

HCS#2 HB 2184 -- ACCOUNTABILITY MEASURES FOR SCHOOLS

SPONSOR: Haffner

COMMITTEE ACTION: Voted "Do Pass with HCS" by the Standing Committee on Elementary and Secondary Education by a vote of 13 to 2. Voted "To Return to Committee of Origin by the Standing Committee on Rules- Administrative Oversight by a vote of 10 to 0. Voted "Do Pass with HCS No. 2" by the Standing Committee on Elementary and Secondary Education by a vote of 12 to 2. Voted "Do Pass" by the Standing Committee on Rules- Regulatory Oversight by a vote of 9 to 0.

The following is a summary of the House Committee Substitute NO. 2 for HB 2184.

This bill adds student growth to the categories of information required to be included in the school accountability report cards of all school districts, public schools, and public charter schools under current law. The bill describes how student growth shall be calculated, with reference to a comparison of students' performance on statewide assessments in the current academic year to their performance in prior years.

By July 15 of each year, the Department of Elementary and Secondary Education (DESE) must provide a confidential version of the school accountability report cards to each school building, school district, and charter school. By August 15 of each year, DESE must publish the school accountability report cards on the DESE website, and each school building and school district must publish its report card on its website. By August 15 of each year, DESE must include in its annual budget request sufficient resources in personnel and equipment to prepare the report cards.

Beginning with the 2026-27 school year and in all subsequent school years, the bill also establishes provisions relating to the preparation of annual performance ratings for public schools based on students' academic performance. The bill specifies a methodology for calculating the annual performance ratings for elementary and secondary schools and school districts based on students' year-to-year academic growth and achievement. For elementary schools, year-to-year student growth and overall student achievement shall each be weighted at 50% in the calculation, as specified in the bill. For secondary schools, DESE will create a college and career readiness measure that is based on statistical models that identify schools' contributions to students' long-term outcomes separately from their prior achievement. Certain factors will be considered by DESE when measuring college and career readiness, such as Advanced Placement scores and International

Baccalaureate program scores. For secondary schools, 60% of the annual performance rating score shall be based on a combination of the attainment of college and career readiness credentials and student growth, as described in the bill, and 40% of the score based on a combination of student achievement on end-of-course exams and the five-year high school graduation rate.

Each school that has students who are enrolled in the school for the full academic year and who are tested using the statewide assessments receive an annual performance rating score and an annual report card. However, a school does not earn an annual performance rating score based on students' academic performance if fewer than 10 students are tested in the statewide assessments.

Rules to implement the provisions of this bill will be promulgated by DESE and will additionally have the authority to promulgate rules including incentives or rewards for schools and school districts that receive an annual performance rating score of 90% or more or that increase their score by 10% over a three-year period.

The following is a summary of the public testimony from the committee hearing. The testimony was based on the introduced version of the bill.

PROPONENTS: Supporters say that this bill will provide an emphasis on growth and measures what matters most. Adding a value-added growth model is important as it truly measures not just achievement but anticipated growth for individual students. Schools should be held accountable if the students in the district are not achieving at the level anticipated and when students struggle the future is impacted. Providing information to parents is important and this bill will help parents become more aware of how their child is performing.

Testifying in person for the bill were Representative Haffner; Aligned; Quality Schools Coalition; Danielle Holcomb; Jillian Raining Bird; and Tricia McGhee, Revolucion Educativa.

OPPONENTS: Those who oppose the bill say that while it is important to see discussion on accountability, having that accountability being tied to an end of the year test misses the mark. There are ways to make report cards clearer and there is an issue with districts and parents not being able to see the test as there is no transparency. The current accreditation system factors in more than just a test score as schools are doing more than just academics and deserve credit for the areas that cannot be tested.

Testifying in person against the bill were Armorvine; Keith D. Smith, Kansas City Public Schools; Missouri NEA; Coop School

Districts of Greater Kansas City; and the Missouri Council of School Administrators.

Written testimony has been submitted for this bill. The full written testimony and witnesses testifying online can be found under Testimony on the bill page on the House website.