

HOUSE OF REPRESENTATIVES FINAL BILL ANALYSIS

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|----------------------------|------------------------------|----------------------------------|--------------|------------|
| BILL #: | HB 781 | FINAL HOUSE FLOOR ACTION: | | |
| SUBJECT/SHORT TITLE | Designation of School Grades | 116 | Y's 0 | N's |
| SPONSOR(S): | Porter | GOVERNOR'S ACTION: | Approved | |
| COMPANION BILLS: | SB 1222 | | | |

SUMMARY ANALYSIS

HB 781 passed the House on April 5, 2017, and subsequently passed the Senate on May 5, 2017.

The bill revises the definition of school feeder pattern for purposes of receiving a school grade by reducing the number of students required to establish a school feeder pattern from 60 percent to a majority. Elementary, middle and high schools each share a basic model for determining school grades, based on the percentage of total points earned by a school for each component in the grading model. However, a school that serves any combination of K-3 students does not receive a school grade because its students are not tested and included in the school grading system. Consequently, a K-3 school receives the school grade of the school where 60 percent of the K-3 students are assigned. By revising the definition, schools that serve a combination of K-3 students will be eligible for school recognition awards based on the school grade of the school where a majority of its students are assigned.

There is no fiscal impact to state government.

The bill was approved by the Governor on June 26, 2017, ch. 2017-171, L.O.F., and will become effective on July 1, 2017.

I. SUBSTANTIVE INFORMATION

A. EFFECT OF CHANGES:

Present Situation

School grades are used to explain a school's performance in a familiar, easy-to-understand manner for parents and the public.¹ School grades are also used to determine whether a school must select or implement a turnaround option² or whether a school is eligible for school recognition funds as appropriated by the Legislature.³

The annual reports must identify schools as having one of the following grades:

- “A,” for schools making excellent progress – 62% or higher of total points.
- “B,” for schools making above average progress – 54% to 61% of total points.
- “C,” for schools making satisfactory progress – 41% to 53% of total points.
- “D,” for schools making less than satisfactory progress – 32% to 40% of total points.
- “F,” for schools failing to make adequate progress – 31% or less of total points.⁴

Elementary schools, middle schools, and high schools each share a basic model for determining school grades, based on the percentage of total points earned by a school for each component in the model. Middle and high school models include additional components beyond the basic model.⁵ Combination school models include the additional components for the grades served (e.g., a school serving grades K through 12 would include the additional components for the middle and high school models).

| School Grades Models | | | | | | | |
|--|--|--------------------------|-----------------------------------|--|--------------------------------|--|---|
| Basic/Elementary (700 Points) | | | Middle School (Basic +200 Points) | | High School (Basic+300 Points) | | |
| English Language Arts | Mathematics | Science | Civics EOC Assessment | Acceleration Success | U.S. History EOC Assessment | Graduation Rate | Acceleration Success |
| Achievement (0% to 100%) | Achievement (0% to 100%) | Achievement (0% to 100%) | Achievement (0% to 100%) | Percentage of students who pass high school EOC assessments & industry certifications (0% to 100%) | Achievement (0% to 100%) | Overall, 4-year graduation rate (0% to 100%) | Percent of students eligible to earn college credit through AP, IB, AICE, dual enrollment, or earn industry certification (0% to 100%) ⁶ |
| Learning Gains (0% to 100%) | Learning Gains (0% to 100%) | | | | | | |
| Learning Gains of Low 25% (0% to 100%) | Learning Gains of Low 25% (0% to 100%) | | | | | | |

A school's grade must include only those components for which at least 10 students have complete data. If a school does not meet the 10-student threshold for a component, it will receive a school grade based only on the remaining components.⁷

¹ Section 1008.34(1), F.S. If there are fewer than 10 eligible students with data for a component, the component is not included in the calculation. Section 1008.34(3)(a), F.S.

² See s. 1008.33(4), F.S.

³ See s. 1008.26, F.S.

⁴ Section 1008.34(2), F.S.; rule 6A-1.09981(4)(d), F.A.C.

⁵ See s. 1008.34(3)(b), F.S.; rule 6A-1.09981(4)(a)-(c), F.A.C.

⁶ Other assessments used to measure college readiness, such as the Postsecondary Education Readiness Test and the College Level Examination Program, are not included in the Acceleration Success component of the school grading formula.

⁷ See s. 1008.34(3)(a), F.S.

A school that serves any combination of K-3 students, that does not receive a school grade as a result of its students not being tested and included in the school grading system, receives the school grade of a K-3 feeder pattern school determined by the Department of Education and verified by the district. A school feeder pattern exists if at least 60 percent of the students are scheduled to be assigned to the graded school.⁸

Effect of Proposed Changes

The bill revises the number of students required to establish a school feeder pattern from 60 percent of students scheduled to be assigned, to a majority of students scheduled to be assigned to the graded school. By reducing the threshold for the number of students, schools that serve a combination of K-3 students may be eligible for school recognition awards based on the school grade of the school where a majority of its students as assigned.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

⁸ Section 1008.34(3)(a)2. F.S.