



Pre K - 12 Appropriations Subcommittee

Tuesday January 23, 2018
3:30 PM - 6:30 PM
Reed Hall

Meeting Packet

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

PreK-12 Appropriations Subcommittee

Start Date and Time: Tuesday, January 23, 2018 03:30 pm
End Date and Time: Tuesday, January 23, 2018 06:30 pm
Location: Reed Hall (102 HOB)
Duration: 3.00 hrs

Consideration of the following proposed committee bill(s):



PCB PKA 18-01 -- PreK-12 Education Funding

Chair's Budget Proposal for FY 2018-19

NOTICE FINALIZED on 01/19/2018 4:11PM by VLS

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: PCB PKA 18-01 PreK-12 Education Funding
SPONSOR(S): PreK-12 Appropriations Subcommittee
TIED BILLS: **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: PreK-12 Appropriations Subcommittee		Seifert 	Potvin 

SUMMARY ANALYSIS

The bill conforms applicable statutes to the appropriations provided in the House proposed General Appropriations Act for Prekindergarten through grade 12 education for Fiscal Year 2018-2019.

The bill:

- Modifies the Florida Education Finance Program (FEFP) by:
 - Deleting the requirement that the 300 lowest-performing elementary schools on the statewide reading assessment must use their portion of the Supplemental Academic Instruction (SAI) allocation to implement an extra hour of reading instruction.
 - Requiring that schools who earned a grade of "D" or "F" pursuant to s. 1008.33, F.S., use their portion of the SAI allocation to implement the required intervention and support strategies for school improvement as listed in current law.
 - Requiring that for the Research-based Reading Instruction allocation only a school that earned a grade of "D" or "F" pursuant to s. 1008.33, F.S., must submit a comprehensive reading plan for review and approval by the Department of Education as part of the department's monitoring, intervention, and support strategies required under s. 1008.33, F.S.
 - Requiring that for the Research-based Reading Instruction allocation the designation of the 300 lowest-performing elementary schools on the statewide reading assessment be based on a three-year average of the assessment data.
- Modifies the Principal Autonomy Pilot Program Initiative by:
 - Expanding the program to all school districts who apply and receive approval by the State Board of Education and deleting the term "pilot".
 - Basing participation in the program upon available funds and on a first-come, first-serve basis.
 - Deleting the specific appropriation amount for school districts' attendance at a national recognized school turnaround training program and making the provision subject to an annual appropriation.
 - Deleting the reporting requirement upon completion of the first 3-year pilot term.
- Clarifying the calculation methodology for the distribution of the discretionary 1.5 millage revenue to eligible charter schools by clarifying that the debt service obligation that can be reduced from the distribution is the debt service obligation incurred by March 1, 2017, which has not been subsequently retired.
- Allowing for the carry forward of undisbursed Schools of Hope Program funds for up to five years.

This bill takes effect July 1, 2018.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Just Read, Florida! Office

Present Situation

Florida's history of reading instruction reform dates back to the early 1970s.¹ Since then, the state has implemented a number of initiatives to improve the reading performance of Florida's students. By 2001, Florida established statewide, standardized reading assessments to measure how well students in grades 3 through 10 had learned the state's reading standards² and the Just Read, Florida! Initiative, which was aimed at helping students, become successful, independent readers.³ In 2006, the Legislature formally created the Just Read, Florida! Office within the Department of Education.⁴

Current duties of the office include reviewing, evaluating, and approving school districts' K-12 comprehensive reading plans and providing technical assistance to school district with their implementation of such plans.

Effect of Proposed Changes

The bill amends s. 1001.215, Florida Statutes, to repeal the requirement for the Just Read, Florida! Office to review and approve K-12 comprehensive reading plans and to provide technical assistance with their implementation. Instead, such plans will be reviewed and approved by the Department of Education as part of the monitoring, intervention, and support strategies required under s. 1008.33, Florida Statutes.

Schools of Hope Program Fund

Present Situation

The Schools of Hope Program fund is created within the Department of Education.⁵ Current law⁶ authorizes a school of hope to receive funds from the Schools of Hope Program fund for statutorily identified expenditures. A traditional public school that is required to implement intervention and support strategies required pursuant to s. 1008.33, Florida Statutes, is eligible to receive up to \$2,000 per full-time equivalent (FTE) student from the Schools of Hope Program fund based on the strength of the school's plan for implementation and its focus on evidence-based interventions that lead to student success by providing wrap-around services that leverage community assets.⁷

Additionally, the Schools of Hope Revolving Loan Program is established within the Department of Education to provide assistance to hope operators, as defined in s. 1002.333, Florida Statutes, to meet school building construction needs and to pay for expenses related to the startup of a school of hope.⁸ The Schools of Hope Program fund is the state's fund source for the revolving loan program.

Current law allows funds for the Schools of Hope Revolving Loan Program that are not disbursed by June 30 of the fiscal year in which the funds are allocated to carry forward for up to 5 years.⁹

¹ Florida Department of Education, *History of Reading Policy in Florida: hearing before the House K-12 Education Subcommittee* (Sept. 17, 2015.)

² Florida Department of Education, *A Chronology of Events: 2001*, <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/history-of-fls-statewide-assessment/assessment-chronology/hsap01.stml> (last visited on January 16, 2018).

³ Exec. Order No. 01-260 (2001).

⁴ Section 8, ch. 2006-74 L.O.F.

⁵ Section 43, ch. 2017-116.

⁶ s. 1002.333(10)(a), F.S.

⁷ s. 1002.333(10)(b), F.S.

⁸ Section 44, ch. 2017-116.

⁹ s. 1001.292(8), F.S.

Effect of Proposed Changes

The bill amends s. 1002.333(10), Florida Statutes, to allow for the same carry forward provision for any funds not disbursed by June 30 of the fiscal year in which the funds are allocated for the Schools of Hope Program fund that funds the traditional public school grant program and the schools of hope statutorily identified expenditures.

Supplemental Academic Instruction Categorical

Present Situation

In 1999, the Legislature created the Supplemental Academic Instruction (SAI) Categorical Fund as part of the A+ Education Plan¹⁰ for assisting school districts in providing supplemental instruction to students in kindergarten through grade 12.¹¹

The SAI categorical funds are allocated annually to each school district in the amount provided in the General Appropriations Act. These funds are provided in addition to the funds appropriated on the basis of full-time equivalent (FTE) student membership in the Florida Education Finance Program (FEFP) and are included in the total funds for each district. For Fiscal Year 2017-2018, each school district that has one or more of the 300 lowest-performing elementary schools based on the statewide reading assessment must use these funds, together with the funds provided in the district's research-based reading instruction allocation, to provide an additional hour of intensive reading instruction¹². After this requirement has been met, school districts may use these funds for: modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school, and other methods for improving student achievement.

Effect of Proposed Changes

The bill modifies the FEFP SAI allocation by:

- Deleting the requirement that the 300 lowest-performing elementary schools based on the statewide reading assessment must use their portion of the SAI allocation to implement an extra hour of intensive reading instruction.
- Requiring that each school district that has a school earning a grade of "D" or "F" pursuant to s. 1008.34, Florida Statutes, use that school's portion of the SAI allocation to implement the intervention and support strategies required pursuant to s. 1008.33, Florida Statutes. For all other schools, the school district may use the SAI for eligible purposes currently described in law.

Researched-Based Reading Instruction Allocation

Present Situation

Funds for comprehensive, research-based reading instruction are allocated annually to each school district in the amount provided in the General Appropriations Act. Each eligible school district receives the same minimum amount as specified in the General Appropriations Act, and any remaining funds are distributed to eligible school districts based on each school district's proportionate share of K-12 base funding. These funds must be used to provide a system of comprehensive reading instruction to students enrolled in K-12 programs.

Currently priority of the funds is to provide an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in the 300 lowest-performing elementary schools based on the statewide reading assessment. This additional hour of instruction

¹⁰ Section 23, ch. 99-398, L.O.F.

¹¹ Florida House of Representatives, Council for Lifelong Learning, Supplemental Academic Instruction Fact Sheet (Sept. 2001) available at

<http://archive.flsenate.gov/data/publications/2002/house/reports/EdFactSheets/fact%20sheets/supplementalacademicinstruction.pdf>.

¹² s. 1011.62(1)(f), F.S.

must be provided by teachers or reading specialists who are effective in teaching reading. Students enrolled in the schools that have level 5 reading assessment scores may choose to participate in the additional hour of instruction on an optional basis.

Annually school districts must submit a K-12 comprehensive reading plan that outlines their specific use of the research-based reading instruction allocation for review and approval by the Department of Education's Just Read, Florida! Office. On or before June 1 of each year, the office must approve or reject a district's plan. If a school district and the office cannot reach agreement on the plan's contents, the school district may appeal to the State Board of Education for resolution. No later than July 1 annually, the department shall release the school district's allocation of appropriated funds to those districts having approved plans. The department may withhold a school district's funds if the department determines that such funds are not being used to implement the approved plan.¹³

Effect of Proposed Changes

The bill:

- Modifies the identification of the 300 lowest-performing elementary schools based on based on a three-year average of the statewide reading assessment data.
- Allows the extra hour to be optional for students scoring Level 4 or Level 5 on the reading assessments.
Requires summer reading camps to be taught by someone certified or endorsed in reading.
- Requires only school districts that have a school earning a grade of "D" or "F" to submit a comprehensive reading plan. The review and approval process will now be done as part of the Department of Education's monitoring, intervention, and support strategies required as part of school improvement pursuant to s. 1008.33, Florida Statutes.
- Eliminates the Department of Education's ability to withhold funds.

Principal Autonomy Pilot Program Initiative

Present Situation

The Principal Autonomy Pilot Program Initiative (PAPPI) was established within the Department of Education to provide principals of participating schools in participating school districts with increased autonomy and authority regarding allocation of resources and staff.¹⁴ Participation is voluntary but limited to the school districts of Broward, Duval, Jefferson, Madison, Palm Beach, Pinellas, and Seminole counties. School boards selected by the State Board of Education for participation in PAPPI are exempt from the K-20 Education Code and State Board of Education rules, with certain exceptions. School districts seeking to participate in PAPPI must submit a principal autonomy proposal to the State Board of Education for approval. Among other items, the proposal must identify:

- Three schools that earned at least two school grades of "D" or "F" during the previous three school years.
- Three principals who have earned a highly effective rating on the prior year's performance evaluation pursuant to section 1012.34, Florida Statutes.
- The areas where the principal will have increased fiscal and administrative autonomy.
- The performance goals for student achievement.

The initial term of the program is three years.¹⁵

Effect of Proposed Changes

The bill:

¹³ s. 1011.62(9), F.S.

¹⁴ s. 1011.6202, F.S.

¹⁵ *Id.*

- Expands the Principal Autonomy Program Initiative to all school districts who apply and receive approval by the State Board of Education instead of just the seven school districts identified in statute.
- Deletes the term “pilot”.
- Makes participation in the program contingent upon available funds and on a first-come, first-served basis.
- Deletes the requirements for selected pilot school districts and the Commissioner of Education to submit an annual report on the implementation of the pilot program.

Charter School Capital Outlay Funding

Present Situation

Charter school capital outlay funding consists of revenue resulting from the discretionary millage authorized in s. 1011.71(2), Florida Statutes, and state funds when such funds are appropriated in the General Appropriations Act.

