



## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. DOES THE BILL:

- |                                      |   |                             |   |
|--------------------------------------|---|-----------------------------|---|
| 1. Reduce government?                | Yes <input type="checkbox"/>            | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 2. Lower taxes?                      | Yes <input type="checkbox"/>            | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. Expand individual freedom?        | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/>            |
| 4. Increase personal responsibility? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/>            |
| 5. Empower families?                 | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/>            |

For any principle that received a “no” above, please explain:

#### B. EFFECT OF PROPOSED CHANGES:

Section 1003.43, F.S., prescribes the requirements for high school graduation. Under current law, beginning in the 2002-2003 school year, students must pass the grade 10 FCAT in order to receive a standard high school diploma. The FCAT is currently the only approved statewide assessment tool for measuring student performance. The inability to successfully pass the grade 10 FCAT may diminish a student’s ability to seek a postsecondary education or a meaningful career opportunity.

Section 1008.22, F.S., governs the statewide student assessment system for public schools. The bill amends the provision of law that requires students to earn a passing score on the grade 10 FCAT in order to provide that students may be eligible to receive a standard high school diploma upon passing an alternate assessment. The bill directs the Commissioner of the Department of Education to determine the comparable validity of other available standardized tests for purposes of identifying alternate assessments to the FCAT. Such standardized tests may include the SAT, ACT, College Placement Test, and tests used for entry into the military. To the extent that other standardized tests are determined to be valid and reliable measures of student achievement, the bill authorizes the use of the results of such tests to satisfy the assessment requirement for issuance of a standard high school diploma beginning in the 2002-2003 school year. The bill authorizes the State Board of Education to establish in rule the scores from the other comparably valid standardized tests that equate to the FCAT passing rate for purposes of high school graduation. Students who attain scores that equate to the requisite FCAT passing rate on an approved test shall satisfy the assessment requirement for a standard high school diploma.

The bill creates s. 1003.433, F.S., to provide a variety of learning opportunities for ESOL students, transfer students from other states and countries, and other students who may require additional instruction. The bill requires that students who have met all graduation requirements except for passage of the grade 10 FCAT or an alternate assessment be provided an opportunity to:

- Take the grade 10 FCAT an unlimited number of times.
- Participate in an accelerated GED preparation program during the summer.
- Take the College Placement Test and be admitted to remedial or credit courses at a state community college.
- Participate in an adult general education program until the student has mastered English, reading, mathematics, or other required subjects.

The bill also provides that students who transfer to a Florida school from another state or foreign country during the 11th or 12th grade and who satisfy all graduation requirements from their transferring state or country do not have to spend additional time in a Florida public school in order to meet Florida high school requirements. The bill allows students who have been enrolled in ESOL program for less than two years and have satisfied all of the requirements for high school graduation except passing the grade 10 FCAT or an alternate assessment to receive immersion English language instruction. Students who receive such instruction are eligible to take the grade 10 FCAT or an alternate assessment and are eligible to receive a standard high school diploma upon passing such test.

C. SECTION DIRECTORY:

**Section 1.** Creates s. 1003.433, F.S., to provide learning opportunities for certain students to meet high school graduation requirements; provide requirements for certain transfer students; and authorize alternate assessment; provide rule making authority.

**Section 2.** Amends s. 1008.22, F.S., which relates to public school student assessment, to conform to new s. 1003.433, F.S.; provides for use of comparably valid alternate assessment by use of other available standardized tests.

**Section 3.** Provides for construction of the act in pari material with laws enacted during the 2003 Regular Session or the 2003 Special Session A of the Legislature.

**Section 4.** Provides that the bill takes effect upon becoming law.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

Please refer to "Fiscal Comments" below.

2. Expenditures:

Please refer to "Fiscal Comments" below.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on local government expenditures.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

This bill does not appear to have a direct economic impact on the private sector.

D. FISCAL COMMENTS:

The bill has an indeterminate fiscal impact, to the extent that it results in any of the following:

- *Increased self-sufficiency.* The receipt of a high school diploma and access to postsecondary educational and meaningful career opportunities could result in significant socioeconomic gains for those who otherwise might be less likely to pursue postsecondary education or might have to accept lower paying positions in the job market.
- *Increase in demand for programs.* Students who have not passed the grade 10 FCAT must be provided certain learning opportunities. While these programs already exist, an increase in the number of students seeking these opportunities could result in a need for increased funding.
- *A reduction in the dropout rate.* There could be increased costs associated with students who remain in school to graduate rather than dropping out in frustration over failing the FCAT.
- *A decrease in the length of time spent in high school.* Currently, students who have not received a high school diploma may remain enrolled until reaching their 22nd birthdays. To the extent that the bill reduces the number of students who remain in high school until their 22nd birthdays, the bill may result in reduced expenditures on behalf of such students.
- *An increase in students who are able to seek a postsecondary education.* Students who are admitted to community colleges with a certificate of completion, and pass the College Placement Test, will be able to enroll in credit courses. While these students will not have a standard high school diploma, this increased access to postsecondary education may help students become self-sufficient and productive members of society. However, students graduating in the 2002-2003 school year are the first class to be required to pass the grade 10 FCAT in order to obtain a standard high school diploma. Absent the provisions of the bill, there could be a decrease in the number of students who seek access to postsecondary education. Thus, the bill may ultimately result in a neutral fiscal impact associated with students seeking postsecondary education.

### III. COMMENTS

#### A. CONSTITUTIONAL ISSUES:

##### 1. Applicability of Municipality/County Mandates Provision:

Not applicable. This bill does not affect any municipal or county government.

##### 2. Other:

None.

#### B. RULE-MAKING AUTHORITY:

This bill provides the State Board of Education with rulemaking authority to implement the provisions of section 1 of the bill.

#### C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

### IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

None.

