

1 STATE OF OKLAHOMA

2 2nd Session of the 56th Legislature (2018)

3 HOUSE BILL 2572

By: Casey

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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 210, O.S.L. 2017 (70 O.S. Supp. 2017, Section
10 1210.508C), which relates to the Reading Sufficiency
11 Act; modifying assessment level for probationary
12 promotion evaluation; revising assessment level for
13 retention; and providing an effective date.

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

15 SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,
16 as last amended by Section 1, Chapter 210, O.S.L. 2017 (70 O.S.
17 Supp. 2017, Section 1210.508C), is amended to read as follows:

18 Section 1210.508C A. 1. Each student enrolled in kindergarten
19 in a public school in this state shall be screened for reading
20 skills including, but not limited to, phonemic awareness, letter
21 recognition, and oral language skills as identified in the subject
22 matter standards adopted by the State Board of Education. A
23 screening instrument approved by the State Board shall be utilized
24 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. The program of reading
21 instruction shall include provisions of the READ Initiative adopted
22 by the school district as provided for in subsection 0 of this
23 section.

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

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

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

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

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

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

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

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

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

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

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

1 subsection D of this section. In addition to other requirements of
2 the Reading Sufficiency Act, the plan may include specialized
3 tutoring.

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

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

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

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

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

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

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

1 and provided intensive instructional services and supports as
2 provided for in subsection N of this section.

3 6. Each school district shall annually report to the State
4 Department of Education the number of students promoted to the
5 fourth grade pursuant to this subsection and the number of students
6 promoted to a subsequent grade pursuant to the provisions in
7 paragraph 4 of this subsection. The State Department of Education
8 shall publicly report the aggregate and district-specific number of
9 students promoted on their website and shall provide electronic
10 copies of the report to the Governor, Secretary of Education,
11 President Pro Tempore of the Senate, Speaker of the House of
12 Representatives, and to the respective chairs of the committees with
13 responsibility for common education policy in each legislative
14 chamber.

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

18 8. To determine the promotion and retention of third-grade
19 students pursuant to the Reading Sufficiency Act, the State Board of
20 Education shall use only the reading comprehension and vocabulary
21 scores portion of the statewide third-grade assessment administered
22 pursuant to Section 1210.508 of this title and shall not use the
23 other language arts scores portions of the assessment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16 L. A student who is otherwise promoted as provided for in
17 subsection H of this section or is promoted for good cause as
18 provided for in subsection K of this section shall be provided
19 intensive reading instruction during an altered instructional day
20 that includes specialized diagnostic information and specific
21 reading strategies for each student. The school district shall
22 assist schools and teachers to implement reading strategies for the
23 promoted students that research has shown to be successful in
24 improving reading among low-performing readers.

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

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

11 2. The principal of the school shall review and discuss the
12 documentation with the teacher and, if applicable, the other members
13 of the Student Reading Proficiency Team as described in subsection D
14 of this section. If the principal determines that the student meets
15 one of the good-cause exemptions and should be promoted based on the
16 documentation provided, the principal shall make a recommendation in
17 writing to the school district superintendent; and

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

20 N. Each school district shall:

21 1. Conduct a review of the program of reading instruction for
22 all students who score below the proficient level on the reading
23 portion of the statewide assessment administered pursuant to Section
24 1210.508 of this title and did not meet the criteria for one of the

1 good-cause exemptions as set forth in subsection K of this section.
2 The review shall address additional supports and services, as
3 described in this subsection, needed to remediate the identified
4 areas of reading deficiency. The school district shall require a
5 student portfolio to be completed for each retained student;

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

- 14 a. small group instruction,
- 15 b. reduced teacher-student ratios,
- 16 c. more frequent progress monitoring,
- 17 d. tutoring or mentoring,
- 18 e. transition classes containing third- and fourth-grade
19 students,
- 20 f. extended school day, week, or year, and
- 21 g. summer reading academies as provided for in Section
22 1210.508E of this title, if available;

23 3. Provide written notification to the parent or guardian of
24 any student who is to be retained as set forth in subsection H of

1 this section that the student has not met the proficiency level
2 required for promotion and was not otherwise promoted and the
3 reasons the student is not eligible for a good-cause exemption. The
4 notification shall include a description of proposed interventions
5 and intensive instructional supports that will be provided to the
6 student to remediate the identified areas of reading deficiency;

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

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

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

7 a. supplemental tutoring in scientific-research-based
8 reading services in addition to the regular reading
9 block, including tutoring before or after school,

