

1 STATE OF OKLAHOMA

2 1st Session of the 55th Legislature (2015)

3 COMMITTEE SUBSTITUTE

4 FOR

5 SENATE BILL NO. 785

By: Jolley of the Senate

and

Denney of the House

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7
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9 COMMITTEE SUBSTITUTE

10 An Act relating to schools; amending 70 O.S. 2011,
11 Section 1210.508C, as last amended by Section 10,
12 Chapter 430, O.S.L. 2014 (70 O.S. Supp. 2014, Section
13 1210.508C), which relates to the Reading Sufficiency
14 Act; directing use of certain benchmark scores;
15 providing for intensive remediation of students in
16 certain grades with certain scores on screening
17 instruments; providing for development of remediation
18 plan by certain team; modifying score required for
19 automatic promotion; removing language requiring
20 certain team for students with certain score;
21 modifying reference to certain school years;
22 requiring certain meeting; modifying conditions for
23 promotion after certain date; removing reference to
24 application of program in certain grades; requiring
parental notification to include certain information;
providing an effective date; and declaring an
emergency.

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

SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,
as last amended by Section 10, Chapter 430, O.S.L. 2014 (70 O.S.
Supp. 2014, Section 1210.508C), is amended to read as follows:

1 Section 1210.508C. A. 1. Each student enrolled in
2 kindergarten in a public school in this state shall be screened for
3 reading skills including, but not limited to, phonological
4 awareness, letter recognition, and oral language skills as
5 identified in the subject matter standards adopted by the State
6 Board of Education. A screening instrument approved by the State
7 Board shall be utilized for the purposes of this section, and grade
8 level performance benchmarks scores shall be used to assess a
9 student's reading level.

10 2. For those kindergarten children at risk for reading
11 difficulties, teachers shall emphasize reading skills as identified
12 in the subject matter standards adopted by the State Board of
13 Education, monitor progress throughout the year and measure year-end
14 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,
20 and third grade of the public schools of this state shall be
21 assessed at the beginning of each school year using a screening
22 instrument approved by the State Board of Education for the
23 acquisition of reading skills including, but not limited to,
24

1 phonological awareness, phonics, spelling, reading fluency,
2 vocabulary, and 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 Θ P 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; or

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 subject matter standards adopted
11 by the State Board of Education.

12 D. The program of reading instruction required in subsection B
13 of this section shall align with the subject matter standards
14 adopted by the State Board of Education, shall include provisions of
15 the READ Initiative adopted by the school district as provided for
16 in subsection Θ P of this section beginning with students entering
17 the first grade in the 2011-2012 school year and may include, but is
18 not limited to:

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

22 2. If necessary, tutorial instruction after regular school
23 hours, on Saturdays and during summer; however, such instruction may
24

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

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

8 E. 1. Beginning with the 2015-2016 school year, a student who
9 is identified at any point of the academic year as having a reading
10 deficiency shall be entitled to intensive remediation in reading
11 until the student is able to demonstrate proficiency in reading at
12 the grade level in which the student is enrolled.

13 2. a. For a student enrolled in first grade who scores
14 unsatisfactory on a screening instrument which meets
15 the acquisition of reading skills criteria pursuant to
16 subsection B of this section; and

17 b. For a student enrolled in second grade who scores
18 unsatisfactory or limited knowledge on a screening
19 instrument which meets the acquisition of reading
20 skills criteria pursuant to subsection B of this
21 section;

22 An intensive remediation plan, which shall include retention at
23 the parent's discretion, shall be developed by a "Student Reading
24 Proficiency Team" composed of:

- 1 a. the parent(s) and/or guardian(s) of the student,
- 2 b. the teacher assigned to the student who had
- 3 responsibility for reading instruction in that
- 4 academic year,
- 5 c. a teacher in reading who teaches in the subsequent
- 6 grade level, and
- 7 d. a certified reading specialist, if one is available.

8 F. The program of reading instruction shall continue until the
9 student is determined by the results of approved reading assessments
10 to be reading on grade level.

