

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

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

Prepared By: The Professional Staff of the Committee on Appropriations

BILL: SB 1630

INTRODUCER: Senator Legg

SUBJECT: Education

DATE: April 21, 2013

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

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	deMarsh-Mathues	Klebacha	ED	<b>Favorable</b>
2.	Armstrong	Elwell	AED	<b>Favorable</b>
3.	Elwell	Hansen	AP	<b>Pre-meeting</b>
4.				
5.				
6.				

**I. Summary:**

Under SB 1630, the full implementation of online common core assessments for all kindergarten through grade 12 public school students would be contingent upon an independent third party verifying that the technology infrastructure, connectivity, and capacity of all public schools and school districts is capable of successfully deploying and implementing the assessments.

Additionally, the bill provides that the Next Generation Sunshine State Standards, the state’s public K-12 curricular standards, would include the common core standards in English/Language Arts and Mathematics. The bill directs the Division of Law Revision and Information to change the term “Sunshine State Standards” to the term “Next Generation Sunshine State Standards” wherever it appears in Florida Statutes.

This bill has no fiscal impact.

The effective date of the bill is upon becoming a law.

This bill substantially amends section 1000.21. Florida Statutes.

The bill creates three undesignated sections of law.

**II. Present Situation:**

The Common Core State Standards Initiative (Initiative) involves governors and state education commissioners from 48 states, two territories, and the District of Columbia committed to developing a common set of state standards in English/Language arts and mathematics for grades

K-12. The Initiative is a state-led effort coordinated by the National Governor's Association Center for Best Practices and the Council of Chief State School Officers.<sup>1</sup>

The Common Core State Standards (CCSS) in English/Language Arts (which includes reading standards) and in Mathematics were adopted by the Florida State Board of Education on July 27, 2010.<sup>2</sup> The standards in both English/Language Arts and in mathematics must be fully implemented beginning in the 2013-2014 school year.<sup>3</sup>

The Race to the Top Assessment program was authorized as part of the American Recovery and Reinvestment Act of 2009.<sup>4</sup> In September 2010, the U.S. Department of Education (U.S. DOE) awarded competitive, four-year grants to two consortia of states, the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC).<sup>5</sup> On January 7, 2011, PARCC and SBAC each entered into a Cooperative Agreement with the U.S. DOE regarding these grants.<sup>6</sup> Florida is a PARCC member state.

The two consortia are developing comprehensive computer-based assessment systems that are valid, support and inform instruction, provide accurate information about what students know and can do, and measure student achievement against common core standards, including those that are typically hard to measure, designed to ensure that all students gain the knowledge and skills needed to succeed in college and the workplace.<sup>7</sup>

Nationally, researchers have recognized that the consequences of the consortia assessments, slated for the 2014-2015 school year, will be significant.<sup>8</sup> Critics assert that components of the education system, such as the state-led and state-developed standards, have changed without proper attention to and adjustment to other aspects of the system, such as providing support to help teachers and leaders in continuous improvements.<sup>9</sup>

---

<sup>1</sup> National Governor's Association Center for Best Practices and Council of Chief State School Officers, *Common Core State Standards Initiative*, <http://www.corestandards.org/>. (last visited March 15, 2013) [hereinafter *Common Core Website*]

<sup>2</sup> See <http://www.fldoe.org/bii/curriculum/sss/>. (last visited March 15, 2013)

<sup>3</sup> Florida Department of Education, *Next Generation Sunshine State Standards*, <http://www.fldoe.org/bii/curriculum/sss/> (last visited March 15, 2013).

<sup>4</sup> *Race to the Top Assessment Program*, U.S. DOE. See <http://www2.ed.gov/programs/racetothetop-assessment/index.html>.

<sup>5</sup> See <http://www2.ed.gov/programs/racetothetop-assessment/index.html>.

<sup>6</sup> The consortia's approved plans, including amendments, and budgets are available at:

<http://www2.ed.gov/programs/racetothetop-assessment/awards.html>. Each consortium received a supplemental grant award of \$15.9 million.

<sup>7</sup> See <http://www2.ed.gov/programs/racetothetop-assessment/index.html>

<sup>8</sup> National Center for Research, *CRESST Report 823: On the Road to Assessing Deeper Learning: The Status of Smarter Balanced and PARCC Assessment Consortia* (Jan. 2013), <http://www.cse.ucla.edu/products/reports.php> (March 15, 2013) at 4 and 18-19.

<sup>9</sup> *Our Responsibility, Our Promise: Transforming Education Preparation and Entry into the Profession*, Council of Chief State School Officers (CCSSO) Task Force, 2012, readable at: [http://ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise\\_2012.pdf](http://ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf). The task force report was developed by current and former CCSSO task force members with input from the National Association of State Boards of Education and the National Governors Association.

