

**REPORT OF THE
JOINT SUBCOMMITTEE TO STUDY**

**The Use of Independent
Educational Performance
Assessment Services**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



HOUSE DOCUMENT NO. 34

**COMMONWEALTH OF VIRGINIA
RICHMOND
2003**

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**REPORT OF
THE JOINT SUBCOMMITTEE
TO STUDY THE USE OF
INDEPENDENT EDUCATIONAL PERFORMANCE ASSESSMENT
SERVICES
TO
THE GOVERNOR AND THE GENERAL ASSEMBLY OF VIRGINIA
RICHMOND, VIRGINIA
2003**

To: The Honorable Mark R. Warner
and
The General Assembly of Virginia

I. Origin of the Study

House Joint Resolution No. 91 of 2002 (see Appendix A) established the Joint Subcommittee to Study the Use of Independent Educational Performance Assessment Services as a six-member legislative body, consisting of four members of the House of Delegates and two members of the Senate. Members appointed to serve were Delegates Kathy J. Byron, Robert H. Brink, M. Kirkland Cox, and James K. O'Brien, Jr., and Senators Harry B. Blevins and R. Creigh Deeds. Delegate Byron and Senator Blevins served as chairman and vice chairman, respectively.

HJR 91 described Virginia's reform efforts as implemented through the Standards of Learning and the Standards of Accreditation, school report cards, and other activities, and noted that Virginia's focus has been on establishing student learning and teaching standards. The enabling resolution acknowledged the power of data analyses provided by independent educational performance assessment services, such as Standard and Poor's School Evaluation Services. Such services can provide the tools needed for effective decision-making, such as cost-benefit evaluations, comparative analyses, longitudinal results, and identification of best practices.

II. Study Directives

House Joint Resolution 91 directed the Joint Subcommittee to examine:

- Standard and Poor's School Evaluation Services in other states;
- Virginia's ongoing school accountability efforts;
- The feasibility and appropriateness of implementing an independent school evaluation service within Virginia; and
- Such other issues as the Subcommittee may deem necessary.

The Joint Subcommittee was authorized to hold two meetings and was required to complete its study by November 30, 2002, and to submit a written report.

III. The Joint Subcommittee's Work

The first meeting

The Joint Subcommittee's first meeting was held on September 30, 2002. After reviewing its directives, the Joint Subcommittee received a presentation from Robert Durante, Director, and Michael Stewart, Associate Director, Standard & Poor's School Evaluation Services. School Evaluation Services (SES) were introduced by Standard & Poor's approximately three years ago following five years of research and development.

Public perceptions of bias in data analysis, public questioning of data validity as well as the appropriateness of conflicting responsibilities within state departments, and the economies of scale accomplished by the development of comprehensive data systems are among the rationales for independent evaluation services. Standard & Poor's can provide objective evaluation of comprehensive academic data that includes trend analysis, demographics, and test data disaggregated by subject areas, grade, and student characteristics. This approach combines data from various sources into a single analysis framework and databank. Single parent households, adult educational achievement, limited English proficiency, free and reduced price lunch, employment, household income, and race/ethnicity information are included in the demographic data.

Standard & Poor's School Evaluation Services conducts performance evaluation using comparable and contextual academic, financial, and demographic data to provide consistent and clear information for instructional and resource decisions and for ensuring accountability. Disaggregation of data and the established goals can be used to compare previous years' performance in each school or school division, each school division's performance in relation to its peers, and each school or school division's performance in relation to all other schools or school divisions in the state. Standard & Poor's Performance Cost Index can provide useful mechanisms for looking at cost benefit/return on resources. For example, these analyses have resulted in conclusions tying the funding to how money is being spent and identification of improvement strategies to replication of such practices.

Standard & Poor's School Evaluation Services were initiated in 2001 through contracts with Michigan and Pennsylvania. The SES concept includes such powerful tools as needs assessments, goal setting, strategic planning, budgeting and resource allocation, contract negotiations, voter education, and constituent communication. The premise of this data analysis is that consistent and continuous collection of significant information will motivate improvement. In other words, that objective and credible data analysis will motivate change.

Standard & Poor's School Evaluation Services delivers its services via three platforms: an annual written report relating to the strengths and concerns of each school district and each charter school in Michigan and Pennsylvania; an interactive website providing access to these reports and school and school district data for the public; and a comprehensive annual report on

the progress of the contracting states. Administrators and parents are, thus, able to examine "best practices," eliminate misinformation, and use validated data to make informed decisions. Using the data comparisons, unnecessarily high costs can be identified and savings can be effectuated to improve teacher salaries or other important budget items. Interested parties may access the current data on Michigan, Pennsylvania and some schools in other states at the SES website: www.ses.standardandpoors.com.

Following the SES presentation by Standard and Poor's staff, the Joint Subcommittee members engaged in discussion and asked many questions relating to sole source contracting, availability of Virginia data, customization of analysis, service costs, specific kinds of school data, teacher licensure data, and the new data requirements of the federal law in No Child Left Behind. The Joint Subcommittee noted that much data is already available in Virginia; however, cost benefit/resource allocation analysis is infrequently performed.

The second meeting

The Joint Subcommittee's second meeting was held on October 31, 2002. During this meeting, the Joint Subcommittee focused on obtaining (i) follow-up comments from Michigan, Pennsylvania, and other school systems on the effectiveness of the Standard and Poor's School Evaluation Services through a teleconference during the meeting; (ii) information on the Virginia Department of Education's collection and use of data; and (iii) descriptions of local school division use of comparative data for decision-making and planning.

Daniel S. Timberlake, Assistant Superintendent for Finance, and Kent Dickey, Budget Director, presented an overview of Virginia Department of Education's Current Data Assessment mechanisms. Ms. Bethann H. Canada, Director of Information Technology, provided an overview of data collection on students, teachers, and schools. Ms. Canada provided the Joint Subcommittee with an assessment of where Virginia was at the time and where it would need to be to comply with the federal No Child Left Behind (NCLB) Act.

In order to comply with federal and state reporting requirements, the Department of Education implemented the Annual School Report (ASR) process. The report, consisting of both financial and statistical data, provides an accounting of the annual activities of Virginia's 134 school divisions and 66 regional schools. The ASR includes such data as fund balances, revenues, expenditures, staff positions, and various miscellaneous information, such as average salaries.

Expenditures are separated into the eight major classifications required by law and contingency reserves. The eight major classifications are instruction, administration, attendance and health, pupil transportation, operation and maintenance, school food services and other noninstructional operations, facilities, and debt and fund transfers. Data is also reported, as required by law, on technology expenditures and operational and capital expenses.

The ASR data is used to fill out federal reports, to meet federal grant requirements, to calculate the prevailing cost for the Standards of Quality funding, to respond to information requests of state and local officials, researchers, and citizens, and to answer surveys from state

and national organizations. The data is available in the Superintendent's Annual Report for Virginia on the Department of Education's web site. Various fiscal and staff data are broken out including pupil-teacher ratios, instructional personnel positions per 1,000 students, administrative, service, and support personnel positions, total instructional positions and average annual salaries, revenues by source, expenditures by function, state revenues by program, total and per pupil operational expenditures by source, and the composite index of local ability-to-pay.

Virginia's fiscal information is similar to the data reported by Standard & Poor's School Evaluation Services; however, the fiscal data is only available at the school division level, not school by school.

The No Child Left Behind law will require radical changes in Virginia's data collection and assessment systems, requiring significant increases in data and evaluation. A number of major data categories are required, i.e., student performance, student graduates, student dropouts, student attendance, student discipline, teachers and paraprofessionals, and fiscal information.

Virginia has a student population of more than 1,164,000 students that are tested, in accordance with the Standards of Accreditation and the Standards of Learning, at grades three, five, eight, and at the end of various high school courses. To comply with NCLB, Virginia will need to add tests in English and mathematics in grades four, six, and seven by 2005 and science by 2007---a 30 percent increase in testing and concomitant increase in data collection.

Virginia will also need to disaggregate its data on pass rates for each grade, subject, school division, and the state as a whole according to race/ethnicity, disability, limited English proficiency, economically disadvantaged, migrant status, and gender.

For graduation data, the Department already collects data on graduates according to race/ethnicity, gender, and type of diploma. To comply with state and federal law and regulations, Virginia's data collection will have to expand to include the verified credit requirements of the Standards of Accreditation and disaggregate to designate graduates as limited English proficient, disabled, and economically disadvantaged---thus, requiring a 30 percent increase in data.

Virginia already collects data on dropouts according to grade, race/ethnicity, and gender. To comply with NCLB, dropout data will have to be revised to include limited English proficient students, students with disabilities, and students who are economically disadvantaged.

Attendance data is currently included in average daily attendance for all students in every school. However, attendance data must be expanded to include each student's attendance record and to disaggregate this information according to race/ethnicity, limited English proficiency, disability, and economically disadvantaged, creating a data base that will be eight times larger than the current attendance data.

Reported discipline data currently includes certain crimes, violence, and disciplinary actions by incident and student; thus, although the instructions for reporting the data must be clarified, no additional data will be required.

On the staff level, Virginia knows that approximately 88,600 people are employed as teachers and the Department administers and keeps the data on the licensure of teachers. However, no data is kept on where or what the teachers instruct.

Virginia will have to collect more than 700,000 records on where each teacher is employed, what classes each teacher is conducting, comparisons of licensure and teaching assignments, and the paraprofessional numbers and their qualifications.

The data evaluations that will result from NCLB are causing the data to be cleaned up. Although school personnel were not previously careless, different interpretations were possible and, therefore, different conclusions. Virginia's data is good, but data can have inconsistencies. Training will be necessary on using the data.

The data collected in compliance with NCLB will be reported on the Department's website in the State Report Card and the Superintendent's Annual Report, both of which are anticipated as being web-based and, thereby, available to public. The discussion noted that the impact in Virginia of the data requirements of NCLB could and probably would be significant in terms of costs and workload for the Department of Education.

At the designated time of 3:00 p.m., the teleconference "A Dialogue with Standard & Poor's and Their Clients" was held. At Standard & Poor's, Robert Durante and Michael Stewart, the Director and Associate Director of the School Evaluation Services, as well as other staffers, were in attendance.

Five individuals who had worked for or otherwise been associated with public schools in Pennsylvania and Michigan spoke to and answered the questions of the Joint Subcommittee, i.e., Alfred Ferguson, Assistant Executive Director, Pennsylvania House Minority Appropriations Committee; Peter Messina, school board member, Interboro School District, Pennsylvania; John Cook, Michigan consultant with 30 years of experience in school administration; Thomas White, Executive Director of the Michigan School Business Officials Association, and Timothy Raymer, Assistant Superintendent, Grandville Public Schools, Michigan.

Mr. Alfred Ferguson, the first participant to speak to the Joint Subcommittee, has previously been a school board member in a Pennsylvania school district. Mr. Ferguson noted the statewide perspective on public education that the Standard & Poor's data provided, emphasizing the independent nature of the evaluation, the incredible scope of the data, and the lack of turf. He noted that the comparative data provided by Standard & Poor's can give a sense of history, with ongoing statistics on student achievement and funding.

In his current job, Mr. Ferguson uses the data for budgeting purposes. He emphasized the advantages of the heavy documentation of terms and data and the value of knowing what data is collected, how the data is calculated, etc. He relayed that, as a former school board member, comparisons according to building levels and peer groups provided useful insight for taxpayers, students' parents, and decision-makers. Decision-makers can use these comparisons as diagnostic tools to figure out what is happening according to type of student and peer school districts. He termed this usefulness as a "capability that had never previously existed." He noted

that public suspicion of education data was dispelled by evaluation by an independent entity, i.e., objectivity is worth a lot. He also stated that the school district on whose board he had served had a perception of itself as outstanding, however, the Standard & Poor's evaluation rated it as average in performance and slightly below average in costs. Although many people did not agree with this assessment at first, he reported that the "average" assessment was correct. He cautioned that an evaluation from Standard & Poor's, although not the only source of data, should be a major source of information. The Standard & Poor's evaluation has not been relied on for budgeting; however, the evaluations do link performance to the money.

Mr. Peter Messina, the second teleconference participant, is a relatively new school board member in Interboro, Pennsylvania, who came into the school environment with more than 20 years of business management. After he became the president of the board, his first question had to do with the matrix for managing the funding and knowing what quality of education was, he was told that such management tools were hard to use in schools---an answer with which he took exception.

Mr. Messina then attempted to find other sources. His assessment of Standard & Poor's is that it is evolving evidence of broad perspective that is accurate and independent. He noted, in agreement with Mr. Ferguson, that the Standard & Poor's evaluation was not the only tool for school management, but does provide new analyses. The school district is spending large amounts of money--the Standard & Poor's evaluation provides information to adjust the funding streams. He noted that the data is used at a macro level---to determine where they need to put resources and what they do not need to spend more on and how to revise the spending. The data also shows how they can adjust compensation, benefits, etc. to retain their teachers. Some budget items will be more austere, some more funding. The Standard & Poor's reports provide justification for their actions. People who do not agree with the reports try to ignore the information, rather than attacking the evaluation. The Standard & Poor's web site is valuable to board members and the public for information.

Mr. Messina believes that the use of data in schools is an evolving environment and he hopes that Pennsylvania continues to use the service beyond the five years of the contract. When asked about school district burden for reporting the data, he responded that he had not heard that complaint because the data must be routinely reported anyway. Standard & Poor's staff noted that only optional reporting of certain data is outside the present requirements and that Standard & Poor's also obtains data from other sources.

Mr. John Cook, a consultant who works closely with the Michigan Association of School Boards, was the third participant in the teleconference. He spoke to how the data is being used in Michigan. The report is used by superintendents or individuals who want to be superintendents to research the employment environment of school divisions. On the planning side, he works with school districts to discover who they are and to come up with goals---a small number of goals to reach within a confined time. He uses the Standard & Poor's reports to help the districts in this process and finds that the data is "very rich."

