

# House Bill 3035: *Third Grade Success Act*



## **SUMMARY**

This bill creates a statewide comprehensive approach to early literacy and numeracy in kindergarten through third grade by including components related to pre- and in-service teacher training, providing for additional support personnel in first through third grade classrooms, benchmark assessments to identify students struggling with literacy and numeracy including indicators for dyslexia and dyscalculia, multi-tiered systems of support, intervention, parent notification and extended year programs. Key components of the bill are listed below.

### **Science of Reading Components**

- Codifies the definition of “Science of Reading” as evidenced-based reading instruction including phonemic awareness, phonics, fluency, vocabulary and comprehension plus writing.
- Requires assistance be provided to county boards for training and implementation for all K-3 teachers, ECCATs, paraprofessionals, aides, and interventionist in the Science of Reading.
- Requires county boards to adopt high-quality instructional materials aligned to the science of reading and content standards.

### **Benchmark Assessment/Screening Components**

- Establishes an approved list of screeners/benchmarks in English Language Arts, dyslexia, and mathematics for K-3 students which must be given in the first 30 days of school then repeated at mid-year and end-of-year.

### **Multi-Tiered Systems of Support Components**

- Creates individualized reading or mathematics improvement plans for students identified as having a deficiency in grades K-4 with input from school personnel and parents/guardians.
- Provides intensive supports to students with a substantial reading or mathematics deficiency.
- Requires an extended year program in literacy and numeracy for students in K-3 who have not met certain criteria.

### **Parent Notification and Involvement Components**

- Notification of parents or guardians are included in the creation and implementation of the reading or mathematics improvement plans.
- Provide regular updates to parents or guardians receive as well as ongoing communication on child’s reading and math progress.
- Provide strategies to parents or guardians to use at home to help their child succeed in reading or math.

## **Teacher Preparation Program Components**

- Ensure educator preparation programs prepare candidates to implement reading and math instruction using high-quality instructional materials, effective instruction and intervention, data driven decision making, and characteristics of dyslexia and dyscalculia.

## **School Personnel Training Components**

- Instruction regarding the administration and analysis of data from benchmark assessment or screener tools.
- Participation in comprehensive training on the science of reading and numeracy instruction
- Understanding the characteristics of dyslexia and dyscalculia in students.
- Implementing effective instructional strategies that benefit students with indicators of dyslexia or dyscalculia.
- Understanding the roles and responsibilities of classroom assistant teachers, aides, paraprofessionals, and interventionists in supporting literacy and numeracy alongside the classroom teacher.

## **Dyslexia and Dyscalculia Components**

- Establishing a list of dyslexia screeners to be administered no less than twice per year in kindergarten through third grade and any time students with identified deficiencies are not responding to intervention.
- Providing annual professional development for educators to ensure students are screened and provided appropriate evidence-based instruction and intervention strategies for students at risk for academic difficulty including students who exhibit possible indicators of risk for dyslexia or dyscalculia.
- Ensuring appropriate accommodations for students who are at risk for or may be diagnosed with dyslexia or dyscalculia.
- Using the terms dyslexia and dyscalculia in IEPs and evaluation reports by professionals qualified to render a diagnosis of dyslexia or dyscalculia.
- Require a list of screeners, assessments, instructional resources, informational materials, and professional development to address the identification of students with dyslexia or dyscalculia be made publicly available.
- Provide resources regarding dyslexia and dyscalculia must be provided to parents annually.
- Conduct literacy screenings for students transferring in grades 3 – 5 from another school that does not utilize screeners.

## **Implementation and Reporting Components**

- Phase in ratios for classroom aides or interventionist (more than 12 students) beginning in 2023 for first grade classrooms then second and third grade in the following two years unless other funds are already supporting 1st grade aides in the county.
  - Submit a proposed implementation to LOCEA by July 1, 2023
  - Provide a report on literacy and numeracy to LOCEA, Joint Committee on Government and Finance, and the Governor by November 1, 2023 and annually thereafter.
  - Require the retention of third grade students not meeting standards in English Language Arts and Math to begin July 1, 2026 with a few exceptions.
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