In Florida, school districts are concerned about the following challenges related to the implementation of the CCSS standards:<sup>10</sup>

- Preparedness concerns regarding the pedagogical knowledge needed by teachers to effectively deliver content at the level of rigor required by the standards.
- Assessment concerns regarding how students with special needs will be assessed, how students and teachers must be prepared for the assessments, and whether data from the PARCC assessments will be available and sufficiently reliable to inform instruction.
- Technology concerns regarding capacity to facilitate teaching and learning with technology, assessing students with next-generation assessments, time required to test students, and the volume of students who will be tested at a given time. Availability of required infrastructure, devices, and professional development are critical to successful implementation of the standards.
- Timeline and alignment of reform efforts and policy expectations concerns regarding teacher evaluations based on current state assessments which are not aligned to the standards.

Based on a self-reported annual survey of public schools and school district technology needs,<sup>11</sup> the State Board of Education submitted a legislative budget request for \$441.8 million for a “K-12 Technology Modernization Initiative.”<sup>12</sup> Governor Scott’s proposed budget recommendations for Fiscal Year 2013-2014 reflect a similar \$100 million technology initiative.<sup>13</sup>

Some states are handling technology needs by joining together to purchase a comprehensive set of educational-technology devices and services, in a compact that lays the foundation for cooperative efforts by state and local governments to turn the digital-procurement process to such states’ advantage.<sup>14</sup> The initial partners of the multi-state venture, known as the Multi-State Learning Technology Initiative, include Hawaii and Vermont in addition to Maine which has taken the lead. Additional states have indicated interest in joining the multi-state venture. The multi-state venture is structured to allow individual districts and other government entities, such as charter schools, to participate in the digital-procurement process with the approval of state procurement officials.<sup>15</sup>

---

<sup>10</sup> State Board of Education, *Update on Transition to Common Core Standards and Assessments* (Feb. 18, 2013), [http://www.fldoe.org/board/meetings/2013\\_02\\_18/common.pdf](http://www.fldoe.org/board/meetings/2013_02_18/common.pdf). Florida is a member of PARCC.

<sup>11</sup> The Florida Department of Education collects information from schools annually in the Florida Innovates Technology Resource Survey, which solicits responses from K-12 principals on the use of technology in their respective schools. The data collected includes the number and location of each school’s computers meeting certain specifications. However, this survey does not provide detailed information on how schools are using computers and provides limited information on the use of digital instructional materials. See *Use of Instructional Technology and Digital Instructional Materials in Fifteen Florida Schools*, OPPAGA, September 28, 2012.

<sup>12</sup> 2013-2014 SBE LBR, readable at: <http://www.flsenate.gov/UserContent/Topics/IntensiveBudgetReview/AED/DOEAgencyLBR.pdf>. See also [http://www.fldoe.org/board/meetings/2012\\_10\\_09/lbr.pdf](http://www.fldoe.org/board/meetings/2012_10_09/lbr.pdf). (Page 7: K-12 Education Technology Modernization Initiative)

<sup>13</sup> 2013-2014 Governor’s Budget Recommendations, readable at: <http://letsgettowork.state.fl.us/content/current/reports/Budget-Presentation-FY-14.pdf>. (Slide 28: Technology Initiative).

<sup>14</sup> Education Week, *Maine Leading Initiative for Multistate Tech Buys*, <http://www.edweek.org/ew/articles/2013/03/13/24maine.h32.html> (last visited March 15, 2013).

<sup>15</sup> *Id.*

**III. Effect of Proposed Changes:**

Under the bill, the technology infrastructure, connectivity, and capacity of all public schools and school districts that administer statewide standardized assessments, including online assessments, would be load tested and independently verified as appropriate, adequate, efficient, and sustainable. The independent verification will supplement the self-reported data collected by the DOE.

Additionally, the full implementation of online (i.e., computer-based) common core assessments for all kindergarten through grade 12 public school students would be contingent upon an independent third party determination that the technology infrastructure, connectivity, and capacity of all public schools and school districts are verified as ready for successful deployment and implementation.

The Next Generation Sunshine State Standards would include common core standards in English/Language Arts and Mathematics. The bill directs the Division of Law Revision and Information to update statutes by changing the term “Sunshine State Standards” to the term “Next Generation Sunshine State Standards,” as appropriate, wherever it appears in Florida Statutes.

**IV. Constitutional Issues:****A. Municipality/County Mandates Restrictions:**

None.

**B. Public Records/Open Meetings Issues:**

None.

**C. Trust Funds Restrictions:**

None.

**V. Fiscal Impact Statement:****A. Tax/Fee Issues:**

None.

**B. Private Sector Impact:**

None.

**C. Government Sector Impact:**

None.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Additional Information:**

**A. Committee Substitute – Statement of Substantial Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

**B. Amendments:**

None.

---

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

---