ENGROSSED HOUSE
BILL NO. 2527

By: Coleman and Dank of the House

and

Wilcoxson of the Senate

(schools - amending Section 3, Chapter 349, O.S.L. 1997, as last amended by Section 2, Chapter 176, O.S.L. 1999 and Section 2, Chapter 332, O.S.L. 1998, as amended by Section 1, Chapter 304, O.S.L. 1999 (70 O.S. Supp. 1999, Sections 1210.508C and 1210.508D) - Reading Sufficiency Act - assessment procedures - amending 70 O.S. 1991, Section 1210.531, as last amended by Section 3, Chapter 356, O.S.L. 1999 (70 O.S. Supp. 1999, Section 1210.531) - Oklahoma Educational Indicators Program -

effective date)

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY Section 3, Chapter 349, O.S.L. 1997, as last amended by Section 2, Chapter 176, O.S.L. 1999 (70 O.S. Supp. 1999, Section 1210.508C), is amended to read as follows:

Section 1210.508C A. Beginning with ~~the 1998-99~~ 2000-2001 school year, each student enrolled in kindergarten~~,~~ shall be pre- and post-screened for phoneme awareness, letter recognition, and oral language development. Students enrolled in first, second and third grade of the public schools of this state shall be assessed ~~by multiple ongoing assessments~~ for the acquisition of ~~reading skills for the grade level in which that student is enrolled~~ phoneme

awareness, phonics, spelling, reading fluency, and comprehension. ~~Before the close of each school year, except~~ Except for students who are on an individualized education program~~,~~ or have limited English proficiency or for ~~which~~ whom English is a second language, any ~~of the~~ students ~~provided for in this subsection~~ who are assessed and found not to be reading at the appropriate grade level shall be provided a program of reading ~~assessment plan which shall include a program of~~ instruction ~~in reading~~ designed to enable the student to acquire the appropriate grade level reading skills.

B. The State Board of Education shall provide to each school district a list of approved comparable reading assessments, which shall include any such assessments recommended by the Oklahoma Commission for Teacher Preparation, to be used for initial identification of students at risk of reading failure and for periodic assessments. The assessments shall at a minimum, measure student acquisition of the five essential elements of reading as outlined in paragraph 1 of subsection C of this section and shall reflect the required reading and language arts competencies adopted by the Board pursuant to Section 11-103.6 of this title. The Board may adapt assessments or portions of assessments that have been developed by other states, or are otherwise commercially available.

C. The program of reading ~~assessment plan~~ instruction required in subsection A of this section shall include, but not be limited to:

1. Sufficient additional in-school instructional time for the ~~development of reading and comprehension skills of the student~~ acquisition of the five essential elements of reading instruction which are: phoneme awareness, phonics, spelling, reading fluency and comprehension;

2. If necessary, tutorial instruction after regular school hours, on Saturdays and during summer; however, such instruction may

not be counted toward the one-hundred-eighty-day school year required in Section 1-109 of this title; and

3. ~~The five essential elements of reading instruction: phoneme awareness, phonics, spelling, reading fluency and comprehension~~ Periodic reassessments to measure the acquisition of the five essential elements of reading instruction.

~~C.~~ D. The program of reading ~~assessment plan program of~~ instruction shall continue until the student is determined ~~not to be in need of remediation in~~ by the results of approved reading assessments to be reading on grade level.

~~D.~~ E. 1. Every school district shall adopt and annually update a district reading sufficiency plan which has had input from school administrators, teachers, ~~students,~~ and parents and if possible a reading specialist, and which shall be submitted to and approved by the State Board of Education as a part of each district's Comprehensive Local Education Plan. The district reading sufficiency plan shall include a plan for each site which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized, and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

2. Each school site shall establish a committee composed of educators, which if possible shall include a certified reading specialist, to ~~determine the~~ develop the required programs of reading ~~assessment plan~~ instruction ~~for each student~~ ~~for whom one is necessary~~. A parent or guardian of the student shall be included in the development of the program of reading ~~assessment plan~~ instruction for that student.

3. The State Board of Education shall promulgate rules for the implementation of the provisions of this section.

~~E.~~ F. For any third-grade student ~~in need of remediation~~ found not to be reading at grade level as determined by ~~multiple ongoing~~

~~assessments and~~ reading assessments administered in the Oklahoma School Testing Program, a new reading assessment plan shall be developed and implemented as specified in this section. If possible, a fourth-grade teacher shall be involved in the development of the reading assessment plan. In addition to other requirements of this act, the plan shall include specialized tutoring and may include a recommendation as to whether the student should be retained in the third grade at the close of that year. The parent or guardian of the student shall be included in the retention consideration.

