

STORAGE NAME: h1007.edk

DATE: March 3, 1997

**HOUSE OF REPRESENTATIVES
COMMITTEE ON
EDUCATION K-12
BILL ANALYSIS & ECONOMIC IMPACT STATEMENT**

BILL #: HB 1007

RELATING TO: Student Standards

SPONSOR(S): Committee on Education K-12 and Representative Andrews

STATUTE(S) AFFECTED: Amends ss. 11.42, 229.565, 229.57, 230.2305, 232.245, 232.2454, 232.246, 232.2462, 232.2463, 232.245, 233.011, 240.116, 240.1161, 240.117, 240.118, and 240.529, F.S.

COMPANION BILL(S): S 458 (s)

ORIGINATING COMMITTEE(S)/COMMITTEE(S) OF REFERENCE:

(1) EDUCATION K-12 YEAS 9 NAYS 0

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I. SUMMARY:

The bill revises provisions regarding student performance standards and the statewide assessment program to conform with the Sunshine State Standards and Florida Comprehensive Assessment Tests (FCAT), and requires mandatory participation for all students in the statewide assessment tests.

The bill strengthens math requirements for teacher preparation programs to enable teachers to be better prepared to teach math to students.

The bill requires intensive reading instruction at grades 2, 3, and 4 for students substantially deficient in reading, and authorizes retention at grade 5 if reading deficiency is not remedied.

The bill requires school board policies to reflect that students demonstrate mastery of course performance standards as a contingency for earning credit for the course.

The bill revises high school graduation requirements as follows:

- increases the cumulative grade point average (GPA) required for high school graduation.
- limits students' access to Level I courses for graduation credit.
- requires Algebra I or a series of equivalent courses, or a higher level course as one of the three credits required in math.
- clarifies that students below grade 9 may take courses for high school graduation credit.
- the course in American Government, required for graduation, must include the study of the United States Constitution and the study of Florida government.

The bill revises the high school grading system and the requirements for student participation in interscholastic extracurricular activities and permits participation in an interscholastic sport to satisfy the one-half credit in physical education.

The bill requires guidelines to achieve comparability for student and teacher qualifications for dual enrollment courses and mastery of course outcomes for credit, and requires specified GPA's for dual enrollment students.

While some fiscal costs and some fiscal benefits could be generated by the bill, these are contingencies at this time, so the overall fiscal effect of the bill is indeterminate but could be significant.

II. SUBSTANTIVE ANALYSIS:

A. PRESENT SITUATION:

Statewide Assessment Program and the Sunshine State Standards

The purpose of the statewide assessment program is to provide information needed for the improvement of public schools. (s. 229.57, F.S.) The assessment program is designed to identify educational strengths and needs of students and assess how well educational goals and performance standards are met at the school, district, and state levels. The Commissioner must develop a list that specifies student skills and competencies which apply to the goals for education in the state plan; develop and implement a uniform system of indicators to describe the performance of public school students and characteristics of public school districts and schools; and develop and implement a student achievement testing program. The Commissioner is required to prepare an annual report of the results of the statewide assessment program, describing student achievement in the state, district, and school, and including the performance of students at both low and exemplary levels.

In response to state and national education concerns, the 1991 Florida Legislature substantially revised Florida's system of school improvement and education accountability. Entitled "Blueprint 2000", this legislation called for the development of clear guidelines for achieving school improvement and education accountability, based on eight education goals, with the intent of increasing standards, flexibility, and local control and accountability. (ss. 229.591 and 229.592, F.S.)

Consistent with Blueprint 2000's goals of increased standards, flexibility, and accountability, the Commissioner of Education, in consultation with teachers, administrators, parents, and the business community, must develop student performance standards in the areas of reading, writing, mathematics, science, history, government, geography, economics, and computer literacy. (s. 229.565, F.S.)

The Department of Education (DOE) began developing the "Sunshine State Standards" in 1994. The "Sunshine State Standards" are a collection of concepts students are expected to know and understand as they progress through school. The standards are assessed both at the classroom level by the teacher and through the Florida Comprehensive Assessment Test (FCAT). The standards were approved by the State Board of Education in May, 1996, and are currently being implemented in every school and school district.

Teacher Preparation

Program approval standards for teacher preparation programs in departments and colleges of education are developed by the DOE in collaboration with institutes of higher education. The standards are required to emphasize quality indicators and performance measures but do not address preparation in particular curriculum areas.

