

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

1293

2001 HOUSE EDUCATION

HB 1293

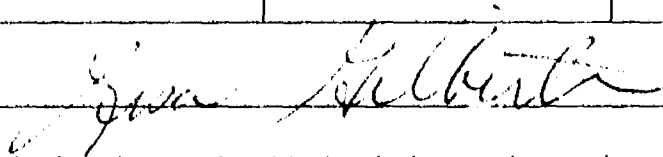
2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1293

House Education Committee

Conference Committee

Hearing Date 2-06-01

Tape Number	Side A	Side B	Meter #
1		xx	1440--end
2	xx		1--1837
Committee Clerk Signature 			

Minutes: Chair Kelsch opened the hearing on HB1293 relating to the testing of reading and math.

Rep. Berg, Dist 45 : here in support of HB1293. This bill will accomplish two things. First, will allow the state to receive \$41 M in Title 1. Second, is too long term increase the quality of education in ND. Our purpose is to train and educate our ND children to be competitive in ND, US, and the world. We have not had the opportunity to measure their academic success. We when we see area of need, we haven't had the opportunity to go in and help them. On page 1, lines 7-10, gets to the core of the testing. Also, we have a challenge in ND to help teachers become better teachers by professional development. That's in section 5. My belief is, if you can't measure it, you can't manage it.

Rep. Brusegaard : (1175) Don't we do standardized testing in ND already?

Rep. Berg : We do, but I don't know if they are aligned to the state content standards.

Rep. Brusegaard : (1875) In section 5, will that tie in with the standardized tests?

Rep. Berg : Went through each section. If we can help teacher teach better, then professional development will kick in.

Rep. Hanson : Why just two subjects? Aren't English, science, and social studies important?

Rep. Berg : Money. Only money available to cover these two areas.

Rep. Haas : What this would do is align the CTBS test in the areas of math and reading to our content standards. The balance of the test would be a nationally known test.

Rep. Nelson : (2105) I assume this bill meets all the requirements to get the total \$41 M. On page 1, line 17-18, why do we need "test scores must allow for comparisons based on students gender, ethnic background, economic status service, and assessment service"?

Rep. Berg : I assume it is federal law, Title one requirement.

Rep. Hawken : (2300) I read the part of professional development would be for a time for teachers to have in-service in the content standards. It looks to me like it is backwards and that it isn't until afterwards. We need to check into that.

Rep. Berg : (2346) I have received e-mail from home school parents and they were concerned on how this would effect them. I don't want to create a new burden on parents who home school.

Rep. Hunskor : I see much merit in this. But we have only so many dollars available. We already have standards in place. We don't have enough money for classroom teachers already. If we can keep the best possible teachers in the classroom, it seems to me we should use funds to do this. Where is the greatest need?

Rep. Berg : Without the bill, we loose \$41 M. With the bill, it cost us \$1.3 M. We are training students to compete world wide. The small schools are some of the best schools.

Rep. Haas : (2600) The \$41 M in Title 1, I bet 80-90% of it will go for teacher salaries.

Greg Gallagher, DPI : (2700) here in support of HB1293.(SEE ATTACHED) I also have some amendments that have to be added for the bill to work.

Rep. Mueller : (4115) You said that currently we are achieving at a 35% level on our own criteria. How do you know that?

Greg : Through several different means. (1) The NAPE test is a national test that is aligned to national standards. From that it shows in reading, science, and math, our students are in the 35-40% range. It shows that 35-40% are achieving that standard. (2) Over the last 5 years, the DPI has prepared and administered assessments in reading, writing, and speaking. They are standards reference tests. (3) Our state math assessment, which is standards based. It took 4 years to develop with the help of teachers from across the state.

Rep. Hanson : (4360) What are we doing in ND for state wide testing?

Greg : We are using the CTBS. It is low cost. That is \$400,000 for the biennium. Our request is now for \$1.4 M. The CTBS does not align with our state standards.