~~F.~~ G. The State Department of Education shall ~~annually issue a Reading Report Card~~ report to the Education Oversight Board by August 1 of each year for each elementary site ~~which includes~~ the number of students in need of remediation in reading in ~~kindergarten,~~ first, second and third grades.

~~G.~~ H. Copies of the results of the assessments administered shall be made a part of the permanent record of each student.

SECTION 2. AMENDATORY Section 2, Chapter 332, O.S.L. 1998, as amended by Section 1, Chapter 304, O.S.L. 1999 (70 O.S. Supp. 1999, Section 1210.508D), is amended to read as follows:

Section 1210.508D A. Contingent on the provision of appropriated funds designated for the Reading Sufficiency Act, school districts may be reimbursed in the amount of up to One Hundred Fifty Dollars ($150.00) for each enrolled first-, second- and third-grade student of the current school year who is found to be in need of remediation in reading. The reimbursement shall be for expenses incurred in reading ~~assessment and~~ remediation at those grade levels pursuant to the provisions of the Reading Sufficiency Act.

B. In order to be reimbursed, school districts shall file a claim with the State Department of Education at the end of each school semester. Claims from summer remediation shall be filed with

the first semester claim of the subsequent school year. Claims shall be reimbursed in a timely manner. The State Board of Education shall promulgate rules for the administration of reimbursements.

SECTION 3. AMENDATORY 70 O.S. 1991, Section 1210.531, as last amended by Section 3, Chapter 356, O.S.L. 1999 (70 O.S. Supp. 1999, Section 1210.531), is amended to read as follows:

Section 1210.531 A. The Education Oversight Board shall establish an Oklahoma Educational Indicators Program. The purpose of the Program shall be to develop and implement a system of measures whereby the performance of public schools and school districts is assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved. The Board shall involve representatives of various organizations of school teachers and of school administrators in the development of the Program. The Program shall be so designed that use of standardized definitions and measures and opportunities for coordination with national reports, including those of the National Assessment of Educational Progress, are maximized.

B. The Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, student enrollment gain and loss rates, and test results in the contexts of socioeconomic status and the finances of school districts. Information shall be provided individually for all public school sites and school districts in a format that facilitates comparisons. As necessary data become available, comparisons shall also be provided individually for all schools and school districts on a historical basis. Reports of all tests administered pursuant to the Oklahoma School Testing Program

Act, Section 1210.505 et seq. of this title, shall be a part of the Oklahoma Educational Indicators Program and shall be provided for each grade and each test subject or set of competencies. The Education Oversight Board shall seek to develop and incorporate additional indicators of comparative standing and accomplishment.

C. Additionally, the Education Oversight Board, with the cooperation of the State Department of Education, the Oklahoma State Regents for Higher Education, and the State Board of Vocational and Technical Education, shall develop procedures for obtaining and reporting data to the high schools and to the general public regarding the performance of each high school's graduates in Oklahoma's institutions of higher education and in postsecondary vocational-technical education. The Education Oversight Board shall include such data in the report of the Oklahoma Educational Indicators Program.

D. By February 1 of each year the Education Oversight Board shall publish:

1. A summary report to the people and Legislature of Oklahoma of the information provided by the Oklahoma Educational Indicators Program; ~~and~~

2. State, district, and site level reports which shall include the percentage of students who perform at the various levels on the tests required by the Oklahoma State Testing Program~~.~~; and

3. State, district, and site level reports which shall include the number and percentage of students identified as in need of remediation in reading in first, second, and third grades pursuant to the Reading Sufficiency Act, Sections 1210.508A through 1210.508D of this title.

Immediately following the publication of the reports required in this subsection each year, all data gathered pursuant to the Oklahoma Educational Indicators Program shall be made available for public inspection at the offices of the Education Oversight Board or

the Office of Accountability; provided, confidentiality of individual student records shall be preserved as required by law.

SECTION 4. This act shall become effective July 1, 2000.

Passed the House of Representatives the 8th day of March, 2000.

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Speaker of the House of Representatives

Passed the Senate the ____ day of _____, 2000.

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President of the Senate