

The House Committee on Education offers the following substitute to HB 1100:

A BILL TO BE ENTITLED
AN ACT

1 To amend Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated,
2 relating to the "Quality Basic Education Act," so as to eliminate criterion-referenced
3 competency tests in grades one and two; to provide for temporary waiver of specific
4 assessments or grades if insufficient funds are appropriated for the student assessment
5 program; to provide for statutory construction; to revise provisions for purposes of
6 conformity; to provide for related matters; to provide for an effective date; to repeal
7 conflicting laws; and for other purposes.

8 **BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:**

9 **SECTION 1.**

10 Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to the
11 "Quality Basic Education Act," is amended in Code Section 20-2-281, relating to the
12 assessment of effectiveness of educational programs under the "Quality Basic Education
13 Act," by revising subsection (a) and by adding a new subsection to read as follows:

14 "(a) The State Board of Education shall adopt a student assessment program consisting of
15 instruments, procedures, and policies necessary to implement the program and shall fund
16 all costs of providing and scoring such instruments, subject to appropriation by the General
17 Assembly. Each local school system may elect to administer, with state funding, nationally
18 norm-referenced instruments in reading, mathematics, science, or social studies in grade
19 three, four, or five and in grade six, seven, or eight, subject to available appropriations,
20 with assistance to such school systems by the State Board of Education with regard to
21 administration guidance, scoring, and reporting of such assessments. The State Board of
22 Education shall review, revise, and upgrade the quality core curriculum. Following the
23 adoption of this revised curriculum, the State Board of Education shall contract for
24 development of criterion-referenced competency tests to measure the quality core
25 curriculum. Such tests in English and language arts, mathematics, and reading, shall be
26 ~~administered annually to students in grades one through eight, and such tests in science,~~

27 and social studies shall be administered annually to students in grades three through eight.
 28 This action shall be completed according to a schedule established by the State Board of
 29 Education. A ~~curriculum-based~~ curriculum based assessment shall be administered in
 30 grade 11 for graduation purposes. Writing assessments shall be administered to students
 31 in grades three, five, eight, and 11. The writing assessments shall provide students and
 32 their parents with performance outcome measures resulting from the administration of such
 33 tests."

34 "(q)(1) The State Board of Education shall be authorized to waive one or more
 35 assessments or specific grades of assessments required pursuant to this Code section in
 36 the event that the appropriations from the General Assembly for the student assessment
 37 program required pursuant to this Code section are insufficient to cover the costs of
 38 administering such program. Any such waiver shall be effective for a maximum of one
 39 school year. The General Assembly shall provide notice to the state board if the funding
 40 appropriated for the student assessment program is deemed to be insufficient.

41 (2) This subsection shall not be construed so as to authorize the impairment of any
 42 contracts or to relieve the state board or local school systems of any federal
 43 requirements."

44 **SECTION 2.**

45 Said article is further amended in Code Section 20-2-153, relating to early intervention
 46 program for students at risk of not reaching or maintaining academic grade level, by revising
 47 subsection (b) as follows:

48 "(b) The early intervention program shall serve students who are at risk of not reaching or
 49 maintaining academic grade level, including but not limited to students who are identified
 50 through the first grade readiness assessment required by Code Sections 20-2-151 and
 51 20-2-281 and students with identified academic performance below grade levels defined
 52 by the Office of Student Achievement in Code Section 20-14-31 for any
 53 criterion-referenced assessment administered in accordance with Code Section 20-2-281
 54 for grades ~~one~~ three through five. Local school systems shall devise a process for the
 55 identification of such students at the beginning of each school year and also during the
 56 school year as a continuous process of early identification and monitoring. School systems
 57 may use indicators such as but not limited to the student's scores on previous assessments,
 58 the student's classroom performance in the same or previous years, and other reliable
 59 indicators to identify such students. A student shall be assigned to the early intervention
 60 program as soon as is practicable after the student is identified as at risk or after the results
 61 of the first-grade readiness assessment, the criterion-referenced assessment, or other
 62 indicators are known. The school shall provide timely notice and an opportunity for a

63 conference with the student and his or her parents or guardians to discuss the student's
64 academic performance and the role of the early intervention program."

65 **SECTION 3.**

66 Said article is further amended in Code Section 20-2-284, relating to criteria for local boards
67 of education and model placement and promotion policy, by revising subsection (b) as
68 follows:

69 "(b) Except for those criterion-referenced assessments specified in Code Section 20-2-283,
70 the placement and promotion policy as developed and adopted by each local board of
71 education shall state how the criterion-referenced competency tests administered under
72 Code Section 20-2-281 for grades ~~one~~ three through eight will be weighted or otherwise
73 utilized by the school principal or the principal's designee in determining the overall
74 academic achievement of a student and an appropriate plan of accelerated, differentiated,
75 or additional instruction, placement, promotion, or retention of a student."

76 **SECTION 4.**

77 This Act shall become effective upon its approval by the Governor or upon its becoming law
78 without such approval.

79 **SECTION 5.**

80 All laws and parts of laws in conflict with this Act are repealed.