

SECOND REGULAR SESSION

HOUSE BILL NO. 2872

103RD GENERAL ASSEMBLY

INTRODUCED BY REPRESENTATIVE LOY.

6553H.01I

JOSEPH ENGLER, Chief Clerk

AN ACT

To repeal sections 161.097, 161.241, 167.268, 167.340, 167.645, 170.014, and 186.080, RSMo, and to enact in lieu thereof six new sections relating to literacy of elementary school students.

Be it enacted by the General Assembly of the state of Missouri, as follows:

Section A. Sections 161.097, 161.241, 167.268, 167.340, 167.645, 170.014, and 186.080, RSMo, are repealed and six new sections enacted in lieu thereof, to be known as sections 161.097, 161.241, 167.268, 167.340, 167.645, and 170.014, to read as follows:

161.097. 1. The state board of education shall establish standards and procedures by which it will evaluate all teacher training institutions in this state for the approval of teacher education programs. The state board of education shall not require teacher training institutions to meet national or regional accreditation as a part of its standards and procedures in making those evaluations, but it may accept such accreditations in lieu of such approval if standards and procedures set thereby are at least as stringent as those set by the board. The state board of education's standards and procedures for evaluating teacher training institutions shall equal or exceed those of national or regional accrediting associations.

2 9. 2. There is hereby established within the department of elementary and secondary education the "Missouri Advisory Board for Educator Preparation", hereinafter referred to as "MABEP". The MABEP shall advise the state board of education and the coordinating board for higher education regarding matters of mutual interest in the area of quality educator preparation programs in Missouri. The advisory board shall include at least three active elementary or secondary classroom teachers and at least three faculty members within approved educator preparation programs. The classroom teacher members shall be selected

EXPLANATION — Matter enclosed in bold-faced brackets **[thus]** in the above bill is not enacted and is intended to be omitted from the law. Matter in **bold-face** type in the above bill is proposed language.

16 to represent various regions of the state and districts of different sizes. The faculty
17 representatives shall represent institutions from various regions of the state and sizes of
18 programs. The advisory board shall hold regular meetings that allow members to share needs
19 and concerns and plan strategies to enhance teacher preparation.

20 3. Upon approval by the state board of education of the teacher education program at
21 a particular teacher training institution, any person who graduates from that program, and
22 who meets other requirements which the state board of education shall prescribe by rule,
23 regulation and statute shall be granted a certificate or license to teach in the public schools of
24 this state. However, no such rule or regulation shall require that the program from which the
25 person graduates be accredited by any national or regional accreditation association.

26 4. The state board of education shall, in consultation with MABEP, align literacy and
27 reading instruction coursework for teacher education programs in early childhood,
28 kindergarten to fifth grade elementary teacher certification, middle school communication
29 arts, high school communication arts, and all reading and special education certificates to
30 include the following:

31 (1) Teacher candidates shall receive classroom and clinical training in:
32 (a) The core components of reading, including phonemic awareness, phonics, fluency,
33 comprehension, morphology, syntax, and vocabulary;
34 (b) Oral and written language development; and
35 (c) Identification of reading deficiencies, dyslexia, and other language difficulties;
36 (2) Teacher candidates shall also have training on:
37 (a) The selection and use of **high-quality** reading curricula and instructional
38 materials **that do not include the three-cueing system model as defined in section 170.014;**
39 (b) The administration and interpretation of assessments; **and**
40 (c) How to translate assessment results into effective practice in the classroom
41 specific to the needs of students[; and
42 (d) ~~Additional best practices in the field of literacy instruction as recommended by~~
43 ~~the literacy advisory council pursuant to section 186.080];~~
44 (3) **Educator preparation programs shall not include instruction in, or**
45 **endorsement of, the three-cueing system model of reading instruction as defined in**
46 **section 170.014.**

47 5. Beginning July 1, 2027, the department of elementary and secondary
48 education shall annually review and publicly report on the compliance of educator
49 preparation programs with subsection 4 of this section. The review shall include an
50 evaluation of whether instruction is grounded in the components of evidence-based
51 reading instruction, such as phonological awareness, phonics, fluency, vocabulary,
52 comprehension, morphology, syntax, and semantics. The review shall also include an

53 **evaluation of whether prohibited practices, including three-cueing as defined in section**
54 **170.014, are excluded from coursework. Educator preparation programs not in**
55 **compliance with subsection 4 of this section shall not be approved to certify new**
56 **teachers.**

57 6. Any rule or portion of a rule, as that term is defined in section 536.010, that is
58 created under the authority delegated in this section shall become effective only if it complies
59 with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028.
60 This section and chapter 536 are nonseverable and if any of the powers vested with the
61 general assembly pursuant to chapter 536 to review, to delay the effective date, or to
62 disapprove and annul a rule are subsequently held unconstitutional, then the grant of
63 rulemaking authority and any rule proposed or adopted after August 28, 2014, shall be invalid
64 and void.

161.241. 1. The state board of education, in collaboration with the coordinating
2 board for higher education [~~and the commissioner's advisory council under section 186.080~~],
3 shall develop a plan to establish a comprehensive system of services for reading instruction.

4 2. The state board of education shall establish and periodically update a statewide
5 literacy plan that supports high quality, evidence-based reading instruction for all students.

6 3. The state board of education shall create an office of literacy. The commissioner of
7 education shall coordinate staff with roles relating to literacy and align staff work around
8 supporting best practices in reading instruction.

9 4. The state board of education shall align literacy and reading instruction coursework
10 for teacher education programs as required under subsection 4 of section 161.097.

11 5. Subject to appropriation, the department of elementary and secondary education
12 shall recruit and employ quality teacher trainers with expertise in reading instruction and
13 provide opportunities for evidence-based professional development in reading instruction
14 available for all active teachers.

15 6. The department shall maintain and publish data on reading outcomes, provided that
16 the report shall not include individually identifiable student data.

17 7. The department shall publish criteria and examples to help districts and schools
18 select and use evidence-based reading curricula and instructional materials. Additionally, the
19 department shall publish a list of curricula that ensure instruction is explicit, systematic,
20 diagnostic, and based on phonological awareness, phonics, fluency, vocabulary,
21 comprehension, morphology, syntax, and semantics. This shall be a resource to districts.

22 8. The department shall provide online tools and training for active teachers on
23 evidence-based reading instruction.

24 9. There is hereby created in the state treasury the "Evidence-based Reading
25 Instruction Program Fund". The fund shall be administered by the department and used to

26 reimburse school districts and charter schools for efforts to improve student literacy,
27 including, but not limited to: initiatives that provide optional training and materials to
28 teachers regarding best practices in reading pedagogies; resources for parents and guardians
29 to assist them in teaching their children to read; funding for reading tutoring programs **inside**
30 **or** outside of regular school hours; stipends for teachers who undergo additional training in
31 reading instruction, which may also count toward professional development requirements;
32 and funding for summer reading programs. The fund shall consist of moneys appropriated
33 annually by the general assembly from general revenue to such fund, any moneys paid into
34 the state treasury and required by law to be credited to such fund, and any gifts, bequests, or
35 donations to such fund. The fund shall be kept separate and apart from all other moneys in
36 the state treasury and shall be paid out by the state treasurer pursuant to chapter 33.
37 Notwithstanding the provisions of section 33.080 to the contrary, moneys in the fund at the
38 end of the biennium shall not be transferred to the credit of the general revenue fund. All
39 interest and moneys earned on the fund shall be credited to the fund.

40 **10. Subject to appropriation, the department of elementary and secondary**
41 **education shall remit to each school district and charter school five hundred dollars for**
42 **each grade four student enrolled in such school district or charter school who exhibited**
43 **a substantial reading deficiency in any of grades kindergarten to grade three, or who**
44 **was identified as dyslexic, and who subsequently scores at the proficient level or higher**
45 **in reading on the annual summative English language arts assessment administered to**
46 **grade four students.**

167.268. 1. Each school district and charter school shall have on file a policy for
2 reading success plans. Each school district and charter school shall provide all parents and
3 guardians of students, including parents of students who are identified as having a **reading**
4 **deficiency or** substantial reading deficiency [~~in reading~~] under subsection [+] 4 of section
5 167.645, with suggestions for regular parent-guided home reading.

6 2. The department of elementary and secondary education shall develop guidelines to
7 assist districts and charter schools in formulating policies for reading success plans. Such
8 guidelines may include, but are not limited to, measures of reading proficiency, strategies for
9 addressing reading deficiencies, timelines for measuring pupil improvement in reading, and
10 information on screening of dyslexia. Such guidelines may also identify performance levels
11 for pupils identified as handicapped or severely handicapped and conditions under which
12 such pupils may be exempt from the provisions of this section and section 167.645.

13 3. Each school district and charter school shall provide intensive reading instruction
14 to students as provided in section 167.645.

167.340. 1. The provisions of sections 167.340 to 167.346 shall be known and may
2 be cited as the "Read to be Ready Program".

3 2. Beginning July 1, [2000] **2027**, if a school district provides reading improvement
4 instruction for students in [kindergarten] **first grade** through third grade who do not meet the
5 [district's] state's objectives for reading as demonstrated by performance on the [district's
6 chosen methods of reading assessment] **Missouri universal reading screener established in**
7 **section 167.645**, such students who receive reading improvement instruction pursuant to this
8 subsection may be counted for additional average daily attendance for state school aid during
9 their reading improvement instruction time if such time falls outside normal school hours.

10 3. Reading improvement instruction may take the form of summer school, provided
11 that the summer school instruction addresses the reading deficiency, additional hours of
12 instruction or such other methods as the district may select including, but not limited to,
13 smaller class sizes, additional resources including computers, reading specialists, teacher and
14 administrator training, tutoring, phonics instruction and use of parents and volunteers.

167.645. 1. (1) **The "Missouri Universal Reading Screener" is hereby established as a uniform, universal, literacy-based reading assessment administered to students in grade one through grade three in every school district and charter school in the state. The screener shall score each student in one of the following categories: "below basic", "basic", "grade-level", "proficient", or "advanced". Proficiency benchmarks associated with these categories shall be determined by the department of elementary and secondary education.**

8 (2) Each school district and charter school shall assess all students enrolled in
9 [kindergarten] **grade one through grade three [at the beginning and end of each school year]**
10 for their level of reading [or reading readiness on state approved reading assessments].
11 Additionally, all school districts and charter schools shall assess any newly enrolled student in
12 grades one through five for their level of reading or reading readiness on a reading assessment
13 from the state approved list] proficiency on the Missouri universal reading screener. Each
14 school district and charter school shall administer the Missouri universal reading
15 screener during three annual administration windows established by the department of
16 elementary and secondary education.

17 2. The department of elementary and secondary education shall provide the
18 Missouri universal reading screener at no cost to school districts and charter schools.
19 **The Missouri universal reading screener:**

20 (1) Shall be appropriate for students in grade one through grade three; and
21 (2) May be used to comply with the dyslexia screening requirements established
22 in section 167.950.

23 3. Student results on the universal reading screener shall not be used to make
24 decisions concerning the accreditation classification of a public school or school district.

25 4. At the beginning of the school year, each school district and charter school shall
26 provide a reading success plan to any student who:

27 (1) Exhibits a **reading deficiency or** substantial **reading** deficiency [~~in reading which~~
28 ~~creates a barrier to~~] **that impedes** the child's progress learning to read. The identification of
29 such deficiency may be based upon the most recent assessments [~~or teacher observation~~]; or

30 (2) Has been identified as being at risk of dyslexia in [~~the~~] a statewide dyslexia
31 screening or has a formal diagnosis of dyslexia.

32

33 For the purposes of this section, a **reading deficiency shall refer to a student who scores**
34 **"basic" on the Missouri universal reading screener, and** a substantial reading deficiency
35 shall refer to a student who [~~is one or more grade level or levels behind in reading or reading~~
36 ~~readiness~~] **scores below "below basic" on the Missouri universal reading screener;**
37 provided that nothing in this section shall be interpreted to prevent a school district or charter
38 school from offering a reading success plan to any student based on an assessment completed
39 [~~at the start and end of the school year~~] **during the three administration windows or based**
40 **on** teacher observation. For any student entering the school district or charter school after the
41 start of the school year, such student shall be provided a reading success plan in the event the
42 student has been identified as having a **reading deficiency or** substantial reading deficiency
43 based on the student's most recent assessment [~~or otherwise being identified through teacher~~
44 ~~observation. The student's reading proficiency shall be reassessed by reading assessments on~~
45 ~~the state approved list~~]. The student shall continue to be provided with intensive reading
46 instruction under a reading success plan until the reading deficiency is remedied.

47 [2.] 5. The district or charter school shall notify the parent or guardian of any student
48 in [~~kindergarten~~] **grade one** through grade three who exhibits a **reading deficiency or**
49 substantial **reading** deficiency [~~in reading~~], as described in subsection [+] 4 of this section, at
50 least annually in writing, and in an appropriate, alternative manner for the parent or other
51 guardian if necessary, of the following:

52 (1) That the child has been identified as having a **reading deficiency or** substantial
53 **reading deficiency** [~~in reading~~];

54 (2) A description of the services currently provided to the child;

55 (3) A description of the proposed supplemental instructional services and supports
56 that the school district will provide to the child that are designed to remediate the identified
57 area of reading deficiency. For students identified as being at risk of dyslexia or those that
58 have a diagnosis of dyslexia the district shall provide an explanation that the instruction that
59 will be used to teach the child reading shall be explicit, systematic, and diagnostic and based
60 on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology,
61 syntax, and semantics;

62 (4) Strategies for parents and guardians to use in helping the child succeed in reading
63 proficiency, including but not limited to the promotion of parent-guided home reading;

64 **(5) That if the child has a substantial reading deficiency that is not corrected by
65 the end of grade three, the child shall not be promoted to grade four unless the child
66 qualifies for a good cause exemption under subsections 8 and 9 of this section.**

67 **[3-] 6.** If the school district or charter school provides a summer reading program
68 under this section, the district or charter school shall notify the parent or guardian of each
69 student who exhibits a **reading deficiency or** substantial reading deficiency **[in reading]** of
70 the opportunity to attend the summer reading program.

71 **[4-] 7. (1) Beginning in the 2027-28 school year and continuing in all subsequent
72 school years,** if a student has a substantial reading deficiency at the end of third grade~~[, the
73 student's parent or guardian and appropriate school staff shall discuss whether the student
74 should be retained in grade level, based on a consideration of all relevant factors, including
75 the reading deficiency, the student's progress in other subject areas, and the student's overall
76 intellectual, physical, emotional, and social development. A decision to promote or retain a
77 student with a substantial reading deficiency at the end of grade three shall be made only after
78 direct personal consultation with the student's parent or guardian and after the formulation of
79 a specific plan of action to remedy the student's reading deficiency]~~ as determined by the
80 department of elementary and secondary education based upon such student's
81 performance on the Missouri universal reading screener, the student shall be retained
82 in grade three, unless:

83 (a) Such student scores "basic" or higher on a retest opportunity under
84 subdivision (2) of this subsection; or

85 (b) Such student qualifies for a good cause exemption under subsections 8 and 9
86 of this section.

87 (2) A student retained under subdivision (1) of this subsection may be promoted
88 to grade four if the student successfully completes a state-approved summer reading
89 program and scores "basic" or higher on a retest opportunity through the Missouri
90 universal reading screener.

91 8. A student may be promoted to grade four despite scoring "below basic" on
92 the Missouri universal reading screener if the student has a good cause exemption.
93 Good cause exemptions shall be limited to the following:

94 (1) Students with disabilities who have an approved individualized education
95 plan developed under the federal Individuals with Disabilities Education Act (IDEA), 20
96 U.S.C. Section 1401, et seq., as amended, that indicates that participation in the
97 statewide assessment program is not appropriate, consistent with state and federal law;

98 **(2) Students with disabilities who participate in the statewide summative English**
99 **language arts assessment and who have either of the following plans reflecting that the**
100 **student has received intensive reading intervention for more than two years but still**
101 **demonstrates a substantial reading deficiency:**

102 **(a) An approved individualized education plan developed under the federal**
103 **Individuals with Disabilities Education Act (IDEA), 20 U.S.C. Section 1401, et seq., as**
104 **amended; or**

105 **(b) A 504 plan created under Section 504 of the federal Rehabilitation Act of**
106 **1973, 29 U.S.C. Section 794, as amended;**

107 **(3) Students identified as English language learners who have had fewer than**
108 **two years of instruction in an English language learner program; and**

109 **(4) Students who have already been retained at least once in any of grades**
110 **kindergarten through grade three.**

111 **9. Requests for a good cause exemption shall be made in accordance with the**
112 **following requirements:**

113 **(1) Documentation shall be submitted from the student's teacher to the school**
114 **principal indicating that the promotion of the student is appropriate. Such**
115 **documentation shall consist only of the good cause exemption being requested and**
116 **the existing reading improvement plan or individualized education plan, as applicable;**

117 **(2) The school principal shall review and discuss the recommendation with the**
118 **teacher and make the determination as to whether the student qualifies for one of the**
119 **good cause exemptions described in subsection 8 in this section. If the school principal**
120 **determines that the student is eligible for one of the good cause exemptions based on the**
121 **documentation provided, the school principal shall make such recommendation in**
122 **writing to the superintendent of the school district. The superintendent shall accept or**
123 **reject the school principal's recommendation in writing.**

124 **10. (1) The school district shall assist schools with providing written notification**
125 **to the parent of any student who is retained that:**

126 **(a) Such student has not met the reading level required for promotion;**
127 **(b) The reasons the student is not eligible for a good cause exemption; and**
128 **(c) That such student will be retained in grade three.**

129 **(2) The notification required under subdivision (1) of this subsection shall**
130 **include a description of the proposed interventions and supports that will be provided to**
131 **the child to remedy the identified area or areas of reading deficiency in the following**
132 **school year.**

133 **[§.] 11. Each school district or charter school shall do all of the following:**

134 (1) Provide students who are identified as having a **reading deficiency or** substantial
135 **reading deficiency** [~~in reading~~] under subsection [~~1~~] 4 of this section, have been identified as
136 being at risk of dyslexia in the statewide dyslexia screening, or have a formal diagnosis of
137 dyslexia with intensive instructional services and supports specified in a reading success plan,
138 as appropriate according to student need, free of charge, to remediate the identified areas of
139 reading deficiency, including additional scientific, evidence-based reading instruction and
140 other strategies prescribed by the school district or charter school which may include but are
141 not limited to the following:

142 (a) Small group or individual instruction;
143 (b) Reduced teacher-student ratios;
144 (c) More frequent progress monitoring;
145 (d) Tutoring or mentoring;
146 (e) Extended school day, week, or year; and
147 (f) Summer reading programs;

148 (2) For any student with a formal diagnosis of dyslexia or for a student who was
149 found to be at risk of dyslexia in the statewide dyslexia screening, the school district or
150 charter school shall provide evidence-based reading instruction that addresses phonology,
151 sound-symbol association, syllable instruction, morphology, syntax, and semantics provided
152 through systematic, cumulative, explicit, and diagnostic methods;

153 (3) At regular intervals, but no less than four times per year in a manner that reflects
154 progress through each school term, notify the parent or guardian of academic and other
155 progress being made by the student and give the parent or guardian other useful information;

156 (4) In addition to required reading enhancement and acceleration strategies, provide
157 all parents of students, including parents of students who are identified as having a **reading**
158 **deficiency or** substantial **reading** deficiency [~~in reading~~] under subsection [~~1~~] 4 of this
159 section, with a plan that includes suggestions for regular parent-guided home reading.

160 [6.] 12. Each school district and charter school shall ensure that intensive reading
161 instruction through a reading development initiative shall be provided to each [~~kindergarten~~]
162 **grade one** through grade [~~five~~] **three** student who is assessed as exhibiting a **reading**
163 **deficiency or** substantial **reading** deficiency [~~in reading~~]. In addition to the requirements
164 otherwise provided, such instruction shall also comply with all of the following criteria:

165 (1) Be provided to all [~~kindergarten~~] **grade one** through grade [~~five~~] **three** students
166 who exhibit a **reading deficiency or** substantial **reading** deficiency [~~in reading~~] under this
167 section. The assessments shall measure phonemic awareness, phonics, fluency, vocabulary,
168 and comprehension;

169 (2) Be provided during regular school hours;

170 (3) Provide a reading curriculum that meets the requirements of section 170.014, and
171 at a minimum has the following specifications:

172 (a) Assists students assessed as exhibiting a **reading deficiency or** substantial
173 **reading deficiency** [~~in reading~~] to develop the skills to read at grade level;

174 (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary,
175 and comprehension;

176 (c) Includes a scientifically based and reliable assessment;

177 (d) **Does not include the three-cueing system, as defined in section 170.014, to**
178 **teach word reading;**

179 (e) Provides initial and ongoing analysis of each student's reading progress; and

180 [~~(e)~~] (f) Provides a curriculum in core academic subjects to assist the student in
181 maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

182 [7.] 13. School districts and charter schools shall report to the department the specific
183 intensive reading interventions and supports implemented by the school district or charter
184 school pursuant to this section as well as the reading assessment data collected for grades
185 [~~kindergarten~~] **one** through [~~five~~] **three**. The department shall annually prescribe the
186 components of required or requested reports.

187 [8.] 14. (1) Each school district and charter school shall address reading proficiency
188 as part of its comprehensive school improvement plan, drawing upon information about
189 children from assessments conducted pursuant to subsection 1 of this section and the
190 prevalence of deficiencies identified by classroom, elementary school, and other student
191 characteristics. As part of its comprehensive school improvement plan or contract, each
192 school district or charter school shall review chronic early elementary absenteeism for its
193 impact on literacy development. If more than fifteen percent of an attendance center's
194 students are not at grade level in reading by the end of third grade, the comprehensive school
195 improvement plan or contract shall include strategies to reduce that percentage, including
196 school and community strategies to raise the percentage of students who are proficient in
197 reading.

198 (2) Each school district and charter school shall provide professional development
199 services to enhance the skills of elementary teachers in responding to children's unique
200 reading issues and needs and to increase the use of evidence-based strategies.

201 **15. Each district school board shall, by October first of each year, report in**
202 **writing to the department of elementary and secondary education the following**
203 **information regarding the immediately preceding school year:**

204 **(1) The school board's policies and procedures regarding student retention and**
205 **promotion;**

206 **(2) By grade level, the number and percentage of all students in grades**
207 **kindergarten through three with reading deficiencies or substantial reading deficiencies;**

208 **(3) By grade level, the number and percentage of all students retained in grades**
209 **kindergarten to three due to substantial reading deficiencies; and**

210 **(4) The total number and percentage of students in grade three who were**
211 **promoted with good cause exemptions, delineated by each category of good cause**
212 **exemption specified in subsection 4 of this section.**

170.014. 1. This section shall be known as the "Reading Instruction Act" and is
2 enacted to ensure that all public schools including charter schools establish reading programs
3 in kindergarten through grade five based in scientific research. "Evidence-based reading
4 instruction" includes practices that have been proven effective through evaluation of the
5 outcomes for large numbers of students and are highly likely to be effective in improving
6 reading if implemented with fidelity. Such programs shall include the essential components
7 of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and all new
8 teachers who teach reading in kindergarten through grade three shall receive adequate training
9 in these areas.

10 2. (1) For purposes of this subsection, "three-cueing system" means any model of
11 teaching students to read based on meaning, structure and syntax, and visual cues, which may
12 also be known as "MSV".

13 (2) A public school district or charter school shall provide reading instruction in
14 accordance with the following requirements:

15 (a) Phonics instruction for decoding and encoding shall be the primary instructional
16 strategy for teaching word reading;

17 (b) Instruction in word reading shall not ~~rely primarily on strategies based on the~~
18 ~~three-cueing system model of reading or visual memory; and~~

19 (c) ~~Reading instruction may include visual information and strategies that improve~~
20 ~~background and experiential knowledge, add context, and increase oral language and~~
21 ~~vocabulary to support comprehension, but such visual information and strategies shall not be~~
22 ~~used to teach word reading] use the three-cueing system in any form.~~

23 3. Every public school in the state shall offer a reading program as described in
24 subsection 1 of this section for kindergarten through grade five.

186.080. 1. The commissioner of education shall establish a literacy
2 advisory council. The council shall consist of no more than twenty members,
3 appointed by the commissioner, and shall include members representing the
4 following stakeholder groups:

5 (1) ~~School boards;~~
6 (2) ~~Charter schools;~~
7 (3) ~~School superintendents;~~

(4) Elementary and secondary building principals;

(5) At least three teachers, including at least two teachers with expertise in reading instruction;

(6) At least two special education educators;

(7) At least two parents of elementary and secondary school age pupils who have struggled with literacy proficiency;

(8) At least two community members who have struggled with literacy proficiency or supported others who have struggled with literacy proficiency, at least one of whom shall be a high school student;

(9) One member from a dyslexia advocacy group;

(10) Faculty members of institutions of higher education with approved teacher preparation programs;

(11) Professionals with expertise in reading instruction, reading interventions, and how students learn to read including one certified academic language therapist; and

(12) Professionals with expertise in educational assessment data analysis.

2. The council shall meet at least twice per year to review best practices in literacy instruction and related policy provisions. The department shall provide necessary staff and resources for the work of the advisory council.

3. The council shall periodically provide recommendations to the commissioner and the state board of education regarding any identified improvements to literacy instruction and policy for students. The recommendations may include recommendations for changes to state law, and the commissioner shall furnish any such recommendations to the joint committee on education.

4. The council recommendations shall:

(1) Advise the department of elementary and secondary education on how to implement and maintain the statewide literacy plan required under section 161.241 and advise the department, school districts, and charter schools on ways to inform and engage parents and other community members about the literacy plan;

(2) Provide advice as to what services the department should provide to school districts and charter schools to support implementation of the plan and on staffing levels and resources needed at the department to support the statewide effort to improve literacy;

(3) Provide advice regarding the statewide plan for collecting literacy related data that informs:

(a) Literacy instructional practices;

(b) Teacher professional development in the field of literacy;

(c) What proficiencies and skills should be measured through literacy assessments and how those assessments are incorporated into local assessment plans; and

(d) How to identify school progress in achieving literacy outcomes, including closing literacy gaps for students from historically underserved populations;

55 (4) ~~Recommend best practices for tiered literacy instruction within a~~
56 ~~multitiered system of supports to best improve and sustain literacy proficiency;~~
57 (5) ~~Review literacy assessments and outcomes and provide ongoing~~
58 ~~advice as to how to continuously improve those outcomes and sustain~~
59 ~~improvement; and~~

60 (6) ~~Provide a means for members of the public to provide input and~~
61 ~~ask questions concerning literacy issues.]~~

✓