

Tab 1	CS/SB 662 by ED, Wright; (Compare to CS/CS/H 00445) School Grading System									
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The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

MILITARY AND VETERANS AFFAIRS AND SPACE
Senator Wright, Chair
Senator Cruz, Vice Chair

MEETING DATE: Wednesday, February 19, 2020
TIME: 10:00 a.m.—12:00 noon
PLACE: Mallory Horne Committee Room, 37 Senate Building

MEMBERS: Senator Wright, Chair; Senator Cruz, Vice Chair; Senators Broxson, Gainer, Harrell, Pizzo, and Torres

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	CS/SB 662 Education / Wright (Compare CS/CS/H 445)	School Grading System; Revising the calculation of school grades to include certain students who completed a specified number of years of coursework as participants in the United States Armed Forces Junior Reserve Officers' Training Corps program and earned a specified score on the Armed Services Vocational Aptitude Battery, etc. ED 02/10/2020 Fav/CS MS 02/19/2020 Fav/CS RC	Fav/CS Yeas 6 Nays 0

Other Related Meeting Documents

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 Military and Veterans Affairs and Space

BILL: CS/CS/SB 662

INTRODUCER: Military and Veterans Affairs and Space Committee; Education Committee; and Senator Wright

SUBJECT: Education and the Military

DATE: February 19, 2020 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Sagues</u>	<u>Sikes</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Brown</u>	<u>Caldwell</u>	<u>MS</u>	<u>Fav/CS</u>
3.	_____	_____	<u>RC</u>	_____

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/CS/SB 662 gives greater flexibility to transitioning students from military families by considering a student a resident of the school district at the point in time in which the parent is transferred or pending transfer to a military installation within the state rather than within the district, for purposes of enrollment and preferential treatment in special programs.

The bill also modifies the school grading model for high schools by adding to the calculation the percentage of students who earn a Category II Armed Forces Qualification Test score or higher on the Armed Services Vocational Aptitude Battery as a school grade college and career acceleration component. Only the scores of students who have participated for 2 years in JROTC; enlisted in the military; been accepted into a U.S. military academy; or received documented military career counseling from a military recruiter may be included in the calculation. The school grading model currently is based on the percentage of students who were eligible to earn credit by exam through Advanced Placement, International Baccalaureate, and the Advanced International Certificate of Education; through dual enrollment; or who actually earned national industry certification.

Although the bill takes effect July 1, 2020, its provisions modify the school grading model starting with the 2021-2022 school year.

II. Present Situation:

Military Families and Student Transfer to a Public School

Special accommodations are provided to students of military families transitioning between schools.

A dependent child of active duty military personnel who meets the eligibility criteria for a special academic program at a public school is given preference for admission even if the program is offered through a different public school than the school at which the student would be assigned. A special academic program is a magnet school, advanced study program, advanced placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.¹

Additionally, a student whose parent is transferred or is pending a transfer to a military installation within a school district pursuant to a military order is considered a resident of the school district for purposes of enrollment at the point in time in which the order is submitted to the district, and is given preferential treatment in the controlled open enrollment process.²

Junior Reserve Officers' Training Corp

The U.S. Army Junior Reserve Officers' Training Corps (JROTC) is one of the largest youth character development and citizenship programs in the world. The National Defense Act of 1916 established organized JROTC programs at public and private educational institutions. In 1964, Congress expanded the program to require each military service to have a JROTC program.³ The U.S. Army's JROTC program operates in more than 1,700 public and private high schools, military institutions, and correctional centers both in the U.S. and overseas.⁴ Almost 4,000 instructors who are retired from active duty, reserve duty, or National Guard Army service comprise JROTC faculty. Instructors are trained and qualified in accordance with the National Defense Authorization Act of 2007 to teach and mentor approximately 314,000 JROTC students (cadets) annually.⁵ JROTC curriculum includes teaching lessons on leadership, health and wellness, physical fitness, first aid, geography, American history and government, communications, and emotional intelligence.⁶

Since 2005, the U.S. Army JROTC program has been accredited as a Special Purpose Program by AdvancED, now known as Cognia, a national accrediting agency.⁷

¹ Section 1003.05(3), F.S.

² Section 1003.05(4), F.S.

