

1
2 An act relating to public K-12 educational
3 instruction; amending s. 1003.429, F.S.;
4 revising course requirements in the college
5 preparatory accelerated high school graduation
6 program; revising course requirements in the
7 career preparatory accelerated high school
8 graduation program; providing students already
9 participating in an accelerated graduation
10 program the right to continue in the current
11 program; establishing requirements for
12 selection of accelerated graduation options;
13 requiring districts to establish a policy for
14 extending the deadline for certain students to
15 choose an accelerated graduation option;
16 authorizing use of alternate assessments;
17 revising requirements for grades that must be
18 earned to participate in the accelerated
19 graduation program; requiring schools to
20 provide specific notices to students and
21 parents if, at the end of the grade 10, the
22 student is not on track to graduate; specifying
23 certain situations in which a student shall be
24 moved from a 3-year to a 4-year graduation
25 program; amending s. 1003.43, F.S., relating to
26 general requirements for high school
27 graduation; authorizing use of alternate
28 assessments; amending s. 1008.22, F.S.;
29 authorizing the SAT and the ACT as alternative
30 assessments to the grade 10 FCAT required for
31 high school graduation if students have

1 attempted to pass the grade 10 FCAT at least 3
2 times; deleting obsolete language; amending s.
3 1013.735, F.S.; modifying the formula for the
4 allocation of funds from the Classrooms for
5 Kids appropriation; amending s. 1002.20, F.S.;
6 providing certain rights to parents of students
7 with reading deficiencies; requiring that
8 parents receive understandable information and
9 are consulted regarding a child's academic
10 progress; amending s. 1008.25, F.S.; removing
11 an obsolete date; providing notification of
12 additional information to parents of students
13 who exhibit a substantial reading deficiency;
14 revising certain good cause exemptions from
15 mandatory retention; requiring school districts
16 to provide certain reading interventions to
17 students who have been retained; providing
18 school district requirements relating to
19 remediation of student reading deficiencies,
20 parental notification, implementation of a
21 mid-year promotion policy, provision of
22 instructional options for students,
23 establishment of a Reading Enhancement and
24 Acceleration Development (READ) Initiative and
25 an Intensive Acceleration Class, and reporting;
26 providing an effective date.

27
28 Be It Enacted by the Legislature of the State of Florida:
29

30 Section 1. Section 1003.429, Florida Statutes, is
31 amended to read:

1 1003.429 Accelerated high school graduation options.--
2 (1) Students who enter grade 9 in the 2004-2005 school
3 year ~~Beginning with the 2003-2004 school year, all students~~
4 ~~scheduled to graduate in 2004~~ and thereafter may select one of
5 the following three high school graduation options:
6 (a) Completion of the general requirements for high
7 school graduation pursuant to s. 1003.43;
8 (b) Completion of a 3-year standard college
9 preparatory program requiring successful completion of a
10 minimum of 18 academic credits in grades 9 through 12. At
11 least 6 of the 18 credits required for completion of this
12 program must be received in classes that are honors, dual
13 enrollment, advanced placement, International Baccalaureate,
14 Advanced International Certificate of Education, specifically
15 listed or identified by the Department of Education as
16 rigorous pursuant to s. 1009.531(3), or weighted by the
17 district school board for class ranking purposes. The 18
18 credits required for completion of this program shall be
19 primary requirements and shall be distributed as follows:
20 1. Four credits in English, with major concentration
21 in composition and literature;
22 2. Three credits in mathematics at the Algebra I level
23 or higher from the list of courses that qualify for state
24 university admission;
25 3. Three credits in natural science, two of which must
26 have a laboratory component;
27 4. Three credits in social sciences, which must
28 include one credit in American history, one credit in world
29 history, one-half credit in American government, and one-half
30 credit in economics;
31

1 5. Two credits in the same second language unless the
2 student is a native speaker of or can otherwise demonstrate
3 competency in a language other than English. If the student
4 demonstrates competency in another language, the student may
5 replace the language requirement with two credits in other
6 academic courses; and

7 6. Three credits in electives; or

8 (c) Completion of a 3-year career preparatory program
9 requiring successful completion of a minimum of 18 academic
10 credits in grades 9 through 12. The 18 credits shall be
11 primary requirements and shall be distributed as follows:

12 1. Four credits in English, with major concentration
13 in composition and literature;

