

STATE OF OKLAHOMA

1st Session of the 57th Legislature (2019)

SENATE BILL NO. 37

By: Dossett

AS INTRODUCED

An Act relating to the Reading Sufficiency Act; amending 70 O.S. 2011, Section 1210.508C, as last amended by Section 1, Chapter 213, O.S.L. 2017 (70 O.S. Supp. 2018, Section 1210.508C), which relates to programs of reading instruction; providing for individualized remediation to be provided to certain third grade students; removing language exempting certain students from retention; removing language regarding a student portfolio; removing language requiring certain students to be retained; removing language regarding probationary promotion; removing language requiring school districts to report certain information on students promoted to the fourth grade; removing language regarding the use of certain scores to determine promotion and retention; removing language regarding midyear promotion; removing language providing for good-cause exemptions; allowing intensive reading instruction to be offered during an altered instructional day to certain students; removing language regarding the process to request a good-cause exemption; modifying the focus of the Reading Enhancement and Acceleration Development Initiative; removing information to be included in certain report; amending 70 O.S. 2011, Section 1210.508D, as amended by Section 2, Chapter 171, O.S.L. 2012 (70 O.S. Supp. 2018, Section 1210.508D), which relates to funding for the Reading Sufficiency Act; removing language including certain retained students in calculation of funding need; modifying reference to certain commission; amending 70 O.S. 2011, Section 1210.508E, as amended by Section 3, Chapter 171, O.S.L. 2012 (70 O.S. Supp. 2018, Section 1210.508E), which relates to parental notification; allowing rather than requiring certain students to be retained; modifying reference to

1           certain commission; providing an effective date; and  
2           declaring an emergency.

3  
4 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

5           SECTION 1.           AMENDATORY           70 O.S. 2011, Section 1210.508C,  
6 as last amended by Section 1, Chapter 213, O.S.L. 2017 (70 O.S.  
7 Supp. 2018, Section 1210.508C), is amended to read as follows:

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

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

20           3. Classroom assistants, which may include parents,  
21 grandparents, or other volunteers, shall be provided in kindergarten  
22 classes to assist with the screening of students if a teacher aide  
23 is not already employed to assist in a kindergarten classroom.  
24  
25

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

8       2. Any student who is assessed and found not to be reading at  
9 the appropriate grade level shall be provided a program of reading  
10 instruction designed to enable the student to acquire the  
11 appropriate grade level reading skills. The program of reading  
12 instruction shall include provisions of the READ Initiative adopted  
13 by the school district as provided for in subsection Θ M of this  
14 section.

15       3. Throughout the year progress monitoring shall continue, and  
16 diagnostic assessment, if determined appropriate, shall be provided.  
17 Year-end reading skills shall be measured to determine reading  
18 success.

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

- 1        1. Assess for phonemic awareness, phonics, reading fluency<sup>7</sup> and  
2 comprehension;
- 3        2. Document the validity and reliability of each assessment;
- 4        3. Can be used for diagnosis and progress monitoring;
- 5        4. Can be used to assess special education and limited-English-  
6 proficient students; and
- 7        5. Accompanied by a data management system that provides  
8 profiles for students, class, grade level and school building. The  
9 profiles shall identify each student's instructional point of need  
10 and reading achievement level. The State Board shall also determine  
11 other comparable reading assessments for diagnostic purposes and for  
12 periodic and post assessments to be used for students at risk of  
13 reading failure. The State Board shall ensure that any assessments  
14 approved are in alignment with the subject matter standards adopted  
15 by the State Board of Education.

16        D. ~~1.~~ The program of reading instruction required in  
17 subsection B of this section shall align with the subject matter  
18 standards adopted by the State Board of Education and shall include  
19 provisions of the READ Initiative adopted by the school district as  
20 provided for in subsection ~~Θ~~ M of this section. A program of  
21 reading instruction may include, but is not limited to:

22            a. ~~sufficient~~

1        1. Sufficient additional in-school instructional time for  
2                the acquisition of phonemic awareness, phonics,  
3                reading fluency, vocabulary~~r~~ and comprehension~~r~~i

4        ~~b. if~~

5        2. If necessary, tutorial instruction after regular school  
6                hours, on Saturdays and during summer; however, such  
7                instruction may not be counted toward the one-hundred-  
8                eighty-day or one-thousand-eighty-hour school year  
9                required in Section 1-109 of this title~~r~~i and

10       ~~c. assessments~~

11       3. Assessments identified for diagnostic purposes and  
12                periodic monitoring to measure the acquisition of  
13                reading skills including, but not limited to, phonemic  
14                awareness, phonics, reading fluency, vocabulary, and  
15                comprehension, as identified in the student's program  
16                of reading instruction.

