

House _____ Amendment NO. _____

Offered By _____

1 AMEND House Committee Substitute for House Bill No. 634, Page 24, Section 160.425, Line 48,
2 by inserting after all of said section and line the following:

3
4 "Section 1. 1. Districts shall offer a reading intervention program to each K-3 student who
5 exhibits a reading deficiency to ensure students can read at or above grade level by the end of the
6 third grade. The reading intervention program shall be provided in addition to core reading
7 instruction that is provided to all students in the general education classroom. The reading
8 intervention program shall:

9 (1) Be provided to all K-3 students identified with a reading deficiency as determined by
10 local or statewide screening assessments administered within the first thirty days of school;

11 (2) Provide explicit and systematic instruction in phonological awareness, phonics, fluency,
12 vocabulary, and comprehension, as applicable;

13 (3) Monitor the reading progress of each student's reading skills throughout the school year
14 and adjust instruction according to student needs; and

15 (4) Be implemented during regular school hours.

16 2. Any student in kindergarten or any grade not higher than the third grade who exhibits a
17 deficiency in reading at any time, based upon local or statewide screening assessments, shall receive
18 an individual reading improvement plan no later than thirty days after the identification of the
19 reading deficiency. The reading improvement plan shall be created by the teacher, principal, other
20 pertinent school personnel, and the parents of the student, and shall describe the research-based
21 reading intervention services the student shall receive to remedy the reading deficit. Each student
22 shall receive intensive reading intervention until the student no longer has a deficiency in reading.

23 3. The parent of any K-3 student who exhibits a deficiency in reading at any time during the
24 school year shall be notified in writing no later than fifteen days after the identification of the
25 reading deficiency. Such written notification shall include the following:

26 (1) That the parent's child has been identified as having a deficiency in reading, and a
27 reading improvement plan will be developed by the teacher, principal, other pertinent school
28 personnel, and the parent;

29 (2) A description of the current services that are provided to the child;

30 (3) A description of the proposed research-based reading interventions and supplemental
31 instructional services and supports that shall be provided to the child that are designed to remedy the
32 identified areas of reading deficiency;

33 (4) Notification that the parent shall be informed in writing of his or her child's progress
34 toward grade-level reading on a quarterly basis at a minimum;

35 (5) Strategies a parent to use at home to help his or her child succeed in reading;

36 (6) That if the child's reading deficiency is not corrected by the end of the third grade, the

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1 child shall not be promoted to the fourth grade unless a good cause exemption is met; and

2 (7) That while the statewide reading assessment is the initial determinate for promotion, it is
3 not the sole determiner at the end of the third grade. Additionally, students will be provided with a
4 test-based student portfolio option and an alternative reading assessment option to demonstrate
5 sufficient reading skills for promotion to the fourth grade.

6 4. Beginning with the 2019-20 school year, third grade students shall demonstrate sufficient
7 reading skills for promotion to the fourth grade. Students shall be provided the following options to
8 demonstrate sufficient reading skills for promotion to the fourth grade:

9 (1) Scoring above the lowest achievement level on the third grade statewide English
10 language arts assessment;

11 (2) Earning an acceptable score on an alternative standardized reading assessment as
12 determined and approved by the state board of education; and

13 (3) Demonstrating mastery of all third grade state reading standards as evidenced through a
14 student reading portfolio. Regulations shall be established to set criteria for the student reading
15 portfolio and to define mastery of all third grade state reading standards.

16
17 If the student cannot demonstrate sufficient reading skills on one of the three options and does not
18 qualify for a good cause exemption as provided in subsection 6 of this section, the student shall be
19 retained.

20 5. The school district shall provide summer reading camps to all third grade students
21 scoring at the lowest achievement level on the third grade statewide reading assessment. Summer
22 reading camps shall be staffed with highly effective teachers of reading as demonstrated by student
23 reading performance data and teacher performance evaluations. The highly effective teacher of
24 reading shall provide explicit and systematic reading intervention services and supports to correct
25 the identified area(s) of reading deficiency. Summer reading camps shall include, at a minimum,
26 seventy hours of instructional time in reading. If funding allows, districts shall extend summer
27 reading camps to students in the first and second grades identified with a reading deficiency.

28 6. The district school board may only exempt students from mandatory retention, as
29 provided in subsection 4 of this section, for good cause. A student who is promoted to fourth grade
30 with a good cause exemption shall continue to receive intensive reading intervention that includes
31 specific reading strategies prescribed in the student's individual reading improvement plan until the
32 deficiency is remedied. The school district shall assist schools and teachers with the implementation
33 of reading strategies that research has shown to be successful in improving reading among students
34 with reading difficulties. Good cause exemptions shall be limited to the following:

35 (1) Students with disabilities whose individual education plan indicates that participation in
36 the statewide assessment program is not appropriate, consistent with state law;

37 (2) Students identified as English language learners who have had less than 2 years of
38 instruction in an English language learner program;

39 (3) Students with disabilities who participate in the statewide reading assessment and who
40 have an individual education plan or a section 504 plan that reflects that the student has received
41 intensive reading intervention for more than 2 years but still demonstrates a deficiency in reading
42 and was previously retained in kindergarten, first grade, second grade, or third grade; and

43 (4) Students who have received intensive reading intervention for two or more years but still
44 demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade,
45 second grade, or third grade for a total of 2 years. No student shall be retained twice in third grade.

