

HB 2214 -- Every Child Can Learn Act

Sponsor: Nasheed

This bill establishes the Every Child Can Learn Act which requires, beginning July 1, 2011, all St. Louis public schools to use a response-to-intervention tiered approach to reading instruction for students whom the school determines to be struggling readers. At a minimum, the reading levels of students in kindergarten through tenth grade must be assessed at the beginning and middle of the academic year, and those scoring below district benchmarks will be provided with intensive, systematic reading instruction.

Every St. Louis public school must annually, beginning January 1, 2011, prepare a personalized learning plan for any kindergarten or first grade student whose most recent assessment result shows that the student is reading at less than grade level with certain exceptions specified in the bill. The student's main teacher must consult with the student's parents or guardian about the plan and must have their consent to implement it. If a student is still performing at less than grade level at the end of the first grade year, the school will refer the student for assessment to determine if an individualized education program is needed. If it is determined that an individualized education program is not needed, the personalized learning plan for the student must remain in place until the student is reading at grade level.

If the student is reading below grade level at the end of second grade, he or she may progress to third grade only if additional summer instruction demonstrates readiness, the school provides a combined second/third grade classroom in which the student continues with the same teacher, or the student's parents or guardian signs a notice that they prefer to have their child promoted although he or she is reading below grade level. The school district, however, will have the final determination on the issue of retention. The bill specifies the data that must be made available in its annual report card on the numbers and percentages by grade of promotions of students who have been determined as reading below grade level but prohibits the identification of an individual student.