

1 STATE OF OKLAHOMA

2 2nd Session of the 57th Legislature (2020)

3 HOUSE BILL 3329

By: Conley

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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 2,  
9 Chapter 289, O.S.L. 2019 (70 O.S. Supp. 2019, Section  
10 1210.508C), which relates to the Reading Sufficiency  
11 Act; requiring dyslexia screening; providing  
12 screening development criteria; providing certain  
13 guidance; designating dyslexia specialist; and  
14 providing an effective date.

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

16 SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,  
17 as last amended by Section 2, Chapter 289, O.S.L. 2019 (70 O.S.  
18 Supp. 2019, Section 1210.508C), is amended to read as follows:

19 Section 1210.508C. A. 1. Each student enrolled in  
20 kindergarten in a public school in this state shall be screened at  
21 the beginning, middle and end of each school year for reading skills  
22 including, but not limited to, phonemic awareness, letter  
23 recognition, ~~and~~ oral language skills and risk factors of dyslexia  
24 as identified in the subject matter standards adopted by the State

1 Board of Education. A screening instrument approved by the State  
2 Board shall be utilized for the purposes of this section.

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

8 3. Kindergarten students who are not meeting grade-level  
9 targets by mid-year in reading shall be provided a program of  
10 reading instruction designed to enable the student to acquire the  
11 appropriate grade-level reading skills.

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

16 5. Screenings for risk factors of dyslexia shall be developed  
17 collaboratively with experts on dyslexia, including representatives  
18 of nonprofit entities with expertise in issues related to dyslexia  
19 and the dyslexia specialist for the Department. The Department  
20 shall provide guidance for notifications sent by school districts to  
21 parents of students who are identified as being at risk for dyslexia  
22 based on a screening of risk factors. The Department shall also  
23 designate a dyslexia specialist for the Department to provide school  
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1 districts with support and resources that are necessary to assist  
2 students with dyslexia and their families.

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

9 C. Any student enrolled in first, second or third grade who is  
10 assessed and who is not meeting grade-level targets in reading shall  
11 be provided a program of reading instruction designed to enable the  
12 student to acquire the appropriate grade level reading skills. The  
13 program of reading instruction shall include provisions of the READ  
14 Initiative adopted by the school district as provided for in  
15 subsection P of this section. Throughout the year progress  
16 monitoring shall continue, and diagnostic assessment, if determined  
17 appropriate, shall be provided. Year-end reading skills shall be  
18 measured to determine reading success.

19 D. 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,  
2 vocabulary and comprehension;
- 3        2. Document the validity and reliability of each assessment;
- 4        3. Can be used for identifying students who are at risk for  
5 reading deficiency and progress monitoring throughout the school  
6 year;
- 7        4. Can be used to assess students with disabilities and English  
8 language learners; and
- 9        5. Accompanied by a data management system that provides  
10 profiles for students, class, grade level and school building. The  
11 profiles shall identify each student's instructional point of need  
12 and reading achievement level. The State Board shall also determine  
13 other comparable reading assessments for diagnostic purposes to be  
14 used for students at risk of reading failure. The State Board shall  
15 ensure that any assessments approved are in alignment with the  
16 subject matter standards adopted by the State Board of Education.

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

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

2. A student enrolled in first or second grades who has been assessed as provided for in subsection B of this section and found not to be meeting grade-level targets in reading, shall be entitled to supplemental instructional services and supports in reading until the student is determined by the results of a screening instrument to be meeting grade-level targets in reading. The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports. Each team shall be composed of:

- 1 a. the parent or guardian of the student,
- 2 b. the teacher assigned to the student who had
- 3 responsibility for reading instruction in that
- 4 academic year,
- 5 c. a teacher who is responsible for reading instruction
- 6 and is assigned to teach in the next grade level of
- 7 the student, and
- 8 d. a certified reading specialist, if one is available.

9 F. The program of reading instruction shall continue until the  
10 student is determined by the results of approved reading assessments  
11 to be meeting grade-level targets.

