

REVENUE: No revenue impact

FISCAL: Minimal fiscal impact, no statement issued

Action: Do Pass as Amended and Be Printed Engrossed

Vote: 5 - 3 - 1

Yeas: Fagan, Gomberg, Gorsek, Reardon, Gelser

Nays: Huffman, Parrish, Whisnant

Exc.: Sprenger

Prepared By: Richard Donovan, Administrator

Meeting Dates: 2/5, 2/10

WHAT THE MEASURE DOES: Revises assessment and grading system standards for school districts. Establishes standards for proficiency education. Allows students to use certain accommodations to fulfill graduation requirements. Requires the Department of Education (“Department”) to evaluate the impact of proficiency requirement in Essential Learning Skills on high school graduation rates. Requires the Department coordinate with the United States Department of Education to determine appropriate use of statewide summative assessments, and report to the Legislature by December 1, 2014. Declares emergency, effective on passage.

ISSUES DISCUSSED:

- Measure as explicitly not mandating proficiency-based education
- Intent to streamline, clarify, and reduce confusion at the district level
- Value associated with teachers being permitted to use proficiency-based assessments, specifically with proper support; concern with mandate to adopt proficiency-based assessments, especially with insufficient support
- Difficulties with adapting existing business, software systems to needs of proficiency-based assessments
- Differentiation between annual assessment for benefit of parents and proficiency-based assessment mandate
- Concern for unintended consequences
- Recent difficulties with implementation of previous legislation
- Concern with lack of time to review specific sets of amendments
- “Advisory Committee” having a strictly advisory role; no direct oversight responsibilities mandated

EFFECT OF COMMITTEE AMENDMENT: Allows students to use certain accommodations to fulfill graduation requirements. Requires the Department to evaluate the impact of proficiency requirement in Essential Learning Skills on high school graduation rates. Requires the Department coordinate with the United States Department of Education to determine appropriate use of statewide summative assessments, and report to the Legislature by December 1, 2014.

BACKGROUND: In 2011, the Legislature passed House Bill 2220 concerning student assessment, grading, and proficiency-based evaluation. That measure made several changes to statutory language to emphasize progress toward the attainment of grade level proficiency in a continuum of knowledge and skills. Since passage, the measure has generated considerable discussion and feedback about proficiency-based assessment. Also, the implementation of House Bill 2220 procedures has met with mixed result across the state, with some districts experiencing a smoother transition than others. This measure, House Bill 4150, builds off of the endorsed version of House Bill 2220. The committee previously took testimony on this topic on November 15, 2013, during Interim Legislative Days.