If the school board levies the discretionary millage authorized in law, the Department of Education is required to use a calculation methodology to determine the amount of revenue raised by the discretionary millage that the school district must distribute to each eligible charter school.¹⁶ This calculation methodology includes reducing the total discretionary millage revenue by the school district’s annual debt service obligation incurred as of March 1, 2017, and any amount of participation requirement pursuant to section 1013.64(2)(a)8., Florida Statutes, that is being satisfied by revenues raised by the discretionary millage.¹⁷

Effect of Proposed Changes:

The bill:

- Modifies the calculation methodology for the distribution of the discretionary 1.5 millage revenue to eligible charter schools by clarifying that the debt service obligation that can be reduced from the distribution is the debt service obligation incurred by March 1, 2017, which has not subsequently been retired.
- Requires school districts to annually certify by October 1 the amount of debt service obligation that complies with the change in the calculation methodology and eligible participation requirement to the Department of Education and requires the Auditor General to verify compliance during scheduled operational audits of school districts.

SECTION DIRECTORY:

Section 1. Amends s. 1001.215, Florida Statutes; deleting the requirement for the Just Read, Florida! Office to review and approve school districts’ comprehensive reading plans and to provide technical assistance to school districts’ implementation of such plans.

Section 2. Amends s. 1002.333, Florida Statutes; allowing the undisbursed funds by June 30 of the fiscal year in which the funds were allocated to be carried forward for up to 5 years.

Section 3. Amends s. 1011.62, Florida Statutes; deleting the requirement that the 300 lowest-performing elementary schools based on the statewide reading assessment must use their portion of the Supplemental Academic Instruction (SAI) allocation to implement an extra hour of reading instruction; requiring that each school district that has a school earning a grade of “D” or “F” use that school’s portion of the SAI allocation to implement the intervention and support strategies required in law; modifying the 300 lowest-performing elementary schools requirement to a three-year average of the statewide reading assessment data; allowing the extra hour to be optional for students scoring Level 4 or Level 5 on the reading assessments; requiring summer reading camps to be taught by

¹⁶ s. 1013.62(3), F.S.

¹⁷ *Id.*

someone certified or endorsed in reading; requiring only school districts that have a school earning a grade of "D" or "F" to submit a comprehensive reading plan; and eliminating the Department of Education's ability to withhold funds.

Section 4. Amends s. 1011.6202, Florida Statutes; expanding the Principal Autonomy Program Initiative to all school districts who apply and receive approval by the State Board of Education; deleting the term "pilot"; making participation in the program contingent upon available funds and on a first-come, first-serve basis; deleting the reporting requirement for the pilot program.

Section 5. Amends s. 1011.67, Florida Statutes; conforming provision to changes made by the act.

Section 6. Amends s. 1011.69, Florida Statutes; conforming provision to changes made by the act.

Section 7. Amends s. 1012.28, Florida Statutes; conforming provisions to changes made by the act.

Section 8. Amends s. 1013.62, Florida Statutes; modifying the calculation methodology for the distribution of the discretionary 1.5 millage revenue to eligible charter schools by clarifying that the debt service obligation that can be reduced from the distribution is the debt service obligation incurred by March 1, 2017, which has not been subsequently retired.

Section 9. Provides an effective date of July 1, 2018.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None known.

2. Expenditures:

See Fiscal Comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None known.

2. Expenditures:

See Fiscal Comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None known.

D. FISCAL COMMENTS:

The bill conforms applicable statutes to the appropriations provided in the General Appropriations Act for Prekindergarten through grade 12 education for the 2018-2019 Fiscal Year.

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

1 A bill to be entitled
 2 An act relating to K-12 education; amending s.
 3 1001.215, F.S.; revising the duties of the Just Read,
 4 Florida! Office; amending s. 1002.333, F.S.; providing
 5 for certain funds for the Schools of Hope Program to
 6 be carried forward for a specified number of years;
 7 amending s. 1011.62, F.S.; renaming the "supplemental
 8 academic instruction categorical fund" as the
 9 "supplemental academic instruction allocation";
 10 requiring certain school districts to use the
 11 allocation for specified purposes; deleting an
 12 obsolete date; deleting a provision authorizing the
 13 Florida State University School to expend specified
 14 funds for certain purposes; conforming provisions to
 15 changes made by the act; revising the research-based
 16 reading instruction allocation; revising the criteria
 17 for establishing the 300 lowest-performing elementary
 18 schools; providing requirements for staffing summer
 19 reading camps funding through the allocation;
 20 requiring school districts that meet specified
 21 criteria, rather than all school districts, to submit
 22 a comprehensive reading plan for specified purposes;
 23 deleting provisions for the release or withholding of
 24 funds based on a school district's comprehensive
 25 reading plan; revising a definition; amending s.

26 1011.6202, F.S.; renaming the "Principal Autonomy
 27 Pilot Program" the "Principal Autonomy Program";
 28 providing that any school district may apply to
 29 participate in the program; providing that a school
 30 shall retain its exemption from specified laws under
 31 specified circumstances; requiring a designated
 32 leadership team at a participating school to complete
 33 a certain turnaround program; deleting a provision
 34 providing a specified amount of funds to a
 35 participating school district who completes the
 36 turnaround program; providing requirements; specifying
 37 that no school district liability arises from the
 38 management of such schools; deleting a school's
 39 authority to renew participation in the program;
 40 deleting reporting requirements; providing funding;
 41 revising the principal eligibility criteria for a
 42 salary supplement through the program; amending s.
 43 1011.67, F.S.; conforming a cross-reference; amending
 44 s. 1011.69, F.S.; conforming provisions to changes
 45 made by the act; amending s. 1012.28, F.S.; conforming
 46 provisions to the changes made by the act; amending s.
 47 1013.62, F.S.; prohibiting a charter school's annual
 48 debt service obligation from exceeding a certain
 49 amount; requiring school districts to annually report
 50 certain information to the department; requiring the

51 Auditor General to verify school district compliance
 52 with specified provisions; deleting an obsolete date;
 53 providing an effective date.

