

# SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

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Prepared By: Education Committee

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BILL: SB 1682

INTRODUCER: Senator Miller

SUBJECT: Advanced Placement

DATE: April 7, 2006

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Carrouth</u>	<u>Matthews</u>	<u>ED</u>	<u>Pre-meeting</u>
2.	_____	_____	<u>EA</u>	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

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## I. Summary:

This bill establishes funding, programmatic, and professional development requirements for schools, districts, and the State Board of Education (SBE) to support and enhance enrollment and success in Advanced Placement (AP) courses for low-income and traditionally underrepresented students.

This bill creates section 1003.495 of the Florida Statutes.

## II. Present Situation:

### *AP Enrollment Trends*

Based on figures provided by the Florida Department of Education<sup>1</sup> (FLDOE) and the College Board<sup>2</sup>, AP participation in Florida public schools has increased at a much greater rate of growth than that in public schools nationwide. From 2003 to 2004, participation in Florida increased by 10.8 percent, while AP participation nationwide increased only 8.4 percent. Since 1999 enrollment by minority students in Florida has been even more substantial with an increase of over 132 percent by African American students and an increase of 137 percent by Hispanic students. Moreover, for the third year in a row, Florida leads the nation in the number of African American AP test takers and Florida is ranked first in the one-year percentage increase in Hispanic test takers among the four largest states.<sup>3</sup>

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<sup>1</sup> Office of Education Information and Accountability Services, FLDOE

<sup>2</sup> The College Board, Research Report 2002-8

<sup>3</sup> [www.collegeboard.com/floridapartnership](http://www.collegeboard.com/floridapartnership)

In order for students to earn college credit through AP courses, they must earn a passing score of 3 or higher on the AP exam.<sup>4</sup> In Florida's high priority public schools,<sup>5</sup> the number of students who took an AP Exam increased 65.14 percent from 1999 to 2004 (6,517 exam-takers in 1999 to 10,762 exam-takers in 2004). In addition to increasing the pool of AP exam takers and increasing the number of exams taken per exam taker, high priority schools continued to increase in performance on AP exams with a 42 percent increase from 1999 to 2004 in the number of exams scored a 3, 4, or 5. Since 1996, the number of Florida public school African American students earning grades of 3, 4, or 5 on AP examinations has nearly tripled.<sup>6</sup>

**Percentage of Florida AP Test Takers 1999-2005**

	<b>1999</b>	<b>2005</b>
White Non-Hispanic	13.7%	25%
African American	4.5%	9.9%

**Percentage of Florida AP Exams Scored 3 and Higher 1999-2005**

	<b>1999</b>	<b>2005</b>
White Non-Hispanic	57.3%	50%
African American	31.8%	26%

*Current Funding in Florida*

Through the Florida Education Finance Program (FEFP), students in AP courses who score 3 or higher on the AP exam generate a value of 0.24 full-time equivalent (FTE) in the subsequent fiscal year. Districts are required to allocate at least 80 percent of these funds for advanced placement instruction to the high school that generates the funds. Additionally, each classroom teacher receives a bonus in the amount of \$50 for each student who receives a score of 3 or higher and an additional bonus of \$500 is awarded to each AP teacher in a D or F school with at least one student scoring 3 or higher on the exam.<sup>7</sup>

*Florida's Partnership with the College Board*<sup>8</sup>

The College Board and the Florida Department of Education have forged a partnership to help children from middle school through senior high school improve their academic performance and prepare for a college education or a rewarding career. Using many successful models already in place at the state and national levels, the partnership works with teachers, schools, districts, and colleges throughout Florida to improve curriculum and teaching methods. The goals of the Partnership are to:

- Raise student achievement in middle school through high school;

<sup>4</sup> Scores range from 1-5.

<sup>5</sup> Florida's High Priority Schools are established through the College Board Partnership – D and F Schools

<sup>6</sup> [www.collegeboard.com/floridapartnership](http://www.collegeboard.com/floridapartnership)

<sup>7</sup> s. 1011.62(n), F.S.

