

SECOND REGULAR SESSION
SENATE COMMITTEE SUBSTITUTE FOR
HOUSE COMMITTEE SUBSTITUTE FOR

HOUSE BILL NO. 2872

103RD GENERAL ASSEMBLY

6553S.05C

KRISTINA MARTIN, Secretary

AN ACT

To repeal sections 161.097, 161.241, 167.268, 167.340, 167.645, and 170.014, RSMo, and to enact in lieu thereof seven new sections relating to elementary and secondary education.

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,
2 167.645, and 170.014, RSMo, are repealed and seven new sections
3 enacted in lieu thereof, to be known as sections 161.097,
4 161.241, 162.192, 167.268, 167.340, 167.645, and 170.014, to
5 read as follows:

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

EXPLANATION-Matter enclosed in bold-faced brackets [thus] in this bill is not enacted and is intended to be omitted in the law.

14 2. There is hereby established within the department
15 of elementary and secondary education the "Missouri Advisory
16 Board for Educator Preparation", hereinafter referred to as
17 "MABEP". The MABEP shall advise the state board of
18 education and the coordinating board for higher education
19 regarding matters of mutual interest in the area of quality
20 educator preparation programs in Missouri. The advisory
21 board shall include at least three active elementary or
22 secondary classroom teachers and at least three faculty
23 members within approved educator preparation programs. The
24 classroom teacher members shall be selected to represent
25 various regions of the state and districts of different
26 sizes. The faculty representatives shall represent
27 institutions from various regions of the state and sizes of
28 programs. The advisory board shall hold regular meetings
29 that allow members to share needs and concerns and plan
30 strategies to enhance teacher preparation.

31 3. Upon approval by the state board of education of
32 the teacher education program at a particular teacher
33 training institution, any person who graduates from that
34 program, and who meets other requirements which the state
35 board of education shall prescribe by rule, regulation and
36 statute shall be granted a certificate or license to teach
37 in the public schools of this state. However, no such rule
38 or regulation shall require that the program from which the
39 person graduates be accredited by any national or regional
40 accreditation association.

41 4. The state board of education shall, in consultation
42 with MABEP, align literacy and reading instruction
43 coursework for teacher education programs in early
44 childhood, kindergarten to fifth grade elementary teacher
45 certification, middle school communication arts, high school

46 communication arts, and all reading and special education
47 certificates to include the following:

48 (1) Teacher candidates shall receive classroom and
49 clinical training in:

50 (a) The core components of reading, including phonemic
51 awareness, phonics, fluency, comprehension, morphology,
52 syntax, and vocabulary;

53 (b) Oral and written language development; and

54 (c) Identification of reading deficiencies, dyslexia,
55 and other language difficulties;

56 (2) Teacher candidates shall also have training on:

57 (a) The selection and use of **high-quality** reading
58 curricula and instructional materials **that do not include**
59 **the three-cueing system as defined in section 170.014 as an**
60 **instructional strategy for decoding;**

61 (b) The administration and interpretation of
62 assessments;

63 (c) How to translate assessment results into effective
64 practice in the classroom specific to the needs of students;
65 and

66 (d) Additional best practices in the field of literacy
67 instruction as recommended by the literacy advisory council
68 pursuant to section 186.080;

69 (3) **Educator preparation programs shall not include**
70 **instruction in, or endorsement of, the three-cueing system**
71 **as defined in section 170.014 as an instructional strategy**
72 **for decoding.**

73 5. **Beginning July 1, 2027, the department of**
74 **elementary and secondary education shall annually review and**
75 **publicly report on the compliance of educator preparation**
76 **programs with subsection 4 of this section. The review**
77 **shall include an evaluation of whether instruction is**

78 grounded in the components of evidence-based reading
79 instruction, such as phonological awareness, phonics,
80 fluency, vocabulary, comprehension, morphology, syntax, and
81 semantics. The review shall also include an evaluation of
82 whether prohibited practices, including three-cueing as
83 defined in section 170.014, are excluded from coursework.
84 Educator preparation programs not in compliance with
85 subsection 4 of this section shall not be approved to
86 certify new teachers.

