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FISCAL IMPACT REPORT

SPONSOR:	Taylor, J.G.	DATE TYPED:	02/09/00	HB	78/aHEC
SHORT TITLE:	Educational Standards			SB	
				ANALYST:	Fernandez

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY00	FY01	FY00	FY01		
	NFI				

(Parenthesis () Indicate Expenditure Decreases)

Duplicates SB89 Relates to HB225 and HB272

SOURCES OF INFORMATION

State Department of Public Education (SDE)

SUMMARY

Synopsis of House Education Amendment

The HEC amendment would require school districts to notify parents, by the end of the second grading period, that the child failing to attain grade level proficiency. The amendment also inserts a provision to require the student assistance team to design a high school graduation plan to meet the student's needs for entry into the workforce or college, at the end of the eighth grade. The amendment clarifies that if a student is retained in eighth grade, the assistance team must develop and academic plan to address deficiencies.

Synopsis of Bill

House Bill 78 amends that section of the Public School Code pertaining to essential competencies. This section relates to student retention, promotion and mastery of standards and benchmarks.

Significant Issues

This bill requires school remediation programs, academic improvement programs and promotion policies to be based on statewide assessment results, alternative school district assessment results and student performance in school.

SDE indicates that this bill requires school districts to notify parents, by the end of the first grading period, that the child is failing to attain appropriate grade level proficiency of standards. Students that do not attain specific grade level content standards are placed on an academic improvement plan that addresses specific areas of deficiency.

At the end of grades 1 through 7, three options are available: 1) if attained proficiency of standards is attained, the student may enter the next higher grade 2) if the student has not attained proficiency of standards, the student must participate in remediation and 3) if the student has not attained proficiency of

standards required after remediation, and upon recommendation by the student assistance team and the principal, the student is retained in the same grade for no more than one school year with an academic improvement plan. The student is then promoted to the next grade if they attain proficiency of standards. They may also be promoted if they do not attain proficiency of standards and the parent or guardian refuses to allow the child to be retained and signs a waiver.

At the end of the 8th grade, a student that fails to attain proficiency of standards shall be retained in the 8th grade for no more than one school year to attain proficiency of standards.

Currently, if a student is recommended for retention by a school, a parent or guardian may sign a waiver to promote the student to the next grade.

Remediation programs and academic improvement programs are required to be part of the school district's educational plan for student success.

Promotion and retention decisions for special education students are required to be made in accordance with the student's Individual Educational Plan (IEP).

FISCAL IMPLICATIONS

The cost of remediation programs and academic improvement programs shall be borne by the school district.

The cost of summer, extended day, and academic improvement programs offered in grades 9 through 12 shall be borne by the parent or guardian. If the parents are determined to be indigent, the local school board shall bear those costs.

Currently, districts are required to bear the cost of remediation programs. SDE indicates that districts may incur additional costs associated with developing individual remediation plans.

ADMINISTRATIVE IMPLICATIONS

This bill requires districts to develop individual remediation plans for students whereas local boards are currently required to develop district wide remediation programs.

CONFLICT/DUPLICATION/COMPANIONSHIP/RELATIONSHIP

This bill duplicates SB89 and relates to HB225 and HB272. All bill address educational standards, promotion and retention issues. See attached table for comparison purposes.

CTF/gm/njw

Attachment