

## Effect of HB 2292

Rep. Valdenia C.  
Winn  
#34

### How it affects Kansas Students:

- Could lose Advanced Placement courses, International Baccalaureate, concurrent enrollment, dual credit, all of these opportunities are aligned to the Common Core Standards.
- Could affect a graduate's ability to be admitted to a college/university and could adversely affect scholarship awards.
- Knowledge and skill development is part of KS College and Career Ready Standards. Would including such knowledge and skill development in the new standards "align" them to Common Core? These indicators must be found in a new set of standards to ensure that students can be successful in postsecondary coursework and the work force.
- Could not enroll in end-of-career pathway exams that are aligned to common core. For instance: Certified Nursing Aid, Mechanic Certification, Technology Certification.
- Could not enroll in America's Graduates Program (JAG) because of alignment to common core.
- Could not be enrolled in reading initiatives with legislative support such as iStation and Lexia.
- Could not use summative, formative, diagnostic, and progress monitoring commercial assessments aligned to common core. These assessments give teachers the data they need to target instruction.

### Defining Common Core and Standards

- "Common Core" only applies to English Language Arts and Math; HB 2292 applies to subject standards that were never part of Common Core. This bill goes far beyond English Language Arts and Math.
- Kansas has been at the table in development of K-12 content standards and would walk away if there was a need. An example: Kansas pulled out of the Smarter Balanced Assessment Consortium and chose to develop our own tests.
- Kansas College and Career Ready Standards have been in place since 2010 and were revised according to Kansas input.
- Historically, Kansas has consulted national standards as well as content standards from other states when designing K-12 standards in many subject areas.
- It will be very difficult to write standards that are not aligned, in many ways, to the KS College and Career Ready Standards and the Kansas retired standards. Key knowledge and skill development will be apparent in all three documents.

### Developing Assessment Items:

- Writing items to a new set of standards that are not also aligned to the Common Core will be impossible in many cases as there are only so many ways to measure students' understanding of numerical concepts and reading comprehension.

Rep. Valdenia C.  
Winn

- The wording of “aligned with Common Core” is problematic. Because every item in the CETE item bank was written to the Common Core, every item would have to be eliminated and the item bank started anew.
- Assuming it takes four years to develop a strong item bank in English Language Arts and math, at approximately \$2M per year. This does not include the cost of field-testing items or maintaining a current assessment.
- Common core, as defined by HB2292, will require new standards for science, social studies, etc. The price tag multiplies as courses are added.

#### **Next Generation Science Standards:**

- HB 2292 also defines the Next Generation Science Standards (NGSS) as Common Core, which they are not. Federal government tied no funding to the Next Generation Science Standards.
- Center for Educational Testing and Evaluating has spent approximately \$1.2M developing a new assessment aligned to the NGSS. According to HB 2292, those items would be scrapped. New item development would cost \$500K per year.
- CETE has begun licensing test items to other states, with the income from those items going to offset costs in Kansas. If Kansas has completely unique standards, that funding stream would be eliminated.
- For science, Kansas has not been a part of any joint assessment development, such as that organized by the Council of Chief State School Officers. The science standards are complex. The science assessment has been developed solely by KSDE, CETE, and Kansas teachers. It is not tainted by any Federal or even multi-state role.

#### **Alignment:**

- Before Kansas adopted the Common Core State Standards, KS added approximately 15% more indicators to the standards and changed wording on some standards to more closely align to the needs of Kansas.

#### **Title Programs and Special Education**

- HB 2292 calls for testing in three grades. Federal law requires testing in grades 3-8 and once in high school. By not meeting the minimum testing requirement, Kansas puts at-risk more than \$200 million dollars in Title and Special Education Programs.
- The alternate assessment used for students with significant difficulties is common core aligned. A new alternate assessment would need to be developed to align with new Kansas standards.
- All special education students will require amending their current Individual Education Plans that currently have goals related to the Kansas College and Career Ready Standards.
- The English Language Proficiency Assessment for students that are non-English speaking was developed in a consortium with other states and, therefore, would be scrapped. A new English Learner assessment would need to be developed to align with new Kansas standard. Approximate cost for item development only is \$1 million.
- In addition, new English learner curriculum standards would need to be written.

### **New Materials and Professional Development**

- Along with new assessments comes a need for new training and professional development for teachers and leaders.
- At the district level, they need new textbooks and other learning materials costing districts millions of dollars.
- At the building level, new lessons aligned to new standards and new classroom exams.

### **Timeline**

- The timeline proposed in HB 2992 is impossible. Past experience tells us that developing state standards is a difficult endeavor that requires numerous people at the table.
- Center for Educational Testing and Evaluation cannot produce an assessment in the time allotted.

### **The Rose Capacities**

Subjects and areas of instruction shall be designed by the state board of education to achieve the goal established by the legislature of providing each and every child with at least the following capacities:

- (1) Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;
- (2) sufficient knowledge of economic, social, and political systems to enable the student to make informed choices;
- (3) sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation;
- (4) sufficient self-knowledge and knowledge of his or her mental and physical wellness;
- (5) sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;
- (6) sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and
- (7) sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.