87 6. Any rule or portion of a rule, as that term is
88 defined in section 536.010, that is created under the
89 authority delegated in this section shall become effective
90 only if it complies with and is subject to all of the
91 provisions of chapter 536 and, if applicable, section
92 536.028. This section and chapter 536 are nonseverable and
93 if any of the powers vested with the general assembly
94 pursuant to chapter 536 to review, to delay the effective
95 date, or to disapprove and annul a rule are subsequently
96 held unconstitutional, then the grant of rulemaking
97 authority and any rule proposed or adopted after August 28,
98 2014, shall be invalid and void.

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

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

10 3. The state board of education shall create an office
11 of literacy. The commissioner of education shall coordinate

12 staff with roles relating to literacy and align staff work
13 around supporting best practices in reading instruction.

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

17 5. Subject to appropriation, the department of
18 elementary and secondary education shall recruit and employ
19 quality teacher trainers with expertise in reading
20 instruction and provide opportunities for evidence-based
21 professional development in reading instruction available
22 for all active teachers.

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

26 7. The department shall publish criteria and examples
27 to help districts and schools select and use evidence-based
28 reading curricula and instructional materials.
29 Additionally, the department shall publish a list of
30 curricula that ensure instruction is explicit, systematic,
31 diagnostic, and based on phonological awareness, phonics,
32 fluency, vocabulary, comprehension, morphology, syntax, and
33 semantics. This shall be a resource to districts.

34 8. The department shall provide online tools and
35 training for active teachers on evidence-based reading
36 instruction.

37 9. **(1)** There is hereby created in the state treasury
38 the "Evidence-based Reading Instruction Program Fund".

39 **(2)** The fund shall be administered by the department
40 and used to reimburse school districts and charter schools
41 for efforts to improve student literacy, including, but not
42 limited to:

43 **(a)** Initiatives that provide [optional] training and
44 materials to teachers regarding best practices in reading
45 pedagogies, **structured literacy, and dyslexia-informed**
46 **practices;**

47 **(b)** Resources for parents and guardians to assist them
48 in teaching their children to read;

49 **(c)** Funding for reading tutoring programs **inside or**
50 outside of regular school hours;

51 **(d)** Stipends for teachers who undergo additional
52 training in reading instruction, which may also count toward
53 professional development requirements; and

54 **(e)** Funding for summer reading programs.

55 **(3)** The fund shall consist of moneys appropriated
56 annually by the general assembly from general revenue to
57 such fund, any moneys paid into the state treasury and
58 required by law to be credited to such fund, and any gifts,
59 bequests, or donations to such fund. The fund shall be kept
60 separate and apart from all other moneys in the state
61 treasury and shall be paid out by the state treasurer
62 pursuant to chapter 33. Notwithstanding the provisions of
63 section 33.080 to the contrary, moneys in the fund at the
64 end of the biennium shall not be transferred to the credit
65 of the general revenue fund. All interest and moneys earned
66 on the fund shall be credited to the fund.

162.192. 1. For purposes of this section, "financial
2 **ledger" means a searchable, machine-readable, publicly**
3 **accessible database maintained by a school district or**
4 **charter school that:**

5 **(1) Sets forth all financial transactions conducted**
6 **with school district or charter school funds, including, but**
7 **not limited to, the school funds established pursuant to**
8 **section 165.011;**

