

Enrolled House Bill 4150

Sponsored by Representative BUCKLEY, Senator STARR; Representatives BARTON, DOHERTY, GALLEGOS, JOHNSON, KENNEMER, LININGER, Senators CLOSE, DEMBROW, DEVLIN, KRUSE, OLSEN (Pre-session filed.)

CHAPTER

AN ACT

Relating to student assessments; creating new provisions; amending ORS 329.451 and 329.485; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 329.485 is amended to read:

329.485. (1) As used in this section:

(a) "Content-based assessment" means testing of the understanding of a student of a predetermined body of knowledge.

(b) "Criterion-referenced assessment" means testing of the knowledge or ability of a student with respect to some standard.

(c) "Performance-based assessment" means testing of the ability of a student to use knowledge and skills to create a complex or multifaceted product or complete a complex task.

(2)(a) The Department of Education shall implement statewide a valid and reliable assessment system for all students that meets technical adequacy standards. The assessment system shall include criterion-referenced assessments including performance-based assessments, content-based assessments, and other valid methods to measure the academic content standards and to identify students who meet or exceed the standards.

(b) The department shall develop the statewide assessment system in mathematics, science, English, history, geography, economics and civics.

(3) In addition to the assessment system implemented under subsection (2) of this section, the department may make available to school districts and public charter schools an assessment system that uses criterion-referenced assessments, including performance-based assessments and content-based assessments to:

(a) Measure a student's progress [*in becoming proficient in*] **toward mastery of** the knowledge and skills of the student's current grade level **or course content level**;

(b) Determine the [*proficiency of the student*] **student's level of mastery**, which shall be determined regardless of the actual grade level of the student and may be determined by adapting the assessment during the assessment process as a result of the performance of the student;

(c) Track and provide reports on the progress of a student based on the information provided under paragraphs (a) and (b) of this subsection; and

(d) Provide predictions of anticipated student progress that are based on the information provided under this subsection and not on the current grade level of the student.

(4)(a) School districts and public charter schools shall implement the statewide assessment system in mathematics, science and English. In addition, school districts and public charter schools may implement the statewide assessment system in history, geography, economics and civics.

(b) School districts and public charter schools may **choose to** implement the assessment system described in subsection (3) of this section.

(5)(a) Each year the resident **school** district shall be accountable for determining the student's progress toward achieving the academic content standards. Progress toward the academic content standards *[shall]*:

(A) **Shall** clearly show the student and parents whether the student is making progress toward meeting or exceeding the academic content standards at the student's current grade level **or course content level**; *[and]*

(B) **Shall** be based on the student's progress toward *[becoming proficient in]* **mastery of** a continuum of **academic** knowledge and skills*[,]*; **and**

(C) **May be based on the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the school district.**

(b) **School districts shall determine the method and format for showing student progress toward achieving the academic content standards. Communications on student progress shall include a reasonable number, as determined by the school district, of academic knowledge and skills in a content area to enable parents and students to understand a student's progress toward meeting or exceeding the academic content standards. No more than three indicators of academic knowledge and skills per content area reporting category shall be required as provided by this section. A school district may use more than three indicators of academic knowledge and skills per content area reporting category if the school district implements a proficiency education system as provided by section 3 of this 2014 Act.**

[(b)] (6) In addition to the requirements described in *[paragraph (a) of this subsection]* **subsection (5) of this section**, the **school** district shall adopt **and implement a reporting** *[a grading]* system based on the *[local]* school district board adopted course content of the **school** district's curriculum. The **reporting system** *[grading system shall]*:

[(A)] (a) **Shall** clearly show the student and parents whether the student is achieving course requirements at the student's current grade level **or course content level**; *[and]*

[(B)] (b) **Shall** be based on the student's progress toward *[becoming proficient in]* **mastery of** a continuum of **academic** knowledge and skills*[,]*; **and**

(c) **May be based on the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the school district.**

[(6)] (7) If a student has not met or has exceeded all of the academic content standards, the school district shall make additional services or alternative educational or public school options available to the student.

[(7)] (8) If the student to whom additional services or alternative educational options have been made available does not meet or exceed the academic content standards within one year, the school district, with the consent of the parents, shall make an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the **school** district or to a public school in another **school** district that agrees to accept the student. The **school** district that receives the student shall be entitled to payment. The payment shall consist of:

(a) An amount equal to the *[district]* **school district's** expenses from its local revenues for each student in average daily membership, payable by the resident **school** district in the same year; and

(b) Any state and federal funds the attending **school** district is entitled to receive payable as provided in ORS 339.133 (1)(b).