Mr. Cook stated that the data can be found by digging and working to obtain it---however, the reports make accessing the data very user-friendly and the information easy to use

and include, for example, testing data that was available but not handy. The data can be powerfully used as a benchmark---for example, if the schools compare themselves to other schools---the data can be a "wake-up call." Mr. Cook described the experience of the administration of a high school with a low graduation rate and how looking at the reports and the graduation rates of other high schools highlighted the problem. He emphasized that this kind of enlightenment is bringing about results. He also clarified that, although initially there was skepticism in Michigan, each round of data has increased the "believability" of the data. The Standard & Poor's data is helping, Mr. Cook believes, the school districts get ready for No Child Left Behind, e.g., evaluating their test scores and developing solutions.

When asked what prompted Michigan to contract for the Standard & Poor's reports, Mr. Cook noted the strong "choice atmosphere" in Michigan. The choice environment has resulted in students moving among and between school districts--no longer does a school district educate only its resident students. Parents can use the Standard & Poor's reports to pick their students' schools. Other factors have also been important. For example, Michigan had a lot of information, but did not know what it needed. In a computerized era, they wanted to take advantage of the automation of data collection and analysis. In response to a question concerning the reaction of school personnel, he agreed that the Standard & Poor's reports are a positive way for schools to publicize their merits.

Mr. Thomas White, the fourth participant, is the Executive Director of the Michigan School Business Officials, which consists of financial people and management information people. He considers himself a supporter of the Standard & Poor's system. He, however, states that the jury is still out to some degree. He noted that he thinks that the Standard & Poor's reports have done a lot for the kids. He said the Standard & Poor's took a large amount of existing data and put the data into a form that could be understood, that made sense, and that could be used. Historically, he explained, Michigan school districts had been frustrated because they were required to report much data to the state, but they did not get anything back. This lack of feedback did not make any sense. Further, the data that was available was not useful and could not be interpreted. Standard and Poor's took the data, improved it, culled questionable data, and put the data into a user-friendly format.

Mr. White stated that his take on the situation was that the reports were a very good start and that the state could not have "pulled this off." His members are more numerically oriented than most people. They are hopeful, in a broad general sense, that Standard & Poor's reports will depoliticize the local budgeting process because better factual information will be available on the value of the expenditures. They would like to see the next step--to have the data go down to the school building and program levels. He stated that such data would provide the necessary data for making informed decisions.

Mr. White was enthusiastic about the Standard & Poor's process, which included a focus group, to respond to the system. A higher level of data, he averred, will be necessary for decision-making at the individual school level. He noted that his organization is in the process of training members in the use of data. When asked about use, he explained that the school board members and financial officers could compare a lot of variables to determine how the

schools are doing---thereby raising expectations and proving the old saying that "what gets measured, gets done."

Mr. Timothy Raymer, who is currently Assistant Superintendent in Grandville Public Schools, worked previously in Lansing, Michigan. When Mr. Raymer worked in Lansing, he did significant data comparisons for budgets. Standard & Poor's did all the work for the school system, eliminating the need for crunching the numbers and putting the data together. Some of the items that could be evaluated were administrative costs among peers and in the same district, special education enrollments, and the patterns and costs of such enrollments. Mr. Raymer praised the Standard & Poor's reports for providing a quick snapshot of the programs and of the program economics. The snapshots can be used to advise people who are relocating on making choices. The public gets objective data from a third party instead of a school district brochure.

Upon conclusion of the teleconference, two local school divisions with very different demographics presented their systems for using comparative data, i.e., Fairfax County and Greensville County. Fairfax County Public School Division has more than 10 percent of the total number of students in Virginia. Fairfax County has 10 systemwide targets that provide the focus for planning, budgeting, and evaluation. These targets involve reading at grade level by the end of second grade, meeting or exceeding the Standards of Accreditation in the Standards of Learning (SOL) testing program, advanced placement or International Baccalaureate enrollment, obtaining 100 percent pass rates for the Algebra 1 and English SOL tests, percentage of students scoring above the national average on the verbal and math sections of the SAT, identifying gifted and talented children and making such services available, increasing the capacity to mainstream students with disabilities, closing the minority student achievement gap, improving classroom management, increasing the use of positive interventions, decreasing recidivism, and improving effective and innovative teaching methods while reducing the number of students being instructed in trailers.

Fairfax has a divisionwide support system or data warehouse that can be used for informed decision-making. The data can be customized by the user and is housed in various ways to make it user-friendlier. The data is used to (i) help principals identify student groups that need help, (ii) develop school plans, (iii) help leaders manage funds and resources, and (iv) provide access to school-level metrics for all levels of the leadership. The data can be used to identify disciplinary issues and solutions, instructional concerns and point toward efficient programs, and to manage the constant staffing revisions that are faced by this large school division.

