

**FLOOR AMENDMENT**  
HOUSE OF REPRESENTATIVES  
State of Oklahoma

SPEAKER:

CHAIR:

I move to amend SB1348 \_\_\_\_\_  
Page 1-20 Section 1 Lines \_\_\_\_\_  
Of the printed Bill  
Of the Engrossed Bill

By deleting all of Sections 1 and 2 of the bill and by inserting in lieu thereof a new Section 1 to read as follows:

(See Attached)

And by renumbering the subsequent section

**AMEND TITLE TO CONFORM TO AMENDMENTS**

Adopted: \_\_\_\_\_

Amendment submitted by: Dennis Casey

\_\_\_\_\_

\_\_\_\_\_  
Reading Clerk

1 "SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,  
2 as last amended by Section 96, Chapter 15, O.S.L. 2013 (70 O.S.  
3 Supp. 2013, Section 1210.508C), is amended to read as follows:

4 Section 1210.508C A. 1. Each student enrolled in kindergarten  
5 in a public school in this state shall be screened for reading  
6 skills including, but not limited to, phonological awareness, letter  
7 recognition, and oral language skills as identified in the ~~Priority~~  
8 ~~Academic Student Skills (PASS)~~ state curriculum standards adopted by  
9 the State Board of Education. A screening instrument approved by  
10 the State Board shall be utilized for the purposes of this section.

11 2. For those kindergarten children at risk for reading  
12 difficulties, teachers shall emphasize reading skills as identified  
13 in the ~~PASS~~ state curriculum standards, monitor progress throughout  
14 the year and measure year-end reading progress.

15 3. Classroom assistants, which may include parents,  
16 grandparents, or other volunteers, shall be provided in kindergarten  
17 classes to assist with the screening of students if a teacher aide  
18 is not already employed to assist in a kindergarten classroom.

19 B. 1. Each student enrolled in kindergarten, first, second and  
20 third grade of the public schools of this state shall be assessed at  
21 the beginning of each school year using a screening instrument  
22 approved by the State Board of Education for the acquisition of  
23 reading skills including, but not limited to, phonological

24

1 awareness, phonics, spelling, reading fluency, vocabulary, and  
2 comprehension.

3       2. Any student who is assessed and found not to be reading at  
4 the appropriate grade level shall be provided a program of reading  
5 instruction designed to enable the student to acquire the  
6 appropriate grade level reading skills. Beginning with students  
7 entering the first grade in the 2011-2012 school year, the program  
8 of reading instruction shall include provisions of the READ  
9 Initiative adopted by the school district as provided for in  
10 subsection O of this section.

11       3. Throughout the year progress monitoring shall continue, and  
12 diagnostic assessment, if determined appropriate, shall be provided.  
13 Year-end reading skills shall be measured to determine reading  
14 success.

15       C. The State Board of Education shall approve screening  
16 instruments for use at the beginning of the school year, for  
17 monitoring of progress, and for measurement of reading skills at the  
18 end of the school year as required in subsections A and B of this  
19 section; provided, at least one of the screening instruments shall  
20 meet the following criteria:

- 21       1. Assess for phonological awareness, phonics, reading fluency,  
22 and comprehension;
- 23       2. Document the validity and reliability of each assessment;
- 24       3. Can be used for diagnosis and progress monitoring;

1           4. Can be used to assess special education and limited-English-  
2 proficient students;

3           5. Accompanied by a data management system that provides  
4 profiles for students, class, grade level and school building. The  
5 profiles shall identify each student's instructional point of need  
6 and reading achievement level. The State Board shall also determine  
7 other comparable reading assessments for diagnostic purposes and for  
8 periodic and post assessments to be used for students at risk of  
9 reading failure. The State Board shall ensure that any assessments  
10 approved are in alignment with the ~~PASS~~ state curriculum standards.

