

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

This bill does not appear to implicate any of the House Principles

B. EFFECT OF PROPOSED CHANGES:

Current law requires proficiency in reading, writing, science and mathematics for a student to progress from one grade to another. Requirements for a standard Florida high school diploma (s. 1003.43(1), F.S.) include one credit in American history, one credit in world history, one-half credit in economics, and one-half credit in American government.

House bill 445 adds social studies to the subjects that determine students' promotion to the next grade. District school boards must set performance levels in social studies and provide for local assessments of these standards. Students whose performance falls below the standards must receive remediation or be retained. Additional diagnostic assessments in social studies must be provided to determine areas of weakness. Parents must receive annual reports of student progress in social studies.

The bill also requires the Department of Education in partnership with the Department of Juvenile Justice, district school boards, and providers to include assessment data in science and social studies as part of the required content of commitment records and academic improvement plans for youth in juvenile justice education programs.

C. SECTION DIRECTORY:

Section 1. Amends s. 1008.25, F.S., to add social studies.

Section 2. Amends s. 1003.51, F.S., to add science and social studies.

Section 3. Amends s. 1003.52, F.S., to add science and social studies.

Section 4. Unnumbered; specifies that the bill does not require a change in the statewide assessment program.

Section 5. Provides an effective date of July 1, 2005

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

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

2. Expenditures:

See fiscal comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

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

2. Expenditures:

See fiscal comments.

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 fiscal impact of the bill is indeterminate. While the bill does not require the statewide assessment program (FCAT) to include social studies, there would be costs associated with local assessments, diagnostic instruments and provision of remedial instruction. In addition, there is a state cost associated with student retention. The average cost per FTE in fiscal year 2004-2005 is \$5757. If large numbers of students were retained due to social studies performance, the fiscal impact of the bill could be substantial.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

This bill does not require a city or county to spend funds or take any action requiring the expenditure of funds.

2. Other:

B. RULE-MAKING AUTHORITY:

C. DRAFTING ISSUES OR OTHER COMMENTS:

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES