



# Senate

General Assembly

**File No. 650**

February Session, 2026

Substitute Senate Bill No. 220

*Senate, April 16, 2026*

The Committee on Appropriations reported through SEN. OSTEN of the 19th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

## ***AN ACT CONCERNING STUDENT LITERACY.***

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

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 Section 10-14t of the general statutes is repealed and the  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

3 (a) The Department of Education, in consultation with the Center for  
4 Literacy Research and Reading Success [.] established pursuant to  
5 section 10-14gg, shall [compile] adopt a list of required reading  
6 assessments, with consideration given to the recommendations set forth  
7 in appendix g of the final report of the task force established pursuant  
8 to special act 19-8, [for use] to be administered by local and regional  
9 boards of education, in accordance with the provisions of subsection (b)  
10 of this section and the guidance provided pursuant to subsection (c) of  
11 this section, for the school year commencing July 1, [2023] 2026, and each  
12 school year thereafter, to identify students in kindergarten to grade  
13 three, inclusive, who are below proficiency in reading, provided any  
14 such reading assessments include frequent screening and progress  
15 monitoring of students. Such reading assessments shall (1) be brief, (2)

16 be evidence-based, as defined in 20 USC 7801(21), with proven  
17 psychometrics for validity, (3) measure oral language, phonemic  
18 awareness, phonics, fluency, vocabulary, rapid automatic name or letter  
19 name fluency and reading comprehension, (4) provide opportunities for  
20 formative assessments at least three times, in the fall, winter and spring,  
21 during each school year, (5) produce data that is useful for informing  
22 individual and classroom instruction, including the grouping of  
23 students based on such data and the selection of instructional activities  
24 based on data of individual student response patterns during such  
25 progress monitoring, (6) be compatible with best practices in reading  
26 instruction and research, and (7) assist in identifying, in whole or in part,  
27 students at risk for dyslexia, as defined in section 10-3d, or other  
28 reading-related learning disabilities.

29 (b) For the school year commencing July 1, 2026, and each school year  
30 thereafter, each local and regional board of education shall administer  
31 one or more of the reading assessments adopted pursuant to subsection  
32 (a) of this section to students in kindergarten to grade three, inclusive.  
33 Such reading assessments shall be administered at least three times  
34 during the school year and shall be used for the purpose of identifying  
35 students who are below grade level in reading and are in need of  
36 additional supports.

37 [(b)] (c) On or before January 1, 2023, the department shall provide  
38 guidance to local and regional boards of education for administering the  
39 approved reading assessments, including, but not limited to, (1)  
40 specifying the appropriate grade levels for each reading assessment; (2)  
41 allowing approved reading assessments to be combined to ensure each  
42 ability specified in subdivision (1) of subsection (a) of this section is  
43 measured during each school year using one or more reading  
44 assessments appropriate for a student's grade level; (3) advising how  
45 each board's goals, student body characteristics and resources should  
46 inform the choice of reading assessments used by such board; (4)  
47 advising how aggregate data derived from reading assessments should  
48 guide each board's prevention and early intervention initiatives; and (5)  
49 requiring the administration of approved reading assessments in both

50 English and a student's native language, if available, for any student  
51 being instructed in literacy in his or her native language.

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

57 [(d)] (e) The Department of Education may, in partnership with a  
58 public institution of higher education, establish a data center to guide  
59 the department and local and regional boards of education in the use  
60 and effectiveness of reading assessments. Such data center may include,  
61 but need not be limited to, tracking (1) which reading assessments are  
62 used by each regional or local board of education, and (2) student  
63 information, disaggregated by categories including, but not limited to,  
64 a student's demographic background, school district, reading  
65 assessment dates and scores on reading assessments, provided such  
66 disaggregation keeps such student information personally  
67 nonidentifiable.

68 Sec. 2. (NEW) (*Effective July 1, 2026*) (a) The Department of Education  
69 shall develop and disseminate guidance to local and regional boards of  
70 education regarding the implementation of multitiered systems of  
71 support or response to intervention frameworks for students who are  
72 identified as struggling in reading. Such guidance shall be based on data  
73 collected from the results of approved reading assessments, as  
74 described in section 10-14t of the general statutes, as amended by this  
75 act.

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



*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.*

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**OFA Fiscal Note****State Impact:** None**Municipal Impact:** None**Explanation**

The bill has no fiscal impact. It makes clarifying changes to ensure school districts administer approved reading tests and requires the State Department of Education (SDE) to develop guidance related to intervention for students struggling with reading. It is anticipated districts and SDE have the necessary expertise to meet the requirements.

**The Out Years****State Impact:** None**Municipal Impact:** None

**OLR Bill Analysis****sSB 220*****AN ACT CONCERNING STUDENT LITERACY.*****SUMMARY**

This bill requires the State Department of Education (SDE) to create guidance on implementing multitiered systems of support (MTSS) or response to intervention (RTI) frameworks for students identified as struggling in reading and distribute it to local and regional boards of education (school boards). Generally, MTSS and RTI are educational approaches that identify struggling students and offer them targeted, personalized instruction to meet their needs, with services that increase in intensity (for example, in frequency or duration) as student need gets higher.

The bill codifies the requirement that school boards administer reading assessments at least three times per year to students in grades kindergarten through three. (SDE already requires all districts to do so in practice.) The assessment must be used to identify students who are reading below grade level and need more help. SDE must base the guidance it creates on data collected through these assessments.

By January 1, 2028, SDE must submit to the Education Committee a report on the guidance it creates and any legislative recommendations.

Lastly, the bill makes several minor and technical changes.

EFFECTIVE DATE: July 1, 2026, except that technical changes and the codification of the assessment requirement is effective upon passage.

**COMMITTEE ACTION**

## Education Committee

Joint Favorable Substitute Change of Reference - APP

Yea 46 Nay 0 (03/18/2026)

## Appropriations Committee

Joint Favorable Substitute

Yea 51 Nay 0 (04/01/2026)