

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 421 Public School Student Progression
SPONSOR(S): Bendross-Mindingall
TIED BILLS: **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) PreK-12 Committee		Howlette	Mizereck
2) Education Appropriations Committee			
3) Education Council			
4) _____			
5) _____			

SUMMARY ANALYSIS

House bill 421 shifts current mandatory retention from third grade to fourth grade based on reading deficiency demonstrated by statewide assessment testing and teacher observation. The bill eliminates the current requirement for mandatory retention based on FCAT level one reading performance, and replaces the FCAT level with "statewide assessment testing in reading" and "teacher observation." The remainder of the bill conforms provisions relating to intensive interventions in reading for retained students.

The bill takes effect on July 1, 2005.

Substantive Impact

This bill changes the present law by providing for mandatory retention at the end of grade 4, not grade 3, for demonstrated reading deficiency. This change in policy would take effect with the 2005-2006 school year.

Fiscal Impact

The bill does not have a fiscal impact. See fiscal comments.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

This bill does not appear to implicate any of the House Principles

B. EFFECT OF PROPOSED CHANGES:

House bill 421 makes two significant changes to current law regarding student progression, retention and remediation. First, the current requirement for mandatory retention at third grade is shifted to fourth grade. Second, the criteria for retention is amended to eliminate the current requirement that students scoring level one on the FCAT reading assessment must be retained. The new criteria are nonspecific: "statewide assessment testing in reading and by teacher observation of a deficiency in reading." The remainder of the bill conforms current provisions regarding intensive reading instruction, parent notification, good cause exemptions, intensive remedial instruction, and school district requirements to the change from grade three to grade four.

C. SECTION DIRECTORY:

Section 1. Amends s. 1008.25, F.S.

Section 2. Provides an effective date of July 1, 2005.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

This bill does not appear to have a fiscal impact on state government revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on state expenditures.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on local government expenditures.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

This bill does not appear to have a direct economic impact on the private sector.

D. FISCAL COMMENTS:

The bill has no fiscal impact because it does not add or delete required actions. It shifts student progression, retention and remediation requirements from third to fourth grade. Resources currently being used to implement the policy in third grade would be shifted to implement the same policy in fourth grade.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

This bill does not require a city or county to spend funds or to take any action requiring the expenditure of funds.

2. Other:

B. RULE-MAKING AUTHORITY:

C. DRAFTING ISSUES OR OTHER COMMENTS:

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES