

ENROLLED SENATE
BILL NO. 168

By: Wilcoxson, Williamson,
Crutchfield and Williams
of the Senate

and

Coleman of the House

An Act relating to schools; amending Section 2, Chapter 349, O.S.L. 1997 and Section 3, Chapter 349, O.S.L. 1997, as last amended by Section 2, Chapter 176, O.S.L. 1999 (70 O.S. Supp. 2000, Sections 1210.508B and 1210.508C), which relate to the Reading Sufficiency Act; stating legislative findings; stating certain goal; stating means to be used to reach certain goal; modifying assessment procedures; requiring State Department of Education to provide approved list of certain reading assessments; stating elements of assessments; modifying contents of program of reading instruction; modifying terminology; requiring certain evaluation of information; requiring State Department of Education to issue certain report; providing an effective date; and declaring an emergency.

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

SECTION 1. AMENDATORY Section 2, Chapter 349, O.S.L. 1997 (70 O.S. Supp. 2000, Section 1210.508B), is amended to read as follows:

Section 1210.508B A. The Legislature finds that it is essential for children in the public schools to read early and well in elementary school. The Legislature further finds that clear and visible goals, assessments to determine the reading level at each elementary school, annual measurements of elementary school reading improvement, and accountability in each level of the educational system will result in a significant increase in the number of children reading at or above grade level.

B. The purpose of the Reading Sufficiency Act is to ensure that each child attains the necessary reading skills by completion of the third grade which will enable that student to continue development of reading skills and to succeed throughout school and life.

C. The reading goal for Oklahoma public schools is as follows: By May 1, 2007, and each year thereafter, ninety percent (90%) or more of all third-grade students, excluding those students who have

individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA), limited English proficiency, or for whom English is a second language, will read at or above grade level by the end of their third-grade year. To achieve the reading goal, each public elementary school shall:

1. Determine its baseline no later than May 1, 2002, which shall be the percentage of students reading at or above third-grade level as determined by Section 1210.508C of this title; and

2. Set and achieve annual improvement goals necessary to progress from the baseline established in 2002 to the reading goal of ninety percent (90%) by May 1, 2007. The annual improvement goals shall be included in the district's reading sufficiency plan required in Section 1210.508C of this title.

D. The primary standard for evaluating an elementary school on a district's reading instruction will be whether it results in improvement toward meeting the reading goal.

SECTION 2. 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. 2000, Section 1210.508C), is amended to read as follows:

Section 1210.508C A. Beginning with the ~~1998-99~~ 2001-2002 school year, each student enrolled in kindergarten, in a public school in this state shall be screened for reading skills including, but not limited to, phoneme awareness, letter recognition, and oral language skills. Classroom assistants, which may include parents, grandparents, or other volunteers, shall be provided in kindergarten classes to assist with the screening of students if a teacher aide is not already employed to assist in a kindergarten classroom.

B. Students enrolled in first, second and third grade of the public schools of this state shall be assessed at the beginning of each school year and throughout the school year by multiple ongoing assessments for the acquisition of reading skills for the grade level in which that student is enrolled including, but not limited to, 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 student who is 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.~~ C. The State Department of Education shall provide to each school district a list of approved comparable reading assessments, which also shall include any such assessments recommended by the Oklahoma Commission for Teacher Preparation and may include any assessments developed and approved by the State Department of Education, to be used for initial identification of students at risk of reading failure and for periodic and post assessments. The sum of the assessments shall measure student acquisition of reading

skills including, but not limited to, phoneme awareness, phonics, spelling, reading fluency and comprehension and shall reflect the required reading competencies adopted by the Board pursuant to subsection A of Section 11-103.6 of this title.

~~D.~~ 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 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: Periodic reassessments to measure the acquisition of reading skills including, but not limited to, phoneme awareness, phonics, spelling, reading fluency and comprehension, as identified in the student's program of reading instruction.

~~E.~~ E. 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.~~ F. 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 as required in this section, 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 for each student for whom one is necessary instruction. 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 and evaluation of the provisions of ~~this section~~ the Reading Sufficiency Act. The evaluation shall include, but not be limited to, an analysis of the data required in subsection H of this section.

~~E. G.~~ 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 pursuant to this section, a new program of reading assessment plan instruction shall be developed and implemented as specified in this section. If possible, a fourth-grade teacher shall be involved in the development of the program of reading assessment plan instruction. 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. The~~ H. On or before October 1 of each year, the State Department of Education shall annually issue to the Governor and members of the Senate and House of Representatives Education Committees a Reading Report Card for each elementary site which includes the shall include, but is not limited to:

1. The number of students in need of remediation in reading in kindergarten, first, second and third grades;

2. The number of students provided with a program of reading instruction pursuant to this section;

3. The number of students who have successfully completed their program of reading instruction; and

4. An evaluation and narrative interpretation of the report data prepared by the State Department of Education.

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

SECTION 3. This act shall become effective July 1, 2001.

SECTION 4. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 18th day of May, 2001.

Presiding Officer of the Senate

Passed the House of Representatives the 22nd day of May, 2001.

Presiding Officer of the House
of Representatives