14 2. Three credits in mathematics, one of which must be
15 Algebra I;

16 3. Three credits in natural science, two of which must
17 have a laboratory component;

18 4. Three credits in social sciences, which must
19 include one credit in American history, one credit in world
20 history, one-half credit in American government, and one-half
21 credit in economics;

22 5. Three ~~Two~~ credits in a single vocational or career
23 education program, three credits in career and technical
24 certificate dual enrollment courses, or five credits in
25 vocational or career education courses ~~the same second~~
26 ~~language unless the student is a native speaker of or can~~
27 ~~otherwise demonstrate competency in a language other than~~
28 ~~English. If the student demonstrates competency in another~~
29 ~~language, the student may replace the language requirement~~
30 ~~with two credits in other academic courses; and~~

31

1 6. Two ~~Three~~ credits in electives unless five credits
2 are earned pursuant to subparagraph 5.

3
4 Any student who selected an accelerated graduation program
5 before July 1, 2004, may continue that program, and all
6 statutory program requirements that were applicable when the
7 student made the program choice shall remain applicable to the
8 student as long as the student continues that program.

9 (2) Prior to selecting a program described in
10 paragraph (1)(b) or paragraph (1)(c), the following
11 requirements must be met:

12 (a) Designated school personnel shall meet with the
13 student and student's parent to give an explanation of the
14 relative requirements, advantages, and disadvantages of each
15 graduation option.

16 (b) The student shall submit to the high school
17 principal and guidance counselor a signed parental consent to
18 enter the 3-year accelerated graduation program.

19 (c) The student shall have achieved at least an FCAT
20 reading achievement level of 3, an FCAT mathematics
21 achievement level of 3, and an FCAT Writing score of 3 on the
22 most recent assessments taken by the student.

23 ~~(3)~~(2) Beginning with the 2004-2005 ~~2003-2004~~ school
24 year, each district school board shall provide each student in
25 grades 6 through 9 ~~12~~ and their parents with information
26 concerning the 3-year and 4-year high school graduation
27 options listed in subsection (1), including the respective
28 curriculum requirements for those options, so that with
29 ~~curriculum for~~ the students and their parents may ~~to~~ select
30 the postsecondary education or career plan that best fits
31

1 their needs. The information ~~options~~ shall include a timeframe
2 for achieving each graduation option.

3 ~~(4)(3)~~ Selection of one of the graduation options
4 listed in subsection (1) must be completed by the student
5 prior to the end of grade 9 and is exclusively up to the
6 student and parent, subject to the requirements in subsection
7 (2). Each district school board shall establish policies for
8 extending this deadline to the end of a student's first
9 semester of grade 10 for a student who entered a Florida
10 public school after grade 9 upon transfer from a private
11 school or another state or who was prevented from choosing a
12 graduation option due to illness during grade 9. If the
13 student and parent fail to select a graduation option, the
14 student shall be considered to have selected the general
15 requirements for high school graduation pursuant to paragraph
16 (1)(a).

17 ~~(5)(4)~~ District school boards shall not establish
18 requirements for accelerated 3-year high school graduation
19 options in excess of the requirements in paragraphs (1)(b) and
20 (c).

21 ~~(6)(5)~~ Students pursuing accelerated 3-year high
22 school graduation options pursuant to paragraph (1)(b) or
23 paragraph (1)(c) are required to:

24 (a) Earn passing scores on the FCAT as defined in s.
25 1008.22(3)(c) or scores on a standardized test that are
26 concordant with passing scores on the FCAT as defined in s.
27 1008.22(9).

28 (b)1. Achieve a cumulative weighted grade point
29 average of 3.0 ~~2.0~~ on a 4.0 scale, or its equivalent, in the
30 courses required for the college preparatory ~~by the chosen~~
31

1 accelerated 3-year high school graduation option pursuant to
2 paragraph (1)(b); or

3 2. Achieve a cumulative weighted grade point average
4 of 3.0 on a 4.0 scale, or its equivalent, in the courses
5 required for the career preparatory accelerated 3-year high
6 school graduation option pursuant to paragraph (1)(c).

7 (c) Receive a weighted or unweighted grade that earns
8 at least 3.0 points, or its equivalent, to earn course credit
9 toward the 18 credits required for the college preparatory
10 accelerated 3-year high school graduation option pursuant to
11 paragraph (1)(b).