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

1 for approval. The district reading sufficiency plan shall include a
2 plan for each site which includes an analysis of the data provided
3 by the Oklahoma School Testing Program and other reading assessments
4 utilized as required in this section, and which outlines how each
5 school site will comply with the provisions of the Reading
6 Sufficiency Act.

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

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

17 ~~G.~~ H. For any third-grade student found not to be reading at
18 grade level as determined by reading assessments administered
19 pursuant to this section, a new program of reading instruction,
20 including provisions of the READ Initiative adopted by the school
21 district as provided for in subsection Θ P of this section, shall be
22 developed and implemented as specified in this section. If
23 possible, a fourth-grade teacher shall be involved in the
24 development of the program of reading instruction. In addition to

1 other requirements of the Reading Sufficiency Act, the plan may
2 include specialized tutoring.

3 ~~H.~~ I. 1. Any student who demonstrates proficiency in reading
4 at the third-grade level through a screening instrument which meets
5 the acquisition of reading skills criteria pursuant to subsection B
6 of this section shall not be subject to the retention guidelines
7 found in this section. Upon demonstrating the proficiency through
8 the screening, the district shall provide notification to the
9 parent(s) and/or guardian(s) of the student that they have satisfied
10 the requirements of the Reading Sufficiency Act and will not be
11 subject to retention pursuant to this section.

12 2. If a third-grade student is identified at any point of the
13 academic year as having a significant reading deficiency, which
14 shall be defined as scoring below proficient on a screening
15 instrument which meets the acquisition of reading skills criteria
16 pursuant to subsection B of this section, the district shall
17 immediately begin a student reading portfolio as provided by
18 subsection ~~K~~ L of this section and shall provide notice to the
19 parent of the deficiency pursuant to subsection ~~F~~ J of this section.

20 3. ~~a.~~ If a student has not yet satisfied the proficiency
21 requirements of this section prior to the completion
22 of third grade, the student may qualify for automatic
23 promotion to the fourth grade upon scoring at or above
24 the "~~limited knowledge~~" "proficient" level on the

1 reading portion of the statewide third-grade
2 criterion-referenced test.

3 ~~b. Prior to promotion, however, the district shall~~
4 ~~provide notice to the parent(s) and/or guardian(s) of~~
5 ~~the child that the child is not yet reading at grade~~
6 ~~level in reading and provide the parent(s) and/or~~
7 ~~guardian(s) of the child the option for retention~~
8 ~~should they so desire. The notice shall contain, at a~~
9 ~~minimum, the most recently identifiable grade level on~~
10 ~~which the student is actually proficient, the~~
11 ~~opportunities for summer reading programs, school~~
12 ~~and/or community based reading tutoring, vendors which~~
13 ~~provide reading tutoring and the rights to the~~
14 ~~continuing intensive remediation pursuant to this~~
15 ~~paragraph.~~

16 ~~c. A student so promoted shall be entitled to intensive~~
17 ~~remediation in reading until the student is able to~~
18 ~~demonstrate proficiency in reading at the grade level~~
19 ~~in which the student is enrolled. An intensive~~
20 ~~remediation plan shall be developed by a "Student~~
21 ~~Reading Proficiency Team" composed of:~~
22 ~~(1) the parent(s) and/or guardian(s) of the student,~~

1 ~~(2) the teacher assigned to the student who had~~
2 ~~responsibility for reading instruction in that~~
3 ~~academic year,~~

4 ~~(3) a teacher in reading who teaches in the~~
5 ~~subsequent grade level,~~

6 ~~(4) the school principal, and~~

7 ~~(5) a certified reading specialist, if one is~~
8 ~~available.~~

9 4. If a student has not yet satisfied the proficiency
10 requirements of this section prior to the completion of third grade
11 and still has a significant reading deficiency, as identified based
12 on assessments administered that meet the acquisition of reading
13 skills criteria pursuant to subsection B of this section, has not
14 accumulated evidence of third-grade proficiency through a student
15 portfolio as provided in subsection ~~K~~, L or is not subject to a good
16 cause exemption as provided in subsection ~~K~~ L, then the student
17 shall not be eligible for automatic promotion to fourth grade.