Greensville County, a rural, small school division, is using the SOL test results to identify weaknesses in instruction and to meet the accreditation standards. Greensville, as a small school division, must expect its data analysis to be performed by instructional personnel in their buildings. Training is a crucial problem, which Greensville believes and hopes will be met by the state. Greensville suffers teacher shortages in all subjects and voiced concerns about meeting the requirements of NCLB relating to "quality" teachers. Retention of teachers is also a problem. Time to perform data analysis is an issue because Greensville's staff is limited. In spite of these concerns, Greensville believes that the data can be used to help kids do better and that assessments that provide objective analysis to students and parents on group performance and the

quality of instruction will show them how to improve their schools. The emphasis in Greensville County is the need for time and training for principals and assistant principals and the costs of data collection.

After the formal presentations were completed, some members of the audience commented that software costs, NCLB concerns, and other matters were critical at this time. Others also noted that the collection of the data was, at this time, more of a challenge than the reporting of the data.

IV. Conclusion

The Joint Subcommittee did not make formal recommendations because of the limitations on its deliberations and time. However, the Joint Subcommittee's two long and productive meetings resulted in the general consensus that independent outside evaluations are powerful and useful tools for the management of funds and resources and for decision-making among leaders of school divisions and localities.

The Joint Subcommittee voiced its belief that an independent assessment could provide needed assistance with the new data that is required by No Child Left Behind. Two resolutions (See Appendix B) relating to the Joint Subcommittee's deliberations were introduced in the 2003 Session by its chairman, Delegate Byron. House Joint Resolution 643 requested the Board of Education to assess the potential cost-savings and benefits vis-a-vis the new disaggregated data and reporting requirements of NCLB and the use of independent educational performance assessment services. This resolution was received positively and discussed favorably. However, because money for studies was not readily available at the time, this resolution was left in committee.

House Joint Resolution 642 was resoundingly approved to recognize the efficacy and potential cost savings that contracting for independent educational performance assessment services can provide decision-makers.

Respectfully submitted,

Delegate Kathy J. Byron, Chairman

Senator Harry B. Blevins, Vice-Chairman

Delegate Robert H. Brink

Delegate M. Kirkland Cox

Senator R. Creigh Deeds

Delegate James K. O'Brien, Jr.*

*In a 2002 special election, then Delegate James K. O'Brien, Jr. was elected to the Senate of Virginia.

APPENDIX A
ENABLING RESOLUTION
HOUSE JOINT RESOLUTION 91, 2002

HJ 91 Study; independent educational performance assessment services.

Another bill?

Patron - Kathy J. Byron (all patrons) notes

Summary as passed: (all summaries)

Independent school evaluation services. Creates a joint subcommittee to study the use of independent educational performance assessment services. In conducting the study, the joint subcommittee shall consider, among other things, the use of Standard and Poor's School Evaluation Services (SES) in other states, ongoing school accountability efforts within the Commonwealth, the feasibility and appropriateness of implementing an independent school evaluation service within Virginia, and such other issues as it deems necessary.

The joint subcommittee shall report its written findings and recommendations to the Governor and the 2003 Session of the General Assembly.

Full text:

01/09/02 House: Presented & ordered printed, prefiled 01/08/02 027396656

02/12/02 House: Printed as engrossed 027396656-E

03/15/02 House: Bill text as passed House and Senate (HJ91ER)

Amendments:

House amendments

Status:

01/09/02 House: Presented & ordered printed, prefiled 01/08/02 027396656

01/09/02 House: Referred to Committee on Rules

02/10/02 House: Reported from Rules with amendment (17-Y 0-N)

02/12/02 House: Taken up

02/12/02 House: Committee amendment agreed to

02/12/02 House: Engrossed by House as amended

02/12/02 House: Printed as engrossed 027396656-E

02/12/02 House: Agreed to by House BLOCK VOTE (100-Y 0-N)

02/12/02 House: VOTE: BLOCK VOTE PASSAGE (100-Y 0-N)

02/12/02 House: Communicated to Senate

02/13/02 Senate: Reading waived

02/13/02 Senate: Referred to Committee on Rules

03/01/02 Senate: Reported from Rules

03/04/02 Senate: Rules suspended (40-Y 0-N)

03/04/02 Senate: VOTE: SUSPEND THE RULES R (40-Y 0-N)

03/04/02 Senate: Reading waived, passed by for the day

03/05/02 Senate: Read third time and agreed to by Senate by voice vote

03/15/02 House: Bill text as passed House and Senate (HJ91ER)

2002 SESSION

ENROLLED

HOUSE JOINT RESOLUTION NO. 91

Establishing a joint subcommittee to study the use of independent educational performance assessment services.

