



General Assembly

January Session, 2019

***Raised Bill No. 1019***

LCO No. 5606



Referred to Committee on EDUCATION

Introduced by:  
(ED)

***AN ACT CONCERNING SCHOOL LITERACY.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-14t of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective July 1, 2019*):

3 (a) On or before [January 1, 2016] July 1, 2019, the Department of  
4 Education shall develop or approve reading assessments for use by  
5 local and regional boards of education for the school year commencing  
6 July 1, [2016] 2019, and each school year thereafter, to identify students  
7 in kindergarten to grade [three] five, inclusive, who are below  
8 proficiency in reading, provided any reading assessments developed  
9 or approved by the department include frequent screening and  
10 progress monitoring of students. Such reading assessments shall (1)  
11 measure phonics, phonemic awareness, fluency, vocabulary, and  
12 comprehension, (2) provide opportunities for periodic formative  
13 assessment during the school year, (3) produce data that is useful for  
14 informing individual and classroom instruction, including the  
15 grouping of students based on such data and the selection of  
16 instructional activities based on data of individual student response  
17 patterns during such progress monitoring, (4) be compatible with best

18 practices in reading instruction and research, and (5) assist in  
19 identifying, in whole or in part, students at risk for dyslexia, as defined  
20 in section 10-3d, or other reading-related learning disabilities.

21 (b) Not later than [February 1, 2016] July 1, 2020, the Commissioner  
22 of Education shall submit the reading assessments developed or  
23 approved under this section to the joint standing committee of the  
24 General Assembly having cognizance of matters relating to education,  
25 in accordance with the provisions of section 11-4a.

26 Sec. 2. Section 10-14u of the general statutes is repealed and the  
27 following is substituted in lieu thereof (*Effective July 1, 2019*):

28 (a) As used in this section:

29 (1) "Achievement gap" means the existence of a significant disparity  
30 in the academic performance of students among and between (A)  
31 racial groups, (B) ethnic groups, (C) socioeconomic groups, (D)  
32 genders, and (E) English language learners and students whose  
33 primary language is English.

34 (2) "Scientifically-based reading research and instruction" means (A)  
35 a comprehensive program or a collection of instructional practices that  
36 is based on reliable, valid evidence showing that when such programs  
37 or practices are used, students can be expected to achieve satisfactory  
38 reading progress, and (B) the integration of instructional strategies for  
39 continuously assessing, evaluating and communicating the student's  
40 reading progress and needs in order to design and implement ongoing  
41 interventions so that students of all ages and proficiency levels can  
42 read and comprehend text and apply higher level thinking skills. Such  
43 comprehensive program or collection of practices shall include, but not  
44 be limited to, instruction in five areas of reading: Phonemic awareness,  
45 phonics, fluency, vocabulary, and text comprehension.

46 (b) For the school year commencing July 1, [2014] 2019, and each  
47 school year thereafter, the Commissioner of Education, in consultation

48 with the coordinator of the Center for Literacy Research and Reading  
49 Success, established pursuant to section 5 of this act, shall create an  
50 intensive reading instruction program to improve student literacy in  
51 grades kindergarten to grade [three] five, inclusive, and close the  
52 achievement gap. Such intensive reading instruction program shall  
53 include routine reading assessments for students in kindergarten to  
54 grade [three] five, inclusive, scientifically-based reading research and  
55 instruction, an intensive reading intervention strategy, as described in  
56 subsection (c) of this section, supplemental reading instruction and  
57 reading remediation plans, as described in subsection (d) of this  
58 section, and an intensive summer school reading program, as  
59 described in subsection (e) of this section. [For the school year  
60 commencing July 1, 2014, the commissioner shall select five elementary  
61 schools that are (1) located in an educational reform district, as defined  
62 in section 10-262u, (2) participating in the commissioner's network of  
63 schools, pursuant to section 10-223h, or (3) among the lowest five per  
64 cent of elementary schools in school subject performance indices for  
65 reading and mathematics, as defined in section 10-223e, to participate  
66 in the intensive reading instruction program and for the school year  
67 commencing July 1, 2015, and each school year thereafter, the  
68 commissioner may select up to five additional such elementary schools  
69 to participate in the intensive reading instruction program.] For the  
70 school year commencing July 1, 2019, the commissioner, in  
71 consultation with the Center for Literacy Research and Reading  
72 Success, shall provide, upon request, such intensive reading  
73 instruction program to a local or regional board of education, or may  
74 include such intensive reading instruction program in the tiered  
75 supports in early literacy provided under the reading readiness  
76 program pursuant to section 10-14y, as amended by this act.

