

HOUSE MESSAGE SUMMARY

[s0364.hms.doc]

BILL: CS/SB 364, 1st Eng.
SPONSOR: Education Committee and Senators Constantine, Lynn, Dockery and Crist
SUBJECT: Accelerated High School Graduation
PREPARED BY: Senate Committee on Education
DATE: April 30, 2004

I. Amendments Contained in Message:

House Amendment 1 – 510371 (body with title)

II. Summary of Amendments Contained in Message:

House Amendment 1 revises provisions regarding the accelerated high school graduation programs authorized under s. 1003.429, F.S. It adds new course, grade and testing requirements for the 3-year college and career preparatory programs, including a requirement that students in the programs earn a 3.0 grade point average; it contains notice and consent requirements for students and parents; it permits students already in the programs to continue with existing statutory requirements intact; it requires students to select an accelerated program before the end of 9th grade, with certain exceptions; it adds a reference to FCAT concordance scores in connection with existing statutory requirements; and it provides circumstances under which students will default to the 4-year standard high school graduation program.

This amendment also amends s. 1003.43, F.S., to add a reference to FCAT concordance scores in connection with existing statutory FCAT requirements for standard 4-year high school graduation.

The amendment revises s. 1008.22, F.S., to provide for the use of concordant scores on the ACT and SAT exams in connection with FCAT testing requirements for high school graduation. Extension of the concordance scores will apply only to the 2003-2004 school year. Students (except for students new to Florida public schools) will be required to take the grade 10 FCAT at least 3 times without earning a passing score in order to make use of the concordance scores.

The amendment revises s. 1013.735, F.S., to revise the factors for determining allocations under the Classrooms for Kids Program and clarify that K-12 capital outlay only is applicable with respect to these allocations.

The amendment also adds remedial provisions regarding K-3 reading deficiencies to the bill. It requires all elementary schools to regularly assess the reading ability of each K-3 student, provides several new parental notification requirements, and establishes systems to enhance K-3 student progression. It requires the implementation – primarily by school districts – of a number of new programs to help remedy reading deficiencies in students who have been retained or are in danger of being retained due to mandatory retention provisions of state law. Implementation

of these requirements will require the reallocation of existing resources by school districts. Implementation of the bill may result in significant additional costs for those districts that are not already providing specific services required by the bill.