³ U.S. Army JROTC, *Army Junior ROTC Program Overview*, available at http://www.usarmyjrotc.com/general/program_overview.php (last visited Feb. 13, 2020). Specifically, the Secretary of each military department must establish and maintain the JROTC at each public and private secondary education institution which applies for a unit provided that they meet specified standards and criteria (10 U.S.C. § 2031).

⁴ *Id.*

⁵ *Id.*

⁶ *Id.*

⁷ Cognia, *Accreditation & Certification*, available at <https://www.cognia.org/accreditation-certification/> (last visited Feb. 13, 2020).

Armed Services Vocational Aptitude Battery

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States' Armed Forces.⁸

The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations nationwide and is developed and maintained by the Department of Defense.⁹ The test measures a young adult's strengths and potential for success in military training.

The ASVAB consists of 10 subtests, and the scores on those subtests are used to determine the best jobs for those entering a branch of the military. Scores from four of the math and verbal domain subtests are used to calculate the Armed Forces Qualification Test (AFQT) score, which determines eligibility for military enlistment.¹⁰

Each branch of the military has different standards. Minimum scores that each branch of the military requires depends on whether a potential recruit has a high school diploma or a high school equivalency diploma (GED). Students with a GED need a higher minimum AFQT score than students with a high school diploma. An AFQT score of 60 indicates that the examinee scored as well as or better than 60 percent of the nationally representative sample. For high school graduates with a diploma, requirements by military branch are:¹¹

- Air-Force recruits are required to have a minimum AFQT score of 36.
- Army recruits are required to have a minimum AFQT score of 31.
- Coast-Guard recruits are required to have a minimum AFQT score of 40.
- Marine recruits are required to have a minimum AFQT score of 32.
- National-Guard recruits are required to have a minimum AFQT score of 31.
- Navy recruits are required to have a minimum AFQT score of 35.

AFQT scores are divided into these categories, and Category V recruits are ineligible to enlist in any of the military services:¹²

- Category I - 93-99.
- Category II - 65-92.
- Category IIIa - 50-64.
- Category IIIb - 31-49.
- Category IVa - 21-30.
- Category IVb - 16-20.
- Category IVc - 10-15.
- Category V - 0-9.

⁸ Official ASVAB, *ASVAB Fact Sheet* (2018), available at http://www.officialasvab.com/docs/asvab_fact_sheet.pdf. (last visited Feb. 13, 2020).

⁹ Military.com, *The ASVAB Test*, available at <https://www.military.com/join-armed-forces/asvab> (last visited Feb. 13, 2020).

¹⁰ US Military Careers, *How the ASVAB Score is Computed*, available at <https://www.thebalancecareers.com/how-the-asvab-afqt-score-is-computed-3354094> (last visited Feb. 13, 2020).

¹¹ *Id.*

¹² Military Aptitude Tests, *Armed Services Vocational Aptitude Battery: Introduction*, available at <http://www.militaryaptitudetests.com/asvab> (last visited Feb. 13, 2020).

Junior Reserve Officers' Training Corp in Florida

Under Florida law, a school district may not ban any branch of the United States Armed Forces or the United States Department of Homeland Security from establishing, maintaining, or operating a unit of the Junior Reserve Officers' Training Corps at a public high school, and:¹³

- A school district must allow a student attending a public high school in the district to enroll in the JROTC at another public school under certain conditions.¹⁴
- A school district must grant military recruiters of the United States Armed Forces and United States Department of Homeland Security the same access to secondary school students, and to school facilities and grounds, that the district grants to postsecondary educational institutions or prospective employers of students.¹⁵

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA), was signed into federal law December 10, 2015. ESSA includes provisions to:¹⁶

- Help ensure success for students and schools through advancing equity by upholding protections for disadvantaged and high-need students.
- Require all students to be taught to high academic standards that will prepare them to succeed in college and in a career.
- Ensure that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure student progress.
- Support and grow local innovations.
- Increase access to high-quality preschool.
- Maintain an expectation that there will be accountability and action to effect positive change in the lowest-performing schools.

The United States Department of Education approved Florida's ESSA plan on September 26, 2018. The state ESSA includes the college and career acceleration component of the school grading formula that awards points for students who earn accelerated credit during their high school career.¹⁷

School Grading System

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 serves students.¹⁸ School grades are used in the state system of school

¹³ Section 1003.451(1), F.S.

¹⁴ Section 1003.451(2)(a), F.S.

