

**BILL SUMMARY**  
1st Session of the 53rd Legislature

<b>Bill No.:</b>	<b>SB 346</b>
<b>Version:</b>	<b>Engrossed</b>
<b>Request Number:</b>	
<b>Author:</b>	<b>Representative Kern</b>
<b>Date:</b>	<b>4/4/2011</b>
<b>Impact:</b>	<b>\$0</b>

**Research Analysis**

The measure instructs school districts to provide intensive reading instruction to students in grades kindergarten through third grade who demonstrate substantial deficiency in reading based upon assessments. Students will then be reassessed at the beginning of the grade following the instruction and will receive instruction until the deficiency is remedied. Starting with the 2011-12 school year, if the deficiency is not remedied by the end of third grade, as demonstrated by scoring at the limited knowledge level on annual assessments, the student must be retained in third grade.

Districts must notify parents of the deficiency, services provided and that the student will be retained if the deficiency isn't remedied.

Administrators may promote students for good cause such as limited English proficient students and students with disabilities. Students also may be promoted if they perform at a certain level on alternative assessments or if they receive intensive remediation in reading for two or more years but still demonstrate a deficiency and were previously retained in kindergarten, first grade, second grade or third grade for a total of two years. Those students must have an altered instructional day that includes reading instruction specific to their needs.

Students not promoted must receive intensive reading instruction including methods such as tutoring or mentoring, an extended school day or week or year, summer reading camps or reduced teacher-student ratios.

Districts must have a policy for midyear promotion of students if necessary.

Districts must establish a Reading Enhancement and Acceleration Development Initiative to prevent the retention of third grade students and to offer intensive accelerated reading instruction to third grade students who failed to meet standards for promotion and to each kindergarten through third grade student who is assessed as having a reading deficiency.

Districts must report the number of students in third through 10<sup>th</sup> grades performing at the unsatisfactory level on the reading portion of the annual assessment and other factors.

Prepared By: Dawn Marks

**Fiscal Analysis**

The State Department of Education's current funding for Reading Sufficiency programs will sufficiently cover the cost of remediating the students described in the measure through summer reading academies and other programs (such as the READ Initiative). Costs of retaining students in the third grade will be offset by the reduction in fourth grade classrooms. Additionally, the program may yield savings in reducing the number of referrals for special education.

Prepared By: Nicole Barnes

**Other Considerations**

None