12 G. 1. Every school district shall adopt, and implement a  
13 district reading sufficiency plan which has had input from school  
14 administrators, teachers, and parents and if possible a reading  
15 specialist, and which shall be submitted electronically to and  
16 approved by the State Board of Education. The plan shall be updated  
17 annually. School districts shall not be required to electronically  
18 submit the annual updates to the Board if the last plan submitted to  
19 the Board was approved and expenditures for the program include only  
20 expenses relating to individual and small group tutoring, purchase  
21 of and training in the use of screening and assessment measures,  
22 summer school programs and Saturday school programs. If any  
23 expenditure for the program is deleted or changed or any other type  
24 of expenditure for the program is implemented, the school district

1 shall be required to submit the latest annual update to the Board  
2 for approval. The district reading sufficiency plan shall include a  
3 plan for each site which includes an analysis of the data provided  
4 by the Oklahoma School Testing Program and other reading assessments  
5 utilized as required in this section, and which outlines how each  
6 school site will comply with the provisions of the Reading  
7 Sufficiency Act.

8 2. The State Board of Education shall adopt rules for the  
9 implementation and evaluation of the provisions of the Reading  
10 Sufficiency Act. The evaluation shall include, but not be limited  
11 to, an analysis of the data required in subsection S of this  
12 section.

13 H. For any third-grade student found not to be meeting grade-  
14 level targets as determined by reading assessments administered  
15 pursuant to this section, a new program of reading instruction,  
16 including provisions of the READ Initiative adopted by the school  
17 district as provided for in subsection P of this section, shall be  
18 developed by a Student Reading Proficiency Team and implemented as  
19 specified in subsection E of this section. In addition to other  
20 requirements of the Reading Sufficiency Act, the plan may include  
21 specialized tutoring.

22 I. 1. Any first-grade, second-grade or third-grade student who  
23 demonstrates end of year proficiency in reading at the third-grade  
24 level through a screening instrument which meets the acquisition of

1 reading skills criteria pursuant to subsection B of this section  
2 shall not be subject to retention pursuant to this section. After a  
3 student has demonstrated proficiency through a screening instrument,  
4 the district shall provide notification to the parent or guardian of  
5 the student that they have satisfied the requirements of the Reading  
6 Sufficiency Act and will not be subject to retention pursuant to  
7 this section.

8       2. If a third-grade student is identified at any point of the  
9 academic year as having a significant reading deficiency, which  
10 shall be defined as not meeting grade-level targets on a screening  
11 instrument which meets the acquisition of reading skills criteria  
12 pursuant to subsection B of this section, the district shall  
13 immediately begin a student reading portfolio as provided by  
14 subsection L of this section and shall provide notice to the parent  
15 of the deficiency pursuant to subsection J of this section.

16       3. If a student has not yet satisfied the proficiency  
17 requirements of this section prior to the completion of third grade  
18 and still has a significant reading deficiency, as identified based  
19 on assessments administered as provided for in subsection B of this  
20 section, has not accumulated evidence of third-grade proficiency  
21 through a student portfolio as provided in subsection L of this  
22 section, or is not subject to a good-cause exemption as provided in  
23 subsection L of this section, then the student shall not be eligible  
24 for automatic promotion to fourth grade.



1           4. The minimum criteria for grade-level performance of third-  
2 grade students pursuant to the Reading Sufficiency Act shall be that  
3 students are able to read and comprehend grade-level text. To  
4 determine the promotion and retention of third-grade students  
5 pursuant to the Reading Sufficiency Act, the State Board of  
6 Education shall use only the scores for the standards for reading  
7 foundations/processes and vocabulary portions of the statewide  
8 third-grade assessment administered pursuant to Section 1210.508 of  
9 this title and shall not use the scores from the other language arts  
10 portions of the assessment. The performance levels established by  
11 the Commission for Educational Quality and Accountability pursuant  
12 to Section 1210.508 of this title shall ensure that students meeting  
13 the performance-level criteria are performing at grade level on the  
14 reading foundations and vocabulary portions of the statewide third-  
15 grade assessment.

16           5. a. A student not eligible for automatic promotion as  
17               provided for under paragraph 3 of this subsection and  
18               who does not meet the criteria established by the  
19               Commission for Educational Quality and Accountability  
20               on the reading portion of the statewide third-grade  
21               assessment administered pursuant to Section 1210.508  
22               of this title may be evaluated for probationary  
23               promotion by the Student Reading Proficiency Team  
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1 which was created for the student pursuant to  
2 subsection E of this section.

