

HOUSE No. 579

The Commonwealth of Massachusetts

PRESENTED BY:

Danillo A. Sena

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act to promote high-quality comprehensive literacy instruction in all Massachusetts schools.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Danillo A. Sena</i>	<i>37th Middlesex</i>	<i>1/20/2023</i>
<i>Patricia A. Duffy</i>	<i>5th Hampden</i>	<i>1/24/2023</i>
<i>Sal N. DiDomenico</i>	<i>Middlesex and Suffolk</i>	<i>1/27/2023</i>
<i>John H. Rogers</i>	<i>12th Norfolk</i>	<i>1/30/2023</i>
<i>David Paul Linsky</i>	<i>5th Middlesex</i>	<i>1/31/2023</i>
<i>Angelo J. Puppolo, Jr.</i>	<i>12th Hampden</i>	<i>2/1/2023</i>
<i>James C. Arena-DeRosa</i>	<i>8th Middlesex</i>	<i>2/1/2023</i>
<i>Jack Patrick Lewis</i>	<i>7th Middlesex</i>	<i>2/6/2023</i>
<i>Patrick Joseph Kearney</i>	<i>4th Plymouth</i>	<i>2/9/2023</i>
<i>Simon Cataldo</i>	<i>14th Middlesex</i>	<i>2/10/2023</i>
<i>Bud L. Williams</i>	<i>11th Hampden</i>	<i>2/17/2023</i>
<i>Carlos González</i>	<i>10th Hampden</i>	<i>2/22/2023</i>
<i>Shirley B. Arriaga</i>	<i>8th Hampden</i>	<i>2/28/2023</i>
<i>Steven S. Howitt</i>	<i>4th Bristol</i>	<i>4/24/2023</i>
<i>Mary S. Keefe</i>	<i>15th Worcester</i>	<i>5/25/2023</i>
<i>Bradley H. Jones, Jr.</i>	<i>20th Middlesex</i>	<i>6/21/2023</i>
<i>Kimberly N. Ferguson</i>	<i>1st Worcester</i>	<i>6/21/2023</i>
<i>Rady Mom</i>	<i>18th Middlesex</i>	<i>2/6/2024</i>

HOUSE No. 579

By Representative Sena of Acton, a petition (accompanied by bill, House, No. 579) of Danillo A. Sena and others for legislation to promote high-quality comprehensive literacy instruction in schools. Education.

The Commonwealth of Massachusetts

**In the One Hundred and Ninety-Third General Court
(2023-2024)**

An Act to promote high-quality comprehensive literacy instruction in all Massachusetts schools.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1: Chapter 69 of the General Laws, as appearing in the 2020 Official Edition,
2 is hereby amended by inserting after section 36 the following section:- “Section 99. On or before
3 January 1, 2024 and annually thereafter, each district shall submit to the department a District
4 Literacy Strategic Plan that is aligned with statewide literacy strategic plan. The Department will
5 create a template for districts to use in developing their District Literacy Strategic Plan. Prior to
6 such submission, said District Literacy Strategic Plan shall be reviewed and approved by the
7 school committee of that district. Pursuant to M.G.L. chapter 69, section 1S(c), whenever any
8 school in a district receives results from the department reporting 3rd grade English Language
9 Arts assessment with fewer than 50% of students meeting or exceeding expectations, or if such
10 results report any subgroup that is on average 10% below the overall school results on said 3rd
11 grade English Language Arts Assessment; the most recently submitted District Literacy Strategic
12 Plan shall be appended to and incorporated by reference into the 3-year plan. Said District
13 Literacy Strategic Plan shall be subject to the review of the plan as set forth in Ch 69 § 1S (d).

14 Each District Literacy Strategic Plan shall follow the department template and address how the
15 local school committee and district will align (i) literacy professional development, (ii) core
16 reading and literacy curriculum, and (iii) screening, supplemental instruction, and interventions
17 with evidence-based literacy instruction practices aligned with science-based reading research
18 and how the school committee will support parents to support the literacy development of their
19 children. When developing such District Literacy Strategic Plan, each local school committee
20 shall use programs and curricula from the lists developed by the department or an approved
21 alternative program. The department shall prioritize review, technical assistance, and support to
22 districts, which are at the time of submission determined by the department to require assistance
23 or intervention.

24 (a) The department, in consultation with designees of the commissioner of higher
25 education, shall convene a panel of stakeholders to draft recommendations to maximize
26 dissemination of evidence-based early literacy best practices among the educator workforce in
27 Massachusetts, which shall include but not be limited to pre-service training for teachers,
28 administrators, and related school-based service providers; professional development for in-
29 service teachers, administrators, and related school-based service providers; best practices related
30 to educator licensure, license endorsements or similar credentials intended to demonstrate
31 advanced knowledge of Evidence-Based Early Literacy practices; and such other matters as the
32 panel may determine would advance more equitable literacy outcomes for Massachusetts
33 students.

