 cooperative's director; providing reporting
 34 requirements for the University of West Florida;
 35 amending s. 1006.735, F.S.; creating the Complete
 36 Florida Plus Program within the Innovation Institute
 37 at the University of West Florida; providing purpose;
 38 establishing the Complete Florida Degree Initiative;
 39 providing implementation and requirements for the
 40 initiative; authorizing the program to develop and
 41 manage a catalog of distance learning courses;
 42 providing catalog requirements; authorizing the
 43 program to make online support and services available
 44 to postsecondary students; providing requirements for
 45 such support and services; providing that the program
 46 shall make a statewide advising service available to
 47 all postsecondary students; providing requirements for
 48 the advising service; providing that the program shall
 49 support a K-12 career and education planning system
 50 and interface the statewide advising service with
 51 state university advising systems; requiring the
 52 University of West Florida to submit an annual report

53 to the Legislature regarding the program; amending s.
 54 1007.01, F.S.; providing that the Articulation
 55 Coordinating Committee shall make recommendations to
 56 the Legislature regarding the development of an online
 57 system for analyzing student credit transfers;
 58 providing requirements for the system; providing that
 59 the committee shall review proposals for industry
 60 certifications; providing that the Chancellor of
 61 Career and Adult Education must provide certain
 62 articulation recommendations to the committee within a
 63 specified period; amending ss. 1007.27, 1009.23, and
 64 1009.24, F.S.; conforming provisions; transferring the
 65 Florida Virtual Campus to the University of West
 66 Florida; providing for termination of a service
 67 agreement between the University of Florida Board of
 68 Trustees and the Florida Virtual Campus; providing
 69 that other contracts and agreements of the Florida
 70 Virtual Campus are binding on the University of West
 71 Florida; providing legislative findings and intent;
 72 directing the Board of Governors to develop and submit
 73 to the Legislative Budget Commission a transition plan
 74 for transferring Florida Virtual Campus resources to
 75 the University of West Florida; providing an effective
 76 date.

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 78 Be It Enacted by the Legislature of the State of Florida:

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Section 1. Subsection (8) is added to section 1001.11, Florida Statutes, to read:

1001.11 Commissioner of Education; other duties.—

(8) The commissioner shall oversee the development and implementation of the 5-year strategic plan for establishing Florida digital classrooms as provided in s. 1001.20(4).

Section 2. Paragraph (a) of subsection (4) of section 1001.20, Florida Statutes, is amended to read:

1001.20 Department under direction of state board.—

(4) The Department of Education shall establish the following offices within the Office of the Commissioner of Education which shall coordinate their activities with all other divisions and offices:

(a) Office of Technology and Information Services.—

Responsible for developing a 5-year strategic plan for establishing Florida digital classrooms ~~systemwide technology plan~~ by August 1, 2014, and annually updating the plan by January 1 each year thereafter. The Florida digital classrooms plan shall be provided to each school district and published on the department's website. The plan must:

1. Describe how technology will be integrated into classroom teaching and learning to assist the state in improving student performance outcomes and enable all students in Florida to be digital learners with access to digital tools and resources.

105 2. Describe each school district's progress toward
 106 compliance with the minimum technology requirements established
 107 pursuant to this paragraph and the local instructional
 108 improvement system standards, in particular the standards that
 109 address instructional practices, assessments and growth, and
 110 state academic standards and curriculum, adopted in state board
 111 rule pursuant to s. 1006.281(5).

112 3. Include at least:

113 a. Minimum technology requirements that include
 114 specifications for hardware, software, devices, networking,
 115 security, and broadband capacity to facilitate school district
 116 compliance with the requirement for online assessments under s.
 117 1008.22(3) and guidelines for the number of students per device
 118 necessary to enable students to access all electronic and
 119 digital instructional materials as defined in s. 1006.29.

120 b. Local instructional improvement system standards as
 121 adopted in state board rule pursuant to s. 1006.281(5).

122 c. Identification of the types of digital tools that can
 123 be utilized in the classroom to provide students access to and
 124 interaction with media-rich sources of information.

125 d. Minimum requirements for professional development
 126 opportunities and training to assist instructional personnel and
 127 staff with the integration of technology into classroom teaching
 128 and learning.

129 e. Identification of the types of digital teaching and
 130 learning resources that can assist instructional personnel and

131 staff in the management, assessment, and monitoring of student
 132 learning and performance.

133 (b) The office shall make,~~making~~ budget recommendations
 134 to the commissioner, ~~providing~~ provide data collection and
 135 management for the system, ~~assisting~~ assist school districts in
 136 securing Internet access and telecommunications services,
 137 including those eligible for funding under the Schools and
 138 Libraries Program of the federal Universal Service Fund, and
 139 coordinate ~~coordinating~~ services with other state, local, and
 140 private agencies. ~~The office shall develop a method to address~~
 141 ~~the need for a statewide approach to planning and operations of~~
 142 ~~library and information services to achieve a single K-20~~
 143 ~~education system library information portal and a unified higher~~
 144 ~~education library management system.~~

145 Section 3. Section 1006.281, Florida Statutes, is amended
 146 to read:

147 1006.281 District digital classrooms ~~Local instructional~~
 148 ~~improvement~~ systems.—

149 (1) The term "district digital classrooms ~~local~~
 150 ~~instructional improvement system~~" means a system that integrates
 151 the use of technology into the classroom to improve student
 152 performance outcomes and ~~uses electronic and digital tools that~~
 153 provides ~~provide~~ teachers, administrators, students, and parents
 154 with data and resources to systematically manage continuous
 155 instructional improvement. The system supports relevant
 156 activities such as instructional planning, information gathering

157 and analysis, rapid-time reporting, decisionmaking on
 158 appropriate instructional sequence, and evaluating the
 159 effectiveness of instruction through measureable student
 160 performance outcomes. The system shall integrate instructional
 161 information with student-level data to provide predictions of
 162 future student achievement.

163 (2) Each school district shall implement and provide
 164 teachers, administrators, students, and parents access to a
 165 district digital classrooms local instructional improvement
 166 system. The system must provide access to:

167 (a) Instructional materials in digital or electronic
 168 format, as defined in s. 1006.29.

169 (b) Digital materials including those digital materials
 170 that enable students to earn certificates and industry
 171 certifications pursuant to s. 1003.4203.

172 (c) Teaching and learning tools and resources, including
 173 the ability for teachers and administrators to manage, assess,
 174 and monitor student performance data ~~The system must provide~~
 175 ~~access to electronic and digital instructional materials and~~
 176 ~~teaching and learning tools and resources, including the ability~~
 177 ~~for teachers and administrators to manage, assess, and track~~
 178 ~~student learning.~~

179 (3) ~~(4)~~ The department of ~~Education~~ shall provide advisory
 180 assistance as requested by school districts in their deployment
 181 of a district digital classrooms local instructional improvement
 182 system.

183 ~~(4)(3)~~ By June 30, 2014, a school district ~~district's~~
 184 digital classrooms local instructional improvement system must
 185 ~~shall~~ comply with the minimum local instructional improvement
 186 system standards adopted published by the department of
 187 ~~Education~~ pursuant to subsection (5). The system must allow for
 188 a single, authenticated sign-on and include the following
 189 functionality:

190 (a) Provides vertical searches ~~Vertically searches~~ for,
 191 gathers, and organizes specific standards-based instructional
 192 materials.

193 (b) Enables teachers to prepare lessons, individualize
 194 student instruction, and use best practices in providing
 195 instruction, including the ability to connect student assessment
 196 data with electronic and digital instructional materials as
 197 defined in s. 1006.29.

198 (c) Provides communication, including access to up-to-date
 199 student performance data, in order to help teachers and parents
 200 better serve the needs of students.

201 (d) Provides access for administrators to effectuate
 202 ~~ensure~~ quality of instruction within every classroom.

203 (e) Enables district staff to plan, create, and manage
 204 professional development, including professional development
 205 opportunities that assist staff with the integration of
 206 technology into classroom teaching and learning, and to connect
 207 professional development with staff information and student
 208 performance data.

209 (f) Provides access to multiple instructional content and
 210 student assessment providers, including assessment providers
 211 pursuant to s. 1003.4203, and provides the ability to seamlessly
 212 connect the digital classrooms ~~local instructional improvement~~
 213 ~~system~~ to such instructional content and student assessment
 214 providers ~~electronic and digital content.~~

215 (5) The State Board of Education shall adopt rules
 216 pursuant to ss. 120.536(1) and 120.54 to administer this
 217 section, including rules that establish minimum standards for a
 218 district digital classrooms ~~local instructional improvement~~
 219 system, including local instructional improvement system
 220 standards for instructional practices, assessment and growth,
 221 state academic standards and curriculum, facilitator profile,
 222 learner profile, analysis and reporting, documentation and
 223 support, data integration, and information technology platform
 224 and security. The minimum standards for a district digital
 225 classrooms system must comply with any applicable requirements
 226 or standards published by the department pursuant to s.
 227 1001.20(4)(a) to enable school districts to administer online
 228 assessments and enable students to access digital materials.

229 (6) On or before December 31, 2014, each school district
 230 shall develop and submit to the department for approval a
 231 digital classrooms system plan to improve student performance
 232 through the district's digital classrooms system. The district
 233 shall annually update and submit the plan to the department for
 234 approval in a format and by a date determined by the department.

- 235 (a) The plan must provide for:
- 236 1. Proposed student performance outcomes and reporting of
- 237 actual student performance for all students resulting from the
- 238 implementation of the digital classrooms system.
- 239 2. Digital classrooms system compliance with applicable
- 240 requirements or standards published by the department pursuant
- 241 to s. 1001.20(4)(a).
- 242 3. Professional development opportunities that assist
- 243 instructional personnel and staff with the integration of
- 244 technology into classroom teaching.
- 245 4. Compliance with requirements for federal technology
- 246 initiatives and grant programs, if the district participates in
- 247 such initiatives or programs.
- 248 (b) The plan must explain how funds appropriated pursuant
- 249 to s. 1011.62 are expended with respect to:
- 250 1. Costs associated with school district use of the
- 251 Florida Information Resource Network established pursuant to s.
- 252 1001.271, and which represent the amount not funded by federal
- 253 funds available through the Schools and Libraries Program,
- 254 commonly cited as the E-rate program, of the federal Universal
- 255 Service Fund administered by the Universal Service
- 256 Administrative Company under direction of the Federal
- 257 Communications Commission.
- 258 2. Costs associated with delivering high-capacity Internet
- 259 access to the district network aggregation location. These costs
- 260 include special construction costs related to new or enhanced

261 fiber or other high-speed network infrastructure deployment to
 262 the school district network aggregation location or locations,
 263 school district entrance facility costs associated with the new
 264 network infrastructure, and network-to-network interconnection
 265 costs necessary to extend the Florida Information Resource
 266 Network.

267 3. Costs associated with delivering high-capacity Internet
 268 access to individual schools. These costs include special
 269 construction costs related to new or enhanced fiber or other
 270 high-speed network infrastructure deployment to individual
 271 schools and individual school entrance facility costs associated
 272 with the new network infrastructure.

273 4. Costs associated with upgrading the school district
 274 network infrastructure necessary to deliver high-capacity
 275 Internet access to each network aggregation location or to the
 276 individual school. Eligible expenditures include wireless access
 277 points and controllers, data networking equipment, wireless
 278 cable drops, routers, and labor costs associated with
 279 installation.

280 5. Costs associated with acquiring electronic devices that
 281 comply with technology requirements published by the department
 282 pursuant to s. 1001.20(4)(a).

283 (7) Beginning August 1, 2015, and annually thereafter, the
 284 State Board of Education shall provide a report to the Governor,
 285 the President of the Senate, and the Speaker of the House of
 286 Representatives describing the progress by each school district

287 in establishing the digital classrooms system and integrating
 288 such technology into classroom teaching and learning and the
 289 impact on student performance. The report must include, by
 290 school and school district, the following information:

291 (a) Total revenues and expenditures associated with the
 292 school district's implementation of its digital classrooms
 293 system, including funding provided pursuant to s. 1011.62.

294 (b) Proposed and actual student performance outcomes
 295 resulting from the implementation of the digital classrooms
 296 system.

297 (c) The status of each school district's digital
 298 classrooms system's compliance with the minimum standards
 299 published by the department.

300 (d) Recommendations for enhanced functionality for the
 301 digital classrooms system.

302 Section 4. Section 1006.282, Florida Statutes, is
 303 repealed.

304 Section 5. Subsection (4) of section 1006.29, Florida
 305 Statutes, is amended to read:

306 1006.29 State instructional materials reviewers.—

307 ~~(4) By October 1, 2013, the department shall publish~~
 308 ~~minimum and recommended technology requirements that include~~
 309 ~~specifications for hardware, software, networking, security, and~~
 310 ~~guidelines on the number of students per device necessary to~~
 311 ~~ensure that students can access all electronic and digital~~
 312 ~~instructional materials.~~

313 Section 6. Section 1006.72, Florida Statutes, is repealed.

314 Section 7. Section 1006.73, Florida Statutes, is amended
315 to read:

316 (Substantial rewording of section. See
317 s. 1006.73, F.S., for present text.)

318 1006.73 Florida Library Automation Cooperative.—

319 (1) The Florida Library Automation Cooperative is
320 established to provide a single library automation system and
321 associated resources and services that all public postsecondary
322 institutions shall use to support learning, teaching, and
323 research needs.

324 (2) The Florida Library Automation Cooperative shall:

325 (a) Develop and manage a library information portal and
326 automated library management tools for use by Florida College
327 System institutions and state universities. The library
328 information portal and automated library management tools shall
329 include, but are not limited to, the following services and
330 functions:

331 1. A shared Internet-based catalog and discovery tool that
332 allows a user to search and, if authorized, access the aggregate
333 library holdings of the state's public postsecondary education
334 institutions. The catalog and discovery tool shall allow a user
335 to search the library holdings of one institution, selected
336 institutions, or all institutions and, to the extent feasible,
337 shall include an interlibrary loan function that ensures an
338 authorized user can access the required library holding.

339 2. An Internet-based searchable collection of electronic
 340 resources which shall include, but not be limited to, full-text
 341 journals, articles, databases, and electronic books licensed
 342 pursuant to paragraph (b).

343 3. An integrated library management system and its
 344 associated services that all public postsecondary education
 345 institution academic libraries shall use for purposes of
 346 acquiring, cataloging, circulating, and tracking library
 347 material.

348 4. A statewide searchable database that includes an
 349 inventory of digital archives and collections held by public
 350 postsecondary education institutions.

351 (b) In collaboration with library staff from Florida
 352 College System institutions and state universities, coordinate
 353 the negotiation of statewide licensing of electronic library
 354 resources and preferred pricing agreements, issue purchase
 355 orders, and enter into contracts for the acquisition of library
 356 support services, electronic resources, and other goods and
 357 services necessary to carry out its duties under this section.
 358 For purposes of licensing electronic library resources from
 359 funds appropriated to the Complete Florida Plus Program, those
 360 resources licensed for 4-year degree seeking students shall be
 361 made available to all 4-year degree seeking students in the
 362 Florida College System and the State University System.

363 (c) Promote and provide recommendations concerning the use
 364 and distribution of open-access textbooks and education

365 resources as a method for reducing costs and work with public
 366 postsecondary education institutions in developing a
 367 standardized process for the review and approval of open-access
 368 textbooks.

369 (d) Provide appropriate help desk support and training and
 370 consultation services to institutions and students using the
 371 services of the Florida Library Automation Cooperative.

372 (3) The University of West Florida shall hire a director
 373 for the Florida Library Automation Cooperative who shall report
 374 to and is under the supervision and direction of the director of
 375 the Complete Florida Plus Program established pursuant to s.
 376 1006.735. The director of the Florida Library Automation
 377 Cooperative shall:

378 (a) Exercise all powers, duties, and functions of the
 379 cooperative prescribed by law.

380 (b) Administer the operational requirements of the
 381 cooperative.

382 (c) Hire professional and administrative staff necessary
 383 to carry out the duties of the cooperative. The director shall
 384 hire the minimum administrative staff necessary to administer
 385 the duties of the cooperative.

386 (4) Beginning December 31, 2014, and each year thereafter,
 387 the University of West Florida shall submit a report to the
 388 President of the Senate and the Speaker of the House of
 389 Representatives describing the implementation and operation of
 390 the Florida Library Automation Cooperative to include, but not

391 be limited to, information and associated costs relating to the
 392 services and functions identified in subsection (2).

393 Section 8. Section 1006.735, Florida Statutes, is amended
 394 to read:

395 1006.735 Complete Florida Plus Degree Program.~~The~~
 396 Complete Florida Plus Program is created at the University of
 397 West Florida.

398 (1) PURPOSE.~~The purpose of the Complete Florida Plus~~
 399 Program is to:

400 (a) Facilitate degree completion for the state's adult
 401 learners through the Complete Florida Degree Initiative.

402 (b) Provide information regarding and access to distance
 403 learning courses and degree programs offered by public
 404 postsecondary education institutions within the state.

405 (c) Coordinate with the Florida College System and the
 406 State University System to identify and provide online academic
 407 support services and resources when the multi-institutional
 408 provision of such services and resources is more cost effective
 409 or operationally effective.

410 (d) Administer the Florida Library Automation Cooperative
 411 established in s. 1006.73 and consult with the chancellors of
 412 the Florida College System and State University System regarding
 413 the implementation and operations of the cooperative.

414 (2) ~~(1)~~ COMPLETE FLORIDA DEGREE INITIATIVE.~~The Complete~~
 415 Florida Degree Initiative Program is established within the
 416 Complete Florida Plus Program for the purpose of recruiting,

417 recovering, and retaining the state's adult learners and
 418 assisting them in completing an associate degree or a
 419 baccalaureate degree that is aligned to high-wage, high-skill
 420 workforce needs. As used in this section, the term "adult
 421 learner" means a student who has successfully completed college-
 422 level coursework in multiple semesters but has left an
 423 institution in good standing before completing his or her
 424 degree. The initiative ~~program~~ shall give priority to adult
 425 learners who are veterans or active duty members of the United
 426 States Armed Forces.

427 ~~(a)(2)~~ The Complete Florida Degree Initiative Program
 428 shall be implemented ~~by the University of West Florida, acting~~
 429 ~~as the lead institution,~~ in coordination with Florida College
 430 System institutions, state universities, and private
 431 postsecondary institutions, as appropriate. The initiative
 432 ~~program~~ shall include the associate, applied baccalaureate, and
 433 baccalaureate degree programs that these institutions have
 434 selected. Other partnering public postsecondary education
 435 institutions shall provide areas of specialization or
 436 concentration.

