



SENATE BILL 257: Appropriations Act of 2017, Sec. 7.27: Read to Achieve Diagnostic Changes

2017-2018 General Assembly

Committee:		Date:	September 5, 2017
Introduced by:		Prepared by:	Kara McCraw Staff Attorney
Analysis of:	Sec. 7.27 of S.L. 2017-57		

OVERVIEW: *S.L. 2017-57, Sec. 7.27, as amended by S.L. 2017-197, Sec. 2., requires, beginning with the 2018-2019 school year, that kindergarten through third grade reading assessments must yield data that can be used with the Education Value-Added Assessment System (EVAAS) to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them. The formative and diagnostic assessments may be administered by computer or other electronic device.*

By October 1, 2017, the State Superintendent must issue a Request for Proposals (RFP) to vendors of diagnostic reading assessment instruments to provide one or more valid, reliable, formative, and diagnostic reading assessment instrument or instruments that, at a minimum, yield data that can be used with EVAAS, demonstrate close alignment with student performance on State assessments, and demonstrate high rates of predictability as to student performance on State assessments. An Evaluation Panel composed of Department of Public Instruction employees formed and supervised by the State Superintendent must review the proposals and select one vendor by March 1, 2018, to provide the assessment instrument or instruments for the 2018-2019 school year. The Evaluation Panel must consider the time required to conduct formative and diagnostic assessments, the level of integration of assessment results with instructional support for teachers and students, the timeliness in reporting assessment results to teachers and administrators, and the ability to provide timely assessment results to parents and guardians.

This section became effective July 1, 2017.

Karen Cochrane-Brown
Director



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Legislative Analysis
Division
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