54

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

56

57 Section 1. Subsections (3), (6), and (7) of section
 58 1001.215, Florida Statutes, are amended to read:

59 1001.215 Just Read, Florida! Office.—There is created in
 60 the Department of Education the Just Read, Florida! Office. The
 61 office is fully accountable to the Commissioner of Education and
 62 shall:

63 (3) Work with the Lastinger Center for Learning at the
 64 University of Florida to develop training for K-12 teachers,
 65 reading coaches, and school principals on effective content-
 66 area-specific reading strategies; the integration of content-
 67 rich curriculum from other core subject areas into reading
 68 instruction; and evidence-based reading strategies identified in
 69 subsection (6) ~~subsection (8)~~ to improve student reading
 70 performance. For secondary teachers, emphasis shall be on
 71 technical text. These strategies must be developed for all
 72 content areas in the K-12 curriculum.

73 ~~(6) Provide technical assistance to school districts in~~
 74 ~~the development and implementation of district plans for use of~~
 75 ~~the research based reading instruction allocation provided in s.~~

76 ~~1011.62(9) and annually review and approve such plans.~~

77 ~~(7) Review, evaluate, and provide technical assistance to~~
 78 ~~school districts' implementation of the K-12 comprehensive~~
 79 ~~reading plan required in s. 1011.62(9).~~

80 Section 2. Paragraph (d) is added to subsection (10) of
 81 section 1002.333, Florida Statutes, to read:

82 1002.333 Persistently low-performing schools.—

83 (10) SCHOOLS OF HOPE PROGRAM.—The Schools of Hope Program
 84 is created within the Department of Education.

85 (d) Notwithstanding s. 216.301 and pursuant to s. 216.351,
 86 funds allocated for the purpose of this subsection which are not
 87 disbursed by June 30 of the fiscal year in which the funds are
 88 allocated may be carried forward for up to 5 years after the
 89 effective date of the original appropriation.

90 Section 3. Paragraph (f) of subsection (1), paragraph (b)
 91 of subsection (6), and paragraphs (a), (c), and (d) of
 92 subsection (9) of section 1011.62, Florida Statutes, are amended
 93 to read:

94 1011.62 Funds for operation of schools.—If the annual
 95 allocation from the Florida Education Finance Program to each
 96 district for operation of schools is not determined in the
 97 annual appropriations act or the substantive bill implementing
 98 the annual appropriations act, it shall be determined as
 99 follows:

100 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR

101 OPERATION.—The following procedure shall be followed in
 102 determining the annual allocation to each district for
 103 operation:

104 (f) Supplemental academic instruction allocation;
 105 ~~category fund.~~—

106 1. There is created the supplemental academic instruction
 107 allocation ~~a category fund~~ to provide supplemental academic
 108 instruction to students in kindergarten through grade 12. ~~This~~
 109 ~~paragraph may be cited as the "Supplemental Academic Instruction~~
 110 ~~Category Fund."~~

111 2. The supplemental academic instruction allocation shall
 112 be provided annually in the Florida Education Finance Program as
 113 specified in the General Appropriations Act. These funds are
 114 ~~category fund is~~ in addition to the funds appropriated on the
 115 basis of FTE student membership in the Florida Education Finance
 116 Program and shall be included in the total potential funds of
 117 each district. Beginning with the 2018-2019 fiscal year, These
 118 ~~funds shall be used to provide supplemental academic instruction~~
 119 ~~to students enrolled in the K-12 program.~~ each school district
 120 that has a school earning a grade of "D" or "F" pursuant to s.
 121 1008.34 must use that school's portion of the supplemental
 122 academic instruction allocation to implement the intervention
 123 and support strategies for school improvement pursuant to s.
 124 1008.33 and for salary incentives pursuant to s. 1012.2315(3) or
 125 salary supplements pursuant to s. 1012.22(1)(c)5.c. that are

126 provided through a memorandum of understanding between the
 127 collective bargaining agent and the school board that addresses
 128 the selection, placement, and expectations of instructional
 129 personnel and school administrators. For all other schools, the
 130 school district's use of the supplemental academic instruction
 131 allocation ~~one or more of the 300 lowest performing elementary~~
 132 ~~schools based on the state reading assessment for the prior year~~
 133 ~~shall use these funds, together with the funds provided in the~~
 134 ~~district's research based reading instruction allocation and~~
 135 ~~other available funds, to provide an additional hour of~~
 136 ~~instruction beyond the normal school day for each day of the~~
 137 ~~entire school year for intensive reading instruction for the~~
 138 ~~students in each of these schools. This additional hour of~~
 139 ~~instruction must be provided by teachers or reading specialists~~
 140 ~~who have demonstrated effectiveness in teaching reading or by a~~
 141 ~~K-5 mentoring reading program that is supervised by a teacher~~
 142 ~~who is effective at teaching reading. Students enrolled in these~~
 143 ~~schools who have level 5 assessment scores may participate in~~
 144 ~~the additional hour of instruction on an optional basis.~~
 145 ~~Exceptional student education centers shall not be included in~~
 146 ~~the 300 schools. The designation of the 300 lowest performing~~
 147 ~~elementary schools must be based on the state reading assessment~~
 148 ~~for the prior year. After this requirement has been met,~~
 149 ~~supplemental instruction strategies may include, but is are not~~
 150 limited to, the use of a modified curriculum, reading

151 instruction, after-school instruction, tutoring, mentoring, a
 152 reduction in class size, extended school year, intensive skills
 153 development in summer school, dropout prevention programs as
 154 defined in ss. 1003.52 and 1003.53(1)(a), (b), and (c), and
 155 other methods of improving student achievement. Supplemental
 156 academic instruction may be provided to a student in any manner
 157 and at any time during or beyond the regular 180-day term
 158 identified by the school as being the most effective and
 159 efficient way to best help that student progress from grade to
 160 grade and to graduate.

