

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 86TH LEGISLATIVE REGULAR SESSION

March 25, 2019

TO: Honorable Dan Huberty, Chair, House Committee on Public Education

FROM: John McGeady, Assistant Director Sarah Keyton, Assistant Director
Legislative Budget Board

IN RE: HB1480 by VanDeaver (relating to assessment of public school students, providing accelerated instruction, appropriately crediting certain student performance, and eliminating requirements based on performance on certain assessment instruments.),
Committee Report 1st House, Substituted

Estimated Two-year Net Impact to General Revenue Related Funds for HB1480, Committee Report 1st House, Substituted: a positive impact of \$5,440,000 through the biennium ending August 31, 2021.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five-Year Impact:

Fiscal Year	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2020	\$720,000
2021	\$4,720,000
2022	\$4,720,000
2023	\$4,720,000
2024	\$4,720,000

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from Foundation School Fund 193
2020	\$720,000
2021	\$4,720,000
2022	\$4,720,000
2023	\$4,720,000
2024	\$4,720,000

Fiscal Analysis

Current law requires students in grades 5 and 8 to pass grade level assessments in mathematics and reading to be promoted to the next grade as part of the Student Success Initiative (SSI). When students are unsuccessful on these assessments, schools are required to provide accelerated instruction and opportunities for retesting. This bill would eliminate the assessment requirements for promotion for these grades and create accelerated learning committees to help students attain successful grade level performance. This bill would also eliminate testing for grade 8 social studies and U. S. History and would eliminate the optional Algebra II and English III tests.

The bill would require the commissioner to determine a method for appropriately crediting a student for growth on an alternative approved assessment.

The bill requires implementation for the 2019-2020 accountability rating period.

Methodology

Based on the per assessment costs of the current state assessment contract, the estimated savings of eliminating the grade eight social studies assessment and US History end of course assessment would be approximately \$370,000 and \$1.1 million per fiscal year, respectively.

It is estimated that elimination of the retest opportunities would result in savings of approximately \$2.5 million per fiscal year. Elimination of English III and Algebra II would result in savings of approximately \$650,000 and \$100,000 per fiscal year.

The agency estimates the cost to develop performance standards and complete necessary psychometric analysis including alignment and linking studies to determine growth would be \$4,000,000 in fiscal year 2020.

The total annual savings anticipated to result from this bill in fiscal year 2020 is \$720,000 ($\$370,000 + \$1,100,000 + 2,500,000 + \$650,000 + \$100,000 - \$4,000,000$) and \$4.72 million ($\$370,000 + \$1,100,000 + 2,500,000 + \$650,000 + \$100,000$) in subsequent years.

Technology

No estimated technology impact.

Local Government Impact

Districts would be required to establish accelerated learning committees for students who do not perform satisfactorily on the third grade, fifth grade, or eighth grade mathematics or reading assessments. An accelerated learning committee would be required to develop an educational plan that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the subsequent school year and to provide other assistance to the student in accordance with local policy that prescribes the role of accelerated learning committees in the district. There may be additional costs to districts and charters to implement these new requirements, including costs associated with staff time and materials. Districts and charters may also incur costs associated with rearranging test days and school

calendars to comply with any shifts in the testing schedule, specifically due to the elimination of the allowance for an early administration of the English I and English II EOC assessments; however, these costs are not expected to be significant.

Source Agencies: 701 Texas Education Agency

LBB Staff: WP, SL, HL, AM