SECTION 2. Section 3 of this 2014 Act is added to and made a part of ORS chapter 329.

SECTION 3. (1) As used in this section:

(a) “Proficiency education” means a practice of student-centered education that is based on the following principles:

(A) Students learn in a personalized environment and advance upon demonstrated mastery of industry, state or national standards;

(B) Measurable learning objectives are explicit and empower the students;

(C) Student assessment is meaningful and a positive learning experience; and

(D) Students receive rapid, differentiated support and learning outcomes, including applied learning.

(b) “Proficiency grading” means assigning a well-defined, descriptive value of a student’s demonstrated knowledge and skills to report whether the student meets or exceeds a defined level of performance.

(2) A school district may implement a proficiency education system as provided by this section.

(3)(a) For a school district that will implement or has implemented a proficiency education system or a proficiency grading system, the superintendent of the school district shall revise the duties of an existing committee to include the development and implementation of the proficiency education system or the proficiency grading system. If a school district does not have an existing committee to serve the purpose described in this paragraph, the superintendent of the school district shall establish a committee. A committee that is revised or established as provided by this paragraph shall act as an advisory committee.

(b) An advisory committee described in paragraph (a) of this subsection must consist of teachers, administrators and other school district personnel. When an employee organization represents educators of the school district, the superintendent of the school district, at the direction of the school district board, shall collaborate with the local president of the employee organization to recommend the appointment of educators to the advisory committee.

(4) An advisory committee described in subsection (3) of this section shall:

(a) Identify the best practices in proficiency education;

(b) Identify the best practices in proficiency grading and reporting;

(c) Determine the best method and format to communicate to students and parents the students’ progress toward meeting or exceeding the academic content standards;

(d) Determine educator professional learning needs with respect to proficiency education and proficiency grading;

(e) Examine the time needed to implement proficiency education and proficiency grading and reporting;

(f) Collaborate with administrators to ensure that the district data and reporting system are aligned to tasks that are related to proficiency education;

(g) Address any problems that emerge in the implementation of proficiency education and proficiency grading and reporting systems; and

(h) Make recommendations to the school district superintendent based on the determinations of the advisory committee as described in paragraphs (a) to (g) of this subsection or necessary for the development and implementation of proficiency education and proficiency grading and reporting.

SECTION 4. Nothing in section 3 of this 2014 Act affects proficiency education that was implemented prior to the effective date of this 2014 Act or that was in the process of being implemented on the effective date of this 2014 Act, except that all school districts that have implemented or will implement proficiency education or proficiency grading must use an advisory committee for the purposes described in section 3 (4) of this 2014 Act.

SECTION 5. ORS 329.451 is amended to read:

329.451. (1)(a) At or before grade 12, a school district or public charter school shall award a high school diploma to a student who completes the requirements established by subsection (2) of this section.

(b) A school district or public charter school shall award a modified diploma to a student who satisfies the requirements established by subsection [(6)] (7) of this section, an extended diploma to a student who satisfies the requirements established by subsection [(7)] (8) of this section or an alternative certificate to a student who satisfies the requirements established by subsection [(8)] (9) of this section.

(c) A school district or public charter school may not deny a student who has the documented history described in subsection [(6)(b) or] (7)(b) **or (8)(b)** of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(d) A school district or public charter school may award a modified diploma or extended diploma to a student only upon receiving consent as provided by subsection [(5)] (6) of this section.

(2) In order to receive a high school diploma from a school district or public charter school, a student must satisfy the requirements established by the State Board of Education and the school district or public charter school and, while in grades 9 through 12, must complete at least:

- (a) Twenty-four total credits;
- (b) Three credits of mathematics; and
- (c) Four credits of English.

(3) A student providing work samples to demonstrate proficiency in Essential Learning Skills as may be required under subsection (2) of this section must be allowed to use accommodations described in the student's individualized education program or the student's plan developed in accordance with section 504 of the Rehabilitation Act of 1978, 29 U.S.C. 794. As used in this subsection, "accommodations":

(a) Includes, but is not limited to:

(A) Additional time to demonstrate proficiency.

(B) The ability to demonstrate proficiency in an alternative location that is secure and proctored.

(C) The use of text-to-speech or speech-to-text technology or other assistive technology.

(b) Does not include modifications that lower the proficiency standards or that are used solely to earn modified credit.

[(3)] (4) A student may satisfy the requirements of subsection (2) of this section in less than four years. If a student satisfies the requirements of subsection (2) of this section and a school district or public charter school has received consent as provided by subsection [(5)] (6) of this section, the school district or public charter school shall award a high school diploma to the student.

