

1 ENGROSSED SENATE AMENDMENTS
TO

2 ENGROSSED HOUSE
3 BILL NO. 1065

By: Nollan, Kern and McCullough
of the House

4 and

5 Stanislawski of the Senate

6
7
8 [schools - directing use of certain type of test for
9 assessment for reading skills under the Reading
10 Sufficiency Act - ~~effective date~~ -
11 emergency]

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14 AUTHOR: Add the following Senate Coauthor: Pittman

15 AMENDMENT NO. 1. Page 11, line 9, after the word "comprehension",
16 insert the words "and vocabulary", and add an "s"
to the word "score"

17 AMENDMENT NO. 2. Page 1, strike the enacting clause
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9 Sufficiency Act - ~~effective date~~ -
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13 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

14 SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,
15 as last amended by Section 2, Chapter 344, O.S.L. 2014 (70 O.S.
16 Supp. 2014, Section 1210.508C), is amended to read as follows:

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

24

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 of each school year using a screening instrument
13 approved by the State Board of Education for the acquisition of
14 reading skills including, but not limited to, phonological
15 awareness, phonics, spelling, 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. Beginning with students
21 entering the first grade in the 2011-2012 school year, the program
22 of reading instruction shall include provisions of the READ
23 Initiative adopted by the school district as provided for in
24 subsection O of this section.

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 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 phonological awareness, phonics, reading fluency,
12 and 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;

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

1 approved are in alignment with the subject matter standards adopted
2 by the State Board of Education.

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

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

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

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

22 E. The program of reading instruction shall continue until the
23 student is determined by the results of approved reading assessments
24 to be reading on grade level.

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

21 2. Each school site shall establish a committee, composed of
22 educators, which if possible shall include a certified reading
23 specialist, to develop the required programs of reading instruction.
24

1 A parent or guardian of the student shall be included in the
2 development of the program of reading instruction for that student.

3 3. The State Board of Education shall adopt rules for the
4 implementation and evaluation of the provisions of the Reading
5 Sufficiency Act. The evaluation shall include, but not be limited
6 to, an analysis of the data required in subsection S of this
7 section.

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

17 H. 1. Any student who demonstrates proficiency in reading at
18 the third-grade level through a screening instrument which meets the
19 acquisition of reading skills criteria pursuant to subsection B of
20 this section shall not be subject to the retention guidelines found
21 in this section. Upon demonstrating the proficiency through the
22 screening, the district shall provide notification to the parent(s)
23 and/or guardian(s) of the student that they have satisfied the
24

1 requirements of the Reading Sufficiency Act and will not be subject
2 to retention pursuant to this section.

3 2. If a third-grade student is identified at any point of the
4 academic year as having a significant reading deficiency, which
5 shall be defined as scoring below proficient on a screening
6 instrument which meets the acquisition of reading skills criteria
7 pursuant to subsection B of this section, the district shall
8 immediately begin a student reading portfolio as provided by
9 subsection K of this section and shall provide notice to the parent
10 of the deficiency pursuant to subsection I of this section.

11 3. a. If a student has not yet satisfied the proficiency
12 requirements of this section prior to the completion
13 of third grade, the student may qualify for automatic
14 promotion to the fourth grade upon scoring at the
15 "limited knowledge" level on the reading portion of
16 the statewide third-grade criterion-referenced test.

17 b. Prior to promotion, however, the district shall
18 provide notice to the parent(s) and/or guardian(s) of
19 the child that the child is not yet reading at grade
20 level in reading and provide the parent(s) and/or
21 guardian(s) of the child the option for retention
22 should they so desire. The notice shall contain, at a
23 minimum, the most recently identifiable grade level on
24 which the student is actually proficient, the

1 opportunities for summer reading programs, school_
2 and/or community_based reading tutoring, vendors which
3 provide reading tutoring and the rights to the
4 continuing intensive remediation pursuant to this
5 paragraph.

6 c. A student so promoted shall be entitled to intensive
7 remediation in reading until the student is able to
8 demonstrate proficiency in reading at the grade level
9 in which the student is enrolled. An intensive
10 remediation plan shall be developed by a "Student
11 Reading Proficiency Team" 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,
- 18 (4) the school principal, and
- 19 (5) a certified reading specialist, if one is
20 available.

21 4. If a student has not yet satisfied the proficiency
22 requirements of this section prior to the completion of third grade
23 and still has a significant reading deficiency, as identified based
24 on assessments administered that meet the acquisition of reading

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

6 5. a. For the 2013-14 and 2014-15 school years, a student
7 not qualified for automatic promotion under paragraph
8 4 of this subsection may be evaluated for
9 "probationary promotion" by a "Student Reading
10 Proficiency Team" composed of:

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

19 The student shall be promoted to the fourth grade if the team
20 members unanimously recommend "probationary promotion" to the school
21 district superintendent and the superintendent approves the
22 recommendation that promotion is the best option for the student.
23 If a student is allowed a "probationary promotion", the team shall
24 continue to review the reading performance of the student and repeat

1 the requirements of this paragraph each academic year until the
2 student demonstrates grade-level reading proficiency, as identified
3 through a screening instrument which meets the acquisition of
4 reading skills criteria pursuant to subsection B of this section,
5 for the corresponding grade level in which the student is enrolled
6 or transitions to the requirements set forth by the Achieving
7 Classroom Excellence Act.

8 6. Beginning with the 2015-16 school year, students who score
9 at the unsatisfactory level on the reading portion of the statewide
10 third-grade criterion referenced test and who are not subject to a
11 good cause exemption as provided in subsection K of this section
12 shall be retained in the third grade and provided intensive
13 instructional services and supports as provided for in subsection N
14 of this section.

