

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 185 w/CS Student Assessment

SPONSOR(S): Quinones

TIED BILLS: **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) PRE-K through 12 (SUB)	5 Y, 0 N	Ashworth	Bohannon
2) EDUCATION K-20	25 Y, 1 N	Ashworth	Bohannon
3) Education Appropriations (Sub)	14 Y, 2 N	Mizereck	Mizereck
4) APPROPRIATIONS			
5)			

SUMMARY ANALYSIS

CS/ HB 185 allows the scores on the SAT or ACT that are concordant with the passing scores on the grade 10 FCAT for purposes of high school graduation to satisfy the assessment requirement for a standard high school diploma for the following students:

- Any student who enters a Florida public school in grades 11 or 12; and
- Any student who has exhausted all his or her attempts to pass the grade 10 FCAT.

Alternative assessment scores that were concordant to the passing scores on the grade 10 FCAT and used for the 2002-2003 school year are different than the alternative assessment scores that are concordant to the passing scores on the grade 10 FCAT for 2003-2004 school year. The alternative assessment scores for the 2003-2004 school year are higher because the State Board of Education raised the standards in 2001 and the first graduating class that will be held to the new standard is the graduating class of 2004. The concordant scores for the 2003-2004 graduating class are as follows:

Concordant Scores for 2003-2004 Graduating Class		
	Reading	Math
FCAT	300	300
SAT	410	370
ACT	15	15

If all students have the option of taking an alternative assessment, there may not be as much incentive to perform well on the FCAT. This could effect the designation of school performance grade categories.

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

STORAGE NAME: h0185e.ap.doc

DATE: April 14, 2004

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 checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input 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:

Background

Alternate Assessments

Chapter 2003-413, Laws of Florida, directed the Commissioner of Education to determine the comparable validity of other available standardized tests, including the SAT, ACT, College Placement Test, PSAT, PLAN, and tests used for entry into the military, to the Florida Comprehensive Assessment Test (FCAT). For students graduating in the 2002-2003 school year, the legislation required the Commissioner to approve the use of tests that were determined to be valid and reliable measures as alternate assessments to the grade 10 FCAT.

The FCAT is intended to measure the Sunshine State Standards;¹ is a component of the student assessment program; provides information needed to improve the public schools; and is used in determining school performance grade categories.²

Of the standardized tests listed above, the SAT and ACT were approved for use as alternate assessments to the FCAT. The following points provided the basis for determining that these two tests were the most valid and reliable measures to be used as alternate assessments to the grade 10 FCAT.³

- SAT and ACT generally measure the same curriculum areas contained in the Sunshine State Standards for grade 10. Curriculum crosswalks were sufficient to support the use of SAT and ACT concordant scores as alternatives for meeting the FCAT high school graduation requirement.⁴
- DOE maintains a longitudinal database that includes thousands of student SAT and ACT scores necessary to support concordance studies with the FCAT. Concordance procedures require the matching of a sufficient number of scores to generate reliable concordant scores.

¹ Section 1008.22(3)(a)-(c), Florida Statutes.

² Sections 1008.22(1) and 1008.34, Florida Statutes.

³ Department of Education, *Report of Implementation of House Bill 23B Relating to Alternate Assessment Options for Meeting Grade 10 FCAT Requirements*, 2003.

⁴ The DOE *Report of Implementation of HB 23B Relating to Alternate Assessment Options for Meeting Grade 10 FCAT Requirements* also indicates that the national standardized instruments did not provide the most desirable assessment of Sunshine State Standards. Other tests specifically listed in the statute were not determined to be as closely aligned with the FCAT for purposes of being used as alternate assessment. The developers of the PSAT and PLAN consider these as pretests for the purposes of helping students plan their high school curricula. The Armed Forces Vocational Aptitude Battery (ASVAB) is a series of tests developed by the Department of Defense in the 1960s to measure an individual's aptitude to be trained in specific jobs. The battery is not aligned with the statutory purpose of the FCAT [s. 1008.22(3)(c), F.S.] nor is there a crosswalk with the skills that are being assessed.

Currently, the DOE does not maintain a database of scores of other national standardized tests.³

- SAT and ACT are widely accepted measures of college preparation by public and private universities. Florida has required either an SAT or an ACT score for admission to a state university since the mid-1970s. While many Florida eleventh and twelfth grade students are encouraged to take other national standardized tests for course and career planning purposes, there is no additional education entrance requirement or consequences attached to their decision regarding whether or not to take the tests.

