

05/14/2014 09:29:31 AM

HOUSE OF REPRESENTATIVES
CONFERENCE COMMITTEE REPORT

Mr. President:
Mr. Speaker:

The Conference Committee, to which was referred

HB2497

By: Casey of the House and Stanislawski of the Senate

Title: Schools; directing the State Department of Education to conduct a study of reading instruction and retention of students; emergency.

Together with Engrossed Senate Amendments thereto, beg leave to report that we have had the same under consideration and herewith return the same with the following recommendations:

1. That the Senate recede from its amendment; and
2. That the attached Conference Committee Substitute be adopted.

Respectfully submitted,

House Action _____ Date _____ Senate Action _____ Date _____

HB2497 CCR (A)
HOUSE CONFEREES

Blackwell, Gus



Cannaday, Ed

Casey, Dennis



Condit, Donnie



Coody, Ann



Cox, Doug

Denney, Lee



DeWitt, Dale



Echols, Jon

Fourkiller, William

Henke, Katie

Kern, Sally



McDaniel, Curtis

McDaniel, Jeannie

Nelson, Jason



Nollan, Jadine



Roberts, Dustin



Smalley, Jason



Thomsen, Todd

Virgin, Emily

HB2497 CCR A

SENATE CONFEREES

Stanislawski

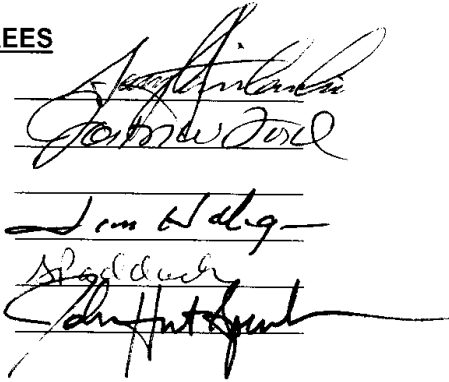
Ford

Jolley

Halligan

Paddack

Sparks

The block contains six handwritten signatures, each written over a horizontal line. The signatures are: Stanislawski (top), Ford, Jolley, Halligan, Paddack, and Sparks (bottom). The signatures are written in cursive and are somewhat stylized.

House Action _____ Date _____ Senate Action _____ Date _____

House Action _____ Date _____ Senate Action _____ Date _____

STATE OF OKLAHOMA

2nd Session of the 54th Legislature (2014)

CONFERENCE COMMITTEE
SUBSTITUTE
FOR ENGROSSED
HOUSE BILL NO. 2497

By: Casey, Kern, Coody, Pittman
and Nollan of the House

and

Stanislawski and Johnson
(Constance) of the Senate

CONFERENCE COMMITTEE SUBSTITUTE

An Act relating to schools; directing the State Board of Education to promulgate rules establishing limited exemptions from certain testing requirements for emergencies; defining term; amending 70 O.S. 2011, Section 1210.508C, as last amended by Section 96, Chapter 15, O.S.L. 2013 (70 O.S. Supp. 2013, Section 1210.508C), which relates to the Reading Sufficiency Act; updating statutory language; modifying certain good-cause exemption; directing the State Department of Education to conduct a study of reading instruction and retention of students; stating purpose of the study; allowing the Department to contract with certain entities; specifying information to be gathered for the study; requiring the Department to issue annual reports by a certain date; specifying the inclusion of certain recommendations; requiring dissemination of certain compilation to school districts; requiring student data to be aggregated; providing for codification; and declaring an emergency.

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

1 SECTION 1. NEW LAW A new section of law to be codified
2 in the Oklahoma Statutes as Section 1210.508-2 of Title 70, unless
3 there is created a duplication in numbering, reads as follows:

4 The State Board of Education shall promulgate rules providing
5 for limited exemptions from the mandated tests administered pursuant
6 to the provisions of the Oklahoma School Testing Program Act for
7 students facing exceptional emergency circumstances which prevent
8 the student from being assessed during the testing window. For
9 purposes of this section, exceptional emergency circumstance shall
10 be defined to include situations involving serious accidents or
11 medical emergency events involving the student, a parent or guardian
12 of the student or a sibling of the student.

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

16 Section 1210.508C A. 1. Each student enrolled in kindergarten
17 in a public school in this state shall be screened for reading
18 skills including, but not limited to, phonological awareness, letter
19 recognition, and oral language skills as identified in the ~~Priority~~
20 ~~Academic Student Skills (PASS)~~ subject matter standards adopted by
21 the State Board of Education. A screening instrument approved by
22 the State Board shall be utilized for the purposes of this section.

23 2. For those kindergarten children at risk for reading
24 difficulties, teachers shall emphasize reading skills as identified

1 in the ~~PASS~~ subject matter standards adopted by the State Board of
2 Education, monitor progress throughout the year and measure year-end
3 reading progress.

