

1 STATE OF OKLAHOMA

2 2nd Session of the 55th Legislature (2016)

3 HOUSE BILL 2972

By: Nelson

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5
6 AS INTRODUCED

7 An Act relating to schools; amending 70 O.S. 2011,
8 Section 1210.508C, as last amended by Section 1,
9 Chapter 364, O.S.L. 2015 (70 O.S. Supp. 2015, Section
10 1210.508C), which relates to the Reading Sufficiency
11 Act; expanding certain reporting requirements of
12 school districts; listing required information;
13 directing the State Department of Education to
14 analyze, interpret and report data in a certain
15 manner; expanding reporting requirement of the
16 Department; and providing an effective date.

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

18 SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,
19 as last amended by Section 1, Chapter 364, O.S.L. 2015 (70 O.S.
20 Supp. 2015, Section 1210.508C), is amended to read as follows:

21 Section 1210.508C A. 1. Each student enrolled in kindergarten
22 in a public school in this state shall be screened for reading
23 skills including, but not limited to, phonemic awareness, letter
24 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
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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
20 from school administrators, teachers, and parents and
21 if possible a reading specialist, and which shall be
22 submitted electronically to and approved by the State
23 Board of Education. The plan shall be updated
24 annually. School districts shall not be required to

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

19 2. The State Board of Education shall adopt rules for the
20 implementation and evaluation of the provisions of the Reading
21 Sufficiency Act. The evaluation shall include, but not be limited
22 to, an analysis of the data required in subsection S of this
23 section.
24

1 G. For any third-grade student found not to be reading at grade
2 level as determined by reading assessments administered pursuant to
3 this section, a new program of reading instruction, including
4 provisions of the READ Initiative adopted by the school district as
5 provided for in subsection O of this section, shall be developed and
6 implemented as specified in this section. If possible, a fourth-
7 grade teacher shall be involved in the development of the program of
8 reading instruction. In addition to other requirements of the
9 Reading Sufficiency Act, the plan may include specialized tutoring.

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

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

1 immediately begin a student reading portfolio as provided by
2 subsection K of this section and shall provide notice to the parent
3 of the deficiency pursuant to subsection I of this section.

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

13 4. a. For the 2015-2016 school year, a student not eligible
14 for automatic promotion as provided for under
15 paragraph 3 of this subsection and who scores at the
16 unsatisfactory level on the reading portion of the
17 third-grade statewide criterion-referenced test may be
18 evaluated for "probationary promotion" by the Student
19 Reading Proficiency Team. For the 2016-2017 and 2017-
20 2018 school years, a student not eligible for
21 automatic promotion as provided for under paragraph 3
22 of this subsection and who scores at the
23 unsatisfactory or limited knowledge levels on the
24 reading portion of the third-grade statewide

1 criterion-referenced test may be evaluated for
2 "probationary promotion" by the Student Reading
3 Proficiency Team. The Student Reading Proficiency
4 Team shall be composed of:

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

12 b. The student shall be promoted to the fourth grade if
13 the team members unanimously recommend "probationary
14 promotion" to the school principal and the school
15 district superintendent and the principal and
16 superintendent approve the recommendation that
17 promotion is the best option for the student. If a
18 student is allowed a "probationary promotion", the
19 team shall continue to review the reading performance
20 of the student and repeat the requirements of this
21 paragraph each academic year until the student
22 demonstrates grade-level reading proficiency, as
23 identified through a screening instrument which meets
24 the acquisition of reading skills criteria pursuant to

1 subsection B of this section, for the corresponding
2 grade level in which the student is enrolled or
3 transitions to the requirements set forth by the
4 Achieving Classroom Excellence Act.