11           D. The program of reading instruction required in subsection B  
12 of this section shall align with the ~~PASS~~ state curriculum  
13 standards, shall include provisions of the READ Initiative adopted  
14 by the school district as provided for in subsection O of this  
15 section beginning with students entering the first grade in the  
16 2011-2012 school year and may include, but is not limited to:

17           1. Sufficient additional in-school instructional time for the  
18 acquisition of phonological awareness, phonics, spelling, reading  
19 fluency, vocabulary, and comprehension;

20           2. If necessary, tutorial instruction after regular school  
21 hours, on Saturdays and during summer; however, such instruction may  
22 not be counted toward the one-hundred-eighty-day or one-thousand-  
23 eighty-hour school year required in Section 1-109 of this title; and

24

1           3. Assessments identified for diagnostic purposes and periodic  
2 monitoring to measure the acquisition of reading skills including,  
3 but not limited to, phonological awareness, phonics, spelling,  
4 reading fluency, vocabulary, and comprehension, as identified in the  
5 student's program of reading instruction.

6           E. The program of reading instruction shall continue until the  
7 student is determined by the results of approved reading assessments  
8 to be reading on grade level.

9           F. 1. Every school district shall adopt, and implement a  
10 district reading sufficiency plan which has had input from school  
11 administrators, teachers, and parents and if possible a reading  
12 specialist, and which shall be submitted electronically to and  
13 approved by the State Board of Education. The plan shall be updated  
14 annually. School districts shall not be required to electronically  
15 submit the annual updates to the Board if the last plan submitted to  
16 the Board was approved and expenditures for the program include only  
17 expenses relating to individual and small group tutoring, purchase  
18 of and training in the use of screening and assessment measures,  
19 summer school programs and Saturday school programs. If any  
20 expenditure for the program is deleted or changed or any other type  
21 of expenditure for the program is implemented, the school district  
22 shall be required to submit the latest annual update to the Board  
23 for approval. The district reading sufficiency plan shall include a  
24 plan for each site which includes an analysis of the data provided

1 by the Oklahoma School Testing Program and other reading assessments  
2 utilized as required in this section, and which outlines how each  
3 school site will comply with the provisions of the Reading  
4 Sufficiency Act.

5 2. Each school site shall establish a committee, composed of  
6 educators, which if possible shall include a certified reading  
7 specialist, to develop the required programs of reading instruction.  
8 A parent or guardian of the student shall be included in the  
9 development of the program of reading instruction for that student.

10 3. The State Board of Education shall adopt rules for the  
11 implementation and evaluation of the provisions of the Reading  
12 Sufficiency Act. The evaluation shall include, but not be limited  
13 to, an analysis of the data required in subsection S of this  
14 section.

15 G. For any third-grade student found not to be reading at grade  
16 level as determined by reading assessments administered pursuant to  
17 this section, a new program of reading instruction, including  
18 provisions of the READ Initiative adopted by the school district as  
19 provided for in subsection O of this section, shall be developed and  
20 implemented as specified in this section. If possible, a fourth-  
21 grade teacher shall be involved in the development of the program of  
22 reading instruction. In addition to other requirements of the  
23 Reading Sufficiency Act, the plan may include specialized tutoring.

24

1 H. ~~Beginning with students entering the first grade in the~~  
2 ~~2011-2012 school year, if the reading deficiency of a student, as~~  
3 ~~identified based on assessments administered as provided for in~~  
4 ~~subsection B of this section, is not remedied by the end of third~~  
5 ~~grade, as demonstrated by scoring at the unsatisfactory level on the~~  
6 ~~reading portion of the statewide third-grade criterion-referenced~~  
7 ~~test, the student shall be retained in the third grade 1.~~ During  
8 the 2013-2014, 2014-2015 and 2015-2016 school years, any  
9 student in grades kindergarten through third grade who  
10 demonstrates proficiency in reading at the third grade level  
11 through one of the screening instruments approved pursuant to  
12 subsection B of this section shall not be subject to the  
13 retention as provided for in this section. Upon demonstrating  
14 the proficiency through the screening instruments, the district  
15 shall provide notification to the parent or guardian of the  
16 student that they have satisfied the requirements of the  
17 Reading Sufficiency Act and will not be subject to retention  
18 pursuant to this section. The provisions of this paragraph shall  
19 sunset after the completion of the 2015-2016 school year.