<sup>8</sup> [www.collegeboard.com/floridapartnership](http://www.collegeboard.com/floridapartnership)

- Improve college readiness by reaching out to the middle schools to start early college preparation, improve academic skills, and familiarize students with college admission tests such as the PSAT/NMSQT (National Merit Scholarship Qualifying Test) and the SAT;
- Build rigorous academic curriculum, including more access for all students to AP classes and other challenging courses;
- Provide training in concept knowledge and instructional skills to teachers and administrators, so that the overall quality of education is improved;
- Encourage parental involvement to help inspire more students to challenge themselves academically, and prepare for college and careers; and
- Measure and evaluate the results, encouraging feedback and dialogue among educators to continue improving the quality of education for all students in schools in Florida.

The College Board estimates that approximately 1,000 Florida secondary teachers will be trained through the 2006 AP Summer Institutes at no cost to the local school districts. Thirteen institutes are currently scheduled in all geographic regions of the state to offer new and experienced AP instructors teaching strategies for effective AP courses, with priority given to teachers from D and F schools. Approximately 750 teachers participated during the summer of 2004 and approximately 800 were trained in the summer of 2005.

The Partnership currently provides funding for 24/7 online SAT readiness support to students in D and F schools and supports collaborative efforts with the Urban League and faith-based organizations throughout the state in an effort to reach more minority students/

#### *Academic Preparation for Rigorous Coursework*

The College Board stresses the importance of providing the necessary academic infrastructure in the elementary and middle grades to support underrepresented students in pursuing AP and other rigorous coursework.<sup>9</sup> Students who are successfully engaged in college level work in high school have taken rigorous courses at the middle grades. Those students have received the requisite academic foundation in the elementary grades.

#### *Springboard*

SpringBoard is a relatively new College Board program to ensure that all students succeed by preparing them in grades 6-12 with the critical thinking, reasoning and writing skills needed to be successful in college. The program is designed around the rigorous College Board Standards for College Success.<sup>10</sup> These standards identify the skills and competencies that students need to be prepared for college. SpringBoard has reverse-mapped these competencies from grade 12 to grade 6, thus enabling participating schools to provide a systematic, seamless and rigorous curriculum throughout middle and high school to better prepare students for AP coursework and college success.

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<sup>9</sup> Martha Brady, College Board Director for the Florida Partnership

<sup>10</sup> [www.collegeboard.com/springboard/standards.html](http://www.collegeboard.com/springboard/standards.html)

*AVID - Advancement Via Individual Determination*<sup>11</sup>

AVID is an in-school academic support program that prepares students in grades 5-12 for college eligibility and success. The AVID program levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families and places them in advanced classes. Schools and districts who choose to invest and implement AVID target the program to students in the academic middle but also provide access to all students. Participants must commit to a schoolwide or districtwide implementation. AVID data show that 77 percent of its graduating seniors go on to four-year colleges, approximately three times the statewide rate.<sup>12</sup> Volusia County is recognized by the College Board as a flagship school district for AVID implementation and the success of its students. Brevard, Broward, Citrus, Duval, Hillsborough, Pinellas, Okaloosa, and Orange school districts are currently at different stages of AVID implementation.

*Federal Funding Initiatives*

President Bush recently announced the American Competitiveness Initiative (Initiative), a federally funded multi-faceted program to maintain an international edge in science and technology leadership.<sup>13</sup> The Initiative will fund grants for research-based math programs and intervention strategies, professional development for math and science teachers, and funding support for 700,000 AP exams for low-income students. In addition, the Initiative includes \$122 million for the Advanced Placement Incentive Program to target school districts with high concentrations of low-income students. Funds will be awarded to local education agencies (school districts) to provide teacher training, development of Pre-AP courses, and on-line AP courses for traditionally underrepresented students.<sup>14</sup>

**III. Effect of Proposed Changes:**

The bill creates s. 1003.495, F.S., to ensure equal access to rigorous coursework for all students in order to prepare them for success in college and the workplace. The bill provides definitions, all of which are identical to those used by the College Board, for the following:

- AP courses;
- AP Vertical Teams; and
- Pre AP teacher training.

Under the bill, each Florida high school would be required to offer, beginning with the 2007-2008 school year, a minimum of four AP courses to include English, math, science, and a foreign language. Representatives from the College Board Florida Partnership are confident that sufficient numbers of teachers can be successfully trained to meet this requirement; however, adequately preparing sufficient numbers of students to enroll and succeed in AP courses may pose a problem.

