

NOTE: As provided in LFC policy, this report is intended for use by the standing finance committees of the legislature. The Legislative Finance Committee does not assume responsibility for the accuracy of the information in this report when used in any other situation.

Only the most recent FIR version, excluding attachments, is available on the Intranet. Previously issued FIRs and attachments may be obtained from the LFC office in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

SPONSOR:	Heaton	DATE TYPED:	01/30/00	HB	49
SHORT TITLE:	Access Certification Exam Scores			SB	
				ANALYST:	Baca

APPROPRIATION

Appropriation Contained		Estimated Additional Impact		Recurring or Non-Rec	Fund Affected
FY00	FY01	FY00	FY01		
	NFI				

(Parenthesis () Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to

SOURCES OF INFORMATION

SDE

SUMMARY

Synopsis of Bill

House Bill 49 amends Section 22-2-2. AA. to require that:

the State Board of Education (SBE) assess the number and scores of students at each college of education and teacher preparation program at state educational institutions who are taking and passing the state certification examination, and

withhold program approval from a college of education or teacher preparation program whose graduates do not achieve a passing rate of eighty percent on the state certification exam for three consecutive years.

Significant Issues

The SDE analysis acknowledges institutions of higher education can be held accountable for their traditional students but raises questions concerning responsibility for non-traditional students, such as:

students who complete a program at two institutions,

students who elect an alternative licensure program, and

students who complete "licensure only" programs at a state college or university.

Other questions raised in the SDE's analysis are:

Is the 80% rate calculated for each of the individual test or a combined pass rate for all three tests?

How will schools that use the examination as a gatekeeper or diagnostic be affected by the process required in HB 49?

Should a decision as important as accreditation of a program be made on a single indicator?

Will this approach to accreditation induce teacher training programs to "turn away" students perceived as potential "low scorers" on the test, thereby exacerbating the teacher shortage?

CONFLICT

The SDE analysis states that HB 49 conflicts with the SBE's current approval process which is conducted in cooperation with NCATE, the National Council for the Accreditation of Teacher Education.

LB/njw