437 ~~(b)(3)~~ In determining ~~For purposes of selecting~~ the degree
 438 programs that will be given priority, ~~in~~ the Complete Florida
 439 Degree Initiative Program, ~~the institutions identified in~~
 440 ~~subsection (2)~~ shall partner with public and private job
 441 recruitment and placement agencies and shall use labor market
 442 data and projections, including those identified in the Board of

443 Governors' gap analysis, to identify the specific workforce
 444 needs and targeted occupations of the state.

445 (c)~~(4)~~ The Complete Florida Degree Initiative Program
 446 shall provide adult learners with a single point of access to
 447 information and links to innovative online and accelerated
 448 distance learning courses, student and library support services,
 449 and electronic resources that will guide the adult learner
 450 toward the successful completion of a postsecondary degree.

451 ~~(5) By the end of the 2013-2014 academic year, the~~
 452 ~~Complete Florida Degree Program shall be implemented and must:~~

453 ~~(a) Use the distance learning course catalog established~~
 454 ~~pursuant to s. 1006.73 to communicate course availability to the~~
 455 ~~adult learner.~~

456 ~~(b) Develop and implement an advising and student support~~
 457 ~~system that includes the use of degree completion specialists,~~
 458 ~~is based upon best practices and processes, and includes~~
 459 ~~academic and career support services designed specifically for~~
 460 ~~the adult learner. The program must identify proposed changes to~~
 461 ~~the statewide computer-assisted student advising system~~
 462 ~~established pursuant to s. 1006.73 to assist the adult learner~~
 463 ~~in using the system.~~

464 ~~(c) Use the streamlined, automated, online admissions~~
 465 ~~application process for transient students established pursuant~~
 466 ~~to s. 1006.73. The program shall identify any additional~~
 467 ~~admissions and registration policies and practices that could be~~
 468 ~~further streamlined and automated for purposes of assisting the~~

469 ~~adult learner.~~

470 (d) The Complete Florida Degree Initiative must:

471 1. Use existing and, if necessary, develop new competency-
 472 based instructional and evaluation tools to assess prior
 473 performance, experience, and education for the award of college
 474 credit in order to reduce the time required for adult learners
 475 to complete their degrees. The tools may include the use of the
 476 American Council on Education's collaborative link between the
 477 United States Department of Defense and higher education through
 478 the review of military training and experiences for the award of
 479 equivalent college credit for members of the United States Armed
 480 Forces.

481 2.~~(e)~~ Develop and implement an evaluation process that
 482 collects, analyzes, and provides to the chancellors of the
 483 Florida College System and the State University System, the
 484 participating postsecondary education institutions, the chairs
 485 of the legislative appropriations committees, and the Executive
 486 Office of the Governor information on the effectiveness of the
 487 initiative program and the attainment of its goals. Such a
 488 process shall include a management information system that
 489 collects the appropriate student, programmatic, and fiscal data
 490 necessary to complete the evaluation of the initiative program.
 491 Institutions involved in the initiative program shall also
 492 collect job placement and employment data on the adult learners
 493 who have completed their degrees as a result of the initiative
 494 program.

495 3.~~(f)~~ Develop and implement a statewide student
 496 recruitment campaign targeted toward adult learners,
 497 particularly veterans and active duty members of the United
 498 States Armed Forces, for enrollment in the degree programs
 499 offered through the initiative program.

500 (e)~~(6)~~ For purposes of the Complete Florida Degree
 501 Initiative Program, each institution's current tuition and fee
 502 structure shall be used. However, all participating institutions
 503 shall collaboratively identify the applicable cost components
 504 involved in the development and delivery of distance learning
 505 courses, collect information on these cost components, and
 506 submit the information to the chancellors of the Florida College
 507 System and the State University System. The chancellors shall
 508 submit a report to the chairs of the legislative appropriations
 509 committees no later than December 31, 2014, on the need for a
 510 differentiated tuition and fee structure for the development and
 511 delivery of distance learning courses.

512 (3) STATEWIDE INTERNET-BASED CATALOG OF DISTANCE LEARNING
 513 COURSES.—The Complete Florida Plus Program shall develop and
 514 manage a statewide Internet-based catalog of distance learning
 515 courses, degree programs, and resources offered by public
 516 postsecondary education institutions which is intended to assist
 517 in the coordination and collaboration of articulation and access
 518 pursuant to parts II and III of chapter 1007. The program shall
 519 establish operational procedures for the catalog which must:

520 (a) Require participating institutions to provide specific

521 information concerning the distance learning course or degree
 522 program, including course number, classification of
 523 instructional programs number, and information on the
 524 availability of the course or degree program; any prerequisite
 525 course or technology competency or skill; the availability of
 526 academic support services and financial aid resources; and
 527 course costs, fees, and payment policies.

528 (b) Require that distance learning courses and degree
 529 programs meet applicable accreditation standards and criteria.

530 (c) Require that the catalog is reviewed and updated
 531 frequently to ensure that distance learning courses and degree
 532 programs comply with operational procedures.

533 (d) Define and describe the catalog's search and retrieval
 534 options that, at a minimum, will allow users to search by
 535 academic term or course start date; institution, multiple
 536 institutions, or all institutions; and course or program
 537 delivery methods, course type, course availability, subject or
 538 discipline, and course number or classification of instructional
 539 programs number.

540 (e) Use an Internet-based analytic tool that allows for
 541 the collection and analysis of data, including, but not limited
 542 to:

543 1. The number and type of students who use the catalog to
 544 search for distance learning courses and degree programs.

545 2. The number and type of requests for information about
 546 distance learning courses and degree programs that are not

547 listed in the catalog.

548 3. A summary of specific requests by course type or course
 549 number, delivery method, offering institution, and semester.

550 (4) STATEWIDE ONLINE STUDENT ADVISING SERVICES AND
 551 SUPPORT.—The Complete Florida Plus Program shall make available
 552 to all postsecondary students on a statewide basis online
 553 services and support, including:

554 (a) A streamlined online admissions application process,
 555 which shall be used by all postsecondary institutions, for
 556 undergraduate transient students currently enrolled and pursuing
 557 a degree at a public postsecondary education institution who
 558 enroll in a course offered by a public postsecondary education
 559 institution that is not the student's degree-granting
 560 institution. The University of West Florida shall work with
 561 Florida College System institutions and state universities to:

562 1. Use the transient student admissions application
 563 available through the statewide computer-assisted student
 564 advising system established pursuant to paragraph (b). This
 565 admissions application is the only application required for
 566 enrollment of a transient student as described in this
 567 paragraph.

568 2. Implement the financial aid procedures required by the
 569 transient student admissions application process.

570 3. Transfer credit awarded by the institution offering the
 571 course to the transient student's degree-granting institution.

572 4. Provide an interface between the institutional advising

573 system and the statewide computer-assisted student advising
 574 system established pursuant to paragraph (b) in order to
 575 electronically send, receive, and process the transient student
 576 admissions application.

577 (b) Manage a K-20 statewide computer-assisted student
 578 advising system. The system shall support career and education
 579 planning for the K-12 system, the process of advising,
 580 registering, and certifying postsecondary students for
 581 graduation and include a degree audit and an articulation
 582 component. Florida College System institutions and state
 583 universities shall interface institutional advising systems with
 584 the statewide computer-assisted student advising system. At a
 585 minimum, the statewide computer-assisted student advising system
 586 shall:

587 1. Allow a student to access the system at any time.

588 2. Support K-12 career and education planning required by
 589 s. 1003.4156(1)(e).

590 3. Allow a student to search public postsecondary
 591 education institutions and identify course options that will
 592 meet the requirements of a selected path toward a degree.

593 4. Audit transcripts of students enrolled in a public
 594 postsecondary education institution to assess current academic
 595 standing, the requirements for a student to transfer to another
 596 institution, and all requirements necessary for graduation.

597 5. Serve as the official statewide repository for the
 598 common prerequisite manual, admissions information for

599 transferring programs, foreign language requirements, residency
 600 requirements, and statewide articulation agreements.

601 6. Provide information relating to career descriptions and
 602 corresponding educational requirements, admissions requirements,
 603 and available sources of student financial assistance.

604 7. Provide the admissions application for transient
 605 students pursuant to paragraph (c) which must include the
 606 electronic transfer and receipt of information and records for:

607 a. Admissions and readmissions.

608 b. Financial aid.

609 c. Transfer of credit awarded by the institution offering
 610 the course to the transient student's degree-granting
 611 institution.

612 (c) Identify and evaluate new technologies and
 613 instructional methods for improving distance learning
 614 instruction and development for faculty, student learning
 615 outcomes, student access, the efficient delivery of student
 616 support services, the alignment of degrees to career needs, and
 617 the overall quality of postsecondary distance learning courses
 618 and degree programs.

619 (d) Provide appropriate help desk support and training and
 620 consultation services to institutions and students using the
 621 services and resources of the Complete Florida Plus program.

622 (e) Coordinate the negotiation of statewide licensing
 623 resources and preferred pricing agreements, issue purchase
 624 orders, and enter into contracts for the acquisition of distance

625 learning resources, student and support services, electronic
 626 resources, and other goods and services necessary to carry out
 627 duties under this section.

628 (f) In consultation with public postsecondary education
 629 institutions, develop and implement a plan that describes the
 630 services and resources available through the Complete Florida
 631 Plus program to encourage current and prospective students' use
 632 of such services and resources.

633 (5) Beginning December 31, 2014, and each year thereafter,
 634 the University of West Florida shall submit a report to the
 635 President of the Senate and the Speaker of the House of
 636 Representatives regarding the implementation and operation of
 637 all components of the Complete Florida Plus Program, including
 638 but not limited to, information and associated costs relating to
 639 the services and functions of the program.

640 ~~(7) The University of West Florida, in collaboration with~~
 641 ~~its partners, shall submit to the chairs of the Board of~~
 642 ~~Governors, the State Board of Education, and the legislative~~
 643 ~~appropriations committees no later than September 1, 2013, a~~
 644 ~~detailed program plan that defines the major work activities,~~
 645 ~~student eligibility criteria, timeline, and cost for~~
 646 ~~implementing the Complete Florida Degree Program.~~

647 Section 9. Paragraph (h) of subsection (3) of section
 648 1007.01, Florida Statutes, is amended, and paragraphs (i) and
 649 (j) are added to that subsection, to read:

650 1007.01 Articulation; legislative intent; purpose; role of

651 the State Board of Education and the Board of Governors;
 652 Articulation Coordinating Committee.—

653 (3) The Commissioner of Education, in consultation with
 654 the Chancellor of the State University System, shall establish
 655 the Articulation Coordinating Committee, which shall make
 656 recommendations related to statewide articulation policies and
 657 issues regarding access, quality, and reporting of data
 658 maintained by the K-20 data warehouse, established pursuant to
 659 ss. 1001.10 and 1008.31, to the Higher Education Coordination
 660 Council, the State Board of Education, and the Board of
 661 Governors. The committee shall consist of two members each
 662 representing the State University System, the Florida College
 663 System, public career and technical education, K-12 education,
 664 and nonpublic postsecondary education and one member
 665 representing students. The chair shall be elected from the
 666 membership. The Office of K-20 Articulation shall provide
 667 administrative support for the committee. The committee shall:

668 (h) Recommend roles and responsibilities of public
 669 education entities in interfacing with the single, statewide
 670 computer-assisted student advising system established pursuant
 671 to s. 1006.735 ~~1006.73~~.

672 (i) Make recommendations regarding the cost and
 673 requirements to develop and implement an online system for
 674 collecting and analyzing data regarding requests for transfer of
 675 credit by postsecondary education students. The system, at a
 676 minimum, must collect information regarding the total number of

677 credit transfer requests denied and the reason for each denial.
 678 Recommendations shall be reported to the President of the Senate
 679 and the Speaker of the House of Representatives on or before
 680 January 31, 2015.

681 (j) Review statewide articulation agreement proposals for
 682 industry certifications and make recommendations to the State
 683 Board of Education for approval. Once an industry certification
 684 is adopted by the State Board of Education for inclusion on the
 685 industry certification funding list, the Chancellor of Career
 686 and Adult Education must, within 90 days, provide
 687 recommendations for articulation of postsecondary credit for
 688 related degrees for the approved certifications to the
 689 Articulation Coordinating Committee.

690 Section 10. Subsection (1) of section 1007.27, Florida
 691 Statutes, is amended to read:

692 1007.27 Articulated acceleration mechanisms.—

693 (1) It is the intent of the Legislature that a variety of
 694 articulated acceleration mechanisms be available for secondary
 695 and postsecondary students attending public educational
 696 institutions. It is intended that articulated acceleration serve
 697 to shorten the time necessary for a student to complete the
 698 requirements associated with the conference of a high school
 699 diploma and a postsecondary degree, broaden the scope of
 700 curricular options available to students, or increase the depth
 701 of study available for a particular subject. Articulated
 702 acceleration mechanisms shall include, but are not limited to,

703 dual enrollment and early admission as provided for in s.
 704 1007.271, advanced placement, credit by examination, the
 705 International Baccalaureate Program, and the Advanced
 706 International Certificate of Education Program. Credit earned
 707 through the Florida Virtual School shall provide additional
 708 opportunities for early graduation and acceleration. Students of
 709 Florida public secondary schools enrolled pursuant to this
 710 subsection shall be deemed authorized users of the state-funded
 711 electronic library resources that are licensed for Florida
 712 College System institutions and state universities by the
 713 Florida Library Automation Cooperative ~~Florida Virtual Campus~~.
 714 Verification of eligibility shall be in accordance with rules
 715 established by the State Board of Education and regulations
 716 established by the Board of Governors and processes implemented
 717 by Florida College System institutions and state universities.

718 Section 11. Paragraphs (a) and (c) of subsection (16) and
 719 subsection (17) of section 1009.23, Florida Statutes, are
 720 amended to read:

721 1009.23 Florida College System institution student fees.—

722 (16) (a) Each Florida College System institution may assess
 723 a student who enrolls in a course listed in the distance
 724 learning catalog, established pursuant to s. 1006.735 ~~1006.73~~, a
 725 per-credit-hour distance learning course user fee. For purposes
 726 of assessing this fee, a distance learning course is a course in
 727 which at least 80 percent of the direct instruction of the
 728 course is delivered using some form of technology when the

729 student and instructor are separated by time or space, or both.

730 (c) If an institution assesses the distance learning fee,
 731 the institution must provide a ~~The link to~~ for the catalog ~~must~~
 732 ~~be prominently displayed~~ within the advising and distance
 733 learning sections of the institution's website, using a graphic
 734 and description provided by the Complete Florida Plus Program
 735 ~~Florida Virtual Campus~~, to inform students of the catalog.

736 (17) Each Florida College System institution that accepts
 737 transient students, pursuant to s. 1006.735 ~~1006.73~~, may
 738 establish a transient student fee not to exceed \$5 per course
 739 for processing the transient student admissions application.

740 Section 12. Paragraph (t) of subsection (14) and
 741 paragraphs (a) and (c) of subsection (17) of section 1009.24,
 742 Florida Statutes, are amended to read:

743 1009.24 State university student fees.—

744 (14) Except as otherwise provided in subsection (15), each
 745 university board of trustees is authorized to establish the
 746 following fees:

747 (t) A transient student fee that may not exceed \$5 per
 748 course for accepting a transient student and processing the
 749 transient student admissions application pursuant to s. 1006.735
 750 ~~1006.73~~.

751
 752 With the exception of housing rental rates and except as
 753 otherwise provided, fees assessed pursuant to paragraphs (h) - (s)
 754 shall be based on reasonable costs of services. The Board of

755 Governors shall adopt regulations and timetables necessary to
 756 implement the fees and fines authorized under this subsection.
 757 The fees assessed under this subsection may be used for debt
 758 only as authorized under s. 1010.62.

759 (17)(a) A state university may assess a student who
 760 enrolls in a course listed in the distance learning catalog,
 761 established pursuant to s. 1006.735 ~~1006.73~~, a per-credit-hour
 762 distance learning course fee. For purposes of assessing this
 763 fee, a distance learning course is a course in which at least 80
 764 percent of the direct instruction of the course is delivered
 765 using some form of technology when the student and instructor
 766 are separated by time or space, or both.

767 (c) If an institution assesses the distance learning fee,
 768 the institution must provide a link to for the catalog must
 769 ~~be prominently displayed~~ within the advising and distance
 770 learning sections of the institution's website, using a graphic
 771 and description provided by the Complete Florida Plus Program
 772 ~~Florida Virtual Campus~~, to inform ~~informing~~ students of the
 773 catalog.

774 Section 13. (1) All records, personnel, property, pending
 775 issues, and unexpended balances of appropriations, allocations,
 776 and other funds of the Florida Virtual Campus are transferred to
 777 the University of West Florida.

778 (2) Except for the service agreement executed July 1,
 779 2012, between the University of Florida Board of Trustees and
 780 the Florida Virtual Campus for the University of Florida to be

PCB EDC 14-03

Original

2014

781 the administrative contract institution of the Florida Virtual
 782 Campus, all other binding contracts or agreements entered into
 783 and between the Florida Virtual Campus or an entity or agent of
 784 the campus and any other agency, entity, or person shall
 785 continue as a binding contract or agreement of the University of
 786 West Florida for the remainder of the term of such contract or
 787 agreement.

788 (3) The service agreement executed July 1, 2012, between
 789 the University of Florida Board of Trustees and the Florida
 790 Virtual Campus for the University of Florida to be the
 791 administrative contract institution for the Florida Virtual
 792 Campus shall terminate December 31, 2014, or upon the transfer,
 793 whichever occurs first.


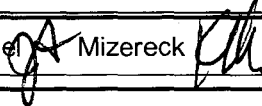
794 (4) It is the intent of the Legislature that the changes
 795 made by this act be accomplished with minimal disruption of
 796 services provided to Florida College System institutions, state
 797 universities, and their staffs and students. Therefore, the
 798 Legislature finds that the transition period between the
 799 effective date of this act and December 31, 2014, is appropriate
 800 and warranted.

801 (5) The Board of Governors, on behalf of the University of
 802 West Florida, shall develop and submit to the Legislative Budget
 803 Commission a budget amendment that includes a transition plan
 804 for absorbing the transfer of the Florida Virtual Campus
 805 resources to the University of West Florida.

