Sec. 1. SELECTION OF READING INSTRUMENTS

The Commissioner of Education ("Commissioner") shall adopt a list of reading instruments that Raul Yzaguirre Schools for Success ("RYSS") may use to diagnose student reading development and comprehension. RYSS may adopt a list of reading instruments for use in addition to the reading instruments on the Commissioner's list. Each reading instrument adopted must be based on scientific research concerning reading skills development and reading comprehension. A list of adopted reading instruments must provide for diagnosing the reading development and comprehension of students participating in a bilingual education or special language program. *Education Code 28.006(b)*.

Sec. 2. STUDENT READING ASSESSMENTS

a) *Kindergarten through Second Grade*

RYSS shall administer, at the kindergarten and first and second grade levels, a reading instrument on the list adopted by the Commissioner or by RYSS. The reading instrument shall be administered in accordance with the Commissioner's recommendations under Education Code 28.006(a)(1).

b) *Seventh Grade*

During the first six weeks of the school year, RYSS shall administer the reading instrument specified by the Commissioner to each student in seventh grade whose performance on the sixth-grade state reading assessment in reading did not meet the passing standard. The admission, review and dismissal ("ARD") committee or the Section 504 committee for each student who was administered a modified state assessment in reading may determine if the diagnostic assessment is appropriate for use with that student. *Education Code 28.006(c–1)*; *19 TAC 101.6001(a)*.

A seventh-grade student who does not have a score for the statewide reading assessment in grade six may be given an equivalent comprehension assessment. If that student does not meet the passing standard, then the student must be administered the diagnostic reading assessment selected by the Commissioner. *19 TAC 101.6001(b)*.

RYSS must use the Texas Middle School Fluency Assessment and/or an alternate diagnostic reading instrument. RYSS may submit an alternate diagnostic reading instrument to the Texas Education Agency ("TEA") for approval. An alternate diagnostic reading instrument must:

1. Be based on published scientific research in reading;
2. Be age and grade-level appropriate, valid, and reliable;
3. Identify specific skill difficulties in word analysis, fluency, and comprehension; and
4. Assist the teacher in making individualized instructional decisions based on the assessment results.

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19 TAC 101.6001(c), (d).

Sec. 3. SUPERINTENDENT REPORTS

The Superintendent shall:

1. Report the results of the reading instruments to the Commissioner and the Board;
2. Report, in writing, to a student's parent or guardian the student's results on the reading instrument not later than the 60th calendar day after the date on which a reading instrument was administered; and
3. Report each student's raw score on the reading instrument to the TEA using the school readiness certification system.

Education Code 28.006(d).

Sec. 4. PARENTAL NOTIFICATION

RYSS shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. RYSS shall make a good faith effort to ensure that this notice is provided either in person or by regular mail, and that the notice is clear and easy to understand and is written in English and in the parent or guardian's native language. *Education Code 28.006(g)-(h)*.

Sec. 5. ACCELERATED READING INSTRUCTION PROGRAM

RYSS shall implement an accelerated reading instruction program that provides reading instruction addressing reading deficiencies to students identified as at risk for dyslexia or other reading difficulties, and shall determine the form, content, and timing of that program. The ARD committee of a student who participates in RYSS's special education program and who does not perform satisfactorily on a reading instrument shall determine the manner in which the student will participate in an accelerated reading instruction program. *Education Code 28.006(g)*.

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