

**HOUSE OF REPRESENTATIVES STAFF ANALYSIS**

**BILL #:** HB 1367                      Public School Student Progression  
**SPONSOR(S):** Henriquez  
**TIED BILLS:**                              **IDEN./SIM. BILLS:** SB 2272

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<b>REFERENCE</b>	<b>ACTION</b>	<b>ANALYST</b>	<b>STAFF DIRECTOR</b>
1) Pre-K through 12 (Sub)	4 Y, 0 N	Carlson	Bohannon
2) Education K-20			
3)			
4)			
5)			

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**SUMMARY ANALYSIS**

The bill requires that proficiency in social studies be an element of student progression from one grade to another in public schools.

The bill also adds science and social studies as courses subject to student assessment and student improvement plan development for students in juvenile justice commitment programs.

The bill may have some incidental fiscal impact associated with the requirement for assessing student performance and including assessment results in student progress reports, but the impact has not been estimated by the Department of Education.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

**STORAGE NAME:** h1367a.edk.doc  
**DATE:** April 3, 2003

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. DOES THE BILL:

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

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

#### B. EFFECT OF PROPOSED CHANGES:

##### Social Studies Required for School Progression

The bill requires that proficiency in social studies be shown in order for a student to progress from one grade to another. It adds the social studies proficiency requirement to the currently-required proficiencies in reading, writing, science and mathematics.

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

The bill includes social studies among reading, writing, science and mathematics as a proficiency to be assessed according to s. 1008.22, F.S.

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

##### Juvenile Justice Education Programs

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

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

#### C. SECTION DIRECTORY:

Section 1. Amends s. 1008.25, F.S., relating to public school student progression.

Section 2. Amends s. 1003.51, F.S., relating to other public educational services.

Section 3. Amends s. 1003.52, F.S., relating to educational services in Department of Juvenile Justice programs.

Section 4. Provides effective date.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

### A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues: None.
2. Expenditures: The Department of Education has not prepared a fiscal analysis of this bill. See fiscal comments, below.

### B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues: None.
2. Expenditures: None.

### C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR: None.

### D. FISCAL COMMENTS:

The bill may have some incidental fiscal impact associated with the requirement for assessing student performance and including assessment results in student progress reports, but the impact has not been estimated by the Department of Education.

## III. COMMENTS

### A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision: The bill does not require a city or county to spend funds or to take any action requiring the expenditure of funds.
2. Other: None.

### B. RULE-MAKING AUTHORITY: None.

### C. DRAFTING ISSUES OR OTHER COMMENTS: None.

## IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

None.