806 Section 14. This act shall take effect July 1, 2014.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: PCB EDC 14-03 Digital Student Learning and Support Services
SPONSOR(S): Education Committee
TIED BILLS: **IDEN./SIM. BILLS:**

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR or BUDGET/POLICY CHIEF |
|----------------------------------|--------|--|--|
| Orig. Comm.: Education Committee | |  Brink/Ammel |  Mizereck |

SUMMARY ANALYSIS

The bill requires the Department of Education (DOE) to develop by August 1, 2014, a five-year strategic plan for Florida digital classrooms. The bill provides for oversight of the development and implementation of the plan by the Commissioner of Education and requires the DOE to provide the plan to school districts, publish the plan on the DOE's website, and annually update the plan.

The bill repurposes local instructional improvement systems as district digital classrooms systems and provides requirements for the systems. The bill also requires each district digital classrooms system to meet minimum standards published by the DOE across the nine specified LIIS component areas.

The bill requires each school district, by December 31, 2014, to develop and submit to the DOE for approval a digital classrooms system plan to improve student performance through the district's digital classrooms system and establishes required plan content. Each district must annually update and submit the plan to the DOE for approval in a format and by a date determined by the DOE.

The bill also requires the State Board of Education report by August 1, 2015, and annually thereafter, to the Governor, the Senate President, and the Speaker of the House of Representatives the progress each school district has made in establishing the digital classrooms system and integrating such technology into classroom teaching and learning as well as the impact on student performance.

The bill creates the Complete Florida Plus Program at the University of West Florida and transfers the requirements and responsibilities related to online student support services currently administered through the Florida Virtual Campus (FLVC) to this program. The consolidation of duties and resources will streamline and maximize services to all Florida students pursuing postsecondary degrees.

The bill provides that the primary purposes of the Complete Florida Plus Program are to:

- Facilitate degree completion for the state's adult learners through the Complete Florida Degree Initiative.
- Provide information and access to distance learning courses and degree programs offered by the state's public postsecondary education institutions.
- Coordinate with the Florida College System and the State University System to identify and provide online academic support services and resources when multi-institutional provision of such services and resources is more cost or operationally effective.
- Administer the Florida Library Automation Cooperative (FLAC) in consultation with the chancellors of the FCS and SUS regarding implementation and operations of FLAC.

The bill also establishes the FLAC and reassigns all the duties and resources related to online library support services currently administered by the FLVC to the FLAC. The FLAC shall be administered by a director who will report to the director of the Complete Florida Plus Program.

The bill repeals ss. 1006.282 and 1006.72, F.S.

This bill has an effective date of July 1, 2014.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: pcb03.EDC.DOCX

DATE: 3/25/2014

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Digital Student Learning

Present Situation

Technology Plans

Current law requires the Department of Education (DOE) to develop a systemwide technology plan, make budget recommendations to the commissioner, assist school districts in securing internet access and telecommunications services, and coordinate services with other state, local, and private agencies.¹ In addition, the DOE must develop a method to address the need for a statewide approach to planning and operations of library and information services to achieve a single K-20 education system library information portal and a unified higher education library management system.²

The Bureau of Educational Technology within the Florida Department of Education (DOE or department) provides "leadership, coordination, and guidance concerning the submission, technical review, and approval of local educational technology plans as a service to school districts."³ *The Essential District Technology Plan Components*, developed by the department, is intended to provide a general framework for the technology plan content.⁴ The components include the following:⁵

- Mission and vision;
- General introduction/background;
- Needs assessment/goals;
- Funding plan;
- Technology acquisition plan;
- Access;
- User support plan;
- Staff training plan;
- Program evaluation; and
- E-Rate Program Planning Criteria (E-Rate Plan Addendum).

Eligibility to participate in certain federal technology initiatives and grant programs (e.g., Enhancing Education Through Technology⁶ and E-Rate⁷ programs) requires that a local school district develop and maintain a long-range strategic district technology plan that adequately addresses prescribed planning criteria. Planning requirements and expectations vary from program to program, but many of

¹ Section 1001.20(4)(a), F.S.

² *Id.*

³ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

⁴ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

⁵ Florida Department of Education, *The Essential District Technology Plan Components*, available at http://www.fldoe.org/BII/Instruct_Tech/downloads/EssentialDistrictTechnologyPlanComponents.doc.

⁶ U.S. Department of Education, *Enhancing Education Through Technology (Ed-Tech) State Program*, <http://www2.ed.gov/programs/edtech/index.html> (last visited Feb. 15, 2014).

⁷ U.S. Department of Education, *E-Rate Program – Discounted Telecommunications Services*, <http://www2.ed.gov/about/offices/list/oi/nonpublic/erate.html> (last visited Feb. 15, 2014). "The E-Rate technology plan describes the technologies and associated resources, both existing and planned, that will assist a school to provide educational services." Email, Florida Department of Education, *2014 Agency Legislative Bill Analysis for SB 790* (Feb. 14, 2013), at 3, on file with the Committee on Education staff.

the essential components of an effective technology planning process are consistent across programs.⁸ For the E-Rate program, the school districts submit a technology plan, which is required for the federal E-Rate application, to the DOE for approval.⁹

While participation in federal programs is optional, a majority of school districts participate to improve learning opportunities for all students, enhance technology resources needed in conjunction with existing initiatives (e.g., reading improvement), and address, in a targeted and focused way, significant challenges associated with impoverished and disadvantaged student populations.¹⁰

In addition to addressing federal program participation requirements, developing a strong technology planning process can assist a district with:¹¹

- Establishing appropriate guidelines, standards, and policies regarding acquisition and infusion of new and emerging technologies;
- Managing complex technology infrastructure and telecommunications upgrades at schools; and
- Addressing major transformations (e.g., one-to-one computing, wireless access, intensive laptop use, Internet-based instructional content delivery, and distance learning).

The department requests district school superintendents to encourage school principals and school district personnel to participate in the Florida Innovates Technology Resources Inventory which is used to annually gather school-level and school district-level technology resources inventory data.¹² Schools and school districts report technology data regarding devices, bandwidth, wireless infrastructure, professional development, and computer-based assessment readiness to the department.¹³ The department uses the technology resources inventory data to prepare annual legislative budget requests.¹⁴ In 2013, the Legislature appropriated \$11.3 million for district bandwidth support and \$6 million for Technology transformation grants for rural districts.¹⁵

Local Instructional Improvement Systems

In 2010, Florida established a goal to equip every district in the state with a local instructional improvement system (LIIS) that meets stakeholder needs for access to and use of data to inform instruction in the classroom, operations at the school and district, and research by June 2014.¹⁶ Minimum Standards for a LIIS were developed by a team of over 50 education stakeholders and professionals from around Florida and published on January 31, 2011.¹⁷ The published LIIS minimum standards include 668 specific standards across nine component areas,¹⁸ which include:

⁸ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

⁹ Email, Florida Department of Education, *2014 Agency Legislative Bill Analysis for SB 790* (Feb. 14, 2013), at 3, on file with the Committee on Education staff.

¹⁰ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

¹¹ Florida Department of Education, *Local School District Educational Technology Planning*, http://www.fldoe.org/BII/Instruct_Tech/Planning/local.asp (last visited Feb. 16, 2014).

¹² Florida Department of Education, *Memorandum: School Technology Resources Inventory* (Oct. 11, 2013), on file with the Committee on Education staff.

¹³ Email, Florida Department of Education, *2014 Agency Legislative Bill Analysis for SB 790* (Feb. 14, 2013), at 3, on file with the Committee on Education staff.

¹⁴ Florida Department of Education, *Memorandum: School Technology Resources Inventory* (Oct. 11, 2013), on file with the Committee on Education staff.

¹⁵ Specific Appropriation 102A, ch. 2013-40, L.O.F.

¹⁶ Section 1006.281(3), F.S.

¹⁷ *Id.*

¹⁸ Florida Department of Education, *Local Instructional Improvement System (LIIS) Minimum Standards 2013 Survey Statewide Report* (Dec. 12, 2013), available at <https://www.fldoe.org/arra/pdf/RTTT-LIIS-2013.pdf>.

- Assessment and growth;
- Instructional Practices;
- [State academic] standards and curriculum;
- Facilitator profile;
- Learner profile;
- Analysis and reporting;
- Documentation and support;
- Data integration; and
- Information technology platform and security.¹⁹

Each school district shall provide teachers, administrators, students, and parents access to the district's LIIS. By June 30, 2014, each LIIS must comply with the minimum standards published by the DOE and include the following functionality:

- Vertically searches for and organizes specific instructional materials;
- Enables teachers prepare lessons, individualize student instruction, and connect student assessment data with electronic and digital instructional materials;
 - Provides communication in order to assist parents and teachers in better serving the needs of students;
 - Enables district staff to plan, create, and manage professional development; and
 - Provides access to electronic and digital content from multiple providers.²⁰

Pilot Program for the Transition to Electronic and Digital Instructional Materials

A district school board may designate pilot program schools for the transition to electronic and digital instructional materials if the school district:

- Implements a local instructional improvement system pursuant to s. 1006.281, F.S.;
- Requests only electronic or digital sample copies of instructional materials;
- Uses at least 50 percent of the pilot program school's instructional materials allocation on electronic and digital state-adopted instructional materials.²¹

A district which designates a pilot program must report to the department:

- The name of the pilot program school, the grades and courses included in the pilot, and contact person information;
- A description of the technological tools that will be used in the pilot program; and
- The projected costs, savings, and funding sources associated with the pilot program.²²

Effect of Proposed Changes

The bill requires the Department of Education's Office of Technology and Information Services, by August 1, 2014, and by January 1 of each year thereafter, to develop and annually update a five-year strategic plan for Florida digital classrooms. The bill provides for oversight of the development and implementation of the plan by the Commissioner of Education. The plan must:

- Describe how technology will be integrated into classroom teaching and learning to assist the state in improving student performance outcomes and enable all students in Florida to be digital learners with access to digital tools and resources;

¹⁹ Florida Department of Education, *Local Instructional Improvement System Minimum Standards, Requirement Summary* (Jan. 31, 2011), available at <https://www.fldoe.org/arra/pdf/LIISSummary.pdf>.

²⁰ Section 1006.281, F.S.

²¹ Section 1006.282, F.S.

²² Section 1006.282, F.S.

- Describe each school district's progress toward compliance with the minimum technology requirements established pursuant to this paragraph and the local instructional improvement system standards, in particular the standards that address instructional practices, assessments and growth, and state academic standards and curriculum, as adopted in state board rule; and
- Include, at least:
 - Minimum technology requirements that include specifications for hardware, software, devices, networking, security, and broadband capacity to facilitate school district compliance with the requirement for online assessments and guidelines for the number of students per device necessary to enable students to access all electronic and digital instructional materials;
 - Local instructional improvement system standards as adopted in state board rule;
 - Identification of the types of digital tools that can be utilized in the classroom to provide students access to and interaction with media-rich sources of information;
 - Minimum requirements for professional development opportunities and training to assist instructional personnel and staff with the integration of technology in classroom teaching and learning; and
 - Identification of the types of digital teaching and learning resources that can assist instructional personnel and staff in the management, assessment, and monitoring of student learning and performance.

The five-year strategic plan must be provided to each school district and published on the DOE's website. In addition, the bill eliminates requirements relating to the development of a method for addressing the need for a statewide approach to planning and operations of library and information services.

The bill repurposes the school district LIIS as a district digital classrooms system. The bill defines "district digital classrooms system" as a system that integrates the use of technology into the classroom to improve student performance outcomes and provides teachers, administrators, students, and parents with data and resources to systematically manage continuous instructional improvement. The district digital classrooms system performs many of the same functions as the LIIS. In addition, a district digital classrooms system must provide access to:

- Instructional materials in digital or electronic format;
- Digital materials including materials that enable students to earn certificates and industry certifications; and
- Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess, and monitor student performance data.

The bill requires district digital classrooms systems to comply with the minimum LIIS standards adopted in state board rule and provide the same functionality. The bill specifies that the professional development functionality must include professional development opportunities that assist staff with the integration of technology into classroom teaching and learning. The system must also connect to instructional content and student assessment providers.

The bill requires that standards for a district digital classrooms system be adopted in rule and include standards across the same nine component areas as with a LIIS. The bill requires the standards to comply with any applicable requirements or standards published by the DOE to enable school districts to administer online assessments and enable students to access digital materials.

The bill requires each school district, by December 31, 2014, to develop and submit to the DOE for approval a digital classrooms system plan to improve student performance through the district's digital classrooms system. Each district must annually update and submit the plan to the DOE for approval in a format and by a date determined by the DOE. The plan must provide for:

- Proposed student performance outcomes and reporting of actual student performance for all students resulting from the implementation of the digital classrooms system;
- Digital classrooms system compliance with any requirements provided in the five-year strategic plan for Florida digital classrooms;
- Professional development opportunities that assist instructional personnel and staff with the integration of technology in classroom teaching; and
- Compliance with requirements for federal technology initiatives and grant programs, if the district participates in such initiatives or programs.

In addition, the plan must explain how funds appropriated for the operation of schools are expended with respect to:

- Costs associated with school district use of the Florida Information Resource Network²³ which represent the amount not funded by federal funds available through the E-rate²⁴ program;
- Specified costs associated with delivering high-capacity Internet access to the district network aggregation location;
- Specified costs associated with delivering high-capacity Internet access to individual schools;
- Specified costs associated with upgrading the school district network infrastructure necessary to deliver high-capacity Internet access to each network aggregation location or to an individual school; and
- Costs associated with acquiring electronic devices that comply with technology requirements published in the five-year strategic plan for Florida digital classrooms.

The bill also requires, beginning August 1, 2015 and annually thereafter, the State Board of Education to provide a report to the Governor, the Senate President, and the Speaker of the House of Representatives that details the progress by each school district in establishing the digital classrooms system and integrating such technology into classroom teaching and learning and the impact on student performance. The report must include, by school and school district, the following information:

- Total revenues and expenditures associated with each school district's implementation of its digital classrooms system;
- Proposed and actual student performance outcomes resulting from the implementation of the digital classrooms system;
- The status of each school district's digital classrooms system's compliance with the minimum standards published by the Department of Education; and
- Recommendations for enhanced functionality for the digital classrooms system.

²³ The Florida Information Resource Network (FIRN) was created in the early 1980s to electronically link the state's public education entities to computing resources. FIRN's purpose was to provide equal access to computing resources for all public education entities, to enable the exchange of information among these entities, and to transmit administrative data to the Department of Education (DOE) in a timely manner. See FIRN 2008 Proviso Report, Recommendations and Options for the Continued Operation of the Florida Information Resource Network; submitted September 15, 2008. FIRN was established within the Department of Education and over the years, its services expanded from providing a way to transmit administrative and student information to providing e-mail and connections to the Internet. Since the passage of the federal Telecommunications Act of 1996, universal service funds have been used to fund a significant amount of FIRN's services. This federal act established the Universal Service Administrative Company (USAC), which is an independent, not-for-profit corporation designated by the Federal Communications Commission as the administrator of the universal service fund. USAC collects contributions from telecommunications carriers and administers support programs designed to help communities across the country secure access to affordable telecommunications services. <http://www.usac.org/about/> One such program is the Schools and Libraries Program, commonly referred to as the E-rate program. The Fiscal Year 2009-2010 GAA included each school district's funding for FIRN into the Florida Education Finance Program (FEFP). Additionally, chapter 2009-59, Laws of Florida, created s. 1001.271, F.S., which provided that the Commissioner of Education, upon requisition from school districts, shall purchase the non E-rate portion of their Internet access services and related services. For Fiscal Year 2009-2010, each school district eligible for the E-rate funding was required to submit a requisition to the Commissioner for at least the same level of Internet access services used through the FIRN contract in Fiscal Year 2008-2009.

²⁴ See *supra* text accompanying note 27.

The bill repeals s. 1006.282, relating to the pilot program for the transition to electronic and digital instructional materials, as other provisions of the bill render the program obsolete. The bill also repeals subsection (4) of s. 1006.29, relating to publication of minimum and recommended technology requirements, as the bill provides similar requirements to be published in the a five-year strategic plan for Florida digital classrooms.

Student Support Services

Present Situation

Complete Florida Degree Program

Also in 2012, the Legislature established the Complete Florida Degree Program to recruit, recover, and retain the state's adult learners and assist them in completing an associate degree or a baccalaureate degree that is aligned to high-wage, high-skill workforce needs.²⁵ The program is administered by the University of West Florida (UWF), acting as the lead institution, in coordination with the FCS and SUS institutions and private postsecondary institutions, as appropriate.²⁶

The Complete Florida Degree Program is required to:

- Provide adult learners with a single point of access to information and links to innovative online and accelerated distance learning courses, student and library support services, and electronic resources that will aid them in completing a postsecondary degree;
- Develop and implement an advising and student support system that includes the use of degree completion specialists, is based upon best practices and processes, and includes academic and career support services designed specifically for the adult learner;
- Use existing or develop new competency-based instructional and evaluation tools to assess prior performance, experience, and education to award college credit and reduce the time required for adults to complete degrees;
- Develop and implement an evaluation process to collect and analyze appropriate data in order to report on the effectiveness of the program;
- Develop and implement a statewide student recruitment campaign for the program;
- Identify proposed changes to the statewide computer-assisted student advising system developed by the FLVC to assist the adult learner in using the system;
- Use the online admissions application implemented by FLVC; and
- Use the distance learning catalog implemented by FLVC.²⁷

Florida Virtual Campus

In 2012, the Legislature created the Florida Virtual Campus (FLVC) by consolidating the services and resources previously provided by the Florida Distance Learning Consortium, the Florida Higher Education Distance Learning Catalog, FACTS.org, the Florida Center for Library Automation, and the College Center for Library Automation. The FLVC was established to provide access to online student and library support services and to serve as a statewide resource and clearinghouse for public postsecondary education distance learning courses and degree programs.²⁸ The primary purposes of FLVC are to:

²⁵ Section 15, ch. 2012-134, L.O.F.

²⁶ Section 1006.735(2), F.S.

²⁷ Section 1006.735(4) & (5), F.S.

²⁸ Section 14, ch. 2012-134, L.O.F.

