

COMMITTEE AMENDMENT
HOUSE OF REPRESENTATIVES
State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB1760 _____
Of the printed Bill
Page _____ Section _____ Lines _____
Of the Engrossed Bill

By striking the Title, the Enacting Clause, the entire bill, and by
inserting in lieu thereof the following language:

AMEND TITLE TO CONFORM TO AMENDMENTS

Amendment submitted by: Katie Henke

Adopted: _____

Reading Clerk

STATE OF OKLAHOMA

1st Session of the 56th Legislature (2017)

PROPOSED COMMITTEE
SUBSTITUTE
FOR
HOUSE BILL NO. 1760

By: Henke

PROPOSED COMMITTEE SUBSTITUTE

An Act relating to schools; amending 70 O.S. 2011, Section 1210.508C, as last amended by Section 7, Chapter 360, O.S.L. 2016 (70 O.S. Supp. 2016, Section 1210.508C), which relates to programs of reading instruction; removing sunset on probationary promotion; updating statutory citations; clarifying language; and providing an effective date.

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 7, Chapter 360, O.S.L. 2016 (70 O.S. Supp. 2016, 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, phonemic awareness, letter recognition, and oral language skills as identified in the subject matter standards adopted by the State Board of Education. A screening instrument approved by the State Board shall be utilized for the purposes of this section.

1 2. For those kindergarten children at risk for reading
2 difficulties, teachers shall emphasize reading skills as identified
3 in the subject matter standards adopted by the State Board of
4 Education, monitor progress throughout the year and measure year-end
5 reading progress.

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

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

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

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

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

11 1. Assess for phonemic awareness, phonics, reading fluency, and
12 comprehension;

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

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

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

17 5. Accompanied by a data management system that provides
18 profiles for students, class, grade level and school building. The
19 profiles shall identify each student's instructional point of need
20 and reading achievement level. The State Board shall also determine
21 other comparable reading assessments for diagnostic purposes and for
22 periodic and post assessments to be used for students at risk of
23 reading failure. The State Board shall ensure that any assessments
24

1 approved are in alignment with the subject matter standards adopted
2 by the State Board of Education.

3 D. 1. The program of reading instruction required in
4 subsection B of this section shall align with the subject matter
5 standards adopted by the State Board of Education and shall include
6 provisions of the READ Initiative adopted by the school district as
7 provided for in subsection O of this section. A program of reading
8 instruction may include, but is not limited to:

- 9 a. sufficient additional in-school instructional time for
10 the acquisition of phonemic awareness, phonics,
11 reading fluency, vocabulary, and comprehension,
- 12 b. if necessary, tutorial instruction after regular
13 school hours, on Saturdays and during summer; however,
14 such instruction may not be counted toward the one-
15 hundred-eighty-day or one-thousand-eighty-hour school
16 year required in Section 1-109 of this title, and
- 17 c. assessments identified for diagnostic purposes and
18 periodic monitoring to measure the acquisition of
19 reading skills including, but not limited to, phonemic
20 awareness, phonics, reading fluency, vocabulary, and
21 comprehension, as identified in the student's program
22 of reading instruction.

23 2. A student enrolled in first or second grades who has been
24 assessed as provided for in subsection B of this section and found

1 not to be reading at the corresponding grade level, shall be
2 entitled to individualized remediation in reading until the student
3 is determined by the results of a screening instrument to be reading
4 on grade level. The program of reading instruction for each student
5 shall be developed by a Student Reading Proficiency Team and shall
6 include individualized remediation. Each team shall be composed of:

- 7 a. the parent or guardian of the student,
- 8 b. the teacher assigned to the student who had
9 responsibility for reading instruction in that
10 academic year,
- 11 c. a teacher who is responsible for reading instruction
12 and is assigned to teach in the next grade level of
13 the student, and
- 14 d. a certified reading specialist, if one is available.

