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**Rules of  
Department of Elementary and  
Secondary Education**

**Division 50—Division of Instruction  
Chapter 320—State Reimbursed Classes  
in Remedial Reading**

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**Title 5—DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
EDUCATION**

**Division 50—Division of Instruction  
Chapter 320—State Reimbursed  
Classes in Remedial Reading**

**5 CSR 50-320.010 State Reimbursed  
Remedial Reading**

*PURPOSE: This rule sets out the standards for remedial reading classes which the Department of Elementary and Secondary Education will approve for exceptional pupil aid payments as provided in section 162.975, RSMo.*

(1) The Department of Elementary and Secondary Education is authorized by section 162.975, RSMo to provide state exceptional pupil aid to school districts operating approved classes of reading instruction. For reimbursement purposes, the department recognizes two (2) programs of reading instruction—accelerated instruction, the objective of which is to assist students whose reading achievement is substantially below the level normally expected for their age and grade placement and thus allow them to read at a level more appropriate for their age and grade level; and developmental instruction, the objective of which is to assist students whose reading achievement is near or on grade level but whose ability indicates they could be scoring substantially higher and thus allow them to read at a level more appropriate for their ability.

(2) The department will reimburse school districts at the statutory rate for classes providing accelerated reading instruction to students whose eligibility is established according to the Title I, Elementary and Secondary Education Act (ESEA) rule, 5 CSR 50-820.010.

(3) The department will reimburse school districts at the statutory rate for classes providing accelerated reading instruction that are not funded under the Title I, ESEA rule, 5 CSR 50-820.010, but meet the same requirements except that the district may choose to use a single standardized norm-referenced or criterion-referenced test alone as criteria for identifying students.

(4) The department will reimburse school districts at the statutory rate for classes providing developmental reading instruction to students who score above the standard for accelerated reading instruction; have not been diagnosed as having a specific learning dis-

ability; but who display a substantial discrepancy between reading attainment and reading expectancy. For the purposes of this rule, reading attainment must have been measured within the last twelve (12) months before students are enrolled in developmental reading instruction using a standardized achievement test in reading and intelligence quotients derived from a recognized group or individual intelligence test administered by a competent test administrator within the past three (3) years. The term substantial discrepancy means that a deficit of at least five-tenths of one percent (0.5%) of a standard deviation exists between the attained achievement score in reading and computed reading expectancy. Only classes of students in grades three through twelve (3–12) will be eligible for reimbursement for developmental reading instruction.

(5) Approved classes may be provided under either of two (2) accepted delivery systems—a resource classroom model and educational resource teacher (ERT) model.

(A) Under the resource classroom model, students are provided special reading instruction in groups of up to ten (10) students or fifteen (15) students if a qualified teacher's aide is employed, for a minimum of one hundred fifty (150) minutes weekly for students in grades one through three (1–3) and a minimum of one hundred (100) minutes weekly for students in grades four through twelve (4–12). Under this model, the minimum daily caseload of students is forty (40) for each full-time equivalent (FTE) position in developmental programs and thirty (30) for each FTE position in accelerated programs. For full reimbursement, the teacher must be assigned teaching responsibilities for a minimum of one thousand three hundred seventy-five (1375) minutes a week exclusive of passing time. A maximum of one-fifth (1/5) of the required time may be devoted to scheduled, coordinating planning time. To receive reimbursement for coordinating accelerated instruction with regular classroom instruction, the accelerated teacher's time must be regularly scheduled to meet with prespecified teachers at times when they are available. Coordination may be with teachers of currently participating students or with teachers of former students to check on progress and recommend changes to the regular program of instruction. The meetings must be routine, not incidental, and documentation of coordinated planning and instructional recommendations must be maintained and available for review. Teachers with fewer than the required number of students or required number of teaching minutes will have their reimburse-

ment reduced in tenths of full reimbursement to a minimum of twenty percent (20%) reimbursement.

(B) With the ERT, the primary role of the teacher is to provide assistance through the regular classroom teacher(s) to eligible students whose educational needs can best be met through regular classroom instruction. Some time would be spent in the regular classroom(s) working with students assessing their needs and then planning appropriate activities. Specific eligible students must be identified. Using this model, the minimum caseload for a teacher is sixty (60) students. The teacher would be required to perform duties directly related to helping the assigned students for the minimum of one thousand three hundred seventy-five (1375) minutes per week. Teachers with fewer than the minimum number of students or less than minimum time working with assigned students will have their reimbursement reduced in tenths of full reimbursement to a minimum of twenty percent (20%) reimbursement.

(6) Special permission may be granted to school districts by department officials to implement programs of instruction with fewer students than the required number of students (such as Reading Recovery). Those requests should be directed in writing to the appropriate grants management supervisor if it is to be funded in part by Title I, ESEA and to the coordinator of federal programs if it is to be funded without Title I, ESEA assistance. Schools granted this special permission will be able to reduce their caseloads in accordance with the requirements and needs of the program as outlined in the research data and described by the certifying institution of record for that program. Caseload modifications for reimbursement will be approved through the grants management supervisor or the coordinator, federal programs, as appropriate. Variations to the research model must receive prior approval by the national or state-certifying institution of record and by the department if reimbursement is to be considered. To be considered, the program to be implemented and the teacher implementing the program must meet the following minimum standards:

(A) The program must be based on research which documents that the program has a proven track record of student achievement;

(B) The program must provide extensive staff training and professional development;

(C) The program must certify teachers in the program through the accredited institution;



(D) The program must provide and the teacher must participate in scheduled follow-up training and technical assistance; and

(E) The program, the school, and the teacher must provide for collaboration with the regular classroom teachers, especially with those teachers instructing the students for two (2) years following the student's exit from the program.

(7) Data regarding the teaching assignments along with student selection procedures and decisions are to be kept on file for any teachers being reimbursed under this program. These data are to be made available to department officials when monitoring visits are made and by mail when requested.

(8) Teachers of approved classes, except those teachers implementing approved programs under section (6) of this rule, must have Reading Specialist's Certificates or have them issued before the end of a semester for which reimbursement is to be made. Teachers implementing special reading instructional programs as described in section (6) of this rule must be certificated teachers in the grade levels to be served and also meet the minimum criteria required by the certifying institution of record of the approved program.

(9) There is no separate formal application for reimbursement under this program. Each school district wanting reimbursement must establish eligible classes, secure properly certificated teachers and report the data correctly on the State Core Electronic Data System.

*AUTHORITY: section 162.975, RSMo 1994. \* This rule was previously filed as 5 CSR 70-742.130. Original rule filed April 12, 1983, effective Aug. 15, 1983. Rescinded and readopted: Filed April 23, 1991, effective Oct. 31, 1991. Amended: Filed Jan. 26, 1996, effective Aug. 30, 1996. Amended: Filed May 29, 1998, effective Dec. 30, 1998.*

*\*Original authority 1973, amended 1974, 1977, 1986, 1989, 1990, 1993, 1997.*