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

8 B. 1. Each student enrolled in kindergarten, first, second and
9 third grade of the public schools of this state shall be assessed at
10 the beginning of each school year using a screening instrument
11 approved by the State Board of Education for the acquisition of
12 reading skills including, but not limited to, phonological
13 awareness, phonics, spelling, reading fluency, vocabulary, and
14 comprehension.

15 2. Any student who is assessed and found not to be reading at
16 the appropriate grade level shall be provided a program of reading
17 instruction designed to enable the student to acquire the
18 appropriate grade_level reading skills. Beginning with students
19 entering the first grade in the 2011-2012 school year, the program
20 of reading instruction shall include provisions of the READ
21 Initiative adopted by the school district as provided for in
22 subsection O of this section.

23 3. Throughout the year progress monitoring shall continue, and
24 diagnostic assessment, if determined appropriate, shall be provided.

1 Year-end reading skills shall be measured to determine reading
2 success.

3 C. The State Board of Education shall approve screening
4 instruments for use at the beginning of the school year, for
5 monitoring of progress, and for measurement of reading skills at the
6 end of the school year as required in subsections A and B of this
7 section; provided, at least one of the screening instruments shall
8 meet the following criteria:

9 1. Assess for phonological awareness, phonics, reading fluency,
10 and comprehension;

11 2. Document the validity and reliability of each assessment;

12 3. Can be used for diagnosis and progress monitoring;

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

15 5. Accompanied by a data management system that provides
16 profiles for students, class, grade level and school building. The
17 profiles shall identify each student's instructional point of need
18 and reading achievement level. The State Board shall also determine
19 other comparable reading assessments for diagnostic purposes and for
20 periodic and post assessments to be used for students at risk of
21 reading failure. The State Board shall ensure that any assessments
22 approved are in alignment with the ~~PASS~~ subject matter standards
23 adopted by the State Board of Education.

24

1 D. The program of reading instruction required in subsection B
2 of this section shall align with the ~~PASS~~ subject matter standards
3 adopted by the State Board of Education, shall include provisions of
4 the READ Initiative adopted by the school district as provided for
5 in subsection O of this section beginning with students entering the
6 first grade in the 2011-2012 school year and may include, but is not
7 limited to:

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

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

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

20 E. The program of reading instruction shall continue until the
21 student is determined by the results of approved reading assessments
22 to be reading on grade level.

23 F. 1. Every school district shall adopt~~7~~ and implement a
24 district reading sufficiency plan which has had input from school

1 administrators, teachers, and parents and if possible a reading
2 specialist, and which shall be submitted electronically to and
3 approved by the State Board of Education. The plan shall be updated
4 annually. School districts shall not be required to electronically
5 submit the annual updates to the Board if the last plan submitted to
6 the Board was approved and expenditures for the program include only
7 expenses relating to individual and small_group tutoring, purchase
8 of and training in the use of screening and assessment measures,
9 summer school programs and Saturday school programs. If any
10 expenditure for the program is deleted or changed or any other type
11 of expenditure for the program is implemented, the school district
12 shall be required to submit the latest annual update to the Board
13 for approval. The district reading sufficiency plan shall include a
14 plan for each site which includes an analysis of the data provided
15 by the Oklahoma School Testing Program and other reading assessments
16 utilized as required in this section, and which outlines how each
17 school site will comply with the provisions of the Reading
18 Sufficiency Act.

19 2. Each school site shall establish a committee, composed of
20 educators, which if possible shall include a certified reading
21 specialist, to develop the required programs of reading instruction.
22 A parent or guardian of the student shall be included in the
23 development of the program of reading instruction for that student.

24

1 3. The State Board of Education shall adopt rules for the
2 implementation and evaluation of the provisions of the Reading
3 Sufficiency Act. The evaluation shall include, but not be limited
4 to, an analysis of the data required in subsection S of this
5 section.

6 G. For any third-grade student found not to be reading at grade
7 level as determined by reading assessments administered pursuant to
8 this section, a new program of reading instruction, including
9 provisions of the READ Initiative adopted by the school district as
10 provided for in subsection O of this section, shall be developed and
11 implemented as specified in this section. If possible, a fourth-
12 grade teacher shall be involved in the development of the program of
13 reading instruction. In addition to other requirements of the
14 Reading Sufficiency Act, the plan may include specialized tutoring.

15 H. Beginning with students entering the first grade in the
16 2011-2012 school year, if the reading deficiency of a student, as
17 identified based on assessments administered as provided for in
18 subsection B of this section, is not remedied by the end of third
19 grade, as demonstrated by scoring at the unsatisfactory level on the
20 reading portion of the statewide third-grade criterion-referenced
21 test, the student shall be retained in the third grade.

