

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 Committee on Education

BILL: SB 908

INTRODUCER: Senator Montford

SUBJECT: Education Funding

DATE: March 24, 2014

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>McLaughlin</u>	<u>Klebacha</u>	<u>ED</u>	<u>Pre-meeting</u>
2.	_____	_____	<u>AED</u>	_____
3.	_____	_____	<u>AP</u>	_____

I. Summary:

SB 908 provides for additional bonus funding for students enrolled in Advancement Via Individual Determination (AVID) elective classes and who earn specific scores on accelerated course assessments.

Specifically, the bill creates a calculation of additional full-time equivalent (FTE) membership of students enrolled in the AVID classes based on scores on the International Baccalaureate (IB) assessment, the Advanced International Certificate of Education (AICE) assessment, the College Board Advanced Placement (AP) assessment, and the mathematics end-of-course assessments for students in grades 6 through 8. The funding is provided to schools to pay for the costs associated with the AVID program.

The bill provides an effective date of July 1, 2014.

II. Present Situation:

The Legislature provides basic and additional bonus funding for the AP, IB and AICE programs to school districts through the Florida Education Finance Program (FEFP).¹

The AP, IB and AICE programs have assessments associated with each course. Students who enroll in these programs are included in their school districts' full-time equivalent (FTE) student count and the districts receive allocations based on their FTE enrollment.² Additionally, to encourage districts and schools to provide successful AP, IB, and AICE outcomes, the Legislature provides incentive funding based on a student achieving a minimum score on these assessments.³ Districts may use these incentive funds to pay for the AP, IB, and AICE

¹ Section 1011.62(1), F.S.

² Section 1011.62(1)(c), F.S.

³ Section 1011.62(1)(l),(m) and (n), F.S.

assessment fees.⁴ Incentive funding for the acceleration programs is intended to increase the availability and participation in these programs.

The FEFP provides funding for qualifying scores on assessments in the following accelerated programs:

- International Baccalaureate;⁵
- Advanced International Certificate of Education;⁶ and
- Advanced Placement.⁷

From the bonus funding provided to the school district, bonus funding is provided to teachers of courses associated with AP, IB, and AICE whose students earn specific scores on the assessments associated with the courses.

Bonus funding is calculated at a value of 0.16 FTE for each student enrolled in an IB, AICE or AP course who earns a qualifying score on a subject assessment. A value of 0.3 FTE is calculated for each student who earns an IB or AICE diploma. A value of 0.08 FTE is calculated for each student enrolled in a half-credit AICE course who earns a qualifying score on a subject assessment.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is a college-readiness system designed to increase the number of students who enroll in and complete a degree at four-year colleges, focusing on students who generally earn a C in their classes, demonstrate academic potential and are likely to not have a college-attendance tradition in their families.⁸ The program is intended to raise expectations of students.⁹ Originating at the high school level, the program now serves grades 4-12, through the AVID College Readiness System (ACRS) for elementary and secondary schools and AVID for Higher Education (AHE) for colleges.¹⁰

AVID is an approved elective course taken during the school day. Students are usually selected to enroll in an AVID class after an application process. For one class period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.¹¹

Last year, AVID was implemented in 362 Florida middle and high schools serving approximately 34,000 students.¹² Among the AVID students, nearly 60 per cent were Hispanic,

⁴ *Id.*

⁵ Section 1011.62(1)(l), F.S.

⁶ Section 1011.62(1)(m), F.S.

⁷ Section 1011.62(1)(n), F.S.

⁸ AVID, *Report on AVID Student Outcomes* (2013), (on file with the Senate Committee on Education).

⁹ *Id.*

¹⁰ About AVID, *What is AVID*, available at http://www.avid.org/abo_whatisavid.html (last visited Mar. 21, 2014).

¹¹ About AVID, *Overview*, available at http://www.avid.org/sec_overview.html (last visited Mar. 23, 2014).

¹² AVID, *Report on AVID Student Outcomes* (2013), (on file with the Senate Committee on Education).

African American or other non-white students and 65 per cent were eligible for free or reduced lunch.¹³

Advanced Placement (AP)

Advanced Placement (AP) courses are offered by many Florida high schools to prepare students to pass national subject matter assessments.¹⁴ AP courses are designed to offer college-level instruction and are generally equivalent to college courses.¹⁵ Students who earn requisite test scores on AP assessments at the end of the year are eligible to receive 45 college credits¹⁶ at Florida colleges and universities. In school year 2012-2013, 169,769 Florida high school students took 300,658 AP assessments.¹⁷

The Advanced International Certificate of Education (AICE)

The Advanced International Certificate of Education (AICE) program is a graduation option and acceleration mechanism through which students may be awarded up to 45 hours of college credit¹⁸ at Florida colleges and universities. The program provides accelerated courses to students in high school. In school year 2012-2013, Florida high school students took 30,016 AICE assessments.¹⁹

International Baccalaureate (IB)

International Baccalaureate (IB) courses are an intensive two-year curriculum offered by 77 Florida high schools²⁰ to allow students to pursue an IB diploma in addition to their high school diploma or to enroll in more challenging courses. The curriculum is designed to enable students to meet various international university entrance standards.²¹ Students participate in the IB program at authorized schools²² and earn high school credits based on related coursework. Students who take an IB course assessment at the end of the school year are also eligible to

¹³ *Id.*

¹⁴ Office of Program Policy Analysis and Government Accountability, Florida Legislature, *State's High School Acceleration Programs Are Funded Through a Variety of Sources*, Report No. 06-27, 2 (Mar. 2006), available at <http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/0627rpt.pdf> (last visited Mar. 23, 2014).

