

## **STATEMENT OF PURPOSE**

### **RS24122C1**

Repeals existing Sections 33-1615 and 33-1616, Idaho Code, and replaces them with amended versions of what is now Sections 33-1614 and 33-1615, Idaho Code. Amendments to the current language in Section 33-1615, Idaho Code (Reading Intervention) would clean-up existing language and expand reading interventions for students in kindergarten through grade three. Current requirements specify a minimum number of hours for students reading below grade level but does not define below grade level. There are three levels of proficiency identified on the statewide reading assessment, two of those levels, basic and below basic are considered below grade level. Amendments define students who score basic and below basic as being below grade level, and specify intervention requirements for both levels by expanding interventions from the current requirement of a minimum of 40 hours of intervention for students who are below grade level to a minimum of 60 hours for those who are below basic and a minimum of 30 hours for those who are identified as basic. The current language in section 33-1614 Idaho Code (Reading Assessment) outlines requirements for identification of student reading proficiency. The proposed changes would make technical corrections and remove unnecessary details, including specifics about which skills should be tested through the state's reading assessment, as these details are included in the Idaho Comprehensive Literacy Plan. Additional changes retain reporting requirements from what is currently outlined in Section 33-1616, Idaho Code to the new section 33-1616, Idaho Code.

### **FISCAL NOTE**

Funding will be distributed based on the number of students in a district who are identified as basic or below basic on the statewide reading assessment. The average number of students over the last three years who were below grade level (basic and below basic) on the statewide reading assessment is 36,926 students. At the recommended funding level of \$10.7M, this would result in a distribution of approximately \$290 per student. Funding distribution to districts could be used only for reading intervention programs, and would be capped at the actual cost for their program.

#### **Contact:**

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