Pupil Progression

Each district school board must establish a comprehensive program for pupil progression based on local and state education goals. (s. 232.245, F.S.) The school board must include factors to be considered by a teacher prior to recommending that a student progress to the next grade. Each plan must reflect an effort to identify and assist students in grades 9-12 who fall below the GPA required for high school graduation.

Student Performance Standards

School boards must adopt student performance standards for each "academic program" in grades 9-12 for which credit toward high school graduation is awarded. (s. 232.2454, F.S.) School boards are also required to "establish policies as to student mastery of performance standards before credit is awarded."

The term “academic program” is not defined in terms of which courses require performance standards. Districts exercise their own discretion in setting standards for “mastery.” The DOE is authorized to review the performance standards and policies on mastery during Compliance and Performance Audits; however, the DOE’s current monitoring activities focus primarily on Federal programs and English for Students of Other Languages requirements, including a visit to each district over a four-year period.

High School Graduation Requirements

Currently, the minimum requirements for high school graduation include the following:

- passage of both sections of the High School Competency Test (HSCT);
- completion of a minimum of 24 credits;
- receipt of a GPA of 1.5 on a 4.0 scale; and
- successful completion of any other requirements prescribed by the local school board.

The 24 credits required for graduation are distributed as follows:

Required Subject	Number of Credits
English	4
Math	3
Science	3
Social Studies	
American History	1
World History	1
Economics	.5
American Government	.5
Physical Education	.5
Practical Arts Vocational or Exploratory	.5 or 1
Performing Fine Arts	.5 or 1
Life Management Skills	.5
Total Required Credits	15
Total Elective Credits	9
TOTAL CREDITS	24

The HSCT is a test of the application of basic skills in math and communication administered initially in grade 11 and up to five additional times until passed. All Florida students must pass the HSCT to receive a standard high school diploma. Results identify specific skill areas in which a student may require additional instruction.

The GPA is calculated on a cumulative basis over a four-year period beginning in grade 9. District school boards have the option and are encouraged to establish requirements for graduation in excess of the minimum requirements. (s. 232.246, F.S.) According to the DOE “State and District

High School Graduation Requirements: 1996-97 to 1999-2000," 49 districts currently require a 2.0 grade point average for graduation and 3 additional districts will require it for the year 2000-2001; and 36 districts currently require Algebra I for graduation, with 2 other districts planning to require it by the year 2003.

The following information, obtained from the DOE, relates to state totals for GPA ranges for students in grades 9-12 in the public schools of Florida for the 1995-1996 school year.

153,105 students	Cumulative GPA below 1.5000 (i.e. 1.4999 and below)
99,283 students	Cumulative GPA between 1.5000 and 1.9999
<u>394,156 students</u>	Cumulative GPA above 1.999 (i.e. 2.0 and above)
646,544 students	All 9-12 students

Courses for which students may earn credit toward high school graduation are listed in the *Course Code Directory*, published annually by the DOE. In this document, courses are grouped in one of three levels. A Level I designation consists of those courses in a curriculum area with contents that are at a basic or fundamental level. Levels II and III are more advanced courses. All courses, regardless of their designated level, are worth the same credit value for high school graduation purposes. For example, "Consumer Math," a Level I course, and "Advanced Placement Calculus," a Level III course, are both valued as one credit.

The *Course Code Directory* makes allowances for high school courses to be taken at grade 8 or below and satisfy high school graduation requirements, if a district's Pupil Progression Plan allows the student to be classified as a high school student for the period in which the student is enrolled in a course designated as a 9 - 12 grade course.

A House interim project entitled "An Analysis of Postsecondary Student Preparedness and Remedial Education Needs," presented during the 1996 legislative session revealed that of the 31,000 1994 Florida public high school graduates who enrolled in a Florida Community College in 1994-1995, 62.4% were required to take at least one remedial class in reading, writing, or math. The report further stated that course-taking patterns showed that completion of Algebra I, Geometry, and Algebra II in high school significantly reduced the need for math remedial education at the postsecondary level. Students who took Algebra I were 26% less likely to require remedial instruction in math.