- Establish a single library automation system and associated resources and services that all public postsecondary education institutions will use to support their learning, teaching, and research needs.
- Provide information and access to distance learning courses and degree programs offered by the state's public postsecondary education institutions.
- Coordinate with the Florida College System (FCS) and the State University System (SUS) to identify and provide online academic support services and resources when the multi-institutional provision of such services and resources is more cost or operationally effective.²⁹

The chancellors of the Florida College System and the State University System exercise joint oversight of the FLVC and establish its governance and reporting structure, administrative and operational guidelines and processes, staffing requirements, and operational budget.³⁰

The FLVC is required to:

- Develop and manage a library information portal and automated library management tools for use by FCS and SUS institutions;
- Develop and manage a statewide Internet-based catalog of distance learning courses, degree programs, and resources offered by public postsecondary education institutions to assist in the coordination and collaboration of articulation and access;
- Implement a streamlined, automated, online admissions application process for undergraduate transient students;
- Develop and manage a statewide computer-assisted student advising system that will support advising, registering, and certifying students for graduation and include a degree audit and articulation component;
- Coordinate the negotiation of statewide licensing of electronic library resources and preferred pricing agreements, issue purchase orders, and enter into contracts for the acquisition of distance learning resources, student and library support services, electronic resources, and other goods and services necessary to carry out its duties;
- Promote and provide recommendations concerning the use and distribution of open-access textbooks and education resources in order to reduce costs and develop a standardized process for reviewing and approving open-access textbooks;
- Provide appropriate help desk support and training and consultation services to institutions and students using FLVC services;
- Identify and evaluate new technologies and instructional methods that can be used to improve distance learning instruction, student learning, the efficient delivery of student support services, and the overall quality of undergraduate distance learning courses and degree programs; and
- Develop and implement a plan that describes the services and resources available at FLVC to encourage student use of the services.

It was anticipated that the consolidation of services and resources provided by the five entities would result in a cost savings.³¹ According to the Office of Program Policy and Government Accountability (OPPAGA), as of February 2013, FLVC had made progress toward functioning as a cohesive unit and saved \$1,563,782 by reducing positions and saved an additional \$116,586 by renegotiating leases; however, the FLVC still maintained three separate locations, one in which the lease agreement obligates FLVC to pay for unused space. Additionally, FLVC maintained an \$8 million reserve balance for which the obligations were unclear.³²

²⁹ Section 1006.73(1), F.S.

³⁰ Section 1006.73(2), F.S.

³¹ OPPAGA Presentation, *Progress of Florida Virtual Campus*, Feb. 13, 2014, available at <http://www.oppaga.state.fl.us/Presentations.aspx>.

³² *Id.*

OPPAGA also noted that FLVC did not have a process that ensured its core services met legislative expectations and user needs and lacked a plan for how and when it would focus its resources on priority issues. Specific issues, include the following:

- FLVC had not taken adequate steps to ensure students are aware of and can easily use FLVC services;
- The FLVC Website is difficult to navigate and use;
- The FLVC advising system is out of date and used by relatively few students;
- The distance learning catalog is functional but does not incorporate an online analytical tool to provide usage and course request data required by law;
- The FCS and SUS integrated library systems still operate separately; and
- There is no discovery tool incorporating university and college libraries.³³

Licensing Electronic Library Resources

Current law provides parameters for cost efficient and cost effective licensing of electronic library resources. The law outlines a process for identifying shared core resources among institutions that must be made available to all public postsecondary education students. The FCS and SUS must annually report to the Governor and the chairs of the legislative appropriations committee the cost savings realized as a result of the collaborative licensing process.

Effect of Proposed Changes

Complete Florida Plus Program

The bill creates the Complete Florida Plus Program at the University of West Florida and transfers the requirements and responsibilities related to online student support services currently administered through the Florida Virtual Campus (FLVC) to this program. The consolidation of duties and resources will streamline and maximize services to all Florida students pursuing postsecondary degrees.

The bill renames the Complete Florida Degree Program³⁴ to the Complete Florida Degree Initiative and provides that UWF will continue to administer the initiative under the Complete Florida Plus Program.

In addition to the Complete Florida Degree Initiative, the bill stipulates that the other primary purposes of Complete Florida Plus are to:

- Provide information and access to distance learning courses and degree programs offered by the state's public postsecondary education institutions;
- Coordinate with the Florida College System and the State University System to identify and provide online academic support services and resources when multi-institutional provision of such services and resources is more cost or operationally effective; and
- Administer the Florida Library Automation Cooperative (FLAC) in consultation with the chancellors of the FCS and SUS regarding implementation and operations of FLAC.

The bill transfers responsibility for implementation of the following services and resources currently assigned to the FLVC to the Complete Florida Plus Program, and requires the program to:

- Develop and manage a statewide Internet-based catalog of distance learning courses, degree programs, and resources offered by public postsecondary education institutions to assist in the coordination and collaboration of articulation and access;
- Implement a streamlined online admissions application process for undergraduate transient students;

³³ *Id.*

³⁴ Section 1006.735, F.S.

- Develop and manage a statewide computer-assisted student advising system that will support advising, registering, and certifying students for graduation and include a degree audit and articulation component;
- Provide appropriate help desk support and training and consultation services to institutions and students using Complete Florida Plus services;
- Coordinate the negotiation of statewide licensing of resources and preferred pricing agreements, issue purchase orders, and enter into contracts for the acquisition of distance learning resources, student support services, electronic resources, and other goods and services necessary to carry out its duties;
- Identify and evaluate new technologies and instructional methods that can be used to improve distance learning instruction, student learning, the efficient delivery of student support services, and the overall quality of undergraduate distance learning courses and degree programs; and
- Develop and implement a plan in consultation with public postsecondary institutions that describes the services and resources available at Complete Florida Plus to encourage student use of the resources and services.

Florida Library Automation Cooperative

The bill establishes the Florida Library Automation Cooperative (FLAC) and reassigns all the duties and resources related to online library support services currently administered by the FLVC to the cooperative. The cooperative shall be administered by a director who will report to the director of the Complete Florida Plus Program.

The bill requires the director of FLAC to:

- Exercise all powers, duties, and functions of the center prescribed by law;
- Administer the operational requirements of the center;
- Hire professional and administrative staff necessary to administer the duties of the center; and
- Keep administrative staff to the minimum necessary to administer the duties of the center.

The bill transfers all records, personnel, property, existing contracts, and unexpended balances of appropriations, allocations, grants, and other funds of the FLVC to UWF and designates UWF as the successor in interest to the FLVC that is responsible for the provision of all services authorized. The bill requires the University of West Florida to submit an annual report regarding the implementation and operation of the Complete Florida Plus Program and the Florida Library Automation Cooperative, by December 31 each year, to the President of the Senate and the Speaker of the House of Representatives.

In order for the required changes to be accomplished with minimal disruption of services to the FCS institutions, SUS institutions, and their staff and students, the bill establishes a transition period between the effective date of the act and December 31, 2014. The bill directs the Board of Governors, on behalf of the UWF, to develop and submit to the Legislative Budget Commission a budget amendment that includes a transition plan for absorbing the transfer of FLVC resources to the UWF.

The bill repeals section 1006.72 and incorporates provisions relating to licensing of electronic library resources into the FLAC.

Transfer of Credit

The bill requires the Articulation Coordinating Committee (ACC) to make recommendations to the Legislature regarding the costs and requirements to develop and implement an online system for collecting and analyzing data regarding requests for transfers of credit by postsecondary education students. The ACC must report recommendations to the Speaker of the House of Representatives and the President of the Senate no later than January 31, 2015.

The bill expedites the process by which the ACC receives industry certification statewide articulation agreement proposals for review and recommendation to the State Board of Education by requiring the Chancellor of Career and Adult Education to submit proposals for articulation of credit no less than 90 days after the State Board of Education adopts an industry certification for inclusion on the industry certification funding list.

B. SECTION DIRECTORY:

Section 1. Amends s. 1001.11, F.S., providing that the Commissioner of Education shall oversee the development and implementation of a strategic plan for establishing digital classrooms.

Section 2. Amends s. 1001.20, F.S., requiring the Department of Education to develop and update a strategic plan for establishing digital classrooms and providing plan requirements.

Section 3. Amends s. 1006.281, F.S., defining the term "district digital classrooms system"; providing that a school district shall develop and annually update a plan for establishing the digital classrooms system; providing content and reporting requirements for the plan; providing access and reporting requirements for the digital classrooms system; providing that the State Board of Education shall adopt rules to establish minimum standards for a district digital classrooms system

Section 4. Repeals s. 1006.282, F.S., relating to a pilot program for the transition to electronic and digital instructional materials.

Section 5. Amends s. 1006.29, F.S., deleting provisions for the publication of minimum and recommended technology requirements.

Section 6. Repeals s. 1006.72, F.S., relating to licensing of electronic library resources.

Section 7. Amends s. 1006.73, F.S., deleting provisions establishing the Florida Virtual Campus; establishing the Florida Library Automation Cooperative; providing duties of the cooperative; providing that the University of West Florida shall hire a director for the cooperative, who shall report to the director of the Complete Florida Plus Program; providing duties of the director; providing reporting requirements for the University of West Florida.

Section 8. Amends s. 1006.735, F.S., creating the Complete Florida Plus Program at the University of West Florida; providing purpose; establishing the Complete Florida Degree Initiative; providing implementation and requirements for the initiative; authorizing the program to develop and manage a catalog of distance learning courses; providing catalog requirements; authorizing the program to make online support and services available to postsecondary students; providing requirements for such support and services; providing that the program shall make a statewide advising service available to all postsecondary students; providing requirements for the advising service; providing that the program shall support a K-20 career and education planning system and interface the statewide advising service with state university advising systems; transferring records, personnel, property, and other assets and liabilities of the Florida Virtual Campus to the University of West Florida; providing that the University of West Florida is the successor in interest to the Florida Virtual School; requiring the University of West Florida to submit an annual report to the Legislature regarding the program.

Section 9. Amends s. 1007.01, F.S., providing that the Articulation Coordinating Committee shall make recommendations to the Legislature regarding the development of an online system for analyzing student credit transfers; providing requirements for the system; providing that the committee shall review proposals for industry certifications; providing that the Chancellor of Career and Adult Education must provide certain articulation recommendations to the committee within a specified period.

Section 10. Amends s. 1007.27, F.S., to correct a cross reference.

Section 11. Amends s. 1009.23, F.S., to correct a cross reference.

Section 12. Establishes a transition period between the effective date of the act and December 31, 2014, and directs the Board of Governors, on behalf of the UWF, to develop and submit to the Legislative Budget Commission a budget amendment that includes a transition plan for absorbing the transfer of FLVC resources to the UWF.

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:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill directs the Board of Governors, on behalf of the UWF, to develop and submit to the Legislative Budget Commission a budget amendment that includes a transition plan for absorbing the transfer of FLVC resources to the UWF. Upon approval of the amendment, \$22,945,044 will be transferred to UWF.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill requires the State Board of Education to establish in rule minimum standards for a district digital classrooms system.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 010
 LEA Name: Alachua
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Chauncey Freeman
 LEA Contact Phone: 352-955-7645
 LEA Contact Email: freemance@gm.sbac.edu

LIIS Minimum Standards Implementation Status Summary for Alachua (LEA)

- LEA has implemented 667 of the 668 standards
- LEA is at or above the state average for 9 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

Alachua's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|---|-----------------------|---------------------|
| LEA Scope of Work for the RTTT | \$4,069,789.00 | \$669,800.59 |
| Additional FLDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$122,613.49 | \$122,613.49 |
| Total Funds | \$4,192,402.49 | \$792,414.08 |

Figure 1: Alachua's Implementation Status

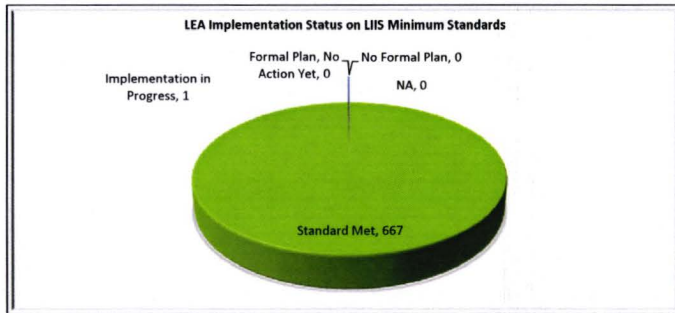


Figure 2: Standards Met by Alachua

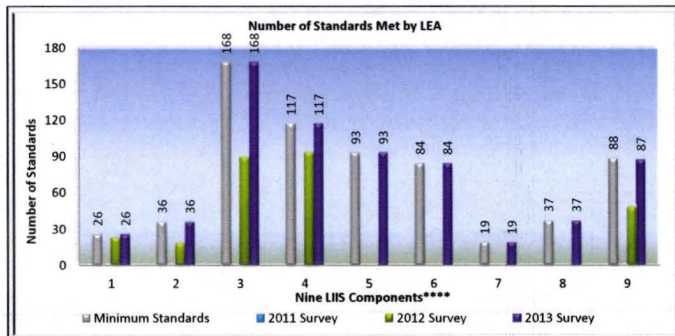


Table 1: Alachua's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |

2013 LEA Implementation Status by Component Area (Figure 1)

| Standard Met | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|----------------------------|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Standard Met | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 87 | 667 |
| Implementation in Progress | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Formal Plan, No Action Yet | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2)

| Standards Met in 2012 | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|-----------------------|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Standards Met in 2012 | 23 | 18 | 89 | 93 | 0 | 0 | 0 | 0 | 48 | 271 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Percentage of Standards Met by the LEA in 2013 (Figure 2)

| Most Common Response | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 98.86% | 99.85% |
| State Average *** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |

Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics

** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable

*** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs)

**** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 020
 LEA Name: Baker
 LEA Classified as Small and/or Rural¹: NA (Non-RTTT Participating LEA)
 LEA Contact: Susan Voorhees
 LEA Contact Phone: 904-259-6776
 LEA Contact Email: susan.voorhees@bakerk12.org

LIIS Minimum Standards Implementation Status Summary for Baker (LEA)

- LEA has implemented 505 of the 668 standards
- LEA is at or above the state average for 7 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|---------------|---|--------|--------|--------|---------|
| 2011 Survey ~ | Baker was not required to take the survey in 2011. No data was collected. | | | | |
| 2012 Survey | | | | ✓ | |
| 2013 Survey | | | | ✓ | |

- The percentage range for standards met by the LEA is between

Baker's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|---|---------------|--------------------|
| LEA Scope of Work for the RTTT | \$0.00 | \$0.00 |
| Additional FLDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$0.00 | \$0.00 |

Figure 1: Baker's Implementation Status

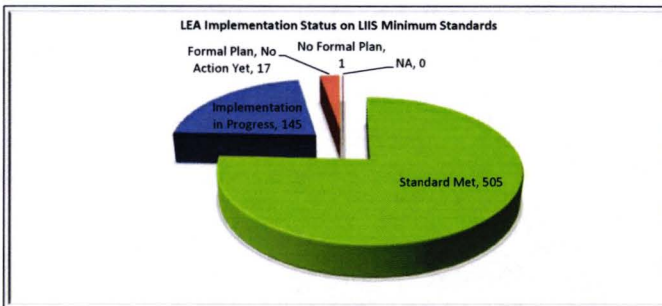


Figure 2: Standards Met by Baker

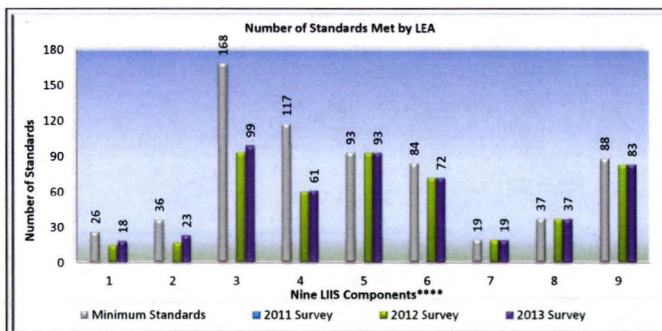


Table 1: Baker's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |

2013 LEA Implementation Status by Component Area (Figure 1)

| Standard Met | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|----------------------------|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Standard Met | 18 | 23 | 99 | 61 | 93 | 72 | 19 | 37 | 83 | 505 |
| Implementation in Progress | 8 | 13 | 60 | 47 | 0 | 12 | 0 | 0 | 5 | 145 |
| Formal Plan, No Action Yet | 0 | 0 | 8 | 9 | 0 | 0 | 0 | 0 | 0 | 17 |
| No Formal Plan | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2)

| Standards Met in 2012 | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|-----------------------|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Standards Met in 2012 | 14 | 17 | 94 | 60 | 93 | 72 | 19 | 37 | 83 | 489 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Percentage of Standards Met by the LEA in 2013 (Figure 2)

| Most Common Response | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 69.23% | 63.89% | 58.93% | 52.14% | 100.00% | 85.71% | 100.00% | 100.00% | 94.32% | 75.60% |
| State Average *** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |

¹ Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics
 ** Survey conducted prior to Florida Statute 1006.281 requiring all LEAs (irrespective of their participation in the RTTT grant) to meet the LIIS minimum standards by June 2014

*** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable

**** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs)

**** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 030
 LEA Name: Bay
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Charles Faircloth
 LEA Contact Phone: 850-767-4270
 LEA Contact Email: fairccl@bay.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Bay (LEA)

- LEA has implemented 482 of the 668 standards
- LEA is at or above the state average for 5 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | | ✓ | | | |
| 2013 Survey | | | | ✓ | |

- The percentage range for standards met by the LEA is between

Bay's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|-----------------------|---------------------|
| LEA Scope of Work for the RTTT | \$3,487,543.00 | \$560,394.06 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$119,925.87 | \$119,925.87 |
| Total Funds | \$3,607,468.87 | \$680,319.93 |

