

**SENATE CHAMBER**  
**STATE OF OKLAHOMA**

DISPOSITION

☐ FLOOR AMENDMENT

No. \_\_\_\_\_

\_\_\_\_\_

☐ COMMITTEE AMENDMENT

\_\_\_\_\_

(Date)

Mr./Madame President:

I move to amend Senate Bill No. 84, by substituting the attached floor substitute for the title, enacting clause and entire body of the measure.

Submitted by:

\_\_\_\_\_  
Senator Bergstrom

Bergstrom-EB-FS-Req#1625  
3/21/2017 3:37 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

SENATE BILL NO. 84

By: Bergstrom of the Senate

and

Henke of the House

FLOOR SUBSTITUTE

An Act relating to the Reading Sufficiency Act; 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; modifying school years during which students who score at certain levels on certain test may be evaluated for probationary promotion; requiring school districts to report certain information for an additional number of school years; 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; 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:

1       Section 1210.508C. A. 1. Each student enrolled in  
2 kindergarten in a public school in this state shall be screened for  
3 reading skills including, but not limited to, phonemic awareness,  
4 letter recognition, and oral language skills as identified in the  
5 subject matter standards adopted by the State Board of Education. A  
6 screening instrument approved by the State Board shall be utilized  
7 for the purposes of this section.

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

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

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

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

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

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

19        1. Assess for phonemic awareness, phonics, reading fluency, and  
20 comprehension;

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

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

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

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

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

- 16           a.    sufficient additional in-school instructional time for  
17                the acquisition of phonemic awareness, phonics,  
18                reading fluency, vocabulary, and comprehension,
- 19           b.    if necessary, tutorial instruction after regular  
20                school hours, on Saturdays and during summer; however,  
21                such instruction may not be counted toward the one-  
22                hundred-eighty-day or one-thousand-eighty-hour school  
23                year required in Section 1-109 of this title, and  
24

1           c.    assessments identified for diagnostic purposes and  
2               periodic monitoring to measure the acquisition of  
3               reading skills including, but not limited to, phonemic  
4               awareness, phonics, reading fluency, vocabulary, and  
5               comprehension, as identified in the student's program  
6               of reading instruction.

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

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

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

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



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

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

18        4.    a. For the ~~2015-2016~~ 2016-2017 school year, a student not  
19 eligible for automatic promotion as provided for under  
20 paragraph 3 of this subsection and who scores at the  
21 unsatisfactory level on the reading portion of the  
22 third-grade statewide criterion-referenced test may be  
23 evaluated for "probationary promotion" by the Student  
24 Reading Proficiency Team. For the ~~2016-2017~~ and 2017-

1           2018 through 2022-2023 school years, a student not  
2           eligible for automatic promotion as provided for under  
3           paragraph 3 of this subsection and who scores at the  
4           unsatisfactory or limited knowledge levels on the  
5           reading portion of the third-grade statewide  
6           criterion-referenced test may be evaluated for  
7           “probationary promotion” by the Student Reading  
8           Proficiency Team. The Student Reading Proficiency  
9           Team shall be composed of:

- 10           (1) the parent(s) and/or guardian(s) of the student,  
11           (2) the teacher assigned to the student who had  
12                 responsibility for reading instruction in that  
13                 academic year,  
14           (3) a teacher in reading who teaches in the  
15                 subsequent grade level, and  
16           (4) a certified reading specialist.

- 17           b. The student shall be promoted to the fourth grade if  
18                 the team members unanimously recommend “probationary  
19                 promotion” to the school principal and the school  
20                 district superintendent and the principal and  
21                 superintendent approve the recommendation that  
22                 promotion is the best option for the student. If a  
23                 student is allowed a “probationary promotion”, the  
24                 team shall continue to review the reading performance

1 of the student and repeat the requirements of this  
2 paragraph each academic year until the student  
3 demonstrates grade-level reading proficiency, as  
4 identified through a screening instrument which meets  
5 the acquisition of reading skills criteria pursuant to  
6 subsection B of this section, for the corresponding  
7 grade level in which the student is enrolled or  
8 transitions to the requirements set forth by the  
9 Achieving Classroom Excellence Act.

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

19 6. Each school district shall annually report to the State  
20 Department of Education the number of students promoted to the  
21 fourth grade pursuant to this subsection. Following the 2015-2016,  
22 2016-2017 and, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022  
23 and 2022-2023 school years, each school district shall report the  
24 number of students promoted to a subsequent grade pursuant to the

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

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

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

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

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

- 1        2. A description of the current services that are provided to  
2 the student pursuant to a conjoint measurement model such that a  
3 reader and a text are placed on the same scale;
- 4        3. A description of the proposed supplemental instructional  
5 services and supports that will be provided to the student that are  
6 designed to remediate the identified area of reading deficiency;
- 7        4. That the student will not be promoted to the fourth grade if  
8 the reading deficiency is not remediated by the end of the third  
9 grade, unless the student is otherwise promoted as provided for in  
10 subsection H of this section or is exempt for good cause as set  
11 forth in subsection K of this section;
- 12        5. Strategies for parents to use in helping their child succeed  
13 in reading proficiency;
- 14        6. The grade-level performance scores of the student;
- 15        7. That while the results of the statewide assessments  
16 administered pursuant to Section 1210.508 of this title are the  
17 initial determinant, they are not the sole determiner of promotion  
18 and that portfolio reviews and assessments are available; and
- 19        8. The specific criteria and policies of the school district  
20 for midyear promotion implemented as provided for in paragraph 4 of  
21 subsection N of this section.
- 22        J. No student may be assigned to a grade level based solely on  
23 age or other factors that constitute social promotion.
- 24

