

1 ENGROSSED HOUSE AMENDMENT
TO
2 ENGROSSED SENATE BILL NO. 630

By: Ford, Mazzei and Pittman of
the Senate

3
4 and

Casey of the House
5
6
7

8 [schools - development of remediation plan -
automatic promotion - certain school years -
9 conditions for promotion - report - ~~effective date~~ -

10 emergency]
11
12

13 AMENDMENT NO. 1. Page 1, line 12, strike the enacting clause

14 Passed the House of Representatives the 21st day of April, 2015.
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17 _____
Presiding Officer of the House of
Representatives
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19 Passed the Senate the ____ day of _____, 2015.
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22 _____
Presiding Officer of the Senate
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8 automatic promotion - certain school years -
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emergency]

10

11

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

13 SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,
14 as last amended by Section 10, Chapter 430, O.S.L. 2014 (70 O.S.
15 Supp. 2014, Section 1210.508C), is amended to read as follows:

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

23 2. For those kindergarten children at risk for reading
24 difficulties, teachers shall emphasize reading skills as identified

1 in the subject matter standards adopted by the State Board of
2 Education, monitor progress throughout the year and measure year-end
3 reading progress.

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

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

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

23 3. Throughout the year progress monitoring shall continue, and
24 diagnostic assessment, if determined appropriate, shall be provided.

1 Year-end reading skills shall be measured to determine reading
2 success.

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

9 1. Assess for phonological awareness, phonics, reading fluency,
10 and comprehension;

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

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

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

15 5. ~~Accompanied~~ Is accompanied by a data management system that
16 provides profiles for students, class, grade level, and school
17 building. The profiles shall identify each student's instructional
18 point of need and reading achievement level. The State Board shall
19 also determine other comparable reading assessments for diagnostic
20 purposes and for periodic and post assessments to be used for
21 students at risk of reading failure. The State Board shall ensure
22 that any assessments approved are in alignment with the subject
23 matter standards adopted by the State Board of Education.

24

1 D. The program of reading instruction required in subsection B
2 of this section shall align with the subject matter standards
3 adopted by the State Board of Education, shall include provisions of
4 the READ Initiative adopted by the school district as provided for
5 in subsection Θ P of this section beginning with students entering
6 the first grade in the 2011-2012 school year and may include, but is
7 not limited to:

8 1. Sufficient additional in-school instructional time for the
9 acquisition of phonological awareness, phonics, spelling, reading
10 fluency, vocabulary, and comprehension;

11 2. If necessary, tutorial instruction after regular school
12 hours, on Saturdays, and during summer; however, such instruction
13 may not be counted toward the one-hundred-eighty-day or one-
14 thousand- eighty-hour school year required in Section 1-109 of this
15 title; and

16 3. Assessments identified for diagnostic purposes and periodic
17 monitoring to measure the acquisition of reading skills including,
18 but not limited to, phonological awareness, phonics, spelling,
19 reading fluency, vocabulary, and comprehension, as identified in the
20 student's program of reading instruction.

21 E. 1. Beginning with the 2015-2016 school year, a student who
22 is identified at any point of the academic year as having a reading
23 deficiency shall be entitled to intensive remediation in reading
24

1 until the student is able to demonstrate proficiency in reading at
2 the grade level in which the student is enrolled.

3 2. For a student enrolled in first or second grades who scores
4 below proficient on a screening instrument which meets the
5 acquisition of reading skills criteria pursuant to subsection B of
6 this section, an intensive remediation plan shall be developed by a
7 "Student Reading Proficiency Team" composed of:

8 a. the parent(s) and/or guardian(s) of the student,

9 b. the teacher assigned to the student who had
10 responsibility for reading instruction in that
11 academic year,

12 c. a teacher in reading who teaches in the subsequent
13 grade level, and

14 d. a certified reading specialist, if one is available.

15 F. 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.~~ 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. Each school site shall establish a committee, composed of
15 educators, which if possible shall include a certified reading
16 specialist, to develop the required programs of reading instruction.
17 A parent or guardian of the student shall be included in the
18 development of the program of reading instruction for that student.

19 3. 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 § T of this
23 section.

