

IN THE SENATE

SENATE BILL NO. 1069

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1807, IDAHO CODE, TO REVISE PROVISIONS REGARDING THE LITERACY INTERVENTION PROGRAM; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

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

SECTION 1. That Section 33-1807, Idaho Code, be, and the same is hereby amended to read as follows:

33-1807. LITERACY INTERVENTION PROGRAM. (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) (a) The program shall provide:
 - (i) Proven effective evidence-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;
 - (ii) 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
 - (iii) A minimum of thirty (30) hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

(b) The program may include adaptive learning technology literacy intervention tools as part of the literacy intervention program, must include parent input, be in alignment with the Idaho comprehensive literacy plan, and be from the state board of education-approved provider list established pursuant to subsection (3) of this section. Online or digital instructional materials that are not part of a comprehensive program do not have to be from the approved provider list.

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

- (i) Include an academic program focused on building age-appropriate literacy skills that, at a minimum, include phonological awareness, phonics, fluency, comprehension, and vocabulary;
- (ii) Use an evidence-based early intervention model;

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

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

6 (b) To remain on the approved provider list after the first year of
7 identification, programs must be evaluated each year to determine ef-
8 fectiveness by an independent external evaluator. The evaluation will
9 be based on a full academic year of implementation of tools implemented
10 with fidelity and will include, at a minimum, growth toward proficiency
11 measures.

12 (4) The state board of education shall identify national evi-
13 dence-based best practices and proven effective state intervention prac-
14 tices. The state department of education shall share state board of educa-
15 tion-identified intervention practices with school districts and charter
16 schools throughout the state and maintain a resource center of best prac-
17 tices for literacy intervention for students in kindergarten through grade
18 3. The resource center shall include, at a minimum, resources for parents
19 and schools.

20 (5) Of the funds appropriated for the purpose of this section, no more
21 than one hundred dollars (\$100) per student may be used for transportation
22 costs.

23 (6) For the purpose of program reimbursement, the state department of
24 education shall adopt reporting forms, establish reporting dates, and adopt
25 such additional guidelines and standards as necessary to accomplish the pro-
26 gram goals that every child will read fluently and comprehend printed text on
27 grade level by the end of ~~third~~ grade 3.

28 ~~To ensure students receive high-quality literacy instruction and~~
29 ~~intervention, the state department of education shall provide professional~~
30 ~~development to districts and schools on best practices supporting literacy~~
31 ~~instruction that includes~~ Subject to appropriation, the state department of
32 education shall, over a multi-year period, provide professional development
33 to all teachers and elementary administrators serving students in kinder-
34 garten through grade 3. Such professional development shall be based on
35 the science of reading and shall include embedded coaching that integrates
36 evidence-based best practices supporting early literacy intervention, in-
37 cluding but not limited to data literacy, the statewide reading assessment,
38 and best practices as outlined in the Idaho comprehensive literacy plan.
39 ~~Intervention program participation and effectiveness by school and district~~
40 Information regarding participation in the intervention program by school
41 districts and public charter schools and the effectiveness of such program
42 shall be presented annually to the state board of education, the legisla-
43 ture, and the governor.

44 (8) The state board of education or its delegate shall annually evalu-
45 ate the cost and efficacy of literacy interventions used throughout Idaho.

46 (9) The state board of education may promulgate rules implementing the
47 provisions of this section. At a minimum, such rules shall include student
48 trajectory growth to proficiency benchmarks and a timeline for reaching such
49 benchmarks.

1 SECTION 2. An emergency existing therefor, which emergency is hereby
2 declared to exist, this act shall be in full force and effect on and after
3 July 1, 2025.