Figure 1: Bay's Implementation Status

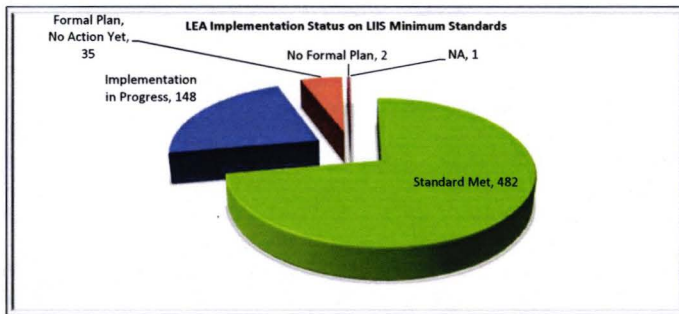


Figure 2: Standards Met by Bay

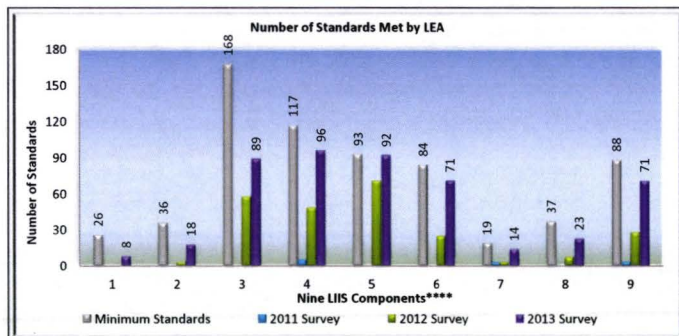


Table 1: Bay's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 8 | 18 | 89 | 96 | 92 | 71 | 14 | 23 | 71 | 482 |
| Implementation in Progress | 11 | 17 | 59 | 21 | 1 | 12 | 4 | 13 | 10 | 148 |
| Formal Plan, No Action Yet | 7 | 1 | 20 | 0 | 0 | 1 | 0 | 1 | 5 | 35 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 0 | 3 | 58 | 49 | 71 | 25 | 3 | 7 | 28 | 244 |
| Standards Met in 2011 | 0 | 0 | 0 | 5 | 0 | 0 | 3 | 0 | 3 | 11 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 30.77% | 50.00% | 52.98% | 82.05% | 98.92% | 84.52% | 73.68% | 62.16% | 80.68% | 72.16% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) | | | | | | | | | | |
| **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 060
 LEA Name: Broward
 LEA Classified as Small and/or Rural: No
 LEA Contact: Jeff Stanley
 LEA Contact Phone: 754-321-0329
 LEA Contact Email: jeff.stanley@browardschools.com

LIIS Minimum Standards Implementation Status Summary for Broward (LEA)

- LEA has implemented 357 of the 668 standards
- LEA is at or above the state average for 3 of the 9 component areas
- 'Implementation in Progress' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is below the state average
- The percentage range for standards met by the LEA is between

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | | ✓ | | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | ✓ | | |

Broward's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|------------------------|-----------------------|
| LEA Scope of Work for the RTTT | \$37,575,662.00 | \$1,920,804.25 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$37,575,662.00 | \$1,920,804.25 |

Table 1: Broward's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 12 | 12 | 32 | 35 | 86 | 64 | 6 | 36 | 74 | 357 |
| Implementation in Progress | 14 | 24 | 136 | 82 | 7 | 19 | 13 | 1 | 12 | 308 |
| Formal Plan, No Action Yet | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| NA | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 10 | 12 | 32 | 35 | 86 | 56 | 3 | 36 | 72 | 342 |
| Standards Met in 2011 | 9 | 9 | 31 | 35 | 85 | 39 | 3 | 32 | 43 | 286 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 46.15% | 33.33% | 19.05% | 29.91% | 92.47% | 76.19% | 31.58% | 97.30% | 84.09% | 53.44% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

Figure 1: Broward's Implementation Status

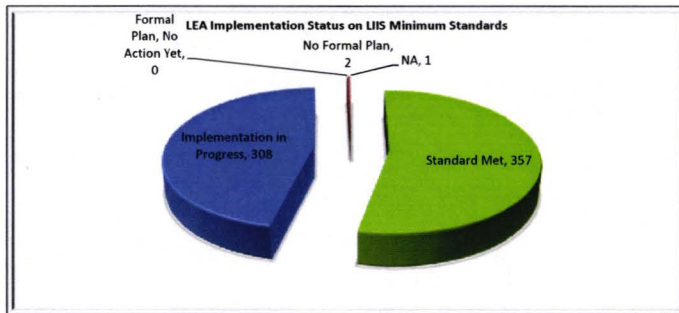
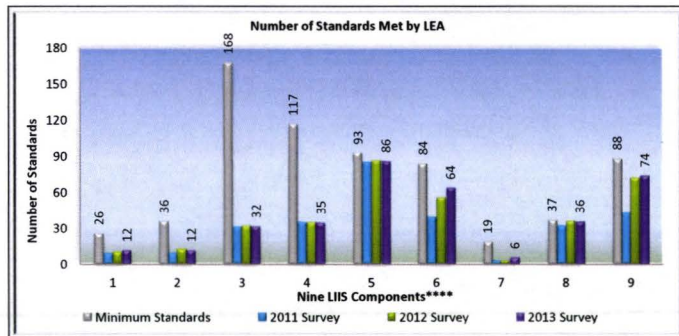


Figure 2: Standards Met by Broward



LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 120
 LEA Name: Columbia
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Cindy Forsyth
 LEA Contact Phone: 386-755-8042
 LEA Contact Email: forsythc@columbiak12.com

LIIS Minimum Standards Implementation Status Summary for Columbia (LEA)

- LEA has implemented 516 of the 668 standards
- LEA is at or above the state average for 6 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | | | | ✓ | |
| 2013 Survey | | | | ✓ | |

- The percentage range for standards met by the LEA is between

Columbia's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|-----------------------|---------------------|
| LEA Scope of Work for the RTTT | \$1,312,412.00 | \$204,120.02 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$91,988.12 | \$91,988.12 |
| Total Funds | \$1,404,400.12 | \$296,108.14 |

Figure 1: Columbia's Implementation Status

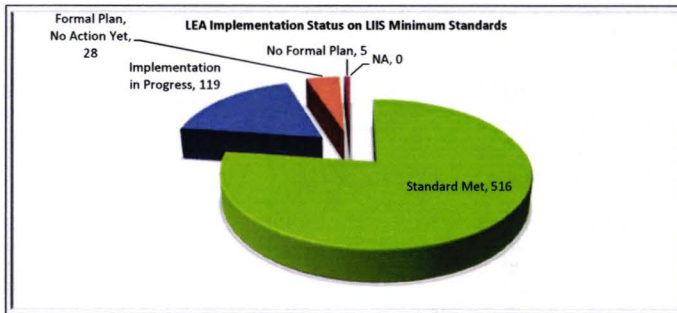


Figure 2: Standards Met by Columbia

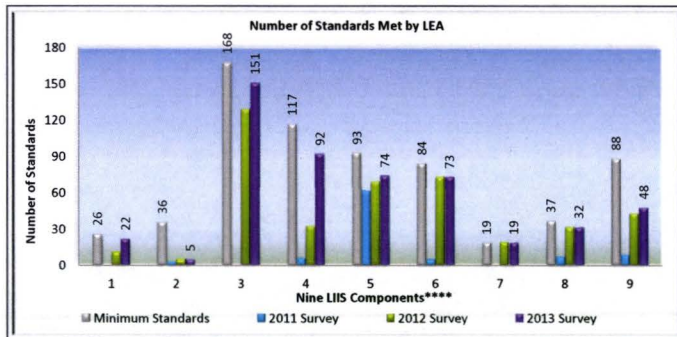


Table 1: Columbia's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 22 | 5 | 151 | 92 | 74 | 73 | 19 | 32 | 48 | 516 |
| Implementation in Progress | 4 | 31 | 16 | 7 | 19 | 8 | 0 | 3 | 31 | 119 |
| Formal Plan, No Action Yet | 0 | 0 | 1 | 18 | 0 | 3 | 0 | 2 | 4 | 28 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 11 | 5 | 129 | 33 | 69 | 73 | 19 | 32 | 43 | 414 |
| Standards Met in 2011 | 0 | 3 | 0 | 6 | 62 | 5 | 0 | 7 | 9 | 92 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 84.62% | 13.89% | 89.88% | 78.63% | 79.57% | 86.90% | 100.00% | 86.49% | 54.55% | 77.25% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics | | | | | | | | | | |
| ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable | | | | | | | | | | |
| *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) | | | | | | | | | | |
| **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 130
 LEA Name: Dade
 LEA Classified as Small and/or Rural: No
 LEA Contact: MJ Ariza
 LEA Contact Phone: 305-995-3407
 LEA Contact Email: MAriza@dadeschools.net

LIIS Minimum Standards Implementation Status Summary for Dade (LEA)

- LEA has implemented 503 of the 668 standards
- LEA is at or above the state average for 6 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | | | ✓ | |
| 2012 Survey | | | | ✓ | |
| 2013 Survey | | | | ✓ | |

- The percentage range for standards met by the LEA is between

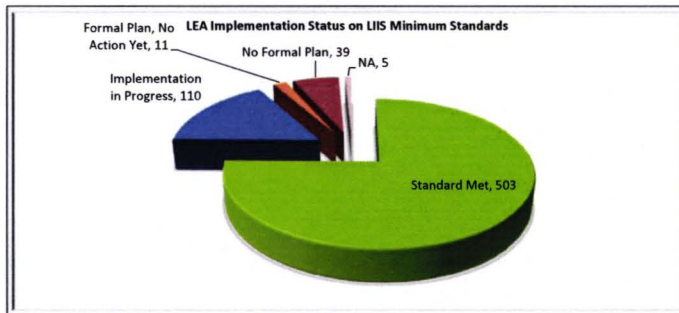
Dade's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|------------------------|-----------------------|
| LEA Scope of Work for the RTTT | \$73,376,735.00 | \$2,290,225.48 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$73,376,735.00 | \$2,290,225.48 |

Table 1: Dade's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |

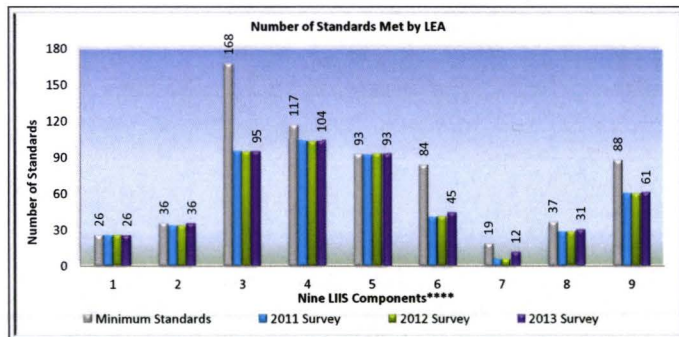
Figure 1: Dade's Implementation Status



2013 LEA Implementation Status by Component Area (Figure 1)

| Standard Met | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|----------------------------|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Standard Met | 26 | 36 | 95 | 104 | 93 | 45 | 12 | 31 | 61 | 503 |
| Implementation in Progress | 0 | 0 | 73 | 2 | 0 | 17 | 2 | 1 | 15 | 110 |
| Formal Plan, No Action Yet | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 11 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 21 | 4 | 4 | 10 | 39 |
| NA | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 5 |

Figure 2: Standards Met by Dade



Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2)

| | | | | | | | | | | |
|-----------------------|----|----|----|-----|----|----|---|----|----|-----|
| Standards Met in 2012 | 26 | 34 | 95 | 104 | 93 | 41 | 6 | 29 | 60 | 488 |
| Standards Met in 2011 | 26 | 34 | 95 | 104 | 92 | 41 | 6 | 29 | 60 | 487 |

Percentage of Standards Met by the LEA in 2013 (Figure 2)

| | | | | | | | | | | |
|---|---------|---------|--------|--------|---------|--------|--------|--------|--------|--------|
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 100.00% | 100.00% | 56.55% | 88.89% | 100.00% | 53.57% | 63.16% | 83.78% | 69.32% | 75.30% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |

Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics

** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable

*** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs)

**** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 150
 LEA Name: Dixie
 LEA Classified as Small and/or Rural: NA (Non-RTTT Participating LEA)
 LEA Contact: Karen Sapp
 LEA Contact Phone: 352-498-6156
 LEA Contact Email: Karensapp@dixie.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Dixie (LEA)

- LEA has implemented 317 of the 668 standards
- LEA is at or above the state average for 3 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is below the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|---|--------|--------|--------|---------|
| 2011 Survey | Dixie was not required to take the survey in 2011. No data was collected. | | | | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | ✓ | | |

- The percentage range for standards met by the LEA is between

Dixie's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|---------------|--------------------|
| LEA Scope of Work for the RTTT | \$0.00 | \$0.00 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$0.00 | \$0.00 |

Figure 1: Dixie's Implementation Status

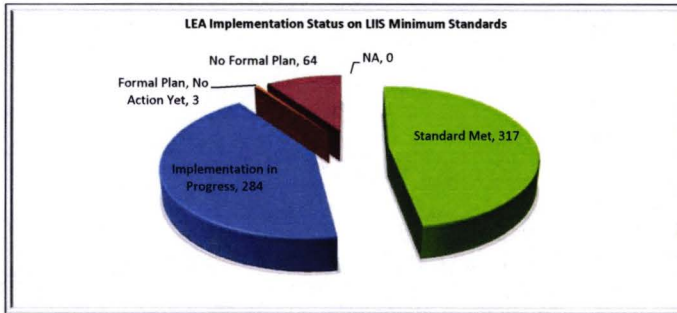


Figure 2: Standards Met by Dixie

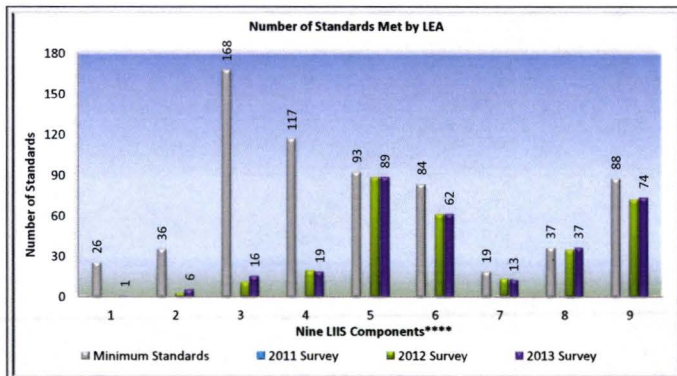


Table 1: Dixie's Implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |

2013 LEA Implementation Status by Component Area (Figure 1)

| | | | | | | | | | | |
|----------------------------|----|----|-----|----|----|----|----|----|----|-----|
| Standard Met | 1 | 6 | 16 | 19 | 89 | 62 | 13 | 37 | 74 | 317 |
| Implementation in Progress | 25 | 30 | 116 | 77 | 4 | 16 | 6 | 0 | 10 | 284 |
| Formal Plan, No Action Yet | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| No Formal Plan | 0 | 0 | 34 | 20 | 0 | 6 | 0 | 0 | 4 | 64 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2)

| | | | | | | | | | | |
|-----------------------|---|---|----|----|----|----|----|----|----|-----|
| Standards Met in 2012 | 0 | 3 | 11 | 19 | 89 | 62 | 13 | 35 | 73 | 305 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Percentage of Standards Met by the LEA in 2013 (Figure 2)

| | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|---------|--------|--------|
| Most Common Response | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 3.85% | 16.67% | 9.52% | 16.24% | 95.70% | 73.81% | 68.42% | 100.00% | 84.09% | 47.46% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |

Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics
 ~ Survey conducted prior to Florida Statute 1006.281 requiring all LEAs (irrespective of their participation in the RTTT grant) to meet the LIIS minimum standards by June 2014
 ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable
 *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs)
 **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 160
 LEA Name: Duval
 LEA Classified as Small and/or Rural: No
 LEA Contact: Heather Henry
 LEA Contact Phone: 904-390-2582
 LEA Contact Email: henryh1@duvalschools.org

LIIS Minimum Standards Implementation Status Summary for Duval (LEA)

- LEA has implemented 508 of the 668 standards
- LEA is at or above the state average for 7 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average
- The percentage range for standards met by the LEA is between

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | | | ✓ | |
| 2012 Survey | | | | ✓ | |
| 2013 Survey | | | | ✓ | |

Duval's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|------------------------|-----------------------|
| LEA Scope of Work for the RTTT | \$23,132,594.00 | \$2,661,962.67 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$23,132,594.00 | \$2,661,962.67 |

Table 1: Duval's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 25 | 35 | 121 | 79 | 82 | 77 | 19 | 23 | 47 | 508 |
| Implementation in Progress | 0 | 0 | 7 | 32 | 0 | 4 | 0 | 12 | 5 | 60 |
| Formal Plan, No Action Yet | 1 | 1 | 37 | 3 | 11 | 3 | 0 | 2 | 28 | 86 |
| No Formal Plan | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 8 | 14 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 25 | 35 | 110 | 76 | 82 | 77 | 19 | 23 | 43 | 490 |
| Standards Met in 2011 | 25 | 35 | 127 | 76 | 82 | 75 | 19 | 25 | 45 | 509 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 96.15% | 97.22% | 72.02% | 67.52% | 88.17% | 91.67% | 100.00% | 62.16% | 53.41% | 76.05% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| <small>Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security</small> | | | | | | | | | | |

Figure 1: Duval's Implementation Status

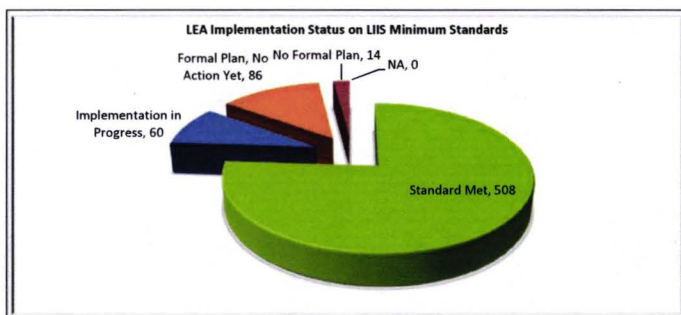
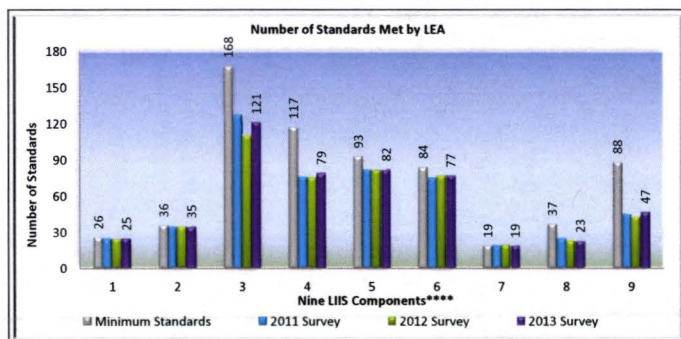


Figure 2: Standards Met by Duval



LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 180
 LEA Name: Flagler
 LEA Classified as Small and/or Rural*: Yes
 LEA Contact: Ryan Deising
 LEA Contact Phone: 386-437-7526
 LEA Contact Email: DeisingR@FlaglerSchools.com

LIIS Minimum Standards Implementation Status Summary for Flagler (LEA)

- LEA has implemented 626 of the 668 standards
- LEA is at or above the state average for 8 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | | | ✓ | |
| 2012 Survey | | | | | ✓ |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