Rep. Hanson : Do all schools do this in ND?

Greg : Yes, they are required. All tests are similar in ND.

Rep. Meier : (4750) Does this bill include private schools?

Greg : We currently handle private. Schools generally pay themselves.

Rep. Brusegaard : You said the law is intended to met Title 1 requirements is really in 1013?

Greg : The funding is in HB1013. The US Dept. Of Education. Unless we fund at the level they want, our Title 1 funds will be at risk. HB1013 is the operating budget. HB1293 is not essential for us to be able to achieve Title 1 requirements. It puts into state law the importance of assessing.

Rep. Brusegaard : How many of the schools in ND choose to use the contents standards?

Greg : We don't know. Nothing in this bill requires a district to have content standards to teach the content standards. It assesses the students against the state standards.

Rep. Grumbo : (5400) My concern is that a curriculum within a school is different and how do we align. Maybe a teacher doesn't get all of their material covered because they have a strength in one area over another.

Greg : This is outside of HB1293.

Chair Kelsch : Aren't we going to be at a disadvantage by opening up and giving the districts the flexibility instead of leaving it grades 4, 8, and 12?

Greg : We believe it is important. The flexibility will be proven down the road.

Linda Edwards, NDEA, Professional Development : here in support of HB1293. We need a test that is aligned with the state content standards.

Rep. Mueller : (Begin Tape 2, Side A) We currently know nationally that in SAT and ACT we do well. Are we going to see an erosion in any way, shape, or form in the achievements that are being achieved nationally?

Linda : I think it would be the opposite.

William Schuh, Mandan : (190) here to oppose HB1293. (SEE ATTACHED TESTIMONY)

Bev Nelson, ND School Board Assoc. : We are neutral on HB1293. We need to be clear that this bill's main intent is not to retain our Title 1 money. We don't have to pass this to get it.

Chair Kelsch : As a member of the education committee, we are the policy making committee. It is incumbent upon us to set the policy instead of the policy being set by administrative rule by a department.

Bev : You are making a very good point. If you are making this statement by passing this bill, I absolutely agree.

Rep. Brusegaard : (1540) From a school board perspective, does section 5 of the bill, pose any problems?

Bev : We are doing those types of things now. I think they wanted to see if we were using the moneys that was available and using it for what they wanted us to use it for.

Rep. Solberg : (1690) Are you saying that there is a duplication of testing procedures that are already in place?

Bev : No, I'm not. I can't tell from the verbiage here, whether we are getting multiple assessments or not.

Rep. Nottestad : There has been a lot of beating around the bush on chapter 1 money. Can the CTBS still be used for chapter one assessments.

Greg, DPI : No, it doesn't meet the quality assurance measures that are required for Title 1.

Chair Kelsch : Any more testimony on HB1293? Hearing none, we are closed.

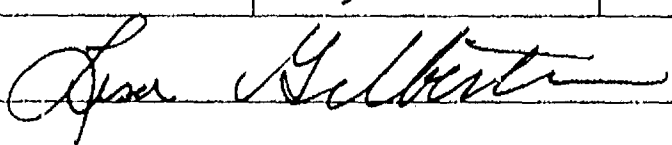
2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1293 A

House Education Committee

Conference Committee

Hearing Date 02/07/01

Tape Number	Side A	Side B	Meter #
#2		X	2964 to 4891
Committee Clerk Signature 			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunskor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: We will now take up HB1293.

Rep. Haas: I move the amendments.

Rep. Hawken: Second.

Chairman Kelsch: What are the wishes of the committee?

Rep. Bellew: I move a DO PASS AS AMENDED.

Rep. Meier: Second.

Chairman Kelsch: Committee discussion.