12 (d) Receive a weighted or unweighted grade that earns
13 at least 2.0 points, or its equivalent, to earn course credit
14 toward the 18 credits required for the career preparatory
15 accelerated 3-year high school graduation option pursuant to
16 paragraph (1)(c).

17
18 Weighted grades referred to in paragraphs (b), (c), and (d)
19 shall be applied to those courses specifically listed or
20 identified by the department as rigorous pursuant to s.
21 1009.531(3) or weighted by the district school board for class
22 ranking purposes.

23 (7) If, at the end of grade 10, a student is not on
24 track to meet the credit, assessment, or grade-point-average
25 requirements of the accelerated graduation option selected,
26 the school shall notify the student and parent of the
27 following:

28 (a) The requirements that the student is not currently
29 meeting.

30 (b) The specific performance necessary in grade 11 for
31 the student to meet the accelerated graduation requirements.

1 (c) The right of the student to change to the 4-year
2 program set forth in s. 1003.43.

3 (8) A student who selected one of the accelerated
4 3-year graduation options shall automatically move to the
5 4-year program set forth in s. 1003.43 if the student:

6 (a) Exercises his or her right to change to the 4-year
7 program;

8 (b) Fails to earn 5 credits by the end of grade 9 or
9 fails to earn 11 credits by the end of grade 10;

10 (c) Does not achieve a score of 3 or higher on the
11 grade 10 FCAT Writing assessment; or

12 (d) By the end of grade 11 does not meet the
13 requirements of subsections (1) and (6).

14 ~~(9)(6)~~ A student who meets all requirements prescribed
15 in subsections (1) and ~~(6)(5)~~ shall be awarded a standard
16 diploma in a form prescribed by the State Board of Education.

17 Section 2. Paragraph (a) of subsection (5) of section
18 1003.43, Florida Statutes, is amended to read:

19 1003.43 General requirements for high school
20 graduation.--

21 (5) Each district school board shall establish
22 standards for graduation from its schools, and these standards
23 must include:

24 (a) Earning passing scores on the FCAT, as defined in
25 s. 1008.22(3)(c) or scores on a standardized test that are
26 concordant with passing scores on the FCAT as defined in s.
27 1008.22(9).

28
29 The standards required in this subsection, and any subsequent
30 modifications, shall be reprinted in the Florida
31 Administrative Code even though not defined as "rules."

1 Section 3. Subsection (9) of section 1008.22, Florida
2 Statutes, is amended to read:

3 1008.22 Student assessment program for public
4 schools.--

5 (9) EQUIVALENCIES FOR STANDARDIZED TESTS.--

6 (a) The Commissioner of Education shall determine the
7 ~~comparable validity of other available standardized tests,~~
8 ~~including the SAT, ACT, College Placement Test, PSAT, PLAN,~~
9 ~~and tests used for entry into the military. If such tests are~~
10 ~~deemed to be valid and reliable measures, the commissioner~~
11 ~~shall~~ approve the use of the SAT and ACT ~~such~~ tests as
12 alternative alternate assessments to the grade 10 FCAT for the
13 2003-2004 ~~2002-2003~~ school year. Students who attain scores on
14 the SAT or ACT which ~~that~~ equate to the passing scores on the
15 grade 10 FCAT for purposes of high school graduation ~~on any of~~
16 ~~the approved alternative assessments~~ shall satisfy the
17 assessment requirement for a standard high school diploma as
18 provided in s. 1003.429(6)(a) or s. 1003.43(5)(a) for the
19 2003-2004 ~~2002-2003~~ school year ~~graduating class if the~~
20 students meet the requirement in paragraph (b). ~~Prior to the~~
21 ~~application of these alternative assessments in subsequent~~
22 ~~school years, the Legislature shall review the continued use~~
23 ~~of these alternative tests.~~

24 (b) A student shall be required to take the grade 10
25 FCAT a total of three times without earning a passing score in
26 order to use the scores on an alternative assessment pursuant
27 to paragraph (a). This requirement shall not apply to a
28 student who is a new student to the public school system in
29 grade 12.