[(4)] (5) If a school district or public charter school has received consent as provided by subsection [(5)] (6) of this section, the school district or public charter school may advance the student to the next grade level if the student has satisfied the requirements for the student's current grade level.

[(5)(a)] (6)(a) For the purpose of receiving consent as provided by subsections (1)(d), [(3) and] (4) **and (5)** of this section, consent shall be provided by:

(A) The parent or guardian of the student, if the student:

(i) Is under 18 years of age and is not emancipated pursuant to ORS 419B.550 to 419B.558; or

(ii) Has been determined not to have the ability to give informed consent regarding the student's education pursuant to a protective proceeding under ORS chapter 125; or

(B) The student, if the student is 18 years of age or older or is emancipated pursuant to ORS 419B.550 to 419B.558.

(b) For the purpose of awarding a modified diploma or extended diploma as provided by subsection (1)(d) of this section or of awarding a high school diploma as provided by subsection [(3)] (4) of this section, consent must be received during the school year for which the diploma will be awarded.

[(6)] (7) A school district or public charter school shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a

high school diploma with reasonable modifications and accommodations. To be eligible for a modified diploma, a student must:

(a) Satisfy the requirements for a modified diploma established by the State Board of Education; and

(b) Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement.

[(7)] **(8)** A school district or public charter school shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

(a) While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

(A) Two credits of mathematics;

(B) Two credits of English;

(C) Two credits of science;

(D) Three credits of history, geography, economics or civics;

(E) One credit of health;

(F) One credit of physical education; and

(G) One credit of the arts or a world language; and

(b) Have a documented history of:

(A) An inability to maintain grade level achievement due to significant learning and instructional barriers;

(B) A medical condition that creates a barrier to achievement; or

(C) A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

[(8)] **(9)** A school district or public charter school shall award an alternative certificate to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma if the student meets requirements established by the board of the school district or public charter school.

[(9)] **(10)** A student shall have the opportunity to satisfy the requirements of subsection [(6), (7) or (8)] **(7), (8) or (9)** of this section by the later of:

(a) Four years after starting grade nine; or

(b) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

[(10)(a)] **(11)(a)** A student may satisfy the requirements described in subsection [(6), (7) or (8)] **(7), (8) or (9)** of this section in less than four years if consent is provided in the manner described in subsection [(5)(a)] **(6)(a)** of this section.

(b) The consent provided under this subsection must be written and must clearly state that the parent, guardian or student is waiving the time allowed under subsection [(9)] **(10)** of this section. A consent may not be used to allow a student to satisfy the requirements of subsection [(6), (7) or (8)] **(7), (8) or (9)** of this section in less than three years.

(c) A copy of all consents provided under this subsection for students in a school district must be forwarded to the district superintendent.

(d) Each school district must provide to the Superintendent of Public Instruction information about the number of consents provided during a school year.

[(11)(a)] **(12)(a)** A student who receives a modified diploma, an extended diploma or an alternative certificate shall:

(A) Have the option of participating in a high school graduation ceremony with the class of the student; and

(B) Have access to instructional hours, hours of transition services and hours of other services that are designed to:

(i) Meet the unique needs of the student; and

(ii) When added together, provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

(b)(A) The number of instructional hours, hours of transition services and hours of other services that are appropriate for a student shall be determined by the student's individualized education program team. Based on the student's needs and performance level, the student's individualized education program team may decide that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(B) A school district may not unilaterally decrease the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, regardless of the age of the student.

(c) If a student's individualized education program team decides that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, the school district shall annually:

(A) Provide the following information in writing to the parent or guardian of the student:

(i) The school district's duty to comply with the requirements of paragraph (a)(B) of this subsection; and

(ii) The prohibition against a school district's unilaterally decreasing the total number of hours of instruction and services to which the student has access.

(B) Obtain a signed acknowledgment from the parent or guardian of the student that the parent or guardian received the information described in subparagraph (A) of this paragraph.

(C) Include in the individualized education program for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(d) For purposes of paragraph (a)(B) of this subsection, transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. A school district that enters into an interagency agreement as allowed under this paragraph retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student under this subsection. An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement as provided by this paragraph.

[(12)] **(13)** A school district or public charter school shall:

(a) Ensure that students have on-site access to the appropriate resources to achieve a high school diploma, a modified diploma, an extended diploma or an alternative certificate at each high school in the school district or at the public charter school.

(b) Provide literacy instruction to all students until graduation.

(c) Annually provide, to the parents or guardians of a student who has the documented history described in subsection [(7)(b)] **(8)(b)** of this section, information about the availability of a modified diploma, an extended diploma and an alternative certificate and the requirements for the diplomas and certificate:

(A) Beginning in grade five; or

(B) Beginning after a documented history described in subsection [(7)(b)] **(8)(b)** of this section has been established.

