

Senate File 300 - Introduced

SENATE FILE _____
BY McKINLEY

Passed Senate, Date _____ Passed House, Date _____
Vote: Ayes _____ Nays _____ Vote: Ayes _____ Nays _____
Approved _____

A BILL FOR

1 An Act establishing a value-added assessment system to calculate
2 annually the academic growth of students enrolled in school
3 districts at grade levels three through eleven.
4 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:
5 TLSB 1596XS 82
6 kh/cf/24

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1 1 Section 1. NEW SECTION. 256.24 VALUE=ADDED ASSESSMENT
1 2 SYSTEM.
1 3 1. A value-added assessment system shall be established by
1 4 the department to provide for multivariate longitudinal
1 5 analysis of annual student test scores to determine the
1 6 influence of a school district's educational program on
1 7 student academic growth and to guide school district
1 8 improvement efforts. The department shall select a value=
1 9 added assessment system provider through a request for
1 10 proposals process. The system provider selected by the
1 11 department shall offer a value-added assessment system to
1 12 calculate annually the academic growth of each student
1 13 enrolled in grade levels three through eleven and tested in
1 14 accordance with this section, and shall, at a minimum, meet
1 15 all of the following criteria:
1 16 a. Use a mixed-model statistical analysis that has the
1 17 ability to use all achievement test data for each student,
1 18 including the data for students with missing test scores, that
1 19 does not adjust downward expectations for student progress
1 20 based on race, poverty, or gender, and that will provide the
1 21 best linear unbiased predictions of school or other
1 22 educational entity effects to minimize the impact of
1 23 fortuitous accumulation of random errors.
1 24 b. Have the ability to work with test data from a variety
1 25 of sources, including data that are not vertically scaled, and
1 26 to provide support for school districts utilizing the system.
1 27 c. Have the capacity to receive and report results
1 28 electronically and provide support for districts utilizing the
1 29 system.
1 30 d. Have the ability to create for each school district a
1 31 chart that reports grade-equivalent scores for grades three
1 32 through eight and gains between consecutive pairs of grades
1 33 for each attendance center and that provides for a district=
1 34 wide study of grade-equivalent scores.
1 35 2. Annually, each school district that administers the
2 1 Iowa test of basic skills or the Iowa test of educational
2 2 development shall, within thirty days of receiving the test
2 3 scores, submit the test scores for each attendance center
2 4 within the school district and each grade level tested, from
2 5 grades three through eleven, to the system provider selected
2 6 pursuant to subsection 1. School districts may submit
2 7 additional assessment data for analysis and inclusion in
2 8 reports provided to school districts pursuant to subsection 3,
2 9 to the extent that the assessment meets the criteria for valid
2 10 academic progress interpretation specified by the system
2 11 provider.
2 12 3. The system provider shall provide analysis to school
2 13 districts submitting test scores pursuant to subsection 2, and
2 14 to the department of education. The analysis shall include
2 15 but not be limited to attendance-center-level test results for
2 16 the Iowa test of basic skills in the areas of reading and
2 17 mathematics and other core academic areas when possible. The
2 18 analysis shall also include but not be limited to the number
2 19 of students tested, the number of test results used to compute

2 20 the averages, the average standard score, the corresponding
2 21 grade equivalent=score, the average stanine score for the
2 22 group, the normal curve equivalent of average standard scores,
2 23 and percentile ranks based on student norms, as well as
2 24 measures of student progress. The system provider shall
2 25 create a chart for each school district in accordance with the
2 26 criteria set forth in subsection 1, paragraphs "a" through
2 27 "d".

2 28 4. Each school district shall have complete access to and
2 29 full utilization of its own value-added assessment reports and
2 30 charts generated by the system provider at the student level
2 31 for the purpose of measuring student achievement at different
2 32 educational entity levels.

2 33 5. Student academic growth determined pursuant to this
2 34 section shall not be used in teacher evaluation and shall not
2 35 be published if individual teacher effects can be surmised.

