

1 STATE OF OKLAHOMA

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

3 SENATE BILL 630

By: Ford

4
5 AS INTRODUCED

6 An Act relating to schools; amending 70 O.S. 2011,
7 Section 1210.508C, as last amended by Section 10,
8 Chapter 430, O.S.L. 2014 (70 O.S. Supp. 2014, Section
9 1210.508C), which relates to the Reading Sufficiency
10 Act; providing for intensive remediation of students
11 in certain grades with certain scores on screening
12 instruments; providing for development of remediation
13 plan by certain team; removing language regarding
14 automatic promotion of certain students; modifying
15 reference to certain school years; modifying
16 conditions for promotion after certain date; removing
17 reference to application of program in certain
18 grades; modifying information required in certain
19 report; providing an effective date; and declaring an
20 emergency.

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

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

Section 1210.508C. A. 1. Each student enrolled in
kindergarten in a public school in this state shall be screened for
reading skills including, but not limited to, phonological
awareness, letter recognition, and oral language skills as
identified in the subject matter standards adopted by the State

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

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

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

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

19 2. Any student who is assessed and found not to be reading at
20 the appropriate grade level shall be provided a program of reading
21 instruction designed to enable the student to acquire the
22 appropriate grade level reading skills. Beginning with students
23 entering the first grade in the 2011-2012 school year, the program
24 of reading instruction shall include provisions of the READ

1 Initiative adopted by the school district as provided for in
2 subsection Θ P of this section.

3 3. Throughout the year progress monitoring shall continue, and
4 diagnostic assessment, if determined appropriate, shall be provided.
5 Year-end reading skills shall be measured to determine reading
6 success.

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

13 1. Assess for phonological awareness, phonics, reading fluency,
14 and comprehension;

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

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

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

19 5. ~~Accompanied~~ Is accompanied by a data management system that
20 provides profiles for students, class, grade level, and school
21 building. The profiles shall identify each student's instructional
22 point of need and reading achievement level. The State Board shall
23 also determine other comparable reading assessments for diagnostic
24 purposes and for periodic and post assessments to be used for

1 students at risk of reading failure. The State Board shall ensure
2 that any assessments approved are in alignment with the subject
3 matter standards adopted by the State Board of Education.

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

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

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

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

1 E. 1. Beginning with the 2015-2016 school year, a student who
2 is identified at any point of the academic year as having a reading
3 deficiency shall be entitled to intensive remediation in reading
4 until the student is able to demonstrate proficiency in reading at
5 the grade level in which the student is enrolled.

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

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

12 b. the teacher assigned to the student who had
13 responsibility for reading instruction in that
14 academic year,

15 c. a teacher in reading who teaches in the subsequent
16 grade level, and

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

18 F. The program of reading instruction shall continue until the
19 student is determined by the results of approved reading assessments
20 to be reading on grade level.

21 ~~F.~~ G. 1. Every school district shall adopt, and implement a
22 district reading sufficiency plan which has had input from school
23 administrators, teachers, and parents and if possible a reading
24 specialist, and which shall be submitted electronically to and

1 approved by the State Board of Education. The plan shall be updated
2 annually. School districts shall not be required to electronically
3 submit the annual updates to the Board if the last plan submitted to
4 the Board was approved and expenditures for the program include only
5 expenses relating to individual and small group tutoring, purchase
6 of and training in the use of screening and assessment measures,
7 summer school programs and Saturday school programs. If any
8 expenditure for the program is deleted or changed or any other type
9 of expenditure for the program is implemented, the school district
10 shall be required to submit the latest annual update to the Board
11 for approval. The district reading sufficiency plan shall include a
12 plan for each site which includes an analysis of the data provided
13 by the Oklahoma School Testing Program and other reading assessments
14 utilized as required in this section, and which outlines how each
15 school site will comply with the provisions of the Reading
16 Sufficiency Act.

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

22 3. The State Board of Education shall adopt rules for the
23 implementation and evaluation of the provisions of the Reading
24 Sufficiency Act. The evaluation shall include, but not be limited

1 to, an analysis of the data required in subsection § T of this
2 section.

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

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

22 2. If a third-grade student is identified at any point of the
23 academic year as having a significant reading deficiency, which
24 shall be defined as scoring below proficient on a screening

1 instrument which meets the acquisition of reading skills criteria
2 pursuant to subsection B of this section, the district shall
3 immediately begin a student reading portfolio as provided by
4 subsection ~~¶~~ L of this section and shall provide notice to the
5 parent of the deficiency pursuant to subsection ~~¶~~ J of this section.