Concordance Studies

DOE conducted concordance studies to determine the score relationship between the FCAT and the SAT and ACT. The concordance studies were based on Florida students who had taken the FCAT in the spring of 2000 and 2001 and had also taken either the SAT or the ACT. The concordance studies resulted in the following concordant scores for the 2002-2003 graduating class:

Concordant Scores for 2002-2003 Graduating Class		
	Reading	Math
FCAT	287	295
SAT	370	350
ACT	14	15

Twelfth-grade students in the 2002-2003 graduating class who attained the SAT or ACT scores that equated to the passing scores in the chart above satisfied the assessment requirement for a standard high school diploma.

Summary of 12th Graders in 2002-2003 Who Failed the Grade 10 FCAT and Satisfied Graduation Requirements by Use of Alternative Tests

- 222 grade 12 students slated to graduate from Florida public schools in 2002-2003 met the FCAT requirements through the use of alternative tests (SAT or ACT).
- 66% had failed the reading section of the FCAT; 27% failed the math section and 7% failed both sections.
- 91% of the students who used FCAT alternatives represented racial-ethnic minority groups. Nearly 64% were African American and 20% were Hispanic.
- 57% of the students were females; 43% were males.
- 30.6% of the students were from Miami-Dade; 20.3% were from Palm Beach; percentages from other districts ranged from 6.8% to .5%
- 66.7% of students used the ACT to satisfy their FCAT requirement; 30.9% used the SAT; 2.5% submitted scores for both the ACT and the SAT.
- Statistics for ACT and SAT for Florida indicate that, statewide, more African-American students take the ACT than take the SAT. The opposite is true for other racial-ethnic groups; more take the SAT than take the ACT.³

Provisions of CS/HB 185

CS/HB 185 provides that the following students who attain scores on the SAT or ACT that are concordant with the passing scores on the grade 10 FCAT for purposes of high school graduation have satisfied the assessment requirement for a standard high school diploma:

- Any student who enters a Florida public school in grade eleven or grade twelve; and
- Any student who has exhausted all his or her attempts to pass the grade 10 FCAT.

Alternative assessment scores that were concordant to the passing scores on the grade 10 FCAT and used for the 2002-2003 school year are different than the alternative assessment scores that are concordant to the passing scores on the grade 10 FCAT for 2003-2004 school year. The alternative

assessment scores for the 2003-2004 school year are higher because the State Board of Education raised the standards in 2001 and the first graduating class that will be held to the new standard is the graduating class of 2004.⁵ The concordant scores for the 2003-2004 graduating class are as follows:

Concordant Scores for 2003-2004 Graduating Class		
	Reading	Math
FCAT	300	300
SAT	410	370
ACT	15	15

If all students have the option of taking an alternative assessment, there may not be as much incentive to perform well on the FCAT. This could effect the designation of school performance grade categories.⁵

C. SECTION DIRECTORY:

Section 1. Amends s. 1008.22, F.S., authorizing SAT and ACT as alternate assessments for students entering a Florida public school in grades 11 or 12 and for students who have exhausted all attempts to pass the grade 10 FCAT and who attain scores on the SAT or ACT that are concordant with passing scores on the grade 10 FCAT for purposes of high school graduation; deleting obsolete language.

Section 3. Provides that the act shall become effective upon becoming law.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

⁵ Department of Education, March 19, 2004.

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

The Subcommittee on Pre-K through 12 recommended HB 185 with one amendment and one amendment to the amendment. The bill as amended changes the original bill in the following ways:

- Removes Section 1 of the bill relating to a translated versions of the grade 10 FCAT
- Removes the College Placement Test, PSAT, PLAN, and tests used for entry into the military from the list of assessments approved as alternate assessments to the FCAT
- Allows the ACT or SAT as alternate assessments for any student who enters a Florida public school at the eleventh or twelfth grade or who has exhausted all other attempts to pass the grade ten FCAT.
- Removes the requirement for the Legislature to review the continued use of alternative tests prior to using such assessments in subsequent school years.
- Removes obsolete language for specific school years.

On March 24, 2004, the Committee on Education K-20 adopted HB 185 with a Committee Substitute. This bill analysis is based on the provisions in CS/HB 185 as adopted by the Committee on Education K-20. The CS allows the scores on the SAT or ACT that are concordant with the passing scores on the grade 10 FCAT for purposes of high school graduation to satisfy the assessment requirement for a standard high school diploma for the following students:

- Any student who enters a Florida public school in grades 11 or 12; and
- Any student who has exhausted all his or her attempts to pass the grade 10 FCAT.