

HB 2671 -- READING DEFICIENCIES

SPONSOR: Henderson

This bill requires the State Board of Education (SBE) to align literacy and reading instruction coursework for teacher education programs. The SBE in collaboration with the Coordinating Board for Higher Education and the Commissioner's Advisory Council shall develop a plan to establish services for early education.

The bill changes what are currently referred to as "reading intervention plans" to "reading success plans" and expands the requirement for policies on reading success plans to charter schools, while moving the development of guidelines for reading success plans to the Department of Elementary and Secondary Education (DESE).

The bill requires each school district and charter school to provide training on the administration and analysis of results to all kindergarten through fifth grade teachers and any other personnel who provide literacy instruction.

The bill repeals language relating to school intervention plans and requires school districts and charter schools to develop and implement a reading success plan for each student in grades kindergarten through fifth who exhibits a reading deficiency as defined in the bill.

The bill requires that if a student has not already been determined to be reading at or above grade level in the current or previous year, each school district and charter school shall administer a reading assessment or set of assessments to each student within the first 45 days of school for grades one through five and by January 31st for kindergarten. Assessments, shall also be required for students who enter a school district or charter school in grades one through five, unless the student has been determined in the current or previous school year to be reading at grade level or above.

The assessment requirements will not apply to students with an IEP or 504 plan, provided the district is providing instruction under a reading plan.

Reading success plans shall provide for additional targeted reading instruction that occurs in addition to the core reading instruction provided to all students in the general education classroom.

Methods of identification of students for a reading success plan shall include reliable and valid screening assessments and/or a

diagnostic reading assessment.

The reading success plan shall be developed by the student's teacher and other pertinent school personnel and in consultation with the parent or legal guardian.

The reading intervention instruction and strategies provided under a reading success plan are outlined in the bill and include:

(1) Be provided by a highly qualified teacher of reading as demonstrated by teacher certification, professional development or specialized literacy training;

(2) Be provided in addition to the core reading instruction provided in the general classroom;

(3) Include frequent, targeted small-group reading intervention based on the student's needs;

(4) Address the major components of reading according to the student's identified needs and developmental level;

(5) Be systematic and explicit by building skills gradually, providing interaction, modeling of skills, opportunities for practice and providing specific, corrective feedback;

(6) Include ongoing progress monitoring of skills targeted in the reading intervention sessions to inform and adjust instruction;

(7) Increase the frequency and duration of reading intervention sessions and implement evidence-based strategies designed to accelerate student growth for students not making progress;

(8) Provide appropriate reading intervention instructional practices for students exhibiting characteristics of dyslexia; and

(9) Include strategies and activities for parents or legal guardians to provide continued reading support.

School districts and charter schools shall continue to address reading deficiencies for a student in grades six through twelve who exhibits a reading deficiency for as long as the deficiency in reading ability creates a barrier to the student's success in school.

The bill repeals the requirement for schools to offer summer school for students with reading plans and makes it an option. The bill also repeals retention language for students who fail to attend summer school.

The bill requires that a school shall make an effort to inform the parent or guardian of a student for whom a reading success plan is required.

The bill directs the Commissioner of Education to establish a literacy advisory council that will have at least 12 and no more than 20 members appointed by the commissioner and shall include members representing relevant stakeholder groups. The council shall meet biannually to review best practices in literacy instruction and related policy provisions. The council shall periodically provide recommendations to the commissioner and the SBE regarding any identified improvements to literacy instruction and policy for students.

This bill is the same as HB 2650 (2020).