



**House
Legislative
Analysis
Section**

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EDUCATION REQUIREMENTS

House Bill 4009

Sponsor: Rep. James E. O'Neill, Jr.

Committee: Education

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**A SUMMARY OF HOUSE BILL 4009 AS
INTRODUCED 1-11-89**

The bill would amend the School Code to impose the following requirements on local school districts:

- The preparation of an annual educational report to be distributed to the State Board of Education and the general public.
- The implementation of a three-to-five year school improvement plan and a continuing school improvement process for each school building.
- The adoption of a core curriculum available to all students.
- The administering of a basic and employability skills test, approved by the state board, to all students before graduation (although the state board could exempt special education students), the results of which would be reflected on each student's transcript.

Annual Educational Report

The bill would require the board of a school district to prepare and distribute an annual educational report to include at a minimum the accreditation status of each school, the status of the school improvement plan for each school, a copy of any core curriculum adopted and a description of its implementation, a report of aggregate student achievement based on local, statewide, and national tests, the number and percentage of dropouts by grade level, the number of elementary, middle, and secondary school students. By July 1, 1990, the State Board of Education would have to prepare and make available suggestions for accumulating the necessary information and a model educational report for districts to consider.

School Improvement

The board of each local school district would be required to adopt and implement a three-to-five-year school improvement plan and school improvement process for each school within the district, taking into account criteria established by the state board. The plan would have to include, at a minimum, proposed methods for effective classroom management. Among those that would have to be involved in the planning process are school building administrators, teachers, students, parents of students at the school, and other school district residents. At the request of a local school board, the state Department of Education would have to provide assistance. An intermediate school district could also assist. A school improvement plan would have to be updated annually. Each plan would have to be kept on file with the appropriate intermediate school district. Annually, the state board would have to review a random sampling of school improvement plans and submit a report to the Senate and House committees responsible for education legislation.

Core Curriculum

The bill would require local school districts to make available to all pupils a core curriculum. The local board would determine the courses that would constitute the core curriculum and the sequence, by grade cluster, in which those courses would be taught. In doing so, a local board would use as a guide a core curriculum that the State Board of Education would be required to develop in conjunction with curriculum and subject matter specialists, to be based on the state board-approved "Michigan K-12 program standards of quality." The state board's core curriculum, which would have to be transmitted to each local school district, would consist of a list of required subjects; a list of recommended courses, recommended general objectives, and recommended topics for each subject; and recommended time allocations for each subject. A required subject or course could be made available to students in a district by the district itself, a consortium of school districts, or a consortium of one or more school districts and one or more intermediate districts.

Skills Tests

Beginning May 1, 1991, each public school student would have to be given the opportunity to take his or her local district's "basic and employability skills test" in the tenth grade, and each student would be required to take the test before graduating from high school. (The test would in fact be a battery of tests aimed at assessing competency in English, mathematics, science, and other subject areas designated by the State Board of Education, as well as assessing competency in selected "employability skills.") The results of the test would be part of the student's transcript. A student assessed as not competent in a subject or skill area would be able to repeat the test at least once during the school year. Further, whenever a student had failed to achieve a competency, a meeting would have to be arranged involving the student, a parent or guardian, and a member of the school district staff competent in the measurement and evaluation of students in order to determine an educational program to enable the student to achieve competency. The school board could provide special remedial programs or develop a remedial program using the educational programs regularly provided by the district. A person who had finished high school could repeat the skills test at any time and have his or her transcript revised to indicate competency in a subject or skill.

The bill would require the State Board of Education to appoint a Basic and Employability Skills Test Advisory Committee to recommend by September 1, 1989, guidelines for the development and administration of the skills test. The committee would have to include representatives of parents, the community, labor, management, and education organizations and associations, and the state board would have to make available technical consultants. By January 1, 1990, the state board would have to provide local districts with test guidelines based on the advisory committee's work, and

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by September 1, 1990, the state board would develop or select a skills test and make it available to local districts. By January 1, 1991, each local district would have notify the Department of Education whether it intended to use the state's test or submit its own to the department for approval. If requested, the department would assist a local district in developing and administering a skills test. The state board would annually have to submit in writing a summary analysis of the skills test program to the Senate and House committees with responsibility for education legislation. The first report would be due by January 1, 1993.

MCL 380.6 et al.