

**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.)

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Prepared By: The Professional Staff of the Committee on Education

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BILL: SB 434

INTRODUCER: Senator Montford

SUBJECT: Designation of School Grades

DATE: December 6, 2019

REVISED: \_\_\_\_\_

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

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**I. Summary:**

SB 434 modifies the high school acceleration component of the school grading model to add to the calculation career certificate dual enrollment courses resulting in 450 or more clock hours that are identified by the State Board of Education.

The bill has no impact on state revenues or expenditures.

The bill take effect on July 1, 2020.

**II. Present Situation:**

School grades provide an easily understandable way to measure the performance of a school. Parents and the general public can use the school grade and its components to understand how well each school is serving its students.<sup>1</sup> School grades are used in the state system of school improvement and accountability to determine the need for school intervention and support,<sup>2</sup> or to determine whether a school is eligible for school recognition funds.<sup>3</sup>

Schools are graded using one of the following grades:<sup>4</sup>

- “A,” schools making excellent progress (62 percent or higher of total applicable points).
- “B,” schools making above average progress (54 to 61 percent of total applicable points).
- “C,” schools making satisfactory progress (41 to 53 percent of total applicable points).
- “D,” schools making less than satisfactory progress (32 to 40 percent of total applicable points).

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<sup>1</sup> Florida Department of Education, *2019 School Grades Overview*, available at <http://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesOverview19.pdf>.

<sup>2</sup> See s. 1008.33(4), F.S.

<sup>3</sup> See s. 1008.36, F.S.

<sup>4</sup> Section 1008.34(2), F.S., and Rule 6A-1.09981(4)(d), F.A.C.

- “F,” schools failing to make adequate progress (31 percent or less of total applicable points).

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. All schools are graded on the percentage of eligible students who pass assessments in English Language Arts (ELA), mathematics, science, and social studies; student learning gains in ELA and mathematics; and students in the lowest 25 percent of ELA and mathematics performers who make learning gains.<sup>5</sup> Middle and high school models include additional components beyond the basic model.<sup>6</sup>

For a high school comprised of grades 9 through 12 or grades 10 through 12, the school’s grade is also based on following components:<sup>7</sup>

- The 4-year high school graduation rate of the school as defined by State Board of Education (SBE) rule.<sup>8</sup>
- The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement (AP) examinations, International Baccalaureate (IB) examinations, dual enrollment courses, or Advanced International Certificate of Education (AICE) examinations; or who, at any time during high school, earned a national industry certification identified in the career and professional education (CAPE) Industry Certification Funding List, pursuant to rules adopted by the SBE.

The SBE determines the examinations, dual enrollment courses, and industry certifications to be included in the school grades acceleration component, as follows:

- AP, IB, and AICE passing examination scores and applicable college credit<sup>9</sup> and CAPE industry certifications<sup>10</sup> are determined in SBE rule.
- The Commissioner of Education is required to recommend to the SBE postsecondary courses and credits completed through dual enrollment that will meet high school graduation requirements.<sup>11</sup> The SBE annually approves the *Dual Enrollment Course—High School*

<sup>5</sup> Section 1008.34(3)(b), F.S. If a school does not have at least 10 students with complete data for one or more of the components, those components may not be used in calculating the school’s grade. Section 1008.34(3)(a), F.S.

<sup>6</sup> See s. 1008.34(3)(b), F.S., and Rule 6A-1.09981(4)(a)-(c), F.A.C.

<sup>7</sup> Section 1008.34(3)(b)2., F.S., and Rule 6A-1.09981(4)(c)2. and 3., F.A.C.

<sup>8</sup> The four-year high school graduation rate of the school as measured according to 34 CFR s. 200.19, Other Academic Indicators, effective November 28, 2008. Rule 6A-1.09981(4)(c)1., F.A.C.

<sup>9</sup> The *Articulation Coordinating Committee Credit-by-Exam Equivalencies* establishes passing scores and course and credit equivalents for Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), DSST (DANTES), Defense Language Proficiency Test (DLPT), UExcel (Excelsior College Exams), and College-Level Examination Program (CLEP) exams. Public community colleges and universities in Florida are required to award the minimum recommended credit for AP, AICE, IB, DSST, DLPT, UExcel (Excelsior), and CLEP exams as designated. Section 1007.27(2), F.S., and Rule 6A-10.024(8)(a), F.A.C. See also Florida Department of Education, *Articulation Coordinating Committee Credit-by-Exam Equivalencies* (June 2019), available at <https://www.flrules.org/gateway/reference.asp?No=Ref-10512>.