SECTION 6. ORS 329.451, as amended by section 3, chapter 761, Oregon Laws 2013, is amended to read:

329.451. (1)(a) At or before grade 12, a school district or public charter school shall award a high school diploma to a student who completes the requirements established by subsection (2) of this section.

(b) A school district or public charter school shall award a modified diploma to a student who satisfies the requirements established by subsection [(6)] (7) of this section, an extended diploma to a student who satisfies the requirements established by subsection [(7)] (8) of this section or an alternative certificate to a student who satisfies the requirements established by subsection [(8)] (9) of this section.

(c) A school district or public charter school may not deny a student who has the documented history described in subsection [(6)(b) or] (7)(b) **or (8)(b)** of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(d) A school district or public charter school may award a modified diploma or extended diploma to a student only upon receiving consent as provided by subsection [(5)] (6) of this section.

(2)(a) In order to receive a high school diploma from a school district or public charter school, a student must satisfy the requirements established by the State Board of Education and the school district or public charter school and, while in grades 9 through 12, must complete at least:

- (A) Twenty-four total credits;
- (B) Three credits of mathematics; and
- (C) Four credits of English.

(b) If a school district or public charter school requires a student to complete more than 24 total credits, as provided by paragraph (a)(A) of this subsection, the school district or public charter school may only require the student to complete additional credits for:

- (A) Subjects for which the State Board of Education has established academic content standards under ORS 329.045;
- (B) Courses provided as part of a career and technical education program; or
- (C) Courses that provide, or qualify to provide, credit at post-secondary institutions of education.

(3) A student providing work samples to demonstrate proficiency in Essential Learning Skills as may be required under subsection (2) of this section must be allowed to use accommodations described in the student's individualized education program or the student's plan developed in accordance with section 504 of the Rehabilitation Act of 1978, 29 U.S.C. 794. As used in this subsection, the term "accommodations":

(a) Includes, but is not limited to:

(A) Additional time to demonstrate proficiency.

(B) The ability to demonstrate proficiency in an alternative location that is secure and proctored.

(C) The use of text-to-speech or speech-to-text technology or other assistive technology.

(b) Does not include modifications that lower the proficiency standards or that are used solely to earn modified credit.

[(3)] (4) A student may satisfy the requirements of subsection (2) of this section in less than four years. If a student satisfies the requirements of subsection (2) of this section and a school district or public charter school has received consent as provided by subsection [(5)] (6) of this section, the school district or public charter school shall award a high school diploma to the student.

[(4)] (5) If a school district or public charter school has received consent as provided by subsection [(5)] (6) of this section, the school district or public charter school may advance the student to the next grade level if the student has satisfied the requirements for the student's current grade level.

[(5)(a)] (6)(a) For the purpose of receiving consent as provided by subsections (1)(d), [(3) and] (4) **and (5)** of this section, consent shall be provided by:

(A) The parent or guardian of the student, if the student:

- (i) Is under 18 years of age and is not emancipated pursuant to ORS 419B.550 to 419B.558; or

(ii) Has been determined not to have the ability to give informed consent regarding the student's education pursuant to a protective proceeding under ORS chapter 125; or

(B) The student, if the student is 18 years of age or older or is emancipated pursuant to ORS 419B.550 to 419B.558.

(b) For the purpose of awarding a modified diploma or extended diploma as provided by subsection (1)(d) of this section or of awarding a high school diploma as provided by subsection [(3)] (4) of this section, consent must be received during the school year for which the diploma will be awarded.

[(6)] (7) A school district or public charter school shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. To be eligible for a modified diploma, a student must:

(a) Satisfy the requirements for a modified diploma established by the State Board of Education; and

(b) Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement.

[(7)] (8) A school district or public charter school shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

(a) While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

(A) Two credits of mathematics;

(B) Two credits of English;

(C) Two credits of science;

(D) Three credits of history, geography, economics or civics;

(E) One credit of health;

(F) One credit of physical education; and

(G) One credit of the arts or a world language; and

(b) Have a documented history of:

(A) An inability to maintain grade level achievement due to significant learning and instructional barriers;

(B) A medical condition that creates a barrier to achievement; or

(C) A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

[(8)] (9) A school district or public charter school shall award an alternative certificate to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma if the student meets requirements established by the board of the school district or public charter school.