- 9 (2) Is available without login credentials,
10 registration, or fees;
- 11 (3) Is downloadable and exportable in formats
12 including, but not limited to, comma-separated values (CSV)
13 format and Microsoft Excel format;
- 14 (4) Records all transactions using Missouri financial
15 accounting manual classification categories, as applicable;
16 and
- 17 (5) Includes the following minimum required data
18 fields for each financial transaction, and is searchable and
19 filterable by such fields, at minimum:
- 20 (a) Transaction date;
- 21 (b) Transaction amount;
- 22 (c) Revenue or expenditure designation;
- 23 (d) Fund code;
- 24 (e) Function code;
- 25 (f) Object code;
- 26 (g) Vendor or payee name; and
- 27 (h) Description or memo field.
- 28 2. Notwithstanding any provision of law to the
29 contrary, each school district and charter school shall
30 maintain a financial ledger on its publicly accessible
31 website. The homepage of each public or charter school's
32 website shall include a direct link to the financial ledger
33 of the school district or charter school that has oversight
34 responsibility for that public or charter school. The link
35 shall make the financial ledger accessible within one click,
36 shall be clearly labeled as a link to the school district's
37 or charter school's financial ledger, and shall be
38 functional and mobile-responsive. The department may
39 provide standardized language or icons that public and

40 charter schools may use for the purpose of ensuring
41 compliance with this subsection.

42 3. A school district's or charter school's financial
43 ledger shall be updated at least monthly. Details of each
44 calendar month's financial transactions shall be posted no
45 later than forty-five days after the close of that calendar
46 month.

47 4. For historical record keeping purposes, a school
48 district or charter school shall maintain complete financial
49 ledger data on its publicly accessible website for no fewer
50 than five prior fiscal years.

51 5. A school district or charter school may redact
52 protected personal information on the financial ledger only
53 to the extent required by applicable law. Vendor names,
54 amounts, and accounting codes shall not be redacted.
55 Payroll data may be presented in aggregated form where
56 disclosure of individual information is restricted.

57 6. Debt obligations shall be posted in a separate
58 section of the financial ledger, with disclosure of the
59 following information:

- 60 (1) Outstanding debt balances;
- 61 (2) Issuance dates;
- 62 (3) Repayment schedules;
- 63 (4) Annual debt service amounts; and
- 64 (5) Debt service as a percentage of total expenditures.

65 7. The department may provide or approve standardized
66 templates or platforms a school district or charter school
67 may use to comply with the provisions of this section. A
68 school district or charter school may use a third-party
69 template or platform that is approved by the department.

70 8. The department may provide guidance to assist
71 school districts and charter schools in complying with the
72 provisions of this section. Such guidance may include:

73 (1) High-level expenditure summaries by classification
74 category under the Missouri financial accounting manual;

75 (2) Standardized definitions of terms to be used in
76 the financial ledger; and

77 (3) Clear explanations of methodology and limitations
78 applicable to the compilation and presentation of financial
79 ledger data.

80 9. School districts and charter schools shall annually
81 certify compliance with this section to the department. The
82 department shall promulgate rules establishing procedures
83 and timelines for school districts and charter schools to
84 certify compliance.

85 10. If the department finds that any school district
86 or charter school has violated a provision of this section,
87 the department may withhold up to one percent of the state
88 aid to which the school district or charter school is
89 entitled under chapter 160 or 163 for the current school
90 year until the school district or charter school proves to
91 the satisfaction of the department that the school district
92 or charter school is no longer in violation of this section.

93 11. The department shall establish a process for
94 members of the public to file complaints with the department
95 if they believe a school district or charter school has
96 violated any provision of this section. The department may
97 establish a public compliance dashboard on the department's
98 website to enable members of the public to check whether a
99 particular school district or charter school is certified as
100 in compliance with the provisions of this section.

101 12. The department shall promulgate rules to implement
102 the provisions of this section. Any rule or portion of a
103 rule, as that term is defined in section 536.010, that is
104 created under the authority delegated in this section shall
105 become effective only if it complies with and is subject to
106 all of the provisions of chapter 536 and, if applicable,
107 section 536.028. This section and chapter 536 are
108 nonseverable and if any of the powers vested with the
109 general assembly pursuant to chapter 536 to review, to delay
110 the effective date, or to disapprove and annul a rule are
111 subsequently held unconstitutional, then the grant of
112 rulemaking authority and any rule proposed or adopted after
113 August 28, 2026, shall be invalid and void.

167.268. 1. Each school district and charter school
2 shall have on file a policy for reading success plans. Each
3 school district and charter school shall provide all parents
4 and guardians of students, including parents of students who
5 are identified as having a **reading deficiency or** substantial
6 **reading** deficiency [in reading] under [subsection 1]
7 **subsections 5 and 6** of section 167.645, with suggestions for
8 regular parent-guided home reading.

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

19 exempt from the provisions of this section and section
20 167.645.

21 3. Each school district and charter school shall
22 provide intensive reading instruction to students as
23 provided in section 167.645.

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

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

16 3. Reading improvement instruction may take the form
17 of summer school, provided that the summer school
18 instruction addresses the reading deficiency, additional
19 hours of instruction or such other methods as the district
20 may select including, but not limited to, smaller class
21 sizes, additional resources **[including computers]**, reading
22 specialists, teacher and administrator training, tutoring,
23 phonics instruction and use of parents and volunteers.

167.645. 1. **(1) The "Missouri Reading Screener" or**
2 **"Reading Screener" is hereby established as a literacy-based**
3 **reading assessment adopted by a school district or charter**
4 **school to be administered to students as provided in this**

5 section. A reading screener shall refer to any screener
6 that has been approved by the department of elementary and
7 secondary education as of the effective date of this section
8 and that meets the criteria provided in this section.

9 (2) Any reading screener approved by the department of
10 elementary and secondary education shall score each student
11 and provide a numerical value relative to the student's
12 grade level and in one of the following categories: "at
13 risk", "approaching expectations", "meets expectations", and
14 "exceeds expectations".

15 (3) Proficiency benchmarks "below basic", "basic",
16 "grade-level", "proficient", or "advanced" associated with
17 these categories shall be determined by the department of
18 elementary and secondary education.

19 (4) Each school district and charter school shall
20 assess all students enrolled in kindergarten **once at the end**
21 **of the kindergarten year and all students in grades one**
22 **through [grade] three [at the beginning and end of each**
23 **school year] for their level of reading [or reading**
24 **readiness on state-approved reading assessments.**

25 **Additionally, all school districts and charter schools shall**
26 **assess any newly enrolled student in grades one through five**
27 **for their level of reading or reading readiness on a reading**
28 **assessment from the state-approved list] as provided in this**
29 **section.**

30 (5) Each school district and charter school shall
31 administer the reading screener during three annual
32 administration windows established by the department of
33 elementary and secondary education. The first such annual
34 administration window shall occur within the first twenty
35 days of the school year, with the results of such reading
36 assessment sent in a letter to the student's parent,

37 guardian, or other individual having control or custody of
38 such student within the first thirty days of the school year.

39 2. The department of elementary and secondary
40 education shall provide the reading screener at no cost to
41 school districts and charter schools.

42 3. The Missouri reading screener shall:

43 (1) Be appropriate for students in grades one through
44 three;

45 (2) Be used to comply with the dyslexia screening
46 requirements established in section 167.950; and

47 (3) Screen for characteristics of dyslexia and reading
48 deficiency and assess the following skills as
49 developmentally appropriate:

50 (a) Phonological and phonemic awareness;

51 (b) Sound-symbol recognition;

52 (c) Alphabet knowledge;

53 (d) Decoding;

54 (e) Rapid naming;

55 (f) Encoding; and

56 (g) Oral reading fluency.

57 4. Student results on the reading screener shall not
58 be used to make decisions concerning the accreditation
59 classification of a public school or school district.

60 5. At the beginning of the school year, each school
61 district and charter school shall provide a reading success
62 plan to any student who:

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

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

71 **6. (1) For the purposes of this section, a reading**
72 **deficiency shall refer to a student who scores "approaching**
73 **expectations" on the Missouri reading screener, and a**
74 substantial reading deficiency shall refer to a student who
75 [is one or more grade level or levels behind in reading or
76 reading readiness] **scores below "at risk" on the Missouri**
77 **reading screener;** provided that nothing in this section
78 shall be interpreted to prevent a school district or charter
79 school from offering a reading success plan to any student
80 based on an assessment completed [at the start and end of
81 the school year] **during the three administration windows or**
82 **based on** teacher observation.