Agreed to by the House of Delegates, February 12, 2002

Agreed to by the Senate, March 5, 2002

WHEREAS, in recent years, most states have initiated or renewed their education reform efforts with new or revised academic content standards, setting forth clearly what students must learn and what teachers must teach; and

WHEREAS, academic standards or expectations are now seemingly the norm throughout the United States, the achievement of which increasingly forms the basis for school and division approval or accreditation; and

WHEREAS, linked to these content or academic standards are performance standards, or proficiency levels, the attainment of which must be appropriately and accurately assessed; and

WHEREAS, consistent with this nationwide movement, the Commonwealth's efforts to improve public education in recent years have largely focused on accountability measures that seek to ensure educational excellence and opportunity for all students; and

WHEREAS, this commitment to improve educational accountability in Virginia is evidenced by the Board of Education's revisions to the Standards of Learning (SOL) and the Standards of Accreditation (SOA), the work of the Special Task Force of the Commission on Educational Accountability, the use of school report cards, and numerous recent legislative initiatives; and

WHEREAS, independent school evaluation services, such as those available through Standard and Poor's, may provide a "powerful decision-making tool for taxpayers, educators, school boards, and state and local education policymakers and administrators"; and

WHEREAS, offering analysis of academic, financial, and demographic indicators and trends, comparative benchmarks, and other supporting data regarding the performance of school systems, these independent school evaluation services are in use within Michigan and Pennsylvania; and

WHEREAS, according to the *Wall Street Journal*, these evaluation services offer "an objective cost-benefit analysis based on 1,500 performance variables ranging from test scores to district budgets," with evaluations facilitating division comparisons, providing longitudinal results, and identifying best practices; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That a joint subcommittee be established to study the use of independent educational performance assessment services. In conducting the study, the joint subcommittee shall consider, among other things, the use of Standard and Poor's School Evaluation Services (SES) in other states, ongoing school accountability efforts within the Commonwealth, the feasibility and appropriateness of implementing an independent school evaluation service within Virginia, and such other issues as it deems necessary.

The joint subcommittee shall consist of 6 legislative members as follows: 4 members of the House of Delegates to be appointed by the Speaker of the House in accordance with the principles of proportional representation contained in the Rules of the House of Delegates; and 2 members of the Senate to be appointed by the Senate Committee on Privileges and Elections.

The direct costs of this study shall not exceed \$3,000.

The Division of Legislative Services shall provide staff support for the study. All agencies of the Commonwealth shall provide assistance to the joint subcommittee, upon request.

The joint subcommittee shall complete its work no later than November 30, 2002, and shall submit its written findings and recommendations to the Governor and the 2003 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

Implementation of this resolution is subject to subsequent approval and certification by the Joint Rules Committee. The Committee may withhold expenditures or delay the period for the conduct of the study.



APPENDIX B

2003 LEGISLATION

HOUSE JOINT RESOLUTION 642

HOUSE JOINT RESOLUTION 643



HJ 642 Recognizing cost-savings of contracting independent edu. assessment. Another bill?

Patron - Kathy J. Byron (all patrons) notes

Summary as passed: (all summaries)