3 1 6. Information about student academic growth may be used
3 2 by the school district, including school board members,
3 3 administration, and staff, for defining student and district
3 4 learning goals and professional development related to student
3 5 learning goals across the school district. A school district
3 6 may submit its academic growth measures in the annual report
3 7 submitted pursuant to section 256.7, subsection 21, and may
3 8 reference in the report state level norms for purposes of
3 9 demonstrating school district performance. However, unless a
3 10 school district chooses to submit its academic measures in the
3 11 annual report submitted pursuant to section 256.7, such
3 12 measures are not public records for the purposes of chapter
3 13 22.

3 14 7. The department may use student academic progress data
3 15 to determine school improvement and technical assistance needs
3 16 of school districts, and to identify school districts
3 17 achieving exceptional gains. Beginning January 15, 2008, and
3 18 by January 15 of each succeeding year, the department shall
3 19 submit an annual progress report regarding the use of student
3 20 academic growth information in the school improvement
3 21 processes to the house and senate education committees and
3 22 shall publish the progress report on its internet website.

3 23 8. The department is encouraged to advocate that the
3 24 United States department of education allow reporting of
3 25 student academic progress as an additional valid measure of
3 26 school performance, as an alternative for meeting federal safe
3 27 harbor provisions, and for establishing statewide progress
3 28 under the federal No Child Left Behind Act of 2001, Pub. L.
3 29 No. 107-110, and any federal regulations adopted pursuant to
3 30 the federal Act.

3 31 9. A school district shall use the value-added assessment
3 32 system established by the department pursuant to subsection 1,
3 33 not later than the school year ending June 30, 2009. However,
3 34 the director of educational services of an area education
3 35 agency may grant a request made by a board of directors of a
4 1 school district located within the boundaries of the area
4 2 education agency stating its desire to use an alternative
4 3 system to compute and report value-added scores that is
4 4 statistically valid and reliable.

4 5 EXPLANATION

4 6 This bill requires the department of education to establish
4 7 a value-added assessment system to provide assistance to
4 8 provide for multivariate longitudinal analysis of annual
4 9 student test scores to determine the influence of a school
4 10 district's educational program on student academic growth and
4 11 to guide school district improvement efforts. The department
4 12 of education is directed to select a value-added assessment
4 13 system provider, based on criteria set forth in the bill,
4 14 through a request for proposals process. School districts are
4 15 required to use the system not later than the 2008=2009 school
4 16 year, but may request from the district's area education
4 17 agency authorization to use an alternative system.

4 18 Each school district that administers the Iowa test of
4 19 basic skills and the Iowa test of educational development must
4 20 submit the test scores for each attendance center within the
4 21 school district and each grade level tested, from grades three
4 22 through 11, to the system provider within 30 days of receiving
4 23 the test scores. School districts may submit additional
4 24 assessment data for analysis if the data meets the criteria
4 25 for valid academic progress interpretation specified by the
4 26 system provider.

4 27 The system provider must provide analysis to each school
4 28 district and the department of education, and must also chart
4 29 data, using criteria set forth in the bill, for each school
4 30 district.

4 31 Each school district must have complete access to and full
4 32 utilization of its own value-added assessment reports and
4 33 charts. Student academic growth data shall not be used in
4 34 teacher evaluation and shall not be published if individual
4 35 teacher effects can be surmised.

5 1 School districts may use the data for defining student and
5 2 district learning goals and professional development related
5 3 to student learning goals across the school district.
5 4 However, unless a school district chooses to submit its
5 5 academic measures in the annual report submitted to the
5 6 department and the local community, the measures are not
5 7 public records.

5 8 The department may use the data to determine school
5 9 improvement and technical assistance needs of school districts
5 10 and to identify school districts achieving exceptional gains.
5 11 The department is directed to submit an annual progress report
5 12 regarding the use of student academic growth information in
5 13 the school improvement processes to the house and senate
5 14 education committees and must publish the progress report on
5 15 its internet website.

5 16 The department is encouraged to advocate that the United
5 17 States department of education allow reporting of student
5 18 academic progress for purposes of complying with the federal
5 19 No Child Left Behind Act of 2001.

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