

COMMITTEE AMENDMENT

HOUSE OF REPRESENTATIVES

State of Oklahoma

SPEAKER:

CHAIR:

I move to amend SB84 _____
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 ENGROSSED
SENATE BILL NO. 84

By: Bergstrom of the Senate

and

Henke of the House

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; modifying school years during which students who score at certain level on certain test may be evaluated for probationary promotion; providing for probationary promotion to continue after specified time if certain action is not taken; updating statutory citations; clarifying language; modifying date by which certain reading report card must be issued; adding recipients to reading report card; adding information to be included in reading report card; repealing Section 3, Chapter 344, O.S.L. 2014 (70 O.S. Supp. 2016, Section 1210.508G), which relates to a study of reading instruction and retention of students; and declaring an emergency.

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

SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,
as last amended by Section 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.

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

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

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

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

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

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

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

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

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

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

12 D. 1. The program of reading instruction required in
13 subsection B of this section shall align with the subject matter
14 standards adopted by the State Board of Education and shall include
15 provisions of the READ Initiative adopted by the school district as
16 provided for in subsection O of this section. A program of reading
17 instruction may include, but is not limited to:

- 18 a. sufficient additional in-school instructional time for
19 the acquisition of phonemic awareness, phonics,
20 reading fluency, vocabulary, and comprehension,
- 21 b. if necessary, tutorial instruction after regular
22 school hours, on Saturdays and during summer; however,
23 such instruction may not be counted toward the one-

1 hundred-eighty-day or one-thousand-eighty-hour school
2 year required in Section 1-109 of this title, and
3 c. assessments identified for diagnostic purposes and
4 periodic monitoring to measure the acquisition of
5 reading skills including, but not limited to, phonemic
6 awareness, phonics, reading fluency, vocabulary, and
7 comprehension, as identified in the student's program
8 of reading instruction.

9 2. A student enrolled in first or second grades who has been
10 assessed as provided for in subsection B of this section and found
11 not to be reading at the corresponding grade level, shall be
12 entitled to individualized remediation in reading until the student
13 is determined by the results of a screening instrument to be reading
14 on grade level. The program of reading instruction for each student
15 shall be developed by a Student Reading Proficiency Team and shall
16 include individualized remediation. Each team shall be composed of:

- 17 a. the parent or guardian of the student,
18 b. the teacher assigned to the student who had
19 responsibility for reading instruction in that
20 academic year,
21 c. a teacher who is responsible for reading instruction
22 and is assigned to teach in the next grade level of
23 the student, and
24 d. a certified reading specialist, if one is available.

1 E. The program of reading instruction shall continue until the
2 student is determined by the results of approved reading assessments
3 to be reading on grade level.

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

1 2. 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 by
11 a Student Reading Proficiency Team and implemented as specified in
12 subsection D of this section. ~~If possible, a fourth-grade teacher~~
13 ~~shall be involved in the development of the program of reading~~
14 ~~instruction.~~ In addition to other requirements of the Reading
15 Sufficiency Act, the plan may include specialized tutoring.

16 H. 1. Any first-grade, second-grade or third-grade student who
17 demonstrates proficiency in reading at the third-grade level through
18 a screening instrument which meets the acquisition of reading skills
19 criteria pursuant to subsection B of this section shall not be
20 subject to ~~the retention guidelines found in~~ pursuant to this
21 section. ~~Upon demonstrating the~~ After a student has demonstrated
22 proficiency through the a screening instrument, the district shall
23 provide notification to the ~~parent(s) and/or guardian(s)~~ parent or
24 guardian of the student that they have satisfied the requirements of

1 the Reading Sufficiency Act and will not be subject to retention
2 pursuant to this section.