30 Section 4. Subsection (1) of section 1013.735, Florida
31 Statutes, is amended to read:

1 1013.735 Classrooms for Kids Program.--

2 (1) ALLOCATION.--The department shall allocate funds
3 appropriated for the Classrooms for Kids Program. It is the
4 intent of the Legislature that this program be administered as
5 nearly as practicable in the same manner as the capital outlay
6 program authorized under s. 9(a), Art. XII of the State
7 Constitution. Each district school board's share of the annual
8 appropriation for the Classrooms for Kids Program must be
9 calculated according to the following formula:

10 (a) Twenty-five percent of the appropriation shall be
11 prorated to the districts based on each district's percentage
12 of K-12 base capital outlay full-time equivalent membership,
13 and 65 percent shall be based on each district's percentage of
14 K-12 growth capital outlay full-time equivalent membership as
15 specified for the allocation of funds from the Public
16 Education Capital Outlay and Debt Service Trust Fund by s.
17 1013.64(3).

18 (b) Ten percent of the appropriation must be allocated
19 among district school boards according to the allocation
20 formula in s. 1013.64(1)(a), excluding adult vocational
21 technical facilities.

22 Section 5. Subsections (11) through (22) of section
23 1002.20, Florida Statutes, are renumbered as subsections (12)
24 through (23), respectively, and a new subsection (11) is added
25 to said section to read:

26 1002.20 K-12 student and parent rights.--Parents of
27 public school students must receive accurate and timely
28 information regarding their child's academic progress and must
29 be informed of ways they can help their child to succeed in
30 school. K-12 students and their parents are afforded numerous
31 statutory rights including, but not limited to, the following:

1 (11) STUDENTS WITH READING DEFICIENCIES.--Each
2 elementary school shall regularly assess the reading ability
3 of each K-3 student. The parent of any K-3 student who
4 exhibits a reading deficiency shall be immediately notified of
5 the student's deficiency with a description and explanation,
6 in terms understandable to the parent, of the exact nature of
7 the student's difficulty in learning and lack of achievement
8 in reading; shall be consulted in the development of a
9 detailed academic improvement plan, as described in s.
10 1008.25(4)(b); and shall be informed that the student will be
11 given intensive reading instruction until the deficiency is
12 corrected. This subsection operates in addition to the
13 remediation and notification provisions contained in s.
14 1008.25 and in no way reduces the rights of a parent or the
15 responsibilities of a school district under that section.

16 Section 6. Subsection (5) and paragraph (b) of
17 subsection (6) of section 1008.25, Florida Statutes, are
18 amended, subsections (7), (8), and (9) are renumbered as
19 subsections (8), (9), and (10), respectively, and a new
20 subsection (7) is added to said section, to read:

21 1008.25 Public school student progression; remedial
22 instruction; reporting requirements.--

23 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.--

24 (a) It is the ultimate goal of the Legislature that
25 every student read at or above grade level. Any student who
26 exhibits a substantial deficiency in reading, based upon
27 locally determined or statewide assessments conducted in
28 kindergarten or grade 1, grade 2, or grade 3, or through
29 teacher observations, must be given intensive reading
30 instruction immediately following the identification of the
31 reading deficiency. The student's reading proficiency must be

1 reassessed by locally determined assessments or through
2 teacher observations at the beginning of the grade following
3 the intensive reading instruction. The student must continue
4 to be provided with intensive reading instruction until the
5 reading deficiency is remedied.

6 (b) Beginning with the 2002-2003 school year, if the
7 student's reading deficiency, as identified in paragraph (a),
8 is not remedied by the end of grade 3, as demonstrated by
9 scoring at Level 2 or higher on the statewide assessment test
10 in reading for grade 3, the student must be retained.

11 (c) ~~Beginning with the 2002-2003 school year,~~ The
12 parent of any student who exhibits a substantial deficiency in
13 reading, as described in paragraph (a), must be notified in
14 writing of the following:

15 1. That his or her child has been identified as having
16 a substantial deficiency in reading.

17 2. A description of the current services that are
18 provided to the child.

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

23 4. That if the child's reading deficiency is not
24 remediated by the end of grade 3, the child must be retained
25 unless he or she is exempt from mandatory retention for good
26 cause.

27 5. Strategies for parents to use in helping their
28 child succeed in reading proficiency.

29 6. That the Florida Comprehensive Assessment Test
30 (FCAT) is not the sole determiner of promotion and that
31 additional evaluations, portfolio reviews, and assessments are

1 available to the child to assist parents and the school
2 district in knowing when a child is reading at or above grade
3 level and ready for grade promotion.

