

SENATE SUBSTITUTE  
FOR  
SENATE COMMITTEE SUBSTITUTE  
FOR  
SENATE BILL NO. 1442  
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 literacy of elementary school students.

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*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Section A. Sections 161.097, 161.241, 167.268, 167.340, 2 167.645, and 170.014, RSMo, are repealed and seven new sections 3 enacted in lieu thereof, to be known as sections 161.097, 4 161.241, 167.268, 167.340, 167.645, 170.014, and 1, to read as 5 follows: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.

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.

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 as assessed by the Missouri reading screener, the child  
131 shall not be promoted to grade four unless the child  
132 qualifies for a good cause exemption under subsection 11 of  
133 this section.

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

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

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

152 (2) The child will be provided with intensive  
153 instructional services and support listed under subsection  
154 14 of this section; and

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

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

163 10. (1) Beginning in the 2027-28 school year and  
164 continuing in all subsequent school years, if a student has  
165 a substantial reading deficiency at the end of third grade,  
166 as assessed by the Missouri reading screener, the student's

167 parent or guardian and appropriate school staff shall  
168 discuss whether the student should be retained in grade  
169 level, based on a consideration of all relevant factors,  
170 including the reading deficiency, the student's progress in  
171 other subject areas, and the student's overall intellectual,  
172 physical, emotional, and social development.

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

180 (3) Based on such student's performance on the  
181 Missouri reading screener, the student shall be retained in  
182 grade three unless:

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

187 (b) Such student qualifies for a good cause exemption  
188 under subsection 11 of this section.

189 11. A student may be promoted to grade four despite  
190 scoring "at risk" on the reading screener if the student has  
191 a good cause exemption; provided that, a student who has  
192 already been retained at least once in kindergarten through  
193 grade three shall not be retained and shall not require a  
194 good cause exemption. Good cause exemptions shall be  
195 limited to the following:

196 (1) Students with disabilities who have an approved  
197 individualized education plan developed under the federal  
198 Individuals with Disabilities Education Act (IDEA), 20  
199 U.S.C. Section 1401 et seq., as amended, that indicates that

200 participation in the statewide assessment program is not  
201 appropriate, consistent with state and federal law;

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

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

212 (b) A 504 plan created under Section 504 of the  
213 federal Rehabilitation Act of 1973, 29 U.S.C. Section 794,  
214 as amended; and

215 (3) Students identified as English language learners  
216 who have had fewer than two years of instruction in an  
217 English language learner program.

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

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

226 (2) The school principal shall review and discuss the  
227 recommendation with the teacher and parent or guardian and  
228 make the determination as to whether the student qualifies  
229 for one of the good cause exemptions described in subsection  
230 10 in this section. If the school principal determines that  
231 the student is eligible for one of the good cause exemptions  
232 based on the documentation provided, the school principal

233 shall make such recommendation in writing to the  
234 superintendent of the school district. The superintendent  
235 shall accept or reject the school principal's recommendation  
236 in writing.

237 13. (1) The school district shall assist schools with  
238 providing written notification to the parent of any student  
239 who is retained that:

240 (a) Such student has not met the reading level  
241 required for promotion;

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

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

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

250 [5.] 14. Each school district or charter school shall  
251 do all of the following:

252 (1) Provide students who are identified as having a  
253 reading deficiency or substantial reading deficiency [in  
254 reading] under [subsection 1] subsections 5 and 6 of this  
255 section, have been identified as being at risk of dyslexia  
256 in the statewide dyslexia screening, or have a formal  
257 diagnosis of dyslexia with intensive instructional services  
258 and supports specified in a reading success plan, as  
259 appropriate according to student need, free of charge, to  
260 remediate the identified areas of reading deficiency,  
261 including additional scientific, evidence-based reading  
262 instruction and other strategies prescribed by the school  
263 district or charter school which may include but are not  
264 limited to the following:

265 (a) Small group or individual instruction;

266 (b) Reduced teacher-student ratios;  
267 (c) More frequent progress monitoring;  
268 (d) Tutoring or mentoring;  
269 (e) Extended school day, week, or year; [and]  
270 (f) Summer reading programs; and  
271 (g) A "read at home" plan outlined in a parental  
272 contract including, but not limited to, participation in  
273 parent training workshops or regular parent-guided home  
274 reading activities, or both, that are aligned to  
275 scientifically based reading research;

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

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

289 (4) In addition to required reading enhancement and  
290 acceleration strategies, provide all parents of students,  
291 including parents of students who are identified as having a  
292 reading deficiency or substantial reading deficiency [in  
293 reading] under [subsection 1] subsections 5 and 6 of this  
294 section, with a plan that includes suggestions for regular  
295 parent-guided home reading.

296 [6.] 15. Each school district and charter school shall  
297 ensure that intensive reading instruction through a reading  
298 development initiative shall be provided to each

299 [kindergarten] grade one through grade [five] three student  
300 who is assessed as exhibiting a reading deficiency or  
301 substantial reading deficiency [in reading]. In addition to  
302 the requirements otherwise provided, such instruction shall  
303 also comply with all of the following criteria:

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

309 (2) Be provided during regular school hours;

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

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

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

318 (c) Includes a scientifically based and reliable  
319 assessment;

320 (d) Does not include the three-cueing system, as  
321 defined in section 170.014, as a primary instructional  
322 strategy;

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

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

329 16. Each school district shall establish at each  
330 school, where applicable, an intensive acceleration class  
331 for any student retained in grade three under subsection 9

332 of this section who was previously retained in kindergarten,  
333 grade one, or grade two. The intensive acceleration class  
334 shall include criteria established in subsections 13 and 14  
335 of this section and:

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

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

348 **[8.]** 18. (1) Each school district and charter school  
349 shall address reading proficiency as part of its  
350 comprehensive school improvement plan, drawing upon  
351 information about children from assessments conducted  
352 pursuant to subsection 1 of this section and the prevalence  
353 of deficiencies identified by classroom, elementary school,  
354 and other student characteristics. As part of its  
355 comprehensive school improvement plan or contract, each  
356 school district or charter school shall review chronic early  
357 elementary absenteeism for its impact on literacy  
358 development. If more than fifteen percent of an attendance  
359 center's students are not at grade level in reading by the  
360 end of third grade, the comprehensive school improvement  
361 plan or contract shall include strategies to reduce that  
362 percentage, including school and community strategies to  
363 raise the percentage of students who are proficient in  
364 reading.

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

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

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

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

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

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

386 20. Each public school shall make available to the  
387 public the title and author of all reading curriculum  
388 materials adopted for each grade and the recommended reading  
389 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.

Section 1. Sections 161.097, 161.241, 167.268,  
2 167.340, 167.645, and 170.014 shall not be construed to  
3 require any public school, charter school, or school  
4 district to incur additional costs for the purpose of  
5 implementing the provisions set forth therein.