

## HOUSE OF REPRESENTATIVES FINAL BILL ANALYSIS

<b>BILL #:</b>	CS/CS/HB 293	<b>FINAL HOUSE FLOOR ACTION:</b>		
<b>SUBJECT/SHORT TITLE</b>	Middle Grades	119	Y's 0	N's
<b>SPONSOR(S):</b>	Education Committee; PreK-12 Appropriations Subcommittee; Burton and others	<b>GOVERNOR'S ACTION:</b>	Pending	
<b>COMPANION BILLS:</b>	CS/SB 360			

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### SUMMARY ANALYSIS

CS/CS/HB 293 passed the House on April 20, 2017, and subsequently passed the Senate on May 5, 2017.

The bill directs the Florida Department of Education to issue a competitive solicitation for a contract to conduct a comprehensive study of states with high-performing students in grades 6 through 8 in reading and mathematics, based on the states' performance on the National Assessment of Educational Progress. The findings of the study and the recommendations to improve middle school study performance must be reported to the Governor, the State Board of Education, the President of the Senate, and the Speaker of the House of Representatives by December 2017. The study must include a review of the following general topics:

- Academic expectations and instructional strategies.
- Attendance policies and student mobility issues.
- Teacher quality.
- Middle school administrator leadership and performance.
- Parental and community involvement.

The bill also repeals the requirement for middle grade students to complete a career and education planning course as part of the requirements for middle grade promotion to high school.

The bill provides an appropriation of \$50,000 in nonrecurring funds from the General Revenue Fund to the Department of Education for Fiscal Year 2017-18 to pay for the comprehensive middle school study.

Subject to the Governor's veto powers, the effective date of this bill is July 1, 2017.

## I. SUBSTANTIVE INFORMATION

### A. EFFECT OF CHANGES:

#### Present Situation

##### National and International Assessments

In addition to the administration of statewide, standardized assessments, Florida school districts are required to participate in the administration of the National Assessment of Educational Progress, or similar national or international assessments, both for the national sample and for any state-by-state comparison programs, as directed by the Commissioner of Education.<sup>1</sup>

##### *The National Assessment of Educational Progress (NAEP)*

The NAEP is the largest nationally representative assessment of students' knowledge and performance in a variety of subject areas, including but not limited to mathematics, reading, and writing.<sup>2</sup> The NAEP provides results on subject matter achievement or student populations, subgroups of student populations, and under certain circumstances, by selected large urban school districts.<sup>3</sup> The NAEP in reading and mathematics is administered to a representative sample of students in grades 4 and 8 every two years.<sup>4</sup> The NAEP reports assessment results using three achievement levels:<sup>5</sup>

- Basic – A student achieving the Basic level demonstrates a partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- Proficient – A student achieving the Proficient level demonstrates solid academic performance at the grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- Advanced – A student achieving the Advanced level demonstrates superior performance.

According to the Department of Education (DOE), participation in the NAEP provides a basis for comparing the knowledge and skills of Florida students with students in other states, jurisdictions, and with the nation as a whole.<sup>6</sup> The most recent results available are from 2015, which were released in October 2015.

##### *NAEP Reading*

The following table shows performance trends of students in grade 8 on the NAEP reading assessment compared to the national average.<sup>7</sup>

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<sup>1</sup> Section 1008.22(2), F.S.

<sup>2</sup> National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP Overview*, <https://nces.ed.gov/nationsreportcard/about/> (last visited March 10, 2017). Additional NAEP subject area assessments include science, the arts, civics, economics, geography, U.S. History, and Technology and Engineering Literacy. *Id.*

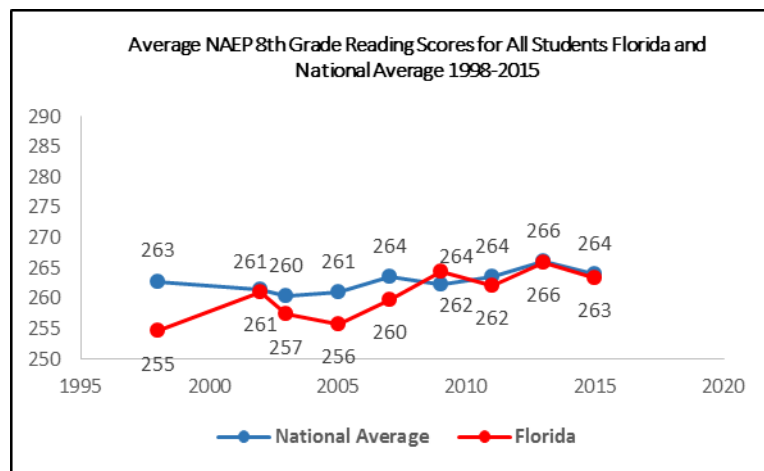
<sup>3</sup> *Id.*

<sup>4</sup> The Nation's Report Card, *Overview of the Nation's Report Card – What subjects does NAEP assess, and how are subjects chosen?*, <https://nationsreportcard.gov/faq.aspx#q9> (last visited March 10, 2017).