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

13 6. a. Each school district shall annually report to the
14 State Department of Education the number of students
15 promoted to the fourth grade ~~pursuant to this~~
16 ~~subsection. Following the 2015-2016, 2016-2017 and~~
17 ~~2017-2018 school years, each school district shall~~
18 ~~report~~ based on a probationary promotion granted
19 pursuant to paragraph 4 of this subsection, on a
20 demonstration of grade-level reading through a student
21 portfolio review or on one of the good-cause
22 exemptions as provided for in subsection K of this
23 section, and the number of those promoted students who
24

1 are promoted to a subsequent grade pursuant to the
2 provisions in paragraph 4 of this subsection.

3 b. In addition to the data required in subparagraph a of
4 this paragraph, each school district shall also report
5 to the Department the following information in a
6 manner and form as determined by the Department:

7 (1) the expectations for success of the promoted
8 students in subsequent grades which were a factor
9 or factors considered in the recommendation for
10 promotion,

11 (2) the subsequent progress and grade-level
12 proficiency attained by the promoted students,

13 (3) the age by year and months of promoted students
14 at the end of the third grade,

15 (4) a description of the individualized reading
16 instruction provided to the promoted students in
17 subsequent grades,

18 (5) the grade level of the student when the Student
19 Reading Proficiency Team for that student was
20 initiated,

21 (6) the first- through third-grade attendance history
22 of the promoted students,

23 (7) the first- through third-grade mobility history
24 of the promoted students, and

1 (8) an explanation of whether or not a determination
2 of eligibility for special education and related
3 services was initiated and made for the promoted
4 students.

5 c. The Department shall analyze and interpret the data
6 collected pursuant to this paragraph in order to
7 evaluate the effectiveness and impact of the
8 probationary promotion option, the student portfolio
9 review option and the good-cause exemptions. The data
10 evaluation results shall be reported in aggregate and
11 in a format that will protect the confidentiality of
12 individual student data as required by law.

13 d. The ~~State~~ Department of ~~Education~~ shall publicly
14 report the aggregate and district specific number of
15 students promoted and the aggregate results of the
16 data evaluation as required in subparagraph b of this
17 paragraph on their website and shall provide
18 electronic copies of the report to the Governor,
19 Secretary of Education, President Pro Tempore of the
20 Senate, Speaker of the House of Representatives, and
21 to the respective chairs of the committees with
22 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 criterion-referenced
8 test and shall not use the other language arts scores portions of
9 the test.

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 criterion-referenced
8 tests administered pursuant to Section 1210.508 of this title are
9 the initial determinant, they are not the sole determiner of
10 promotion and that portfolio reviews and assessments are available;
11 and

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

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

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

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

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

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

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

11 5. Students with disabilities who participate in the statewide
12 criterion-referenced tests and who have an individualized education
13 program that reflects that the student has received intensive
14 remediation in reading for more than two (2) years but still
15 demonstrates a deficiency in reading and was previously retained in
16 prekindergarten for academic reasons, kindergarten, first grade,
17 second grade, or third grade;

18 6. Students who have received intensive remediation in reading
19 through a program of reading instruction for two (2) or more years
20 but still demonstrate a deficiency in reading and who were
21 previously retained in prekindergarten for academic reasons,
22 kindergarten, first grade, second grade, or third grade for a total
23 of two (2) years; and
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1 7. Students who have been granted an exemption for medical
2 emergencies by the State Department of Education.

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

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

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

22 2. The principal of the school shall review and discuss the
23 documentation with the teacher and, if applicable, the other members
24 of the team as described in subsection H of this section. If the

1 principal determines that the student meets one of the good-cause
2 exemptions and should be promoted based on the documentation
3 provided, the principal shall make a recommendation in writing to
4 the school district superintendent; and

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

7 N. Each school district shall:

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

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

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

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

20 4. Implement a policy for the midyear promotion of a retained
21 student who can demonstrate that the student is a successful and
22 independent reader, is reading at or above grade level, and is ready
23 to be promoted to the fourth grade. Tools that school districts may
24 use in reevaluating any retained student may include subsequent

