

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 295

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1616, IDAHO CODE, TO PROVIDE FOR THE USE OF ADAPTIVE LEARNING TECHNOLOGY LITERACY INTERVENTION TOOLS AS PART OF A LITERACY INTERVENTION PROGRAM, TO REVISE TERMINOLOGY, AND TO MAKE TECHNICAL CORRECTIONS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-1616, Idaho Code, be, and the same is hereby amended to read as follows:

33-1616. LITERACY INTERVENTION. (1) Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading ~~screening~~ assessments or alternate reading ~~screening~~ assessment in kindergarten through grade 3 and submit it to the state board of education.

(2) The program ~~shall provide~~:

(a) ~~Shall provide~~ proven effective research-based substantial intervention and shall include phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency as applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses;

(b) May include online or digital instructional materials or programs or library resources, including an adaptive learning technology literacy intervention tool from an approved provider as described in subsection (3) of this section, and must include parent input and be in alignment with the Idaho comprehensive literacy plan. Online or digital materials that are part of a core literacy program are not required to be on the approved provider list;

(c) ~~A~~ Shall include a minimum of sixty (60) hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment; and

(d) ~~A~~ Shall include a minimum of thirty (30) hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

(3) The state board of education shall select and approve adaptive learning technology literacy intervention providers through a request for proposals process to provide adaptive learning technology literacy intervention tools for school districts and public charter schools to use as part of their literacy intervention programs for students in kindergarten through grade 3. Such a tool shall:

(a) Be an academic program focused on building age-appropriate literacy skills, which at a minimum include phonological awareness, phonics, fluency, comprehension, and vocabulary;

(b) Use an evidence-based early intervention model;

1        (c) Include a parental engagement and involvement component that al-  
2        lows parents to participate in their student's use of the tool at school  
3        or at home; and

4        (d) Address early reading and literacy intervention through the use of  
5        an interactive and adaptive program.

6        A tool offered by an approved provider must be evaluated each year to de-  
7        termine effectiveness by an independent external evaluator in order for the  
8        provider to remain approved. The evaluation will be based on a full academic  
9        year of implementation of tools implemented with fidelity and will include  
10       at a minimum growth toward proficiency measures.

11       (4) Of the funds appropriated for the purpose of this section, no more  
12       than one hundred dollars (\$100) per student may be used for transportation  
13       costs.

14       (45) For the purpose of program reimbursement, the state department of  
15       education shall adopt reporting forms, establish reporting dates, and adopt  
16       such additional guidelines and standards as necessary to accomplish the pro-  
17       gram goals that every child will read fluently and comprehend printed text ~~on~~  
18       at grade level by the end of the third grade.

19       (56) To ensure students receive high-quality literacy instruction and  
20       intervention, the state department of education shall provide professional  
21       development to districts and schools on best practices supporting literacy  
22       instruction as outlined in the state board of education approved "Idaho  
23       Comprehensive Literacy Plan." Intervention program participation and ef-  
24       fectiveness by school and district shall be presented annually to the state  
25       board, the legislature and the governor.

26       (67) The state board of education shall promulgate rules implementing  
27       the provisions of this section. At a minimum, such rules shall include stu-  
28       dent trajectory growth to proficiency benchmarks and a timeline for reaching  
29       such benchmarks.