<sup>5</sup> National Center for Education Statistics, NAEP Achievement Levels, <https://nces.ed.gov/nationsreportcard/achievement.aspx> (last visited March 10, 2017).

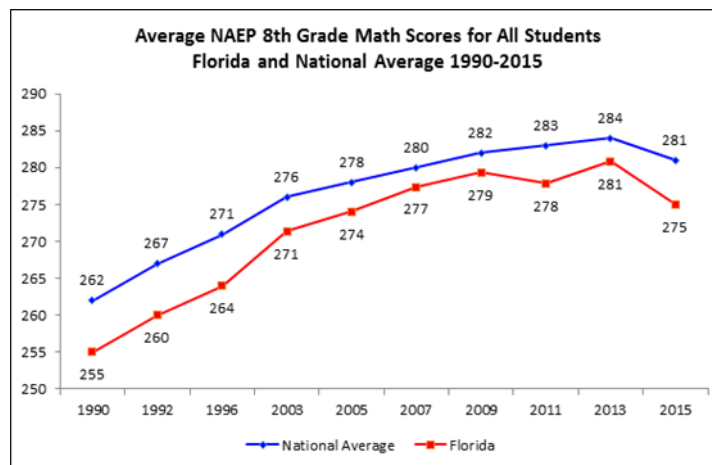
<sup>6</sup> Florida Department of Education, National & International Assessments, <http://www.fldoe.org/accountability/assessments/national-international-assessments/> (last visited March 10, 2017).

<sup>7</sup> Email, Foundation for Florida's Future, (Feb. 27, 2017).



### NAEP Mathematics

The following table shows performance trends of students in grade 8 on the NAEP mathematics assessment compared to the national average.<sup>8</sup>



### Middle Grades Career and Education Planning Course

Public school students in grades 6, 7, or 8 must complete a career and education planning course which results in completion of an academic and career plan for the student. Schools must inform parents about the course curriculum and activities. At a minimum the course must be internet-based and easy to use. Among other things, the course must emphasize entrepreneurship skills, technology or the application of technology in career fields, and must include information from the DEO's economic security report.<sup>9</sup>

### Effect of Proposed Changes

#### Comprehensive Middle School Study

The bill requires the DOE to issue a competitive solicitation for a contract to conduct a comprehensive study of states with high-performing students in grades 6 through 8 in reading and mathematics, based on the states' performance on the NAEP.

<sup>8</sup> *Id.*

<sup>9</sup> Section 1003.4156(1)(e), F.S. The Department of Economic Opportunity, in consultation with the Department of Education, is required to prepare, or contract with an entity to prepare, an economic security report of employment and earning outcomes for degrees or certificates earned at public postsecondary educational institutions. Section 445.07, F.S.

The study must include a review, at a minimum, of the following:

- Academic expectation and instructional strategies. These strategies include the:
  - alignment of elementary and middle grades expectations with high school graduation requirements;
  - strategies used to improve reading comprehension through the use of background knowledge and the use of sequenced curriculum programming and content rich texts to increase literacy skills in kindergarten through grade 8;
  - research-based instructional practices in reading and mathematics, including those targeting low-performing students;
  - rigor of the curriculum and courses and the availability of accelerated courses;
  - availability of student support services;
  - course sequencing and prerequisites for advanced courses; and
  - availability of other academic and non-core classes, and electives.
- Attendance policies and student mobility issues.
- Teacher quality, which includes:
  - teacher certification and recertification requirements;
  - teacher preparedness to teach rigorous courses;
  - teacher preparation specific to teaching the middle school student;
  - teacher recruitment and vacancy issues;
  - staff development requirements and the availability of effective training;
  - teacher collaboration and planning at the school and district levels; and
  - student performance data collection and dissemination.
- Middle school administrator leadership and performance; and
- Parental and community involvement.

The bill requires the DOE to submit a report on the findings of the comprehensive study and make recommendations to improve middle school student performance, to the Governor, the State Board of Education, the President of the Senate, and the Speaker of the House of Representatives by December 2017. The bill provides for expiration of the provisions related to the comprehensive study after the submission of the final report.

The bill provides an appropriation in the sum of \$50,000 in nonrecurring funds from the General Revenue Fund to the DOE to fund the comprehensive study.

#### Middle Grades Career and Education Planning

The bill repeals the requirement for middle grade students to complete a course in career and education planning as part of the requirements for middle grade promotion to high school.

## **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

### **A. FISCAL IMPACT ON STATE GOVERNMENT:**

#### **1. Revenues:**

None.

2. Expenditures:

The Department of Education estimates a \$50,000 fiscal for the comprehensive study. The bill provides an appropriation of \$50,000 in nonrecurring funds from the General Revenue Fund to the Department of Education for Fiscal Year 2017-18 to pay for the comprehensive middle school study.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.