Flagler's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|---------------------|---------------------|
| LEA Scope of Work for the RTTT | \$833,629.00 | \$107,985.09 |
| Additional FLD OE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$97,392.80 | \$97,392.80 |
| Total Funds | \$931,021.80 | \$205,377.89 |

Table 1: Flagler's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |

Figure 1: Flagler's Implementation Status

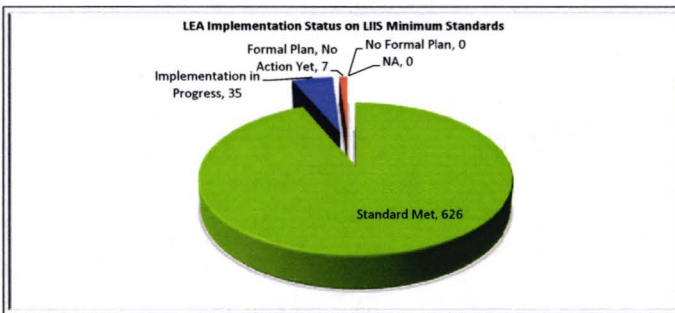
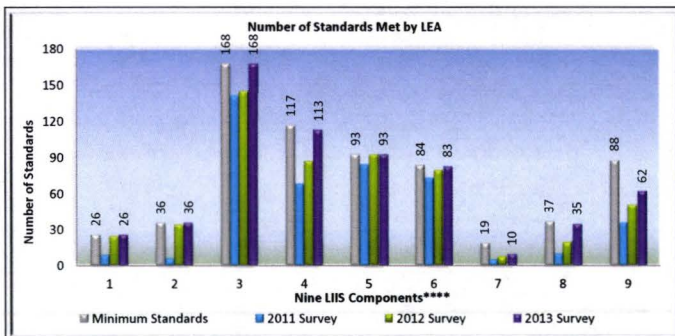


Figure 2: Standards Met by Flagler



2013 LEA Implementation Status by Component Area (Figure 1)

| Standard Met | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|----------------------------|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Standard Met | 26 | 36 | 168 | 113 | 93 | 83 | 10 | 35 | 62 | 626 |
| Implementation in Progress | 0 | 0 | 0 | 4 | 0 | 1 | 9 | 2 | 19 | 35 |
| Formal Plan, No Action Yet | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 7 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2)

| | | | | | | | | | | |
|-----------------------|----|----|-----|----|----|----|---|----|----|-----|
| Standards Met in 2012 | 25 | 34 | 145 | 87 | 93 | 80 | 7 | 19 | 51 | 541 |
| Standards Met in 2011 | 9 | 6 | 141 | 68 | 84 | 73 | 5 | 10 | 36 | 432 |

Percentage of Standards Met by the LEA in 2013 (Figure 2)

| | | | | | | | | | | |
|---|---------|---------|---------|--------|---------|--------|--------|--------|--------|--------|
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 100.00% | 100.00% | 100.00% | 96.58% | 100.00% | 98.81% | 52.63% | 94.59% | 70.45% | 93.71% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |

Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics

** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable

*** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs)

**** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 210
 LEA Name: Gilchrist
 LEA Classified as Small and/or Rural¹: Yes
 LEA Contact: Ronda Parrish
 LEA Contact Phone: 352-463-3200
 LEA Contact Email: parrishr@mygcsd.org

LIIS Minimum Standards Implementation Status Summary for Gilchrist (LEA)

- LEA has implemented 577 of the 668 standards
- LEA is at or above the state average for 8 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average
- The percentage range for standards met by the LEA is between

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | | | | ✓ | |
| 2013 Survey | | | | | ✓ |

Gilchrist's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|---------------------|--------------------|
| LEA Scope of Work for the RTTT | \$283,444.00 | \$0.00 |
| Additional FLD OE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$79,564.80 | \$79,564.80 |
| Total Funds | \$363,008.80 | \$79,564.80 |

Figure 1: Gilchrist's Implementation Status

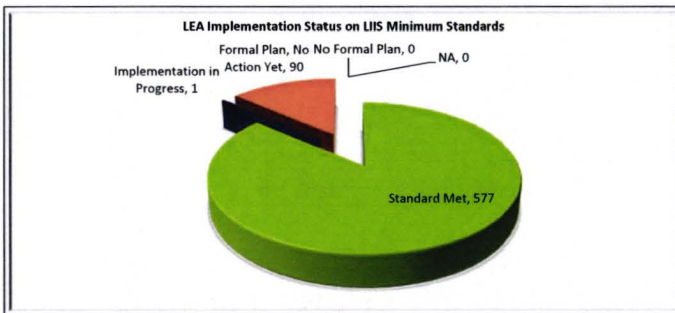


Figure 2: Standards Met by Gilchrist

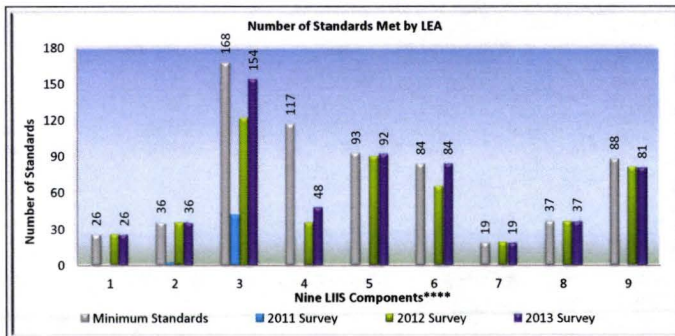


Table 1: Gilchrist's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 26 | 36 | 154 | 48 | 92 | 84 | 19 | 37 | 81 | 577 |
| Implementation in Progress | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Formal Plan, No Action Yet | 0 | 0 | 14 | 68 | 1 | 0 | 0 | 0 | 7 | 90 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 26 | 36 | 122 | 36 | 90 | 65 | 19 | 37 | 81 | 512 |
| Standards Met in 2011 | 0 | 2 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 100.00% | 100.00% | 91.67% | 41.03% | 98.92% | 100.00% | 100.00% | 100.00% | 92.05% | 86.38% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) | | | | | | | | | | |
| **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 240
 LEA Name: Hamilton
 LEA Classified as Small and/or Rural: NA (Non-RTTT Participating LEA)
 LEA Contact: Adam Walker
 LEA Contact Phone: 386-792-7825
 LEA Contact Email: adam.walker@hamiltonfl.com

LIIS Minimum Standards Implementation Status Summary for Hamilton (LEA)

- LEA has implemented 627 of the 668 standards
- LEA is at or above the state average for 9 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|--|--------|--------|--------|---------|
| 2011 Survey | Hamilton was not required to take the survey in 2011. No data was collected. | | | | |
| 2012 Survey | | | | | ✓ |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

Hamilton's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|---------------|--------------------|
| LEA Scope of Work for the RTTT | \$0.00 | \$0.00 |
| Additional FLD OE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$0.00 | \$0.00 |

Figure 1: Hamilton's Implementation Status

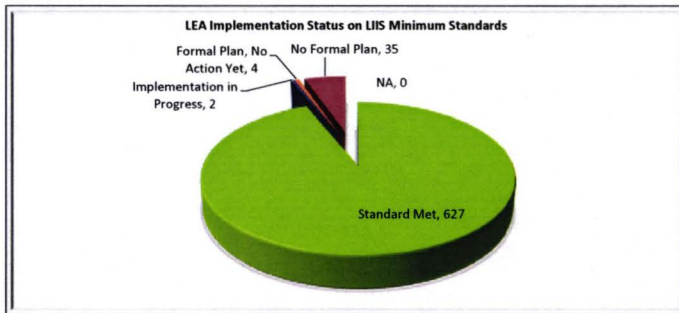


Figure 2: Standards Met by Hamilton

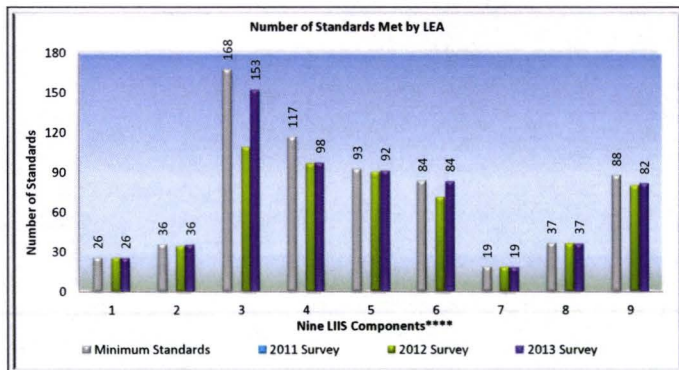


Table 1: Hamilton's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |

2013 LEA Implementation Status by Component Area (Figure 1)

| | | | | | | | | | | |
|----------------------------|----|----|-----|----|----|----|----|----|----|-----|
| Standard Met | 26 | 36 | 153 | 98 | 92 | 84 | 19 | 37 | 82 | 627 |
| Implementation in Progress | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Formal Plan, No Action Yet | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| No Formal Plan | 0 | 0 | 9 | 19 | 1 | 0 | 0 | 0 | 6 | 35 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2)

| | | | | | | | | | | |
|-----------------------|----|----|-----|----|----|----|----|----|----|-----|
| Standards Met in 2012 | 26 | 35 | 109 | 97 | 90 | 72 | 19 | 37 | 80 | 565 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Percentage of Standards Met by the LEA in 2013 (Figure 2)

| | | | | | | | | | | |
|---|---------|---------|--------|--------|--------|---------|---------|---------|--------|--------|
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 100.00% | 100.00% | 91.07% | 83.76% | 98.92% | 100.00% | 100.00% | 100.00% | 93.18% | 93.86% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |

Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics
 ~ Survey conducted prior to Florida Statute 1006.281 requiring all LEAs (irrespective of their participation in the RTTT grant) to meet the LIIS minimum standards by June 2014
 ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable
 *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs)
 **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 290
 LEA Name: Hillsborough
 LEA Classified as Small and/or Rural: No
 LEA Contact: Daniel Schultz
 LEA Contact Phone: 813-272-4399
 LEA Contact Email: daniel.schultz@sdhc.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Hillsborough (LEA)

- LEA has implemented 654 of the 668 standards
- LEA is at or above the state average for 8 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | | | ✓ | |
| 2012 Survey | | | | ✓ | |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

Hillsborough's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|------------------------|--------------------|
| LEA Scope of Work for the RTTT | \$26,697,773.00 | \$0.00 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$26,697,773.00 | \$0.00 |

Figure 1: Hillsborough's Implementation Status

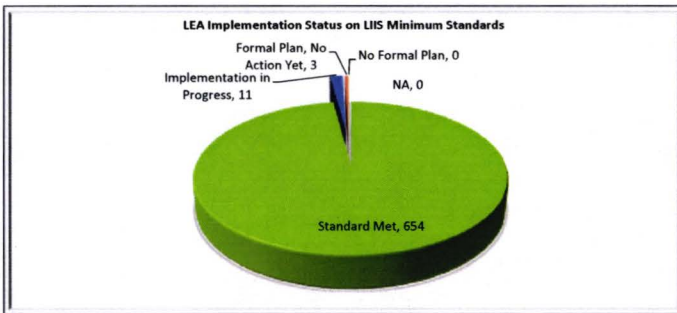


Figure 2: Standards Met by Hillsborough

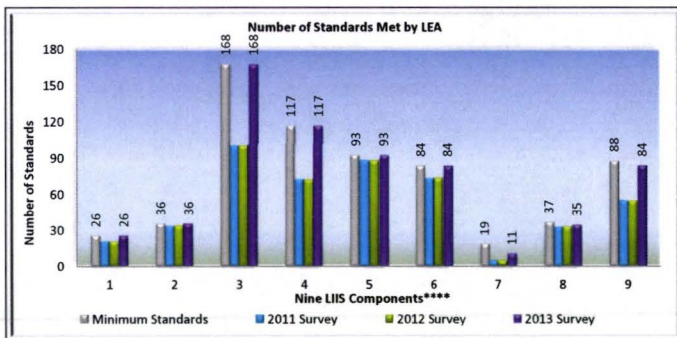


Table 1: Hillsborough's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 26 | 36 | 168 | 117 | 93 | 84 | 11 | 35 | 84 | 654 |
| Implementation in Progress | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 1 | 11 |
| Formal Plan, No Action Yet | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 21 | 34 | 100 | 72 | 88 | 73 | 5 | 33 | 55 | 481 |
| Standards Met in 2011 | 21 | 34 | 100 | 72 | 88 | 73 | 5 | 33 | 55 | 481 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 57.89% | 94.59% | 95.45% | 97.90% |
| State Average *** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 300
 LEA Name: Holmes
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Carmen Bush
 LEA Contact Phone: 850-547-5928
 LEA Contact Email: bushc@hdsb.org

LIIS Minimum Standards Implementation Status Summary for Holmes (LEA)

- LEA has implemented 512 of the 668 standards
- LEA is at or above the state average for 6 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | | | | ✓ | |
| 2013 Survey | | | | ✓ | |

- The percentage range for standards met by the LEA is between

Holmes's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|---|---------------------|---------------------|
| LEA Scope of Work for the RTTT | \$512,179.00 | \$49,875.21 |
| Additional FLDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$80,842.80 | \$80,842.80 |
| Total Funds | \$593,021.80 | \$130,718.01 |

Figure 1: Holmes's Implementation Status

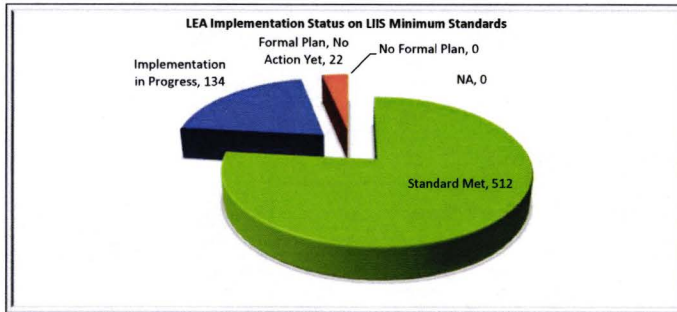


Figure 2: Standards Met by Holmes

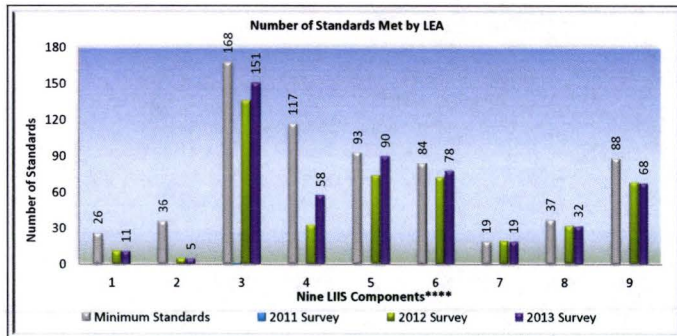


Table 1: Holmes's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 11 | 5 | 151 | 58 | 90 | 78 | 19 | 32 | 68 | 512 |
| Implementation in Progress | 9 | 31 | 12 | 58 | 2 | 6 | 0 | 5 | 11 | 134 |
| Formal Plan, No Action Yet | 6 | 0 | 5 | 1 | 1 | 0 | 0 | 0 | 9 | 22 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 11 | 5 | 136 | 33 | 74 | 73 | 19 | 32 | 68 | 451 |
| Standards Met in 2011 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 42.31% | 13.89% | 89.88% | 49.57% | 96.77% | 92.86% | 100.00% | 86.49% | 77.27% | 76.65% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| <small>Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security</small> | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 320
 LEA Name: Jackson
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Jennifer See
 LEA Contact Phone: 850-482-1200
 LEA Contact Email: jennifer.see@jcsb.org

LIIS Minimum Standards Implementation Status Summary for Jackson (LEA)

- LEA has implemented 592 of the 668 standards
- LEA is at or above the state average for 8 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | ✓ | | | |
| 2012 Survey | | | | | ✓ |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

Jackson's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|---------------------|---------------------|
| LEA Scope of Work for the RTTT | \$891,800.00 | \$131,400.00 |
| Additional FLD OE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$87,400.81 | \$87,400.81 |
| Total Funds | \$979,200.81 | \$218,800.81 |

Figure 1: Jackson's Implementation Status

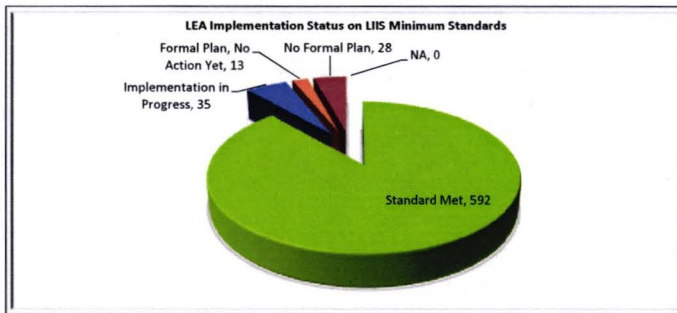


Figure 2: Standards Met by Jackson

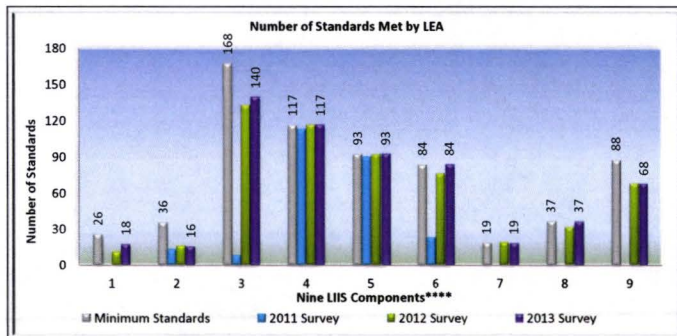


Table 1: Jackson's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 18 | 16 | 140 | 117 | 93 | 84 | 19 | 37 | 68 | 592 |
| Implementation in Progress | 8 | 18 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Formal Plan, No Action Yet | 0 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 1 | 13 |
| No Formal Plan | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 19 | 28 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 11 | 16 | 133 | 117 | 93 | 77 | 19 | 32 | 68 | 566 |
| Standards Met in 2011 | 0 | 13 | 8 | 113 | 90 | 23 | 0 | 0 | 0 | 247 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 69.23% | 44.44% | 83.33% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 77.27% | 88.62% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) | | | | | | | | | | |
| **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 350
 LEA Name: Lake
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Liz Hobert
 LEA Contact Phone: 352-253-6652
 LEA Contact Email: hobertl@lake.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Lake (LEA)

- LEA has implemented 288 of the 668 standards
- LEA is at or above the state average for 2 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is below the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | | ✓ | | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | ✓ | | |

