



General Assembly

Substitute Bill No. 220

February Session, 2026



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, the Center for
3 Literacy Research and Reading Success, established pursuant to section
4 10-14gg of the general statutes, shall establish and administer the
5 middle grades student support grant program. The center shall award
6 grants to local and regional boards of education seeking to support
7 reading development for students enrolled in grades four to six,
8 inclusive, (1) whose score on the English Language Arts portion of the
9 mastery examination, pursuant to section 10-14n of the general statutes,
10 is a level 1 achievement level for the prior school year, or (2) whose score
11 is a level 2 achievement level for the prior school year and who did not
12 meet such student's growth target score in the English Language Arts
13 portion of the mastery examination for the prior school year, as
14 determined by the State Board of Education.

15 (b) Each local or regional board of education that is awarded a grant
16 under this section shall develop an integrated reading plan. Such
17 integrated reading plan shall (1) be based on the student's results on an
18 approved reading assessment, as described in section 10-14t of the
19 general statutes, as amended by this act, and any other relevant literacy

20 assessments administered by the school district, (2) identify specific
21 reading deficiencies and goals for improvement for the student, (3)
22 specify necessary evidence-based instructional interventions and
23 supports, (4) be developed, implemented and monitored by a school
24 literacy team that includes, as practicable, the student's classroom
25 teacher, a certified specialist in remedial reading and language arts and
26 a representative of the school administration, and (5) include a
27 description of how the student's parent or guardian will be informed
28 about the student's progress and supported in promoting literacy at
29 home.

30 (c) Any local or regional board of education that is awarded a grant
31 under this section may use other supplemental grants to support
32 student reading development, which may include, but need not be
33 limited to, (1) high-dosage tutoring, as defined in section 10-19f of the
34 general statutes, and (2) other evidence-based tutoring or extended
35 learning supports, including after-school programming and summer
36 instructional programming.

37 (d) Nothing in this section shall be construed to limit or reduce any
38 obligation under section 10-265g or 10-265l of the general statutes of a
39 local or regional board of education for a priority school district
40 pursuant to section 10-266p of the general statutes.

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

43 (a) The Department of Education, in consultation with the Center for
44 Literacy Research and Reading Success [.] established pursuant to
45 section 10-14gg, shall [compile] adopt a list of required reading
46 assessments, with consideration given to the recommendations set forth
47 in appendix g of the final report of the task force established pursuant
48 to special act 19-8, [for use] to be administered by local and regional
49 boards of education, in accordance with the provisions of subsection (b)
50 of this section and the guidance provided pursuant to subsection (c) of
51 this section, for the school year commencing July 1, [2023] 2026, and each

52 school year thereafter, to identify students in kindergarten to grade
53 three, inclusive, who are below proficiency in reading, provided any
54 such reading assessments include frequent screening and progress
55 monitoring of students. Such reading assessments shall (1) be brief, (2)
56 be evidence-based, as defined in 20 USC 7801(21), with proven
57 psychometrics for validity, (3) measure oral language, phonemic
58 awareness, phonics, fluency, vocabulary, rapid automatic name or letter
59 name fluency and reading comprehension, (4) provide opportunities for
60 formative assessments at least three times, in the fall, winter and spring,
61 during each school year, (5) produce data that is useful for informing
62 individual and classroom instruction, including the grouping of
63 students based on such data and the selection of instructional activities
64 based on data of individual student response patterns during such
65 progress monitoring, (6) be compatible with best practices in reading
66 instruction and research, and (7) assist in identifying, in whole or in part,
67 students at risk for dyslexia, as defined in section 10-3d, or other
68 reading-related learning disabilities.

69 (b) For the school year commencing July 1, 2026, and each school year
70 thereafter, each local and regional board of education shall administer
71 one or more of the reading assessments adopted pursuant to subsection
72 (a) of this section to students in kindergarten to grade three, inclusive.
73 Such reading assessments shall be administered at least three times
74 during the school year and shall be used for the purpose of identifying
75 students who are below grade level in reading and are in need of
76 additional supports.

77 [(b)] (c) On or before January 1, 2023, the department shall provide
78 guidance to local and regional boards of education for administering the
79 approved reading assessments, including, but not limited to, (1)
80 specifying the appropriate grade levels for each reading assessment; (2)
81 allowing approved reading assessments to be combined to ensure each
82 ability specified in subdivision (1) of subsection (a) of this section is
83 measured during each school year using one or more reading
84 assessments appropriate for a student's grade level; (3) advising how
85 each board's goals, student body characteristics and resources should

86 inform the choice of reading assessments used by such board; (4)
87 advising how aggregate data derived from reading assessments should
88 guide each board's prevention and early intervention initiatives; and (5)
89 requiring the administration of approved reading assessments in both
90 English and a student's native language, if available, for any student
91 being instructed in literacy in his or her native language.

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

97 [(d)] (e) The Department of Education may, in partnership with a
98 public institution of higher education, establish a data center to guide
99 the department and local and regional boards of education in the use
100 and effectiveness of reading assessments. Such data center may include,
101 but need not be limited to, tracking (1) which reading assessments are
102 used by each regional or local board of education, and (2) student
103 information, disaggregated by categories including, but not limited to,
104 a student's demographic background, school district, reading
105 assessment dates and scores on reading assessments, provided such
106 disaggregation keeps such student information personally
107 nonidentifiable.

108 Sec. 3. (NEW) (*Effective July 1, 2026*) (a) The Department of Education
109 shall develop and disseminate guidance to local and regional boards of
110 education regarding the implementation of multitiered systems of
111 support or response to intervention frameworks for students who are
112 identified as struggling in reading. Such guidance shall be based on data
113 collected from the results of approved reading assessments, as
114 described in section 10-14t of the general statutes, as amended by this
115 act.

116 (b) Not later than January 1, 2028, the Commissioner of Education
117 shall submit a report on the guidance developed pursuant to subsection

118 (a) of this section and any recommendations for legislation to the joint
119 standing committee of the General Assembly having cognizance of
120 matters relating to education, in accordance with the provisions of
121 section 11-4a of the general statutes.

122 Sec. 4. (NEW) (Effective July 1, 2026) (a) The Commissioner of
123 Education, in consultation with the Office of Higher Education and
124 representatives from educator preparation programs in this state, shall
125 ensure that each educator preparation program in this state implements
126 the Connecticut Educator Competencies for Structured Literacy and
127 Dyslexia adopted by the State Board of Education on May 1, 2025, or
128 any successor competencies approved by the state board.

129 (b) Not later than July 1, 2027, the commissioner, in consultation with
130 the Office of Dyslexia established pursuant to section 10-14z of the
131 general statutes and the Center for Literacy Research and Reading
132 Success established pursuant to section 10-14gg of the general statutes,
133 shall develop options for an early literacy microcredential or other state-
134 recognized designation that may be earned by certified teachers who
135 demonstrate advanced knowledge and skills in early literacy instruction
136 through coursework and performance-based assessment. In developing
137 such options, the commissioner may leverage existing state initiatives
138 and approved professional learning programs aligned to structured
139 literacy and dyslexia competencies.

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

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2026	New section

Sec. 2	<i>from passage</i>	10-14t
Sec. 3	<i>July 1, 2026</i>	New section
Sec. 4	<i>July 1, 2026</i>	New section

ED

Joint Favorable Subst. C/R

APP