15 E. The program of reading instruction shall continue until the
16 student is determined by the results of approved reading assessments
17 to be reading on grade level.

18 F. 1. Every school district shall adopt, and implement a
19 district reading sufficiency plan which has had input from school
20 administrators, teachers, and parents and if possible a reading
21 specialist, and which shall be submitted electronically to and
22 approved by the State Board of Education. The plan shall be updated
23 annually. School districts shall not be required to electronically
24 submit the annual updates to the Board if the last plan submitted to

1 the Board was approved and expenditures for the program include only
2 expenses relating to individual and small group tutoring, purchase
3 of and training in the use of screening and assessment measures,
4 summer school programs and Saturday school programs. If any
5 expenditure for the program is deleted or changed or any other type
6 of expenditure for the program is implemented, the school district
7 shall be required to submit the latest annual update to the Board
8 for approval. The district reading sufficiency plan shall include a
9 plan for each site which includes an analysis of the data provided
10 by the Oklahoma School Testing Program and other reading assessments
11 utilized as required in this section, and which outlines how each
12 school site will comply with the provisions of the Reading
13 Sufficiency Act.

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

19 G. For any third-grade student found not to be reading at grade
20 level as determined by reading assessments administered pursuant to
21 this section, a new program of reading instruction, including
22 provisions of the READ Initiative adopted by the school district as
23 provided for in subsection O of this section, shall be developed by
24 a Student Reading Proficiency Team and implemented as specified in

1 subsection D of this section. ~~If possible, a fourth-grade teacher~~
2 ~~shall be involved in the development of the program of reading~~
3 ~~instruction.~~ In addition to other requirements of the Reading
4 Sufficiency Act, the plan may include specialized tutoring.

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

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

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

10 4. a. ~~For the 2015-2016 school year, a~~ A student not
11 eligible for automatic promotion as provided for under
12 paragraph 3 of this subsection and who scores ~~at the~~
13 ~~unsatisfactory~~ below proficiency level on the reading
14 portion of the ~~third-grade statewide criterion-~~
15 ~~referenced test~~ third-grade assessment administered
16 pursuant to Section 1210.508 of this title may be
17 evaluated for "probationary promotion" by the Student
18 Reading Proficiency Team. ~~For the 2016-2017 and 2017-~~
19 ~~2018 school years, a student not eligible for~~
20 ~~automatic promotion as provided for under paragraph 3~~
21 ~~of this subsection and who scores at the~~
22 ~~unsatisfactory or limited knowledge levels on the~~
23 ~~reading portion of the third-grade statewide~~
24 ~~criterion-referenced test may be evaluated for~~

~~"probationary promotion" by the Student Reading Proficiency Team. The Student Reading Proficiency Team shall be composed of:~~

- ~~(1) the parent(s) and/or guardian(s) of the student,~~
- ~~(2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,~~
- ~~(3) a teacher in reading who teaches in the subsequent grade level, and~~
- ~~(4) a certified reading specialist which was created for the student pursuant to subsection D of this section.~~

- b. The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school principal and the school district superintendent and the principal and superintendent approve the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion", the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets

1 the acquisition of reading skills criteria pursuant to
2 subsection B of this section, for the corresponding
3 grade level in which the student is enrolled or
4 transitions to the requirements set forth by the
5 Achieving Classroom Excellence Act.

6 5. Beginning with the 2016-2017 school year, students who score
7 below the proficient level on the reading portion of the statewide
8 third-grade assessment administered pursuant to Section 1210.508 of
9 this title, who are not subject to a good-cause exemption as
10 provided in subsection K of this section, and who do not qualify for
11 promotion or "probationary promotion" as provided in this
12 subsection, shall be retained in the third grade and provided
13 intensive instructional services and supports as provided for in
14 subsection N of this section.