77 (c) On or before July 1, [2014] 2019, the Department of Education, in  
78 consultation with the Center for Literacy Research and Reading  
79 Success, shall develop an intensive reading intervention strategy for  
80 use by [schools selected by the Commissioner of Education to

81 participate in the intensive reading instruction program to address the  
82 achievement gap at such schools and to] any elementary school that  
83 enrolls students who are not reading at grade level to ensure that [all]  
84 such students are reading proficiently by grade [three] five in such  
85 schools. Such intensive reading intervention strategy [for schools] shall  
86 (1) include, but not be limited to, (A) rigorous assessments in reading  
87 skills, (B) scientifically-based reading research and instruction, (C)  
88 [one] external literacy [coach for] coaches available to each school [, to  
89 be funded by the department,] who will work with the reading data  
90 collected, support the principal of the school as needed, observe, and  
91 coach classes and supervise the reading interventions, (D) [four]  
92 reading interventionists [for each school, to be funded by the  
93 department,] who will develop a reading remediation plan for any  
94 student who is reading below proficiency, be responsible for all  
95 supplemental reading instruction, and conduct reading assessments as  
96 needed, and (E) training for teachers and administrators in  
97 scientifically-based reading research and instruction, including [ ]  
98 training for school administrators on how to assess a classroom to  
99 ensure that all children are proficient in reading by grade [three] five,  
100 and (2) outline, at a minimum, how (A) reading data will be collected,  
101 analyzed and used for purposes of instructional development, (B)  
102 professional and leadership development will be related to reading  
103 data analysis and used to support individual teacher and classroom  
104 needs, (C) [the selected] schools will communicate with parents and  
105 guardians of students on reading instruction strategies and student  
106 reading performance goals, and on opportunities for parents and  
107 guardians to partner with teachers and school administrators to  
108 improve reading at home and at school, (D) teachers and school  
109 leaders will be trained in the science of teaching reading, (E) periodic  
110 student progress reports will be issued, and (F) such [selected school]  
111 intensive reading intervention strategy will be monitored at the  
112 classroom level. The commissioner shall review and evaluate the  
113 [school] intensive reading intervention strategy for model components  
114 that may be used and replicated [in other schools and school districts]

115 throughout the state to ensure that all children are proficient in  
116 reading by grade [~~three~~] five.

117 (d) (1) For the school year commencing July 1, [~~2014~~] 2019, and each  
118 school year thereafter, each school [selected by the Commissioner of  
119 Education to participate in the intensive reading instruction program  
120 under this section] shall, in consultation with the Center for Literacy  
121 Research and Reading Success, provide supplemental reading  
122 instruction to students in kindergarten to grade [~~three~~] five, inclusive,  
123 who are reading below proficiency, as identified by the reading  
124 assessment described in section 10-14t, as amended by this act. Such  
125 supplemental reading instruction shall be provided by a reading  
126 interventionist during regular school hours.

127 (2) A reading remediation plan shall be developed by a reading  
128 interventionist for each student in kindergarten to grade [~~three~~] five,  
129 inclusive, who has been identified as reading below proficiency to  
130 address and correct the reading deficiency of such student. Such  
131 remediation plan shall include instructional strategies that utilize  
132 research based reading instruction materials and teachers trained in  
133 reading instruction, parental involvement in the implementation of the  
134 remediation plan and regular progress reports on such student.

135 (3) The principal [of a school selected by the Commissioner of  
136 Education to participate in the intensive reading instruction program  
137 under this section] of each school shall notify the parent or guardian of  
138 any student in kindergarten to grade [~~three~~] five, inclusive, who has  
139 been identified as being below proficiency in reading. Such notice shall  
140 be in writing and (A) include an explanation of why such student is  
141 below proficiency in reading, and (B) inform such parent or guardian  
142 that a remediation plan, as described in subdivision (2) of this  
143 subsection, will be developed for such student to provide  
144 supplemental reading instruction, including strategies for the parent or  
145 guardian to use at home with such student.