21 2. During the 2013-2014, 2014-2015 and 2015-2016 school  
22 years, if a third grade student is identified at any point  
23 during the academic year as having a significant reading  
24 deficiency, which shall be defined as below proficient on one

1 of the assessments approved under this section, the district  
2 shall immediately begin a student reading portfolio as provided  
3 for in paragraph 4 of subsection K of this section and shall  
4 provide notice to the parent of the deficiency as required  
5 pursuant to subsection I of this section. The provisions of this  
6 paragraph shall sunset after the completion of the 2015-2016 school  
7 year.

8       3. During the 2013-2014, 2014-2015 and 2015-2016 school  
9 years, if a student has not yet satisfied the proficiency  
10 requirements of this section prior to the completion of third  
11 grade, the student may qualify for automatic promotion to the  
12 fourth grade upon scoring at the "limited knowledge" level on  
13 the reading portion of the statewide third-grade criterion-  
14 referenced test. A student so promoted shall be entitled to  
15 intensive remediation in reading until the student is able to  
16 demonstrate proficiency in reading at the grade level in which  
17 the student is enrolled. Prior to promotion, however, the  
18 district shall provide notice to the parent or guardian of the  
19 student that the student is not yet reading at grade level and  
20 provide the parent or guardian of the student the option for  
21 retention should they so desire. The notice shall contain, at  
22 a minimum, the most recently identifiable grade level on which  
23  
24

1 the student is actually proficient, the opportunities for  
2 summer reading programs, school or community based reading  
3 tutoring, vendors which provide reading tutoring and the rights  
4 to the continuing intensive remediation pursuant to this  
5 paragraph. The provisions of this paragraph shall sunset after the  
6 completion of the 2015-2016 school year.

7       4. During the 2013-2014, 2014-2015 and 2015-2016 school  
8 years, if a student has not yet satisfied the proficiency  
9 requirements of this section prior to the completion of the  
10 third grade and still has a significant reading deficiency, as  
11 identified based on assessments administered as provided for in  
12 this section, has not accumulated evidence of third grade  
13 proficiency as demonstrated through a student portfolio as  
14 provided in paragraph 2 of this subsection, is not subject to a  
15 good cause exemption as provided in subsection K of this  
16 section, or has not been qualified for promotion under the  
17 provisions of paragraph 3 of this subsection, then the student  
18 shall not be eligible for automatic promotion to fourth grade.  
19 The provisions of this paragraph shall sunset after the completion  
20 of the 2015-2016 school year.

21       5. During the 2013, 2014, 2014-2015 and 2015-2016 school  
22 years, a student who is not eligible for automatic promotion under  
23   
24

1 paragraph 4 of this subsection may be evaluated for "probationary  
2 promotion" by a "student reading proficiency team". The student  
3 reading proficiency team shall be composed of the parent or guardian  
4 of the student, the teacher assigned to the student who had  
5 responsibility for reading instruction in that academic year, a  
6 teacher in reading who teaches in the subsequent grade level, the  
7 school principal and a certified reading specialist. The student  
8 shall be promoted to the fourth grade if the team members  
9 unanimously recommend probationary promotion to the school district  
10 superintendent and the superintendent approves the recommendation  
11 that promotion is the best option for the student. All members of  
12 the team shall be present during the meeting. The school principal  
13 shall be the chairman of the team and shall provide documentation of  
14 the meeting to the State Department of Education, including the date  
15 of the meeting, the team members present at the meeting and the  
16 recommended action by the team. All members shall sign and date the  
17 report sent to the school district superintendent. The  
18 superintendent shall sign and date the team report if promotion is  
19 recommended and shall send the complete student report with  
20 signatures to the State Department of Education as well as retain a  
21 copy in the permanent file of the student. If a student is allowed  
22 a probationary promotion, the team shall continue to review the  
23 reading performance of the student and repeat the requirements of  
24 this paragraph each academic year until the student demonstrates

1 grade-level proficiency for the corresponding grade-level in which  
2 the student is enrolled. Every student, whether retained or  
3 promoted under this paragraph, shall be provided intensive  
4 interventions in reading and intensive instructional services and  
5 supports as set forth in subsection N of this section. The  
6 provisions of this paragraph shall sunset after the completion of  
7 the 2015-2016 school year.