17       ~~2. E.~~ A student ~~enrolled~~ who is:

18        1. Enrolled in first ~~or~~i, second or third grades ~~who~~ and has  
19        been assessed as provided for in subsection B of this section and  
20        found not to be reading at the corresponding grade level~~r~~i or

21        2. Enrolled in the third grade and has been assessed using the  
22        statewide third-grade assessment administered pursuant to Section  
23        1210.508 of this title and found not to be reading at grade level  
24        based on the reading comprehension and vocabulary scores only shall

1 be entitled to individualized remediation in reading until the  
2 student is determined by the results of a screening instrument to be  
3 reading on grade level. The program of reading instruction for each  
4 student shall be developed by a Student Reading Proficiency Team and  
5 shall include individualized remediation. Each team shall be  
6 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.~~ F. The program of reading instruction shall continue until  
16 the student is determined by the results of approved reading  
17 assessments to be reading on grade level.

18 ~~F.~~ G. 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 § Q of this  
18 section.

19 ~~G.~~ H. 1. For any third-grade student found not to be reading  
20 at grade level as determined by reading assessments administered  
21 pursuant to this section, a new program of reading instruction,  
22 including provisions of the READ Initiative adopted by the school  
23 district as provided for in subsection Θ M of this section, shall be  
24 developed by a Student Reading Proficiency Team and implemented as

1 specified in subsection D of this section. In addition to other  
2 requirements of the Reading Sufficiency Act, the plan may include  
3 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 retention pursuant to this section. After a student has~~  
9 ~~demonstrated proficiency through a screening instrument, the~~  
10 ~~district shall provide notification to the parent or guardian of the~~  
11 ~~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~~  
25



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 of this~~  
4 ~~section, or is not subject to a good cause exemption as provided in~~  
5 ~~subsection K of this section, then the student shall not be eligible~~  
6 ~~for automatic promotion to fourth grade.~~

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

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

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

~~instructional services and supports as provided for in subsection N of this section.~~

~~6. Each school district shall annually report to the State Department of Education the number of students promoted to the fourth grade pursuant to this subsection and the 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.~~

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

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

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

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

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

19 ~~5.~~ Strategies for parents to use in helping their child succeed  
20 in reading proficiency; and

21 ~~6.~~ 5. The grade-level performance scores of the student;

22 ~~7. That while the results of the statewide assessments~~  
23 ~~administered pursuant to Section 1210.508 of this title are the~~  
24

~~initial determinant, they are not the sole determiner of promotion and that portfolio reviews and assessments are available; and~~

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

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

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

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

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

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

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

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

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

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

16       ~~L. A student who is otherwise promoted as provided for in~~  
17 ~~subsection H of this section or is promoted for good cause as~~  
18 ~~provided for in subsection K of this section shall:~~

19       1. Enrolled in first, second or third grades and has been  
20 assessed as provided for in subsection B of this section and found  
21 not to be reading at the corresponding grade level; or

22       2. Enrolled in third grade and has been assessed using the  
23 statewide third-grade assessment administered pursuant to Section  
24 1210.508 of this title and found not to be reading at grade level

1 based on the reading comprehension and vocabulary scores only may be  
2 provided intensive reading instruction during an altered  
3 instructional day that includes specialized diagnostic information  
4 and specific reading strategies for each student. The school  
5 district shall assist schools and teachers to implement reading  
6 strategies for the promoted students that research has shown to be  
7 successful in improving reading among low-performing readers.

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

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

18 ~~2. The principal of the school shall review and discuss the~~  
19 ~~documentation with the teacher and, if applicable, the other members~~  
20 ~~of the Student Reading Proficiency Team as described in subsection D~~  
21 ~~of this section. If the principal determines that the student meets~~  
22 ~~one of the good-cause exemptions and should be promoted based on the~~  
23 ~~documentation provided, the principal shall make a recommendation in~~  
24 ~~writing to the school district superintendent; and~~

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

3       ~~N.~~ L. Each school district shall:

4       1. Conduct a review of the program of reading instruction for  
5 all students who score below the proficient level on the reading  
6 portion of the statewide assessment administered pursuant to Section  
7 1210.508 of this title ~~and did not meet the criteria for one of the~~  
8 ~~good cause exemptions as set forth in subsection K of this section.~~

9 The review shall address additional supports and services, as  
10 described in this subsection, needed to remediate the identified  
11 areas of reading deficiency. ~~The school district shall require a~~  
12 ~~student portfolio to be completed for each retained student;~~

