

SENATE CHAMBER
STATE OF OKLAHOMA

DISPOSITION

☐ FLOOR AMENDMENT

No. _____

☐ COMMITTEE AMENDMENT

(Date)

Mr./Madame President:

I move to amend House Bill No. 1760, by substituting the attached floor substitute for the title, enacting clause and entire body of the measure.

Submitted by:

Senator Smalley

Smalley-LG-FS-Req#1770
4/20/2017 4:00 PM

(Floor Amendments Only) Date and Time Filed: _____

☐ Untimely

☐ Amendment Cycle Extended

☐ Secondary Amendment

STATE OF OKLAHOMA

1st Session of the 56th Legislature (2017)

FLOOR SUBSTITUTE
FOR ENGROSSED

HOUSE BILL NO. 1760

By: Henke, Nollan and West
(Tammy) of the House

and

Smalley and Stanislawski of
the Senate

FLOOR SUBSTITUTE

[schools - programs of reading instruction - third-
grade assessment - probationary promotion - Reading
Report Card - repealer -

~~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

1 screening instrument approved by the State Board shall be utilized
2 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 subject matter standards adopted by the State Board of
6 Education, monitor progress throughout the year and measure year-end
7 reading progress.

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

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

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

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 and end 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 phonemic 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; and

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

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

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

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

9 a. the parent or guardian of the student,

10 b. the teacher assigned to the student who had
11 responsibility for reading instruction in that
12 academic year,

13 c. a teacher who is responsible for reading instruction
14 and is assigned to teach in the next grade level of
15 the student, and

16 d. a certified reading specialist, if one is available.

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

20 F. 1. Every school district shall adopt, and implement a
21 district reading sufficiency plan which has had input from school
22 administrators, teachers, and parents and if possible a reading
23 specialist, and which shall be submitted electronically to and
24 approved by the State Board of Education. The plan shall be updated

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

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

21 G. For any third-grade student found not to be reading at grade
22 level as determined by reading assessments administered pursuant to
23 this section, a new program of reading instruction, including
24 provisions of the READ Initiative adopted by the school district as

1 provided for in subsection O of this section, shall be developed by
2 a Student Reading Proficiency Team and implemented as specified in
3 subsection D of this section. ~~If possible, a fourth-grade teacher~~
4 ~~shall be involved in the development of the program of reading~~
5 ~~instruction.~~ In addition to other requirements of the Reading
6 Sufficiency Act, the plan may include specialized tutoring.

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

18 2. If a third-grade student is identified at any point of the
19 academic year as having a significant reading deficiency, which
20 shall be defined as scoring below proficient on a screening
21 instrument which meets the acquisition of reading skills criteria
22 pursuant to subsection B of this section, the district shall
23 immediately begin a student reading portfolio as provided by
24

1 subsection K of this section and shall provide notice to the parent
2 of the deficiency pursuant to subsection I of this section.

3 3. 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 as provided for in subsection B of this
7 section, has not accumulated evidence of third-grade proficiency
8 through a student portfolio as provided in subsection K of this
9 section, or is not subject to a ~~good-cause~~ good-cause exemption as
10 provided in subsection K of this section, then the student shall not
11 be eligible for automatic promotion to fourth grade.

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

1 assessment administered pursuant to Section 1210.508
2 of this title may be evaluated for "probationary
3 promotion" by the Student Reading Proficiency Team.
4 ~~For the 2016-2017 and 2017-2018 school years, a~~
5 ~~student not eligible for automatic promotion as~~
6 ~~provided for under paragraph 3 of this subsection and~~
7 ~~who scores at the unsatisfactory or limited knowledge~~
8 ~~levels on the reading portion of the third-grade~~
9 ~~statewide criterion-referenced test may be evaluated~~
10 ~~for "probationary promotion" by the Student Reading~~
11 ~~Proficiency Team. The Student Reading Proficiency~~
12 ~~Team shall be composed of:~~
13 ~~(1) the parent(s) and/or guardian(s) of the student,~~
14 ~~(2) the teacher assigned to the student who had~~
15 ~~responsibility for reading instruction in that~~
16 ~~academic year,~~
17 ~~(3) a teacher in reading who teaches in the~~
18 ~~subsequent grade level, and~~
19 ~~(4) a certified reading specialist which was created~~
20 ~~for the student pursuant to subsection D of this~~
21 ~~section.~~

- 22 b. The student shall be promoted to the fourth grade if
23 the team members unanimously recommend "probationary
24 promotion" to the school principal and the school

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

15 5. Beginning with the ~~2016-2017~~ 2017-2018 school year, students
16 who score below the proficient level on the reading portion of the
17 statewide third-grade assessment administered pursuant to Section
18 1210.508 of this title, who are not subject to a good cause
19 exemption as provided in subsection K of this section, and who do
20 not qualify for promotion or "probationary promotion" as provided in
21 this subsection, shall be retained in the third grade and provided
22 intensive instructional services and supports as provided for in
23 subsection N of this section.