8 6. During the 2013-2014, 2014-2015 and 2015-2016 school  
9 years, each school district shall annually report to the State  
10 Department of Education the number of students promoted to the  
11 fourth grade pursuant to paragraphs one, three and five of this  
12 subsection and promoted to a subsequent grade pursuant to the  
13 provisions in paragraph five of this subsection. The State  
14 Department of Education shall publicly report the aggregate and  
15 district specific number of students promoted on their website and  
16 shall provide electronic copies of the report to the Governor,  
17 Secretary of Education, President Pro Tempore of the Senate, Speaker  
18 of the House and to the respective chairs of the committees with  
19 responsibility for common education policy in each legislative  
20 chamber. The provisions of this paragraph shall sunset after the  
21 completion of the 2015-2016 school year.

22 7. Beginning in the 2016-2017 school year, the State Department  
23 of Education shall implement a just-in-time reading assessment. The  
24 State Department of Education shall provide a secure database of

1 just-in-time reading assessments available for teachers to use at  
2 any time during the year. Teachers may administer the just-in-time  
3 reading assessment to kindergarten through third grade students  
4 whenever the teachers deem the students are ready. The student may  
5 take the assessment multiple times during the year. Any student who  
6 demonstrates proficiency on the just-in-time reading assessment  
7 shall not be subject to the retention guidelines set forth in this  
8 section. Each time a student takes the just-in-time reading  
9 assessment, the parents or guardians of the student shall be  
10 notified of the assessment results and their options under the  
11 Reading Sufficiency Act.

12 8. Beginning in the 2016-2017 school year, any third grade  
13 student who has not demonstrated proficiency on any just-in-time  
14 reading assessment shall be retained in the third grade.

15 9. Nothing shall prevent a school district from applying the  
16 principles of paragraphs 4 and 5 of this subsection to students in  
17 grades kindergarten through second grade when the students have not  
18 demonstrated proficiency for their grade level.

19 I. The parent of any student who is found to have a reading  
20 deficiency and is not reading at the appropriate grade level and has  
21 been provided a program of reading instruction as provided for in  
22 subsection B of this section shall be notified in writing of the  
23 following:

24

- 1           1. That the student has been identified as having a substantial  
2 deficiency in reading;
- 3           2. A description of the current services that are provided to  
4 the student;
- 5           3. A description of the proposed supplemental instructional  
6 services and supports that will be provided to the student that are  
7 designed to remediate the identified area of reading deficiency;
- 8           4. That the student will not be promoted to the fourth grade if  
9 the reading deficiency is not remediated by the end of the third  
10 grade, unless the student is otherwise promoted as provided for in  
11 subsection H of this section or is exempt for good cause as set  
12 forth in subsection K of this section;
- 13           5. Strategies for parents to use in helping their child succeed  
14 in reading proficiency;
- 15           6. That while the results of the statewide criterion-referenced  
16 tests administered pursuant to Section 1210.508 of this title are  
17 the initial determinant, it is not the sole determiner of promotion  
18 and that portfolio reviews and assessments are available; and
- 19           7. The specific criteria and policies of the school district  
20 for midyear promotion implemented as provided for in paragraph 4 of  
21 subsection N of this section.
- 22           J. No student may be assigned to a grade level based solely on  
23 age or other factors that constitute social promotion.
- 24

1 K. For those students who do not meet the academic requirements  
2 for promotion and who are not otherwise promoted as provided for in  
3 subsection H of this section, a school district may promote the  
4 student for good cause only. Good-cause exemptions for promotion  
5 shall be limited to the following:

6 1. Limited-English-proficient students who have had less than  
7 two (2) years of instruction in an English language learner program;

8 2. Students with disabilities whose individualized education  
9 program (IEP), consistent with state law, indicates that the student  
10 is to be assessed with alternate achievement standards through the  
11 Oklahoma Alternate Assessment Program (OAAP);

12 3. Students who demonstrate an acceptable level of performance  
13 on an alternative standardized reading assessment approved by the  
14 State Board of Education;

