

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Education Pre-K - 12 Committee

BILL: SB 338
 INTRODUCER: Senator Detert
 SUBJECT: Student Participation in Fine Arts Courses
 DATE: February 2, 2012 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Carrouth	deMarsh-Mathues	ED	Pre-meeting
2.	_____	_____	BC	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

I. Summary:

The bill would amend the school grading formula to add the participation of students enrolled in fine arts courses to the list of non-FCAT (Florida Comprehensive Assessment Test) and end-of-course assessment (EOC) factors used to calculate K-12 school grades.

This bill substantially amends section 1008.34 of the Florida Statutes.

II. Present Situation:

School Grading System

Section 1008.34, F.S., establishes the requirements for Florida’s school grading system. Designation of school grades is based on the following:

- Student achievement scores, including achievement on all FCAT assessments,¹ EOC assessments,² and achievement scores for students seeking a special diploma.
- Student learning gains in reading and mathematics as measured by FCAT and EOC assessments.³ Learning gains for students seeking a special diploma, as measured by an alternate assessment tool, must be included not later than the 2009-2010 school year.
- Improvement of the lowest 25th percentile of students in the school in reading and mathematics on the FCAT or EOC assessments,⁴ unless these students are exhibiting satisfactory performance.

¹ s. 1008.22(3)(c)1., F.S.

² s.1008.22(3)(c)2.a., F.S.

³ ss. 1008.22(3)(c)1. and 2.a., F.S.

Additional Factors Included in Middle School Grades

Beginning with the 2011-2012 school year, middle school grades include the performance and participation of students enrolled in high school level courses with EOC assessments.⁵

Performance and participation must be weighted equally. As valid data becomes available, the school grades must include the student's attainment of national industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education (SBE).

Additional Factors Included in High School Grades

In addition to student achievement on the FCAT and EOC assessments, student learning gains in reading and mathematics, and improvement of the school's lowest quartile of students in reading and mathematics, and beginning with the 2009-2010 school year, 50 percent of a high school grades are based on the following factors:

- The high school graduation rate of the school;
- As valid data becomes available, the performance and participation of the school's students in College Board Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual enrollment courses, and Advanced International Certificate of Education (AICE) courses; and the students' achievement of national industry certification identified in the Industry Certification Funding List, pursuant to SBE rules;
- Postsecondary readiness of the school's students as measured by the SAT, ACT, or the common placement test;
- The high school graduation rate of at-risk students who scored at Level 2 or lower on the grade eight FCAT reading and mathematics examinations;
- As valid data becomes available, the performance of the school's students on statewide standardized EOC assessments;⁶ and
- The growth or decline in the components listed above from year to year.

In addition, high school grades shall also be based on the following data as the Department of Education (DOE) determines such data are valid and available:

- The high school graduation rate of the school as calculated by the DOE;
- The participation rate of all eligible students enrolled in the school and enrolled in AP courses; IB courses; dual enrollment courses; AICE courses; and courses or sequences of courses leading to national industry certification identified in the Industry Certification Funding List, pursuant to SBE rules;
- The aggregate scores of all eligible students enrolled in the school in AP courses, IB courses, and AICE courses;
- Earning of college credit by all eligible students enrolled in the school in dual enrollment programs;⁷

⁴ s. 1008.22(3)(c)2.a., F.S.

⁵ s. *Id.*

⁶ s. 1008.22(3)(c)2.c. and d., F.S.

⁷ s. 1007.271, F.S.

- Earning of a national industry certification identified in the Industry Certification Funding List, pursuant to SBE rules;
- The aggregate scores of all eligible students enrolled in the school in reading, mathematics, and other subjects as measured by the SAT, the ACT, and the common placement test for postsecondary readiness;
- The high school graduation rate of all eligible at-risk students enrolled in the school who scored at Level 2 or lower on the grade eight FCAT reading and mathematics examinations;
- The performance of the school's students on statewide standardized EOC assessments;⁸ and
- The growth or decline in the data components listed above from year to year.

III. Effect of Proposed Changes:

Under the bill, school grades for all K-12 schools would be based, in part, on participation and enrollment of students in fine arts courses. This provision differs significantly from current factors used in the calculation of school grades. High performing student achievement and learning growth would not be required. Instead, the bill requires only that students enroll in fine arts courses and participate. Additionally, the bill does not clarify how these provisions would be calculated for K-5 schools, as elementary students are not enrolled in individual courses.

The bill would require that the DOE revise rules and formulas associated with school grading policies.

Potentially, school grades would be artificially inflated, irrespective of student achievement or growth. As a result, schools eligible for the Florida School Recognition Program⁹ would increase. The following schools are currently eligible for school recognition bonus funding:¹⁰

- Schools that sustain high performance by receiving a school grade of "A":
- Schools that demonstrate exemplary improvement due to innovation and effort by improving at least one letter grade;
- Schools that improve more than one letter grade and sustain the improvement the following school year; or
- Schools designated as alternative schools that receive a school improvement rating of "Improving" or improve at least one level.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

⁸ s. 1008.22(3)(c)2.c. and d., F.S.

⁹ Section 1008.36, F.S., authorizes the Florida School Recognition Program to award bonus funding to schools based on student achievement and improvement from the preceding school year.

¹⁰ See <http://www.fldoe.org/faq/default.asp?ALL=Y&Dept=177&ID=613>.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

It is estimated that the bill would result in an increased number of schools eligible for the Florida School Recognition Program.¹¹ The estimated fiscal impact is indeterminate.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

¹¹ In 2011, each recognized school received \$70 per full-time equivalent (FTE) student. *See* http://www.fldoe.org/news/2011/2011_06_30.asp.