Dual Enrollment Courses

Sections 240.116, and 240.117(5), F.S., specify eligibility requirements for participation in an articulated acceleration program, including dual enrollment. These requirements include: enrollment in a public or nonpublic secondary school and passage of the section of the common placement test that is appropriate for successful student participation in the dual enrollment course. In order to participate in dual enrollment courses, a student must also fulfill the eligibility criteria included in a district's interinstitutional articulation agreement. (s. 240.1161, F.S.)

The Articulation Coordinating Committee developed "The Dual Enrollment Interinstitutional Articulation Agreement Guidelines" regarding participation in dual enrollment programs. The following unweighted GPA's are to serve as guidelines for participation in dual enrollment, in addition to the common placement examination:

- 3.0 GPA for college credit dual enrollment courses, and
- 2.0 GPA for vocational certificate dual enrollment courses.

The January 1997 Postsecondary Education Planning Commission report "A Review of Acceleration Mechanisms in Florida Public Education" recommends the above guidelines be implemented by all educational sectors for the use in the establishment of interinstitutional articulation agreements.

Statewide Grading System

The current statewide grading system is the following:

Letter Grade	Current System %
A	94-100
B	85-93
C	75-84
D	65-74
F	0-64

Interscholastic Extracurricular Activities

Currently, the GPA required for student participation in interscholastic extracurricular activities is 1.5 on a 4.0 scale. (s. 232.245, F.S.) In April, 1996, the Florida High School Activities Association adopted a proposal to increase the required GPA from 1.5 to 2.0 in the following manner:

School Year	GPA Required
prior to 1996-97	1.5
1996-97	1.6
1997-98	1.8
1998-99	2.0

In addition to the GPA, a student must pass five subjects for the grading period immediately preceding participation, except that the student eligibility for the first grading period of each new school year is based on passing five subjects and maintaining the required GPA the previous school year.

Postsecondary Feedback Report

The DOE Office of Postsecondary Coordination develops the Postsecondary Feedback Report. The report provides each high school in the state with a description of the performance of first time college students in the areas of reading, writing, and math. (s. 240.118, F.S.) The report includes data on each student attending a public, in-state postsecondary institution.

B. EFFECT OF PROPOSED CHANGES:

Statewide Assessment Program and the Sunshine State Standards

The bill revises provisions regarding student performance standards and the statewide assessment programs to conform with the Sunshine State Standards and the Florida Comprehensive Assessment Test (FCAT). The bill revises the list of subjects for which standards must be developed and the grades in which the tests are administered. The bill requires the tests to measure student proficiency levels in reading, writing, math, and other areas determined by the Commissioner of Education. The tests may be developed through contracts and project

agreements with specified parties. The tests are criterion-referenced and must include measurable skills and competencies.

The bill requires all students to participate in the statewide assessment program, except as otherwise prescribed by the Commissioner.

The bill requires the annual report describing the results of the statewide assessment program, to include the performance of students scoring in the middle 50% of the test population. Currently, only descriptions of low and exemplary level performance are required.

Teacher Preparation

Under the bill, approval for a teacher preparation program is contingent on standards that adequately train elementary, middle, and high school teachers to teach high-level mathematics concepts at the appropriate grade level.

Pupil Progression - Reading Proficiency

The bill requires intensive reading instruction for students substantially deficient in reading. The student's reading level is determined by local assessments or teacher recommendation at the beginning of grades 2, 3, and 4. Immediately following the identification of a reading deficiency, the student must be given intensive reading instruction. In the beginning of the year following the intensive instruction, the student will be reassessed and must continue instruction until the reading deficiency is remedied. If the deficiency is not remedied by the end of the 5th grade, the student may be retained in grade.

This reading provision is consistent with intensive reading programs, which are administered in grade 1, and the FCAT, which applies a statewide assessment in grade 4.

Student Performance Standards

Under the bill, school boards must establish policies that require student mastery of performance standards before credit for a course is awarded. The bill also substitutes the term "course" for "academic program" in reference to course performance standards. This change conforms to other provisions which define a "credit" and also applies course performance standards to *all* courses for which graduation credit is awarded (not just "academic" courses, which are undefined).

High School Graduation Requirements

The bill increases the cumulative GPA for 9th graders entering during the 1997-1998 school year and thereafter to 2.0 on a 4.0 scale. The bill also raises the required GPA to a 2.0 that must be earned in courses taken after the bill's effective date by students who entered the 9th grade before the 1997-1998 school year.