¹⁵ Section 1003.451(3)(a), F.S.

¹⁶ U.S. Department of Education, *Every Student Succeeds Act (ESSA)*, available at <https://www.ed.gov/essa?src=rn> (last visited Feb. 13, 2020).

¹⁷ Florida Department of Education, *Every Student Succeeds Act (ESSA) State Plan* (2018), available at <http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf>, pg. 20 (last visited Feb. 13, 2020).

¹⁸ Florida Department of Education, *2019 School Grades Overview* (2019), available at <http://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesOverview19.pdf>. (last visited Feb. 13, 2020).

improvement and accountability to determine the need for school intervention and support,¹⁹ or whether a school qualifies for school recognition funds.²⁰

Schools are graded at one of the following grades:²¹

- “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).
- “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 and 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.²² Middle and high school models include additional components beyond the basic model.²³

For a high school comprised of grades 9 through 12 or grades 10 through 12, the school’s grade is also based on the following components:²⁴

- The 4-year high school graduation rate of the school as defined by State Board of Education (SBE) rule.²⁵
- 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 national industry certifications identified in the CAPE Industry Certification Funding List, pursuant to rules adopted by the SBE.

III. Effect of Proposed Changes:

The bill gives greater flexibility to transitioning students from military families by considering a student a resident of the school district when the parent is transferred or pending transfer to a military installation within the state rather than within the district, for purposes of enrollment and preferential treatment in the open enrollment process.

The bill also modifies the school grading model for high schools.

¹⁹ See s. 1008.33(4), F.S.

²⁰ See s. 1008.36, F.S.

²¹ Section 1008.34(2), F.S. and Rule 6A-1.09981(4)(d), F.A.C.

²² 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.

²³ See s. 1008.34(3)(b), F.S. and Rule 6A-1.09981(4)(a)-(c), F.A.C.

²⁴ Section 1008.34(3)(b)2., F.S., and Rule 6A-1.09981(4)(c)2. and 3., F.A.C.

²⁵ The four-year high school graduation rate of the school as measured according to 34 CFR §200.19, Other Academic Indicators, effective November 28, 2008. Rule 6A-1.09981(4)(c)1., F.A.C.

The bill also modifies the school grading model for high schools by adding to the calculation the percentage of students who earn a Category II Armed Forces Qualification Test score or higher on the Armed Services Vocational Aptitude Battery as a school grade college and career acceleration component. Only the scores of students who have participated for 2 years in JROTC; enlisted in the military; been accepted into a U.S. military academy; or received documented military career counseling from a military recruiter may be included in the calculation. The school grading model currently is based on the percentage of students who were eligible to earn credit by exam through Advanced Placement, International Baccalaureate, and the Advanced International Certificate of Education; through dual enrollment; or who actually earned national industry certification.

The bill takes effect July 1, 2020, while its provisions apply to the 2021-2022 school year.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

The bill does not appear to require cities and counties to expend funds or limit their authority to raise revenue or receive state-shared revenue as specified by Article VII, Section 18 of the State Constitution.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None identified.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

Fiscal impact is indeterminate. The Department of Education may incur additional costs from collecting and processing the data to be calculated into the school grades acceleration component. The bill also requires the Florida Department of Education (DOE) to amend the state Every Student Succeeds Act (ESSA) plan to reflect the change in how the college and career acceleration component is calculated. After the plan is amended, the DOE must obtain approval of the amended plan by the U.S. Department of Education.²⁶

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1003.05 and 1008.34.

IX. Additional Information:

- A. **Committee Substitute – Statement of Substantial Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Military and Veterans Affairs and Space on February 19, 2020:

The committee substitute gives greater flexibility to transitioning students from military families by considering a student a resident of the school district when the parent is transferred or pending transfer to a military installation within the state rather than within the district, for purposes of enrollment and preferential treatment in the open enrollment process. The committee substitute also revises the calculation of school grading by requiring that in addition to requiring a student to have earned a minimum of a Category II score on the Armed Forces Qualification Test, that the student had participated for 2 years in JROTC; enlisted in the military; been accepted into a U.S. military academy; or received documented military career counseling from a military recruiter.

CS by Education on February 10, 2020:

The committee substitute removes the requirement for students who completed two years of coursework as a participant in the United States Armed Forces Junior Reserve Officers' Training Corps program and earned a score of 31 or higher on the Armed Services Vocational Aptitude Battery as a school grade college and career acceleration component and replaces it with students who earn a Category II Armed Forces Qualification Test score or higher.

²⁶ Florida Department of Education, *2020 Agency Legislative Bill Analysis of SB 662* (Oct. 29, 2019) (on file with the Senate Committee on Military and Veterans Affairs and Space).

The committee substitute also moves the date of implementation from the 2020-2021 school year to the 2021-2022 school year to allow time for the Department of Education to collect the scores prior to modifying the school grade calculation.

B. Amendments:

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/19/2020	.	
	.	
	.	
	.	

The Committee on Military and Veterans Affairs and Space
(Wright) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. Subsection (4) of section 1003.05, Florida
Statutes, is amended to read:

1003.05 Assistance to transitioning students from military
families.—

(4) A student whose parent is transferred or is pending
transfer to a military installation within the state ~~a school~~



11 ~~district~~ while on active military duty pursuant to an official
12 military order shall be considered a resident of the school
13 district for purposes of enrollment when the order is submitted
14 to the school district and shall be provided preferential
15 treatment in the controlled open enrollment process of the
16 school district pursuant to s. 1002.31.

17 Section 2. Paragraph (b) of subsection (3) of section
18 1008.34, Florida Statutes, is amended to read:

19 1008.34 School grading system; school report cards;
20 district grade.—

21 (3) DESIGNATION OF SCHOOL GRADES.—

22 (b)1. Beginning with the 2014-2015 school year, a school's
23 grade shall be based on the following components, each worth 100
24 points:

25 a. The percentage of eligible students passing statewide,
26 standardized assessments in English Language Arts under s.
27 1008.22(3).

28 b. The percentage of eligible students passing statewide,
29 standardized assessments in mathematics under s. 1008.22(3).

30 c. The percentage of eligible students passing statewide,
31 standardized assessments in science under s. 1008.22(3).

32 d. The percentage of eligible students passing statewide,
33 standardized assessments in social studies under s. 1008.22(3).

34 e. The percentage of eligible students who make Learning
35 Gains in English Language Arts as measured by statewide,
36 standardized assessments administered under s. 1008.22(3).

37 f. The percentage of eligible students who make Learning
38 Gains in mathematics as measured by statewide, standardized
39 assessments administered under s. 1008.22(3).



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40 g. The percentage of eligible students in the lowest 25
41 percent in English Language Arts, as identified by prior year
42 performance on statewide, standardized assessments, who make
43 Learning Gains as measured by statewide, standardized English
44 Language Arts assessments administered under s. 1008.22(3).

45 h. The percentage of eligible students in the lowest 25
46 percent in mathematics, as identified by prior year performance
47 on statewide, standardized assessments, who make Learning Gains
48 as measured by statewide, standardized Mathematics assessments
49 administered under s. 1008.22(3).

50 i. For schools comprised of middle grades 6 through 8 or
51 grades 7 and 8, the percentage of eligible students passing high
52 school level statewide, standardized end-of-course assessments
53 or attaining national industry certifications identified in the
54 CAPE Industry Certification Funding List pursuant to state board
55 rule ~~rules adopted by the State Board of Education.~~

56

57 In calculating Learning Gains for the components listed in sub-
58 subparagraphs e.-h., the State Board of Education shall require
59 that learning growth toward achievement levels 3, 4, and 5 is
60 demonstrated by students who scored below each of those levels
61 in the prior year. In calculating the components in sub-
62 subparagraphs a.-d., the state board shall include the

63 performance of English language learners only if they have been
64 enrolled in a school in the United States for more than 2 years.

65 2. For a school comprised of grades 9, 10, 11, and 12, or
66 grades 10, 11, and 12, the school's grade shall also be based on
67 the following components, each worth 100 points:

68 a. The 4-year high school graduation rate of the school as



69 defined by state board rule.

70 b. The percentage of students who were eligible to earn
71 college and career credit through College Board Advanced
72 Placement examinations, International Baccalaureate
73 examinations, dual enrollment courses, or Advanced International
74 Certificate of Education examinations; ~~or~~ who, at any time
75 during high school, earned national industry certification
76 identified in the CAPE Industry Certification Funding List,
77 pursuant to rules adopted by the state board; or, beginning with
78 the 2021-2022 school year, who earned an Armed Services
79 Qualification Test score that falls within Category II or higher
80 on the Armed Services Vocational Aptitude Battery and:

81 (I) Participated in a Junior Reserve Officers' Training
82 Corps program for 2 years;

83 (II) Enlisted in the military;

84 (III) Were accepted into a United States military academy;

85 or

86 (IV) Received documented military career counseling from a
87 recruiter for a branch of the United States Armed Forces.

88 Section 3. This act shall take effect July 1, 2020.

89

90 ===== T I T L E A M E N D M E N T =====

91 And the title is amended as follows:

92 Delete everything before the enacting clause
93 and insert:

94 A bill to be entitled

95 An act relating to education and the military;

96 amending s. 1003.05, F.S.; providing that a student

97 whose parent is transferred or is pending transfer to



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98 a military installation within this state is
99 considered a resident of the school district in which
100 the military installation is located for the purpose
101 of enrollment; requiring such students to receive
102 certain preferential treatment; amending s. 1008.34,
103 F.S.; revising the calculation of school grades for
104 certain schools; providing an effective date.

By the Committee on Education; and Senator Wright

581-03384-20

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A bill to be entitled

An act relating to the school grading system; amending s. 1008.34, F.S.; revising the calculation of grades by a specified date to include students who earned a specified score on the Armed Services Vocational Aptitude Battery; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraph (b) of subsection (3) of section 1008.34, Florida Statutes, is amended to read:

1008.34 School grading system; school report cards; district grade.—

(3) DESIGNATION OF SCHOOL GRADES.—

(b)1. Beginning with the 2014-2015 school year, a school's grade shall be based on the following components, each worth 100 points:

a. The percentage of eligible students passing statewide, standardized assessments in English Language Arts under s. 1008.22(3).

b. The percentage of eligible students passing statewide, standardized assessments in mathematics under s. 1008.22(3).

c. The percentage of eligible students passing statewide, standardized assessments in science under s. 1008.22(3).

d. The percentage of eligible students passing statewide, standardized assessments in social studies under s. 1008.22(3).

e. The percentage of eligible students who make Learning Gains in English Language Arts as measured by statewide, standardized assessments administered under s. 1008.22(3).

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f. The percentage of eligible students who make Learning Gains in mathematics as measured by statewide, standardized assessments administered under s. 1008.22(3).

g. The percentage of eligible students in the lowest 25 percent in English Language Arts, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized English Language Arts assessments administered under s. 1008.22(3).

h. The percentage of eligible students in the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized Mathematics assessments administered under s. 1008.22(3).

i. For schools comprised of middle grades 6 through 8 or grades 7 and 8, the percentage of eligible students passing high school level statewide, standardized end-of-course assessments or attaining national industry certifications identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education.

In calculating Learning Gains for the components listed in sub-paragraphs e.-h., the State Board of Education shall require that learning growth toward achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year. In calculating the components in sub-paragraphs a.-d., the state board shall include the performance of English language learners only if they have been enrolled in a school in the United States for more than 2 years.

2. For a school comprised of grades 9, 10, 11, and 12, or

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59 grades 10, 11, and 12, the school's grade shall also be based on
60 the following components, each worth 100 points:

61 a. The 4-year high school graduation rate of the school as
62 defined by state board rule.

63 b. The percentage of students who were eligible to earn
64 college and career credit through College Board Advanced
65 Placement examinations, International Baccalaureate
66 examinations, dual enrollment courses, or Advanced International
67 Certificate of Education examinations; ~~or~~ who, at any time
68 during high school, earned national industry certification
69 identified in the CAPE Industry Certification Funding List,
70 pursuant to rules adopted by the state board; or who, beginning
71 with the 2021-2022 school year, earned a Category II Armed
72 Forces Qualification Test score or higher on the Armed Services
73 Vocational Battery.

74 Section 2. This act shall take effect July 1, 2020.



2019 AGENCY LEGISLATIVE BILL ANALYSIS Florida Department of Education

<u>BILL INFORMATION</u>	
BILL NUMBER:	SB 0662
BILL TITLE:	School Grading System
BILL SPONSOR:	Wright
EFFECTIVE DATE:	7/1/2020

<u>COMMITTEES OF REFERENCE</u>
1) Education
2) Military and Veterans Affairs and Space
3) Rules
4)
5)

<u>CURRENT COMMITTEE</u>
Education

<u>SIMILAR BILLS</u>	
BILL NUMBER:	
SPONSOR:	

<u>PREVIOUS LEGISLATION</u>	
BILL NUMBER:	
SPONSOR:	
YEAR:	
LAST ACTION:	

<u>IDENTICAL BILLS</u>	
BILL NUMBER:	HB 0445
SPONSOR:	Representative Sirois

Is this bill part of an agency package?

