

# HOUSE RESEARCH

## Bill Summary

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Comparison summary of H.F. 15/S.F. 868 (Viewed as a PDF file with Adobe Acrobat Reader)

### Overview

This delete everything amendment replaces the profile of learning with rigorous academic standards adopted by districts that, at a minimum, must include curriculum and instruction requirements similar to those under the state's compulsory attendance law. The amendment expands current statutory curriculum requirements by adding: geometry and algebra in math instruction; biology and physical science in science instruction; economics in social studies instruction; and abstinence-based sex education at all grade levels in health instruction; and adds the subject area of computer science. The amendment obligates school districts to develop curriculum and provide instruction consistent with these subject areas. The amendment keeps the eighth grade basic skills tests in reading and math and the tenth grade basic skills test in writing, which remain high stakes tests that public school students must pass in order to graduate from high school. The amendment requires the level of difficulty in the basic skills tests to be increased over time as students' performance improves. Third and fifth grade students are administered nationally norm-referenced standardized reading and math tests and fifth grade students are administered writing tests. The commissioner, with advice from experts and stakeholders, is directed to include as part of the state's comprehensive assessment system a nationally norm-referenced standardized achievement test for eleventh grade students that is correlated with rigorous academic standards and administered annually. Third, fifth and eleventh grade test results are intended to serve diagnostic and accountability purposes and third and fifth grade test results must be disseminated immediately. Finally, the amendment repeals specific profile of learning rules and two statutory sections: establishing the timeline for implementing the profile of learning; and allowing districts to require students to develop and maintain a lifework development plan.

### **1 Results-oriented graduation rule; basic skills requirements; rigorous academic standards.**

Replaces the profile of learning with rigorous academic standards adopted by districts that incorporate amended curriculum and instruction requirements. Retains the direction to the state board of education

to use its rule making authority to adopt a statewide graduation rule containing foundational skills in reading, writing and mathematics. Providing the basis for rigorous academic standards, expands the statutorily required subjects areas of (1) communications skills including reading, writing, literature and fine arts, (2) math and science, (3) social studies including history, geography and government, and (4) health and physical education by adding: geometry and algebra in math instruction; biology and physical science in science instruction; and economics in social studies instruction; and abstinence-based sex education at all grade levels in health instruction; and adds the subject area of computer science. Strikes language describing the content of the profile of learning.

**2 Statewide testing.** (a) Requires the commissioner to include in the comprehensive assessment system a single statewide norm-referenced or criterion referenced test, or a combination of the two tests, that is annually administered to all eighth grade students and highly correlated with the state's graduation standards. Removes third and fifth grade students from this requirement. Requires nationally norm-referenced standardized achievement tests in reading and math to be administered to third and fifth grade students and a similar writing test to be administered to fifth grade students. Directs that the level of difficulty of the items in the reading and math basic skills tests increase over time as students' performance improves. Clarifies that a passing state notation on the state's eighth grade basic skills tests in reading and math and the state's tenth grade basic skills test in writing fulfill state graduation requirements. Makes third and fifth grade test results available for diagnostic and accountability purposes and requires the commissioner to disseminate the test results immediately.

(b) Requires the commissioner, after consulting with stakeholders and qualified experts, to include in the comprehensive assessment system a single nationally norm-referenced standardized achievement test for eleventh grade students that is correlated with rigorous academic standards and administered annually. Allows districts to use the test results for diagnostic, accountability and student planning purposes. Strikes language requiring school districts to assess student performance in all required learning areas and selected required content standards under the profile of learning.

(d) Indicates that like third, fifth and eighth grade students, only very few eleventh grade special education or limited English proficiency students may be exempt from statewide testing. Makes rigorous academic standards adopted by districts under section 1 components of the statewide educational accountability and public reporting system.

**3 Educational accountability and public reporting.** Makes higher academic achievement under chapter 120B part of the educational accountability and reporting system.

**4 Educational accountability.** Requires the office of educational accountability to advise the legislature and the commissioner on an annual, and not biennial basis.

**5 Statistical adjustments.** Holds districts accountable for high levels of academic standards under section 1, instead of under the profile of learning.

**6 Cooperation with local schools.** Strikes language referring to the profile of learning.

**7 Repealer.** Repeals two statutory sections establishing the profile of learning and lifework development plans. Repeals profile of learning rules.

**8 Effective date.** Makes sections 1 to 7 immediately effective. Makes the rigorous academic standards established under section 1 apply to students entering the ninth grade in the 1999-2000 school year.