18 5. a. ~~For the 2013-14 and 2014-15 school years~~ Through the
19 2019-2020 school year, a student not qualified for
20 automatic promotion under paragraph 4 of this
21 subsection ~~may~~ who scores below proficient on a
22 screening instrument which meets the acquisition of
23 reading skills criteria pursuant to subsection B of
24 this section shall be evaluated for "probationary

1 promotion" by a "Student Reading Proficiency and
2 Retention Review Team" composed of:

- 3 (1) the parent(s) and/or guardian(s) of the student,
- 4 (2) the teacher assigned to the student who had
5 responsibility for reading instruction in that
6 academic year,
- 7 (3) a teacher in reading who teaches in the
8 subsequent grade level,
- 9 (4) the school principal, and
- 10 (5) a certified reading specialist.

11 The student shall be promoted to the fourth grade if the team
12 members unanimously recommend "probationary promotion" to the school
13 district superintendent and the superintendent approves the
14 recommendation that promotion is the best option for the student.

15 If a student is allowed a "probationary promotion", the team shall
16 meet in person and continue to review the reading performance of the
17 student and repeat the requirements of this paragraph each academic
18 year until the student demonstrates grade-level reading proficiency,
19 as identified through a screening instrument which meets the
20 acquisition of reading skills criteria pursuant to subsection B of
21 this section, for the corresponding grade level in which the student
22 is enrolled or transitions to the requirements set forth by the
23 Achieving Classroom Excellence Act.

1 6. Beginning with the 2015-16 school year, students who score
2 at the unsatisfactory level on the reading portion of the statewide
3 third-grade criterion referenced test ~~and~~, who are not subject to a
4 good cause exemption as provided in subsection ~~K~~ L of this section,
5 and who do not qualify for promotion or "probationary promotion" as
6 provided in this subsection shall be retained in the third grade and
7 provided intensive instructional services and supports as provided
8 for in subsection ~~N~~ O of this section.

9 7. 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 1 and 3 of this subsection.
12 ~~Following the 2013-14 and 2014-15 school years, each school district~~
13 ~~shall report~~ and the number of students promoted to a subsequent
14 grade pursuant to the provisions in paragraph 5 of this subsection.
15 The State Department of Education shall publicly report the
16 aggregate and district specific number of students promoted on their
17 website and shall provide electronic copies of the report to the
18 Governor, Secretary of Education, President Pro Tempore of the
19 Senate, Speaker of the House of Representatives and to the
20 respective chairs of the committees with responsibility for common
21 education policy in each legislative chamber.

22 ~~8. Nothing shall prevent a school district from applying the~~
23 ~~principles of paragraphs 4 and 5 of this subsection in grades~~
24 ~~kindergarten through second grade.~~

1 ~~F.~~ J. The parent of any student who is found to have a reading
2 deficiency and is not reading at the appropriate grade level and has
3 been provided a program of reading instruction as provided for in
4 subsection B of this section shall be notified in writing of the
5 following:

6 1. That the student has been identified as having a substantial
7 deficiency in reading;

8 2. A description of the current services that are provided to
9 the student pursuant to a conjoint measurement model such that a
10 reader and a text are placed on the same scale;

11 3. A description of the proposed supplemental instructional
12 services and supports that will be provided to the student that are
13 designed to remediate the identified area of reading deficiency;

14 4. That the student will not be promoted to the fourth grade if
15 the reading deficiency is not remediated by the end of the third
16 grade, unless the student is otherwise promoted as provided for in
17 subsection ~~H~~ I of this section or is exempt for good cause as set
18 forth in subsection ~~K~~ L of this section;

19 5. Strategies for parents to use in helping their child succeed
20 in reading proficiency, including a plan to improve reading during
21 the summer;

22 6. That while the results of the statewide criterion-referenced
23 tests administered pursuant to Section 1210.508 of this title are
24

1 the initial determinant, it is not the sole determiner of promotion
2 and that portfolio reviews and assessments are available; ~~and~~

3 7. The grade level performance scores of the student; and

4 8. The specific criteria and policies of the school district
5 for midyear promotion implemented as provided for in paragraph 4 of
6 subsection ~~N~~ O of this section.

