

SECOND REGULAR SESSION

SENATE BILL NO. 1442

103RD GENERAL ASSEMBLY

INTRODUCED BY SENATOR HUDSON.

6063S.011

KRISTINA MARTIN, Secretary

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,
2 167.645, 170.014, and 186.080, RSMo, are repealed and six new
3 sections enacted in lieu thereof, to be known as sections
4 161.097, 161.241, 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

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

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

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

(b) Oral and written language development; and

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

(2) Teacher candidates shall also have training on:

(a) The selection and use of **high-quality** reading curricula and instructional materials **that do not include the three-cueing system model as defined in section 170.014;**

(b) The administration and interpretation of assessments; **and**

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

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

(3) Educator preparation programs shall not include instruction in, or endorsement of, the three-cueing system model of reading instruction as defined in section 170.014.

5. Beginning July 1, 2027, the department of elementary and secondary education shall annually review and publicly report on the compliance of educator preparation programs with subsection 4 of this section. The review shall include an evaluation of whether instruction is grounded in the components of evidence-based reading instruction, such as phonological awareness, phonics,

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

85 6. Any rule or portion of a rule, as that term is
86 defined in section 536.010, that is created under the
87 authority delegated in this section shall become effective
88 only if it complies with and is subject to all of the
89 provisions of chapter 536 and, if applicable, section
90 536.028. This section and chapter 536 are nonseverable and
91 if any of the powers vested with the general assembly
92 pursuant to chapter 536 to review, to delay the effective
93 date, or to disapprove and annul a rule are subsequently
94 held unconstitutional, then the grant of rulemaking
95 authority and any rule proposed or adopted after August 28,
96 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. There is hereby created in the state treasury the
38 "Evidence-based Reading Instruction Program Fund". The fund
39 shall be administered by the department and used to
40 reimburse school districts and charter schools for efforts
41 to improve student literacy, including, but not limited to:
42 initiatives that provide optional training and materials to
43 teachers regarding best practices in reading pedagogies;
44 resources for parents and guardians to assist them in
45 teaching their children to read; funding for reading

tutoring programs **inside or** outside of regular school hours; stipends for teachers who undergo additional training in reading instruction, which may also count toward professional development requirements; and funding for summer reading programs. The fund shall consist of moneys appropriated annually by the general assembly from general revenue to such fund, any moneys paid into the state treasury and required by law to be credited to such fund, and any gifts, bequests, or donations to such fund. The fund shall be kept separate and apart from all other moneys in the state treasury and shall be paid out by the state treasurer pursuant to chapter 33. Notwithstanding the provisions of section 33.080 to the contrary, moneys in the fund at the end of the biennium shall not be transferred to the credit of the general revenue fund. All interest and moneys earned on the fund shall be credited to the fund.

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

167.268. 1. Each school district and charter school shall have on file a policy for reading success plans. Each school district and charter school shall provide all parents and guardians of students, including parents of students who are identified as having a **reading deficiency or** substantial **reading** deficiency [in reading] under subsection [1] 4 of

7 section 167.645, with suggestions for regular parent-guided
8 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 universal reading**
10 **screeners established in section 167.645**, such students who
11 receive reading improvement instruction pursuant to this
12 subsection may be counted for additional average daily
13 attendance for state school aid during their reading
14 improvement instruction time if such time falls outside
15 normal school hours.

3. Reading improvement instruction may take the form of summer school, provided that the summer school instruction addresses the reading deficiency, additional hours of instruction or such other methods as the district may select including, but not limited to, smaller class sizes, additional resources including computers, reading specialists, teacher and 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.**

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

25 2. The department of elementary and secondary
26 education shall provide the Missouri universal reading
27 screener at no cost to school districts and charter
28 schools. The Missouri universal reading screener:

29 (1) Shall be appropriate for students in grade one
30 through grade three; and

31 (2) May be used to comply with the dyslexia screening
32 requirements established in section 167.950.

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

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

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

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

48 For the purposes of this section, **a reading deficiency shall**
49 **refer to a student who scores "basic" on the Missouri**
50 **universal reading screener, and** a substantial reading
51 deficiency shall refer to a student who [is one or more
52 grade level or levels behind in reading or reading
53 readiness] **scores below "below basic" on the Missouri**
54 **universal reading screener;** provided that nothing in this
55 section shall be interpreted to prevent a school district or

56 charter school from offering a reading success plan to any
57 student based on an assessment completed [at the start and
58 end of the school year] **during the three administration**
59 **windows** or **based on** teacher observation. For any student
60 entering the school district or charter school after the
61 start of the school year, such student shall be provided a
62 reading success plan in the event the student has been
63 identified as having a **reading deficiency or** substantial
64 reading deficiency based on the student's most recent
65 assessment [or otherwise being identified through teacher
66 observation. The student's reading proficiency shall be
67 reassessed by reading assessments on the state-approved
68 list]. The student shall continue to be provided with
69 intensive reading instruction under a reading success plan
70 until the reading deficiency is remedied.

71 [2.] 5. The district or charter school shall notify
72 the parent or guardian of any student in [kindergarten]
73 **grade one** through grade three who exhibits a **reading**
74 **deficiency or** substantial **reading** deficiency [in reading],
75 as described in subsection [1] 4 of this section, at least
76 annually in writing, and in an appropriate, alternative
77 manner for the parent or other guardian if necessary, of the
78 following:

79 (1) That the child has been identified as having a
80 **reading deficiency or** substantial **reading** deficiency [in
81 reading];

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

84 (3) A description of the proposed supplemental
85 instructional services and supports that the school district
86 will provide to the child that are designed to remediate the
87 identified area of reading deficiency. For students

identified as being at risk of dyslexia or those that have a diagnosis of dyslexia the district shall provide an explanation that the instruction that will be used to teach the child reading shall be explicit, systematic, and diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics;

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

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

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

[4.] 7. (1) **Beginning in the 2027-28 school year and continuing in all subsequent school years,** if a student has a substantial reading deficiency at the end of third grade[, the student's parent or guardian and appropriate school staff shall discuss whether the student should be retained in grade level, based on a consideration of all relevant factors, including the reading deficiency, the student's progress in other subject areas, and the student's overall intellectual, physical, emotional, and social development. A decision to promote or retain a student with a substantial

reading deficiency at the end of grade three shall be made only after direct personal consultation with the student's parent or guardian and after the formulation of a specific plan of action to remedy the student's reading deficiency] as determined by the department of elementary and secondary education based upon such student's performance on the Missouri universal reading screener, the student shall be retained in grade three, unless:

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

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

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

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

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

(2) Students with disabilities who participate in the statewide summative English language arts assessment and who have either of the following plans reflecting that the student has received intensive reading intervention for more

151 than two years but still demonstrates a substantial reading
152 deficiency:

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

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

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

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

165 9. Requests for a good cause exemption shall be made
166 in accordance with the following requirements:

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

173 (2) The school principal shall review and discuss the
174 recommendation with the teacher and make the determination
175 as to whether the student qualifies for one of the good
176 cause exemptions described in subsection 8 in this section.
177 If the school principal determines that the student is
178 eligible for one of the good cause exemptions based on the
179 documentation provided, the school principal shall make such
180 recommendation in writing to the superintendent of the
181 school district. The superintendent shall accept or reject
182 the school principal's recommendation in writing.

183 10. (1) The school district shall assist schools with
184 providing written notification to the parent of any student
185 who is retained that:

186 (a) Such student has not met the reading level
187 required for promotion;

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

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

191 (2) The notification required under subdivision (1) of
192 this subsection shall include a description of the proposed
193 interventions and supports that will be provided to the
194 child to remedy the identified area or areas of reading
195 deficiency in the following school year.

196 [5.] 11. Each school district or charter school shall
197 do all of the following:

198 (1) Provide students who are identified as having a
199 **reading deficiency or** substantial **reading** deficiency [in
200 reading] under subsection [1] 4 of this section, have been
201 identified as being at risk of dyslexia in the statewide
202 dyslexia screening, or have a formal diagnosis of dyslexia
203 with intensive instructional services and supports specified
204 in a reading success plan, as appropriate according to
205 student need, free of charge, to remediate the identified
206 areas of reading deficiency, including additional
207 scientific, evidence-based reading instruction and other
208 strategies prescribed by the school district or charter
209 school which may include but are not limited to the
210 following:

211 (a) Small group or individual instruction;

212 (b) Reduced teacher-student ratios;

213 (c) More frequent progress monitoring;

214 (d) Tutoring or mentoring;

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

(f) Summer reading programs;

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

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

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

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

(1) Be provided to all [kindergarten] **grade one** through grade [five] **three** students who exhibit a **reading**

deficiency or substantial **reading** deficiency [in reading]
under this section. The assessments shall measure phonemic
awareness, phonics, fluency, vocabulary, and comprehension;

(2) Be provided during regular school hours;

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

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

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

(c) Includes a scientifically based and reliable
assessment;

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

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

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

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

[8.] **14.** (1) Each school district and charter school
shall address reading proficiency as part of its

comprehensive school improvement plan, drawing upon information about children from assessments conducted pursuant to subsection 1 of this section and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its comprehensive school improvement plan or contract, each school district or charter school shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not at grade level in reading by the end of third grade, the comprehensive school improvement plan or contract shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading.

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

15. Each district school board shall, by October 1 of each year, report in writing to the department of elementary and secondary education the following information regarding the immediately preceding school year:

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

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

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

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

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

knowledge, add context, and increase oral language and vocabulary to support comprehension, but such visual information and strategies shall not be used to teach word reading] **use the three-cueing system in any form.**

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

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

- (1) School boards;
- (2) Charter schools;
- (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

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

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

41 3. The council shall periodically provide
42 recommendations to the commissioner and the
43 state board of education regarding any
44 identified improvements to literacy instruction
45 and policy for students. The recommendations
46 may include recommendations for changes to state
47 law, and the commissioner shall furnish any such
48 recommendations to the joint committee on
49 education.

50 4. The council recommendations shall:

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

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

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

67 (a) Literacy instructional practices;

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

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

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

78 (4) Recommend best practices for tiered
79 literacy instruction within a multitiered system
80 of supports to best improve and sustain literacy
81 proficiency;
82 (5) Review literacy assessments and
83 outcomes and provide ongoing advice as to how to
84 continuously improve those outcomes and sustain
85 improvement; and
86 (6) Provide a means for members of the
87 public to provide input and ask questions
88 concerning literacy issues.]

✓