

SENATE No. 328

The Commonwealth of Massachusetts

PRESENTED BY:

Michael F. Rush

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act creating a grant program on alternative assessment models.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	
<i>Michael F. Rush</i>	<i>Norfolk and Suffolk</i>	
<i>Mike Connolly</i>	<i>26th Middlesex</i>	<i>1/29/2019</i>
<i>Anne M. Gobi</i>	<i>Worcester, Hampden, Hampshire and Middlesex</i>	<i>1/29/2019</i>
<i>Paul McMurtry</i>	<i>11th Norfolk</i>	<i>1/30/2019</i>
<i>Michael D. Brady</i>	<i>Second Plymouth and Bristol</i>	<i>2/1/2019</i>
<i>Thomas M. Stanley</i>	<i>9th Middlesex</i>	<i>2/1/2019</i>
<i>John H. Rogers</i>	<i>12th Norfolk</i>	<i>2/1/2019</i>
<i>Edward F. Copping</i>	<i>10th Suffolk</i>	<i>2/1/2019</i>
<i>Daniel J. Ryan</i>	<i>2nd Suffolk</i>	<i>2/1/2019</i>
<i>David M. Rogers</i>	<i>24th Middlesex</i>	<i>2/1/2019</i>
<i>Julian Cyr</i>	<i>Cape and Islands</i>	<i>2/1/2019</i>

SENATE No. 328

By Mr. Rush, a petition (accompanied by bill, Senate, No. 328) of Michael F. Rush, Mike Connolly, Anne M. Gobi, Paul McMurtry and other members of the General Court for legislation to create a grant program on alternative assessment models . Education.

The Commonwealth of Massachusetts

**In the One Hundred and Ninety-First General Court
(2019-2020)**

An Act creating a grant program on alternative assessment models.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1. Chapter 69 of the General Laws, as appearing in the 2016 Official Edition,
2 is hereby amended by inserting at the end the following new section:-

3 Section 37. (a)Notwithstanding subsection (i) of section one D of chapter 69, during the
4 next three full school years following the effective date of this act, the requirement that a student
5 must demonstrate mastery of a common core of skills, competencies and knowledge as measured
6 by Massachusetts Comprehensive Assessment System or any other named statewide
7 standardized assessment shall not be required as a condition for high school graduation.

8 (b) Notwithstanding the provisions of any general law, special law, regulation, or
9 collective bargaining agreement to the contrary, during the next three full school years following
10 the effective date of this act, the results from student learning measures that inform the educator
11 plan or self-assessment shall not be used, in whole or in part, in an educator’s formative
12 evaluation, formative assessment, or summative evaluation.

13 (c) During the next three full school years following the effective date of this act, the
14 department shall not implement or use the mandated state standardized assessment to satisfy the
15 accountability provisions of section 1J or section 1K of chapter 69.

16 (d) The department of elementary and secondary education shall create and implement a
17 grant program within ninety days of the passage of this act to support the establishment of
18 district task forces to develop and pilot alternative assessment models beginning at the start of
19 the 2020-2021 school year. The purpose of the grant program is to enable educators, students,
20 parents and local districts to establish a vision and goals for their public schools; to determine
21 how best to evaluate whether or not their vision and goals are being met; and to identify what
22 resources are needed to realize their vision and goals.

23 (i) A school district task force on assessment shall be formed at the local level in no more
24 than twenty-five percent of public school districts.

25 (ii) Should more than twenty-five percent of school districts apply, the department shall
26 establish a process by which grant applicants are selected in a manner that ensures the
27 participation of economically disadvantaged school districts as defined in section 3A of chapter
28 23A and school districts with a significant population of English language learners as defined in
29 subsection (d) of Section 2 of Chapter 71A.

30 (iii) Each task force shall be co-chaired by the chair of the school committee, or the
31 chair's designee, and the president of the local education association, or the president's designee.
32 In addition to the co-chairs, the task force composition shall consist of no more than nine
33 members of the community, parents, school staff including administrators and educators, and

34 students as appropriate. The task forces may convene within thirty days of notification by the
35 department that a grant has been awarded to the district.

36 (iv) Each task force shall annually report on its progress to the department.

37 (v) The department shall file an annual report on the status of the grant program, progress
38 of applicants and assess the need for increased funding after the initial application cycle to the
39 Committees on House Ways and Means, Senate Ways and Means, and the Joint Committee on
40 Education annually on the progress of the pilot alternative assessment models.

41 SECTION 5. Chapter 11 of the General Laws, as appearing in the 2016 official edition, is
42 hereby amended by inserting after section 17 the following new section:-

43 Section 18. The state auditor shall audit the Department of Elementary and Secondary
44 Education, established under Section 1A of Chapter 69 of the General Laws, at least once every
45 three years beginning January 1, 2020. The audit shall include, but not limited to, contract bid
46 practices, internal financial and practice reviews and controls, contract compliance, specifically
47 review the current and former contracts between the department and Measured Progress as well
48 as any subcontractors of said contract, including but not limited to Pearson, and review any other
49 issues the state auditor deems appropriate to examine. The state auditor shall issue guidance for
50 future contracts to be executed with a nonprofit based in Massachusetts with extensive
51 knowledge of the educational system of the Commonwealth. Upon completion of the report, a
52 copy shall be filed with the Clerk of the House of Representatives, the Clerk of the Senate, the
53 Joint Committee on Education, the House Committee on Ways & Means and the Senate
54 Committee on Ways & Means.