<u>BILL ANALYSIS INFORMATION</u>	
DATE OF ANALYSIS:	10/29/19
LEAD AGENCY ANALYST:	Jason Gaitanis
ADDITIONAL ANALYST(S):	Judy Kent
LEGAL ANALYST:	Judy Bone
FISCAL ANALYST:	Suzanne Pridgeon

POLICY ANALYSIS

1. EXECUTIVE SUMMARY

Section 1. Amends section 1008.34, F.S. to:

- Modify the School Grading calculations for the 2020-2021 school year to include a modified acceleration component.
- Revise the school grade calculation would include students who completed two years of coursework as a participant in the United States Armed Forces Junior Reserve Officers' Training Corps (JROTC) program and earned a score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB).

Section 2.

- The act shall take effect July 1, 2020.

2. SUBSTANTIVE BILL ANALYSIS

1. PRESENT SITUATION:

Section 1.

- Florida currently measures school grades with an easily understandable metric to measure the performance of a school.
- Parents and the general public can use the school grades and its associated components to understand how well each school is serving its students.
- The current school grading system focuses the school grading formula on student success measures: Achievement, Learning Gains, Graduation, Acceleration success and Maintaining a focus on students who need the most support.
- In 2019-20, a school's grade may include up to 11 components. There are four achievement components, four learning gains components and a middle school acceleration component, as well as components for graduation rate and college and career acceleration.
- The college and career acceleration component of school grades is based on the percentage of graduates from the graduation rate cohort who earned a score on an acceleration examination (AP, IB or AICE) or a grade in a dual enrollment course that qualified students for college credit or earned them an industry certification.
- The points earned for each component are added together and divided by the total number of possible points to determine the percentage of points earned.
- School Grading Calculation
 - A = 62% of points or greater
 - B = 54% to 61% of points
 - C = 41% to 53% of points
 - D = 32% to 40% of points
 - F = 31% of points or less

The Florida statute that provides the framework for the school grades calculation is at the following link: Section 1008.34, F.S.

The rule adopted by the State Board of Education at its January 17, 2018, meeting describes more specifically the school grades calculation and can be found at the following link: Rule 6A-1.09981, F.A.C.

-Additional information describing the calculation and historical information are available at <http://fldoe.org/accountability/accountability-reporting/school-grades/>.

Section 2.

NA

2. EFFECT OF THE BILL:

Section 1.

- The School grade calculation would be revised to include students who completed two years of coursework as a participant in the United States Armed Forces Junior Reserve Officers' Training Corps (JROTC) program and earned a score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB). JROTC courses would be identified using the course code directory, and students reported as receiving two credits in these courses on the student transcript format and who could be linked to an ASVAB assessment score of 31 or higher would be incorporated into the calculation.
- The department would begin collecting ASVAB participation and performance information beginning in the 2020-21 school year.
- Florida School Grades and School Improvement Ratings would be modified for the 2020-2021 school year to include a modified acceleration component.
- State Board Rule 6A-1.09981, Florida Administrative Code (F.A.C.), would need to be amended to include these students in the school grades calculation.
- Florida's approved ESSA State Plan would need to be amended to reflect the change in how the college and career acceleration component is calculated.

Section 2.

- The bill would become effective July 1, 2020.

3. DOES THE LEGISLATION DIRECT OR ALLOW THE AGENCY/BOARD/COMMISSION/DEPARTMENT TO DEVELOP, ADOPT, OR ELIMINATE RULES, REGULATIONS, POLICIES, OR PROCEDURES? Y N

If yes, explain:	State Board Rule 6A-1.09981, F.A.C., would need to be amended and updated to incorporate students in the numerator who completed two years of coursework as a participant in the United States Armed Forces Junior Reserve Officers' Training Corps (JROTC) program and earned a score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB) in the school grades calculation.
Is the change consistent with the agency's core mission?	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
Rule(s) impacted (provide references to F.A.C., etc.):	Rule 6A-1.09981, F.A.C. <i>District and School Accountability</i>

4. WHAT IS THE POSITION OF AFFECTED CITIZENS OR STAKEHOLDER GROUPS?

Proponents and summary of position:	Unknown.
Opponents and summary of position:	Unknown.