161 3. ~~Categorical funds for supplemental academic instruction~~
 162 ~~shall be provided annually in the Florida Education Finance~~
 163 ~~Program as specified in the General Appropriations Act. These~~
 164 ~~funds shall be provided as a supplement to the funds~~
 165 ~~appropriated for the basic funding level and shall be included~~
 166 ~~in the total funds of each district. The supplemental academic~~
 167 instruction allocation shall consist of a base amount that has a
 168 workload adjustment based on changes in unweighted FTE. ~~In~~
 169 ~~addition, districts that have elementary schools included in the~~
 170 ~~300 lowest performing schools designation shall be allocated~~
 171 ~~additional funds to assist these districts in providing~~
 172 ~~intensive reading instruction to students in those schools. The~~
 173 ~~amount provided shall be based on each district's level of per-~~
 174 ~~student funding in the reading instruction allocation and the~~
 175 ~~supplemental academic instruction categorical fund and on the~~

176 ~~total FTE for each of the schools.~~ The supplemental academic
 177 instruction allocation ~~categorical funding~~ shall be recalculated
 178 during the fiscal year ~~following an updated designation of the~~
 179 ~~300 lowest performing elementary schools and shall be based on~~
 180 ~~actual student membership from the FTE surveys.~~ Upon
 181 recalculation of funding for the supplemental academic
 182 instruction allocation ~~categorical fund~~, if the total allocation
 183 is greater than the amount provided in the General
 184 Appropriations Act, the allocation shall be prorated to the
 185 level provided to support the appropriation, based on each
 186 district's share of the total.

187 4. ~~Effective with the 1999-2000 fiscal year,~~ Funding on
 188 the basis of FTE membership beyond the 180-day regular term
 189 shall be provided in the FEFP only for students enrolled in
 190 juvenile justice education programs or in education programs for
 191 juveniles placed in secure facilities or programs under s.
 192 985.19. Funding for instruction beyond the regular 180-day
 193 school year for all other K-12 students shall be provided
 194 through the supplemental academic instruction allocation and
 195 other state, federal, and local fund sources with ample
 196 flexibility for schools to provide supplemental instruction to
 197 assist students in progressing from grade to grade and
 198 graduating.

199 5. ~~The Florida State University School, as a lab school,~~
 200 ~~is authorized to expend from its FEFP or Lottery Enhancement~~

201 ~~Trust Fund allocation the cost to the student of remediation in~~
 202 ~~reading, writing, or mathematics for any graduate who requires~~
 203 ~~remediation at a postsecondary educational institution.~~

204 ~~6. Beginning in the 1999-2000 school year, dropout~~
 205 ~~prevention programs as defined in ss. 1003.52, 1003.53(1)(a),~~
 206 ~~(b), and (c), and 1003.54 shall be included in group 1 programs~~
 207 ~~under subparagraph (d)3.~~

208 (6) CATEGORICAL FUNDS.—

209 (b) If a district school board finds and declares in a
 210 resolution adopted at a regular meeting of the school board that
 211 the funds received for any of the following categorical
 212 appropriations are urgently needed to maintain school board
 213 specified academic classroom instruction, the school board may
 214 consider and approve an amendment to the school district
 215 operating budget transferring the identified amount of the
 216 categorical funds to the appropriate account for expenditure:

- 217 1. Funds for student transportation.
- 218 2. Funds for safe schools.

219 ~~3. Funds for supplemental academic instruction if the~~
 220 ~~required additional hour of instruction beyond the normal school~~
 221 ~~day for each day of the entire school year has been provided for~~
 222 ~~the students in each low performing elementary school in the~~
 223 ~~district pursuant to paragraph (1)(f).~~

224 3.4. Funds for research-based reading instruction if the
 225 required additional hour of instruction beyond the normal school

226 day for each day of the entire school year has been provided for
 227 the students in each low-performing elementary school in the
 228 district pursuant to paragraph (9) (a).

229 ~~4.5.~~ Funds for instructional materials if all
 230 instructional material purchases necessary to provide updated
 231 materials that are aligned with applicable state standards and
 232 course descriptions and that meet statutory requirements of
 233 content and learning have been completed for that fiscal year,
 234 but no sooner than March 1. Funds available after March 1 may be
 235 used to purchase hardware for student instruction.

236 (9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

237 (a) The research-based reading instruction allocation is
 238 created to provide comprehensive reading instruction to students
 239 in kindergarten through grade 12. Each school district that has
 240 one or more of the 300 lowest-performing elementary schools
 241 based on a 3-year average of the state reading assessment data
 242 shall give priority to using that school's portion of the
 243 allocation to provide ~~providing~~ an additional hour per day of
 244 intensive reading instruction ~~beyond the normal school day for~~
 245 ~~each day of the entire school year~~ for the students in each
 246 school. ~~The designation of the 300 lowest performing elementary~~
 247 ~~schools must be based on the state reading assessment for the~~
 248 ~~prior year.~~ Students enrolled in these schools who earned a have
 249 level 4 or level 5 score on the statewide, standardized English
 250 Language Arts assessment for the previous school year ~~scores~~ may

251 participate in the additional hour of instruction ~~on an optional~~
 252 ~~basis~~. Exceptional student education centers may not be included
 253 in the 300 schools. The intensive reading instruction delivered
 254 in this additional hour ~~and for other students~~ shall include:
 255 research-based reading instruction that has been proven to
 256 accelerate progress of students exhibiting a reading deficiency;
 257 differentiated instruction based on screening, diagnostic,
 258 progress monitoring, or student assessment data to meet
 259 students' specific reading needs; explicit and systematic
 260 reading strategies to develop phonemic awareness, phonics,
 261 fluency, vocabulary, and comprehension, with more extensive
 262 opportunities for guided practice, error correction, and
 263 feedback; and the integration of social studies, science, and
 264 mathematics-text reading, text discussion, and writing in
 265 response to reading.

