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February 20, 2017

SENATE BILL NO. 84

By: Bergstrom of the Senate

and

Henke of the House

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; extending the school years during which probationary promotion is allowed for certain students; requiring school districts to report certain information for an additional number of school years; and providing an effective date.

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

SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,
as last amended by Section 7, Chapter 360, O.S.L. 2016 (70 O.S.
Supp. 2016, Section 1210.508C), is amended to read as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 grade teacher shall be involved in the development of the program of
2 reading instruction. In addition to other requirements of the
3 Reading Sufficiency Act, the plan may include specialized tutoring.

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

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

22 3. If a student has not yet satisfied the proficiency
23 requirements of this section prior to the completion of third grade
24 and still has a significant reading deficiency, as identified based

1 on assessments administered as provided for in subsection B of this
2 section, has not accumulated evidence of third-grade proficiency
3 through a student portfolio as provided in subsection K, or is not
4 subject to a good cause exemption as provided in subsection K, then
5 the student shall not be eligible for automatic promotion to fourth
6 grade.

- 7 4. a. For the 2015-2016 school year, a student not eligible
8 for automatic promotion as provided for under
9 paragraph 3 of this subsection and who scores at the
10 unsatisfactory level on the reading portion of the
11 third-grade statewide criterion-referenced test may be
12 evaluated for "probationary promotion" by the Student
13 Reading Proficiency Team. For the 2016-2017 ~~and 2017-~~
14 ~~2018~~ through 2022-2023 school years, a student not
15 eligible for automatic promotion as provided for under
16 paragraph 3 of this subsection and who scores at the
17 unsatisfactory or limited knowledge levels on the
18 reading portion of the third-grade statewide
19 criterion-referenced test may be evaluated for
20 "probationary promotion" by the Student Reading
21 Proficiency Team. The Student Reading Proficiency
22 Team shall be composed of:
23 (1) the parent(s) and/or guardian(s) of the student,

1 (2) the teacher assigned to the student who had
2 responsibility for reading instruction in that
3 academic year,

4 (3) a teacher in reading who teaches in the
5 subsequent grade level, and

6 (4) a certified reading specialist.

7 b. The student shall be promoted to the fourth grade if
8 the team members unanimously recommend "probationary
9 promotion" to the school principal and the school
10 district superintendent and the principal and
11 superintendent approve the recommendation that
12 promotion is the best option for the student. If a
13 student is allowed a "probationary promotion", the
14 team shall continue to review the reading performance
15 of the student and repeat the requirements of this
16 paragraph each academic year until the student
17 demonstrates grade-level reading proficiency, as
18 identified through a screening instrument which meets
19 the acquisition of reading skills criteria pursuant to
20 subsection B of this section, for the corresponding
21 grade level in which the student is enrolled or
22 transitions to the requirements set forth by the
23 Achieving Classroom Excellence Act.
24

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

10 6. Each school district shall annually report to the State
11 Department of Education the number of students promoted to the
12 fourth grade pursuant to this subsection. Following the 2015-2016,
13 2016-2017 ~~and~~, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022
14 and 2022-2023 school years, each school district shall report the
15 number of students promoted to a subsequent grade pursuant to the
16 provisions in paragraph 4 of this subsection. The State Department
17 of Education shall publicly report the aggregate and district
18 specific number of students promoted on their website and shall
19 provide electronic copies of the report to the Governor, Secretary
20 of Education, President Pro Tempore of the Senate, Speaker of the
21 House of Representatives, and to the respective chairs of the
22 committees with responsibility for common education policy in each
23 legislative chamber.