22 I. The parent of any student who is found to have a reading
23 deficiency and is not reading at the appropriate grade level and has
24 been provided a program of reading instruction as provided for in

1 subsection B of this section shall be notified in writing of the
2 following:

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

5 2. A description of the current services that are provided to
6 the student;

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

10 4. That the student will not be promoted to the fourth grade if
11 the reading deficiency is not remediated by the end of the third
12 grade, unless the student is exempt for good cause as set forth in
13 subsection K of this section;

14 5. Strategies for parents to use in helping their child succeed
15 in reading proficiency;

16 6. That while the results of the statewide criterion-referenced
17 tests administered pursuant to Section 1210.508 of this title are
18 the initial determinant, ~~it is~~ they are not the sole determiner of
19 promotion and that portfolio reviews and assessments are available;
20 and

21 7. The specific criteria and policies of the school district
22 for midyear promotion implemented as provided for in paragraph 4 of
23 subsection N of this section.
24

1 J. No student may be assigned to a grade level based solely on
2 age or other factors that constitute social promotion.

3 K. For those students who do not meet the academic requirements
4 for promotion, a school district may promote the student for good
5 cause only. Good-cause exemptions for promotion shall be limited to
6 the following:

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

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

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

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

19 5. Students with disabilities who participate in the statewide
20 criterion-referenced tests and who have an individualized education
21 program that reflects that the student has received intensive
22 remediation in reading for more than two (2) years but still
23 demonstrates a deficiency in reading and was previously retained in
24

1 prekindergarten for academic reasons, kindergarten, first grade,
2 second grade, or third grade; and

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

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

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

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

1 consist only of the alternative assessment results or student
2 portfolio work and the individual education plan (IEP), as
3 applicable;

4 2. The principal of the school shall review and discuss the
5 documentation with the teacher. If the principal determines that
6 the student meets one of the good-cause exemptions and should be
7 promoted based on the documentation provided, the principal shall
8 make a recommendation in writing to the school district
9 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;

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 the reasons the student is not eligible
22 for a good-cause exemption. The notification shall include a
23 description of proposed interventions and intensive instructional
24

1 supports that will be provided to the student to remediate the
2 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

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

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

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

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

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

S. On or before December 1 of each year, the State Department of Education shall issue to the Governor and members of the Senate and House of Representatives Education Committees a Reading Report Card for the state and each school district and elementary site which shall include, but is not limited to, trend data detailing 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 SECTION 3. NEW LAW A new section of law to be codified
7 in the Oklahoma Statutes as Section 1210.508G of Title 70, unless
8 there is created a duplication in numbering, reads as follows:

9 A. The State Department of Education shall conduct a study of
10 reading instruction and the retention of students in the third grade
11 based on reading assessments administered pursuant to Section
12 1210.508C of Title 70 of the Oklahoma Statutes. The purpose of the
13 study shall be to determine the reasons why some students in the
14 state have not been successful in acquiring the appropriate grade-
15 level reading skills, to identify the best practices available to
16 help students become successful readers and to implement those best
17 practices in schools statewide. The Department may contract with a
18 higher education institution or other entity or consultant to assist
19 in the study, contingent upon the availability of funding.

20 B. The State Department of Education shall:

21 1. Gather data and complete an assessment of the type of
22 reading instruction practices and methods currently being used by
23 school districts in the state;

1 2. Gather data on students who have been assessed pursuant to
2 Section 1210.508C of Title 70 of the Oklahoma Statutes and have been
3 found not to be reading at the appropriate grade level by the third
4 grade including, but not limited to:

- 5 a. socioeconomic information,
- 6 b. access to reading resources outside of school, and
- 7 c. screening for and identification of learning
8 disabilities; and

9 3. Address what intensive remediation efforts are being
10 conducted by the district to identify the best practices for
11 students that score limited knowledge and are not retained by school
12 districts.

13 C. After gathering and analyzing the data as provided for in
14 this section, the State Department of Education shall issue a report
15 no later than December 31, 2015, and each year thereafter, to the
16 Governor, the Speaker of the House of Representatives and the
17 President Pro Tempore of the Senate. In addition to other
18 information and recommendations, the report shall include
19 recommendations on legislative changes that need to be made to the
20 third-grade retention requirements in the Reading Sufficiency Act
21 and any other requirements in the act.

22 D. Following the issuance of the report required in subsection
23 C of this section, the compilation of best practices shall be
24 disseminated to all public schools.

1 E. Any student data contained in the report shall be aggregated
2 so that individual students cannot be identified.

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

7
8 54-2-10987 KB 05/07/14
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24