146 (e) (1) [Any student enrolled in a school selected by the  
147 Commissioner of Education that is located in a priority school district,  
148 pursuant to section 10-266p, to participate in the intensive reading  
149 instruction program under this section and who is reading below  
150 proficiency at the end of the school year] Each school shall, [be  
151 enrolled in] in collaboration with the Center for Literacy Research and  
152 Reading Success, provide any student who is reading below  
153 proficiency at the end of the school year an intensive summer school  
154 reading instruction program. Such intensive summer school reading  
155 instruction program shall include, (A) a comprehensive reading  
156 intervention program, (B) scientifically-based reading research and  
157 instruction strategies and interventions, (C) diagnostic assessments  
158 administered to a student prior to or during an intensive summer  
159 school reading instruction program to determine such student's  
160 particularized need for instruction, (D) teachers who are trained in the  
161 teaching of reading and reading assessment and intervention, and (E)  
162 weekly progress monitoring to assess the reading progress of such  
163 student and tailor instruction for such student.

164 (2) [The principal of a school selected by the Commissioner of  
165 Education to participate in] Each school providing supplemental  
166 reading instruction as part of the intensive reading instruction  
167 program under this section shall submit reports to the Department of  
168 Education, at such time and in such manner as prescribed by the  
169 department, on (A) student reading progress for each student reading  
170 below proficiency based on the data collected from the screening and  
171 progress monitoring of such student using the reading assessments  
172 described in section 10-14t, as amended by this act, and (B) the specific  
173 reading interventions and supports implemented.

174 (f) Not later than October 1, [2015] 2019, and annually thereafter, the  
175 department shall report to the joint standing committee of the General  
176 Assembly having cognizance of matters relating to education, in  
177 accordance with the provisions of section 11-4a, on student reading  
178 levels [in schools participating] in the intensive reading instruction

179 program. Such report shall include recommendations on model  
180 components of the school intensive reading intervention strategy that  
181 may be used and replicated in other schools and school districts.

182 Sec. 3. Section 10-14v of the general statutes is repealed and the  
183 following is substituted in lieu thereof (*Effective July 1, 2019*):

184 On or before January 1, [2014] 2019, the Department of Education  
185 shall, in collaboration with the Center for Literacy Research and  
186 Reading Success, established pursuant to section 5 of this act, develop  
187 a coordinated state-wide reading plan for students in kindergarten to  
188 grade [three] five, inclusive, that contains strategies and frameworks  
189 that are research-driven to produce effective reading instruction and  
190 improvement in student performance. Such plan shall include: (1) The  
191 alignment of reading standards, instruction and assessments for  
192 students in kindergarten to grade [three] five, inclusive; (2) teachers'  
193 use of data on the progress of all students to adjust and differentiate  
194 instructional practices to improve student reading success; (3) the  
195 collection of information concerning each student's reading  
196 background, level and progress so that teachers can use such  
197 information to assist in the transition of a student's promotion to the  
198 next grade level; (4) an intervention for each student who is not  
199 making adequate progress in reading to help such student read at the  
200 appropriate grade level; (5) enhanced reading instruction for students  
201 who are reading at or above their grade level; (6) the coordination of  
202 reading instruction activities between parents, students, teachers and  
203 administrators of the school district at home and in school; (7) school  
204 district reading plans; (8) parental involvement by providing parents  
205 and guardians of students with opportunities for partnering with  
206 teachers and school administrators to (A) create an optimal learning  
207 environment, and (B) receive updates on the reading progress of their  
208 student; (9) teacher training and reading performance tests aligned  
209 with teacher preparation courses and professional development  
210 activities; (10) incentives for schools that have demonstrated significant  
211 improvement in student reading; (11) research-based literacy training

212 for early childhood care and education providers and instructors  
213 working with children birth to five years of age, inclusive, and  
214 transition plans relating to oral language and preliteracy proficiency  
215 for children between prekindergarten and kindergarten; (12) the  
216 alignment of reading instruction with the common core state standards  
217 adopted by the State Board of Education; and (13) the alignment of  
218 reading instruction with the two-generational initiative established  
219 pursuant to section 17b-112l, as amended by this act.

