

	FY21	FY22	FY23	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Total	NFI	Unknown	Unknown	Unknown	N/A	N/A

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to: N/A

Duplicates/Relates to Appropriation in the General Appropriation Act: N/A

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis: House Bill 221 (HB221) would require the Public Education Department (PED) to change assessment requirements for students in kindergarten through second grade. HB221 adds vocabulary, fluency, and writing to PED-approved academic content and required instruction for kindergarten through third grade. It also expands requirements for screening and progress monitoring in reading and language art skills to include second-grade students, as well as those in kindergarten and first grade. Finally, the bill would require the PED to develop or purchase an observational assessment that combines developmental milestones, essential skills, social-emotional skills, and academic standards to monitor the progress of students in kindergarten through second grade.

FISCAL IMPLICATIONS

HB221 does not contain an appropriation.

The requirement that PED purchase or develop an observational assessment could result in additional costs to the department. In addition to assessment development or purchase, other costs could include professional development, data collection, data storage, and additional PED staff to provide technical assistance to school districts and charter schools.

Currently PED spends about \$1 million annually to provide the Istation assessment for public schools to assess students in kindergarten through second grade in reading and mathematics.

SIGNIFICANT ISSUES

Instructional Requirements. Currently students in kindergarten through third grades should receive instruction in reading and language arts skills that include phonemic awareness, phonics, and comprehension. HB221 seeks to add vocabulary, fluency, and writing to those requirements. Doing so aligns with the department’s Statewide Literacy Framework and its recommendations for literacy instruction.

Further, the changes are aligned with the department’s Structured Literacy initiative, which includes professional development for teachers in the science of reading and the implementation of dyslexia screening for all first grade students.

Assessment changes. The department currently provides a technology-based progress monitoring tool, Istation, for students in kindergarten through second grade to assess students’ progress on academic standards for language arts content. The observational assessment called

for in HB221 more closely resembles the Early Childhood Observation Tool currently used to assess the progress of students in prekindergarten. Implementing a similar assessment would require a substantial financial and human resource investment. While the framework for such an assessment exists, development of age and developmentally appropriate indicators and observational tools would require additional work. All kindergarten through second grade teachers would need professional development in order to implement the change, and the department would likely need to create new data gathering and storage tools in order to collect data from school districts and charter schools. Lastly, coordinating statewide implementation would require at least one additional staff member at the PED.

PERFORMANCE IMPLICATIONS

ADMINISTRATIVE IMPLICATIONS

The PED would be required to develop and maintain a new assessment system.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

OTHER SUBSTANTIVE ISSUES

ALTERNATIVES

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

AMENDMENTS