



2017-2018 General Assembly

SENATE BILL 99: Appropriations Act of 2018, Sec. 7.24: Clarify Reporting Requirements for Read to Achieve Data

Committee:		Date:	August 13, 2018
Introduced by:		Prepared by:	Samantha Yarborough Staff Attorney
Analysis of:	Sec. 7.24 of S.L. 2018-5		

OVERVIEW: *Sec. 7.24 of S.L. 2018-5 as amended by Sec. 2.10 of S.L. 2018-97, makes various clarifying changes and additions to the reporting and accountability requirements of the Read to Achieve Program (Program) that include the following:*

- *In addition to the previous requirements, each local board of education must also publish annually on its website and report in writing to the State Board of Education by September 1 of each year:*
 - *The name of each alternative assessment used to assess reading comprehension and the number and percentage of third grade students who take and pass each alternative assessment.*
 - *For each grade level, the number and percentage of students eligible for priority enrollment in reading camp and the number and percentage of those students who attend reading camp.*
- *Each local board of education must report annually in writing to the State Board of Education the following information from the prior school year by September 1 of each year:*
 - *A description of all reading interventions provided to students who have been retained.*
 - *The number of first and second grade students attending a reading camp offered by the local board of education.*
 - *The license area or areas, years of licensed teaching experience, grade level assignment, and any other specific subject-area assignments of each teacher providing instruction at a reading camp.*
 - *The number and percentage of teachers providing instruction at a reading camp who were paid a reading performance bonus during the school year immediately preceding the reading camp and the grade level on which the bonus was based.*
- *Each local board of education must report annually in writing to the State Board of Education the following information from the prior school year by November 15 of each year:*
 - *The number and percentage of third grade students who did not demonstrate proficiency upon entering reading camp and who became proficient after completing reading camp.*
 - *For each grade level, the number and percentage of first and second grade students who demonstrated reading comprehension below grade level upon entering camp and who*

Karen Cochrane-Brown
Director



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demonstrated reading comprehension at or above grade level after completing reading camp.

- *The State Board of Education shall include all of the above information in its State-level summary submitted annually by December 15. The information must be broken down by local school administrative unit.*
- *Local boards of education must submit all of the required information to the State Board of Education using the uniform format established by the State Board.*
- *The Department of Public Instruction must provide for the Education Value-Added Assessment System (EVAAS) analysis all formative and diagnostic assessment data on reading proficiency for kindergarten through third grade.*
- *In addition to the previous requirements, each charter school must also publish annually on its website and report in writing to the State Board of Education by September 1 of each year the name of each alternative assessment used to assess reading comprehension and the number and percentage of third grade students who take and pass each alternative assessment.*

This section became effective July 1, 2018, applies beginning with the 2018-2019 school year, and includes the reporting of required data from the 2017-2018 school year.