

1 STATE OF OKLAHOMA

2 1st Session of the 55th Legislature (2015)

3 CONFERENCE COMMITTEE SUBSTITUTE  
4 FOR ENGROSSED

5 SENATE BILL 630

By: Ford, Mazzei, Pittman and  
Sharp of the Senate

6 and

7 Casey of the House

8  
9 CONFERENCE COMMITTEE SUBSTITUTE

10 An Act relating to schools; amending 70 O.S. 2011,  
11 Section 1210.508C, as last amended by Section 35 of  
12 Enrolled Senate Bill No. 831 of the 1st Session of  
13 the 55th Oklahoma Legislature, which relates to the  
14 Reading Sufficiency Act; requiring certain assessment  
15 to be administered at the end of the year; modifying  
16 certain reading program; providing for intensive  
17 remediation of students in certain grades found not  
18 reading at grade level; providing for development of  
19 remediation plan by certain team; removing language  
20 regarding establishment of certain committee;  
21 clarifying reference to certain students; removing  
22 language regarding automatic promotion of certain  
23 students; extending years in which probationary  
24 promotion may be used; modifying criteria for  
probationary promotion in certain years; modifying  
membership of certain team; modifying conditions for  
promotion after certain date; directing use of  
certain portions of certain test for certain purpose;  
modifying information required in certain report;  
modifying contents of certain notice; modifying  
criteria for midyear promotion; providing an  
effective date; and declaring an emergency.

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

1 SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,  
2 as last amended by Section 35 of Enrolled Senate Bill No. 831 of the  
3 1st Session of the 55th Oklahoma Legislature, is amended to read as  
4 follows:

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

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

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

21 B. 1. Each student enrolled in kindergarten, first, second and  
22 third grade of the public schools of this state shall be assessed at  
23 the beginning and end of each school year using a screening  
24 instrument approved by the State Board of Education for the

1 acquisition of reading skills including, but not limited to,  
2 ~~phonological~~ phonemic awareness, phonics, ~~spelling~~, reading fluency,  
3 vocabulary, and comprehension.

4 2. Any student who is assessed and found not to be reading at  
5 the appropriate grade level shall be provided a program of reading  
6 instruction designed to enable the student to acquire the  
7 appropriate grade level reading skills. Beginning with students  
8 entering the first grade in the 2011-2012 school year, the program  
9 of reading instruction shall include provisions of the READ  
10 Initiative adopted by the school district as provided for in  
11 subsection O of this section.

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

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

22 1. Assess for ~~phonological~~ phonemic awareness, phonics, reading  
23 fluency, and comprehension;

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

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

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

4 5. Accompanied by a data management system that provides  
5 profiles for students, class, grade level and school building. The  
6 profiles shall identify each student's instructional point of need  
7 and reading achievement level. The State Board shall also determine  
8 other comparable reading assessments for diagnostic purposes and for  
9 periodic and post assessments to be used for students at risk of  
10 reading failure. The State Board shall ensure that any assessments  
11 approved are in alignment with the subject matter standards adopted  
12 by the State Board of Education.

13 D. 1. The program of reading instruction required in  
14 subsection B of this section shall align with the subject matter  
15 standards adopted by the State Board of Education, ~~and~~ and shall include  
16 provisions of the READ Initiative adopted by the school district as  
17 provided for in subsection O of this section ~~beginning with students~~  
18 ~~entering the first grade in the 2011-2012 school year and.~~ A  
19 program of reading instruction may include, but is not limited to:

20 ~~1. Sufficient~~

21 a. sufficient additional in-school instructional time for  
22 the acquisition of ~~phonological~~ phonemic awareness,  
23 phonics, ~~spelling,~~ reading fluency, vocabulary, and  
24 comprehension, ~~and~~

1       ~~2. If~~

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

7       ~~3. Assessments~~

8           c.   assessments identified for diagnostic purposes and  
9           periodic monitoring to measure the acquisition of  
10          reading skills including, but not limited to,  
11          ~~phonological~~ phonemic awareness, phonics, ~~spelling,~~  
12          reading fluency, vocabulary, and comprehension, as  
13          identified in the student's program of reading  
14          instruction.

