



General Assembly

February Session, 2008

**Raised Bill No. 5593**

LCO No. 442

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Referred to Committee on Education

Introduced by:  
(ED)

**AN ACT CONCERNING EARLY READING SUCCESS GRANTS.**

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

1 Section 1. Subsection (d) of section 10-265f of the 2008 supplement to  
2 the general statutes is repealed and the following is substituted in lieu  
3 thereof (*Effective July 1, 2008*):

4 (d) In the case of proposals for intensive early intervention reading  
5 programs including after-school and summer programs, the plan shall:  
6 (1) Incorporate the competencies required for early reading success,  
7 critical indicators for teacher intervention and the components of a  
8 high quality early reading success curriculum in accordance with the  
9 findings of the Early Reading Success Panel delineated in section 10-  
10 221l; (2) provide for a period of time each day of individualized or  
11 small group instruction for each student; (3) provide for monitoring of  
12 programs and students and follow-up in subsequent grades,  
13 documentation of continuous classroom observation of students'  
14 reading behaviors and establishment of performance indicators  
15 aligned with the state-wide mastery examinations under chapter 163c,  
16 measures of efficacy of programs developed by the department  
17 pursuant to subsection (i) of this section, the findings of the Early

18 Reading Success Panel pursuant to section 10-221j and other  
19 methodologies for assessing reading competencies established by the  
20 department pursuant to section 10-221i; (4) include a professional  
21 development component for teachers in grades kindergarten to three,  
22 inclusive, that emphasizes the teaching of reading and reading  
23 readiness and assessment of reading competency based on the findings  
24 of the Early Reading Success Panel pursuant to section 10-221j; (5)  
25 provide for on-site teacher training and coaching in the  
26 implementation of research-based reading instruction delineated in  
27 section 10-221i; (6) provide for parental involvement and ensure that  
28 parents have access to information on strategies that may be used at  
29 home to improve prereading or reading skills; (7) provide for data  
30 collection and program evaluation; and (8) include any additional  
31 information the commissioner deems relevant. Each school district that  
32 receives grant funds under this section shall annually report to the  
33 Department of Education on the district's progress toward reducing  
34 the achievement gap in reading, including data on student progress in  
35 reading, the percentage of students in grades one to three, inclusive,  
36 who score at or above proficiency for their grade level based on  
37 measures established by the State Board of Education and how such  
38 data have been used to guide professional development and the  
39 coaching process.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2008	10-265f(d)

**Statement of Purpose:**

To require priority school districts receiving early reading success grants to report the percentage of students in grades one to three, inclusive, who are at or above proficiency for their grade level.

*[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.]*