- The percentage range for standards met by the LEA is between

Lake's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|-----------------------|---------------------|
| LEA Scope of Work for the RTTT | \$4,080,923.00 | \$0.00 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$146,190.78 | \$146,190.78 |
| Total Funds | \$4,227,113.78 | \$146,190.78 |

Figure 1: Lake's Implementation Status

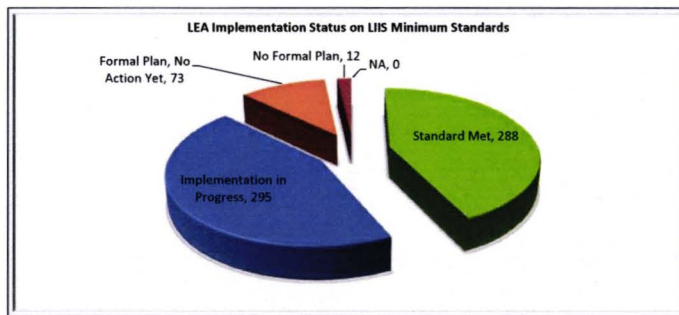


Figure 2: Standards Met by Lake

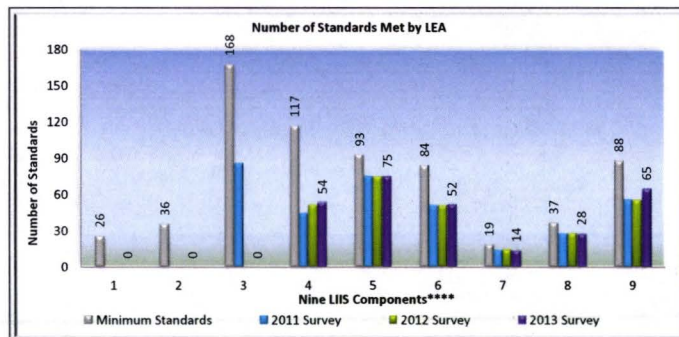


Table 1: Lake's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 0 | 0 | 0 | 54 | 75 | 52 | 14 | 28 | 65 | 288 |
| Implementation in Progress | 26 | 36 | 168 | 14 | 9 | 19 | 0 | 5 | 18 | 295 |
| Formal Plan, No Action Yet | 0 | 0 | 0 | 44 | 9 | 11 | 5 | 4 | 0 | 73 |
| No Formal Plan | 0 | 0 | 0 | 5 | 0 | 2 | 0 | 0 | 5 | 12 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 0 | 0 | 0 | 52 | 75 | 51 | 14 | 28 | 56 | 276 |
| Standards Met in 2011 | 0 | 0 | 86 | 45 | 75 | 51 | 14 | 28 | 56 | 355 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 0.00% | 0.00% | 0.00% | 46.15% | 80.65% | 61.90% | 73.68% | 75.68% | 73.86% | 43.11% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |

Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics
 ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable
 *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs)
 **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 420
 LEA Name: Marion
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Scott Hansen
 LEA Contact Phone: 352-671-7775
 LEA Contact Email: scott.hansen@marion.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Marion (LEA)

- LEA has implemented 549 of the 668 standards
- LEA is at or above the state average for 8 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | | ✓ | | |
| 2012 Survey | | | | ✓ | |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

Marion's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|-----------------------|---------------------|
| LEA Scope of Work for the RTTT | \$6,849,920.00 | \$461,174.00 |
| Additional FLOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$147,664.47 | \$147,664.47 |
| Total Funds | \$6,997,584.47 | \$608,838.47 |

Figure 1: Marion's Implementation Status

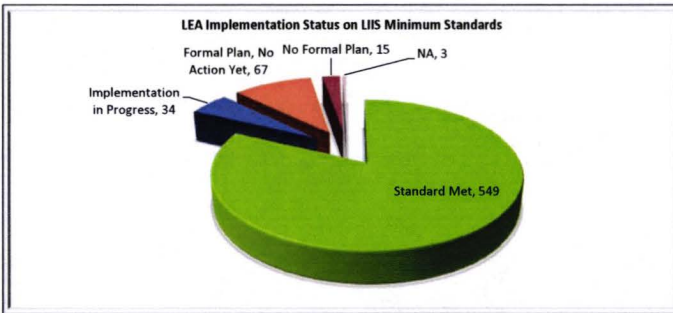


Figure 2: Standards Met by Marion

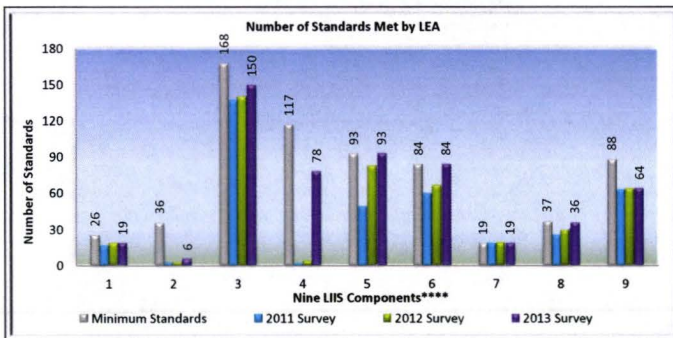


Table 1: Marion's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 19 | 6 | 150 | 78 | 93 | 84 | 19 | 36 | 64 | 549 |
| Implementation in Progress | 1 | 0 | 0 | 33 | 0 | 0 | 0 | 0 | 0 | 34 |
| Formal Plan, No Action Yet | 6 | 30 | 9 | 3 | 0 | 0 | 0 | 0 | 19 | 67 |
| No Formal Plan | 0 | 0 | 9 | 1 | 0 | 0 | 0 | 0 | 5 | 15 |
| NA | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 3 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 19 | 3 | 140 | 4 | 83 | 67 | 19 | 30 | 64 | 429 |
| Standards Met in 2011 | 17 | 3 | 137 | 2 | 49 | 60 | 19 | 26 | 63 | 376 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 73.08% | 16.67% | 89.29% | 66.67% | 100.00% | 100.00% | 100.00% | 97.30% | 72.73% | 82.19% |
| State Average *** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| <small>Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security</small> | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 450
 LEA Name: Nassau
 LEA Classified as Small and/or Rural¹: Yes
 LEA Contact: Kari BurgessWatkins
 LEA Contact Phone: 904-491-9941
 LEA Contact Email: burgesska@nassau.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Nassau (LEA)

- LEA has implemented 408 of the 668 standards
- LEA is at or above the state average for 6 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is below the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | ✓ | | | | |
| 2013 Survey | | | | ✓ | |

- The percentage range for standards met by the LEA is between

Nassau's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|---------------------|---------------------|
| LEA Scope of Work for the RTTT | \$709,521.00 | \$134,161.56 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$94,222.03 | \$94,222.03 |
| Total Funds | \$803,743.03 | \$228,383.59 |

Figure 1: Nassau's Implementation Status

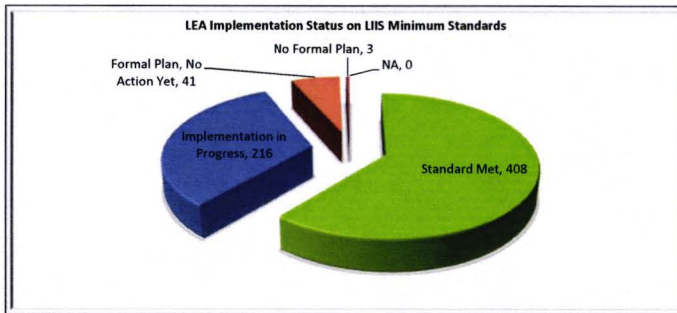


Figure 2: Standards Met by Nassau

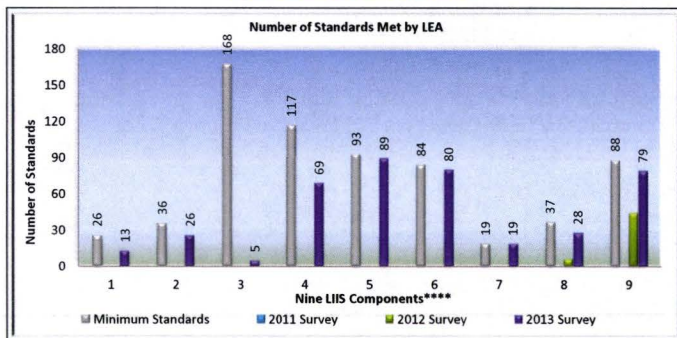


Table 1: Nassau's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 13 | 26 | 5 | 69 | 89 | 80 | 19 | 28 | 79 | 408 |
| Implementation in Progress | 13 | 10 | 151 | 20 | 4 | 1 | 0 | 8 | 9 | 216 |
| Formal Plan, No Action Yet | 0 | 0 | 12 | 28 | 0 | 0 | 0 | 1 | 0 | 41 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 44 | 50 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 50.00% | 72.22% | 2.98% | 58.97% | 95.70% | 95.24% | 100.00% | 75.68% | 89.77% | 61.08% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) | | | | | | | | | | |
| **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 480
 LEA Name: Orange
 LEA Classified as Small and/or Rural: No
 LEA Contact: Scott Pearce
 LEA Contact Phone: 407-317-3200
 LEA Contact Email: scott.pearce@ocps.net

LIIS Minimum Standards Implementation Status Summary for Orange (LEA)

- LEA has implemented 372 of the 668 standards
- LEA is at or above the state average for 4 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is below the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | ✓ | | | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | ✓ | | |

- The percentage range for standards met by the LEA is between

Orange's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|------------------------|-----------------------|
| LEA Scope of Work for the RTTT | \$23,793,387.00 | \$8,884,997.46 |
| Additional FLD OE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$23,793,387.00 | \$8,884,997.46 |

Figure 1: Orange's Implementation Status

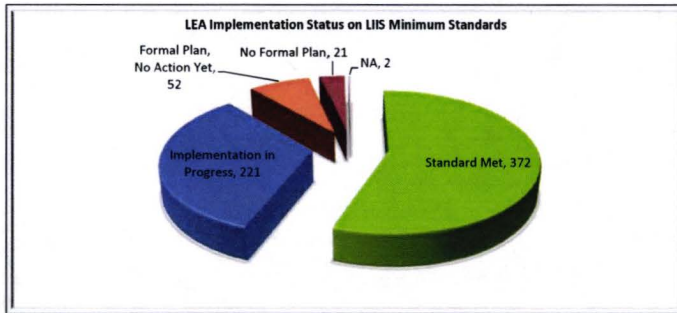


Figure 2: Standards Met by Orange

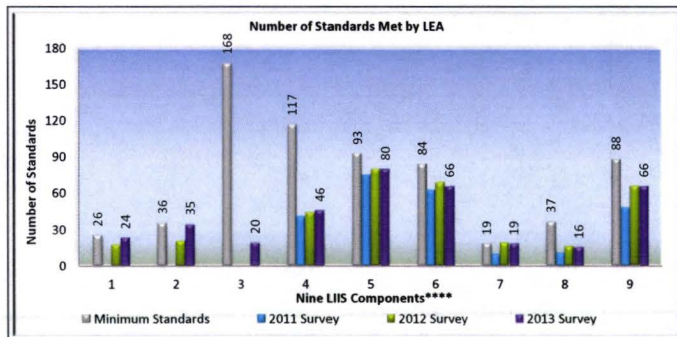


Table 1: Orange's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 24 | 35 | 20 | 46 | 80 | 66 | 19 | 16 | 66 | 372 |
| Implementation in Progress | 2 | 1 | 144 | 37 | 0 | 16 | 0 | 13 | 8 | 221 |
| Formal Plan, No Action Yet | 0 | 0 | 2 | 33 | 7 | 1 | 0 | 2 | 7 | 52 |
| No Formal Plan | 0 | 0 | 1 | 1 | 5 | 1 | 0 | 6 | 7 | 21 |
| NA | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 18 | 21 | 0 | 44 | 80 | 69 | 19 | 16 | 66 | 333 |
| Standards Met in 2011 | 0 | 0 | 0 | 41 | 75 | 63 | 10 | 11 | 48 | 248 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 92.31% | 97.22% | 11.90% | 39.32% | 86.02% | 78.57% | 100.00% | 43.24% | 75.00% | 55.69% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics | | | | | | | | | | |
| ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable | | | | | | | | | | |
| *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) | | | | | | | | | | |
| **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 520
 LEA Name: Pinellas
 LEA Classified as Small and/or Rural: No
 LEA Contact: David DiLeonardo
 LEA Contact Phone: 727-588-6103
 LEA Contact Email: dileonardod@pcsb.org

LIIS Minimum Standards Implementation Status Summary for Pinellas (LEA)

- LEA has implemented 609 of the 668 standards
- LEA is at or above the state average for 8 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | | | ✓ | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

Pinellas 's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|------------------------|---------------------|
| LEA Scope of Work for the RTTT | \$15,964,518.00 | \$729,007.00 |
| Additional FLD OE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$15,964,518.00 | \$729,007.00 |

Figure 1: Pinellas 's Implementation Status

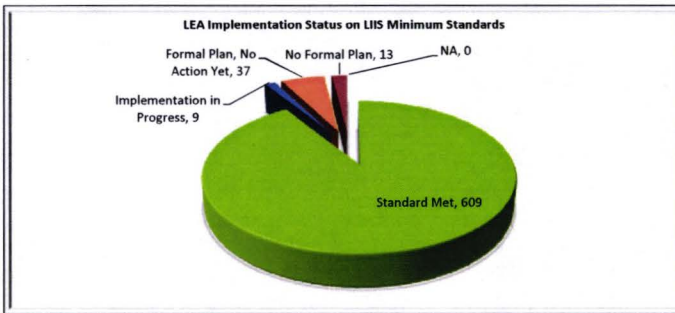


Figure 2: Standards Met by Pinellas

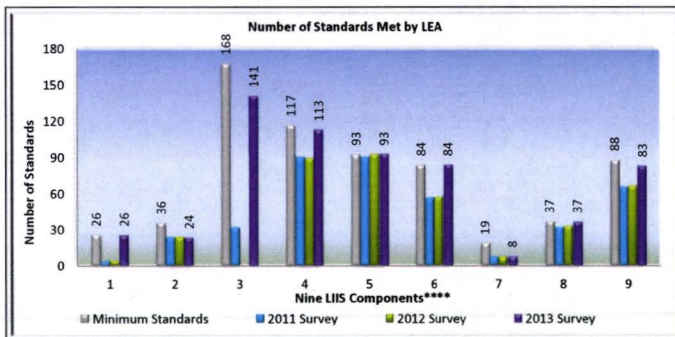


Table 1: Pinellas 's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 26 | 24 | 141 | 113 | 93 | 84 | 8 | 37 | 83 | 609 |
| Implementation in Progress | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Formal Plan, No Action Yet | 0 | 12 | 18 | 3 | 0 | 0 | 4 | 0 | 0 | 37 |
| No Formal Plan | 0 | 0 | 0 | 1 | 0 | 0 | 7 | 0 | 5 | 13 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 4 | 24 | 0 | 90 | 93 | 58 | 7 | 33 | 67 | 376 |
| Standards Met in 2011 | 4 | 24 | 32 | 90 | 90 | 57 | 7 | 32 | 66 | 402 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 100.00% | 66.67% | 83.93% | 96.58% | 100.00% | 100.00% | 42.11% | 100.00% | 94.32% | 91.17% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 550
 LEA Name: St. Johns
 LEA Classified as Small and/or Rural*: Yes
 LEA Contact: Bruce Patrou
 LEA Contact Phone: 904-547-3920
 LEA Contact Email: patroub@stjohns.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for St. Johns (LEA)

- LEA has implemented 562 of the 668 standards
- LEA is at or above the state average for 7 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

St. Johns's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|-----------------------|---------------------|
| LEA Scope of Work for the RTTT | \$1,180,893.00 | \$0.00 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$128,177.49 | \$128,177.49 |
| Total Funds | \$1,309,070.49 | \$128,177.49 |

Figure 1: St. Johns's Implementation Status

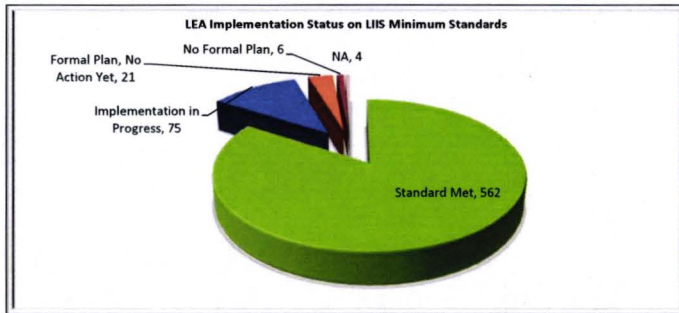


Figure 2: Standards Met by St. Johns

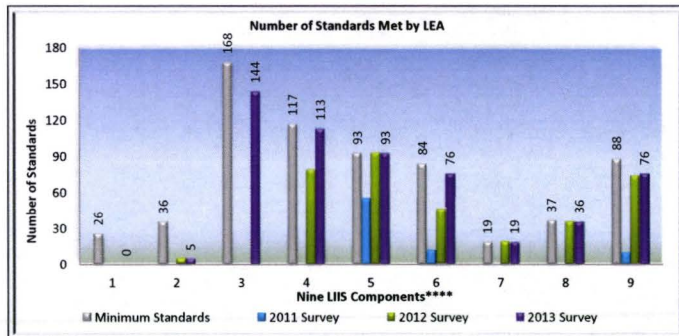


Table 1: St. Johns's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 0 | 5 | 144 | 113 | 93 | 76 | 19 | 36 | 76 | 562 |
| Implementation in Progress | 26 | 30 | 1 | 1 | 0 | 8 | 0 | 0 | 9 | 75 |
| Formal Plan, No Action Yet | 0 | 0 | 20 | 1 | 0 | 0 | 0 | 0 | 0 | 21 |
| No Formal Plan | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 1 | 0 | 6 |
| NA | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 4 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 0 | 5 | 0 | 79 | 93 | 46 | 19 | 36 | 74 | 352 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 55 | 12 | 0 | 0 | 10 | 77 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 0.00% | 13.89% | 85.71% | 96.58% | 100.00% | 90.48% | 100.00% | 97.30% | 86.36% | 84.13% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) | | | | | | | | | | |
| **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 600
 LEA Name: Sumter
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Nicholas Sovercool
 LEA Contact Phone: 352-793-2315
 LEA Contact Email: nicholas.sovercool@sumter.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Sumter (LEA)