¹⁵ College Board, *AP Courses*, available at <http://professionals.collegeboard.com/guidance/prepare/honors-ap> (last visited Mar. 23, 2014).

¹⁶ Florida Department of Education, Division of Articulation, *Credit by Exam Equivalencies* (2102), available at <http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf> (last visited Mar. 21, 2014).

¹⁷ Florida Department of Education, Bureau of Accountability, Research, and Measurement, *AP Reports (2012)*, available at <http://www.fldoe.org/evaluation/act-sat-aparch.asp> (last visited Mar. 21, 2014).

¹⁸ Florida Department of Education, Division of Articulation, *Credit by Exam Equivalencies* (2012), available at <http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf> (last visited Mar. 21, 2014).

¹⁹ Telephone conversation with staff, Cambridge Education (Mar. 21, 2014).

²⁰ International Baccalaureate Organization, *Facts and Figures*, IBO.org, available at <http://www.ibo.org/facts/> (last visited Mar. 21, 2014).

²¹ International Baccalaureate Organization, *About the IB*, IBO.org, available at <http://www.ibo.org/facts/> (last visited Mar. 21, 2014).

²² *Id.*

receive 45 college credits²³ at Florida colleges and universities. In school year 2012-2013, 8,759 Florida high school students took 40,633 IB assessments.

Mathematics End-of-Course (EOC) Assessments in Middle School

The Florida EOC assessments are designed to measure student achievement of Florida's academic standards for Algebra I and Geometry, as outlined in the course descriptions.²⁴ These assessments are part of Florida's strategic plan for the purpose of increasing student achievement and improving college and career readiness. In school year 2012-2013, 74,514 middle school students took the Algebra EOC assessment with 52,698 students (71 per cent) earning a passing score.²⁵ During that same year, 12,965 middle school students took the Geometry EOC assessment with 12,367 students (95 per cent) earning a passing score.²⁶

III. Effect of Proposed Changes:

SB 908 provides for additional education-related funding through the FEFP. The bill creates funding incentives for AVID students to increase participation and proficiency in accelerated educational programs in Florida's public schools.

The bill restructures and authorizes additional funding through performance incentives to school districts whose students are enrolled in an AVID elective class and earn a specific score on an IB, AICE or AP assessment.

Districts would receive funding of 0.08 full-time equivalent student membership for students enrolled in an AVID elective class, recognized in the Florida Course Code Directory, who take:

- An International Baccalaureate course and earn a score of 4 or higher on the subject assessment;
- An Advanced International Certificate of Education course and earn a score of E or higher on the subject assessment;
- A College Board Advanced Placement course and earn a score of 3 or higher on the College Board Advanced Placement assessment; or
- An algebra or higher-level mathematics course and earn a passing score on the end-of-course assessment for students in grades 6 through 8.

There is no AVID-specific assessment associated with an AVID class.

The additional funding will be added to the total full-time equivalent student membership in basic programs for grades 6 through 12 in the next fiscal year. Each school district must allocate

²³ Florida Department of Education, Division of Articulation, *Credit by Exam Equivalencies* (2012), available at <http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf> (last visited Mar. 21, 2014).

²⁴ Florida Department of Education, Bureau of Assessment, *Frequently Asked Questions*, available at <https://www.fldoe.org/faq/default.asp?Dept=179&ID=1408> (last visited Mar. 21, 2014).

²⁵ Florida Department of Education, Bureau of K-12 Assessment, *Algebra 1 End-of-Course Assessment Statewide Comparison Report 2012-13 School Year*, available at <https://www.fldoe.org/faq/default.asp?Dept=179&ID=1408> (last visited Mar. 21, 2014).

²⁶ Florida Department of Education, Bureau of K-12 Assessment, *Geometry End-of-Course Assessment Statewide Comparison Report 2012-13 School Year*, available at <http://fcatt.fldoe.org/mediapacket/2013/pdf/GeometryStatewideComparison.pdf> (last visited Mar. 21, 2014).

the funds received to the school whose students generate the funds. The funds must be spent only for the payment of costs associated with the school's AVID program, which include:

- annual membership fees;
- professional development and training for program coordinators, teachers, and tutors;
- instructional supplies and materials; and
- compensation for tutors.

The bill provides an effective date of July 1, 2014.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

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:

There is likely to be an increase in the additional funding provided to the districts to pay for AVID related costs. The amount has yet to be determined.

VI. Technical Deficiencies:

The bill does not specifically state that the algebra or higher-level mathematics assessment is a statewide, standardized assessment.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1011.62 and 1003.52.

IX. Additional Information:

A. **Committee Substitute – Statement of 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.