266 (c) Except as required in paragraph (a), the school
 267 district shall use the research-based reading instruction
 268 allocation ~~Funds allocated under this subsection must be used to~~
 269 provide a system of comprehensive reading instruction to
 270 students enrolled in the K-12 programs, which may include the
 271 following:

- 272 1. ~~The provision of~~ An additional hour per day of
 273 intensive reading instruction to students in the 300 lowest-
 274 performing elementary schools by teachers and reading
 275 specialists who have demonstrated effectiveness in teaching

276 reading.

277 2. Kindergarten through grade 5 reading intervention
 278 teachers to provide intensive intervention during the school day
 279 and in the required extra hour for students identified as having
 280 a reading deficiency.

281 3. ~~The provision of~~ Highly qualified reading coaches to
 282 specifically support teachers in making instructional decisions
 283 based on student data, and improve teacher delivery of effective
 284 reading instruction, intervention, and reading in the content
 285 areas based on student need.

286 4. Professional development for school district teachers
 287 in scientifically based reading instruction, including
 288 strategies to teach reading in content areas and with an
 289 emphasis on technical and informational text, to help school
 290 district teachers earn a certification or an endorsement in
 291 reading.

292 5. ~~The provision of~~ Summer reading camps, using only
 293 teachers or other district personnel who are certified or
 294 endorsed in reading consistent with s. 1008.25(7)(b)3., for all
 295 students in kindergarten through grade 2 who demonstrate a
 296 reading deficiency as determined by district and state
 297 assessments, and students in grades 3 through 5 who score at
 298 Level 1 on the statewide, standardized reading assessment or,
 299 upon implementation, the English Language Arts assessment.

300 6. ~~The provision of~~ Supplemental instructional materials

301 that are grounded in scientifically based reading research.

302 7. ~~The provision of~~ Intensive interventions for students
 303 in kindergarten through grade 12 who have been identified as
 304 having a reading deficiency or who are reading below grade level
 305 as determined by the statewide, standardized assessment.

306 (d)1. Each school district that has a school that earns a
 307 grade of "D" or "F" pursuant to s. 1008.34 shall annually, by a
 308 date determined by the Department of Education but before May 1,
 309 ~~school districts shall~~ submit a K-12 comprehensive reading plan
 310 for the specific use of the research-based reading instruction
 311 allocation in the format prescribed by the department for review
 312 and approval by the department as part of the monitoring,
 313 intervention, and support strategies required under s. 1008.33
 314 ~~Just Read, Florida! Office created pursuant to s. 1001.215. The~~
 315 ~~plan annually submitted by school districts shall be deemed~~
 316 ~~approved unless the department rejects the plan on or before~~
 317 ~~June 1. If a school district and the Just Read, Florida! Office~~
 318 ~~cannot reach agreement on the contents of the plan, the school~~
 319 ~~district may appeal to the State Board of Education for~~
 320 ~~resolution.~~ School districts shall be allowed reasonable
 321 flexibility in designing their plans and shall be encouraged to
 322 offer reading intervention through innovative methods, including
 323 career academies. The plan format shall be developed with input
 324 from school district personnel, including teachers and
 325 principals, and shall allow courses in core, career, and

326 alternative programs that deliver intensive reading remediation
 327 through integrated curricula, provided that the teacher is
 328 deemed highly qualified to teach reading or working toward that
 329 status. ~~No later than July 1 annually, the department shall~~
 330 ~~release the school district's allocation of appropriated funds~~
 331 ~~to those districts having approved plans. A school district that~~
 332 ~~spends 100 percent of this allocation on its approved plan shall~~
 333 ~~be deemed to have been in compliance with the plan. The~~
 334 ~~department may withhold funds upon a determination that reading~~
 335 ~~instruction allocation funds are not being used to implement the~~
 336 ~~approved plan. The department shall monitor and track the~~
 337 ~~implementation of each district plan, including conducting site~~
 338 ~~visits and collecting specific data on expenditures and reading~~
 339 ~~improvement results. By February 1 of each year, the department~~
 340 ~~shall report its findings to the Legislature.~~

341 2. Each school district that has a school designated as
 342 one of the 300 lowest-performing elementary schools as specified
 343 in paragraph (a) shall specifically delineate in the
 344 comprehensive reading plan, or in an addendum to the
 345 comprehensive reading plan, the implementation design and
 346 reading intervention strategies that will be used for the
 347 required additional hour of reading instruction. The term
 348 "reading intervention" may include strategies identified by the
 349 Just Read, Florida! Office pursuant to s. 1001.215(6) and may
 350 include ~~includes evidence based strategies frequently used to~~

351 ~~remediate reading deficiencies and also includes~~ individual
 352 instruction, tutoring, mentoring, or the use of technology that
 353 targets specific reading skills and abilities.

354 Section 4. Section 1011.6202, Florida Statutes, is amended
 355 to read:

356 1011.6202 Principal Autonomy ~~Pilot~~ Program Initiative.—The
 357 Principal Autonomy ~~Pilot~~ Program Initiative is created within
 358 the Department of Education. The purpose of the ~~pilot~~ program is
 359 to provide a ~~the~~ highly effective principal of a participating
 360 school with increased autonomy and authority to operate his or
 361 her school in a way that produces significant improvements in
 362 student achievement and school management while complying with
 363 constitutional requirements. The State Board of Education may,
 364 upon approval of a principal autonomy proposal, enter into a
 365 performance contract with the ~~up to seven~~ district school board
 366 ~~boards~~ for participation in the ~~pilot~~ program.