The bill also revises high school graduation requirements in the following manner:

- requires Algebra I, or a series of equivalent courses, or a higher level course. A course series might include "Applied Math I and II" which, when taken sequentially, equate to one unit of Algebra I.
- states that high school courses taken by students below grade 9 may be used to satisfy high school graduation requirements or the Florida Academic Scholars Certificate Program. This would allow, for example, a student in grade 8 who completes Algebra I to receive credit for high school graduation.
- prohibits a student from receiving credit toward high school graduation for any Level I course, unless assessment indicates a more rigorous course of study would be inappropriate.

- the course in American Government, required for graduation, must include the study of the United States Constitution, and the study of Florida government, including the State Constitution, the three branches of state government, and municipal and county government.
- participation in an interscholastic sport, whether at the freshman, junior varsity, or varsity level, for a full season, will satisfy the one-half credit in physical education.

Dual Enrollment

The bill requires that credit for dual enrollment courses be earned based on the mastery of course outcomes and according to policy established by a district's interinstitutional articulation agreement. The DOE must adopt guidelines designed to achieve comparability across school districts of both student and teacher qualifications for dual enrollment courses. Student qualifications must demonstrate a readiness for college-level or vocational-level coursework, whichever is appropriate.

The bill requires the following unweighted GPA guidelines recommended by the Articulation Coordinating Committee for participation in dual enrollment:

- 3.0 GPA for college credit dual enrollment courses, and
- 2.0 GPA for vocational certificate dual enrollment courses.

Statewide Grading System

The bill increases the percentages for the following grades:

Letter Grade	Current System %	Proposed System %
A	94-100	same
B	85-93	same
C	75-84	77-84
D	65-74	70-76
F	0-64	0-69

This increase would be effective for the 1997-98 school year.

Interscholastic Extracurricular Activities

The bill increases the GPA required for student participation in interscholastic extracurricular activities from a 1.5 to 2.0 on a 4.0 scale for 9th graders entering during the 1997-1998 school year and thereafter. The bill also raises the required GPA to 2.0 on a 4.0 scale that must be earned in courses taken after the bill's effective date by students who entered the 9th grade before the 1997-1998 school year, and removes the requirement of students participating in interscholastic extracurricular activities to pass five subjects for the grading period immediately preceding participation.

The bill requires students to demonstrate satisfactory conduct in order to participate in interscholastic extracurricular activities. In addition, students who have been convicted of or found to have committed a felony, regardless of whether adjudication is withheld, or has been adjudicated delinquent or had adjudication withheld for an offense that would be a felony if committed by an adult, may be prohibited from participation in interscholastic extracurricular activities depending on established and published school board policy.

Postsecondary Feedback Report

The bill amends s. 240.118, F.S., to require the Commissioner of Education to annually recommend statutory changes to the Legislature to reduce the incidence of postsecondary remediation in math, reading, and writing for first time enrolled recent high school graduates.

The bill also corrects cross-references and deletes obsolete language.

C. APPLICATION OF PRINCIPLES: GENERALLY:

1. Less Government:

Because it raises student academic standards, including requiring teachers to be better prepared to teach math to their students, the bill could be viewed as expanding existing governmental authority. But because student academic standards and teacher preparation standards cannot be raised on a statewide basis without legislative and gubernatorial action and district and departmental implementation, expanding governmental authority for this purpose appears unavoidable if these goals are to be attained.

a. Does the bill create, increase or reduce, either directly or indirectly:

- (1) any authority to make rules or adjudicate disputes?

See C. 1., above.

- (2) any new responsibilities, obligations or work for other governmental or private organizations or individuals?

See C. 1., above.

- (3) any entitlement to a government service or benefit?

See C. 1., above.

b. If an agency or program is eliminated or reduced:

- (1) what responsibilities, costs and powers are passed on to another program, agency, level of government, or private entity?

Not Applicable.

- (2) what is the cost of such responsibility at the new level/agency?

Not Applicable.

- (3) how is the new agency accountable to the people governed?

Not Applicable.

2. Lower Taxes:

Not Applicable.

- a. Does the bill increase anyone's taxes?

No

- b. Does the bill require or authorize an increase in any fees?

No

- c. Does the bill reduce total taxes, both rates and revenues?

No

- d. Does the bill reduce total fees, both rates and revenues?

