



General Assembly

February Session, 2026

Raised Bill No. 220

LCO No. 1576



Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING STUDENT LITERACY.

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

1 Section 1. (NEW) (*Effective July 1, 2026*) (a) For the school year
2 commencing July 1, 2026, and each school year thereafter, each local and
3 regional board of education shall develop an individual reading plan
4 for each student (1) enrolled in grade four to nine, inclusive, whose score
5 on the English Language Arts portion of the mastery examination,
6 pursuant to section 10-14n of the general statutes, is a level 1 or level 2
7 achievement level for the prior school year, or (2) who did not meet such
8 student's growth target score in the English Language Arts portion of
9 the mastery examination for the prior school year, as determined by the
10 State Board of Education.

11 (b) Each student's individual reading plan shall (1) be based on the
12 student's results on an approved reading assessment, as described in
13 section 10-14t of the general statutes, as amended by this act, and any
14 other relevant literacy assessments administered by the school district,
15 (2) identify specific reading deficiencies and goals for improvement for
16 the student, (3) specify those evidence-based instructional interventions

17 and supports that will be provided to the student, which may include,
18 but need not be limited to, high-dosage tutoring in reading during or
19 outside of the regular school day and summer instructional
20 programming, (4) be developed, implemented and monitored by a
21 school literacy team that includes, as practicable, the student's
22 classroom teacher, a certified specialist in remedial reading and
23 language arts and a representative of the school administration, and (5)
24 include a description of how the student's parent or guardian will be
25 informed about the student's progress and supported in promoting
26 literacy at home.

27 (c) Nothing in this section shall be construed to limit or reduce any
28 obligation under section 10-265g or 10-265l of the general statutes of a
29 local or regional board of education for a priority school district
30 pursuant to section 10-266p of the general statutes.

31 Sec. 2. (NEW) (*Effective July 1, 2026*) (a) As used in this section, "high-
32 dosage literacy tutoring" means supplemental reading instruction that
33 is (1) evidence based, (2) aligned with the curriculum used for core
34 reading instruction, and (3) provided (A) by a trained tutor in a ratio of
35 not more than four students per tutor, (B) at least three times per week
36 for not less than thirty minutes per session, and (C) during the regular
37 school day or, in addition to such regular school day, after school or
38 during the summer.

39 (b) The Commissioner of Education shall establish a competitive
40 grant program to assist local and regional boards of education in
41 providing high-dosage literacy tutoring to students in grades four to
42 nine, inclusive, for which an individual reading plan has been
43 developed in accordance with the provisions of section 1 of this act.

44 (c) In awarding grants under this section, the commissioner shall give
45 priority to a board of education (1) for a town designated as an alliance
46 district pursuant to section 10-262u of the general statutes, or (2) that
47 submits a plan demonstrating how such high-dosage literacy tutoring

48 will be provided in accordance with students' individual reading plans.

49 (d) The commissioner may accept gifts, grants and donations, from
50 any source, public or private, to implement the provisions of this
51 section.

52 Sec. 3. Section 10-14t of the general statutes is repealed and the
53 following is substituted in lieu thereof (*Effective from passage*):

54 (a) The Center for Literacy Research and Reading Success, established
55 pursuant to section 10-14gg, shall [compile] adopt a list of required
56 reading assessments, with consideration given to the recommendations
57 set forth in appendix g of the final report of the task force established
58 pursuant to special act 19-8, [for use] to be administered by local and
59 regional boards of education, in accordance with the provisions of
60 subsection (b) of this section and the guidance provided pursuant to
61 subsection (c) of this section, for the school year commencing July 1,
62 [2023] 2026, and each school year thereafter, to identify students in
63 kindergarten to grade three, inclusive, who are below proficiency in
64 reading, provided any such reading assessments include frequent
65 screening and progress monitoring of students. Such reading
66 assessments shall (1) be brief, (2) be evidence-based, as defined in 20
67 USC 7801(21), with proven psychometrics for validity, (3) measure oral
68 language, phonemic awareness, phonics, fluency, vocabulary, rapid
69 automatic name or letter name fluency and reading comprehension, (4)
70 provide opportunities for formative assessments at least three times, in
71 the fall, winter and spring, during each school year, (5) produce data
72 that is useful for informing individual and classroom instruction,
73 including the grouping of students based on such data and the selection
74 of instructional activities based on data of individual student response
75 patterns during such progress monitoring, (6) be compatible with best
76 practices in reading instruction and research, and (7) assist in
77 identifying, in whole or in part, students at risk for dyslexia, as defined
78 in section 10-3d, or other reading-related learning disabilities.