3 b. The student shall be promoted to the fourth grade if  
4 the team members unanimously recommend probationary  
5 promotion to the school principal and the school  
6 district superintendent and the principal and  
7 superintendent approve the recommendation that  
8 promotion is the best option for the student. If a  
9 student is allowed a probationary promotion, the team  
10 shall continue to review the reading performance of  
11 the student and repeat the requirements of this  
12 paragraph each academic year until the student  
13 demonstrates grade-level reading proficiency, as  
14 identified through a screening instrument which meets  
15 the acquisition of reading skills criteria pursuant to  
16 subsection B of this section, for the corresponding  
17 grade level in which the student is enrolled or  
18 transitions to a locally designed remediation plan  
19 after the fifth grade which shall have the goal of  
20 ensuring that the student is on track to be college  
21 and career ready.

22 6. Beginning with the 2017-2018 school year, students who do  
23 not meet the performance criteria established by the Commission for  
24 Educational Quality and Accountability on the reading portion of the

1 statewide third-grade assessment administered pursuant to Section  
2 1210.508 of this title, who are not subject to a good cause  
3 exemption as provided in subsection L of this section, and who do  
4 not qualify for promotion or probationary promotion as provided in  
5 this subsection, shall be retained in the third grade and provided  
6 intensive instructional services and supports as provided for in  
7 subsection O of this section.

8       7. Each school district shall annually report to the State  
9 Department of Education the number of students promoted to the  
10 fourth grade pursuant to this subsection and the number of students  
11 promoted to a subsequent grade pursuant to the provisions in  
12 paragraph 5 of this subsection. The State Department of Education  
13 shall publicly report the aggregate and district-specific number of  
14 students promoted on their website and shall provide electronic  
15 copies of the report to the Governor, Secretary of Education,  
16 President Pro Tempore of the Senate, Speaker of the House of  
17 Representatives, and to the respective chairs of the committees with  
18 responsibility for common education policy in each legislative  
19 chamber.

20       J. The parent of any student who is found to have a reading  
21 deficiency and is not meeting grade-level reading targets and has  
22 been provided a program of reading instruction as provided for in  
23 subsection B of this section shall be notified in writing of the  
24 following:

- 1        1. That the student has been identified as having a substantial  
2 deficiency in reading;
- 3        2. A description of the current services that are provided to  
4 the student pursuant to a conjoint measurement model such that a  
5 reader and a text are placed on the same scale;
- 6        3. A description of the proposed supplemental instructional  
7 services and supports that will be provided to the student that are  
8 designed to remediate the identified area of reading deficiency;
- 9        4. That the student will not be promoted to the fourth grade if  
10 the reading deficiency is not remediated by the end of the third  
11 grade, unless the student is otherwise promoted as provided for in  
12 subsection I of this section or is exempt for good cause as set  
13 forth in subsection L of this section;
- 14        5. Strategies for parents to use in helping their child succeed  
15 in reading proficiency;
- 16        6. The grade-level performance scores of the student;
- 17        7. That while the results of the statewide assessments  
18 administered pursuant to Section 1210.508 of this title are the  
19 initial determinant, they are not the sole determiner of promotion  
20 and that portfolio reviews and assessments are available; and
- 21        8. The specific criteria and policies of the school district  
22 for midyear promotion implemented as provided for in paragraph 4 of  
23 subsection O of this section.

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

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

8 1. English language learners who have had less than two (2)  
9 years of instruction in an English language learner program;

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

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

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

20 5. Students with disabilities who participate in the statewide  
21 assessments administered pursuant to Section 1210.508 of this title  
22 and who have an individualized education program that reflects that  
23 the student has received intensive remediation in reading and has  
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1 made adequate progress in reading pursuant to the student's  
2 individualized education program;

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

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

10 M. A student who is otherwise promoted as provided for in  
11 subsection I of this section or is promoted for good cause as  
12 provided for in subsection L of this section shall be provided  
13 intensive reading instruction that includes specialized diagnostic  
14 information and specific reading strategies for each student until  
15 the student meets grade-level targets in reading. The school  
16 district shall assist schools and teachers to implement reading  
17 strategies for the promoted students that research has shown to be  
18 successful in improving reading among low-performing readers.

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

22 1. Documentation submitted from the teacher of the student to  
23 the school principal that indicates the student meets one of the  
24 good-cause exemptions and promotion of the student is appropriate.