No

- e. Does the bill authorize any fee or tax increase by any local government?

No

3. Personal Responsibility:

The bill could be viewed as enhancing the personal responsibility of students to meet higher academic standards and of teachers to be better prepared to teach mathematics concepts to their students.

- a. Does the bill reduce or eliminate an entitlement to government services or subsidy?

See C.3., above.

- b. Do the beneficiaries of the legislation directly pay any portion of the cost of implementation and operation?

See C.3., above.

4. Individual Freedom:

While some students and teachers could perceive the higher requirements of the bill as onerous, the bill could be viewed as capable of enhancing individual freedom in the long term, to the extent that higher student academic standards and better teacher preparation in math result in better prospects.

- a. Does the bill increase the allowable options of individuals or private organizations/associations to conduct their own affairs?

See C.4., above.

- b. Does the bill prohibit, or create new government interference with, any presently lawful activity?

See C.4., above.

5. Family Empowerment:

In enhancing academic standards for students and preparation for teachers, the bill could have a variety of effects on families and children, both positive and negative depending upon individual circumstances. However, recent polls indicate that students, as well as parents and teachers, believe academic standards should be raised. While the bill's requirement of higher academic standards may result in some difficulties, particularly initially, for low-achieving students and their families, the long term impact, on students and families generally, could be positive and empowering.

- a. If the bill purports to provide services to families or children:

- (1) Who evaluates the family's needs?

See C.5., above.

- (2) Who makes the decisions?

See C.5., above.

- (3) Are private alternatives permitted?

See C.5., above.

- (4) Are families required to participate in a program?

See C.5., above.

- (5) Are families penalized for not participating in a program?

See C.5., above.

- b. Does the bill directly affect the legal rights and obligations between family members?

See C.5., above.

- c. If the bill creates or changes a program providing services to families or children, in which of the following does the bill vest control of the program, either through direct participation or appointment authority:

- (1) parents and guardians?

See C.5., above.

- (2) service providers?

See C.5., above.

- (3) government employees/agencies?

See C.5., above.

ACADEMIC EXCELLENCE COUNCIL'S ADDITIONAL CONSIDERATIONS:

The bill could be viewed as meeting each of the Academic Excellence Council's seven additional considerations, e.g., improving instruction, allowing teachers to teach, improving student character, preparing students for the workforce, empowering parents to make decisions, creating educational options, and creating an environment where students can learn.

1. Does it improve instruction?

The bill improves instruction by requiring better preparation for teachers in mathematics concepts.

2. Does it allow teachers to teach?

The bill improves the ability of teachers to teach by enhancing the learning standards required of their students and requiring teachers to be better prepared to teach their students math.

3. Does it improve student character?

The bill raises the bar for student academic performance, which could be viewed as having a positive effect on student character. The nonprofit Character Education Partnership has developed ten basic principles for effective character education. One of these states that "effective character education includes high academic standards that challenge all students to set high goals, work hard to achieve them, and persevere in the face of difficulty." (see THE WALL STREET JOURNAL, Feb. 18, 1997)

4. Does it prepare our students to be a part of the 21st century workforce?

By raising the standards for student academic performance generally, and also by raising the standards for both college preparatory and vocational preparatory dual enrollment options, the bill could be viewed as having a positive effect on preparation of students for the workforce.

5. Does it empower parents to make decisions?

The bill's imposition of higher academic standards for students could be viewed as assisting the parents of students to hold higher expectations of their children.

6. Does it create educational options?

Higher academic performance levels could open up new educational options for those students who meet the new standards.

7. Does it create an environment where students can learn?

To the extent that learning is enhanced by an environment of high expectations for academic performance, the bill should have a positive impact on the learning environment.

D. SECTION-BY-SECTION ANALYSIS:

- Section 1: Amends s. 11.42, F.S., relating to the Auditor General, to correct a cross reference.
- Section 2: Amends s. 229.565, F.S., relating to educational evaluation procedures, revising provisions regarding student performance standards and the statewide assessment program to conform with the Sunshine State Standards and the Florida Comprehensive Assessment Test (FCAT), and providing for the Commissioner of Education to make rules.
- Section 3: Amends s. 229.57, F.S., relating to the statewide assessment program, describing the tests used for the program, requiring mandatory participation for all students, and requiring the performance of students at the middle 50% of the test population to be described in the annual report.
- Section 4: Amends s. 230.2305, F.S., relating to the prekindergarten early intervention program, to correct a cross reference.
- Section 5: Amends s. 232.245, F.S., relating to pupil progression, establishing requirements to maintain grade level reading and authorizing retention in certain circumstances.
- Section 6: Amends s. 232.2454, F.S., relating to district student performance standards, requiring student mastery of performance standards before credit for a course may be awarded, and replacing the phrase "academic program" with "course."
- Section 7: Amends 232.246, F.S., relating to high school graduation requirements, revising requirements regarding GPA, math courses, American government courses, physical education courses, and Level I courses, and clarifying that high school courses may be taken by students in 8th grade or below for graduation credit.
- Section 8: Amends s. 232.2462, F.S., relating to attendance requirements for receipt of high school credit, provides conforming language regarding district interinstitutional articulation agreements.
- Section 9: Amends s. 232.2463, F.S., relating to the high school grading system, increasing the percentage points for specified grades.
- Section 10: Amends s. 232.425, F.S., relating to standards for participation in interscholastic extracurricular student activities, increasing the GPA required for student participation, removing the requirement to pass five subjects for the preceding grade period, and establishing requirements as to conduct and criminal record.
- Section 11: Amends s. 233.011, F.S., relating to accountability in curriculum, providing technical changes.
- Section 12: Amends s. 240.116, F.S., relating to articulated acceleration, requiring comparability of standards for teacher qualifications and student qualifications across school districts for dual enrollment courses, and requiring specific GPA's for college credit and vocational certificate dual enrollment courses.
- Section 13: Amends s. 240.1161, F.S., relating to district interinstitutional articulation agreements, requiring the process for converting college credit hours earned through dual enrollment and early admission programs be based on a mastery of course outcomes.
- Section 14: Amends s. 240.117, F.S., relating to common placement testing for public postsecondary education, providing technical and conforming language.

Section 15: Amends s. 240.118, F.S., relating to postsecondary feedback to high schools, requiring the Commissioner of Education to make recommendations to the Legislature on statutory changes to decrease the incidence of postsecondary remediation in specified areas.

Section 16: Amends s. 240.529, F.S., relating to teacher preparation programs, requiring standards designed to adequately train teachers in the area of mathematics.

Section 17: Provides an effective date of July 1, 1997.

III. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:

1. Non-recurring Effects:

The DOE could incur some administrative expenses. These should be minimal.

2. Recurring Effects:

None.

3. Long Run Effects Other Than Normal Growth:

None.

4. Total Revenues and Expenditures:

Insignificant.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:

1. Non-recurring Effects:

The bill increases the required GPA for high school graduation from 1.5 to 2.0 on a 4.0 scale. The total number of students in grades 9-12 for the 1995-96 school year who had GPA's under 2.0 was 252,388 out of a total population of 646,544 students. It is possible that increasing the required GPA could result, particularly initially, in many of these students needing extra academic attention in after school or summer school programs. The fiscal impact is short-term and indeterminate, but could be significant.

2. Recurring Effects:

None.

3. Long Run Effects Other Than Normal Growth:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

1. Direct Private Sector Costs:

None.

2. Direct Private Sector Benefits:

While not a *direct* benefit, to the extent that the bill results in a student population better prepared to enter the workforce, the benefits to the private sector could be semi-direct and, while indeterminate, could be significant.

3. Effects on Competition, Private Enterprise and Employment Markets:

The bill could have a positive, though indeterminate, effect on competition, private enterprise, and employment markets.

D. FISCAL COMMENTS:

While significant fiscal costs and significant fiscal benefits could be generated by the bill, these would depend upon contingencies, so the overall fiscal impact of the bill is indeterminate.

IV. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

A. APPLICABILITY OF THE MANDATES PROVISION:

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

B. REDUCTION OF REVENUE RAISING AUTHORITY:

This bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

C. REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:

This bill does not reduce the percentage of a state tax shared with counties or municipalities.

V. COMMENTS:

Case law indicates that academic standards can be raised if due process considerations of adequate notice and adequate assistance to students to meet the higher standards are satisfied.

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

VII. SIGNATURES:

COMMITTEE ON EDUCATION K-12:

Prepared by:

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M. Elizabeth Atkins

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