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

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

20 4. a. For the ~~2015-2016~~ 2016-2017 and 2017-2018 school
21 years, a student not eligible for automatic promotion
22 as provided for in paragraph 3 of this subsection and
23 who scores at the unsatisfactory level on the reading
24 portion of the statewide third grade assessment

1 administered pursuant to Section 1210.508 of this
2 title may be evaluated for probationary promotion by
3 the Student Reading Proficiency Team. Beginning with
4 the 2018-2019 school year, a student not eligible for
5 automatic promotion as provided for under paragraph 3
6 of this subsection and who scores ~~at the~~
7 ~~unsatisfactory~~ below the proficiency level on the
8 reading portion of the ~~third-grade statewide~~
9 ~~criterion-referenced test~~ third-grade assessment
10 administered pursuant to Section 1210.508 of this
11 title may be evaluated for "probationary promotion" by
12 the Student Reading Proficiency Team. ~~For the 2016-~~
13 ~~2017 and 2017-2018 school years, a student not~~
14 ~~eligible for automatic promotion as provided for under~~
15 ~~paragraph 3 of this subsection and who scores at the~~
16 ~~unsatisfactory or limited knowledge levels on the~~
17 ~~reading portion of the third-grade statewide~~
18 ~~criterion-referenced test may be evaluated for~~
19 ~~"probationary promotion" by the Student Reading~~
20 ~~Proficiency Team. The Student Reading Proficiency~~
21 ~~Team shall be composed of:~~
22 ~~(1) the parent(s) and/or guardian(s) of the student,~~
23
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~~(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. Probationary promotion by a Student Reading
Proficiency Team shall be allowed for the 2018-2019
school year and school years thereafter if the
Legislature takes no action during the 1st Session of
the 57th Legislature to terminate such promotion.

c. 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

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

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

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

1 Secretary of Education, President Pro Tempore of the Senate, Speaker
2 of the House of Representatives, and to the respective chairs of the
3 committees with responsibility for common education policy in each
4 legislative chamber.

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

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

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

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

21 2. A description of the current services that are provided to
22 the student pursuant to a conjoint measurement model such that a
23 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
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- 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 ~~4~~ 31 of each year, the State
17 Department of Education shall issue to the Governor, the President
18 Pro Tempore of the Senate, the Speaker of the House of
19 Representatives and members of the Senate and House of
20 Representatives Education Committees a Reading Report Card for the
21 state and each school district and elementary site which shall
22 include, but is not limited to, trend data detailing three (3) years
23 of data, disaggregated by student subgroups to include economically
24 disadvantaged, major racial or ethnic groups, students with

1 disabilities, and English language learners, as appropriate for the
2 following:

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

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

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

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

18 5. The number of students tested, the number of students
19 promoted through meeting proficiency on a screening instrument as
20 provided for in subsection H of this section, the number of students
21 promoted through each of the good-cause exemptions as provided for
22 in subsection K of this section and the number of students retained
23 and the number of students promoted through probationary promotion
24

1 as provided for in subsection H of this section for each elementary
2 site;

3 6. Data tracking the progression of students promoted through
4 each of the good-cause exemptions as provided for in subsection K of
5 this section and students promoted through probationary promotion as
6 provided for in subsection H of this section through the twelfth
7 grade. The data shall include but not be limited to information
8 regarding whether students graduate on time;

9 7. The amount of funds for reading remediation received by each
10 district;

11 ~~6.~~ 8. An evaluation and narrative interpretation of the report
12 data analyzing the impact of the Reading Sufficiency Act on
13 students' ability to read at grade level; and

14 9. The type of reading instruction practices and methods
15 currently being used by school districts in the state;

16 10. Socioeconomic information, access to reading resources
17 outside of school and screening for and identification of learning
18 disabilities for students not reading at the appropriate grade level
19 by third grade;

20 11. The types of intensive remediation efforts being conducted
21 by school districts to identify best practices for students that are
22 not reading at the appropriate grade level and are not retained
23 under the provisions of this section; and
24

1 ~~7.~~ 12. Any recommendations for improvements or amendments to
2 the Reading Sufficiency Act.

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

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

8 SECTION 2. REPEALER Section 3, Chapter 344, O.S.L. 2014
9 (70 O.S. Supp. 2016, Section 1210.508G), is hereby repealed.

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

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