7 ~~J.~~ K. No student may be assigned to a grade level based solely
8 on age or other factors that constitute social promotion.

9 ~~K.~~ L. For those students who do not meet the academic
10 requirements for promotion and who are not otherwise promoted as
11 provided for in subsection ~~H~~ I of this section, a school district
12 may promote the student for good cause only. Good-cause exemptions
13 for promotion shall be limited to the following:

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

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

20 3. Students who demonstrate an acceptable level of performance
21 on an alternative standardized reading assessment approved by the
22 State Board of Education;

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

4 5. Students with disabilities who participate in the statewide
5 criterion-referenced tests and who have an individualized education
6 program that reflects that the student has received intensive
7 remediation in reading for more than two (2) years but still
8 demonstrates a deficiency in reading and was previously retained in
9 prekindergarten for academic reasons, kindergarten, first grade,
10 second grade, or third grade;

11 6. Students who have received intensive remediation in reading
12 through a program of reading instruction for two (2) or more years
13 but still demonstrate a deficiency in reading and who were
14 previously retained in prekindergarten for academic reasons,
15 kindergarten, first grade, second grade, or third grade for a total
16 of two (2) years; and

17 7. Students who have been granted an exemption for medical
18 emergencies by the State Department of Education.

19 ~~H.~~ M. A student who is otherwise promoted as provided for in
20 subsection ~~H~~ I of this section or is promoted for good cause as
21 provided for in subsection ~~K~~ L of this section shall be provided
22 intensive reading instruction during an altered instructional day
23 that includes specialized diagnostic information and specific
24 reading strategies for each student. The school district shall

1 assist schools and teachers to implement reading strategies for the
2 promoted students that research has shown to be successful in
3 improving reading among low-performing readers.

4 ~~M.~~ N. Requests to exempt students from the retention
5 requirements based on one of the good-cause exemptions as described
6 in subsection ~~K~~ L of this section shall be made using the following
7 process:

8 1. Documentation submitted from the teacher of the student to
9 the school principal that indicates the student meets one of the
10 good-cause exemptions and promotion of the student is appropriate.
11 In order to minimize paperwork requirements, the documentation shall
12 consist only of the alternative assessment results or student
13 portfolio work and the individual education plan (IEP), as
14 applicable;

15 2. The principal of the school shall review and discuss the
16 documentation with the teacher and, if applicable, the other members
17 of the team as described in subsection ~~H~~ I of this section. If the
18 principal determines that the student meets one of the good-cause
19 exemptions and should be promoted based on the documentation
20 provided, the principal shall make a recommendation in writing to
21 the school district superintendent; and

22 3. After review, the school district superintendent shall
23 accept or reject the recommendation of the principal in writing.
24

1 ~~N.~~ O. Beginning with the 2011-2012 school year, each school
2 district shall:

3 1. Conduct a review of the program of reading instruction for
4 all students who score at the unsatisfactory level on the reading
5 portion of the statewide criterion-referenced test administered
6 pursuant to Section 1210.508 of this title and did not meet the
7 criteria for one of the good-cause exemptions as set forth in
8 subsection ~~K~~ L of this section. The review shall address additional
9 supports and services, as described in this subsection, needed to
10 remediate the identified areas of reading deficiency. The school
11 district shall require a student portfolio to be completed for each
12 retained student;

