



Senate

General Assembly

File No. 559

January Session, 2023

Substitute Senate Bill No. 1094

Senate, April 13, 2023

The Committee on Education reported through SEN. MCCRORY, D. of the 2nd Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING THE IMPLEMENTATION OF READING MODELS OR PROGRAMS.

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

1 Section 1. Section 10-14hh of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective from passage*):

3 (a) [For] (1) Except as otherwise provided in subdivision (2) of this
4 subsection, for the school year commencing July 1, 2023, and each school
5 year thereafter, each local and regional board of education shall fully
6 implement a comprehensive reading curriculum model or program for
7 grades [prekindergarten] kindergarten to grade three, inclusive, that has
8 been reviewed and [recommended] approved pursuant to section 10-
9 14ii, as amended by this act.

10 (2) (A) For the school years commencing July 1, 2023, and July 1, 2024,
11 a local or regional board of education that has not been granted a waiver
12 pursuant to subsection (c) of this section and is not fully implementing
13 a comprehensive reading curriculum model or program for grades

14 kindergarten to grade three, inclusive, in accordance with the provisions
15 of subdivision (1) of subsection (a) of this section, shall begin partial
16 implementation of such comprehensive reading curriculum model or
17 program, and for the school year commencing July 1, 2025, and each
18 school year thereafter, such board shall fully implement such
19 comprehensive reading curriculum model or program in accordance
20 with the provisions of subsection (a) of this section.

21 (B) For the school year commencing July 1, 2024, and each school year
22 thereafter, a local or regional board of education that has been granted
23 a waiver pursuant to subsection (c) of this section shall implement a
24 comprehensive reading curriculum model or program other than a
25 model or program reviewed and approved pursuant to section 10-14ii,
26 as amended by this act, in accordance with the provisions of such
27 waiver.

28 (b) On or before July 1, [2023] 2025, and biennially thereafter, each
29 local and regional board of education shall notify the Center for Literacy
30 Research and Reading Success, established pursuant to section 10-14gg,
31 as amended by this act, of which comprehensive reading curriculum
32 model or program that the board is implementing pursuant to
33 subsection (a) of this section.

34 [(c) If a local or regional board of education demonstrates to the
35 Commissioner of Education that such board has insufficient resources
36 or funding to implement any of the reading curriculum model or
37 programs reviewed and recommended pursuant to section 10-14ii, the
38 commissioner shall grant such board an extension of time, if the
39 commissioner determines that such board demonstrates continued
40 efforts to commence implementation of a reviewed and recommended
41 reading curriculum model or program in accordance with this section.]

42 [(d)] (c) The Commissioner of Education, in consultation with the
43 director of the Center for Literacy Research and Reading Success, shall,
44 upon request of a local or regional board of education, grant a waiver
45 from the provisions of subsection (a) of this section to such board to
46 implement a comprehensive reading curriculum model or program

47 other than a model or program reviewed and recommended pursuant
48 to section 10-14ii, as amended by this act, if the commissioner
49 determines that such other comprehensive reading curriculum [or]
50 model or program is (1) evidenced-based and scientifically-based, and
51 (2) focused on competency in the following areas of reading: Oral
52 language, phonemic awareness, phonics, fluency, vocabulary, rapid
53 automatic name or letter name fluency and reading comprehension. A
54 request for a waiver under this subsection shall include (A) data
55 collected from the reading assessments described in section 10-14t that
56 has been disaggregated by race, ethnicity, gender, eligibility for free or
57 reduced priced lunches, students whose primary language is not
58 English and students with disabilities, and (B) a strategy to address
59 remaining reading achievement gaps, as defined in section 10-14u, as
60 amended by this act.

61 Sec. 2. Section 10-14ii of the general statutes is repealed and the
62 following is substituted in lieu thereof (*Effective from passage*):

63 Not later than July 1, 2022, the director of the Center for Literacy
64 Research and Reading Success, in consultation with the Reading
65 Leadership Implementation Council established pursuant to section 10-
66 14gg, as amended by this act, shall review and approve at least five
67 comprehensive reading curriculum models or programs to be
68 implemented by local and regional boards of education according to the
69 unique needs of each school district in accordance with the provisions
70 of section 10-14hh, as amended by this act. Such comprehensive reading
71 curriculum models or programs shall be (1) evidenced-based and
72 scientifically-based, and (2) focused on competency in the following
73 areas of reading: Oral language, phonemic awareness, phonics, fluency,
74 vocabulary, rapid automatic name or letter name fluency and reading
75 comprehension.