1 assessments, alternative assessments, and portfolio reviews, in
2 accordance with rules of the State Board of Education. Retained
3 students may only be promoted midyear prior to November 1 and only
4 upon demonstrating a level of proficiency required to score at the
5 proficient level on the statewide third-grade criterion-referenced
6 test, or upon demonstrating proficiency in reading at the third-
7 grade level through a screening instrument administered pursuant to
8 subsection B of this section, and upon showing progress sufficient
9 to master appropriate fourth-grade-level skills, as determined by
10 the school. A midyear promotion shall be made only upon agreement
11 of the parent or guardian of the student and the school principal;

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

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

18 a. supplemental tutoring in scientific-research-based
19 reading services in addition to the regular reading
20 block, including tutoring before or after school,

21 b. a parent-guided "Read at Home" assistance plan, as
22 developed by the State Department of Education, the
23 purpose of which is to encourage regular parent-guided
24 home reading, or

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

2 O. 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 intensive accelerated reading instruction to third-grade
7 students who failed to meet standards for promotion to fourth grade
8 and to kindergarten through third-grade students who are exhibiting
9 a reading deficiency. The READ Initiative shall:

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

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

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

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

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

- 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 criterion-referenced tests. The focus of the
15 Intensive Acceleration Class shall be to increase the
16 reading level of a child at least two grade levels in
17 one (1) school year. The Intensive Acceleration Class
18 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 criterion-referenced
22 tests and who was retained in the third grade the
23 prior year because of scoring below the
24

1 proficient level on the reading portion of the
2 statewide criterion-referenced tests,

3 (2) have a reduced teacher-student ratio,

4 (3) provide uninterrupted reading instruction for the
5 majority of student contact time each day and
6 incorporate opportunities to master the fourth-
7 grade state standards in other core subject
8 areas,

9 (4) use a reading program that is scientific-
10 research-based and has proven results in
11 accelerating student reading achievement within
12 the same school year,

13 (5) provide intensive language and vocabulary
14 instruction using a scientific-research-based
15 program, including use of a speech-language
16 therapist,

17 (6) include weekly progress monitoring measures to
18 ensure progress is being made, and

19 (7) provide reports to the State Department of
20 Education, in the manner described by the
21 Department, outlining the progress of students in
22 the class at the end of the first semester,

23 h. provide reports to the State Board of Education, upon
24 request, on the specific intensive reading

1 interventions and supports implemented by the school
2 district. The State Superintendent of Public
3 Instruction shall annually prescribe the required
4 components of the reports, and

- 5 i. provide to a student who has been retained in the
6 third grade and has received intensive instructional
7 services but is still not ready for grade promotion,
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 while continuing to
13 remediate the areas of reading deficiency.

14 P. In addition to the requirements set forth in this section,
15 each school district board of education shall annually report to the
16 parent or guardian of each student in the district the progress of
17 the student toward achieving state and district expectations for
18 proficiency in reading, writing, science, and mathematics. The
19 school district board of education shall report to the parent or
20 guardian of each student the results on statewide criterion-
21 referenced tests. The evaluation of the progress of each student
22 shall be based upon classroom work, observations, tests, district
23 and state assessments, and other relevant information. Progress
24 reporting shall be provided to the parent or guardian in writing.

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

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

21 2. The State Department of Education shall establish a uniform
22 format for school districts to report the information required in
23 this subsection. The format shall be developed with input from
24 school districts and shall be provided not later than ninety (90)

1 days prior to the annual due date. The Department shall annually
2 compile the information required, along with state-level summary
3 information, and report the information to the public, the Governor,
4 the President Pro Tempore of the Senate, and the Speaker of the
5 House of Representatives.

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

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

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

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

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

5 4. The number and percentage of students scoring at each
6 performance level on the reading portion of the statewide third-
7 grade criterion-referenced test;

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

10 6. 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; and

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

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

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

20 SECTION 2. This act shall become effective November 1, 2016.

21

22 55-2-8672 KB 01/11/16

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24