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

- 22           a. small group instruction,  
23           b. reduced teacher-student ratios,  
24           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 identified pursuant to subsection E of this section.~~ 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 identified pursuant to subsection E of this section 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 proficient level on the statewide third-grade assessment administered pursuant to Section 1210.508 of this title, or upon demonstrating proficiency in reading at the third-grade level through a screening instrument administered pursuant to subsection B of this section, and upon showing progress sufficient to master appropriate fourth-grade-level skills, as determined by the school. A midyear promotion shall be made only upon agreement of the parent or guardian of the student and the school principal;~~

5. Provide students who ~~are retained~~ have been identified pursuant to subsection E of this section with a high-performing teacher who can address the needs of the student, based on student performance data and above-satisfactory performance appraisals; and

6. In addition to required reading enhancement and acceleration strategies, provide students who ~~are retained~~ have been identified pursuant to subsection E of this section with at least one of the following instructional options:

- 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

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

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

10 1. Be provided to all kindergarten through third-grade students  
11 ~~at risk of retention~~ who are found to have a reading deficiency and  
12 are not reading at the appropriate grade level as identified by the  
13 assessments administered pursuant to the Reading Sufficiency Act.  
14 The assessment used shall measure phonemic awareness, phonics,  
15 fluency, vocabulary, and comprehension;

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

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

20 a. assists students assessed as exhibiting a reading  
21 deficiency in developing the ability to read at grade  
22 level,

23 b. provides skill development in phonemic awareness,  
24 phonics, fluency, vocabulary, and comprehension,

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

- (2) have a reduced teacher-student ratio,
  - (3) provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the ~~fourth-grade~~ state standards in other core subject areas,
  - (4) use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
  - (5) provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,
  - (6) include weekly progress monitoring measures to ensure progress is being made, and
  - (7) provide reports to the State Department of Education, in the manner described by the 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

1 Instruction shall annually prescribe the required  
2 components of the reports, and

- 3 i. provide to a student who has been ~~retained in the~~  
4 ~~third grade~~ identified pursuant to subsection E of  
5 this section and has received intensive instructional  
6 services but is still ~~not ready for grade promotion~~  
7 identified as having a significant reading deficiency,  
8 as determined by the school district, the option of  
9 being placed in a transitional instructional setting.  
10 A transitional setting shall specifically be designed  
11 to produce learning gains sufficient to meet ~~fourth-~~  
12 ~~grade~~ performance standards for the next grade level  
13 while continuing to remediate the areas of reading  
14 deficiency.

15 ~~P.~~ N. In addition to the requirements set forth in this  
16 section, each school district board of education shall annually  
17 report to the parent or guardian of each student in the district the  
18 progress of the student toward achieving state and district  
19 expectations for proficiency in reading, writing, science, and  
20 mathematics. The school district board of education shall report to  
21 the parent or guardian of each student the results on statewide  
22 assessments administered pursuant to Section 1210.508 of this title.  
23 The evaluation of the progress of each student shall be based upon  
24 classroom work, observations, tests, district and state assessments,

1 and other relevant information. Progress reporting shall be  
2 provided to the parent or guardian in writing.

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

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

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

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

13        ~~S.~~ Q. On or before December 31 of each year, the State  
14 Department of Education shall issue to the Governor, the President  
15 Pro Tempore of the Senate, the Speaker of the House of  
16 Representatives and members of the Senate and House of  
17 Representatives Education Committees a Reading Report Card for the  
18 state and each school district and elementary site which shall  
19 include, but is not limited to, trend data detailing three (3) years  
20 of data, disaggregated by student subgroups to include economically  
21 disadvantaged, major racial or ethnic groups, students with  
22 disabilities, and English language learners, as appropriate for the  
23 following:  
24



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

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

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

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

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

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

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

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

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

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

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

23       12. Any recommendations for improvements or amendments to the  
24 Reading Sufficiency Act.

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

4       ~~T.~~ R. Copies of the results of the assessments administered  
5 shall be made a part of the permanent record of each student.

