

SENATE CHAMBER

STATE OF OKLAHOMA

DISPOSITION BY SENATE

FLOOR AMENDMENT

No. _____

(Date)

Mr./Madame President:

I move to amend House Bill No. 2625, by striking the title, enacting clause and entire body of the bill and substituting the attached floor substitute.

Submitted by:

Senator Stanislawski

Stanislawski-EB-FS-Req#3625
4/14/2014 1:48 PM

STATE OF OKLAHOMA

2nd Session of the 54th Legislature (2014)

FLOOR SUBSTITUTE

FOR ENGROSSED

HOUSE BILL NO. 2625

By: Henke, Roberts (Dustin),
Biggs, Smalley, Casey,
Nollan, Cannaday, Scott,
Condit, Echols, Bennett,
Shelton, McCall, Hoskin,
Cockroft, Sherrer, Pittman,
Virgin and Ownbey of the
House

and

Stanislawski, Griffin and
Brinkley of the Senate

FLOOR SUBSTITUTE

[schools - Reading Sufficiency Act - mandatory
third-grade retention requirements -
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 96, Chapter 15, O.S.L. 2013 (70 O.S.
Supp. 2013, Section 1210.508C), is amended to read as follows:
Section 1210.508C A. 1. Each student enrolled in kindergarten
in a public school in this state shall be screened for reading
skills including, but not limited to, phonological awareness, letter
recognition, and oral language skills as identified in the ~~Priority~~
~~Academic Student Skills (PASS)~~ subject matter standards adopted by

1 the State Board of Education. A screening instrument approved by
2 the State Board shall be utilized for the purposes of this section.

3 2. For those kindergarten children at risk for reading
4 difficulties, teachers shall emphasize reading skills as identified
5 in the ~~PASS~~ subject matter standards, monitor progress throughout
6 the year and measure year-end reading progress.

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

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

18 2. Any student who is assessed and found not to be reading at
19 the appropriate grade level shall be provided a program of reading
20 instruction designed to enable the student to acquire the
21 appropriate grade level reading skills. Beginning with students
22 entering the first grade in the 2011-2012 school year, the program
23 of reading instruction shall include provisions of the READ
24

Initiative adopted by the school district as provided for in subsection O of this section.

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

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

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

2. Document the validity and reliability of each assessment;

3. Can be used for diagnosis and progress monitoring;

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

5. Accompanied by a data management system that provides profiles for students, class, grade level and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes and for periodic and post assessments to be used for students at risk of

1 reading failure. The State Board shall ensure that any assessments
2 approved are in alignment with the ~~PASS~~ subject matter standards.

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

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

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

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

21 E. The program of reading instruction shall continue until the
22 student is determined by the results of approved reading assessments
23 to be reading on grade level.
24

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

21 2. Each school site shall establish a committee, composed of
22 educators, which if possible shall include a certified reading
23 specialist, to develop the required programs of reading instruction.
24

1 A parent or guardian of the student shall be included in the
2 development of the program of reading instruction for that student.

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

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

17 ~~H. Beginning with students entering the first grade in the~~
18 ~~2011-2012 school year, if the reading deficiency of a student, as~~
19 ~~identified based on assessments administered as provided for in~~
20 ~~subsection B of this section, is not remedied by the end of third~~
21 ~~grade, as demonstrated by scoring at the unsatisfactory level on the~~
22 ~~reading portion of the statewide third-grade criterion-referenced~~
23 ~~test, the student shall be retained in the third grade 1. Any~~
24 student who demonstrates proficiency in reading at the third-grade

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

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

17 3. a. If a student has not yet satisfied the proficiency
18 requirements of this section prior to the completion
19 of third grade, the student may qualify for automatic
20 promotion to the fourth grade upon scoring at the
21 "limited knowledge" level on the reading portion of
22 the statewide third-grade criterion-referenced test.

23 b. Prior to promotion, however, the district shall
24 provide notice to the parent(s) and/or guardian(s) of

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

12 c. A student so promoted shall be entitled to intensive
13 remediation in reading until the student is able to
14 demonstrate proficiency in reading at the grade level
15 in which the student is enrolled. An intensive
16 remediation plan shall be developed by a "Student
17 Reading Proficiency Team" composed of:

- 18 (1) the parent(s) and/or guardian(s) of the student,
19 (2) the teacher assigned to the student who had
20 responsibility for reading instruction in that
21 academic year,
22 (3) a teacher in reading who teaches in the
23 subsequent grade level,
24 (4) the school principal, and

1 (5) a certified reading specialist, if one is
2 available.

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

12 5. a. For the 2013-14 and 2014-15 school years, a student
13 not qualified for automatic promotion under paragraph
14 4 of this subsection may be evaluated for
15 "probationary promotion" by a "Student Reading
16 Proficiency Team" composed of:

- 17 (1) the parent(s) and/or guardian(s) of the student,
18 (2) the teacher assigned to the student who had
19 responsibility for reading instruction in that
20 academic year,
21 (3) a teacher in reading who teaches in the
22 subsequent grade level,
23 (4) the school principal, and
24 (5) a certified reading specialist.

1 The student shall be promoted to the fourth grade if the team
2 members unanimously recommend "probationary promotion" to the school
3 district superintendent and the superintendent approves the
4 recommendation that promotion is the best option for the student.
5 If a student is allowed a "probationary promotion", the team shall
6 continue to review the reading performance of the student and repeat
7 the requirements of this paragraph each academic year until the
8 student demonstrates grade-level reading proficiency, as identified
9 through a screening instrument which meets the acquisition of
10 reading skills criteria pursuant to subsection B of this section,
11 for the corresponding grade level in which the student is enrolled
12 or transitions to the requirements set forth by the Achieving
13 Classroom Excellence Act.

