

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 445 Public School Student Progression
SPONSOR(S): Henriquez and others
TIED BILLS: **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) PreK-12 Committee		Howlette	Mizereck
2) Choice & Innovation Committee			
3) Education Appropriations Committee			
4) Education Council			
5) _____			

SUMMARY ANALYSIS

Current law requires proficiency in reading, writing, science and mathematics for a student to progress from one grade to another. House Bill 445 adds social studies to the subjects that determine students' promotion to the next grade, and adds science and social studies to required records and academic improvement plans for youth in juvenile justice education programs. The bill does not require a change in the subject areas measured by the statewide assessment program.

The bill takes effect on July 1, 2005.

The bill may result in a fiscal impact on state and local government expenditures.

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.¹ Requirements for a standard Florida high school diploma include one credit in American history, one credit in world history, one-half credit in economics, and one-half credit in American government.² Law governing the educational programs of students in Department of Juvenile Justice (DJJ) programs requires educational records of performance on assessments and academic improvement plans to address student performance in reading, writing, and mathematics.³

House Bill 445 adds social studies to the subjects that determine students' promotion to the next grade. Districts must set standards for each subject, including levels of proficiency on statewide assessments where available. Students whose performance falls below the standards in subjects that determine promotion must be provided with additional diagnostic assessments to determine areas of weakness and must receive remediation or be retained. The bill requires that annual reports of student progress sent to parents must address student performance in social studies in addition to reading, writing, science and mathematics.

Because statewide assessments in social studies are not available, the Department of Education (DOE) analysis is that school districts will likely rely on grades in social studies courses to implement the law. The ability to monitor student progress in social studies via grade information is already available to districts, without requiring the establishment of proficiency levels. Because all the subjects currently covered in the progression plan are assessed as part of the FCAT, DOE estimates that adding social studies to the student progression requirement is likely to be a precursor for requests to develop an FCAT for social studies.⁴ The bill does not require a change in the subject areas measured by the statewide assessment program. However, it does require diagnostic assessments for students not meeting the standards established by the district.

Although districts may choose to offer remediation or to retain students who fail to meet the standards established in the student progression plan, including in social studies, the bill may result in a greater number of retentions if districts choose to retain students who fail to meet social studies standards.

The bill also requires the DOE, in partnership with DJJ, 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 to public school student progression requirements.

Section 2. Amends s. 1003.51, F.S., to add science and social studies to the required assessment data included in student commitment records.

¹ Section 1008.25, F.S.

² Section 1008.43(1), F.S.

³ Sections 1003.51(3) and 1003.52(7), F.S.

⁴ Florida Department of Education, Legislative Bill Analysis, HB 445, February 18, 2005, at 3.

Section 3. Amends s. 1003.52, F.S., to add science and social studies to the subjects that must be covered in the academic improvement plan required for students in Department of Juvenile Justice programs.

Section 4. Creates an unnumbered section of law to specify that the act 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:

Please 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:

Please 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 could be costs associated with local assessments, diagnostic instruments and the provision of remedial instruction. The Department of Education estimates that existing district resources would be sufficient to include social studies in the district assessment program.⁵

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.

⁵ *Id.*, at 3.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

The effective date of the bill should be amended to allow sufficient time for districts to revise and implement pupil progression policies.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES