

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 555

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1616, IDAHO CODE, TO REVISE PROVISIONS REGARDING LITERACY INTERVENTION AND TO PROVIDE FOR LITERACY INTERVENTION TOOLS AS PART OF A LITERACY INTERVENTION PROGRAM; AND DECLARING AN EMERGENCY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-1616, Idaho Code, be, and the same is hereby amended to read as follows:

33-1616. LITERACY INTERVENTION. (1) Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading ~~screening~~ assessments or alternate reading ~~screening~~ assessment in kindergarten through grade 3 and submit it to the state board of education.

(2) The program ~~shall provide~~:

(a) ~~Shall provide~~ proven effective research-based substantial intervention and shall include phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency as applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses;

(b) May include online or digital instructional materials or programs or library resources and must include parent input and be in alignment with the Idaho comprehensive literacy plan. Online or digital materials that are part of a core literacy program are not required to be approved as described in subsection (3) of this section;

(c) ~~A~~ Shall include a minimum of sixty (60) hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment; and

(d) ~~A~~ Shall include a minimum of thirty (30) hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

(3) (a) The state board of education shall select and approve adaptive learning technology literacy intervention providers through a request for proposals process to provide literacy intervention tools that are adaptive to a child's personalized learning needs for school districts and public charter schools to use as part of their literacy intervention programs for students in kindergarten through grade 3. Such a tool shall:

(i) Be an academic program focused on building age-appropriate literacy skills that, at a minimum, include phonological awareness, phonics, fluency, comprehension, and vocabulary;

(ii) Use an evidence-based early intervention model; and

1 (iii) Include a parental engagement and involvement component
2 that allows parents to participate in their student's use of the
3 tool at school or at home.

4 (b) A tool offered by an approved provider must be evaluated each year
5 to determine effectiveness by an independent external evaluator in or-
6 der for the provider to remain approved. The evaluation will be based
7 on a full academic year of implementation of tools implemented with fi-
8 delity and will include, at a minimum, growth toward proficiency mea-
9 asures. A provider of an intervention tool described in this subsection
10 shall not provide the reading assessment pursuant to section 33-1615,
11 Idaho Code.

12 (4) Of the funds appropriated for the purpose of this section, no more
13 than one hundred dollars (\$100) per student may be used for transportation
14 costs.

15 (45) For the purpose of program reimbursement, the state department of
16 education shall adopt reporting forms, establish reporting dates, and adopt
17 such additional guidelines and standards as necessary to accomplish the pro-
18 gram goals that every child will read fluently and comprehend printed text on
19 at grade level by the end of the third grade.

20 (56) To ensure students receive high-quality literacy instruction and
21 intervention, the state department of education shall provide professional
22 development to districts and schools on best practices supporting literacy
23 instruction as outlined in the state board of education-approved "Idaho
24 Comprehensive Literacy Plan." Intervention program participation and ef-
25 fectiveness by school and district shall be presented annually to the state
26 board, the legislature, and the governor.

27 (67) The state board of education shall promulgate rules implementing
28 the provisions of this section. At a minimum, such rules shall include stu-
29 dent trajectory growth to proficiency benchmarks and a timeline for reach-
30 ing such benchmarks. The state board of education shall also adopt a time-
31 line sufficient to assure that the literacy intervention tool described in
32 subsection (3) of this section is available for school districts and public
33 charter schools to effectively implement for the 2020-2021 school year.

34 SECTION 2. An emergency existing therefor, which emergency is hereby
35 declared to exist, this act shall be in full force and effect on and after its
36 passage and approval.