76 Sec. 3. Subsection (a) of section 10-14gg of the general statutes is
77 repealed and the following is substituted in lieu thereof (*Effective from*
78 *passage*):

79 (a) The Department of Education shall establish a Center for Literacy

80 Research and Reading Success within the department. The center shall
81 be responsible for (1) the implementation of the coordinated state-wide
82 reading plan for students in kindergarten to grade three, inclusive,
83 established pursuant to section 10-14v; (2) researching and developing,
84 in collaboration with the Office of Early Childhood, a birth to grade
85 twelve reading success strategy to be included in the alignment of
86 reading instruction with the two-generational initiative, established
87 pursuant to section 17b-112l; (3) (A) providing direct support to schools
88 and boards of education to improve reading outcomes for students in
89 kindergarten to grade three, inclusive, and other reading initiatives, and
90 (B) supporting teachers, schools and boards of education engaged in
91 improving through coaching, leadership training, professional
92 development, parental engagement and technical assistance that is
93 consistent with the intensive reading instruction program, as described
94 in section 10-14u, as amended by this act, and aligned with evidence-
95 based practices; (4) providing independent, random reviews of how a
96 local or regional board of education is implementing (A) a
97 comprehensive reading curriculum model or program for grades
98 [prekindergarten] kindergarten to grade three, inclusive, pursuant to
99 section 10-14hh, as amended by this act, and (B) an approved reading
100 assessment, pursuant to section 10-14t; (5) receiving and publicly
101 reporting, not later than September 1, [2023] 2025, and biennially
102 thereafter, the comprehensive reading curriculum model or program
103 being implemented by each local and regional board of education
104 pursuant to section 10-14hh, as amended by this act; (6) developing and
105 maintaining an Internet web site for the purpose of disseminating tools
106 and information associated with the intensive reading instruction
107 program for student reading; (7) serving as a collaborative center for
108 institutions of higher education and making available to the faculty of
109 teacher preparation programs (A) the science of teaching reading, (B)
110 the intensive reading instruction program, and (C) samples of available
111 comprehensive reading curriculum models or programs reviewed and
112 [recommended] approved pursuant to section 10-14ii, as amended by
113 this act; and (8) reviewing and publicly reporting on progress made by
114 teacher preparation programs to include comprehensive reading

115 curriculum models or programs reviewed and [recommended]
116 approved pursuant to section 10-14ii, as amended by this act.

117 Sec. 4. Subsection (a) of section 10-14u of the general statutes is
118 repealed and the following is substituted in lieu thereof (*Effective from*
119 *passage*):

120 (a) As used in this section: [and section 10-3c:]

121 (1) "Achievement gaps" means the existence of a significant disparity
122 in the academic performance of students among and between (A) racial
123 groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and
124 (E) English language learners and students whose primary language is
125 English.

126 (2) "Opportunity gaps" means the ways in which race, ethnicity,
127 socioeconomic status, English proficiency, community wealth, familial
128 situations or other factors intersect with the unequal or inequitable
129 distribution of resources and opportunities to contribute to or
130 perpetuate lower educational expectations, achievement or attainment.

131 (3) "Scientifically-based reading research and instruction" means (A)
132 a comprehensive program or a collection of instructional practices that
133 is based on reliable, valid evidence showing that when such programs
134 or practices are used, students can be expected to achieve satisfactory
135 reading progress, and (B) the integration of instructional strategies for
136 continuously assessing, evaluating and communicating the student's
137 reading progress and needs in order to design and implement ongoing
138 interventions so that students of all ages and proficiency levels can read
139 and comprehend text and apply higher level thinking skills. Such
140 comprehensive program or collection of practices includes, but is not
141 limited to, instruction in the following areas of reading: Oral language,
142 phonemic awareness, phonics, fluency, vocabulary, rapid automatic
143 name or letter name fluency and reading comprehension.

144 Sec. 5. (*Effective from passage*) The Center for Literacy Research and
145 Reading Success, established pursuant to section 10-14gg of the general

146 statutes, as amended by this act, shall review issues related to the
 147 implementation of a comprehensive reading curriculum model or
 148 program pursuant to section 10-14hh of the general statutes, as
 149 amended by this act. Such review shall include (1) the provision of
 150 technical assistance to those local and regional boards of education that
 151 have been denied a waiver from the provisions of subsection (a) of said
 152 section 10-14hh of the general statutes, (2) an examination of the impact
 153 of the science of reading master class that uses all of the components of
 154 reading, such as phonemic awareness, phonics, fluency, vocabulary and
 155 comprehension, and (3) upon completion of the Department of
 156 Education's independent impact evaluation, a determination of how to
 157 scale for use to develop educators who are ready and able to support
 158 individual student learning and the science of reading.

159 Sec. 6. Section 10-3c of the general statutes is repealed. (*Effective from*
 160 *passage*)

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	10-14hh
Sec. 2	<i>from passage</i>	10-14ii
Sec. 3	<i>from passage</i>	10-14gg(a)
Sec. 4	<i>from passage</i>	10-14u(a)
Sec. 5	<i>from passage</i>	New section
Sec. 6	<i>from passage</i>	Repealer section

ED Joint Favorable Subst.