1 6. Each school district shall annually report to the State
2 Department of Education the number of students promoted to the
3 fourth grade pursuant to this subsection. ~~Following the 2015-2016,~~
4 ~~2016-2017 and 2017-2018 school years, each school district shall~~
5 ~~report~~ and the number of students promoted to a subsequent grade
6 pursuant to the provisions in paragraph 4 of this subsection. The
7 State Department of Education shall publicly report the aggregate
8 and ~~district-specific~~ district-specific number of students promoted
9 on their website and shall provide electronic copies of the report
10 to the Governor, Secretary of Education, President Pro Tempore of
11 the Senate, Speaker of the House of Representatives, and to the
12 respective chairs of the committees with responsibility for common
13 education policy in each legislative chamber.

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

17 8. To determine the promotion and retention of third-grade
18 students pursuant to the Reading Sufficiency Act, the State Board of
19 Education shall use only the reading comprehension and vocabulary
20 scores portion of the statewide third-grade assessment administered
21 pursuant to Section 1210.508 of this title and shall not use the
22 other language arts scores portions of the assessment.

23 I. The parent of any student who is found to have a reading
24 deficiency and is not reading at the appropriate grade level and has

1 been provided a program of reading instruction as provided for in
2 subsection B of this section shall be notified in writing of the
3 following:

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

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

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

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

17 5. Strategies for parents to use in helping their child succeed
18 in reading proficiency;

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

20 7. That while the results of the statewide assessments
21 administered pursuant to Section 1210.508 of this title are the
22 initial determinant, they are not the sole determiner of promotion
23 and that portfolio reviews and assessments are available; and
24

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

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

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

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

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

17 3. Students who demonstrate an acceptable level of performance
18 on an alternative standardized reading assessment approved by the
19 State Board of Education;

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

23 5. Students with disabilities who participate in the statewide
24 assessments administered pursuant to Section 1210.508 of this title

1 and who have an individualized education program that reflects that
2 the student has received intensive remediation in reading for more
3 than two (2) years but still demonstrates a deficiency in reading
4 and was previously retained in prekindergarten for academic reasons,
5 kindergarten, first grade, second grade, or third grade;

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

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

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

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

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

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

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

21 N. Each school district shall:

22 1. Conduct a review of the program of reading instruction for
23 all students who score below the proficient level on the reading
24 portion of the statewide assessment administered pursuant to Section

1 1210.508 of this title and did not meet the criteria for one of the
2 good-cause exemptions as set forth in subsection K of this section.
3 The review shall address additional supports and services, as
4 described in this subsection, needed to remediate the identified
5 areas of reading deficiency. The school district shall require a
6 student portfolio to be completed for each retained student;

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

- 15 a. small group instruction,
- 16 b. reduced teacher-student ratios,
- 17 c. more frequent progress monitoring,
- 18 d. tutoring or mentoring,
- 19 e. transition classes containing third- and fourth-grade
20 students,
- 21 f. extended school day, week, or year, and
- 22 g. summer reading academies as provided for in Section
23 1210.508E of this title, if available;
- 24

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

9 4. Implement a policy for the midyear promotion of a retained
10 student who can demonstrate that the student is a successful and
11 independent reader, is reading at or above grade level, and is ready
12 to be promoted to the fourth grade. Tools that school districts may
13 use in reevaluating any retained student may include subsequent
14 assessments, alternative assessments, and portfolio reviews, in
15 accordance with rules of the State Board of Education. Retained
16 students may only be promoted midyear prior to November 1 and only
17 upon demonstrating a level of proficiency required to score at the
18 proficient level on the statewide third-grade assessment
19 administered pursuant to Section 1210.508 of this title, or upon
20 demonstrating proficiency in reading at the third-grade level
21 through a screening instrument administered pursuant to subsection B
22 of this section, and upon showing progress sufficient to master
23 appropriate fourth-grade-level skills, as determined by the school.

1 A midyear promotion shall be made only upon agreement of the parent
2 or guardian of the student and the school principal;

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

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

9 a. supplemental tutoring in scientific-research-based
10 reading services in addition to the regular reading
11 block, including tutoring before or after school,

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

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

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

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

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

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

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

1 accelerating student reading achievement within
2 the same school year,

3 (5) provide intensive language and vocabulary
4 instruction using a scientific-research-based
5 program, including use of a speech-language
6 therapist,

7 (6) include weekly progress monitoring measures to
8 ensure progress is being made, and

9 (7) provide reports to the State Department of
10 Education, in the manner described by the
11 Department, outlining the progress of students in
12 the class at the end of the first semester,

13 h. provide reports to the State Board of Education, upon
14 request, on the specific intensive reading
15 interventions and supports implemented by the school
16 district. The State Superintendent of Public
17 Instruction shall annually prescribe the required
18 components of the reports, and

19 i. provide to a student who has been retained in the
20 third grade and has received intensive instructional
21 services but is still not ready for grade promotion,
22 as determined by the school district, the option of
23 being placed in a transitional instructional setting.
24 A transitional setting shall specifically be designed

1 to produce learning gains sufficient to meet fourth-
2 grade performance standards while continuing to
3 remediate the areas of reading deficiency.

4 P. In addition to the requirements set forth in this section,
5 each school district board of education shall annually report to the
6 parent or guardian of each student in the district the progress of
7 the student toward achieving state and district expectations for
8 proficiency in reading, writing, science, and mathematics. The
9 school district board of education shall report to the parent or
10 guardian of each student the results on statewide assessments
11 administered pursuant to Section 1210.508 of this title. The
12 evaluation of the progress of each student shall be based upon
13 classroom work, observations, tests, district and state assessments,
14 and other relevant information. Progress reporting shall be
15 provided to the parent or guardian in writing.

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

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

- b. by grade, the number and percentage of all students in grades three through ten performing below the proficient level on the reading portion of the statewide assessment administered pursuant to Section 1210.508 of this title,
- 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.

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

4 S. On or before December ~~4~~ 31 of each year, the State
5 Department of Education shall issue to the Governor, the President
6 Pro Tempore of the Senate, the Speaker of the House of
7 Representatives and members of the Senate and House of
8 Representatives Education Committees a Reading Report Card for the
9 state and each school district and elementary site which shall
10 include, but is not limited to, trend data detailing three (3) years
11 of data, disaggregated by student subgroups to include economically
12 disadvantaged, major racial or ethnic groups, students with
13 disabilities, and English language learners, as appropriate for the
14 following:

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

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

22 3. The number and percentage of students in kindergarten
23 through third grade who have successfully completed their program of
24

1 reading instruction and are reading on grade level as determined by
2 the results of approved reading assessments;

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

7 5. The number of students tested, the number of students
8 promoted through meeting proficiency on a screening instrument as
9 provided for in subsection H of this section, the number of students
10 promoted through each of the good-cause exemptions as provided for
11 in subsection K of this section and the number of students retained
12 and the number of students promoted through probationary promotion
13 as provided for in subsection H of this section for each elementary
14 site;

15 6. Data tracking the progression of students promoted through
16 each of the good-cause exemptions as provided for in subsection K of
17 this section and students promoted through probationary promotion or
18 students who are retained in third grade as provided for in
19 subsection H of this section through the eighth grade. The data
20 shall include but not be limited to information regarding whether
21 students graduate on time;

22 7. The amount of funds for reading remediation received by each
23 district;

1 ~~6.~~ 8. An evaluation and narrative interpretation of the report
2 data analyzing the impact of the Reading Sufficiency Act on
3 students' ability to read at grade level; ~~and~~

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

6 10. Socioeconomic information, access to reading resources
7 outside of school and screening for and identification of learning
8 disabilities for students not reading at the appropriate grade level
9 by third grade;

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

14 ~~7.~~ 12. Any recommendations for improvements or amendments to
15 the Reading Sufficiency Act.

16 The State Department of Education may contract with an
17 independent entity for the reporting and analysis requirements of
18 this subsection.

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

21 SECTION 2. REPEALER Section 3, Chapter 344, O.S.L. 2014
22 (70 O.S. Supp. 2016, Section 1210.508G), is hereby repealed.

23 ~~SECTION 3. It being immediately necessary for the preservation~~
24 ~~of the public peace, health or safety, an emergency is hereby~~

1 ~~declared to exist, by reason whereof this act shall take effect and~~
2 ~~be in full force from and after its passage and approval.~~

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4 56-1-1770 LG 4/20/2017 4:00:04 PM

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