



HOUSE OF REPRESENTATIVES

HB 2056

statewide assessments; parental opt-out
Prime Sponsor: Representative Ackerley, et al., LD 2

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2056 permits a parent to opt his/her child out of statewide assessments.

PROVISIONS

1. Permits a parent to opt his/her child out of required statewide assessments.
 - a. Excludes the civics portion of the naturalization test.
2. Directs the Arizona State Board of Education (SBE) to develop and make available forms for parents to opt their child out of statewide assessments.
 - a. Instructs parents to sign the form and submit it to the school principal or head teacher.
3. Determines that if a parent elects to opt out of the statewide assessment:
 - a. The lack of assessment results for the child will not factor into the school or school district's A-F letter grade, school report card, teacher and principal evaluation performance classification or performance-based compensation system.
 - b. The school district or charter school is required to use an alternative to the statewide assessment to determine whether the student meets Move on When Reading requirements.
4. Directs school districts or charter schools that require a passing score on a statewide assessment as a requirement to graduate to use an alternative method to satisfy the graduation requirement for children who have been opted out.
5. Makes technical and conforming changes.

CURRENT LAW

The SBE is required to adopt and implement an assessment to measure student achievement of the adopted standards in reading, writing and math in at least four grades ([A.R.S. § 15-741](#)). Third grade students are required to take the assessment and if a student falls far below the third reading grade level, that student is required to be retained. This requirement is referred to as *Move on When Reading* ([A.R.S. § 15-701](#)).

School districts annually receive an achievement profile that is reported as an A-F letter grade ([A.R.S. § 15-241](#)). Letter grades are determined by the following academic performance indicators: the Arizona Measure of Academic Progress, assessment performance, the results of English Language Learner tests and, for high schools, the annual dropout rate and graduation rate. Additionally, school districts annually distribute a report card that contains information about the school such as programs, academic goals and a summary of the past three years of assessment results ([A.R.S. § 15-746](#)).

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In November 2000, voters passed Proposition 301 which increased the state sales tax by 0.6% and earmarked the monies for universities, community colleges and public schools. The Classroom Site Fund was established to collect Prop 301 monies that were not earmarked and distribute the monies to supplement school site spending ([A.R.S. § 15-977](#)). School districts and charter schools are required to allocate Classroom Site Fund monies in the following amounts: 40% for performance based compensation, 20% for teacher base salary increases and the remaining 40% for maintenance and operation purposes.

[A.R.S. § 15-203](#) requires SBE to establish a model framework for teacher and principal evaluations that includes four performance classifications: highly effective, effective, developing and ineffective. School districts and charter schools are required to adopt SBE's performance classifications in their evaluation instruments in a manner designed to improve teacher and principal performance.