

STAFF MEASURE SUMMARY

CARRIER: Sen. Kruse

Senate Committee On Education

Fiscal: Has minimal fiscal impact**Revenue:** No Revenue Impact**Action Date:** 05/21/15**Action:** Do Pass With Amendments To The A-Eng Bill. (Printed B-Eng.)**Meeting Dates:** 04/28, 05/21**Vote:**

Yeas: 5 - Gelser, Hass, Knopp, Kruse, Roblan

Exc: 2 - Baertschiger Jr, Beyer

Prepared By: Gretchen Engbring, Committee Administrator

WHAT THE MEASURE DOES:

Directs Secretary of State to conduct audit related to use of statewide standardized tests in public schools developed by multistate consortium. Provides that audit must gather information on fiscal, administrative, and educational impacts. Requires Secretary of State to submit report on audit to interim legislative committees and Superintendent of Public Instruction no later than September 15, 2016. Declares emergency, effective on passage.

ISSUES DISCUSSED:

- Concern that Smarter Balanced Assessments may not be good indicators of student learning or future success
- Need for further analysis to determine costs and benefits of Smarter Balanced Assessments
- Concern that Smarter Balanced Assessments may be too recently implemented to collect significant data
- Many challenges to objectively measuring certain factors, such as ability of educators to exercise professional judgement

EFFECT OF COMMITTEE AMENDMENT:

Requires audit gather information on fiscal, administrative, and educational impacts of statewide summative assessments on public schools. Requires audit identify potential problems with other performance measurement systems that could occur with implementation of statewide summative assessments, and make recommendations for improving assessment processes, effects, and outputs. Requires Secretary of State additionally submit report to Superintendent of Public Instruction.

BACKGROUND:

Oregon began to develop standards for public education with the publication of the *State Manual of the Course of Study for the Elementary Schools* in 1920. In the 1960s, school districts participated in the development of a statewide curriculum improvement plan and Common Curriculum Goals followed in the 1980s. As part of Oregon's Educational Act for the 21st Century (1991), content standards were first introduced at grades 3, 5, 8, and 10 and grade-level content standards were mandated by the federal No Child Left Behind Act of 2001. Since 1991, the state has used the Oregon Assessment of Knowledge and Skills (OAKS) to determine student progress toward meeting standards.

The Common Core State Standards (CCSS) in English language arts and mathematics were adopted by the State Board of Education in October of 2010. They meet the requirement for standards leading to college and career readiness required by Oregon's No Child Left Behind waiver granted in 2012. For the 2014-2015 school year, Oregon is moving to Smarter Balanced Assessments for English language arts and mathematics. OAKS will

continue to be used to assess science and social science until common standards are developed for those content areas.

House Bill 2713-B requires the Office of the Secretary of State to conduct an audit related to the use of statewide standardized tests, and to report back to the Legislature and Superintendent of Public Instruction no later than September 15, 2016.