15 7. Each school district shall annually report to the State
16 Department of Education the number of students promoted to the
17 fourth grade pursuant to paragraphs 1 and 3 of this subsection.
18 Following the 2013-14 and 2014-15 school years, each school district
19 shall report the number of students promoted to a subsequent grade
20 pursuant to the provisions in paragraph 5 of this subsection. The
21 State Department of Education shall publicly report the aggregate
22 and district specific number of students promoted on their website
23 and shall provide electronic copies of the report to the Governor,
24 Secretary of Education, President Pro Tempore of the Senate, Speaker

1 of the House of Representatives and to the respective chairs of the
2 committees with responsibility for common education policy in each
3 legislative chamber.

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

7 9. To determine the promotion and retention of third-grade
8 students pursuant to the Reading Sufficiency Act, the State Board of
9 Education shall use only the reading comprehension score portion of
10 the statewide third-grade criterion-referenced test and shall not
11 use the other language arts scores portions of the test.

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

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

19 2. A description of the current services that are provided to
20 the student;

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

24

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

6 5. Strategies for parents to use in helping their child succeed
7 in reading proficiency;

8 6. That while the results of the statewide criterion-referenced
9 tests administered pursuant to Section 1210.508 of this title are
10 the initial determinant, they are not the sole determiner of
11 promotion and that portfolio reviews and assessments are available;
12 and

13 7. The specific criteria and policies of the school district
14 for midyear promotion implemented as provided for in paragraph 4 of
15 subsection N of this section.

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

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

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

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

5 3. Students who demonstrate an acceptable level of performance
6 on an alternative standardized reading assessment approved by the
7 State Board of Education;

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

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

18 6. Students who have received intensive remediation in reading
19 through a program of reading instruction for two (2) or more years
20 but still demonstrate a deficiency in reading and who were
21 previously retained in prekindergarten for academic reasons,
22 kindergarten, first grade, second grade, or third grade for a total
23 of two (2) years.

1 L. A student who is otherwise promoted as provided for in
2 subsection H of this section or is promoted for good cause as
3 provided for in subsection K of this section shall be provided
4 intensive reading instruction during an altered instructional day
5 that includes specialized diagnostic information and specific
6 reading strategies for each student. The school district shall
7 assist schools and teachers to implement reading strategies for the
8 promoted students that research has shown to be successful in
9 improving reading among low-performing readers.

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

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

20 2. The principal of the school shall review and discuss the
21 documentation with the teacher and, if applicable, the other members
22 of the team as described in subsection H of this section. If the
23 principal determines that the student meets one of the good-cause
24 exemptions and should be promoted based on the documentation

1 provided, the principal shall make a recommendation in writing to
2 the school district superintendent; and

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

5 N. Beginning with the 2011-2012 school year, each school
6 district shall:

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

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

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

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

4. Implement a policy for the midyear promotion of a retained student who can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that school districts may use in reevaluating any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained

1 students may only be promoted midyear prior to November 1 and only
2 upon demonstrating a level of proficiency required to score above
3 the unsatisfactory level on the statewide third-grade criterion-
4 referenced test and upon showing progress sufficient to master
5 appropriate fourth-grade-level skills, as determined by the school.
6 A midyear promotion shall be made only upon agreement of the parent
7 or guardian of the student and the school principal;

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

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

14 a. supplemental tutoring in scientific-research-based
15 reading services in addition to the regular reading
16 block, including tutoring before or after school,

17 b. a parent-guided "Read at Home" assistance plan, as
18 developed by the State Department of Education, the
19 purpose of which is to encourage regular parent-guided
20 home reading, or

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

22 O. Beginning with the 2011-2012 school year, each school
23 district shall establish a Reading Enhancement and Acceleration
24 Development (READ) Initiative. The focus of the READ Initiative

1 shall be to prevent the retention of third-grade students by
2 offering intensive accelerated reading instruction to third-grade
3 students who failed to meet standards for promotion to fourth grade
4 and to kindergarten through third-grade students who are exhibiting
5 a reading deficiency. The READ Initiative shall:

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

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

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

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

1 f. provides a curriculum in core academic subjects to
2 assist the student in maintaining or meeting
3 proficiency levels for the appropriate grade in all
4 academic subjects,

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

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

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

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

1 grade state standards in other core subject
2 areas,

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

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

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

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

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

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

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

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

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

- 23 a. the provisions of this section relating to public
24 school student progression and the policies and

1 procedures of the school district on student retention
2 and promotion,

3 b. by grade, the number and percentage of all students in
4 grades three through ten performing at the
5 unsatisfactory level on the reading portion of the
6 statewide criterion-referenced tests,

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

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

12 e. any revisions to the policies of the school district
13 on student retention and promotion from the prior
14 year.

15 2. The State Department of Education shall establish a uniform
16 format for school districts to report the information required in
17 this subsection. The format shall be developed with input from
18 school districts and shall be provided not later than ninety (90)
19 days prior to the annual due date. The Department shall annually
20 compile the information required along with state-level summary
21 information, and report the information to the public, the Governor,
22 the President Pro Tempore of the Senate, and the Speaker of the
23 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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1 Passed the House of Representatives the 10th day of March, 2015.

2
3 _____
4 Presiding Officer of the House
of Representatives

5 Passed the Senate the ____ day of _____, 2015.

6
7
8 _____
9 Presiding Officer of the Senate