1 In order to minimize paperwork requirements, the documentation shall  
2 consist only of the alternative assessment results or student  
3 portfolio work and the individual education plan (IEP), as  
4 applicable;

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

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

14 0. Each school district shall:

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

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

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

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

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

21 5. Provide students who are retained with a high-performing  
22 teacher who can address the needs of the student, based on student  
23 performance data and above-satisfactory performance appraisals; and  
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1           6. In addition to required reading enhancement and acceleration  
2 strategies, provide students who are retained with at least one of  
3 the following instructional options:

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

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

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

1           2. Be provided during regular school hours in addition to the  
2 regular reading instruction;

3           3. Provide a reading curriculum that, at a minimum, meets the  
4 following specifications:

5           a. assists students assessed as exhibiting a reading  
6 deficiency in developing the ability to read at grade  
7 level,

8           b. provides skill development in phonemic awareness,  
9 phonics, reading fluency, vocabulary, and  
10 comprehension,

11           c. provides a scientific-research-based and reliable  
12 assessment,

13           d. provides initial and ongoing analysis of the reading  
14 progress of each student, and

15           e. is implemented during regular school hours;

16           4. Establish at each school, where applicable, an Intensive  
17 Acceleration Class for retained third-grade students who  
18 subsequently do not meet the performance criteria established by the  
19 Commission for Educational Quality and Accountability on the reading  
20 portion of the statewide assessment administered pursuant to Section  
21 1210.508 of this title. The focus of the Intensive Acceleration  
22 Class shall be to increase the reading level of a child at least two  
23 grade levels in one (1) school year. The Intensive Acceleration  
24 Class shall:

- a. be provided to any student in the third grade who does not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide assessments and who was retained in the third grade the prior year because of not meeting the performance criteria on the reading portion of the statewide assessments,
- b. have a reduced teacher-student ratio,
- c. 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,
- d. use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
- e. provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist, and
- f. include weekly progress monitoring measures to ensure progress is being made;

5. 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

1 Superintendent of Public Instruction shall annually prescribe the  
2 required components of the reports; and

3 6. Provide to a student who has been retained in the third  
4 grade and has received intensive instructional services but is still  
5 not ready for grade promotion, as determined by the school district,  
6 the option of being placed in a transitional instructional setting.  
7 A transitional setting shall specifically be designed to produce  
8 learning gains sufficient to meet fourth-grade performance standards  
9 while continuing to remediate the areas of reading deficiency.

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

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

18 b. the number and percentage of all students in grade  
19 three that did not meet the performance criteria  
20 established by the Commission for Educational Quality  
21 and Accountability on the reading portion of the  
22 statewide assessment administered pursuant to Section  
23 1210.508 of this title,

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

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

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

S. On or before January 31 of each year, the State Department of Education shall issue to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives and members of the Senate and House of Representatives Education

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

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

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

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

18 4. The number and percentage of students that meet or do not  
19 meet the performance criteria established by the Commission for  
20 Educational Quality and Accountability on the reading portion of the  
21 statewide third-grade assessment administered pursuant to Section  
22 1210.508 of this title;

23 5. The number of students tested, the number of students  
24 promoted through meeting proficiency on a screening instrument as

1 provided for in subsection I of this section, the number of students  
2 promoted through each of the good-cause exemptions as provided for  
3 in subsection L of this section and the number of students retained  
4 and the number of students promoted through probationary promotion  
5 as provided for in subsection I of this section for each elementary  
6 site;

7       6. Data tracking the progression of students promoted through  
8 each of the good-cause exemptions as provided for in subsection L of  
9 this section and students promoted through probationary promotion or  
10 students who are retained in third grade as provided for in  
11 subsection I of this section. The data shall include but not be  
12 limited to information regarding whether students graduate on time;

13       7. The amount of funds for reading remediation received by each  
14 district;

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

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

20       10. Socioeconomic information, access to reading resources  
21 outside of school and screening for and identification of learning  
22 disabilities for students not reading at the appropriate grade level  
23 by third grade;

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

5 12. Any recommendations for improvements or amendments to the  
6 Reading Sufficiency Act.

7 The State Department of Education may contract with an  
8 independent entity for the reporting and analysis requirements of  
9 this subsection.

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

12 SECTION 2. This act shall become effective November 1, 2020.

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14 57-2-9170 AMM 12/09/19

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