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

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

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

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

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

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

23 4. That the student will not be promoted to the fourth grade if
24 the reading deficiency is not remediated by the end of the third

1 grade, unless the student is otherwise promoted as provided for in
2 subsection H of this section or is exempt for good cause as set
3 forth in subsection K of this section;

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

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

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

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

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

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

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

23 2. Students with disabilities whose individualized education
24 program (IEP), consistent with state law, indicates that the student

1 is to be assessed with alternate achievement standards through the
2 Oklahoma Alternate Assessment Program (OAAP);

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

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

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

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

22 7. Students who have been granted an exemption for medical
23 emergencies by the State Department of Education.
24

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

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

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

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

1 provided, the principal shall make a recommendation in writing to
2 the school district superintendent; and

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

5 N. Each school district shall:

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

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

23 a. small group instruction,

24 b. reduced teacher-student ratios,

- c. more frequent progress monitoring,
- d. tutoring or mentoring,
- e. transition classes containing third- and fourth-grade students,
- f. extended school day, week, or year, and
- g. summer reading academies as provided for in Section 1210.508E of this title, if available;

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

4. Implement a policy for the midyear promotion of a retained student who can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that school districts may use in reevaluating any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score at the

1 proficient level on the statewide third-grade assessment
2 administered pursuant to Section 1210.508 of this title, or upon
3 demonstrating proficiency in reading at the third-grade level
4 through a screening instrument administered pursuant to subsection B
5 of this section, and upon showing progress sufficient to master
6 appropriate fourth-grade-level skills, as determined by the school.
7 A midyear promotion shall be made only upon agreement of the parent
8 or guardian of the student and the school principal;

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

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

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

23 O. Beginning with the 2011-2012 school year, each school
24 district shall establish a Reading Enhancement and Acceleration

1 Development (READ) Initiative. The focus of the READ Initiative
2 shall be to prevent the retention of third-grade students by
3 offering intensive accelerated reading instruction to third-grade
4 students who failed to meet standards for promotion to fourth grade
5 and to kindergarten through third-grade students who are exhibiting
6 a reading deficiency. The READ Initiative shall:

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

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

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

- 16 a. assists students assessed as exhibiting a reading
17 deficiency in developing the ability to read at grade
18 level,
- 19 b. provides skill development in phonemic awareness,
20 phonics, fluency, vocabulary, and comprehension,
- 21 c. provides a scientific-research-based and reliable
22 assessment,
- 23 d. provides initial and ongoing analysis of the reading
24 progress of each student,

- 1 e. is implemented during regular school hours,
- 2 f. provides a curriculum in core academic subjects to
- 3 assist the student in maintaining or meeting
- 4 proficiency levels for the appropriate grade in all
- 5 academic subjects,
- 6 g. establishes at each school, where applicable, an
- 7 Intensive Acceleration Class for retained third-grade
- 8 students who subsequently score below the proficient
- 9 level on the reading portion of the statewide
- 10 assessment administered pursuant to Section 1210.508
- 11 of this title. The focus of the Intensive
- 12 Acceleration Class shall be to increase the reading
- 13 level of a child at least two grade levels in one (1)
- 14 school year. The Intensive Acceleration Class shall:
- 15 (1) be provided to any student in the third grade who
- 16 scores below the proficient level on the reading
- 17 portion of the statewide assessments and who was
- 18 retained in the third grade the prior year
- 19 because of scoring below the proficient level on
- 20 the reading portion of the statewide assessments,
- 21 (2) have a reduced teacher-student ratio,
- 22 (3) provide uninterrupted reading instruction for the
- 23 majority of student contact time each day and
- 24 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 Department, outlining the progress of students in the class at the end of the first semester,

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

i. provide to a student who has been retained in the third grade and has received intensive instructional

1 services but is still not ready for grade promotion,
2 as determined by the school district, the option of
3 being placed in a transitional instructional setting.
4 A transitional setting shall specifically be designed
5 to produce learning gains sufficient to meet fourth-
6 grade performance standards while continuing to
7 remediate the areas of reading deficiency.

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

20 Q. 1. Each school district board of education shall annually
21 publish on the school website, and report in writing to the State
22 Board of Education by September 1 of each year, the following
23 information on the prior school year:
24

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

1 the President Pro Tempore of the Senate, and the Speaker of the
2 House of Representatives.

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

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

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

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

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

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

19 SECTION 2. This act shall become effective November 1, 2017.

20 COMMITTEE REPORT BY: COMMITTEE ON EDUCATION
21 February 20, 2017 - DO PASS
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