

Department of Planning and Budget 2013 Fiscal Impact Statement

1. Bill Number: HB1350-EH1

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|------------------------|---------------------------------------|-------------------------------------|---|
| House of Origin | <input type="checkbox"/> Introduced | <input type="checkbox"/> Substitute | <input checked="" type="checkbox"/> Engrossed |
| Second House | <input type="checkbox"/> In Committee | <input type="checkbox"/> Substitute | <input type="checkbox"/> Enrolled |

2. Patron: Albo

3. Committee: Not Assigned

4. Title: Use of calculator on Standards of Learning (SOL) mathematics assessments.

5. Summary: Requires local school divisions to provide targeted mathematics remediation and intervention to students in grades six through eight who demonstrate computational deficiencies based on their individual performance on any diagnostic test or grade-level SOL mathematics test that measures non-calculator computational skills. Also, by 2015, the Board of Education would be required to increase the number of non-calculator questions on the SOL mathematics test for grades four through eight, such that there shall be a sufficient number of questions to statistically determine a student's non-calculator computational skills.

6. Budget Amendment Necessary: Yes, Item 133.

7. Fiscal Impact Estimates: Preliminary. See item 8.

8. Fiscal Implications: It is anticipated that there would be no additional state funding provided to support targeted mathematics remediation and intervention to students in grades six through eight beyond the amounts already provided to school divisions under existing remedial education programs, such as the SOL Algebra Readiness initiative.

In the existing mathematics assessments for grades four through seven, there are two separate sections administered to students – the first without a calculator and the second with a calculator. The questions that students respond to without a calculator on the grade four through seven mathematics tests are noted in the score report that identifies student performance on each test question. However, there is no aggregated score provided to gauge a student's overall performance on the non-calculator questions.

Moreover, the number of non-calculator questions decrease as the grade levels progress since all questions on the grade eight test are currently administered with a calculator. Adding items that are administered without a calculator to the grades four through eight tests and creating a new, non-calculator section for grade eight would require changing the way that all mathematics tests are constructed for those grades. It is estimated that such changes to the grades four through eight mathematics assessments would cost the state approximately \$1.6 million.

9. Specific Agency or Political Subdivisions Affected: Board of Education and local school divisions.

10. Technical Amendment Necessary: No.

11. Other Comments: None.

Date: 2/4/13

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