83 (2) For any student entering the school district or
84 charter school after the start of the school year, such
85 student shall be:

86 **(a) Assessed within the first twenty school days after**
87 **entering such school; and**

88 **(b) Provided a reading success plan in the event the**
89 student has been identified as having a **reading deficiency**
90 **or** substantial reading deficiency based on the student's
91 most recent assessment [or otherwise being identified
92 through teacher observation. The student's reading
93 proficiency shall be reassessed by reading assessments on
94 the state-approved list]. The student shall continue to be
95 provided with intensive reading instruction under a reading
96 success plan until the reading deficiency is remedied.

97 [2.] **7.** The district or charter school shall notify
98 the parent or guardian of any student in [kindergarten]
99 **grades one** through [grade] three who exhibits a **reading**

100 **deficiency or** substantial **reading** deficiency [in reading],
101 as described in [subsection 1] **subsections 5 and 6** of this
102 section, at least annually in writing **and within thirty days**
103 **after identification of a reading deficiency or a**
104 **modification to services provided to the student for a**
105 **reading deficiency**, and in an appropriate, alternative
106 manner for the parent or other guardian if necessary, of the
107 following:

108 (1) That the child has been identified as having a
109 **reading deficiency or** substantial **reading** deficiency [in
110 reading];

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

113 (3) **(a)** A description of the proposed supplemental
114 instructional services and supports that the school district
115 will provide to the child that are designed to remediate the
116 identified area of reading deficiency.

117 **(b)** For students identified as being at risk of
118 dyslexia or those that have a diagnosis of dyslexia the
119 district shall provide an explanation that the instruction
120 that will be used to teach the child reading shall be
121 explicit, systematic, and diagnostic and based on
122 phonological awareness, phonics, fluency, vocabulary,
123 comprehension, morphology, syntax, and semantics;

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

128 **(5) That if the child has a substantial reading**
129 **deficiency that is not corrected by the end of grade three,**
130 **the child shall not be promoted to grade four unless the**

131 child qualifies for a good cause exemption under subsections
132 10 and 11 of this section.

133 [3. If the] 8. A school district or charter school
134 [provides] providing a summer reading program under this
135 section[, the district or charter school] shall notify the
136 parent or guardian of each student who exhibits a **reading**
137 **deficiency or** substantial **reading** deficiency [in reading of
138 the opportunity to] **that the student is required to** attend
139 the summer reading program.

140 [4.] 9. If a child has a reading deficiency or
141 substantial reading deficiency at the end of grade two, the
142 student's parent or guardian shall meet with designated
143 school staff to discuss the student's deficiency and shall
144 sign documentation stating that the parent or guardian has
145 been informed of the following:

146 (1) If the child has a substantial reading deficiency
147 that is not corrected by the end of grade three, the child
148 shall not be promoted to grade four unless the child
149 qualifies for a good cause exemption under subsection 11 of
150 this section;

151 (2) The child will be provided with intensive
152 instructional services and support listed under subsection
153 14 of this section;

154 (3) The parent or guardian shall agree to
155 participation in parent training workshops or regular parent-
156 guided home reading activities, or both, that are aligned to
157 scientifically-based reading research; and

158 (4) A parent or guardian's refusal to meet, sign, or
159 agree as required under this subsection shall not prevent
160 the student from receiving additional interventions or from
161 being retained by the school district.

162 **10. (1) Beginning in the 2027-28 school year and**
163 **continuing in all subsequent school years,** if a student has
164 a substantial reading deficiency at the end of third grade,
165 the student's parent or guardian and appropriate school
166 staff shall discuss whether the student should be retained
167 in grade level, based on a consideration of all relevant
168 factors, including the reading deficiency, the student's
169 progress in other subject areas, and the student's overall
170 intellectual, physical, emotional, and social development.