6 3. a. ~~If a student has not yet satisfied the proficiency~~

7 ~~requirements of this section prior to the completion~~

8 ~~of third grade, the student may qualify for automatic~~

9 ~~promotion to the fourth grade upon scoring at the~~

10 ~~"limited knowledge" level on the reading portion of~~

11 ~~the statewide third-grade criterion-referenced test.~~

12 b. ~~Prior to promotion, however, the district shall~~

13 ~~provide notice to the parent(s) and/or guardian(s) of~~

14 ~~the child that the child is not yet reading at grade~~

15 ~~level in reading and provide the parent(s) and/or~~

16 ~~guardian(s) of the child the option for retention~~

17 ~~should they so desire. The notice shall contain, at a~~

18 ~~minimum, the most recently identifiable grade level on~~

19 ~~which the student is actually proficient, the~~

20 ~~opportunities for summer reading programs, school~~

21 ~~and/or community based reading tutoring, vendors which~~

22 ~~provide reading tutoring and the rights to the~~

23 ~~continuing intensive remediation pursuant to this~~

24 ~~paragraph.~~

1 ~~e. A student so promoted shall be entitled to intensive~~
2 ~~remediation in reading until the student is able to~~
3 ~~demonstrate proficiency in reading at the grade level~~
4 ~~in which the student is enrolled. An intensive~~
5 ~~remediation plan shall be developed by a "Student~~
6 ~~Reading Proficiency Team" composed of:~~
7 ~~(1) the parent(s) and/or guardian(s) of the student,~~
8 ~~(2) the teacher assigned to the student who had~~
9 ~~responsibility for reading instruction in that~~
10 ~~academic year,~~
11 ~~(3) a teacher in reading who teaches in the~~
12 ~~subsequent grade level,~~
13 ~~(4) the school principal, and~~
14 ~~(5) a certified reading specialist, if one is~~
15 ~~available.~~

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

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

2 4. Through the 2019-2020 school year, a student not qualified
3 for automatic promotion under paragraph ~~4~~ 3 of this subsection may
4 be evaluated for "probationary promotion" by a "Student Reading
5 Proficiency Team" composed of:

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

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

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

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

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

23 6. That while the results of the statewide criterion-referenced
24 tests administered pursuant to Section 1210.508 of this title are

1 the initial determinant, it is not the sole determiner of promotion
2 and that portfolio reviews and assessments are available; and

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

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

8 ~~¶~~ L. For those students who do not meet the academic
9 requirements for promotion and who are not otherwise promoted as
10 provided for in subsection ~~¶~~ I of this section, a school district
11 may promote the student for good cause only. Good-cause exemptions
12 for promotion 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 criterion-referenced tests and who have an individualized education
3 program that reflects that the student has received intensive
4 remediation in reading for more than two (2) years but still
5 demonstrates a deficiency in reading and was previously retained in
6 prekindergarten for academic reasons, kindergarten, first grade,
7 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~~. M. A student who is otherwise promoted as provided for in
17 subsection ~~H~~ I of this section or is promoted for good cause as
18 provided for in subsection ~~K~~ L 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.~~ N. Requests to exempt students from the retention
2 requirements based on one of the good-cause exemptions as described
3 in subsection ~~K~~ L of this section shall be made using the following
4 process:

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

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

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

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

23 1. Conduct a review of the program of reading instruction for
24 all students who score ~~at the unsatisfactory~~ below the proficient

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

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

- 17 a. small group instruction,
 - 18 b. reduced teacher-student ratios,
 - 19 c. more frequent progress monitoring,
 - 20 d. tutoring or mentoring,
 - 21 e. transition classes containing third- and fourth-grade
22 students,
 - 23 f. extended school day, week, or year, and
- 24

1 g. summer reading academies as provided for in Section
2 1210.508E of this title, if available;

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

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

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 ~~Ø.~~ P. 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 ~~at the unsatisfactory~~

1 below the proficient level on the reading portion of
2 the statewide criterion-referenced tests. The focus
3 of the Intensive Acceleration Class shall be to
4 increase the reading level of a child at least two
5 grade levels in one (1) school year. The Intensive
6 Acceleration Class shall:

- 7 (1) be provided to any student in the third grade who
8 scores ~~at the unsatisfactory~~ below the proficient
9 level on the reading portion of the statewide
10 criterion-referenced tests and who was retained
11 in the third grade the prior year because of
12 scoring ~~at the unsatisfactory~~ below the
13 proficient level on the reading portion of the
14 statewide criterion-referenced tests,
- 15 (2) have a reduced teacher-student ratio,
- 16 (3) provide uninterrupted reading instruction for the
17 majority of student contact time each day and
18 incorporate opportunities to master the fourth-
19 grade state standards in other core subject
20 areas,
- 21 (4) use a reading program that is scientific-
22 research-based and has proven results in
23 accelerating student reading achievement within
24 the same school year,

- 1 (5) provide intensive language and vocabulary
2 instruction using a scientific-research-based
3 program, including use of a speech-language
4 therapist,
5 (6) include weekly progress monitoring measures to
6 ensure progress is being made, and
7 (7) provide reports to the State Department of
8 Education, in the manner described by the
9 Department, outlining the progress of students in
10 the class at the end of the first semester,

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

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

1 grade performance standards while continuing to
2 remediate the areas of reading deficiency.

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

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

- 19 a. the provisions of this section relating to public
20 school student progression and the policies and
21 procedures of the school district on student retention
22 and promotion,
- 23 b. by grade, the number and percentage of all students in
24 grades three through ten performing ~~at the~~

1 ~~unsatisfactory~~ below the proficient level on the
2 reading portion of the statewide criterion-referenced
3 tests,

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

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

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

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

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

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

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

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

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

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

24

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

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

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

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

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

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

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

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