367 (1) PARTICIPATING SCHOOL DISTRICTS.—Beginning with the
 368 2018-2019 school year, contingent upon available funds, and on a
 369 first-come, first-served basis, ~~The~~ district school board
 370 ~~boards in Broward, Duval, Jefferson, Madison, Palm Beach,~~
 371 ~~Pinellas, and Seminole Counties~~ may submit no later than
 372 December 1 to the state board for approval a principal autonomy
 373 proposal that exchanges statutory and rule exemptions for an
 374 agreement to meet performance goals established in the proposal.
 375 If approved by the state board, the ~~each of these~~ school

376 district is ~~districts shall be~~ eligible to participate in the
 377 ~~pilot~~ program for 3 years. ~~At the end of the 3 years, the~~
 378 ~~performance of all participating schools in the school district~~
 379 ~~shall be evaluated.~~

380 (2) PRINCIPAL AUTONOMY PROPOSAL.-

381 (a) To participate in the ~~pilot~~ program, a school district
 382 must:

383 1. Identify three schools that received at least two
 384 school grades of "D" or "F" pursuant to s. 1008.34 during the
 385 previous 3 school years.

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

390 3. Describe the current financial and administrative
 391 management of each participating school; identify the areas in
 392 which each school principal will have increased fiscal and
 393 administrative autonomy, including the authority and
 394 responsibilities provided in s. 1012.28(8); and identify the
 395 areas in which each participating school will continue to follow
 396 district school board fiscal and administrative policies.

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

400 5. Establish performance goals for student achievement, as

401 defined in s. 1008.34(1), and explain how the increased autonomy
 402 of principals will help participating schools improve student
 403 achievement and school management.

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

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

409 (c) A district school board must submit its principal
 410 autonomy proposal to the state board for approval by December 1
 411 in order to begin participation in the subsequent school year.
 412 By February 28 of the school year in which the proposal is
 413 submitted, the state board shall notify the district school
 414 board in writing whether the proposal is approved.

415 (3) EXEMPTION FROM LAWS.—

416 (a) With the exception of those laws listed in paragraph
 417 (b), a participating school is exempt from the provisions of
 418 chapters 1000-1013 and rules of the state board that implement
 419 those exempt provisions.

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

423 1. Those laws relating to the election and compensation of
 424 district school board members, the election or appointment and
 425 compensation of district school superintendents, public meetings

426 and public records requirements, financial disclosure, and
 427 conflicts of interest.

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

430 3. Those laws relating to the provision of services to
 431 students with disabilities.

432 4. Those laws relating to civil rights, including s.
 433 1000.05, relating to discrimination.

434 5. Those laws relating to student health, safety, and
 435 welfare.

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

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

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

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

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

449 11. Section 1012.34, relating to personnel evaluation
 450 procedures and criteria.

451 12. Those laws pertaining to educational facilities,
 452 including chapter 1013, except that s. 1013.20, relating to
 453 covered walkways for relocatables, and s. 1013.21, relating to
 454 the use of relocatable facilities exceeding 20 years of age, are
 455 eligible for exemption.

456 13. Those laws pertaining to participating school
 457 districts, including this section and ss. 1011.69(2) and
 458 1012.28(8).

459 (c) A school shall remain exempt, as provided in this
 460 subsection, beyond the term of the program so long as the school
 461 receives no grade lower than a "B".

462 (4) PROFESSIONAL DEVELOPMENT.—Each participating school
 463 district shall require that the principal of each participating
 464 school and a designated leadership team selected by the
 465 principal of the participating school,~~a three member leadership~~
 466 ~~team from each participating school, and district personnel~~
 467 ~~working with each participating school~~ complete a nationally
 468 recognized school turnaround program which focuses on improving
 469 leadership, instructional infrastructure, talent management, and
 470 differentiated support and accountability. The required
 471 personnel must enroll in the nationally recognized school
 472 turnaround program upon acceptance into the ~~pilot~~ program. ~~Each~~
 473 ~~participating school district shall receive \$100,000 from the~~
 474 ~~department for participation in the nationally recognized school~~
 475 ~~turnaround program.~~

476 (5) TERM OF PARTICIPATION.—The state board shall authorize
 477 a school district to participate in the ~~pilot~~ program for a
 478 period of 3 years commencing with approval of the principal
 479 autonomy proposal. ~~Authorization to participate in the pilot~~
 480 ~~program may be renewed upon action of the state board.~~ The state
 481 board may revoke authorization to participate in the ~~pilot~~
 482 program if the school district fails to meet the requirements of
 483 this section during the 3-year period.

484 ~~(6) REPORTING.—Each participating school district shall~~
 485 ~~submit an annual report to the state board. The state board~~
 486 ~~shall annually report on the implementation of the Principal~~
 487 ~~Autonomy Pilot Program Initiative. Upon completion of the pilot~~
 488 ~~program's first 3-year term, the Commissioner of Education shall~~
 489 ~~submit to the President of the Senate and the Speaker of the~~
 490 ~~House of Representatives by December 1 a full evaluation of the~~
 491 ~~effectiveness of the pilot program.~~

492 (6)(7) FUNDING.— Subject to an annual appropriation, ~~The~~
 493 ~~Legislature shall provide an appropriation to the department~~
 494 shall fund for the costs of the ~~pilot~~ program, including the
 495 administrative ~~costs~~ and enrollment costs for the nationally
 496 recognized school turnaround program required in subsection (4),
 497 and an ~~additional~~ amount not to exceed of \$10,000 for each
 498 participating principal in each participating district as an
 499 annual salary supplement, ~~a fund for the principal's school to~~
 500 ~~be used at the principal's discretion, or both, as determined by~~