[(9)] (10) A student shall have the opportunity to satisfy the requirements of subsection [(6), (7) or (8)] (7), (8) or (9) of this section by the later of:

(a) Four years after starting grade nine; or

(b) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

[(10)(a)] (11)(a) A student may satisfy the requirements described in subsection [(6), (7) or (8)] (7), (8) or (9) of this section in less than four years if consent is provided in the manner described in subsection [(5)(a)] (6)(a) of this section.

(b) The consent provided under this subsection must be written and must clearly state that the parent, guardian or student is waiving the time allowed under subsection [(9)] (10) of this section.

A consent may not be used to allow a student to satisfy the requirements of subsection [(6), (7) or (8)] **(7), (8) or (9)** of this section in less than three years.

(c) A copy of all consents provided under this subsection for students in a school district must be forwarded to the district superintendent.

(d) Each school district must provide to the Superintendent of Public Instruction information about the number of consents provided during a school year.

[(11)(a)] **(12)(a)** A student who receives a modified diploma, an extended diploma or an alternative certificate shall:

(A) Have the option of participating in a high school graduation ceremony with the class of the student; and

(B) Have access to instructional hours, hours of transition services and hours of other services that are designed to:

(i) Meet the unique needs of the student; and

(ii) When added together, provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

(b)(A) The number of instructional hours, hours of transition services and hours of other services that are appropriate for a student shall be determined by the student's individualized education program team. Based on the student's needs and performance level, the student's individualized education program team may decide that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(B) A school district may not unilaterally decrease the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, regardless of the age of the student.

(c) If a student's individualized education program team decides that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, the school district shall annually:

(A) Provide the following information in writing to the parent or guardian of the student:

(i) The school district's duty to comply with the requirements of paragraph (a)(B) of this subsection; and

(ii) The prohibition against a school district's unilaterally decreasing the total number of hours of instruction and services to which the student has access.

(B) Obtain a signed acknowledgment from the parent or guardian of the student that the parent or guardian received the information described in subparagraph (A) of this paragraph.

(C) Include in the individualized education program for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(d) For purposes of paragraph (a)(B) of this subsection, transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. A school district that enters into an interagency agreement as allowed under this paragraph retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student under this subsection. An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement as provided by this paragraph.

[(12)] **(13)** A school district or public charter school shall:

(a) Ensure that students have on-site access to the appropriate resources to achieve a high school diploma, a modified diploma, an extended diploma or an alternative certificate at each high school in the school district or at the public charter school.

(b) Provide literacy instruction to all students until graduation.

(c) Annually provide, to the parents or guardians of a student who has the documented history described in subsection [(7)(b)] (8)(b) of this section, information about the availability of a modified diploma, an extended diploma and an alternative certificate and the requirements for the diplomas and certificate:

(A) Beginning in grade five; or

(B) Beginning after a documented history described in subsection [(7)(b)] (8)(b) of this section has been established.

SECTION 7. (1) The Department of Education shall conduct an evaluation on the impact of the requirement to demonstrate proficiency in Essential Learning Skills on high school graduation rates. The evaluation must include:

(a) Information about attainment of high school diplomas by low-income students, students with disabilities, minority students, homeless students and students learning English as a Second Language.

(b) The number of high school students who satisfy the requirements for a high school diploma, except for the ability to demonstrate proficiency in Essential Learning Skills.

(c) The impact of lack of a high school diploma on enrollment in a post-secondary institution and on access to financial aid for a post-secondary institution.

(d) The lifetime impact on wages and employment for students without a high school diploma.

(2) The department shall submit a report on the evaluation described in subsection (1) of this section to the interim legislative committees on education no later than January 1, 2015.

(3) The department shall evaluate the assessment of student readiness for a diploma and shall present findings and recommendations for improvement of the assessment to the State Board of Education and the appropriate legislative committees by January 1, 2015.

SECTION 8. (1) The Department of Education shall negotiate with the United States Department of Education to determine the appropriate use of the new statewide summative assessment.

(2) No later than December 1, 2014, the Department of Education, in consultation with any other entities identified by the Superintendent of Public Instruction, shall submit to the interim legislative committees on education, and to the State Board of Education, a report on:

(a) The resources needed for the full implementation of the new statewide summative assessment; and

(b) The appropriate use of the new statewide summative assessment.

SECTION 9. This 2014 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2014 Act takes effect on its passage.

Passed by House February 14, 2014

Repassed by House February 28, 2014

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Ramona J. Line, Chief Clerk of House

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Tina Kotek, Speaker of House

Passed by Senate February 27, 2014

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Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2014

Approved:

.....M.,....., 2014

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John Kitzhaber, Governor

Filed in Office of Secretary of State:

.....M.,....., 2014

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Kate Brown, Secretary of State