

PROPOSED AMENDMENT

SB 199 # 6

DIGEST

Determinant evaluation of reading skills. Provides that certain requirements apply to schools in which, over the course of three consecutive years, fewer than 75% of students achieved a valid passing score on the determinant evaluation of reading skills. (Current law provides that certain requirements apply to schools in which fewer than 70% of students achieved a valid passing score).

- 1 Page 7, between lines 6 and 7, begin a new paragraph and insert:
2 "SECTION 5. IC 20-32-5.1-17, AS AMENDED BY P.L.150-2024,
3 SECTION 55, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
4 JULY 1, 2026]: Sec. 17. (a) The state board shall approve two (2) or
5 more benchmark, formative, interim, or similar assessments to identify
6 students that require remediation and provide individualized instruction
7 in which a school corporation, charter school, state accredited
8 nonpublic school, or eligible school (as defined in IC 20-51-1-4.7) may
9 receive a grant under subsection (g).
10 (b) For a benchmark, formative, interim, or similar assessment
11 described in subsection (a) that is administered to students in
12 kindergarten through grade 2, the assessment must meet one (1) or
13 more of the following:
14 (1) The assessment:
15 (A) focuses on English/language arts; and
16 (B) shows alignment, verified by a third party, to Indiana's
17 academic standards for English/language arts domains,
18 specifically foundational reading skills.
19 (2) The assessment is a universal screener that:
20 (A) meets the screening requirements listed in IC 20-35.5-2-2;
21 (B) measures foundational reading skills;
22 (C) received a convincing or partially convincing rating for
23 accuracy, reliability, and validity by the National Center on
24 Intensive Intervention or a nationally recognized dyslexia
25 assessment expert;
26 (D) screens for early literacy skill deficits;

- 1 (E) provides parents and schools with data analysis guides for
 2 interpreting results and comprehensive support for schools to
 3 guide classroom instruction and the implementation of reading
 4 interventions; and
- 5 (F) provides the department with an annual analysis of
 6 statewide data trends to support identification of early literacy
 7 skill deficits and guides targeted intervention efforts.
- 8 (3) The assessment focuses on numeracy and shows alignment,
 9 verified by a third party, to Indiana's academic standards for
 10 mathematical domains, specifically:
- 11 (A) number sense;
 12 (B) computation and algebraic thinking; and
 13 (C) measurement.
- 14 (c) For a benchmark, formative, interim, or similar assessment
 15 described in subsection (a) that is administered to students in grades 3
 16 through 7, the assessment must show alignment, verified by a third
 17 party, to Indiana's academic standards.
- 18 (d) For a benchmark, formative, interim, or similar assessment
 19 described in subsection (a) that is administered to students in grades 8
 20 through 10, the assessment must show alignment, verified by a third
 21 party, to:
- 22 (1) Indiana's academic standards; or
 23 (2) the nationally recognized college entrance exam required to be
 24 administered under section 7 of this chapter.
- 25 (e) This subsection does not apply to an assessment that is a
 26 universal screener described in subsection (b)(2). The majority of the
 27 benchmark, formative, interim, or similar assessment reporting must
 28 indicate the degree to which students are on track for grade level
 29 proficiency and college and career readiness. Approved assessments
 30 must also provide predictive study results for student performance on
 31 the statewide summative assessment under section 7 of this chapter, not
 32 later than two (2) years after the statewide summative assessment has
 33 been first administered.
- 34 (f) This subsection does not apply to an assessment that is a
 35 universal screener described in subsection (b)(2). A school corporation,
 36 charter school, state accredited nonpublic school, or eligible school (as
 37 defined in IC 20-51-1-4.7) may elect to administer a benchmark,
 38 formative, interim, or similar assessment described in subsection (a).
 39 If a school corporation, charter school, state accredited nonpublic
 40 school, or eligible school (as defined in IC 20-51-1-4.7) administers an

1 assessment described in subsection (a), the school corporation, charter
 2 school, state accredited nonpublic school, or eligible school (as defined
 3 in IC 20-51-1-4.7) may prescribe the time and the manner in which the
 4 assessment is administered.

5 (g) If a school corporation, charter school, state accredited
 6 nonpublic school, or eligible school (as defined in IC 20-51-1-4.7)
 7 elects to administer a benchmark, formative, interim, or similar
 8 assessment described in subsection (a), the school corporation, charter
 9 school, state accredited nonpublic school, or eligible school (as defined
 10 in IC 20-51-1-4.7) is entitled to receive a grant or reimbursement from
 11 the department in an amount not to exceed the cost of the assessment.
 12 The department shall provide grants and reimbursements to a school
 13 corporation, charter school, state accredited nonpublic school, or
 14 eligible school (as defined in IC 20-51-1-4.7) under this section from
 15 money appropriated to the department for the purpose of carrying out
 16 this section.

17 (h) Except as provided in subsection (j), the state board and the
 18 department may not contract with, approve, or endorse the use of a
 19 single vendor to provide benchmark, formative, interim, or similar
 20 assessments for any grade level or levels of kindergarten through grade
 21 7.

22 (i) Before the state board may approve a benchmark, formative,
 23 interim, or similar assessment described in subsection (a), the
 24 assessment vendor must enter into a data share agreement with the
 25 department in the manner prescribed by the department. A vendor
 26 providing an assessment described in subsection (b)(2) shall provide
 27 a summary of a student's assessment results to the student and the
 28 student's parents. The summary of the results must be in an
 29 understandable format for parents that is easy to read.

30 (j) The department shall procure a preferred assessment that meets
 31 the requirements specified in subsection (b)(2) for use by schools in
 32 which, **over the course of three (3) consecutive years**, fewer than
 33 **seventy percent (70%) an average of seventy-five percent (75%)** of
 34 students in the school achieved a valid passing score on the
 35 determinant evaluation of reading skills approved by the state board.

36 (k) This subsection applies to:

- 37 (1) a public school, including a charter school;
- 38 (2) a state accredited nonpublic school; and
- 39 (3) an eligible school (as defined in IC 20-51-1-4.7).

40 An elementary school shall administer an assessment described in

1 subsection (b)(2) to students in kindergarten through grade 2. The
2 department shall provide guidance as to the number of times the
3 assessment is required and when the administrations of the assessment
4 should occur."

5 Page 10, between lines 33 and 34, begin a new paragraph and insert:

6 "SECTION 7. IC 20-32-8.5-5, AS ADDED BY P.L.199-2025,
7 SECTION 3, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
8 JULY 1, 2026]: Sec. 5. (a) As used in this section, "Indiana literacy
9 cadre" refers to the department's collaborative professional
10 development initiative for educators that is aligned with the science of
11 reading.

12 (b) Subject to available funding, a school in which, **over the course**
13 **of three (3) consecutive years**, fewer than ~~seventy percent (70%)~~ **an**
14 **average of seventy-five percent (75%)** of students of the school
15 achieved a valid passing score on the determinant evaluation of reading
16 approved by the state board must participate in the Indiana literacy
17 cadre."

18 Renumber all SECTIONS consecutively.

(Reference is to SB 199 as reprinted January 29, 2026.)