501 ~~the district~~. To be eligible for a salary supplement under this
 502 subsection, a participating principal must:

503 (a) Be rated "highly effective" as determined by the
 504 principal's performance evaluation under s. 1012.34;

505 (b) Be transferred to a school that earned a grade of "F"
 506 or two ~~three~~ consecutive grades of "D" pursuant to s. 1008.34
 507 and provided additional authority and responsibilities pursuant
 508 to s. 1012.28(8); and

509 (c) Have implemented a turnaround option under s. 1008.33
 510 ~~s. 1008.33(4)~~ at a school as the school's principal. The
 511 turnaround option must have resulted in the school improving by
 512 at least one letter grade while he or she was serving as the
 513 school's principal.

514 ~~(7)(9)~~ RULEMAKING.—The State Board of Education shall
 515 adopt rules to administer this section.

516 Section 5. Subsection (2) of section 1011.67, Florida
 517 Statutes, is amended to read:

518 1011.67 Funds for instructional materials.—

519 (2) Annually by July 1 and before the release of
 520 instructional materials funds, each district school
 521 superintendent shall certify to the Commissioner of Education
 522 that the district school board has approved a comprehensive
 523 staff development plan that supports fidelity of implementation
 524 of instructional materials programs, including verification that
 525 training was provided ; that the materials are being implemented

526 as designed; and, beginning July 1, 2021, for core reading
 527 materials and reading intervention materials used in
 528 kindergarten through grade 5, that the materials meet the
 529 requirements of s. 1001.215(6) ~~s. 1001.215(7)~~. This subsection
 530 does not preclude school districts from purchasing or using
 531 other materials to supplement reading instruction and provide
 532 additional skills practice.

533 Section 6. Subsection (2) of section 1011.69, Florida
 534 Statutes, is amended to read:

535 1011.69 Equity in School-Level Funding Act.—

536 (2) Beginning in the 2003-2004 fiscal year, district
 537 school boards shall allocate to schools within the district an
 538 average of 90 percent of the funds generated by all schools and
 539 guarantee that each school receives at least 80 percent, except
 540 schools participating in the Principal Autonomy ~~Pilot~~ Program
 541 Initiative under s. 1011.6202 are guaranteed to receive at least
 542 90 percent, of the funds generated by that school based upon the
 543 Florida Education Finance Program as provided in s. 1011.62 and
 544 the General Appropriations Act, including gross state and local
 545 funds, discretionary lottery funds, and funds from the school
 546 district's current operating discretionary millage levy. Total
 547 funding for each school shall be recalculated during the year to
 548 reflect the revised calculations under the Florida Education
 549 Finance Program by the state and the actual weighted full-time
 550 equivalent students reported by the school during the full-time

551 equivalent student survey periods designated by the Commissioner
 552 of Education. If the district school board is providing programs
 553 or services to students funded by federal funds, any eligible
 554 students enrolled in the schools in the district shall be
 555 provided federal funds.

556 Section 7. Subsection (8) of section 1012.28, Florida
 557 Statutes, is amended to read:

558 1012.28 Public school personnel; duties of school
 559 principals.-

560 (8) The principal of a school participating in the
 561 Principal Autonomy ~~Pilot~~ Program Initiative under s. 1011.6202
 562 has the following additional authority and responsibilities:

563 (a) In addition to the authority provided in subsection
 564 (6), the authority to select qualified instructional personnel
 565 for placement or to refuse to accept the placement or transfer
 566 of instructional personnel by the district school
 567 superintendent. Placement of instructional personnel at a
 568 participating school in a participating school district does not
 569 affect the employee's status as a school district employee.

570 (b) The authority to deploy financial resources to school
 571 programs at the principal's discretion to help improve student
 572 achievement, as defined in s. 1008.34(1), and meet performance
 573 goals identified in the principal autonomy proposal submitted
 574 pursuant to s. 1011.6202.

575 (c) To annually provide to the district school

576 superintendent and the district school board a budget for the
 577 operation of the participating school that identifies how funds
 578 provided pursuant to s. 1011.69(2) are allocated. ~~The school~~
 579 ~~district shall include the budget in the annual report provided~~
 580 ~~to the State Board of Education pursuant to s. 1011.6202(6).~~

581 Section 8. Paragraphs (a) and (e) of subsection (3) of
 582 section 1013.62, Florida Statutes, are amended to read:

583 1013.62 Charter schools capital outlay funding.—

584 (3) If the school board levies the discretionary millage
 585 authorized in s. 1011.71(2), the department shall use the
 586 following calculation methodology to determine the amount of
 587 revenue that a school district must distribute to each eligible
 588 charter school:

589 (a) Reduce the total discretionary millage revenue by the
 590 school district's ~~annual~~ debt service obligation incurred as of
 591 March 1, 2017, which has not been subsequently retired, and any
 592 amount of participation requirement pursuant to s.
 593 1013.64(2)(a)8. that is being satisfied by revenues raised by
 594 the discretionary millage. By October 1 of each year, each
 595 school district shall certify to the department the amount of
 596 debt service and participation requirement that complies with
 597 the requirement of this paragraph and can be reduced from the
 598 total discretionary millage revenue. The Auditor General shall
 599 verify compliance with this requirement during scheduled
 600 operational audits of school districts.

601 (e) School districts shall distribute capital outlay funds
602 to charter schools no later than February 1 of each year,
603 ~~beginning on February 1, 2018, for the 2017-2018 fiscal year.~~
604 Section 9. This act shall take effect July 1, 2018.