15 4. Students who demonstrate, through a student portfolio, that  
16 the student is reading on grade level as evidenced by demonstration  
17 of mastery of the state standards beyond the retention level;

18 5. Students with disabilities who participate in the statewide  
19 criterion-referenced tests and who have an individualized education  
20 program that reflects that the student has received intensive  
21 remediation in reading for more than two (2) years but still  
22 demonstrates a deficiency in reading and was previously retained in  
23 kindergarten, first grade, second grade, or third grade; and

24

1           6. Students who have received intensive remediation in reading  
2 through a program of reading instruction for two (2) or more years  
3 but still demonstrate a deficiency in reading and who were  
4 previously retained in kindergarten, first grade, second grade, or  
5 third grade for a total of two (2) years.

6           L. A student who is otherwise promoted as provided for in  
7 subsection H of this section or is promoted for good cause as  
8 provided for in subsection K of this section shall be provided  
9 intensive reading instruction during an altered instructional day  
10 that includes specialized diagnostic information and specific  
11 reading strategies for each student. The school district shall  
12 assist schools and teachers to implement reading strategies for the  
13 promoted students that research has shown to be successful in  
14 improving reading among low-performing readers.

15           M. Requests to exempt students from the ~~mandatory~~ retention  
16 requirements based on one of the good-cause exemptions as described  
17 in subsection K of this section shall be made using the following  
18 process:

19           1. Documentation submitted from the teacher of the student to  
20 the school principal that indicates the student meets one of the  
21 good-cause exemptions and promotion of the student is appropriate.  
22 In order to minimize paperwork requirements, the documentation shall  
23 consist only of the alternative assessment results or student  
24

1 portfolio work and the individual education plan (IEP), as  
2 applicable;

3 2. The principal of the school shall review and discuss the  
4 documentation with the teacher and the other members of the student  
5 reading proficiency team as described in subsection H of this  
6 section. If the ~~principal~~ team determines that the student meets  
7 one of the good-cause exemptions and should be promoted based on the  
8 documentation provided, the principal shall make a recommendation in  
9 writing to the school district superintendent; and

10 3. After review, the school district superintendent shall  
11 accept or reject the recommendation of the principal in writing.

12 N. Beginning with the 2011-2012 school year, each school  
13 district shall:

14 1. Conduct a review of the program of reading instruction for  
15 all students who score at the unsatisfactory level on the reading  
16 portion of the statewide criterion-referenced test administered  
17 pursuant to Section 1210.508 of this title and did not meet the  
18 criteria for one of the good-cause exemptions as set forth in  
19 subsection K of this section. The review shall address additional  
20 supports and services, as described in this subsection, needed to  
21 remediate the identified areas of reading deficiency. The school  
22 district shall require a student portfolio to be completed for each  
23 retained student;

24

1           2. Provide to students who have been retained as set forth in  
2 subsection H of this section with intensive interventions in  
3 reading, intensive instructional services and supports to remediate  
4 the identified areas of reading deficiency, including a minimum of  
5 ninety (90) minutes of daily, uninterrupted, scientific-research-  
6 based reading instruction. Retained students shall be provided  
7 other strategies prescribed by the school district, which may  
8 include, but are not limited to:

- 9           a. small group instruction,
- 10           b. reduced teacher-student ratios,
- 11           c. more frequent progress monitoring,
- 12           d. tutoring or mentoring,
- 13           e. transition classes containing third- and fourth-grade  
14           students,
- 15           f. extended school day, week, or year, and
- 16           g. summer reading academies as provided for in Section  
17           1210.508E of this title, if available;

18           3. Provide written notification to the parent or guardian of  
19 any student who is to be retained as set forth in subsection H of  
20 this section that the student has not met the proficiency level  
21 required for promotion and was not otherwise promoted as provided  
22 for in subsection H of this section and the reasons the student is  
23 not eligible for a good-cause exemption. The notification shall  
24 include a description of proposed interventions and intensive

1 instructional supports that will be provided to the student to  
2 remediate the identified areas of reading deficiency;