- LEA has implemented 483 of the 668 standards
- LEA is at or above the state average for 6 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | | | √ | | |
| 2012 Survey | | | | √ | |
| 2013 Survey | | | | √ | |

- The percentage range for standards met by the LEA is between

Sumter's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|-----------------------|---------------------|
| LEA Scope of Work for the RTTT | \$1,056,426.00 | \$353,947.00 |
| Additional FLOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$88,206.05 | \$88,206.05 |
| Total Funds | \$1,144,632.05 | \$442,153.05 |

Figure 1: Sumter's Implementation Status

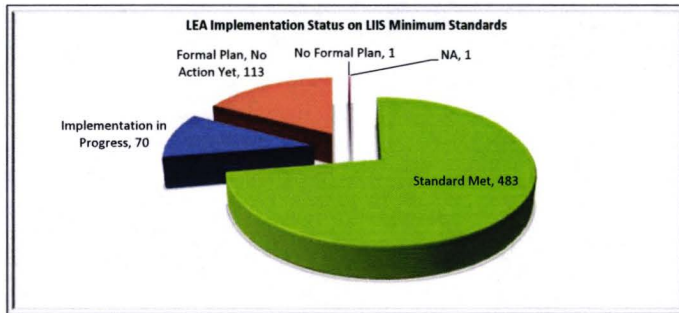


Figure 2: Standards Met by Sumter

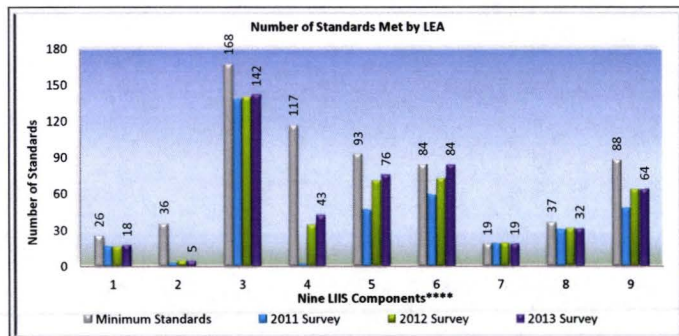


Table 1: Sumter's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 18 | 5 | 142 | 43 | 76 | 84 | 19 | 32 | 64 | 483 |
| Implementation in Progress | 8 | 30 | 20 | 0 | 9 | 0 | 0 | 0 | 3 | 70 |
| Formal Plan, No Action Yet | 0 | 1 | 5 | 73 | 8 | 0 | 0 | 5 | 21 | 113 |
| No Formal Plan | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| NA | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 17 | 5 | 140 | 35 | 71 | 73 | 19 | 32 | 64 | 456 |
| Standards Met in 2011 | 17 | 3 | 138 | 2 | 47 | 59 | 19 | 31 | 48 | 364 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 69.23% | 13.89% | 84.52% | 36.75% | 81.72% | 100.00% | 100.00% | 86.49% | 72.73% | 72.31% |
| State Average *** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| <small>Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security</small> | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 610
 LEA Name: Suwannee
 LEA Classified as Small and/or Rural*: NA (Non-RTTT Participating LEA)
 LEA Contact: Josh Williams
 LEA Contact Phone: 386-647-4700
 LEA Contact Email: josh@suwannee.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Suwannee (LEA)

- LEA has implemented 359 of the 668 standards
- LEA is at or above the state average for 2 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is below the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|--|--------|--------|--------|---------|
| 2011 Survey | Suwannee was not required to take the survey in 2011. No data was collected. | | | | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | ✓ | | |

- The percentage range for standards met by the LEA is between

Suwannee's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|---------------|--------------------|
| LEA Scope of Work for the RTTT | \$0.00 | \$0.00 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$0.00 | \$0.00 |

Figure 1: Suwannee's Implementation Status

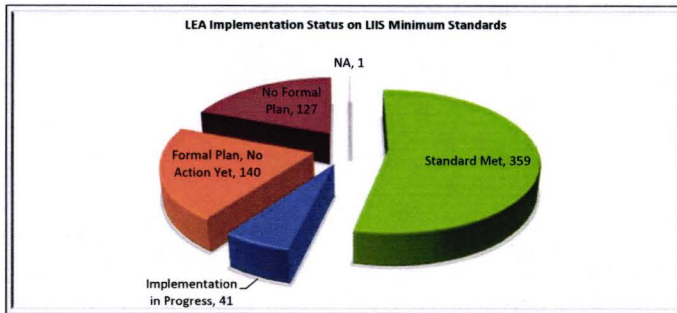


Figure 2: Standards Met by Suwannee

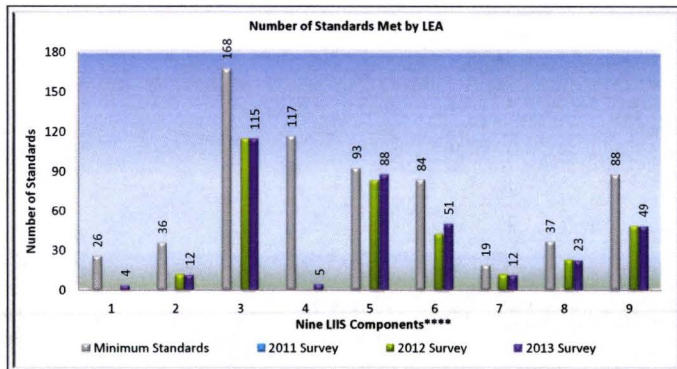


Table 1: Suwannee's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |

2013 LEA Implementation Status by Component Area (Figure 1)

| Implementation Status | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|----------------------------|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Standard Met | 4 | 12 | 115 | 5 | 88 | 51 | 12 | 23 | 49 | 359 |
| Implementation in Progress | 5 | 11 | 9 | 1 | 0 | 3 | 0 | 3 | 9 | 41 |
| Formal Plan, No Action Yet | 17 | 13 | 0 | 110 | 0 | 0 | 0 | 0 | 0 | 140 |
| No Formal Plan | 0 | 0 | 44 | 1 | 5 | 30 | 6 | 11 | 30 | 127 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |

Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2)

| Survey Year | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|-----------------------|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Standards Met in 2012 | 0 | 12 | 115 | 0 | 84 | 43 | 12 | 23 | 49 | 338 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Percentage of Standards Met by the LEA in 2013 (Figure 2)

| Response Category | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Most Common Response | 3 | 3 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 15.38% | 33.33% | 68.45% | 4.27% | 94.62% | 60.71% | 63.16% | 62.16% | 55.68% | 53.74% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |

Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics
 ~ Survey conducted prior to Florida Statute 1006.281 requiring all LEAs (irrespective of their participation in the RTTT grant) to meet the LIIS minimum standards by June 2014
 ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable
 *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs)

**** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 640
 LEA Name: Volusia
 LEA Classified as Small and/or Rural¹: No
 LEA Contact: Donald Boulware
 LEA Contact Phone: 386-734-7190
 LEA Contact Email: dpboulwa@volusia.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Volusia (LEA)

- LEA has implemented 609 of the 668 standards
- LEA is at or above the state average for 9 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | | | | | ✓ |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

Volusia's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|------------------------|-----------------------|
| LEA Scope of Work for the RTTT | \$11,761,332.00 | \$3,616,711.69 |
| Additional FLD OE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$0.00 | \$0.00 |
| Total Funds | \$11,761,332.00 | \$3,616,711.69 |

Figure 1: Volusia's Implementation Status

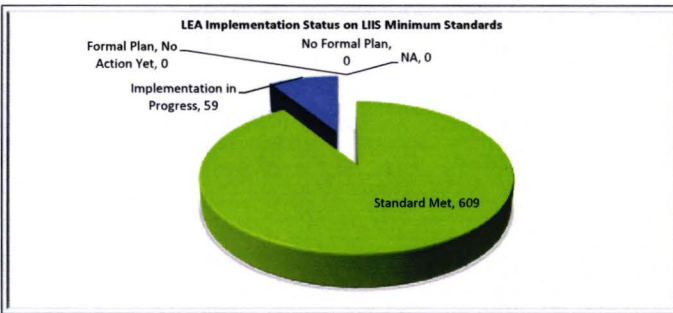


Figure 2: Standards Met by Volusia

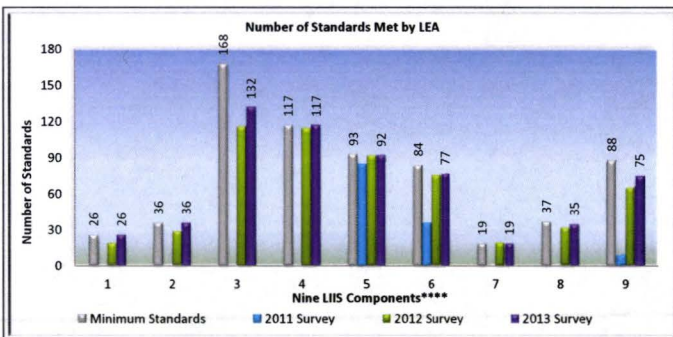


Table 1: Volusia's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 26 | 36 | 132 | 117 | 92 | 77 | 19 | 35 | 75 | 609 |
| Implementation in Progress | 0 | 0 | 36 | 0 | 1 | 7 | 0 | 2 | 13 | 59 |
| Formal Plan, No Action Yet | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 19 | 29 | 116 | 115 | 92 | 76 | 19 | 32 | 65 | 563 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 85 | 36 | 0 | 0 | 9 | 130 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 100.00% | 100.00% | 78.57% | 100.00% | 98.92% | 91.67% | 100.00% | 94.59% | 85.23% | 91.17% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) | | | | | | | | | | |
| **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 660
 LEA Name: Walton
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Nathan Smith
 LEA Contact Phone: 850-892-1100
 LEA Contact Email: smithna@walton.k12.fl.us

LIIS Minimum Standards Implementation Status Summary for Walton (LEA)

- LEA has implemented 561 of the 668 standards
- LEA is at or above the state average for 8 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | | | ✓ |

- The percentage range for standards met by the LEA is between

Walton's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|--|---------------------|--------------------|
| LEA Scope of Work for the RTTT | \$794,597.00 | \$9,172.26 |
| Additional FDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$87,715.98 | \$87,715.98 |
| Total Funds | \$882,312.98 | \$96,888.24 |

Figure 1: Walton's Implementation Status

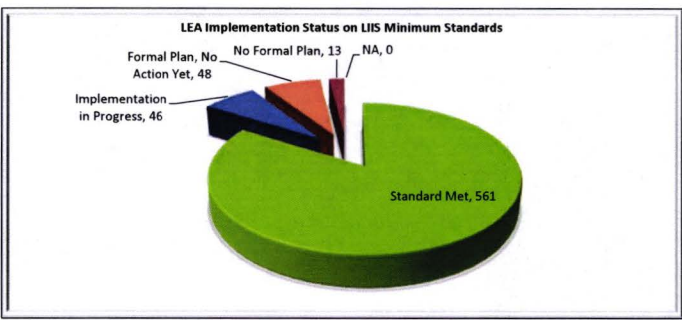


Figure 2: Standards Met by Walton

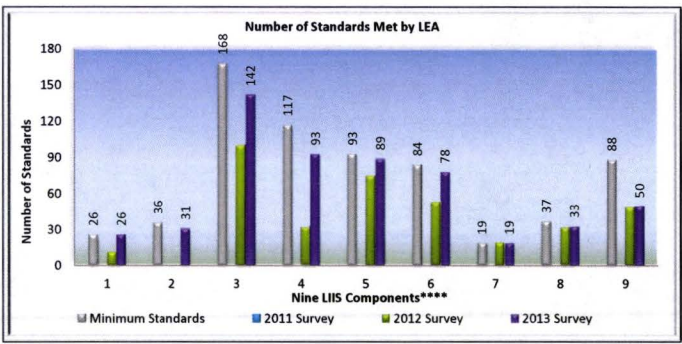


Table 1: Walton's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|--|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|-------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |

2013 LEA Implementation Status by Component Area (Figure 1)

| | | | | | | | | | | |
|----------------------------|----|----|-----|----|----|----|----|----|----|-----|
| Standard Met | 26 | 31 | 142 | 93 | 89 | 78 | 19 | 33 | 50 | 561 |
| Implementation in Progress | 0 | 0 | 18 | 7 | 1 | 6 | 0 | 4 | 10 | 46 |
| Formal Plan, No Action Yet | 0 | 0 | 2 | 15 | 3 | 0 | 0 | 0 | 28 | 48 |
| No Formal Plan | 0 | 5 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 13 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2)

| | | | | | | | | | | |
|-----------------------|----|---|-----|----|----|----|----|----|----|-----|
| Standards Met in 2012 | 11 | 0 | 100 | 32 | 75 | 53 | 19 | 32 | 49 | 371 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Percentage of Standards Met by the LEA in 2013 (Figure 2)

| | | | | | | | | | | |
|---|---------|--------|--------|--------|--------|--------|---------|--------|--------|--------|
| Most Common Response | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 100.00% | 86.11% | 84.52% | 79.49% | 95.70% | 92.86% | 100.00% | 89.19% | 56.82% | 83.98% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |

Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics

** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable

*** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs)

**** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security

LEA Implementation Status Report on the LIIS Minimum Standards Survey (2013)

LEA ID: 670
 LEA Name: Washington
 LEA Classified as Small and/or Rural: Yes
 LEA Contact: Bobbie Dawson
 LEA Contact Phone: 850-638-6222
 LEA Contact Email: bobbie.dawson@wcsdschools.com

LIIS Minimum Standards Implementation Status Summary for Washington (LEA)

- LEA has implemented 503 of the 668 standards
- LEA is at or above the state average for 7 of the 9 component areas
- 'Standard Met' - is the most common response given by the LEA across all nine component areas
- The state average for standards met across all nine components is at 68.37% in the 2013 Survey and the LEA is above the state average
- The percentage range for standards met by the LEA is between

| | 0-20% | 20-40% | 40-60% | 60-80% | 80-100% |
|-------------|-------|--------|--------|--------|---------|
| 2011 Survey | ✓ | | | | |
| 2012 Survey | | | ✓ | | |
| 2013 Survey | | | | ✓ | |

Washington's Fund Allocation

| | Total Awarded | Allocated for LIIS |
|---|---------------------|--------------------|
| LEA Scope of Work for the RTTT | \$502,999.00 | \$0.00 |
| Additional FLDOE Funds for Small &/or Rural LEA (TAPS 12AT23) | \$81,045.42 | \$81,045.42 |
| Total Funds | \$584,044.42 | \$81,045.42 |

Figure 1: Washington's Implementation Status

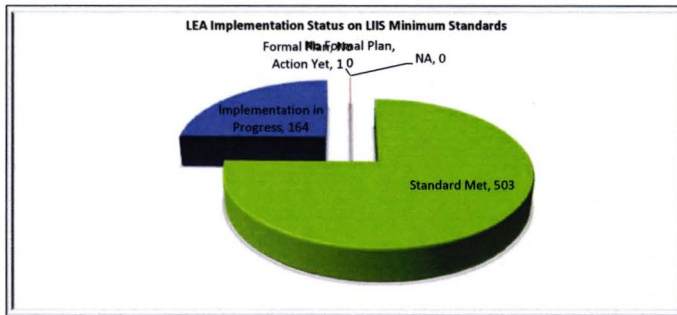


Figure 2: Standards Met by Washington

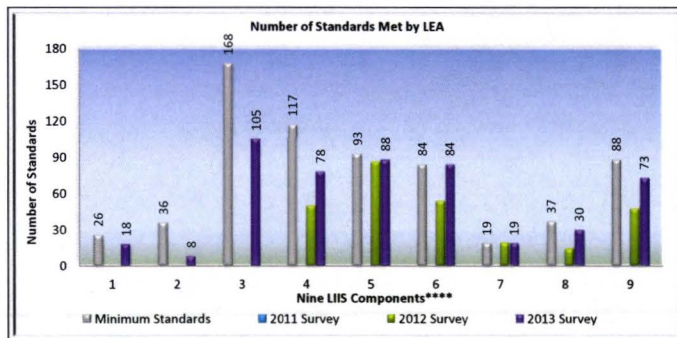


Table 1: Washington's implementation status on meeting the LIIS standards

| LIIS Minimum Standards Survey | Standards & Curriculum | Instructional Practices | Assessment & Growth | Facilitator Profile | Learner Profile | Analysis & Reporting | Documentation & Support | Data Integration | IT Platform & Security | Total |
|---|------------------------|-------------------------|---------------------|---------------------|-----------------|----------------------|-------------------------|------------------|------------------------|--------|
| Number of standards in each component area | 26 | 36 | 168 | 117 | 93 | 84 | 19 | 37 | 88 | 668 |
| 2013 LEA Implementation Status by Component Area (Figure 1) | | | | | | | | | | |
| Standard Met | 18 | 8 | 105 | 78 | 88 | 84 | 19 | 30 | 73 | 503 |
| Implementation in Progress | 8 | 28 | 63 | 38 | 5 | 0 | 0 | 7 | 15 | 164 |
| Formal Plan, No Action Yet | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| No Formal Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Standards Met by Component Area in the 2012 and 2011 Surveys (Figure 2) | | | | | | | | | | |
| Standards Met in 2012 | 0 | 0 | 0 | 50 | 86 | 54 | 19 | 14 | 48 | 271 |
| Standards Met in 2011 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Percentage of Standards Met by the LEA in 2013 (Figure 2) | | | | | | | | | | |
| Most Common Response | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| LEA Average for "Standard Met" in 2013 (values greater than state average are highlighted in green) | 69.23% | 22.22% | 62.50% | 66.67% | 94.62% | 100.00% | 100.00% | 81.08% | 82.95% | 75.30% |
| State Average*** for "Standard Met" in 2013 | 61.12% | 49.12% | 66.93% | 62.86% | 88.08% | 79.29% | 73.76% | 71.75% | 68.85% | 68.37% |
| Small and rural is defined based on student population (less than 36K) and Common Core of Data, National Center for Education Statistics ** 1 - Standards Met; 2 - Implementation in Progress; 3 - Formal Plan, No Action Yet; 4 - No Formal Plan; 5 - Not Applicable *** Total number of standards met by all LEAs divided by 48,837 (669 standards x 73 LEAs) **** 1 - Standards & Curriculum; 2 - Instructional Practices; 3 - Assessment & Growth; 4 - Facilitator Profile; 5 - Learner Profile; 6 - Analysis & Reporting; 7 - Documentation & Support; 8 - Data Integration; 9 - IT Platform & Security | | | | | | | | | | |