15 6. Each school district shall annually report to the State
16 Department of Education the number of students promoted to the
17 fourth grade pursuant to this subsection. ~~Following the 2015-2016,~~
18 ~~2016-2017 and 2017-2018 school years, each school district shall~~
19 ~~report~~ and the number of students promoted to a subsequent grade
20 pursuant to the provisions in paragraph 4 of this subsection. The
21 State Department of Education shall publicly report the aggregate
22 and district specific number of students promoted on their website
23 and shall provide electronic copies of the report to the Governor,
24 Secretary of Education, President Pro Tempore of the Senate, Speaker

1 of the House of Representatives, and to the respective chairs of the
2 committees with responsibility for common education policy in each
3 legislative chamber.

4 7. Nothing shall prevent a school district from applying the
5 principles of paragraphs 3 and 4 of this subsection in grades
6 kindergarten through second grade.

7 8. To determine the promotion and retention of third-grade
8 students pursuant to the Reading Sufficiency Act, the State Board of
9 Education shall use only the reading comprehension and vocabulary
10 scores portion of the statewide third-grade assessment administered
11 pursuant to Section 1210.508 of this title and shall not use the
12 other language arts scores portions of the assessment.

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 pursuant to a conjoint measurement model such that a
22 reader and a text are placed on the same scale;

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

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

9 5. Strategies for parents to use in helping their child succeed
10 in reading proficiency;

11 6. The grade-level performance scores of the student;

12 7. That while the results of the statewide assessments
13 administered pursuant to Section 1210.508 of this title are the
14 initial determinant, they are not the sole determiner of promotion
15 and that portfolio reviews and assessments are available; and

16 8. The specific criteria and policies of the school district
17 for midyear promotion implemented as provided for in paragraph 4 of
18 subsection N of this section.

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

21 K. For those students who do not meet the academic requirements
22 for promotion and who are not otherwise promoted as provided for in
23 subsection H of this section, a school district may promote the
24

1 student for good cause only. Good-cause exemptions for promotion
2 shall be limited to the following:

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

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

9 3. Students who demonstrate an acceptable level of performance
10 on an alternative standardized reading assessment approved by the
11 State Board of Education;

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

15 5. Students with disabilities who participate in the statewide
16 assessments administered pursuant to Section 1210.508 of this title
17 and who have an individualized education program that reflects that
18 the student has received intensive remediation in reading for more
19 than two (2) years but still demonstrates a deficiency in reading
20 and was previously retained in prekindergarten for academic reasons,
21 kindergarten, first grade, second grade, or third grade;

22 6. Students who have received intensive remediation in reading
23 through a program of reading instruction for two (2) or more years
24 but still demonstrate a deficiency in reading and who were

1 previously retained in prekindergarten for academic reasons,
2 kindergarten, first grade, second grade, or third grade for a total
3 of two (2) years; and

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

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

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

18 1. Documentation submitted from the teacher of the student to
19 the school principal that indicates the student meets one of the
20 good-cause exemptions and promotion of the student is appropriate.
21 In order to minimize paperwork requirements, the documentation shall
22 consist only of the alternative assessment results or student
23 portfolio work and the individual education plan (IEP), as
24 applicable;

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

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

11 N. Each school district shall:

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

21 2. Provide to students who have been retained as set forth in
22 subsection H of this section with intensive interventions in
23 reading, intensive instructional services and supports to remediate
24 the identified areas of reading deficiency, including a minimum of

ninety (90) minutes of daily, uninterrupted, scientific-research-based reading instruction. Retained students shall be provided other strategies prescribed by the school district, which may include, but are not limited to:

- a. small group instruction,
- 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