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<sup>11</sup> AVID is a non-profit organization founded by Mary C. Swanson to prepare students for four-year college eligibility and to close the achievement gap.

<sup>12</sup> <http://www.avidonline.org>

<sup>13</sup> [www.whitehouse.gov/stateoftheunion/2006/aci](http://www.whitehouse.gov/stateoftheunion/2006/aci)

<sup>14</sup> [www.ed.gov/programs/apincent/index.html](http://www.ed.gov/programs/apincent/index.html)

The bill requires the State Board of Education to establish training guidelines for AP teachers aligned with training protocols established by the College Board. This section of the bill may be duplicative as the College Board provides specific scaffolded professional development pathways for both Pre-AP and AP teachers.<sup>15</sup> The existing partnership between Florida and the College Board serves not only to maintain the integrity of the AP rigor, the partnership is established to promote and enhance the goals of the College Board.<sup>16</sup>

The bill states that funds will be provided annually for Pre-AP and AP teacher training within the General Appropriations Act and for funds to support the following:

- Content knowledge and instructional strategies necessary to effectively teach AP and postsecondary coursework;
- Support for administrators and counselors to establish and sustain effective AP programs;
- Vertical Team Training<sup>17</sup> for middle and high school teachers to prepare middle school students for the rigor of AP coursework; and
- Support for implementation of an integrated AP program, inclusive of instructional materials, assessment components, and reading, writing, and math professional development.

School districts would be required under the bill to offer rigorous courses in grades 6-11, sufficient to prepare students for the demands of AP work.

The bill requires the SBE to seek federal funding currently available through the AP Incentive Program<sup>18</sup> and the Math and Science Partnership (MSP) Program<sup>19</sup> to support training for 6-12 grade teachers and to provide an integrated rigorous curriculum that prepares students for AP and postsecondary coursework. Provisions in the bill would require that the procurement of federal funding be targeted to districts with high concentrations of low-income and traditionally underrepresented students and to include measures to communicate to parents and the K-20 educational community the benefits of AP coursework as well as requisite testing such as the PSAT<sup>20</sup> and NMSQT<sup>21</sup> that provide student diagnostic profiles and address skills gaps. The bill also requires that targeted funds be used to evaluate the impact of these requirements to determine the effect of AP enrollment on graduation and college enrollment rates.

The effective date of the bill is July 1, 2006.

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<sup>15</sup> <http://apcentral.collegeboard.com>

<sup>16</sup> [www.collegeboard.com/floridapartnership](http://www.collegeboard.com/floridapartnership)

<sup>17</sup> A group of teachers from different grade levels who collaborate on vertical curriculum and help students acquire skills for AP success.

<sup>18</sup> [www.whitehouse.gov/stateoftheunion/2006/aci](http://www.whitehouse.gov/stateoftheunion/2006/aci)

<sup>19</sup> [www.nsf.gov/funding/](http://www.nsf.gov/funding/)

<sup>20</sup> Preliminary SAT®

<sup>21</sup> National Merit Scholarship Qualifying Test

**IV. Constitutional Issues:**

## A. Municipality/County Mandates Restrictions:

None.

## B. Public Records/Open Meetings Issues:

None.

## C. Trust Funds Restrictions:

None.

**V. Economic Impact and Fiscal Note:**

## A. Tax/Fee Issues:

None.

## B. Private Sector Impact:

Currently, the College Board meets annually with the Department of Education to determine yearly deliverables for the Florida Partnership. Provisions in the bill may impact decisions relative to funding priorities.

## C. Government Sector Impact:

The bill provides that funding be included annually through the General Appropriations Act to support outlined initiatives. The overall fiscal impact of the bill is indeterminate at this time and will be contingent upon the amount of funding allocated from other resources such as the College Board Partnership and the federal American Competitiveness Initiative.

School districts may be affected by the requirement to offer four AP courses at every high school beginning with the 2007-2008 school year. The courses would have to be offered regardless of student enrollment.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

## **VIII. Summary of Amendments:**

None.

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This Senate staff analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

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