

HB 1417 -- READING INTERVENTION IN SCHOOLS

SPONSOR: Kelley (127)

This bill requires that school districts offer a reading intervention program to each K-3 student who exhibits a reading deficiency as determined by screening assessments administered within the first 30 days of the school year. The program shall be provided in addition to the core reading instruction and implemented during regular school hours. In addition, the program shall provide instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension and shall monitor the reading progress of each student's reading skills and adjust according to the student's needs.

Any K-3 student who exhibits a deficiency in reading shall have his or her parent notified in writing, as specified in the bill, within 15 days and receive an individual reading improvement plan within 30 days after the identification of the reading deficiency.

Beginning with the 2020-21 school year, third grade students shall demonstrate sufficient reading skills before promotion to the fourth grade as evidenced by scoring above the lowest achievement level on the third grade statewide English language arts assessment, earning an acceptable score on an alternative standardized reading assessment, or demonstrating mastery of all third grade state reading standards as evidenced through a student reading portfolio.

If it has been determined that the student has not demonstrated sufficient reading skills and does not qualify for a good-cause exemption as described in the bill, the student shall be retained in the third grade and shall receive intensive reading intervention to remedy the student's specific reading deficiency. However, no student shall be retained more than once. Any student who is promoted to the fourth grade with a good-cause exemption shall continue to receive intensive reading intervention until the deficiency is remedied.

Each school district shall conduct a review of student reading improvement plans for all students retained in third grade. The district shall also provide a highly effective teacher of reading, reading intervention services and supports to correct the identified area of reading deficiency as specified in the bill, the option of a transitional instructional setting, before or after school supplemental research-based reading intervention, and a "read at home" plan outlined in a parental contract. An intensive acceleration class shall be given to any student retained in the third grade who was previously retained that also includes a

reduced student-teacher ratio and provide explicit and systematic reading instruction for the majority of student contact time each day.

In addition, each school district shall provide summer reading camps to all third grade students scoring at the lowest achievement level on the third grade statewide English language arts assessment. The camps shall be staffed with highly effective teachers of reading and include at least 70 hours of instructional time in reading.

By September 1, the board of each school district shall annually report to the Department of Elementary and Secondary Education, in writing, specified information as described in the bill.