5. ARE THERE ANY REPORTS OR STUDIES REQUIRED BY THIS BILL? Y N

If yes, provide a description:	
Date Due:	
Bill Section Number(s):	

6. ARE THERE ANY NEW GUBERNATORIAL APPOINTMENTS OR CHANGES TO EXISTING BOARDS, TASK FORCES, COUNCILS, COMMISSIONS, ETC. REQUIRED BY THIS BILL? Y N

Board:	
--------	--

Board Purpose:	
Who Appoints:	
Changes:	
Bill Section Number(s):	

FISCAL ANALYSIS

1. FISCAL IMPACT TO LOCAL GOVERNMENT

Y N

Revenues:	
Expenditures:	
Does the legislation increase local taxes or fees? If yes, explain.	
If yes, does the legislation provide for a local referendum or local governing body public vote prior to implementation of the tax or fee increase?	

2. FISCAL IMPACT TO STATE GOVERNMENT

Y N

Revenues:	None.
Expenditures:	
Does the legislation contain a State Government appropriation?	No.
If yes, was this appropriated last year?	

3. FISCAL IMPACT TO THE PRIVATE SECTOR

Y N

Revenues:	
Expenditures:	
Other:	

4. DOES THE BILL INCREASE OR DECREASE TAXES, FEES, OR FINES?

Y N

If yes, explain impact.	
Bill Section Number:	

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TECHNOLOGY IMPACT

1. DOES THE BILL IMPACT THE AGENCY'S TECHNOLOGY SYSTEMS (I.E. IT SUPPORT, LICENSING SOFTWARE, DATA STORAGE, ETC.)? Y N

If yes, describe the anticipated impact to the agency including any fiscal impact.	No - At this time, this bill does not appear to impact State Board of Education technology. However, new data would need to be collected.
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FEDERAL IMPACT

1. DOES THE BILL HAVE A FEDERAL IMPACT (I.E. FEDERAL COMPLIANCE, FEDERAL FUNDING, FEDERAL AGENCY INVOLVEMENT, ETC.)? Y N

If yes, describe the anticipated impact including any fiscal impact.	Florida's approved ESSA State Plan would need to be amended to reflect the change in how the college and career acceleration component is calculated.
--	---

ADDITIONAL COMMENTS

- Because students only count once in the numerator of this component, some of these students may already be reflected in the college and career acceleration component numerator by having qualified under a different acceleration mechanism.
- Because ASVAB assessment information is not collected at this time, it is not possible to produce simulations describing the potential impact this change would have on the college and career acceleration component, or school grades.
- A score of 31 on the ASVAB is the minimum requirement for enlistment, which is likely not comparable to the rigor required for the other acceleration components in this measure.
- The earliest these data could be collected for inclusion in the school grades acceleration component would be for the 2020-21 school year. Because the College and Career Acceleration component lags by a year, the earliest this could be incorporated for school grades would be the summer of 2022.

LEGAL - GENERAL COUNSEL'S OFFICE REVIEW

<p>Issues/concerns/comments:</p>	<ol style="list-style-type: none"> 1. Any change to the school grading system should be carefully weighed against the detriment that results from a change. The grading system was re-written and simplified in 2014 (see, 2014-23, SB 1642). Changes since that time can make comparisons across the years more difficult and less meaningful as a measure of school performance and ultimately, student performance. 2. The use of the Armed Services Vocational Aptitude Battery itself, and the score selected, do not appear consistent with the other provisions of subparagraph s. 1008.34 (3)(b), which measures the performance of high schools based on graduation rates and completion of various acceleration measures, such as Advanced Placement. The ASVAB is not an acceleration measure and a score of 31, means that the student only scored better than 31% of the base youth population. The score is well below that for acceptance in the Coast Guard (45%), below that required for the Airforce (36%) and below that required for the Navy (35%). Thus, it is unclear that performance on this test is a measure of a high school's success.
----------------------------------	--

Judy Bone
Legal Analyst Signature

11/12/2019
Date

APPROVALS

Jason Gaitanis
Lead Program Policy Analyst

10/29/19
Date

245-9618
Phone Number

Juan Copa
Chancellor/Director/Direct Report

10/31/19
Date

Suzanne Pridgeon
Fiscal Analyst

11/8/19
Date

Elizabeth Moya
Governmental Relations

11/15/19
Date

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/19/2020

Meeting Date

662

Bill Number (if applicable)

941600

Amendment Barcode (if applicable)

Topic SB 662: School Grading System

Name Matt Susin

Job Title Brevard County School Board Member

Address _____

Street

Phone _____

City

State

Zip

Email _____

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Brevard County Public Schools

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/19

Meeting Date

662

Bill Number (if applicable)

Topic SB 662

Amendment Barcode (if applicable)

Name Matt Susin

Job Title School Board Brevard County

Address 2700 Fran Jamison Way

Phone 321-917-4780

Viera FL 32940

Email susin.matthew@brevardschools.org

Speaking: [X] For [] Against [] Information

Waive Speaking: [] In Support [] Against (The Chair will read this information into the record.)

Representing Brevard Schools

Appearing at request of Chair: [X] Yes [] No

Lobbyist registered with Legislature: [] Yes [X] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

CourtSmart Tag Report

Room: LL 37

Case No.:

Type:

Caption: Senate Military and Veterans Affairs and Space Committee

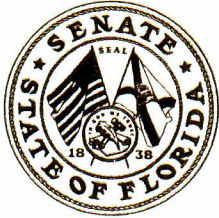
Judge:

Started: 2/19/2020 10:00:22 AM

Ends: 2/19/2020 10:19:16 AM

Length: 00:18:55

10:00:21 AM Meeting called to order by Chair Wright
10:00:29 AM Roll call by CAA Lois Graham
10:00:37 AM Quorum announced
10:00:49 AM Pledge of Allegiance
10:01:11 AM Chair Wright with opening comments
10:01:35 AM Chair turned over to Vice-Chair Cruz
10:01:42 AM Tab 1 CS/SB 662 School Grading System by Chair Wright
10:01:51 AM Chair Wright explains the bill
10:02:08 AM Late-filed Amendment Barcode 941600
10:02:30 AM Without objection amendment is introduced
10:02:35 AM Chair Wright explains the late-filed amendment
10:03:48 AM Appearance Forms on amendment
10:03:53 AM Matt Susin Brevard County School Board member, speaks in favor of the amendment
10:07:17 AM Chair Wright waives close on amendment
10:07:23 AM Amendment is adopted
10:07:34 AM Back on bill as amended
10:07:42 AM Senator Harrell with a question
10:07:59 AM Chair Wright responds
10:08:11 AM Senator Torres with question
10:08:17 AM Chair Wright responds
10:08:32 AM Senator Torres with follow-up
10:08:35 AM Chair Wright responds
10:08:52 AM Staff responds
10:09:07 AM Senator Torres with comments
10:09:23 AM Appearance Form - Matt Susin in support
10:09:46 AM Senator Harrell in debate
10:10:59 AM Chair Wright closes on bill as amended
10:11:14 AM Roll call on CS/CS/SB 662
10:11:36 AM Bill reported favorably
10:11:46 AM Chair returned to Chair Wright
10:12:01 AM Chair Wright with comments
10:12:08 AM Vice-Chair Cruz with comments
10:13:21 AM Senator Broxson with comments
10:15:01 AM Senator Torres with comments
10:15:54 AM Chair Wright with comments
10:16:02 AM Senator Harrell with comments
10:16:59 AM Vice-Chair Cruz with comments
10:18:01 AM Chair Wright with comments and adjourns the meeting



THE FLORIDA SENATE

SENATOR JASON W.B. PIZZO

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COMMITTEE MEMBERSHIP:

Community Affairs

Criminal Justice

Appropriations
Subcommittee on
Education

Finance & Tax

Military & Veterans
Affairs & Space

February 19, 2020

Senator Wright,

Please accept this letter as a formal recognition of my absence from the Military and Veterans Affairs & Space Committee Meeting on Wednesday, February 19, 2020. An earlier scheduled appointment to speak with constituent youth who were sharing their stories of social issues, trauma and gun violence ran long, as I did not want to abbreviate their participation.

I appreciate your understanding on this matter.

Thank you for your time,

A handwritten signature in blue ink, appearing to read "JPizzo".

Senator Jason Pizzo