

State Legislative History of Accountability

Year	Summary	Selected Provisions
<p style="text-align: center;">1990 HB 170</p>	<p style="text-align: center;">School Performance Report enacted</p>	<p>This bill:</p> <ul style="list-style-type: none"> • required each school district to develop a district performance report providing for accountability of the district to its residents for the quality of schools and the educational achievement of students in the district; • required the report to include a wide array of information, including norm-referenced and criterion referenced achievement test scores, trends by grade or subject, demographic information, and financial information such as per pupil expenditures; and • required the report to be distributed to the residence of each student.
<p style="text-align: center;">1999 HB 144</p>	<p style="text-align: center;">Task Force on Learning Standards and Accountability in Public Education created</p>	<p>This bill:</p> <ul style="list-style-type: none"> • created the Task Force on Learning Standards and Accountability in Public Education; and • required the Task Force to: <ul style="list-style-type: none"> ○ report to the Education Interim Committee in November 1999, recommending what action the Legislature and the State Board of Education (“Board”) needed to take to have an effective statewide standards and accountability program for public education by July 1, 2000; and ○ issue a final report in November 2000 with a focus on the extent to which the standards and accountability program had been implemented at the district, school, and classroom levels.
<p style="text-align: center;">2000 HB 177</p>	<p style="text-align: center;">School Performance Report repealed and reenacted, effective 2002</p>	<p>This bill:</p> <ul style="list-style-type: none"> • required the Board, in collaboration with school districts, to develop a school performance report to inform the state’s residents of the quality of schools and the educational achievement of students in the state’s public education system; • changed the factors reported on the performance report to include 16 school quality and academic factors, but required the data to be collected at the school level and aggregated at the district and state level; • retained the requirement that the school performance report be distributed to the residence of students enrolled in the district; • required the Board to work with the Task Force on Learning Standards and Accountability in Public Education and others to determine if additional statistical data should be collected and reported, including various school quality measures like parent and student surveys, incidents of student discipline, volunteer hours, physical fitness, and grade distributions; and • added accountability to the purpose of assessment: “for the 2003–04 school year and for each year thereafter, identify schools not achieving state-established acceptable levels of student performance in order to assist those schools in raising their student performance levels.”
<p style="text-align: center;">2001 SB 28</p>	<p style="text-align: center;">School Performance Report amended</p>	<p>This bill:</p> <ul style="list-style-type: none"> • required additional data to be reported on the annual school performance report on issues related to reading proficiency, student absenteeism, staff qualifications, average daily attendance, and disaggregated enrollment totals; and • required electronic reporting of additional data related to test scores and trends, grade averages, volunteerism, student discipline, and fee waivers.

<p>2007 HB 155</p>	<p>Reporting of U-PASS results required</p>	<p>This bill:</p> <ul style="list-style-type: none"> • required the Board to annually provide to school districts and charter schools a comprehensive report for each of their students showing the student’s U–PASS test results for each year the student took a U–PASS test; and • required school districts and charter schools to give a copy of the comprehensive report to the student’s parents and make the report available to school staff, as appropriate.
<p>2009 HB 328</p>	<p>Classroom level reporting required</p>	<p>This bill:</p> <ul style="list-style-type: none"> • required criterion-referenced test results to be reported at the classroom level.
<p>2010 HB 166</p>	<p>School Performance Report requirement suspended</p>	<p>This bill:</p> <ul style="list-style-type: none"> • suspended the school performance report requirement for two years.
<p>2011 SB 115</p>	<p>School Performance Report requirement reinstated</p>	<p>This bill:</p> <ul style="list-style-type: none"> • reinstated the school performance report requirement before the suspension (enacted in 2010) took effect; and • required the Board to publish on the Board’s website U–PASS school reports for the 2009–10 school year.
<p>2011 SB 59</p>	<p>School Grading established, but not yet implemented</p>	<p>This bill:</p> <ul style="list-style-type: none"> • established a school grading system in which a school is annually designated a grade of A, B, C, D, or F based on the performance of the school’s students on statewide assessments, and, for a high school, the graduation rate and measures that indicate college and career readiness; and • directed the Board to model the school grading system described in law and make recommendations to the Legislature on modifications to the school grading system.
<p>2012 SB 175</p>	<p>Implementation of School Grading delayed to the 2012-13 school year</p>	<p>This bill:</p> <ul style="list-style-type: none"> • delayed implementation of school grading to the 2012–13 school year; and • required the Board to report again to the Legislature on modifications to the school grading system by November 2012.
<p>2013 SB 271</p>	<p>School Grading modified</p>	<p>This bill:</p> <ul style="list-style-type: none"> • modified the criteria and procedures for determining school grades, including the calculation of student learning growth and the measurement of high school students’ college and career readiness; • required the Board to annually develop a personal student achievement report for each public school student to be delivered to the student’s parent or guardian; and • amended provisions related to the letter grade that is assigned to the percentage of points earned under school grading.
<p>2014 SB 209</p>	<p>School Grading modified</p>	<p>This bill:</p> <ul style="list-style-type: none"> • modified the definition of sufficient growth; • exempted certain schools from school grading, including alternative schools; • established a standard for determining whether a student is college ready for the purpose of school grading (scoring at or above the College Readiness Benchmark as defined by the ACT in each subject area on the ACT); • provided a one-year exception to the provision that assigns a letter grade to certain percentages of points earned under school grading (percentage breakdown) as schools transition to a new assessment system; and • required the Board to make recommendations regarding the percentage breakdown to receive each letter grade to the Executive Appropriations Committee.

<p>2015 SB 245</p>	<p>School Grading modified</p>	<p>This bill:</p> <ul style="list-style-type: none"> • allowed the Board to exempt certain schools from school grading but provide for a separate accountability plan; • amended provisions related to calculating student growth; and • provided a one-year extension to the exception to the percentage breakdown requirement as schools transitioned to the new assessment.
<p>2015 SB 235</p>	<p>School Turnaround and Leadership Development Act enacted</p>	<p>This bill:</p> <ul style="list-style-type: none"> • required the Board to designate low performing schools, using school grading as a measure; • required a local school board to take certain actions to turn around a low performing district school; • required a charter school authorizer and a charter school governing board to take certain actions to turn around a low performing charter school; • directed the Board to: <ul style="list-style-type: none"> ○ select independent school turnaround experts, through a request for proposals process; ○ review and approve school turnaround plans submitted by a local school board or charter school governing board; and ○ make rules imposing certain consequences on a school district or charter school that fails to improve the school grade of a low performing school within a certain amount of time; and • created the School Recognition and Reward Program to provide incentives to schools and educators to improve the school grade of a low performing school.
<p>2016 SB 149</p>	<p>School Grading modified</p>	<p>This bill:</p> <ul style="list-style-type: none"> • permanently extended the percentage breakdown that was used for the two previous years, but required the endpoints of the percentage ranges to increase by 5 percentage points when at least 65% of schools receive an A or a B.