13 2. Provide to students who have been retained as set forth in
14 subsection ~~H~~ I of this section with intensive interventions in
15 reading, intensive instructional services, and supports to remediate
16 the identified areas of reading deficiency, including a minimum of
17 ninety (90) minutes of daily, uninterrupted, scientific-research-
18 based reading instruction. Retained students shall be provided
19 other strategies prescribed by the school district, which may
20 include, but are not limited to:

- 21 a. small group instruction,
- 22 b. reduced teacher-student ratios,
- 23 c. more frequent progress monitoring,
- 24 d. tutoring or mentoring,

- e. transition classes containing third- and fourth-grade students,
- f. extended school day, week, or year, and
- g. summer reading academies as provided for in Section 1210.508E of this title, if available;

3. Provide written notification to the parent or guardian of any student who is to be retained as set forth in subsection ~~H~~ I of this section that the student has not met the proficiency level required for promotion and was not otherwise promoted and the reasons the student is not eligible for a good-cause exemption. The notification shall include a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency;

4. Implement a policy for the midyear promotion of a retained student who can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that school districts may use in reevaluating any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score above the unsatisfactory level on the statewide third-grade criterion-referenced test and upon showing progress sufficient to master

1 appropriate fourth-grade-level skills, as determined by the school.
2 A midyear promotion shall be made only upon agreement of the parent
3 or guardian of the student and the school principal;

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

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

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

18 ~~Q.~~ P. Beginning with the 2011-2012 school year, each school
19 district shall establish a Reading Enhancement and Acceleration
20 Development (READ) Initiative. The focus of the READ Initiative
21 shall be to prevent the retention of third-grade students by
22 offering intensive accelerated reading instruction to third-grade
23 students who failed to meet standards for promotion to fourth grade
24

1 and to kindergarten through third-grade students who are exhibiting
2 a reading deficiency. The READ Initiative shall:

3 1. Be provided to all kindergarten through third-grade students
4 at risk of retention as identified by the assessments administered
5 pursuant to the Reading Sufficiency Act. The assessment used shall
6 measure phonemic awareness, phonics, fluency, vocabulary, and
7 comprehension;

8 2. Be provided during regular school hours in addition to the
9 regular reading instruction; and

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

- 12 a. assists students assessed as exhibiting a reading
13 deficiency in developing the ability to read at grade
14 level,
- 15 b. provides skill development in phonemic awareness,
16 phonics, fluency, vocabulary, and comprehension,
- 17 c. provides a scientific-research-based and reliable
18 assessment,
- 19 d. provides initial and ongoing analysis of the reading
20 progress of each student,
- 21 e. is implemented during regular school hours,
- 22 f. provides a curriculum in core academic subjects to
23 assist the student in maintaining or meeting
24

1 proficiency levels for the appropriate grade in all
2 academic subjects,

3 g. establishes at each school, where applicable, an
4 Intensive Acceleration Class for retained third-grade
5 students who subsequently score at the unsatisfactory
6 level on the reading portion of the statewide
7 criterion-referenced tests. The focus of the
8 Intensive Acceleration Class shall be to increase the
9 reading level of a child at least two grade levels in
10 one (1) school year. The Intensive Acceleration Class
11 shall:

12 (1) be provided to any student in the third grade who
13 scores at the unsatisfactory level on the reading
14 portion of the statewide criterion-referenced
15 tests and who was retained in the third grade the
16 prior year because of scoring at the
17 unsatisfactory level on the reading portion of
18 the statewide criterion-referenced tests,

19 (2) have a reduced teacher-student ratio,

20 (3) provide uninterrupted reading instruction for the
21 majority of student contact time each day and
22 incorporate opportunities to master the fourth-
23 grade state standards in other core subject
24 areas,