220 Sec. 4. Section 10-14y of the general statutes is repealed and the  
221 following is substituted in lieu thereof (*Effective July 1, 2019*):

222 (a) The Department of Education shall, within available  
223 appropriations and in collaboration with the Center for Literacy  
224 Research and Reading Success, established pursuant to section 5 of this  
225 act, establish a reading readiness program that provides tiered  
226 supports in early literacy. [to each school district designated as an  
227 alliance district, pursuant to section 10-262u, and each school  
228 participating in the commissioner's network of schools, pursuant to  
229 section 10-223h.] The department shall conduct an assessment of the  
230 reading readiness of students enrolled in kindergarten to grade [three]  
231 five, inclusive, for each [such school and] school district. Such reading  
232 readiness assessment shall consider any combination of the following:  
233 (1) Whether such [school or] school district has developed and is  
234 implementing a multiyear plan and allocated resources specifically for  
235 early literacy in kindergarten to grade [three] five, inclusive, (2)  
236 whether teachers and administrators have received training regarding  
237 the science of teaching reading, and the extent to which teachers and  
238 administrators have completed the program of professional  
239 development in scientifically based reading research and instruction,  
240 pursuant to section 10-148b, (3) the level of access to external coaches  
241 in literacy, and (4) whether there is reading intervention staff  
242 embedded [at such school or] in the school district.

243 (b) The department shall identify the early literacy needs of each



244 [school and] school district [described in subsection (a) of this section]  
245 based on the results of the reading readiness assessment conducted  
246 pursuant to [said] subsection (a) of this section, and provide, in  
247 collaboration with the Center for Literacy Research and Reading  
248 Success, tiered supports in early literacy as follows:

249 (1) Tier one universal supports shall [be provided to each such  
250 school district that is an educational reform district, as defined in  
251 section 10-262u, and] include online professional development  
252 modules aligned with the reading instruction survey, as described in  
253 section 10-145r, and other literacy modules and programs available in  
254 the state;

255 (2) Tier two targeted supports shall include (A) a two-year program  
256 of literacy leadership training for certain teachers and administrators,  
257 (B) targeted professional development, in accordance with the  
258 provisions of section 10-148b, using the results of the reading  
259 instruction survey, as described in section 10-145r, and (C) external  
260 coaching support using funding received pursuant to section 10-223h  
261 or 10-262u; and

262 (3) Tier three intensive supports shall include multiyear support  
263 from the department and a commitment from such school or school  
264 district, that includes, but need not be limited to, (A) the use of  
265 funding received pursuant to section 10-262u to support an early  
266 literacy program for students enrolled in kindergarten to grade [three]  
267 five, inclusive, (B) technical support in the drafting and submission of  
268 alliance district reading plans, as described in section 10-262u, (C)  
269 identifying and embedding dedicated literacy coaches and reading  
270 interventionists, (D) targeted and intensive professional development,  
271 and (E) funds for assessment and instructional materials.

272 (c) Any tiered supports in early literacy provided under this section  
273 shall be aligned with any turnaround plan, developed pursuant to  
274 section 10-223h, or alliance district plan, developed pursuant to section

275 10-262u, as applicable.