3 4. Implement a policy for the midyear promotion of a retained  
4 student who can demonstrate that the student is a successful and  
5 independent reader, is reading at or above grade level, and is ready  
6 to be promoted to the fourth grade. Tools that school districts may  
7 use in reevaluating any retained student may include subsequent  
8 assessments, alternative assessments, and portfolio reviews, in  
9 accordance with rules of the State Board of Education. Retained  
10 students may only be promoted midyear prior to November 1 and only  
11 upon demonstrating a level of proficiency required to score above  
12 the unsatisfactory level on the statewide third-grade criterion-  
13 referenced test and upon showing progress sufficient to master  
14 appropriate fourth-grade-level skills, as determined by the school.  
15 A midyear promotion shall be made only upon agreement of the parent  
16 or guardian of the student and the school principal;

17 5. Provide students who are retained with a high-performing  
18 teacher who can address the needs of the student, based on student  
19 performance data and above-satisfactory performance appraisals; and

20 6. In addition to required reading enhancement and acceleration  
21 strategies, provide students who are retained with at least one of  
22 the following instructional options:

23

24

- a. supplemental tutoring in scientific-research-based reading services in addition to the regular reading block, including tutoring before or after school,
- b. a parent-guided "Read at Home" assistance plan, as developed by the State Department of Education, the purpose of which is to encourage regular parent-guided home reading, or
- c. a mentor or tutor with specialized reading training.

O. Beginning with the 2011-2012 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of third-grade students by offering intensive accelerated reading instruction to third-grade students who failed to meet standards for promotion to fourth grade and to kindergarten through third-grade students who are exhibiting a reading deficiency. The READ Initiative shall:

1. Be provided to all kindergarten through third-grade students at risk of retention as identified by the assessments administered pursuant to the Reading Sufficiency Act. The assessment used shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
2. Be provided during regular school hours in addition to the regular reading instruction; and

1           3. Provide a state-approved reading curriculum that, at a  
2 minimum, meets the following specifications:

- 3           a. assists students assessed as exhibiting a reading  
4           deficiency in developing the ability to read at grade  
5           level,
- 6           b. provides skill development in phonemic awareness,  
7           phonics, fluency, vocabulary, and comprehension,
- 8           c. provides a scientific-research-based and reliable  
9           assessment,
- 10          d. provides initial and ongoing analysis of the reading  
11          progress of each student,
- 12          e. is implemented during regular school hours,
- 13          f. provides a curriculum in core academic subjects to  
14          assist the student in maintaining or meeting  
15          proficiency levels for the appropriate grade in all  
16          academic subjects,
- 17          g. establishes at each school, where applicable, an  
18          Intensive Acceleration Class for retained third-grade  
19          students who subsequently score at the unsatisfactory  
20          level on the reading portion of the statewide  
21          criterion-referenced tests. The focus of the  
22          Intensive Acceleration Class shall be to increase the  
23          reading level of a child at least two grade levels in  
24

1 one (1) school year. The Intensive Acceleration Class  
2 shall:

- 3 (1) be provided to any student in the third grade who  
4 scores at the unsatisfactory level on the reading  
5 portion of the statewide criterion-referenced  
6 tests and who was retained in the third grade the  
7 prior year because of scoring at the  
8 unsatisfactory level on the reading portion of  
9 the statewide criterion-referenced tests,
- 10 (2) have a reduced teacher-student ratio,
- 11 (3) provide uninterrupted reading instruction for the  
12 majority of student contact time each day and  
13 incorporate opportunities to master the fourth-  
14 grade state standards in other core subject  
15 areas,
- 16 (4) use a reading program that is scientific-  
17 research-based and has proven results in  
18 accelerating student reading achievement within  
19 the same school year,
- 20 (5) provide intensive language and vocabulary  
21 instruction using a scientific-research-based  
22 program, including use of a speech-language  
23 therapist,

1 (6) include weekly progress monitoring measures to  
2 ensure progress is being made, and

3 (7) provide reports to the State Department of  
4 Education, in the manner described by the  
5 Department, outlining the progress of students in  
6 the class at the end of the first semester,

7 h. provide reports to the State Board of Education, upon  
8 request, on the specific intensive reading  
9 interventions and supports implemented by the school  
10 district. The State Superintendent of Public  
11 Instruction shall annually prescribe the required  
12 components of the reports, and

13 i. provide to a student who has been retained in the  
14 third grade and has received intensive instructional  
15 services but is still not ready for grade promotion,  
16 as determined by the school district, the option of  
17 being placed in a transitional instructional setting.  
18 A transitional setting shall specifically be designed  
19 to produce learning gains sufficient to meet fourth-  
20 grade performance standards while continuing to  
21 remediate the areas of reading deficiency.