24

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

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

4 3. a. ~~If a student has not yet satisfied the proficiency~~
5 ~~requirements of this section prior to the completion~~
6 ~~of third grade, the student may qualify for automatic~~
7 ~~promotion to the fourth grade upon scoring at the~~
8 ~~"limited knowledge" level on the reading portion of~~
9 ~~the statewide third-grade criterion-referenced test.~~

10 b. ~~Prior to promotion, however, the district shall~~
11 ~~provide notice to the parent(s) and/or guardian(s) of~~
12 ~~the child that the child is not yet reading at grade~~
13 ~~level in reading and provide the parent(s) and/or~~
14 ~~guardian(s) of the child the option for retention~~
15 ~~should they so desire. The notice shall contain, at a~~
16 ~~minimum, the most recently identifiable grade level on~~
17 ~~which the student is actually proficient, the~~
18 ~~opportunities for summer reading programs, school~~
19 ~~and/or community based reading tutoring, vendors which~~
20 ~~provide reading tutoring and the rights to the~~
21 ~~continuing intensive remediation pursuant to this~~
22 ~~paragraph.~~

23 c. ~~A student so promoted shall be entitled to intensive~~
24 ~~remediation in reading until the student is able to~~

1 ~~demonstrate proficiency in reading at the grade level~~
2 ~~in which the student is enrolled. An intensive~~
3 ~~remediation plan shall be developed by a "Student~~
4 ~~Reading Proficiency Team" 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,~~
11 ~~(4) the school principal, and~~
12 ~~(5) a certified reading specialist, if one is~~
13 ~~available.~~

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

23 ~~5. a. For the 2013-14 and 2014-15 school years, a~~
24

1 4. Through the 2019-2020 school year, a student not qualified
2 for automatic promotion under paragraph 4 3 of this subsection may
3 be evaluated for "probationary promotion" by a "Student Reading
4 Proficiency Team" 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) ~~the school principal,~~ and
- 12 ~~(5)~~ a certified reading specialist.

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

1 grade level in which the student is enrolled or transitions to the
2 requirements set forth by the Achieving Classroom Excellence Act.

3 ~~6.~~ 5. Beginning with the 2015-16 school year, students who
4 score ~~at the unsatisfactory~~ below the proficient level on the
5 reading portion of the statewide third-grade criterion referenced
6 test ~~and,~~ who are not subject to a good cause exemption as provided
7 in subsection ~~K~~ L of this section, and who do not qualify for
8 promotion or "probationary promotion" as provided in this subsection
9 shall be retained in the third grade and provided intensive
10 instructional services and supports as provided for in subsection ~~N~~
11 O of this section.

12 ~~7.~~ 6. Each school district shall annually report to the State
13 Department of Education the number of students promoted to the
14 fourth grade pursuant to paragraphs 1 and ~~3~~ 4 of this subsection-
15 ~~Following the 2013-14 and 2014-15 school years, each school district~~
16 ~~shall report~~ and the number of students promoted to a subsequent
17 grade pursuant to the provisions in paragraph ~~5~~ 4 of this
18 subsection. The State Department of Education shall publicly report
19 the aggregate and district specific number of students promoted on
20 their website and shall provide electronic copies of the report to
21 the Governor, Secretary of Education, President Pro Tempore of the
22 Senate, Speaker of the House of Representatives and to the
23 respective chairs of the committees with responsibility for common
24 education policy in each legislative chamber.

1 ~~8. Nothing shall prevent a school district from applying the~~
2 ~~principles of paragraphs 4 and 5 of this subsection in grades~~
3 ~~kindergarten through second grade.~~

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

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

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

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

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

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

1 6. That while the results of the statewide criterion-referenced
2 tests administered pursuant to Section 1210.508 of this title are
3 the initial determinant, it is not the sole determiner of promotion
4 and that portfolio reviews and assessments are available; ~~and~~

5 7. The grade level performance scores of the student; and

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

9 ~~¶~~ K. No student may be assigned to a grade level based solely
10 on age or other factors that constitute social promotion.

11 ~~¶~~ L. For those students who do not meet the academic
12 requirements for promotion and who are not otherwise promoted as
13 provided for in subsection ~~¶~~ I of this section, a school district
14 may promote the student for good cause only. Good-cause exemptions
15 for promotion shall be limited to the following:

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

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

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

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

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

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

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

19 ~~H.~~ M. A student who is otherwise promoted as provided for in
20 subsection ~~H~~ I of this section or is promoted for good cause as
21 provided for in subsection ~~K~~ L of this section shall be provided
22 intensive reading instruction during an altered instructional day
23 that includes specialized diagnostic information and specific
24 reading strategies for each student. The school district shall

1 assist schools and teachers to implement reading strategies for the
2 promoted students that research has shown to be successful in
3 improving reading among low-performing readers.