15        2. A student enrolled in first or second grades who has been  
16 assessed as provided for in subsection B of this section and found  
17 not to be reading at the corresponding grade level, shall be  
18 entitled to individualized remediation in reading until the student  
19 is determined by the results of a screening instrument to be reading  
20 on grade level. The program of reading instruction for each student  
21 shall be developed by a Student Reading Proficiency Team and shall  
22 include individualized remediation. Each team shall be composed of:

23           a.   the parent or guardian of the student,  
24

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

8           E. The program of reading instruction shall continue until the  
9 student is determined by the results of approved reading assessments  
10 to be reading on grade level.

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

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

7 ~~2. Each school site shall establish a committee, composed of~~  
8 ~~educators, which if possible shall include a certified reading~~  
9 ~~specialist, to develop the required programs of reading instruction.~~  
10 ~~A parent or guardian of the student shall be included in the~~  
11 ~~development of the program of reading instruction for that student.~~

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

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

1 reading instruction. In addition to other requirements of the  
2 Reading Sufficiency Act, the plan may include specialized tutoring.

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

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

21 3. a. ~~If a student has not yet satisfied the proficiency~~  
22 ~~requirements of this section prior to the completion~~  
23 ~~of third grade, the student may qualify for automatic~~  
24 ~~promotion to the fourth grade upon scoring at the~~



1 ~~"limited knowledge" level on the reading portion of~~  
2 ~~the statewide third-grade criterion-referenced test.~~

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

16 ~~c. A student so promoted shall be entitled to intensive~~  
17 ~~remediation in reading until the student is able to~~  
18 ~~demonstrate proficiency in reading at the grade level~~  
19 ~~in which the student is enrolled. An intensive~~  
20 ~~remediation plan shall be developed by a "Student~~  
21 ~~Reading Proficiency Team" composed of:~~  
22 ~~(1) the parent(s) and/or guardian(s) of the student,~~  
23  
24

- 1           ~~(2) the teacher assigned to the student who had~~  
2           ~~responsibility for reading instruction in that~~  
3           ~~academic year,~~
- 4           ~~(3) a teacher in reading who teaches in the~~  
5           ~~subsequent grade level,~~
- 6           ~~(4) the school principal, and~~
- 7           ~~(5) a certified reading specialist, if one is~~  
8           ~~available.~~

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

19           ~~5.~~

20           4. a. For the ~~2013-14 and 2014-15~~ 2015-2016 school ~~years~~  
21           year, a student not ~~qualified~~ eligible for automatic  
22           promotion as provided for under paragraph 4 3 of this  
23           subsection and who scores at the unsatisfactory level  
24           on the reading portion of the third-grade statewide

1 criterion-referenced test may be evaluated for  
2 "probationary promotion" by a "the Student Reading  
3 Proficiency Team". For the 2016-2017 and 2017-2018  
4 school years, a student not eligible for automatic  
5 promotion as provided for under paragraph 3 of this  
6 subsection and who scores at the unsatisfactory or  
7 limited knowledge levels on the reading portion of the  
8 third-grade statewide criterion-referenced test may be  
9 evaluated for "probationary promotion" by the Student  
10 Reading Proficiency Team. The Student Reading  
11 Proficiency Team shall be composed of:

- 12 (1) the parent(s) and/or guardian(s) of the student,
- 13 (2) the teacher assigned to the student who had  
14 responsibility for reading instruction in that  
15 academic year,
- 16 (3) a teacher in reading who teaches in the  
17 subsequent grade level, and
- 18 (4) ~~the school principal, and~~
- 19 ~~(5)~~ a certified reading specialist.