- 1 (4) use a reading program that is scientific-
2 research-based and has proven results in
3 accelerating student reading achievement within
4 the same school year,
- 5 (5) provide intensive language and vocabulary
6 instruction using a scientific-research-based
7 program, including use of a speech-language
8 therapist,
- 9 (6) include weekly progress monitoring measures to
10 ensure progress is being made, and
- 11 (7) provide reports to the State Department of
12 Education, in the manner described by the
13 Department, outlining the progress of students in
14 the class at the end of the first semester,
- 15 h. provide reports to the State Board of Education, upon
16 request, on the specific intensive reading
17 interventions and supports implemented by the school
18 district. The State Superintendent of Public
19 Instruction shall annually prescribe the required
20 components of the reports, and
- 21 i. provide to a student who has been retained in the
22 third grade and has received intensive instructional
23 services but is still not ready for grade promotion,
24 as determined by the school district, the option of

1 being placed in a transitional instructional setting.
2 A transitional setting shall specifically be designed
3 to produce learning gains sufficient to meet fourth-
4 grade performance standards while continuing to
5 remediate the areas of reading deficiency.

6 ~~P.~~ Q. In addition to the requirements set forth in this
7 section, each school district board of education shall annually
8 report to the parent or guardian of each student in the district the
9 progress of the student toward achieving state and district
10 expectations for proficiency in reading, writing, science, and
11 mathematics. The school district board of education shall report to
12 the parent or guardian of each student the results on statewide
13 criterion-referenced tests. The evaluation of the progress of each
14 student shall be based upon classroom work, observations, tests,
15 district and state assessments, and other relevant information.
16 Progress reporting shall be provided to the parent or guardian in
17 writing.

18 ~~Q.~~ R. 1. Each school district board of education shall
19 annually publish on the school website, and report in writing to the
20 State Board of Education by September 1 of each year, the following
21 information on the prior school year:

- 22 a. the provisions of this section relating to public
23 school student progression and the policies and
24

1 procedures of the school district on student retention
2 and promotion,

3 b. by grade, the number and percentage of all students in
4 grades three through ten performing at the
5 unsatisfactory level on the reading portion of the
6 statewide criterion-referenced tests,

7 c. by grade, the number and percentage of all students
8 retained in grades three through ten,

9 d. information on the total number and percentage of
10 students who were promoted for good cause, by each
11 category of good cause as specified above, and

12 e. any revisions to the policies of the school district
13 on student retention and promotion from the prior
14 year.

15 2. The State Department of Education shall establish a uniform
16 format for school districts to report the information required in
17 this subsection. The format shall be developed with input from
18 school districts and shall be provided not later than ninety (90)
19 days prior to the annual due date. The Department shall annually
20 compile the information required along with state-level summary
21 information, and report the information to the public, the Governor,
22 the President Pro Tempore of the Senate, and the Speaker of the
23 House of Representatives.
24

1 ~~R.~~ S. The State Department of Education shall provide technical
2 assistance as needed to aid school districts in administering the
3 provision of the Reading Sufficiency Act.

4 ~~S.~~ T. On or before December 1 of each year, the State
5 Department of Education shall issue to the Governor and members of
6 the Senate and House of Representatives Education Committees a
7 Reading Report Card for the state and each school district and
8 elementary site which shall include, but is not limited to, trend
9 data detailing three (3) years of data, disaggregated by student
10 subgroups to include economically disadvantaged, major racial or
11 ethnic groups, students with disabilities, and English language
12 learners, as appropriate for the following:

13 1. The number and percentage of students in kindergarten
14 through third grade determined to be at risk for reading
15 difficulties compared to the total number of students enrolled in
16 each grade;

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

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

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

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

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

9 7. Any recommendations for improvements or amendments to the
10 Reading Sufficiency Act.

11 The State Department of Education may contract with an
12 independent entity for the reporting and analysis requirements of
13 this subsection.

14 ~~F.~~ U. Copies of the results of the assessments administered
15 shall be made a part of the permanent record of each student.

16 SECTION 2. This act shall become effective July 1, 2015.

17 SECTION 3. It being immediately necessary for the preservation
18 of the public peace, health and safety, an emergency is hereby
19 declared to exist, by reason whereof this act shall take effect and
20 be in full force from and after its passage and approval.

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22 55-1-1510

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