4 7. The district's specific criteria and policies for
5 mid-year promotion. Mid-year promotion means promotion of a
6 retained student at any time during the year of retention once
7 the student has demonstrated ability to read at grade level.

8 (6) ELIMINATION OF SOCIAL PROMOTION.--

9 (b) The district school board may only exempt students
10 from mandatory retention, as provided in paragraph (5)(b), for
11 good cause. Good cause exemptions shall be limited to the
12 following:

13 1. Limited English proficient students who have had
14 less than 2 years of instruction in an English for Speakers of
15 Other Languages program.

16 2. Students with disabilities whose individual
17 education plan indicates that participation in the statewide
18 assessment program is not appropriate, consistent with the
19 requirements of State Board of Education rule.

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

23 4. Students who demonstrate, through a student
24 portfolio, that the student is reading on grade level as
25 evidenced by demonstration of mastery of the Sunshine State
26 Standards in reading equal to at least a Level 2 performance
27 on the FCAT.

28 5. Students with disabilities who participate in the
29 FCAT and who have an individual education plan or a Section
30 504 plan that reflects that the student has received the
31 intensive remediation in reading, as required by paragraph

1 (4)(b), for more than 2 years but still demonstrates a
2 deficiency in reading and was previously retained in
3 kindergarten, grade 1, ~~or~~ grade 2, or grade 3.

4 6. Students who have received the intensive
5 remediation in reading as required by paragraph (4)(b) for 2
6 or more years but still demonstrate a deficiency in reading
7 and who were previously retained in kindergarten, grade 1, ~~or~~
8 grade 2, or grade 3 for a total of 2 years. Intensive reading
9 instruction for students so promoted must include an altered
10 instructional day based upon an academic improvement plan that
11 includes specialized diagnostic information and specific
12 reading strategies for each student. The district school board
13 shall assist schools and teachers to implement reading
14 strategies that research has shown to be successful in
15 improving reading among low performing readers.

16 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--

17 (a) Students retained under the provisions of
18 paragraph (5)(b) must be provided intensive interventions in
19 reading to ameliorate the student's specific reading
20 deficiency, as identified by a valid and reliable diagnostic
21 assessment. This intensive intervention must include effective
22 instructional strategies, participation in the school
23 district's summer reading camp, and appropriate teaching
24 methodologies necessary to assist those students in becoming
25 successful readers, able to read at or above grade level, and
26 ready for promotion to the next grade.

27 (b) Beginning with the 2004-2005 school year, each
28 school district shall:

29 1. Conduct a review of student academic improvement
30 plans for all students who did not score above Level 1 on the
31 reading portion of the FCAT and did not meet the criteria for

1 one of the good cause exemptions in paragraph (6)(b). The
2 review shall address additional supports and services, as
3 described in this subsection, needed to remediate the
4 identified areas of reading deficiency. The school district
5 shall require a student portfolio to be completed for each
6 such student.

7 2. Provide students who are retained under the
8 provisions of paragraph (5)(b) with intensive instructional
9 services and supports to remediate the identified areas of
10 reading deficiency, including a minimum of 90 minutes of
11 daily, uninterrupted, scientifically research-based reading
12 instruction and other strategies prescribed by the school
13 district, which may include, but are not limited to:

14 a. Small group instruction.

15 b. Reduced teacher-student ratios.

16 c. More frequent progress monitoring.

17 d. Tutoring or mentoring.

18 e. Transition classes containing 3rd and 4th grade
19 students.

20 f. Extended school day, week, or year.

21 g. Summer reading camps.

22 3. Provide written notification to the parent of any
23 student who is retained under the provisions of paragraph
24 (5)(b) that his or her child has not met the proficiency level
25 required for promotion and the reasons the child is not
26 eligible for a good cause exemption as provided in paragraph
27 (6)(b). The notification must comply with the provisions of s.
28 1002.20(14) and must include a description of proposed
29 interventions and supports that will be provided to the child
30 to remediate the identified areas of reading deficiency.

31

1 4. Implement a policy for the mid-year promotion of
2 any student retained under the provisions of paragraph (5)(b)
3 who can demonstrate that he or she is a successful and
4 independent reader, reading at or above grade level, and ready
5 to be promoted to grade 4. Tools that school districts may use
6 in reevaluating any student retained may include subsequent
7 assessments, alternative assessments, and portfolio reviews,
8 in accordance with rules of the State Board of Education.
9 Students promoted during the school year after November 1 must
10 demonstrate proficiency above that required to score at Level
11 2 on the grade 3 FCAT, as determined by the State Board of
12 Education. The State Board of Education shall adopt standards
13 that provide a reasonable expectation that the student's
14 progress is sufficient to master appropriate 4th grade level
15 reading skills.