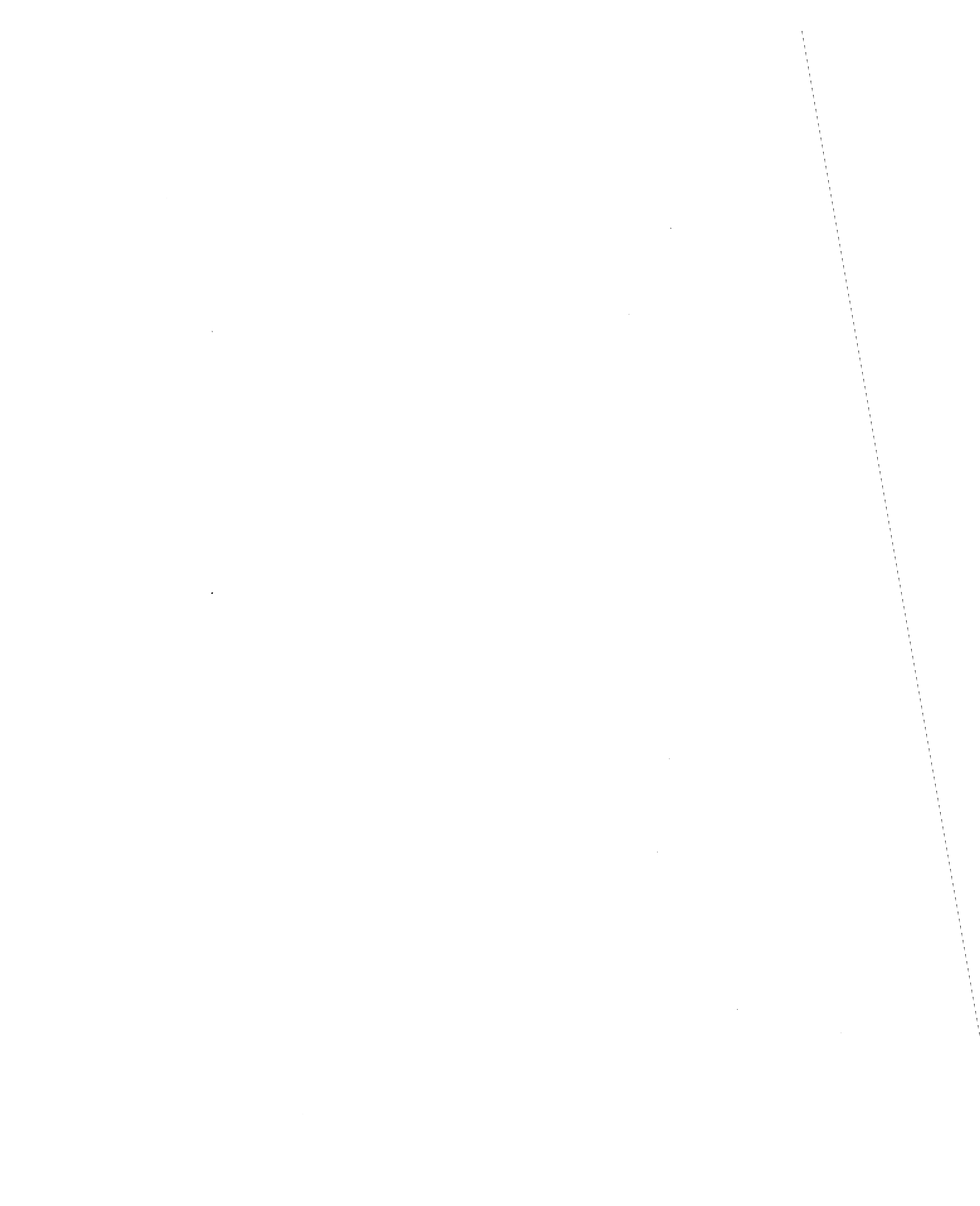
Recognizing the efficacy and potential cost-savings of contracting for independent educational performance assessment services. Recognizes the efficacy and potential cost savings that contracting for independent educational performance assessment services can provide decision makers. Such services can provide decision makers comparable and contextual academic, financial, and demographic data to make consistent and clear information available for instructional and resource decisions and for ensuring accountability. This resolution notes the new data requirements of No Child Left Behind and that the development and implementation of new software to collect and analyze this new data could be costly and require months of work. Thus, the use of an existing, effective, and quality educational data system may save, in the long run, money and time.

Full text:

01/08/03 House: Presented & ordered printed, prefiled 01/08/03 033836656
02/22/03 House: Bill text as passed House and Senate (HJ642ER)

Status:

01/08/03 House: Presented & ordered printed, prefiled 01/08/03 033836656
01/08/03 House: Referred to Committee on Rules
01/28/03 House: Reported from Rules (17-Y 0-N)
01/30/03 House: Taken up
01/30/03 House: Engrossed by House
01/30/03 House: Agreed to by House BLOCK VOTE (97-Y 0-N)
01/30/03 House: VOTE: BLOCK VOTE PASSAGE (97-Y 0-N)
01/30/03 House: Communicated to Senate
02/03/03 Senate: Reading waived
02/03/03 Senate: Referred to Committee on Rules
02/10/03 Senate: Reported from Rules
02/12/03 Senate: Rules suspended (40-Y 0-N)
02/12/03 Senate: VOTE: SUSPEND THE RULES R (40-Y 0-N)
02/12/03 Senate: Reading waived, passed by for the day
02/13/03 Senate: Read third time and agreed to by Senate by voice vote
02/22/03 House: Bill text as passed House and Senate (HJ642ER)



2003 SESSION

ENROLLED

HOUSE JOINT RESOLUTION NO. 642

Recognizing the efficacy and potential cost savings of contracting for independent educational performance assessment services.

Agreed to by the House of Delegates, January 30, 2003

Agreed to by the Senate, February 13, 2003

WHEREAS, pursuant to House Joint Resolution No. 91 (2002), the Joint Subcommittee to Study the Use of Independent Educational Performance Assessment Services understood that outside evaluators provide answers to public skepticism about bias and the validity of educational statistics; and

WHEREAS, comprehensive academic data that includes trend analysis, demographics, and test data disaggregated by subject areas, grade, and student characteristics prove to be powerful and needed tools for effective decision making, such as cost-benefit evaluations, comparisons, longitudinal results, and identification of best practices; and

WHEREAS, recent federal law, known as No Child Left Behind, will require Virginia and all other states to collect and analyze and disaggregate educational data that the Commonwealth does not presently have; and

WHEREAS, the development and implementation of new software to collect and analyze this new data could be costly and require months of work; and

WHEREAS, the use of an existing, effective, and quality educational data system may save, in the long run, money and time; and

WHEREAS, all citizens of Virginia are well aware of the fiscal exigencies facing the Commonwealth in the next year; however, recent comments by the Chairman of the Federal Reserve Bank and others indicate that the economy may be rebounding; and