22 P. In addition to the requirements set forth in this section,  
23 each school district board of education shall annually report to the  
24 parent or guardian of each student in the district the progress of

1 the student toward achieving state and district expectations for  
2 proficiency in reading, writing, science, and mathematics. The  
3 school district board of education shall report to the parent or  
4 guardian of each student the results on statewide criterion-  
5 referenced tests. The evaluation of the progress of each student  
6 shall be based upon classroom work, observations, tests, district  
7 and state assessments, and other relevant information. Progress  
8 reporting shall be provided to the parent or guardian in writing.

9 Q. 1. Each school district board of education shall annually  
10 publish on the school website, and report in writing to the State  
11 Board of Education by September 1 of each year, the following  
12 information on the prior school year:

- 13 a. the provisions of this section relating to public  
14 school student progression and the policies and  
15 procedures of the school district on student retention  
16 and promotion,
- 17 b. by grade, the number and percentage of all students in  
18 grades three through ten performing at the  
19 unsatisfactory level on the reading portion of the  
20 statewide criterion-referenced tests,
- 21 c. by grade, the number and percentage of all students  
22 retained in grades three through ten,

23

24

- 1           d. information on the total number and percentage of  
2           students who were promoted for good cause, by each  
3           category of good cause as specified above, and  
4           e. any revisions to the policies of the school district  
5           on student retention and promotion from the prior  
6           year.

7           2. The State Department of Education shall establish a uniform  
8 format for school districts to report the information required in  
9 this subsection. The format shall be developed with input from  
10 school districts and shall be provided not later than ninety (90)  
11 days prior to the annual due date. The Department shall annually  
12 compile the information required along with state-level summary  
13 information, and report the information to the public, the Governor,  
14 the President Pro Tempore of the Senate, and the Speaker of the  
15 House of Representatives.

16           R. The State Department of Education shall provide technical  
17 assistance as needed to aid school districts in administering the  
18 provision of the Reading Sufficiency Act.

19           S. On or before December 1 of each year, the State Department  
20 of Education shall issue to the Governor and members of the Senate  
21 and House of Representatives Education Committees a Reading Report  
22 Card for the state and each school district and elementary site  
23 which shall include, but is not limited to, trend data detailing  
24 three (3) years of data, disaggregated by student subgroups to

1 include economically disadvantaged, major racial or ethnic groups,  
2 students with disabilities, and English language learners, as  
3 appropriate for the following:

4 1. The number and percentage of students in kindergarten  
5 through third grade determined to be at risk for reading  
6 difficulties compared to the total number of students enrolled in  
7 each grade;

8 2. The number and percentage of students in kindergarten who  
9 continue to be at risk for reading difficulties as determined by the  
10 year-end measurement of reading progress;

11 3. The number and percentage of students in kindergarten  
12 through third grade who have successfully completed their program of  
13 reading instruction and are reading on grade level as determined by  
14 the results of approved reading assessments;

15 4. The number and percentage of students scoring at each  
16 performance level on the reading portion of the statewide third-  
17 grade criterion-referenced test;

18 5. The amount of funds for reading remediation received by each  
19 district;

20 6. An evaluation and narrative interpretation of the report  
21 data analyzing the impact of the Reading Sufficiency Act on  
22 students' ability to read at grade level; and

23 7. Any recommendations for improvements or amendments to the  
24 Reading Sufficiency Act.

1       The State Department of Education may contract with an  
2 independent entity for the reporting and analysis requirements of  
3 this subsection.

4       T. Copies of the results of the assessments administered shall  
5 be made a part of the permanent record of each student.”

6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24