

**Department of Planning and Budget**  
**2021 Special Session I Fiscal Impact Statement**

**1. Bill Number:** HB2027

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

**2. Patron:** Coyner

**3. Committee:** Finance and Appropriations

**4. Title:** Standards of Learning assessments; reading and mathematics; grades three through eight.

**5. Summary:** Requires the Board of Education to establish, in lieu of a one-time end-of-year assessment and for the purpose of providing measures of individual student growth over the course of the school year, a through-year growth assessment system, aligned with the Standards of Learning, for the administration of reading and mathematics assessments in grades three through eight. Requires such through-year growth assessment system shall include at least one beginning-of-year, one mid-year, and one end-of-year assessment in order to provide individual student growth scores over the course of the school year, but the total time scheduled for taking all such assessments shall not exceed 150 percent of the time scheduled for taking a single end-of-year proficiency assessment. Requires the Department of Education to ensure adequate training for teachers and principals on how to interpret and use student growth data from such assessments to improve reading and mathematics instruction in grades three through eight throughout the school year. A second enactment clause requires the growth assessment system to be fully implemented in the 2022-2023 school year with beginning-of-year, mid-year, and end-of-year assessments, and for the system to be partially implemented in the 2021-2022 school year with beginning-of-year and end-of-year assessments. A third enactment clause requires the growth assessment system to provide accurate measurement of a student's performance, through computer adaptive technology, using test items at, below, and above the student's grade level as necessary.

**6. Budget Amendment Necessary:** Yes, Item 139.

**7. Fiscal Impact Estimates:** Preliminary, see Item 8.

**8. Fiscal Implications: NOTE:** The Virginia Department of Education (VDOE) indicates that it is not possible to meet the requirements of this bill within the required timeframe. This bill requires the growth assessment system to be partially implemented in the 2021-2022 school year (fiscal year 2022) and fully implemented in the 2022-2023 school year (fiscal year 2023). VDOE indicates that full implementation of the growth assessment system required by this bill is not possible until the 2023-2024 school year (fiscal year 2024). VDOE could implement a modified version of the growth assessment required by this bill in school year 2022-2023 (fiscal year 2023). The fiscal impact estimates in this statement reflect the delayed implementation recommended by VDOE.

The existing computer adaptive testing (CAT) format does not allow for testing a student's performance outside of his/her grade level. VDOE, in consultation with Pearson, the state assessment contractor, estimates an additional one-time state cost of \$3.0 million in fiscal year 2022 to develop the capability to test off-grade level and for the ability to administer an assessment in the fall of 2022 (FY 2023), as required by the bill. An additional \$0.5 million would be required in fiscal year 2022 to begin developing test item banks for grades one and two, which are necessary to test below grade level for the third grade. VDOE indicates that there is not a specific grade nine mathematics course to test above grade level for grade eight students. Currently, the Algebra I Standards of Learning (SOL) assessment is administered after the grade eight mathematics assessment. However, new SOLs for mathematics are scheduled to be adopted by the Board of Education in 2023. Consequently, at this time, the additional state cost to test items above grade level for grade eight mathematics is indeterminate.

In fiscal year 2023, VDOE will require \$1.5 million to further refine the CAT format to allow for off-grade testing to grades one and two for grade three students. By fiscal year 2023 (school year 2022-2023), VDOE could administer a modified version of the growth assessment required by this bill for grades three through eight reading and mathematics in a CAT format using test items below, at, and above the student's grade level, but only if the items eligible for administration are restricted to existing items measuring SOL content from grades three through eight. This means that the assessments would not test "below grade level" items for grade three students and would not test "above grade level" items for grade eight students. This would require an additional \$3.0 million in fiscal year 2023 to administer assessments three times per year, as prescribed by the bill.

Once the growth assessment required by this bill is fully operational in fiscal year 2024, the cost to administer assessments three times per year is \$3.0 million, which is a recurring cost for each year that the additional testing requirement is effective.

Assuming that the requirements of this bill are implemented within the timeframe prescribed by VDOE, VDOE estimates an additional state cost of \$3.5 million in fiscal year 2022, \$4.5 million in fiscal year 2023, and \$3.0 million in fiscal year 2024 and each year thereafter.

VDOE anticipates that the agency can absorb any administrative costs resulting from the provisions of this bill.

Any fiscal impact to local school divisions is indeterminate.

**9. Specific Agency or Political Subdivisions Affected:** Virginia Department of Education, Board of Education, local school divisions

**10. Technical Amendment Necessary:** No

**11. Other Comments:** None