20 b. The student shall be promoted to the fourth grade if  
21 the team members unanimously recommend "probationary  
22 promotion" to the school principal and the school  
23 district superintendent and the principal and  
24 superintendent ~~approves~~ approve the recommendation

1 that promotion is the best option for the student. If  
2 a student is allowed a "probationary promotion", the  
3 team shall continue to review the reading performance  
4 of the student and repeat the requirements of this  
5 paragraph each academic year until the student  
6 demonstrates grade-level reading proficiency, as  
7 identified through a screening instrument which meets  
8 the acquisition of reading skills criteria pursuant to  
9 subsection B of this section, for the corresponding  
10 grade level in which the student is enrolled or  
11 transitions to the requirements set forth by the  
12 Achieving Classroom Excellence Act.

13 ~~6.~~ 5. Beginning with the ~~2015-16~~ 2016-2017 school year,  
14 students who score ~~at the unsatisfactory~~ below the proficient level  
15 on the reading portion of the statewide third-grade criterion-  
16 referenced test ~~and,~~ who are not subject to a good cause exemption  
17 as provided in subsection K of this section, and who do not qualify  
18 for promotion or "probationary promotion" as provided in this  
19 subsection, shall be retained in the third grade and provided  
20 intensive instructional services and supports as provided for in  
21 subsection N of this section.

22 ~~7.~~ 6. Each school district shall annually report to the State  
23 Department of Education the number of students promoted to the  
24 fourth grade pursuant to ~~paragraphs 1 and 3~~ of this subsection.

1 Following the ~~2013-14 and 2014-15~~ 2015-2016, 2016-2017 and 2017-2018  
2 school years, each school district shall report the number of  
3 students promoted to a subsequent grade pursuant to the provisions  
4 in paragraph ~~5~~ 4 of this subsection. The State Department of  
5 Education shall publicly report the aggregate and district specific  
6 number of students promoted on their website and shall provide  
7 electronic copies of the report to the Governor, Secretary of  
8 Education, President Pro Tempore of the Senate, Speaker of the House  
9 of Representatives, and to the respective chairs of the committees  
10 with responsibility for common education policy in each legislative  
11 chamber.

12 ~~8.~~ 7. Nothing shall prevent a school district from applying the  
13 principles of paragraphs ~~4~~ 3 and ~~5~~ 4 of this subsection in grades  
14 kindergarten through second grade.

15 8. To determine the promotion and retention of third-grade  
16 students pursuant to the Reading Sufficiency Act, the State Board of  
17 Education shall use only the reading comprehension and vocabulary  
18 scores portion of the statewide third-grade criterion-referenced  
19 test and shall not use the other language arts scores portions of  
20 the test.

21 I. The parent of any student who is found to have a reading  
22 deficiency and is not reading at the appropriate grade level and has  
23 been provided a program of reading instruction as provided for in  
24

1 subsection B of this section shall be notified in writing of the  
2 following:

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

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

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

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

16 5. Strategies for parents to use in helping their child succeed  
17 in reading proficiency;

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

19 7. That while the results of the statewide criterion-referenced  
20 tests administered pursuant to Section 1210.508 of this title are  
21 the initial determinant, they are not the sole determiner of  
22 promotion and that portfolio reviews and assessments are available;  
23 and

24

1       ~~7.~~ 8. The specific criteria and policies of the school district  
2 for midyear promotion implemented as provided for in paragraph 4 of  
3 subsection N of this section.