16 5. Provide students who are retained under the
17 provisions of paragraph (5)(b) with a high-performing teacher
18 as determined by student performance data and
19 above-satisfactory performance appraisals.

20 6. In addition to required reading enhancement and
21 acceleration strategies, provide parents of students to be
22 retained with at least one of the following instructional
23 options:

24 a. Supplemental tutoring in scientifically
25 research-based reading services in addition to the regular
26 reading block, including tutoring before and/or after school.

27 b. A "Read at Home" plan outlined in a parental
28 contract, including participation in "Families Building Better
29 Readers Workshops" and regular parent-guided home reading.

30 c. A mentor or tutor with specialized reading
31 training.

1 7. Establish a Reading Enhancement and Acceleration
2 Development (READ) Initiative. The focus of the READ
3 Initiative shall be to prevent the retention of grade 3
4 students and to offer intensive accelerated reading
5 instruction to grade 3 students who failed to meet standards
6 for promotion to grade 4 and to each K-3 student who is
7 assessed as exhibiting a reading deficiency. The READ
8 Initiative shall:

9 a. Be provided to all K-3 students at risk of
10 retention as identified by the statewide assessment system
11 used in Reading First schools. The assessment must measure
12 phonemic awareness, phonics, fluency, vocabulary, and
13 comprehension.

14 b. Be provided during regular school hours in addition
15 to the regular reading instruction.

16 c. Provide a state-identified reading curriculum that
17 has been reviewed by the Florida Center for Reading Research
18 at Florida State University and meets, at a minimum, the
19 following specifications:

20 (I) Assists students assessed as exhibiting a reading
21 deficiency in developing the ability to read at grade level.

22 (II) Provides skill development in phonemic awareness,
23 phonics, fluency, vocabulary, and comprehension.

24 (III) Provides scientifically based and reliable
25 assessment.

26 (IV) Provides initial and ongoing analysis of each
27 student's reading progress.

28 (V) Is implemented during regular school hours.

29 (VI) Provides a curriculum in core academic subjects
30 to assist the student in maintaining or meeting proficiency
31 levels for the appropriate grade in all academic subjects.

1 8. Establish at each school, where applicable, an
2 Intensive Acceleration Class for retained grade 3 students who
3 subsequently score at Level 1 on the reading portion of the
4 FCAT. The focus of the Intensive Acceleration Class shall be
5 to increase a child's reading level at least two grade levels
6 in one school year. The Intensive Acceleration Class shall:
7 a. Be provided to any student in grade 3 who scores at
8 Level 1 on the reading portion of the FCAT and who was
9 retained in grade 3 the prior year because of scoring at Level
10 1 on the reading portion of the FCAT.
11 b. Have a reduced teacher-student ratio.
12 c. Provide uninterrupted reading instruction for the
13 majority of student contact time each day and incorporate
14 opportunities to master the grade 4 Sunshine State Standards
15 in other core subject areas.
16 d. Use a reading program that is scientifically
17 research-based and has proven results in accelerating student
18 reading achievement within the same school year.
19 e. Provide intensive language and vocabulary
20 instruction using a scientifically research-based program,
21 including use of a speech language therapist.
22 f. Include weekly progress monitoring measures to
23 ensure progress is being made.
24 g. Report to the Department of Education, in the
25 manner described by the department, the progress of students
26 in the class at the end of the first semester.
27 9. Report to the State Board of Education, as
28 requested, on the specific intensive reading interventions and
29 supports implemented at the school district level. The
30 Commissioner of Education shall annually prescribe the
31 required components of requested reports.

1 10. Provide a student who has been retained in grade 3
2 and has received intensive instructional services but is still
3 not ready for grade promotion, as determined by the school
4 district, the option of being placed in a transitional
5 instructional setting. Such setting shall specifically be
6 designed to produce learning gains sufficient to meet grade 4
7 performance standards while continuing to remediate the areas
8 of reading deficiency.

9 Section 7. This act shall take effect upon becoming a
10 law.

11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31