276       Sec. 5. (NEW) (*Effective July 1, 2019*) (a) There is established a Center  
277 for Literacy Research and Reading Success within the Neag School of  
278 Education at The University of Connecticut. The center shall be  
279 responsible for (1) collaborating with the Department of Education in  
280 the implementation of the coordinated state-wide reading plan for  
281 students in kindergarten to grade five, inclusive, established pursuant  
282 to section 10-14v of the general statutes, as amended by this act, (2)  
283 researching and developing, in collaboration with the Department of  
284 Education and Office of Early Childhood, a birth to grade twelve  
285 reading success strategy to be included in the alignment of reading  
286 instruction with the two-generational initiative, established pursuant  
287 to section 17b-112l of the general statutes, as amended by this act, (3)  
288 providing direct support to schools and school districts to improve  
289 reading outcomes for students in kindergarten to grade five, inclusive,  
290 through coaching, leadership training, professional development,  
291 parental engagement and technical assistance that is consistent with  
292 the intensive reading instruction program, as described in section 10-  
293 14u of the general statutes, as amended by this act, and aligned with  
294 evidence-based practices, (4) developing and maintaining an Internet  
295 web site for the purpose of (A) disseminating tools and information  
296 associated with the intensive reading instruction program and other  
297 reading initiatives, and (B) supporting the community of teachers,  
298 schools and school districts engaged in improving student reading,  
299 and (5) serving as a collaborative center for higher education to make  
300 available to the faculty of teacher preparation programs (A) the science  
301 of teaching reading, (B) the intensive reading instruction program, and  
302 (C) samples of available curriculum.

303       (b) The center shall be under the direction of a coordinator who  
304 shall, in consultation with the Reading Leadership Advisory Council  
305 described in subsection (c) of this section, be responsible for (1)  
306 overseeing all activities of the center, (2) facilitating communication  
307 between the center and school districts, the Department of Education

308 and other affiliates of the center, and (3) coordinating the  
309 dissemination of information, tools and services made available by the  
310 center. The coordinator shall be an employee of the Neag School of  
311 Education at The University of Connecticut.

312 (c) The activities of the center shall be implemented by the Reading  
313 Leadership Advisory Council and shall consist of the following  
314 members: (A) The coordinator of the center, or the coordinator's  
315 designee, (B) the director of reading initiatives for the Department of  
316 Education, as described in section 10-3c of the general statutes, as  
317 amended by this act, (C) the executive director of the Commission on  
318 Women, Children and Seniors, or the executive director's designee, (D)  
319 literacy experts, designated by the coordinator, who are engaged in the  
320 development and implementation of the intensive reading instruction  
321 program, and (E) an individual designated by the chairperson of the  
322 Black and Puerto Rican Caucus of the General Assembly, provided  
323 such individual is not a member of the General Assembly. The  
324 Reading Leadership Advisory Council shall develop and publish the  
325 annual goals for the center and meet at least once every two months.  
326 The Reading Leadership Advisory Council may establish an advisory  
327 board that consists of representatives from public, private and  
328 philanthropic organizations, and is responsible for providing advice,  
329 guidance and resources for the center's goal and mission.

330 (d) The center shall hire reading coaches who have experience and  
331 expertise in the intensive reading instruction program. Such reading  
332 coaches shall (1) provide training and professional development on the  
333 intensive reading instruction program, literacy leadership and effective  
334 instruction to teachers, (2) work directly with teachers to support the  
335 implementation of the intensive reading instruction program and  
336 attend school and school district leadership, data and planning  
337 meetings, (3) provide coaching to teachers, and (4) lead and participate  
338 in family engagement activities.

339 Sec. 6. (NEW) (*Effective July 1, 2019*) For the school year commencing

340 July 1, 2019, and each school year thereafter, no student in grade three  
341 who is below proficiency in reading at the end of the school year, as  
342 identified by the reading assessment described in section 10-14t of the  
343 general statutes, as amended by this act, shall be promoted to grade  
344 four until such student successfully completes an intensive reading  
345 instruction program pursuant to section 10-14u of the general statutes,  
346 as amended by this act, and is reading at proficiency at the completion  
347 of such program. If a student is retained in grade three pursuant to this  
348 section, and such student is still below proficiency in reading, such  
349 student may be promoted to grade four in accordance with the policy  
350 concerning promotion adopted by the local or regional board of  
351 education, provided such promotion includes a plan on how the  
352 intensive reading instruction program will be delivered to such child  
353 in grade four.