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

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

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

23 1. Be provided to all kindergarten through third-grade students
24 at risk of retention as identified by the assessments administered

1 pursuant to the Reading Sufficiency Act. The assessment used shall
2 measure phonemic awareness, phonics, fluency, vocabulary, and
3 comprehension;

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

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

8 a. assists students assessed as exhibiting a reading
9 deficiency in developing the ability to read at grade
10 level,

11 b. provides skill development in phonemic awareness,
12 phonics, fluency, vocabulary, and comprehension,

13 c. provides a scientific-research-based and reliable
14 assessment,

15 d. provides initial and ongoing analysis of the reading
16 progress of each student,

17 e. is implemented during regular school hours,

18 f. provides a curriculum in core academic subjects to
19 assist the student in maintaining or meeting
20 proficiency levels for the appropriate grade in all
21 academic subjects,

22 g. establishes at each school, where applicable, an
23 Intensive Acceleration Class for retained third-grade
24 students who subsequently score below the proficient

1 level on the reading portion of the statewide
2 assessment administered pursuant to Section 1210.508
3 of this title. The focus of the Intensive
4 Acceleration Class shall be to increase the reading
5 level of a child at least two grade levels in one (1)
6 school year. The Intensive Acceleration Class shall:
7 (1) be provided to any student in the third grade who
8 scores below the proficient level on the reading
9 portion of the statewide assessments and who was
10 retained in the third grade the prior year
11 because of scoring below the proficient level on
12 the reading portion of the statewide assessments,
13 (2) have a reduced teacher-student ratio,
14 (3) provide uninterrupted reading instruction for the
15 majority of student contact time each day and
16 incorporate opportunities to master the fourth-
17 grade state standards in other core subject
18 areas,
19 (4) use a reading program that is scientific-
20 research-based and has proven results in
21 accelerating student reading achievement within
22 the same school year,
23 (5) provide intensive language and vocabulary
24 instruction using a scientific-research-based

1 program, including use of a speech-language
2 therapist,

3 (6) include weekly progress monitoring measures to
4 ensure progress is being made, and

5 (7) provide reports to the State Department of
6 Education, in the manner described by the
7 Department, outlining the progress of students in
8 the class at the end of the first semester,

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

15 i. provide to a student who has been retained in the
16 third grade and has received intensive instructional
17 services but is still not ready for grade promotion,
18 as determined by the school district, the option of
19 being placed in a transitional instructional setting.
20 A transitional setting shall specifically be designed
21 to produce learning gains sufficient to meet fourth-
22 grade performance standards while continuing to
23 remediate the areas of reading deficiency.

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

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

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

21 b. by grade, the number and percentage of all students in
22 grades three through ten performing below the
23 proficient level on the reading portion of the
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1 statewide assessment administered pursuant to Section
2 1210.508 of this title,

3 c. by grade, the number and percentage of all students
4 retained in grades three through ten,

5 d. information on the total number and percentage of
6 students who were promoted for good cause, by each
7 category of good cause as specified above, and

8 e. any revisions to the policies of the school district
9 on student retention and promotion from the prior
10 year.

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

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

23 S. On or before December 31 of each year, the State Department
24 of Education shall issue to the Governor, the President Pro Tempore

1 of the Senate, the Speaker of the House of Representatives and
2 members of the Senate and House of Representatives Education
3 Committees a Reading Report Card for the state and each school
4 district and elementary site which shall include, but is not limited
5 to, trend data detailing three (3) years of data, disaggregated by
6 student subgroups to include economically disadvantaged, major
7 racial or ethnic groups, students with disabilities, and English
8 language learners, as appropriate for the following:

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

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

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

20 4. The number and percentage of students scoring at each
21 performance level on the reading portion of the statewide third-
22 grade assessment administered pursuant to Section 1210.508 of this
23 title;

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1 5. The number of students tested, the number of students
2 promoted through meeting proficiency on a screening instrument as
3 provided for in subsection H of this section, the number of students
4 promoted through each of the good-cause exemptions as provided for
5 in subsection K of this section and the number of students retained
6 and the number of students promoted through probationary promotion
7 as provided for in subsection H of this section for each elementary
8 site;

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

16 7. The amount of funds for reading remediation received by each
17 district;

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

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

23 10. Socioeconomic information, access to reading resources
24 outside of school and screening for and identification of learning

1 disabilities for students not reading at the appropriate grade level
2 by third grade;

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

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

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

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

14 SECTION 2. This act shall become effective November 1, 2018.

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