1 to be promoted to the fourth grade. Tools that school districts may
2 use in reevaluating any retained student may include subsequent
3 assessments, alternative assessments, and portfolio reviews, in
4 accordance with rules of the State Board of Education. Retained
5 students may only be promoted midyear prior to November 1 and only
6 upon demonstrating a level of proficiency required to score at the
7 proficient level on the statewide third-grade assessment
8 administered pursuant to Section 1210.508 of this title, or upon
9 demonstrating proficiency in reading at the third-grade level
10 through a screening instrument administered pursuant to subsection B
11 of this section, and upon showing progress sufficient to master
12 appropriate fourth-grade-level skills, as determined by the school.
13 A midyear promotion shall be made only upon agreement of the parent
14 or guardian of the student and the school principal;

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

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

- 21 a. supplemental tutoring in scientific-research-based
22 reading services in addition to the regular reading
23 block, including tutoring before or after school,
24

- 1 b. a parent-guided "Read at Home" assistance plan, as
2 developed by the State Department of Education, the
3 purpose of which is to encourage regular parent-guided
4 home reading, or
5 c. a mentor or tutor with specialized reading training.

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

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

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

21 3. Provide a state-approved reading curriculum that, at a
22 minimum, meets the following specifications:
23
24

- a. assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
- b. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension,
- c. provides a scientific-research-based and reliable assessment,
- d. provides initial and ongoing analysis of the reading progress of each student,
- e. is implemented during regular school hours,
- f. provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects,
- g. establishes at each school, where applicable, an Intensive Acceleration Class for retained third-grade students who subsequently score below the proficient level on the reading portion of the statewide assessment administered pursuant to Section 1210.508 of this title. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one (1) school year. The Intensive Acceleration Class shall:

- (1) be provided to any student in the third grade who scores below the proficient level on the reading portion of the statewide assessments and who was retained in the third grade the prior year because of scoring below the proficient level on the reading portion of the statewide assessments,
- (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,
- (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

- 1 Department, outlining the progress of students in
2 the class at the end of the first semester,
- 3 h. provide reports to the State Board of Education, upon
4 request, on the specific intensive reading
5 interventions and supports implemented by the school
6 district. The State Superintendent of Public
7 Instruction shall annually prescribe the required
8 components of the reports, and
- 9 i. provide to a student who has been retained in the
10 third grade and has received intensive instructional
11 services but is still not ready for grade promotion,
12 as determined by the school district, the option of
13 being placed in a transitional instructional setting.
14 A transitional setting shall specifically be designed
15 to produce learning gains sufficient to meet fourth-
16 grade performance standards while continuing to
17 remediate the areas of reading deficiency.

18 P. In addition to the requirements set forth in this section,
19 each school district board of education shall annually report to the
20 parent or guardian of each student in the district the progress of
21 the student toward achieving state and district expectations for
22 proficiency in reading, writing, science, and mathematics. The
23 school district board of education shall report to the parent or
24 guardian of each student the results on statewide assessments

1 administered pursuant to Section 1210.508 of this title. The
2 evaluation of the progress of each student shall be based upon
3 classroom work, observations, tests, district and state assessments,
4 and other relevant information. Progress reporting shall be
5 provided to the parent or guardian in writing.

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

- 10 a. the provisions of this section relating to public
11 school student progression and the policies and
12 procedures of the school district on student retention
13 and promotion,
- 14 b. by grade, the number and percentage of all students in
15 grades three through ten performing below the
16 proficient level on the reading portion of the
17 statewide assessment administered pursuant to Section
18 1210.508 of this title,
- 19 c. by grade, the number and percentage of all students
20 retained in grades three through ten,
- 21 d. information on the total number and percentage of
22 students who were promoted for good cause, by each
23 category of good cause as specified above, and
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1 e. any revisions to the policies of the school district
2 on student retention and promotion from the prior
3 year.

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

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

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

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

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

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

12 4. The number and percentage of students scoring at each
13 performance level on the reading portion of the statewide third-
14 grade assessment administered pursuant to Section 1210.508 of this
15 title;

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

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

21 7. Any recommendations for improvements or amendments to the
22 Reading Sufficiency Act.
23
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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 2. This act shall become effective November 1, 2017.

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