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

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

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

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

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

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

23       5. Students with disabilities who participate in the statewide  
24 criterion-referenced tests and who have an individualized education

1 program that reflects that the student has received intensive  
2 remediation in reading for more than two (2) years but still  
3 demonstrates a deficiency in reading and was previously retained in  
4 prekindergarten for academic reasons, kindergarten, first grade,  
5 second grade, or third grade;

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

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

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

23

24



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 team as described in subsection H of this section. If the  
14 principal determines that the student meets one of the good-cause  
15 exemptions and should be promoted based on the documentation  
16 provided, the principal shall make a recommendation in writing to  
17 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. ~~Beginning with the 2011-2012 school year, each~~ Each school  
21 district shall:

22 1. Conduct a review of the program of reading instruction for  
23 all students who score ~~at the unsatisfactory~~ below the proficient  
24 level on the reading portion of the statewide criterion-referenced

1 test administered pursuant to Section 1210.508 of this title and did  
2 not meet the criteria for one of the good-cause exemptions as set  
3 forth in subsection K of this section. The review shall address  
4 additional supports and services, as described in this subsection,  
5 needed to remediate the identified areas of reading deficiency. The  
6 school district shall require a student portfolio to be completed  
7 for each retained student;

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

- 16 a. small group instruction,
- 17 b. reduced teacher-student ratios,
- 18 c. more frequent progress monitoring,
- 19 d. tutoring or mentoring,
- 20 e. transition classes containing third- and fourth-grade  
21 students,
- 22 f. extended school day, week, or year, and
- 23 g. summer reading academies as provided for in Section  
24 1210.508E of this title, if available;

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

9           4. Implement a policy for the midyear promotion of a retained  
10 student who can demonstrate that the student is a successful and  
11 independent reader, is reading at or above grade level, and is ready  
12 to be promoted to the fourth grade. Tools that school districts may  
13 use in reevaluating any retained student may include subsequent  
14 assessments, alternative assessments, and portfolio reviews, in  
15 accordance with rules of the State Board of Education. Retained  
16 students may only be promoted midyear prior to November 1 and only  
17 upon demonstrating a level of proficiency required to score ~~above~~  
18 ~~the unsatisfactory~~ at the proficient level on the statewide third-  
19 grade criterion-referenced test, or upon demonstrating proficiency  
20 in reading at the third-grade level through a screening instrument  
21 administered pursuant to subsection B of this section, and upon  
22 showing progress sufficient to master appropriate fourth-grade-level  
23 skills, as determined by the school. A midyear promotion shall be  
24

1 made only upon agreement of the parent or guardian of the student  
2 and the school principal;

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

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

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

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

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

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

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

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

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

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

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

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

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

19 (3) provide uninterrupted reading instruction for the  
20 majority of student contact time each day and  
21 incorporate opportunities to master the fourth-  
22 grade state standards in other core subject  
23 areas,  
24

- 1 (4) use a reading program that is scientific-  
2 research-based and has proven results in  
3 accelerating student reading achievement within  
4 the same school year,
- 5 (5) provide intensive language and vocabulary  
6 instruction using a scientific-research-based  
7 program, including use of a speech-language  
8 therapist,
- 9 (6) include weekly progress monitoring measures to  
10 ensure progress is being made, and
- 11 (7) provide reports to the State Department of  
12 Education, in the manner described by the  
13 Department, outlining the progress of students in  
14 the class at the end of the first semester,
- 15 h. provide reports to the State Board of Education, upon  
16 request, on the specific intensive reading  
17 interventions and supports implemented by the school  
18 district. The State Superintendent of Public  
19 Instruction shall annually prescribe the required  
20 components of the reports, and
- 21 i. provide to a student who has been retained in the  
22 third grade and has received intensive instructional  
23 services but is still not ready for grade promotion,  
24 as determined by the school district, the option of

1 being placed in a transitional instructional setting.  
2 A transitional setting shall specifically be designed  
3 to produce learning gains sufficient to meet fourth-  
4 grade performance standards while continuing to  
5 remediate the areas of reading deficiency.

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

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

- 21 a. the provisions of this section relating to public  
22 school student progression and the policies and  
23 procedures of the school district on student retention  
24 and promotion,



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

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

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

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

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

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

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

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

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

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

9 7. Any recommendations for improvements or amendments to the  
10 Reading Sufficiency Act.

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

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

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

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

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