6       SECTION 2.       AMENDATORY       70 O.S. 2011, Section 1210.508D,  
7 as amended by Section 2, Chapter 171, O.S.L. 2012 (70 O.S. Supp.  
8 2018, Section 1210.508D), is amended to read as follows:

9       Section 1210.508D. A. Contingent on the provision of  
10 appropriated funds designated for the Reading Sufficiency Act,  
11 school districts may be allocated monies for each enrolled  
12 kindergarten student or first-, second- and third-grade student of  
13 the current school year, ~~including any student who has been retained~~  
14 ~~in the third grade pursuant to Section 1210.508C of this title,~~ who  
15 is found to be in need of remediation or intervention in reading  
16 pursuant to Section 1210.508C of this title. The allocation shall  
17 be distributed to each school district upon approval of the reading  
18 sufficiency plan for the school district by the State Department of  
19 Education and the submittal of a child-count report to the  
20 Department that details the number of students identified as needing  
21 remediation or intervention in reading. To determine a per-student  
22 allocation amount, the total amount of funds available for  
23 allocation each year shall be divided by the total number of  
24 students in the state identified as in need of remediation or

1 intervention in reading as provided for in Section 1210.508C of this  
2 title. Each school district shall be allocated an amount equal to  
3 the per-student allocation amount multiplied by the number of  
4 identified students enrolled in the school district.

5 B. The State Board of Education shall promulgate rules for the  
6 administration of reimbursements.

7 C. If a teacher attends and completes a professional  
8 development institute in elementary reading approved by the ~~Oklahoma~~  
9 ~~Commission for Teacher Preparation~~ Commission for Educational  
10 Quality and Accountability during the summer or when school is not  
11 in session, the teacher may receive a stipend equal to the amount of  
12 the cost for a substitute teacher, based on the amount of funds  
13 allocated.

14 SECTION 3. AMENDATORY 70 O.S. 2011, Section 1210.508E,  
15 as amended by Section 3, Chapter 171, O.S.L. 2012 (70 O.S. Supp.  
16 2018, Section 1210.508E), is amended to read as follows:

17 Section 1210.508E. A. If a teacher determines that a third-  
18 grade student is not reading at grade level by the end of the second  
19 quarter of the school year, the parent or guardian of the student  
20 shall be notified of:

- 21 1. The reading level of the student;
- 22 2. The program of reading instruction for the student as  
23 required pursuant to the Reading Sufficiency Act; and  
24

1        3. The potential need for the student to participate in a  
2 summer academy or other program designed to assist the student in  
3 attaining grade-level reading skills.

4        B. A teacher who determines a third-grade student is unable to  
5 meet competencies required for reading for completion of third grade  
6 ~~and promotion to fourth grade~~ may, after consultation with the  
7 parent or guardian of the student, recommend that the promotion of  
8 the student to the fourth grade is contingent upon the participation  
9 in and successful completion of the required competencies for  
10 reading by the student at a summer academy or other program. If the  
11 student does not participate in the summer academy or other program  
12 or does not successfully complete the competencies in the summer  
13 academy or other program, the student ~~shall~~ may be retained in the  
14 third grade ~~as set forth in Section 1210.508C of this title.~~

15        C. Summer academy programs shall be designed to ensure that  
16 participating students successfully complete the competencies  
17 necessary in reading for promotion to fourth grade and to enhance  
18 next-grade readiness. A summer academy reading program shall be a  
19 program that incorporates the content of a scientifically research-  
20 based professional development program administered by the ~~Oklahoma~~  
21 ~~Commission for Teacher Preparation~~ Commission for Educational  
22 Quality and Accountability or a scientifically research-based  
23 reading program administered by the State Board of Education and is  
24 taught by teachers who have successfully completed professional

1 development in the reading program or who are certified as reading  
2 specialists.

3 D. School districts may approve an option for students who are  
4 unable to attend a summer academy. The optional program may  
5 include, but is not limited to, an approved private provider of  
6 instruction, approved computer- or Internet-based instruction, or an  
7 approved program of reading instruction monitored by the parent or  
8 guardian. School districts shall not be required to pay for the  
9 optional program, but shall clearly communicate to the parent or  
10 guardian the expectations of the program and any costs that may be  
11 involved.

12 E. Subject to the availability of funds, beginning one (1) year  
13 after implementation of this section, the requirements of subsection  
14 B of this section may be expanded to apply to fourth-grade student  
15 promotion to fifth grade. Each year thereafter, the requirements  
16 may be expanded by one grade level until the requirements apply to  
17 third-grade students through eighth-grade students. Summer academy  
18 programs shall be designed for each grade level. Nothing in this  
19 section shall prevent the State Board of Education or a school  
20 district board of education from utilizing private, local, or  
21 federal funds to implement this section.

22 F. The State Board of Education shall adopt rules to implement  
23 the provisions of this section which shall include requirements for  
24 instructional time for summer school programs, teacher

1 qualifications, and evaluation of student achievement as a result of  
2 summer academy programs or other optional programs.

3 SECTION 4. This act shall become effective July 1, 2019.

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

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