

HB 312 -- READING SUCCESS PLAN

SPONSOR: Kelley (127)

This bill modifies current law regarding reading intervention programs. Each local school district and charter school shall have on file a policy for reading success plans for any pupil in the district, in grades K-4, that requires one, rather than through grade three. Authority to develop guidelines to assist school districts and charter schools in formulating policies for reading success plans is transferred from the State Board of Education to the Department of Elementary and Secondary Education (DESE) and each local district shall develop a policy aligned with the DESE reading success plan.

In this bill, each school district and charter school shall administer a reading assessment or set of assessments to each student within the first 30 days of school for grades 1-4, and by January 31 for kindergarten.

This bill removes the requirement that school districts and charter schools design a reading intervention plan for the student's fourth-grade year if the student's third-grade reading assessment determines the student is reading below second-grade level. The provision is replaced with a requirement that school districts and charter schools offer a reading success program to each K-4 student who exhibits a reading deficiency or has a formal diagnosis of Dyslexia. Any K-4 student who exhibits a deficiency in reading at any time, based upon local or statewide screening assessments, shall receive an individual reading success plan as defined in the bill no later than 45 days after the identification of the deficiency.

Beginning with the 2021-2022 school year, students who are not reading at grade level by the end of the second grade shall receive intensive reading improvement to remedy the student's specific reading deficiency. School districts and charter schools shall provide improvement and support services set forth in the bill.

This bill requires school districts and charter schools to establish an intensive acceleration class for any student not reading proficient or above on the third-grade state assessment, and shall meet certain criteria set forth in the bill.

This bill allows school districts and charter schools to provide summer reading camps to all third-grade students scoring below proficient.

This bill extends the mandatory process of additional reading

instruction from grade six to graduation from high school. Each school district and charter school is required to offer summer school reading instruction to any student with a reading success plan. The parent or legal guardian of any student who exhibits a deficiency in reading shall be notified in writing no later than 30 school days after identification of the deficiency.

This bill requires the board of each school district and charter school to post, by September 1 of each year, by building, the number and percentage of all students in grades 3-8 scoring at each proficiency level on the English language arts statewide assessment.

This bill also repeals provisions of law relating to mandatory retention for reading deficiencies.

The bill requires DESE to align literacy and reading instruction, and communicate with institutions of higher education to add Dyslexia education to teacher education programs.

The bill also requires the Commissioner of Education to establish a "Reading Instruction Advisory Council" as outlined in the bill to provide recommendations regarding any identified improvements to reading instruction and reading policy for Missouri students (Section 186.080, RSMo).

This bill is similar to HB 1336 (2020) and HB 464 and SB 73 (2019).