<sup>10</sup> Section 1008.44, F.S., requires the SBE to annually identify CAPE industry certifications that meet specified requirements. The approved list is used to distribution of funding to school districts. Approved CAPE industry certifications are incorporated into Rule 6A-6.0573, F.A.C.

<sup>11</sup> Section 1007.271(9), F.S.

*Subject Area Equivalency List*<sup>12</sup> for both college-credit academic and non-college-credit career certificate courses.

Only college-credit-bearing courses are considered dual enrollment courses for the purposes of the school grade calculation.<sup>13</sup> Non-college-credit (clock hour) career certificate dual enrollment courses are not included in the school grade calculation.<sup>14</sup>

### III. Effect of Proposed Changes:

SB 434 modifies the high school acceleration component of the school grading model to add to the calculation career certificate dual enrollment courses resulting in 450 or more clock hours that are identified by the State Board of Education (SBE) pursuant to law.

The specification in the bill that only those career certificate courses that result in 450 or more clock hours is consistent with financial aid definitions regarding full-time instruction. For financial aid purposes, full-time is defined as either 12 postsecondary credit hours or 450 clock hours per semester.<sup>15</sup> In the most recent *Dual Enrollment Course—High School Subject Area Equivalency List* approved by the SBE, there are a total of 961 postsecondary career certificate courses approved for dual enrollment. Of these, 86 career certificate courses are offered for at least 450 clock hours, and may be included in the school grades calculation as modified in the bill.<sup>16</sup>

The bill may incentivize school districts to increase the enrollment of high school students in career certificate courses through dual enrollment, which may have a positive effect on a high school's grade calculation. Students may then have more opportunities to complete career education programs and industry certifications.

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<sup>12</sup> The academic courses are available at: Florida Department of Education, *2019-2020 Dual Enrollment Course-High School Subject Area Equivalency List* (approved by the SBE on May 22, 2019), available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList1920.pdf>, Career courses are available at: Florida Department of Education, *2019-2020 Dual Enrollment Course- High School Subject Area Equivalency List, Career Dual Enrollment Credit* (approved by the SBE on May 22, 2019), available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/CareerTechList1920.pdf>.

<sup>13</sup> Florida Department of Education, *2018-19 Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index* (July 2019), available at <http://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesCalcGuide19.pdf>, at 2 and 27.

<sup>14</sup> College credit is the type of credit assigned by a postsecondary institution to courses or course equivalent learning that is part of an organized and specified program leading to a baccalaureate, associate degree, certificate, or Applied Technology Diploma. One (1) college credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours. A clock hour is the unit assigned to courses or course equivalent learning that is part of an organized and specified program leading to an Applied Technology Diploma or a Career and Technical Certificate. It applies to postsecondary adult career courses. One (1) clock hour is based on the learning expected from the equivalent of thirty (30) hours of instruction. Rule 6A-14.030(1)(a)1. and 2., F.A.C.

<sup>15</sup> Section 1009.40(1)(b), F.S., and 6A-20.001(17), F.A.C.

<sup>16</sup> In the career dual enrollment course list approved by the SBE, 75 clock hours is equivalent to 0.5 high school credit; 3.0 high school credits are equivalent to 450 hours. Florida Department of Education, *2019-2020 Dual Enrollment Course- High School Subject Area Equivalency List, Career Dual Enrollment Credit* (approved by the SBE on May 22, 2019), available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/CareerTechList1920.pdf>.

**IV. Constitutional Issues:**

## A. Municipality/County Mandates Restrictions:

None.

## B. Public Records/Open Meetings Issues:

None.

## C. Trust Funds Restrictions:

None.

## D. State Tax or Fee Increases:

None.

## E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

## A. Tax/Fee Issues:

None.

## B. Private Sector Impact:

None.

## C. Government Sector Impact:

The bill has no impact on state revenues or expenditures. However, a high school with students who complete approved career education courses through dual enrollment may realize an increase in that high school's grade, which may increase the likelihood of the school becoming eligible for school recognition funds.<sup>17</sup>

**VI. Technical Deficiencies:**

None.

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<sup>17</sup> The Florida School Recognition Program provides financial awards to public schools that: (1) sustain high performance by receiving a school grade of "A;" or (2) demonstrate exemplary improvement by improving at least one letter grade or by improving more than one letter grade and sustaining the improvement the following school year. Section 1008.36, F.S. The 2019-2020 school recognition program awarded \$100 per student to 1,731 schools. School awards ranged from \$1,679 to \$465,499. Florida Department of Education, *2019-20 Florida School Recognition Program Awards by School Based on 2018-19 Performance Data*, available at <http://www.fldoe.org/core/fileparse.php/7765/urlt/2019schools.xls>.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill substantially amends section 1008.34 of the Florida Statutes.

**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.

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

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