354 Sec. 7. Subsection (e) of section 10-145a of the general statutes is  
355 repealed and the following is substituted in lieu thereof (*Effective July*  
356 *1, 2019*):

357 (e) On and after July 1, 2006, any program of teacher preparation  
358 leading to professional certification shall include, as part of the  
359 curriculum, instruction in literacy skills and processes that reflects  
360 current research and best practices in the field of literacy training. Such  
361 instruction shall (1) be incorporated into requirements of student major  
362 and concentration, [and] (2) on and after July 1, 2015, include not fewer  
363 than twelve clock hours of instruction in the detection and recognition  
364 of, and evidence-based structured literacy interventions for, students  
365 with dyslexia, as defined in section 10-3d, and (3) on and after July 1,  
366 2019, include not fewer than twelve credit hours of instruction on the  
367 knowledge and pedagogy of the science of reading and the skills that  
368 are tested as part of the reading instruction examination approved by  
369 the State Board of Education on April 1, 2009.

370 Sec. 8. (NEW) (*Effective July 1, 2019*) No member of the faculty of an  
371 institution of higher education shall provide instruction on the

372 knowledge and pedagogy of the science of reading and the skills that  
373 are tested as part of the reading instruction examination approved by  
374 the State Board of Education on April 1, 2009, pursuant to subsection  
375 (e) of section 10-145a of the general statutes, as amended by this act, as  
376 part of a program of teacher preparation leading to professional  
377 certification unless such faculty member has successfully completed  
378 training on the knowledge and pedagogy of the science of reading and  
379 the skills that are tested as part of said reading instruction  
380 examination.

381 Sec. 9. Subdivision (2) of subsection (b) of section 17b-112l of the  
382 general statutes is repealed and the following is substituted in lieu  
383 thereof (*Effective July 1, 2019*):

384 (2) Alignment of existing state and local support systems around the  
385 (A) household, including how to leverage Temporary Assistance for  
386 Needy Families block grant funds, and services to equip such  
387 households with the tools and skills needed to overcome obstacles and  
388 engage opportunities, and (B) the coordinated state-wide reading plan  
389 for students in kindergarten to grade [three] five, inclusive, developed  
390 pursuant to section 10-14v, as amended by this act;

391 Sec. 10. Section 10-3c of the general statutes is repealed and the  
392 following is substituted in lieu thereof (*Effective July 1, 2019*):

393 There shall be a director of reading initiatives within the  
394 Department of Education. The director shall be responsible for (1)  
395 administering the intensive reading instruction program to improve  
396 student literacy in kindergarten to grade [three] five, inclusive, and  
397 close the achievement gap, pursuant to section 10-14u, as amended by  
398 this act, (2) assisting in the development and administration of the  
399 program of professional development for teachers and principals in  
400 scientifically based reading research and instruction, pursuant to  
401 section 10-148b, (3) administering the coordinated state-wide reading  
402 plan for students in kindergarten to grade [three] five, inclusive,

403 pursuant to section 10-14v, as amended by this act, (4) administering  
 404 the incentive program described in section 10-14w, (5) providing  
 405 assistance to local and regional boards of education in the  
 406 administration of the reading assessments described in section 10-14t,  
 407 as amended by this act, and the implementation of school district  
 408 reading plans, (6) providing information and assistance to parents and  
 409 guardians of students relating to reading and literacy instruction, (7)  
 410 addressing reading and literacy issues related to students who are  
 411 English language learners, and (8) developing and administering any  
 412 other state-wide reading and literacy initiatives for students in  
 413 kindergarten to grade twelve, inclusive.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2019</i>	10-14t
Sec. 2	<i>July 1, 2019</i>	10-14u
Sec. 3	<i>July 1, 2019</i>	10-14v
Sec. 4	<i>July 1, 2019</i>	10-14y
Sec. 5	<i>July 1, 2019</i>	New section
Sec. 6	<i>July 1, 2019</i>	New section
Sec. 7	<i>July 1, 2019</i>	10-145a(e)
Sec. 8	<i>July 1, 2019</i>	New section
Sec. 9	<i>July 1, 2019</i>	17b-1121(b)(2)
Sec. 10	<i>July 1, 2019</i>	10-3c

**Statement of Purpose:**

To implement the intensive reading instruction program state wide and expand such program to include grades four and five; to establish the Center for Literacy Research and Reading Success within the Neag School of Education at The University of Connecticut; and to require students to be proficient in reading at the end of grade three.

*[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]*