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact:

Municipalities	Effect	FY 24 \$	FY 25 \$
Local and Regional School Districts	See Below	See Below	See Below

Explanation

The bill makes changes to the timeline in which school districts must adopt a comprehensive reading curriculum. These changes potentially delay when full costs will be incurred, but do not change the overall cost to implement the reading curriculum. The bill also minimally reduces the cost of implementing the curriculum by limiting it to kindergarten to third grade, instead of starting in prekindergarten.

The extent to which the bill delays costs varies by district based on whether the district has received a waiver to implement a different comprehensive reading curriculum. The bill pushes the date for full implementation of the curriculum to (1) FY 25 for districts that have received a waiver (and these districts may then implement a different model or program); and (2) FY 26 for districts that have not received a waiver but have not begun implementing the curriculum. The bill requires partial implementation of the curriculum in FY 24 and FY 25 for districts that have not received a waiver and have not begun implementation.

Depending on which curriculum a district chooses to implement, costs can range from approximately \$5,000 to \$13,000 per classroom, or

about \$250 to \$650 per student (assuming 20 students in a classroom) associated with purchasing materials.

The bill additionally requires the State Department of Education's Center for Literacy Research and Success to conduct a review of issues relating to implementation of the reading curriculum. The bill does not specify a date by which the Center must complete the review. This has no fiscal impact, as it is anticipated that the Center has the resources to complete the review.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis**sSB 1094*****AN ACT CONCERNING THE IMPLEMENTATION OF READING MODELS OR PROGRAMS.*****SUMMARY**

By law, beginning with the school year that starts July 1, 2023, each local and regional board of education (i.e., “school board”) must implement one of five State Department of Education (SDE)-approved reading curriculum models or programs for grades pre-kindergarten to three. This bill gives school boards more flexibility to meet this requirement.

Under current law, school boards may request a waiver from the SDE commissioner to use an alternative reading curriculum model or program instead of an approved one.

The bill:

1. specifies that school boards that receive a waiver must implement their alternative models or programs according to their waivers’ provisions starting with the school year beginning July 1, 2024 (the 2024-25 school year);
2. gives school boards that are not in compliance with the law, and have not received a waiver, two years to partially implement an SDE-approved model or program before full implementation;
3. eliminates a provision that allows the commissioner to grant a school board more time for implementation if the board can show it has insufficient resources or funding to do so as long as the board demonstrates ongoing efforts to implement a model or program;

4. narrows the scope of the reading curriculum models or programs from grades pre-kindergarten to three to kindergarten to three; and
5. requires SDE's Center for Literacy Research and Reading Success to review issues related to the boards' implementation of the reading curriculum models or programs.

Additionally, the bill specifies that the reading curriculum models or programs be comprehensive. It also repeals the law that requires SDE to have a director of reading initiatives and makes conforming and technical changes.

EFFECTIVE DATE: Upon passage

READING CURRICULUM MODELS OR PROGRAMS

Partial Implementation for School Board Without Waivers

The law requires SDE's Center for Literacy Research and Reading Success director to review and approve at least five reading curriculum models or programs for boards by July 1, 2022. The models or programs must be (1) evidence- and scientifically-based and (2) focused on competency in the following reading areas: oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency, and reading comprehension. A board may request a waiver to use an alternative reading curriculum model or program, and the commissioner, in consultation with the literacy center director, must grant the waiver if she finds that the alternative otherwise meets the criteria described above.

The bill requires boards that have not been granted a waiver and have not fully implemented one of the SDE-approved reading models or programs by the 2023-24 school year to begin partially implementing one of the models or programs as long as the board fully implements it for the school year starting July 1, 2025 (the 2025-26 school year) and each following year.

Notice to SDE on Chosen Model or Program

Beginning July 1, 2023, current law requires each school board to notify the literacy center every two years about which model or program it is implementing. The bill extends this deadline to July 1, 2025.

It correspondingly extends the deadline, from September 1, 2023, to September 1, 2025, for the literacy center to receive and publicly report on the models and programs that school boards have reported they are implementing.

REVIEW OF ISSUES RELATED TO IMPLEMENTING THE READING MODEL OR PROGRAM

The bill requires the literacy center to review issues related to the boards' implementation of the comprehensive reading curriculum models or programs. The review must include:

1. an examination of providing technical assistance to boards that have been denied a waiver;
2. an examination of the impact of SDE's science of reading master class (see BACKGROUND) that uses all of the components of reading, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
3. upon completion of the SDE's independent impact evaluation, a determination of how to scale it for use to develop educators who are ready and able to support individual student learning and the science of reading.

BACKGROUND

Science of Reading Masterclass

SDE's science of reading masterclass offers professional learning for educators from participating districts. The first masterclass began last year with 11 participating districts and was funded with American Rescue Plan funds. The masterclass is a statewide professional learning program, co-created with the Connecticut Association of School Superintendents to develop local capacity for science of reading and components of comprehensive K-3 literacy instruction. Components

include phonics, phonemic awareness, fluency, vocabulary, and comprehension.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 42 Nay 2 (03/24/2023)