79 (b) For the school year commencing July 1, 2026, and each school year
80 thereafter, each local and regional board of education shall administer
81 one or more of the reading assessments adopted pursuant to subsection
82 (a) of this section to students in kindergarten to grade three, inclusive.
83 Such reading assessments shall be administered at least three times
84 during the school year and shall be used for the purpose of identifying
85 students who are below grade level in reading and are in need of
86 additional supports.

87 ~~[(b)]~~ (c) On or before January 1, 2023, the department shall provide
88 guidance to local and regional boards of education for administering the
89 approved reading assessments, including, but not limited to, (1)
90 specifying the appropriate grade levels for each reading assessment; (2)
91 allowing approved reading assessments to be combined to ensure each
92 ability specified in subdivision (1) of subsection (a) of this section is
93 measured during each school year using one or more reading
94 assessments appropriate for a student's grade level; (3) advising how
95 each board's goals, student body characteristics and resources should
96 inform the choice of reading assessments used by such board; (4)
97 advising how aggregate data derived from reading assessments should
98 guide each board's prevention and early intervention initiatives; and (5)
99 requiring the administration of approved reading assessments in both
100 English and a student's native language, if available, for any student
101 being instructed in literacy in his or her native language.

102 ~~[(c)]~~ (d) Not later than February 1, 2023, the Commissioner of
103 Education shall submit the reading assessments and guidance
104 developed or approved under this section to the joint standing
105 committee of the General Assembly having cognizance of matters
106 relating to education, in accordance with the provisions of section 11-4a.

107 ~~[(d)]~~ (e) The Department of Education may, in partnership with a
108 public institution of higher education, establish a data center to guide
109 the department and local and regional boards of education in the use
110 and effectiveness of reading assessments. Such data center may include,

111 but need not be limited to, tracking (1) which reading assessments are
112 used by each regional or local board of education, and (2) student
113 information, disaggregated by categories including, but not limited to,
114 a student's demographic background, school district, reading
115 assessment dates and scores on reading assessments, provided such
116 disaggregation keeps such student information personally
117 nonidentifiable.

118 Sec. 4. (NEW) (*Effective July 1, 2026*) (a) The Department of Education,
119 in consultation with the Center for Literacy Research and Reading
120 Success established pursuant to section 10-14gg of the general statutes,
121 shall develop and disseminate guidance to local and regional boards of
122 education regarding the implementation of multitiered systems of
123 support or response to intervention frameworks for students who are
124 identified as struggling in reading. Such guidance shall be based on data
125 collected from the results of approved reading assessments, as
126 described in section 10-14t of the general statutes, as amended by this
127 act.

128 (b) Not later than January 1, 2028, the Commissioner of Education
129 shall submit a report on the guidance developed pursuant to subsection
130 (a) of this section and any recommendations for legislation to the joint
131 standing committee of the General Assembly having cognizance of
132 matters relating to education, in accordance with the provisions of
133 section 11-4a of the general statutes.

134 Sec. 5. (NEW) (*Effective July 1, 2026*) (a) The Commissioner of
135 Education, in consultation with the Office of Higher Education and
136 representatives from educator preparation programs in this state, shall
137 ensure that each educator preparation program in this state implements
138 the Connecticut Educator Competencies for Structured Literacy and
139 Dyslexia adopted by the State Board of Education on May 1, 2025, or
140 any successor competencies approved by the state board.

141 (b) Not later than July 1, 2027, the commissioner, in consultation with

142 the Office of Dyslexia established pursuant to section 10-14z of the
143 general statutes and the Center for Literacy Research and Reading
144 Success established pursuant to section 10-14gg of the general statutes,
145 shall develop options for an early literacy microcredential or other state-
146 recognized designation that may be earned by certified teachers who
147 demonstrate advanced knowledge and skills in early literacy instruction
148 through coursework and performance-based assessment.

149 (c) Not later than January 1, 2028, the Commissioner of Education
150 shall submit a report regarding the implementation of the provisions of
151 subsection (a) of this section and any recommendations for the creation
152 of an early literacy microcredential, as described in subsection (b) of this
153 section, to the joint standing committee of the General Assembly having
154 cognizance of matters relating to education, in accordance with the
155 provisions of section 11-4a of the general statutes.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2026</i>	New section
Sec. 2	<i>July 1, 2026</i>	New section
Sec. 3	<i>from passage</i>	10-14t
Sec. 4	<i>July 1, 2026</i>	New section
Sec. 5	<i>July 1, 2026</i>	New section

Statement of Purpose:

To establish and provide reading instruction and supports to all students in grades four to nine who are below proficient in reading.

[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.]