14 6. Beginning with the 2015-16 school year, students who score
15 at the unsatisfactory level on the reading portion of the statewide
16 third-grade criterion referenced test and who are not subject to a
17 good cause exemption as provided in subsection K of this section
18 shall be retained in the third grade and provided intensive
19 instructional services and supports as provided for in subsection N
20 of this section.

21 7. Each school district shall annually report to the State
22 Department of Education the number of students promoted to the
23 fourth grade pursuant to paragraphs 1 and 3 of this subsection.
24 Following the 2013-14 and 2014-15 school years, each school district

1 shall report the number of students promoted to a subsequent grade
2 pursuant to the provisions in paragraph 5 of this subsection. The
3 State Department of Education shall publicly report the aggregate
4 and district specific number of students promoted on their website
5 and shall provide electronic copies of the report to the Governor,
6 Secretary of Education, President Pro Tempore of the Senate, Speaker
7 of the House of Representatives and to the respective chairs of the
8 committees with responsibility for common education policy in each
9 legislative chamber.

10 8. Nothing shall prevent a school district from applying the
11 principles of paragraphs 4 and 5 of this subsection in grades
12 kindergarten through second grade.

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

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

20 2. A description of the current services that are provided to
21 the student;

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

1 4. That the student will not be promoted to the fourth grade if
2 the reading deficiency is not remediated by the end of the third
3 grade, unless the student is otherwise promoted as provided for in
4 subsection H of this section or is exempt for good cause as set
5 forth in subsection K of this section;

6 5. Strategies for parents to use in helping their child succeed
7 in reading proficiency;

8 6. That while the results of the statewide criterion-referenced
9 tests administered pursuant to Section 1210.508 of this title are
10 the initial determinant, it is not the sole determiner of promotion
11 and that portfolio reviews and assessments are available; and

12 7. The specific criteria and policies of the school district
13 for midyear promotion implemented as provided for in paragraph 4 of
14 subsection N of this section.

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

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

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

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

5 3. Students who demonstrate an acceptable level of performance
6 on an alternative standardized reading assessment approved by the
7 State Board of Education;

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

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

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

22 L. A student who is otherwise promoted as provided for in
23 subsection H of this section or is promoted for good cause as
24 provided for in subsection K of this section shall be provided

1 intensive reading instruction during an altered instructional day
2 that includes specialized diagnostic information and specific
3 reading strategies for each student. The school district shall
4 assist schools and teachers to implement reading strategies for the
5 promoted students that research has shown to be successful in
6 improving reading among low-performing readers.

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

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

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

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

3 N. Beginning with the 2011-2012 school year, each school
4 district shall:

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

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

- 23 a. small group instruction,
- 24 b. reduced teacher-student ratios,

- c. more frequent progress monitoring,
- 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 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

1 the unsatisfactory level on the statewide third-grade criterion-
2 referenced test and upon showing progress sufficient to master
3 appropriate fourth-grade-level skills, as determined by the school.
4 A midyear promotion shall be made only upon agreement of the parent
5 or guardian of the student and the school principal;

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

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

12 a. supplemental tutoring in scientific-research-based
13 reading services in addition to the regular reading
14 block, including tutoring before or after school,

15 b. a parent-guided "Read at Home" assistance plan, as
16 developed by the State Department of Education, the
17 purpose of which is to encourage regular parent-guided
18 home reading, or

19 c. a mentor or tutor with specialized reading training.

20 O. Beginning with the 2011-2012 school year, each school
21 district shall establish a Reading Enhancement and Acceleration
22 Development (READ) Initiative. The focus of the READ Initiative
23 shall be to prevent the retention of third-grade students by
24 offering intensive accelerated reading instruction to third-grade

1 students who failed to meet standards for promotion to fourth grade
2 and to kindergarten through third-grade students who are exhibiting
3 a reading deficiency. The READ Initiative shall:

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

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

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

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

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,

- (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,
 - (6) include weekly progress monitoring measures to ensure progress is being made, and
 - (7) provide reports to the State Department of Education, in the manner described by the Department, outlining the progress of students in the class at the end of the first semester,
- h. provide reports to the State Board of Education, upon request, on the specific intensive reading interventions and supports implemented by the school district. The State Superintendent of Public Instruction shall annually prescribe the required components of the reports, and
- i. provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, 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. In addition to the requirements set forth in this section,
7 each school district board of education shall annually report to the
8 parent or guardian of each student in the district the progress of
9 the student toward achieving state and district expectations for
10 proficiency in reading, writing, science, and mathematics. The
11 school district board of education shall report to the parent or
12 guardian of each student the results on statewide criterion-
13 referenced tests. The evaluation of the progress of each student
14 shall be based upon classroom work, observations, tests, district
15 and state assessments, and other relevant information. Progress
16 reporting shall be provided to the parent or guardian in writing.

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

21 a. the provisions of this section relating to public
22 school student progression and the policies and
23 procedures of the school district on student retention
24 and promotion,

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

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

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

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

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

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

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

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

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

8 The State Department of Education may contract with an
9 independent entity for the reporting and analysis requirements of
10 this subsection.

11 T. Copies of the results of the assessments administered shall
12 be made a part of the permanent record of each student.

13 SECTION 2. It being immediately necessary for the preservation
14 of the public peace, health and safety, an emergency is hereby
15 declared to exist, by reason whereof this act shall take effect and
16 be in full force from and after its passage and approval.

17
18 54-2-3625 EB 4/14/2014 1:48:02 PM
19
20
21
22
23
24