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13 N. Each school district shall:

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

23 2. Provide to students who have been retained as set forth in  
24 subsection H of this section with intensive interventions in



1 reading, intensive instructional services and supports to remediate  
2 the identified areas of reading deficiency, including a minimum of  
3 ninety (90) minutes of daily, uninterrupted, scientific-research-  
4 based reading instruction. Retained students shall be provided  
5 other strategies prescribed by the school district, which may  
6 include, but are not limited to:

- 7 a. small group instruction,
- 8 b. reduced teacher-student ratios,
- 9 c. more frequent progress monitoring,
- 10 d. tutoring or mentoring,
- 11 e. transition classes containing third- and fourth-grade  
12 students,
- 13 f. extended school day, week, or year, and
- 14 g. summer reading academies as provided for in Section  
15 1210.508E of this title, if available;

16 3. Provide written notification to the parent or guardian of  
17 any student who is to be retained as set forth in subsection H of  
18 this section that the student has not met the proficiency level  
19 required for promotion and was not otherwise promoted and the  
20 reasons the student is not eligible for a good-cause exemption. The  
21 notification shall include a description of proposed interventions  
22 and intensive instructional supports that will be provided to the  
23 student to remediate the identified areas of reading deficiency;  
24

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

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

21        6. In addition to required reading enhancement and acceleration  
22 strategies, provide students who are retained with at least one of  
23 the following instructional options:  
24

- a. supplemental tutoring in scientific-research-based reading services in addition to the regular reading block, including tutoring before or after school,
- b. a parent-guided "Read at Home" assistance plan, as developed by the State Department of Education, the purpose of which is to encourage regular parent-guided home reading, or
- c. a mentor or tutor with specialized reading training.

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

1. Be provided to all kindergarten through third-grade students at risk of retention as identified by the assessments administered pursuant to the Reading Sufficiency Act. The assessment used shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
2. Be provided during regular school hours in addition to the regular reading instruction; and

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

- 3            a. assists students assessed as exhibiting a reading  
4            deficiency in developing the ability to read at grade  
5            level,
- 6            b. provides skill development in phonemic awareness,  
7            phonics, fluency, vocabulary, and comprehension,
- 8            c. provides a scientific-research-based and reliable  
9            assessment,
- 10           d. provides initial and ongoing analysis of the reading  
11           progress of each student,
- 12           e. is implemented during regular school hours,
- 13           f. provides a curriculum in core academic subjects to  
14           assist the student in maintaining or meeting  
15           proficiency levels for the appropriate grade in all  
16           academic subjects,
- 17           g. establishes at each school, where applicable, an  
18           Intensive Acceleration Class for retained third-grade  
19           students who subsequently score below the proficient  
20           level on the reading portion of the statewide  
21           assessment administered pursuant to Section 1210.508  
22           of this title. The focus of the Intensive  
23           Acceleration Class shall be to increase the reading  
24

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

1 (7) provide reports to the State Department of  
2 Education, in the manner described by the  
3 Department, outlining the progress of students in  
4 the class at the end of the first semester,

5 h. provide reports to the State Board of Education, upon  
6 request, on the specific intensive reading  
7 interventions and supports implemented by the school  
8 district. The State Superintendent of Public  
9 Instruction shall annually prescribe the required  
10 components of the reports, and

11 i. provide to a student who has been retained in the  
12 third grade and has received intensive instructional  
13 services but is still not ready for grade promotion,  
14 as determined by the school district, the option of  
15 being placed in a transitional instructional setting.  
16 A transitional setting shall specifically be designed  
17 to produce learning gains sufficient to meet fourth-  
18 grade performance standards while continuing to  
19 remediate the areas of reading deficiency.

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

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

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

- 12 a. the provisions of this section relating to public  
13 school student progression and the policies and  
14 procedures of the school district on student retention  
15 and promotion,
  - 16 b. by grade, the number and percentage of all students in  
17 grades three through ten performing below the  
18 proficient level on the reading portion of the  
19 statewide assessment administered pursuant to Section  
20 1210.508 of this title,
  - 21 c. by grade, the number and percentage of all students  
22 retained in grades three through ten,
- 23  
24

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

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

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

S. On or before December 31 of each year, the State Department of Education shall issue to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives and members of the Senate and House of Representatives Education Committees a Reading Report Card for the state and each school district and elementary site which shall



1 include, but is not limited to, trend data detailing three (3) years  
2 of data, disaggregated by student subgroups to include economically  
3 disadvantaged, major racial or ethnic groups, students with  
4 disabilities, and English language learners, as appropriate for the  
5 following:

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

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

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

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

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

1 in subsection K of this section and the number of students retained  
2 and the number of students promoted through probationary promotion  
3 as provided for in subsection H of this section;

4 6. The amount of funds for reading remediation received by each  
5 district;

6 ~~6.~~ 7. An evaluation and narrative interpretation of the report  
7 data analyzing the impact of the Reading Sufficiency Act on  
8 students' ability to read at grade level; ~~and~~

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

11 9. Socioeconomic information, access to reading resources  
12 outside of school and screening for and identification of learning  
13 disabilities for students not reading at the appropriate grade level  
14 by third grade;

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

19 ~~7.~~ 11. Any recommendations for improvements or amendments to  
20 the Reading Sufficiency Act.

21 The State Department of Education may contract with an  
22 independent entity for the reporting and analysis requirements of  
23 this subsection.  
24

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

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

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