

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. DOES THE BILL:

- | | | | |
|--------------------------------------|------------------------------|-----------------------------|---|
| 1. Reduce government? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 2. Lower taxes? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. Expand individual freedom? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 4. Increase personal responsibility? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 5. Empower families? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |

For any principle that received a “no” above, please explain:

B. EFFECT OF PROPOSED CHANGES:

Social Studies Required for School Progression

The bill requires that proficiency in social studies be shown in order for a student to progress from one grade to another. It adds the social studies proficiency requirement to the currently required proficiencies in reading, writing, science, and mathematics. By adding a new proficiency requirement, the number of students retained would increase. See the FISCAL ANALYSIS section for more information.

The bill requires each district school board to include specific levels of performance in social studies in its comprehensive program for student progression, adding social studies to performance in reading, writing, science, and mathematics for each grade level.

The bill includes social studies among reading, writing, science, and mathematics as a proficiency to be assessed according to s. 1008.22, F.S. This provision implies that each student must be assessed on a statewide test in social studies. This would have a significant impact on state expenditures.

The bill also requires local school boards to report to parents on their children’s progress toward achieving proficiency in social studies, adding social studies to reading, writing, science, and mathematics, which are subject to existing reporting requirements.

Juvenile Justice Education Programs

The bill requires that assessment data collected as part of a youth’s juvenile justice commitment record include data on social studies and science grade level proficiency.

The bill also provides that an academic improvement plan must be developed for students in juvenile justice programs who score below the level specified in district school board policy in social studies and science as well as reading, writing, and mathematics or below the level set by the Commissioner for statewide assessment. This section again implies the presence of a statewide assessment in social studies.

C. SECTION DIRECTORY:

Section 1. Amends s. 1008.25, F.S., requiring social studies be included in student evaluation related to public school student progression.

Section 2. Amends s. 1003.51, F.S., requiring social studies and science assessment and grade level data be included in records of students in juvenile justice education programs.

Section 3. Amends s. 1003.52, F.S., requiring academic improvement plans for students who do not meet performance expectations in science and social studies in juvenile justice education programs.

Section 4. Provides effective date.

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 revenues.

2. Expenditures:

This bill would result in an indeterminate fiscal impact on state government expenditures. By requiring remediation or retention of any student not making adequate progression in social studies the state and local governments would incur additional expenditures per student retained. The cost of retention would be the total average cost per student (state and local funds), which in our current budget is \$5792.31 per student. This does not include capital outlay costs, which add another \$1,106 per student.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

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

2. Expenditures:

This bill would result in an indeterminate fiscal impact on local government expenditures. By requiring remediation or retention of any student not making adequate progression in social studies the state and local governments would incur additional expenditures per student retained. The cost of retention would be the total average cost per student (state and local funds), which in our current budget is \$5792.31 per student. This does not include capital outlay costs, which add another \$1,106 per student.

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 bill does not explicitly require the introduction of a statewide assessment in social studies. However, the bill does refer to social studies performance and measurements on statewide assessments in the same paragraph leaving it open to some interpretation. While no cost estimate is currently available to implement FCAT testing, there would be an initial cost relating to test development and implementation that could be substantial. In addition, there would be a recurring cost relating to test administration and updating of test materials.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

This bill does not require counties or municipalities to spend funds or take action requiring the expenditure of funds.

2. Other:

This bill does not appear to violate any constitutional provisions.

B. RULE-MAKING AUTHORITY:

This bill does not grant additional rulemaking authority.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

The sponsor has indicated that a strike-all amendment will be offered that will require the Department of Education to submit to the Legislature, by January 15, 2005, the results of a study that includes an analysis of each district's compliance with the social studies instruction requirements in s. 1003.42, the extent to which the social science component of the general education requirements of each community college and state university includes civics instruction, and information on standards adopted by the State Board of Education related to social studies instruction. The study will also include any recommended policy changes. If adopted, this strike-all amendment would not appear to have a significant impact on state or local government expenditures.