4 ~~M.~~ N. Requests to exempt students from the retention
5 requirements based on one of the good-cause exemptions as described
6 in subsection ~~¶~~ L of this section shall be made using the following
7 process:

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

15 2. The principal of the school shall review and discuss the
16 documentation with the teacher and, if applicable, the other members
17 of the team as described in subsection ~~¶~~ I of this section. If the
18 principal determines that the student meets one of the good-cause
19 exemptions and should be promoted based on the documentation
20 provided, the principal shall make a recommendation in writing to
21 the school district superintendent; and

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

24

1 ~~N.~~ O. Beginning with the 2011-2012 school year, each school
2 district shall:

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

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

- 21 a. small group instruction,
- 22 b. reduced teacher-student ratios,
- 23 c. more frequent progress monitoring,
- 24 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 # I of this section that the student has not met the proficiency level required for promotion and was not otherwise promoted and the reasons the student is not eligible for a good-cause exemption. The notification shall include a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency;

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

1 to master appropriate fourth-grade-level skills, as determined by
2 the school. A midyear promotion shall be made only upon agreement
3 of the parent or guardian of the student and the school principal;

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

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

10 a. supplemental tutoring in scientific-research-based
11 reading services in addition to the regular reading
12 block, including tutoring before or after school,

13 b. a parent-guided "Read at Home" assistance plan, as
14 developed by the State Department of Education, the
15 purpose of which is to encourage regular parent-guided
16 home reading, or

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

18 ~~Q.~~ P. Beginning with the 2011-2012 school year, each school
19 district shall establish a Reading Enhancement and Acceleration
20 Development (READ) Initiative. The focus of the READ Initiative
21 shall be to prevent the retention of third-grade students by
22 offering intensive accelerated reading instruction to third-grade
23 students who failed to meet standards for promotion to fourth grade

24

1 and to kindergarten through third-grade students who are exhibiting
2 a reading deficiency. The READ Initiative shall:

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

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

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

- 12 a. assists students assessed as exhibiting a reading
13 deficiency in developing the ability to read at grade
14 level,
- 15 b. provides skill development in phonemic awareness,
16 phonics, fluency, vocabulary, and comprehension,
- 17 c. provides a scientific-research-based and reliable
18 assessment,
- 19 d. provides initial and ongoing analysis of the reading
20 progress of each student,
- 21 e. is implemented during regular school hours,
- 22 f. provides a curriculum in core academic subjects to
23 assist the student in maintaining or meeting
24

1 proficiency levels for the appropriate grade in all
2 academic subjects,

3 g. establishes at each school, where applicable, an
4 Intensive Acceleration Class for retained third-grade
5 students who subsequently score ~~at the unsatisfactory~~
6 below the proficient level on the reading portion of
7 the statewide criterion-referenced tests. The focus
8 of the Intensive Acceleration Class shall be to
9 increase the reading level of a child at least two
10 grade levels in one (1) school year. The Intensive
11 Acceleration Class shall:

12 (1) be provided to any student in the third grade who
13 scores ~~at the unsatisfactory~~ below the proficient
14 level on the reading portion of the statewide
15 criterion-referenced tests and who was retained
16 in the third grade the prior year because of
17 scoring ~~at the unsatisfactory~~ below the
18 proficient level on the reading portion of the
19 statewide criterion-referenced tests,

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

21 (3) provide uninterrupted reading instruction for the
22 majority of student contact time each day and
23 incorporate opportunities to master the fourth-
24

1 grade state standards in other core subject
2 areas,

3 (4) use a reading program that is scientific-
4 research-based and has proven results in
5 accelerating student reading achievement within
6 the same school year,

7 (5) provide intensive language and vocabulary
8 instruction using a scientific-research-based
9 program, including use of a speech-language
10 therapist,

11 (6) include weekly progress monitoring measures to
12 ensure progress is being made, and

13 (7) provide reports to the State Department of
14 Education, in the manner described by the
15 Department, outlining the progress of students in
16 the class at the end of the first semester,

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

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

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

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

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

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

18 2. The State Department of Education shall establish a uniform
19 format for school districts to report the information required in
20 this subsection. The format shall be developed with input from
21 school districts and shall be provided not later than ninety (90)
22 days prior to the annual due date. The Department shall annually
23 compile the information required along with state-level summary
24 information, and report the information to the public, the Governor,

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

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

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

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

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

22 3. The number and percentage of students in kindergarten
23 through third grade who have successfully completed their program of
24

1 reading instruction and are reading on grade level as determined by
2 the results of approved reading assessments;

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

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

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

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

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

16 ~~F.~~ U. Copies of the results of the assessments administered
17 shall be made a part of the permanent record of each student.

18 ~~SECTION 2. This act shall become effective July 1, 2015.~~

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

23

24

1 Passed the Senate the 10th day of March, 2015.

2
3 _____
4 Presiding Officer of the Senate

5 Passed the House of Representatives the ____ day of _____,
6 2015.

7
8 _____
9 Presiding Officer of the House
of Representatives