46 7. Requests to exempt students from the mandatory retention requirement using one of the
47 good cause exemptions as described in subsection 6 of this section shall be made consistent with the
48 following:

1 (1) Documentation shall be submitted from the student’s teacher to the school principal that
2 indicates that the promotion of the student is appropriate. Such documentation shall consist only of
3 the good cause exemption being requested and the existing reading improvement plan or Individual
4 Education Plan, as applicable.

5 (2) The school principal shall review and discuss the recommendation with the teacher and
6 make the determination as to whether the student meets one of the good cause exemptions. If the
7 school principal determines that the student met one of the good cause exemptions based on the
8 documentation provided, the school principal shall make such recommendation in writing to the
9 district school superintendent. The district school superintendent shall accept or reject the school
10 principal's recommendation in writing.

11 8. The school district shall assist schools with providing written notification to the parent of
12 any student who is retained that his or her child has not met the reading level required for
13 promotion, the reasons the child is not eligible for a good cause exemption, and that his or her child
14 will be retained in third grade. The notification shall include a description of the proposed
15 interventions and supports that will be provided to the child to remedy the identified areas of
16 reading deficiency in the retained year.

17 9. Beginning with the 2019-20 school year, students retained under the provisions of
18 subsection 4 of this section shall be provided intensive reading intervention to remedy the student’s
19 specific reading deficiency. The reading intervention services shall include effective instructional
20 strategies to accelerate student progress. Each school district shall conduct a review of student
21 reading improvement plans for all students retained in third grade. The review shall address
22 additional supports and services, as described in this subsection, needed to remedy the identified
23 areas of reading deficiency. The district shall provide the following for retained students:

24 (1) A highly effective teacher of reading as demonstrated by student reading performance
25 data and teacher performance evaluations;

26 (2) Reading intervention services and supports to correct the identified area(s) of reading
27 deficiency including, but not limited to:

28 (a) More dedicated time than the previous school year in scientifically research-based
29 reading instruction and intervention;

30 (b) Use of reading strategies or programs that are scientifically research-based and have
31 proven results in accelerating student reading achievement within the same school year;

32 (c) Daily targeted small group reading intervention based on student needs;

33 (d) Explicit and systematic instruction with more detailed explanations, more extensive
34 opportunities for guided practice, and more opportunities for error correction and feedback; and

35 (e) Frequently monitoring the reading progress of each student’s reading skills throughout
36 the school year and adjusting instruction according to student needs;

37 (3) The option of a transitional instructional setting. Such setting shall specifically be
38 designed to produce learning gains sufficient to meet fourth grade performance standards in all other
39 core academic areas while continuing to correct the area(s) of reading deficiency;

40 (4) Before or after school supplemental research-based reading intervention delivered by a
41 teacher or tutor with specialized reading training; and

42 (5) A “read at home” plan outlined in a parental contract, including participation in parent
43 training workshops or regular parent-guided home reading activities.

44 10. Each school district shall establish, where applicable, an intensive acceleration class for
45 any student retained in third grade who was previously retained in kindergarten, first grade, or
46 second grade. The intensive acceleration class shall include criteria established in subsection 9 of
47 this section and:

48 (1) Have a reduced teacher-student ratio; and

1 (2) Provide explicit and systematic reading instruction and intervention for the majority of
2 student contact time each day.

3 11. Each school district board shall annually report in writing to the department of
4 elementary and secondary education by September first, the following information on the prior
5 school year:

6 (1) The school board's policies and procedures on student retention and promotion;

7 (2) By grade, the number and percentage of all students in grades K-3 performing below
8 grade level on local or statewide assessments;

9 (3) By grade, the number and percentage of all students retained in grades K-3;

10 (4) The total number and percentage of students in third grade who demonstrated sufficient
11 reading skills for promotion on the test-based student portfolio;

12 (5) The total number and percentage of students in third grade who demonstrated sufficient
13 reading skills for promotion on the alternative reading assessment;

14 (6) The total number and percentage of students in third grade who were promoted for good
15 cause, by each category of good cause as specified in subsection 6 of this section; and

16 (7) In succeeding years, the performance of students promoted with a good cause on the
17 statewide reading assessment.

18 12. The department of elementary and secondary education shall establish a uniform format
19 for school districts to report the information required. The format shall be developed with input
20 from school boards and shall be provided to each school district no later than ninety days prior to
21 the annual due date. The department shall annually compile the information required along with
22 state-level summary information, and report such information to the state board of education, the
23 public, the governor, the president pro tempore of the senate, and the speaker of the house of
24 representatives by October first. The department shall provide technical assistance to aid school
25 boards in implementing this section.

26 13. The state board of education shall have authority to enforce this section."; and

27
28 Further amend said bill by amending the title, enacting clause, and intersectional references
29 accordingly.