WHEREAS, the efficacy of using independent educational performance assessment services was demonstrated to the Joint Subcommittee's satisfaction through the comments received from representatives in other states already receiving these services; and

WHEREAS, although Virginia is currently suffering from scarce resources and the need to balance its budget by cutting programs and jobs, in the next months, and certainly in the next several years, Virginia's revenues could improve and the economic forecast could be more optimistic; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the General Assembly recognize the efficacy and potential cost savings of contracting for independent educational performance assessment services. Further, when the economy improves and the Commonwealth's revenues increase, the General Assembly remember that independent educational performance assessment services can provide decision makers with comparable and contextual academic, financial, and demographic data to provide consistent and clear information for instructional and resource decisions and for ensuring accountability; and, be it

RESOLVED FURTHER, That the Clerk of the House of Delegates transmit a copy of this resolution to the President of the Board of Education and the Superintendent of Public Instruction so that they may be apprised of the sense of the General Assembly of Virginia in this matter.

HJ 643 Study; potential cost savings; requirements of No Child Left Behind.Another bill?

Patron - Kathy J. Byron (all patrons) notes

Summary as introduced:

Study; potential cost savings and benefits vis-a-vis the new disaggregated data and reporting requirements of No Child Left Behind and the use of independent educational performance assessment services. Requests the Board of Education to assess the potential cost-savings and benefits vis-a-vis the new disaggregated data and reporting requirements of the federal law, No Child Left Behind, and the use of independent educational performance assessment services. This resolution notes that the Joint Subcommittee to Study the use of Independent Educational Performance Assessment Services (HJR 91 of 2002) has examined the efficacy of independent educational performance assessment services and is convinced that economies of scale can be accomplished by the development of comprehensive data systems and that objective evaluation of comprehensive academic data can be used to compare previous years' performance in each school and each school division. The resolution notes the limited resources in Virginia and the need to seek the most cost-effective and efficacious way of providing the data required by No Child Left Behind. Comprehensive data could identify the gravest gaps in student achievement, the most effective programs, characteristics of competent teachers, what professional development needs are most important, and where funds could be well-spent to improve public education in Virginia. The Board of Education is requested, in the conduct of this study, to review potential funding sources for the engagement of independent educational performance assessment services, including, but not limited to, No Child Left Behind moneys and other federal or foundation grant funding.

Full text:

01/08/03 House: Presented & ordered printed, prefiled 01/08/03 033835656

Status:

01/08/03 House: Presented & ordered printed, prefiled 01/08/03 033835656

01/08/03 House: Referred to Committee on Rules

01/28/03 House: Passed by indefinitely in Rules (17-Y 0-N)

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HOUSE JOINT RESOLUTION NO. 643

Offered January 8, 2003

Prefiled January 8, 2003

Requesting the Board of Education to assess potential cost savings and benefits vis-a-vis the new disaggregated data and reporting requirements of the federal law, No Child Left Behind, and the use of independent educational performance assessment services. Report.

Patrons—Byron, Cline, Gear, Landes, Louderback, McQuigg, Oder, Rapp and Saxman

Referred to Committee on Rules

WHEREAS; the Joint Subcommittee to Study the Use of Independent Educational Performance Assessment Services (HJR 91 of 2002) has examined the efficacy of independent educational performance assessment services; and

WHEREAS, the Joint Subcommittee is convinced that economies of scale can be accomplished by the development of comprehensive data systems and that objective evaluation of comprehensive academic data can be used to compare previous years' performance in each school and each school division; and

WHEREAS, the federal law known as No Child Left Behind requires states, school divisions, and schools to report disaggregated and comparative data in order to substantiate, among other matters, "adequate yearly progress," the employment of high quality teachers, and reading proficiency by grade 3; and

WHEREAS, because of limited resources in the Commonwealth, schools need to seek the most cost-effective and efficacious way of providing the data required by No Child Left Behind; and

WHEREAS, in addition, educational performance evaluations using comparable and contextual academic, financial, and demographic data could provide Virginia's school divisions with consistent and clear information for instructional and resource decisions; and

WHEREAS, for example, comprehensive data could identify the gravest gaps in student achievement, the most effective programs, characteristics of competent teachers, what professional development needs are most important, and where funds will be well spent to improve public education in Virginia; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Board of Education be requested to assess potential cost savings and benefits vis-a-vis the new disaggregated data and reporting requirements of the federal law, No Child Left Behind, and the use of independent educational performance assessment services. The Board of Education is further requested, in the conduct of this study, to review potential funding sources for the engagement of independent educational performance assessment services, including, but not limited to, No Child Left Behind moneys and other federal or foundation grant funding.

The Department of Education shall submit to the Division of Legislative Automated Systems an executive summary and report of its progress in meeting the request of this resolution no later than the first day of the 2004 Regular Session of the General Assembly. The executive summary and report shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's website.

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HJ643

3/6/03 10:19

