

Senate Bill 211

By: Senators Tippins of the 37th, Stone of the 23rd, Wilkinson of the 50th, Sims of the 12th, Black of the 8th and others

A BILL TO BE ENTITLED
AN ACT

1 To amend Code Section 20-2-281 of the Official Code of Georgia Annotated, relating to
2 student assessments, so as to provide for consideration of local reading programs when
3 establishing a research based formative assessment with a summative component for grades
4 one and two; to provide for a review and recommended solution for ongoing assessments in
5 kindergarten through grade five in reading and mathematics and for the assessments in
6 grades three through eight; to provide for a comparability study to determine and establish
7 the concordance of nationally recognized academic assessments with content standards and
8 assessments in grades nine through 12; to provide for related matters; to repeal conflicting
9 laws; and for other purposes.

10 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

11 **SECTION 1.**

12 Code Section 20-2-281 of the Official Code of Georgia Annotated, relating to student
13 assessments, is amended by revising subsection (a) and by adding a new subsection to read
14 as follows:

15 "(a) The State Board of Education shall adopt a student assessment program consisting of
16 instruments, procedures, and policies necessary to implement the program and shall fund
17 all costs of providing and scoring such instruments, subject to appropriation by the General
18 Assembly. The student assessment program shall include a comprehensive summative
19 assessment program for grades three through 12. In addition, each local school system
20 shall administer, with state funding, a research based formative assessment with a
21 summative component that is tied to performance indicators in English, language
22 arts/reading, and mathematics in grades one and two, subject to available appropriations.
23 Such research based assessment shall be selected, after consultation with local school
24 systems, to complement locally approved reading programs. Such research based
25 assessment shall further provide for the placement of students into interactive instruction
26 based on skill level and provide a summative assessment conversion component and

27 real-time data analysis for students, teachers, school leaders, and parents on reading
28 progress. Each local school system may elect to administer, with state funding, nationally
29 norm-referenced instruments in reading, mathematics, science, or social studies in grade
30 three, four, or five and in grade six, seven, or eight, subject to available appropriations,
31 with assistance to such school systems by the State Board of Education with regard to
32 administration guidance, scoring, and reporting of such instruments. Further, the State
33 Board of Education shall adopt a school readiness assessment for students entering first
34 grade and shall administer such assessment pursuant to paragraph (2) of subsection (b) of
35 Code Section 20-2-151. Each local school system is strongly encouraged to develop and
36 implement a program of multiple formative assessments in reading and mathematics for
37 kindergarten through fifth grade to ensure that students entering sixth grade are on track
38 to meet grade-level expectations, including mastery in reading by the end of third grade to
39 prepare for the infusion of literacy in subsequent grades and mastery in basic mathematics
40 skills by the end of fifth grade and in accordance with the local school system's five-year
41 strategic plan, performance indicators, and, if applicable, flexibility contract or other
42 agreement with the State Board of Education for local school systems that are not under
43 a flexibility contract. The State Board of Education shall periodically review, revise, and
44 upgrade the content standards. Following the adoption of such content standards, the State
45 Board of Education shall contract for development of end-of-grade assessments to measure
46 the content standards. As part of the comprehensive summative assessment program,
47 end-of-grade assessments in English, language arts/reading, and mathematics shall be
48 administered annually to students in grades three through eight, and such tests in science
49 and social studies shall be administered annually to students in grades five and eight.
50 These tests shall contain features that allow for comparability to other states with whom
51 establishing such comparison would be statistically sound; provided, however, that no such
52 comparison shall be conducted which would relinquish any measure of control over
53 assessments to any individual or entity outside the state. Further, as part of the
54 comprehensive summative assessment program, the State Board of Education shall adopt
55 and administer, through the Department of Education, end-of-course assessments for
56 students in grades nine through 12 for all core subjects, as determined by the state board.
57 Writing performance shall be assessed, at a minimum, for students in grades three, five,
58 eight, and 11 and may be assessed for students in additional grade levels as designated by
59 the State Board of Education. Such required writing performance assessment may be
60 embedded within the assessments included in the comprehensive summative assessment
61 program. Writing performance results shall be provided to students and their parents. If
62 authorized ~~by federal law~~ to establish and operate an innovative assessment system
63 pursuant to 34 C.F.R. Section 200.104, the Department of Education may establish a pilot

64 program for local school systems that have an existing program of multiple formative
65 assessments during the course of the academic year that result in a single summative score
66 that is valid and reliable in measuring individual student achievement or growth and
67 assessing individual student needs or deficiencies, to utilize such local assessments in place
68 of end-of-grade or end-of-course assessments, if provided for in the terms of the local
69 school system's flexibility contract. As used in this subsection, the term 'flexibility
70 contract' means a charter for a charter system or a charter school or a contract entered into
71 with the State Board of Education for a strategic waivers school system."

72 "(t)(1) The State Board of Education shall review current state and local assessment
73 programs with the intention of proposing a viable solution that meets the identified needs
74 of local school systems, parents, and students for ongoing formative assessments
75 throughout the school year and that can be combined with a summative assessment at the
76 end of the school year to meet state and federal accountability requirements. The state
77 board shall review the current Georgia Milestones Assessment System and local
78 assessment programs which include ongoing formative assessments throughout the
79 course of the school year in kindergarten through grade five in reading and mathematics.
80 The state board shall consider any alternative nationally norm-referenced end-of-grade
81 assessments or comparable local assessment programs in English, language arts/reading,
82 and mathematics for grades three through eight and in science and social studies in grades
83 five and eight. The proposed solution shall provide for local school system flexibility,
84 as authorized for a local school system in its charter for charter systems or in its contract
85 for strategic waivers school systems, to the greatest extent permitted under federal law.
86 The proposed solution, which may include a single assessment system for all local school
87 systems or different assessments by different local school systems, shall include a
88 summative component to ensure compatibility across all local school systems and schools
89 in this state. The state board shall complete such review and formulate a recommended
90 solution no later than September 1, 2017, and shall post such review and recommended
91 solution on the Department of Education website and provide to the State School
92 Superintendent, Governor, Lieutenant Governor, Speaker of the House of
93 Representatives, and the chairpersons of the Senate Education and Youth Committee and
94 the House Committee on Education no later than September 1, 2017.

95 (2) The State Board of Education shall conduct a comparability study to determine and
96 establish the concordance of nationally recognized academic assessments, including, but
97 not limited to, the SAT, ACT, Measures of Academic Progress, ACCUPLACER,
98 Stanford Achievement Test, and the Iowa Test of Basic Skills with alignment to state
99 content standards in grades nine through 12. Such comparability study shall also
100 determine whether the nationally recognized high school academic assessment provides

101 data that are comparable to current end-of-course assessments and valid and reliable for
102 all subgroups and whether the assessment provides differentiation between schools'
103 performances as required by the state accountability plan. The state board shall complete
104 such study no later than December 31, 2017, and shall post such study on the Department
105 of Education website and provide the study to the State School Superintendent, Governor,
106 Lieutenant Governor, Speaker of the House of Representatives, and the chairpersons of
107 the Senate Education and Youth Committee and the House Committee on Education no
108 later than December 31, 2017."

109 **SECTION 2.**

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