171 **(2) A decision to [promote or] retain a student with a**
172 **substantial reading deficiency at the end of grade three**
173 **shall be made only after direct personal consultation with**
174 **the student's parent or guardian and after the formulation**
175 **of a specific plan of action to remedy the student's reading**
176 **deficiency as determined by the department of elementary and**
177 **secondary education.**

178 **(3) Based on such student's performance on the reading**
179 **screeener at the end of the third grade, the student shall be**
180 **retained in grade three unless:**

181 **(a) Such student scores "approaching expectations" or**
182 **higher on a retest opportunity through the Missouri reading**
183 **screeener after successfully completing a state-approved**
184 **summer reading program; or**

185 **(b) Such student qualifies for a good cause exemption**
186 **under subsection 11 of this section.**

187 **11. A student may be promoted to grade four despite**
188 **scoring "at risk" on the reading screeener if the student has**
189 **a good cause exemption. Good cause exemptions shall be**
190 **limited to the following:**

191 **(1) Students with disabilities who have an approved**
192 **individualized education plan developed under the federal**
193 **Individuals with Disabilities Education Act (IDEA), 20**

194 U.S.C. Section 1401, et seq., as amended, that indicates
195 that participation in the statewide assessment program is
196 not appropriate, consistent with state and federal law;

197 (2) Students with disabilities who participate in the
198 statewide summative English language arts assessment and who
199 have either of the following plans reflecting that the
200 student has received intensive reading intervention for more
201 than two years but still demonstrates a substantial reading
202 deficiency:

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

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

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

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

215 12. Requests for a good cause exemption shall be made
216 in accordance with the following requirements:

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

223 (2) The school principal shall review and discuss the
224 recommendation with the teacher and parent or guardian and
225 make the determination as to whether the student qualifies

226 for one of the good cause exemptions described in subsection
227 10 in this section. If the school principal determines that
228 the student is eligible for one of the good cause exemptions
229 based on the documentation provided, the school principal
230 shall make such recommendation in writing to the
231 superintendent of the school district. The superintendent
232 shall accept or reject the school principal's recommendation
233 in writing.

234 13. (1) The school district shall assist schools with
235 providing written notification to the parent of any student
236 who is retained that:

237 (a) Such student has not met the reading level
238 required for promotion;

239 (b) The reasons the student is not eligible for a good
240 cause exemption; and

241 (c) That such student will be retained in grade three.

242 (2) The notification required under subdivision (1) of
243 this subsection shall include a description of the proposed
244 interventions and supports that will be provided to the
245 child to remedy the identified area or areas of reading
246 deficiency in the following school year.

247 [5.] 14. Each school district or charter school shall
248 do all of the following:

249 (1) Provide students who are identified as having a
250 **reading deficiency or** substantial **reading** deficiency [in
251 **reading**] under [subsection 1] **subsections 5 and 6** of this
252 section, have been identified as being at risk of dyslexia
253 in the statewide dyslexia screening, or have a formal
254 diagnosis of dyslexia with intensive instructional services
255 and supports specified in a reading success plan, as
256 appropriate according to student need, free of charge, to
257 remediate the identified areas of reading deficiency,

258 including additional scientific, evidence-based reading
259 instruction and other strategies prescribed by the school
260 district or charter school which may include but are not
261 limited to the following:

262 (a) Small group or individual instruction;

263 (b) Reduced teacher-student ratios;

264 (c) More frequent progress monitoring;

265 (d) Tutoring or mentoring;

266 (e) Extended school day, week, or year; [and]

267 (f) Summer reading programs; **and**

268 **(g) A "read at home" plan outlined in a parental**
269 **contract including, but not limited to, participation in**
270 **parent training workshops or regular parent-guided home**
271 **reading activities, or both, that are aligned to**
272 **scientifically based reading research;**

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

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

286 (4) In addition to required reading enhancement and
287 acceleration strategies, provide all parents of students,
288 including parents of students who are identified as having a
289 **reading deficiency or substantial reading deficiency [in**

290 reading] under [subsection 1] **subsections 5 and 6** of this
291 section, with a plan that includes suggestions for regular
292 parent-guided home reading.

