

HOUSE RESEARCH

Bill Summary

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Subject: Helping students to become reading proficient by the end of grade 3

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Overview

Beginning in the 2014-2015 school year and later, proposes to require school districts and charter schools to develop and implement a local literacy plan to monitor the reading proficiency of K-3 students. Requires additional supports and interventions for students entering grade 3 who are struggling readers. Retains students who are not grade-level reading proficient by the end of grade 3 unless a good cause exception applies. Requires districts and charter schools to provide intensive interventions to retained students. Allows retained students who become reading proficient midyear to be promoted. Requires districts and charter schools to report various data on elementary and secondary students' reading proficiency and growth.

1 Helping students acquire grade-level reading proficiency by the end of grade 3.

Subd. 1. Local literacy plan for students to achieve grade-level reading proficiency. (a)

Directs school districts and charter schools to develop a local literacy plan to monitor K-3 students' reading proficiency, inform parents about students' reading proficiency and growth, and set intervention strategies to bring students to grade-level proficiency.

(b) Requires school sites within a district and charter schools to annually assess students' reading proficiency and provide intensive reading instruction to struggling students, consistent with the local literacy plan in effect at the site or charter school. Requires reading assessments to identify students' difficulties and academic need and provide appropriate intervention, support, and instructional strategies. Requires students to continue to receive reading instruction in five reading areas until students achieve grade-level reading proficiency.

(c) Prohibits school sites and charter schools, beginning in the 2014-2015 school year, from promoting to grade 4 those students who are unable to demonstrate grade-level reading proficiency on the statewide grade 3 reading assessment or locally determined reading assessments but allows the schools to create a good cause exception. Requires school districts and charter schools to provide written notice to parents of struggling students entering grade 3 of the following: the student is struggling in reading; the reading-related services currently provided to the student; proposed supplemental instructional services and supports for the student; students who are not grade-level reading proficient by the end of grade 3 are retained

unless a good cause exception applies; strategies for parents to help their students become reading-proficient; and multiple assessments exist to help the district or charter school decide whether students are grade-level reading-proficient and ready to be promoted.

(d) Precludes social promotion.

(e) Requires local literacy plans to include specific criteria and policies for promoting midyear to grade 4 retained students who are subsequently able to demonstrate grade-level reading proficiency.

(f) Allows districts and charter schools to establish a good cause exception that permits schools to promote students who are not grade-level reading proficient to grade 4 under certain specific circumstances.

(g) Requires teachers to submit evidence to the school principal or other administrator that supports students' promotion to grade 4 under the good cause exception.

Subd. 2. Supporting success in reading proficiency for retained students. (a) Requires districts and charter schools to provide students not meeting grade-level reading proficiency standards with intensive instruction, expanded instructional time, and tailored interventions until students are reading proficient.

(b) Requires districts and charter schools, beginning in the 2014-2015 school year, to consult with parents in reviewing the progress monitoring plans of struggling students ineligible for a good cause exception in order to identify additional supports and services needed to help remediate the struggling students.

(c) Lists alternatives for interventions that districts and charter schools must provide to struggling students.

(d) Requires districts and charter schools to notify parents when students are not promoted and include in the notice the interventions and supports the district or charter school will provide to remediate the students' deficiencies and an offer of supplemental tutoring, a read-at-home plan or a specially trained mentor or tutor.

(e) Directs the education commissioner annually to analyze and report data on the number of students retained on a school-by-school basis to indicate state and local progress in enabling students to attain grade-level reading proficiency by the end of grade 3.

Makes this section effective for the 2014-2015 school year and later.

- 2 School performance report cards.** (f) Requires school districts and charter schools to report to parents and the education department on: students' progress in achieving reading proficiency and growth; promotion and retention policies as they affect students' reading proficiency; number and percentage of students in each grade 3 through 10 who do or do not demonstrate grade-level reading proficiency; the number of students promoted to grade 4 under the good cause exception; and changes in local literacy policies to increase the number of reading proficient students. Allows the education department, upon request, to provide technical assistance to school sites and charter schools.

Makes this section effective for the 2014-2015 school year and later and applicable to reports using data from the 2014-2015 school year and later.