The motion of DO PASS AS AMENDED passes with 12 YAY 2 NAY 0 ABSENT

Floor Assignment: Rep. Thoreson

FISCAL NOTE
 Requested by Legislative Council
 03/29/2001

Bill/Resolution No.:

Amendment to: Engrossed
 HB 1293

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$1,217,928	\$0	\$1,217,928	\$0
Appropriations	\$0	\$0	\$1,217,928	\$0	\$1,217,928	\$0

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

Engrossed HB 1293 proposes the administration of standards-based assessments, the compilation and reporting of student performance in terms of these assessments, the review of test questions, the submission of professional development reports, and the distribution of district standards-based curriculum. This fiscal note offers estimations on each of these components. Each section within Engrossed HB 1293 is analyzed independently and compiled as a whole.

1. Administration of statewide, standards-based achievement assessments and aptitude assessments.

Section 1 of Engrossed HB 1293 proposes a statewide standards-based assessment in mathematics and reading be conducted in grades 4, 8, and 12, equivalent. In Section 2 this testing is identified to report student achievement results.

The Department of Public Instruction has received estimates from McGraw-Hill, the state's current assessment vendor, regarding the achievement test costs. The cost to administer a standards-based student achievement test in mathematics and reading at grades 4, 8, and 12 has been estimated by McGraw-Hill to cost \$1,432,010 million for the 2001-03 biennium.

The statewide assessment budget currently resides in HB 1013, the Department of Public Instruction's operations budget. The Executive Recommendation for statewide assessments originally amounted to \$1,289,643. Based on updated bid estimates dated March 28, 2001 from CTB/McGraw-Hill, a prospective vendor, the Department of Public Instruction anticipates that a statewide, standards-based assessment in mathematics and reading can be developed and administered during the 2001-2003 biennium for

\$1,212,928. This is below the Executive Recommendation. The Department of Public Instruction has placed before the Senate Appropriations Committee a secondary proposal that would also include science and social studies onto the basic package for a total package cost of \$1,398,787.

For the purposes of meeting the minimal requirements of Engrossed HB 1293, the anticipated cost totals \$1,212,928.

II. Compilation and Reporting of Student Performance Results.

Section 2 of HB 1293 proposes that all test results resulting from the assessments in Section 1 be reported at the student-level, classroom-level, school-level, district-level, and state-level for achievement. Furthermore, all results are to be disaggregated by gender, ethnicity, economic status, service status, and assessment status.

The Department of Public Instruction has received confirmation from McGraw-Hill, a prospective vendor, that the cost of all student reports generated by the assessments identified within Section 1 are included within the overall estimate of test administration.

Therefore, the cost of conducting the aims of Section 2 of Engrossed HB 1293 amounts to \$0.

III Report of Statewide Assessment Results to Legislative Council.

Section 3 of HB 1293 proposes that following the compilation of all student results representative of the testing company and the Department of Public Instruction offer a report to the Legislative Council on all elements of the assessment's methodology, the results, and the interpretation of the results.

It is anticipated that the cost of conducting this report to the Legislative Council is limited to the cost of securing an analyst from the testing company to aid in the presentation. It is estimated that the cost of professional stipend and travel expenses to achieve the aims of Section 3 of Engrossed HB 1293 amounts to \$5,000 for the 2001-03 biennium.

IV. Review of test questions.

Section 4 of Engrossed HB 1293 proposes that the Department of Public Instruction conduct a review of all test questions within the state assessments for reading and mathematics. This review is to assure the validity of the assessment related to the possible inclusion of inappropriate, personally intrusive test items.

This review process is accounted for within the overall development protocols of the state assessments. Any costs associated with this review process are included within the base costs identified within Section 1.

It is estimated that the cost of conducting a review of all test items for validity and appropriateness amounts to \$0 for the 2001-03 biennium.

V. Submission of District Professional Development Reports.

Section 5 of HB 1293 proposes that districts submit annual professional development reports that identify the resources available to districts, the actual expenditures incurred by districts, the number of teachers impacted by district activities, the source of funding, and the nature and scope of professional development