293 [6.] **15.** Each school district and charter school shall
294 ensure that intensive reading instruction through a reading
295 development initiative shall be provided to each
296 [kindergarten] **grade one** through grade [five] **three** student
297 who is assessed as exhibiting a **reading deficiency or**
298 **substantial reading** deficiency [in reading]. In addition to
299 the requirements otherwise provided, such instruction shall
300 also comply with all of the following criteria:

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

306 (2) Be provided during regular school hours;

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

310 (a) Assists students assessed as exhibiting a **reading**
311 **deficiency or** **substantial reading** deficiency in reading to
312 develop the skills to read at grade level;

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

315 (c) Includes a scientifically based and reliable
316 assessment;

317 (d) **Does not include the three-cueing system, as**
318 **defined in section 170.014, as a primary instructional**
319 **strategy;**

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

322 [(e)] (f) Provides a curriculum in core academic
323 subjects to assist the student in maintaining or meeting
324 proficiency levels for the appropriate grade in all academic
325 subjects.

326 **16. Each school district shall establish at each**
327 **school, where applicable, an intensive acceleration class**
328 **for any student retained in grade three under subsection 9**
329 **of this section who was previously retained in kindergarten,**
330 **grade one, or grade two. The intensive acceleration class**
331 **shall include criteria established in subsections 13 and 14**
332 **of this section and:**

333 (1) **Have a reduced teacher-student ratio; and**
334 (2) **Provide explicit, systematic, sequential, and**
335 **cumulative reading instruction and intervention for the**
336 **majority of student contact time each day.**

337 [7.] **17.** School districts and charter schools shall
338 report to the department the specific intensive reading
339 interventions and supports implemented by the school
340 district or charter school pursuant to this section as well
341 as the reading assessment data collected for grades
342 [kindergarten] **one** through [five] **three**. The department
343 shall annually prescribe the components of required or
344 requested reports.

345 [8.] **18.** (1) Each school district and charter school
346 shall address reading proficiency as part of its
347 comprehensive school improvement plan, drawing upon
348 information about children from assessments conducted
349 pursuant to subsection 1 of this section and the prevalence
350 of deficiencies identified by classroom, elementary school,
351 and other student characteristics. As part of its
352 comprehensive school improvement plan or contract, each
353 school district or charter school shall review chronic early

354 elementary absenteeism for its impact on literacy
355 development. If more than fifteen percent of an attendance
356 center's students are not at grade level in reading by the
357 end of third grade, the comprehensive school improvement
358 plan or contract shall include strategies to reduce that
359 percentage, including school and community strategies to
360 raise the percentage of students who are proficient in
361 reading.

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

367 **19. Each district school board shall, by October first**
368 **of each year, report in writing to the department of**
369 **elementary and secondary education the following information**
370 **regarding the immediately preceding school year:**

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

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

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

379 (4) **The total number and percentage of students in**
380 **grade three who were promoted with good cause exemptions,**
381 **delineated by each category of good cause exemption**
382 **specified in subsection 10 of this section.**

383 **20. Each public school shall make available to the**
384 **public the title and author of all reading curriculum**

385 **materials adopted for each grade and the recommended reading**
386 **level for such materials.**

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

14 2. (1) For purposes of this subsection, "three-cueing
15 system" means any model of teaching students to read based
16 on meaning, structure and syntax, and visual cues, which may
17 also be known as "MSV".

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

21 (a) Phonics instruction for decoding and encoding
22 shall be the primary instructional strategy for teaching
23 word reading;

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

27 (c) Reading instruction may include visual information
28 and strategies that improve background and experiential
29 knowledge, add context, and increase oral language and
30 vocabulary to support comprehension, but such visual

31 information and strategies shall not be used to teach [word
32 reading] **decoding**.

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

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