34 (b) Said recommendations shall be published in a report to be delivered to the Senate
35 President and the Speaker of the House of Representatives, the members of the House and Senate

36 Education Committees, the Governor, and the Board of Elementary and Secondary Education on
37 or before December 31, 2024.

38 (c) The department shall provide tools and resources to aid districts in providing adequate
39 professional development aligned with evidence-based early literacy practices and science-based
40 reading research for literacy teachers, paraprofessionals, and reading specialists in grades
41 kindergarten through third grade.

42 (d) The department shall create and maintain:

43 i. A list of department-approved, high-quality professional development programs and
44 vendors aligned with evidence-based literacy best practices and science-based reading research.

45 ii. A set of online training modules available and free to all teachers that provide training
46 on the foundational practices and pedagogy aligned with evidence-based literacy best practices
47 and the science of reading.

48 iii. Priority shall be given to districts that are determined by the department to require
49 assistance or intervention, schools receiving Title I funding, and schools with less than 50% of
50 students demonstrating proficiency as determined by the department.

51 SECTION 2: Effective July 1, 2023, each school district shall at least three times per year
52 assess each student's reading ability and progress in literacy skills, from kindergarten through at
53 least third grade, using a valid, developmentally appropriate screening instrument approved by
54 the department. Consistent with section 2 of chapter 71B of the general laws and the
55 department's dyslexia and literacy guidelines, if such screenings determine that a student is
56 significantly below relevant benchmarks for age-typical development in specific literacy skills,

57 the school shall determine which actions within the general education program will meet the
58 student's needs, including differentiated or supplementary evidence-based reading instruction
59 and ongoing monitoring of progress. Within 30 school days of a screening result that is
60 significantly below the relevant benchmarks, the school shall inform the student's parent or
61 guardian of the screening results and the school's response and shall offer them the opportunity
62 for a follow-up discussion.

63 Districts shall provide coverage for instruction or student support when the educator is
64 meeting the responsibilities outlined in this section. In determining which universal reading
65 screeners to include on the Massachusetts Early Literacy Universal Screening Assessment list,
66 the department shall also consider the following factors: (a) the time required to conduct the
67 screening, with the intention of minimizing impact on instructional time; (b) the timeliness in
68 reporting screening results to teachers, administrators, and parents; (c) the integration of
69 assessment and instruction the screener provides, including the ability to provide progress
70 monitoring capabilities and a diagnostic tool to support teachers or a progress monitoring team
71 with targeted instruction based on student needs. Screening, diagnostic assessment, and progress
72 monitoring processes shall be aligned with a multi-tiered system of support procedures, and tools
73 should be norm-referenced, criterion-referenced, or curriculum-based as appropriate.

74 Subject to funding, students enrolled in kindergarten shall be screened for characteristics
75 of dyslexia. The screening of students using an approved dyslexia screener must include, as
76 developmentally appropriate, all of the following: (i) phonological and phonemic awareness; (ii)
77 sound symbol recognition; (iii) alphabet knowledge; (iv) decoding skills; (v) rapid naming skills;
78 (vi) encoding skills; and (vii) oral reading fluency. Parents shall be notified of the results of such
79 screening in a similar manner as provided in section 2 herein. Dyslexia screening shall occur

80 after the 100th school day and before the last day scheduled in the district of said students
81 enrolled in kindergarten. In districts that are determined by the department to require assistance
82 or intervention, children who are not enrolled in kindergarten but would be eligible for such
83 enrollment shall be provided such dyslexia screening at the request of a parent or guardian.

84 Districts shall comply with the recommendations set forth in the department's guidelines
85 promulgated under Ch 71 § 57A; and further; any student enrolled in a district in first or second
86 grade shall, at the request of a parent or guardian, receive age-appropriate dyslexia screening at
87 no cost to them. Approved dyslexia screening tools shall be vetted and approved by the
88 department in a similar manner as provided for literacy screeners in section 2 (a) herein.
89 Approved dyslexia screening tools must include, as developmentally appropriate, all of the
90 following: (a) Phonological and phonemic awareness; (b) Sound symbol recognition; (c)
91 Alphabet knowledge; (d) Decoding skills; (e) Rapid naming skills; (f) Encoding skills; and (g)
92 Oral reading fluency. The department shall promulgate guidance to families and districts
93 recommending best practices when the results of a dyslexia screening suggest further response.

94 The department shall include with its list of aligned universal reading screeners, literacy
95 intervention approaches, and Dyslexia Screeners an explanation of how these screeners and
96 interventions were selected, including consultation with national expert organizations and the
97 evidence base as demonstrated by the National Center on Intensive Intervention ("the Center") or
98 similarly validated research.

99 The department shall provide professional learning on reading screening and literacy
100 intervention approaches at no cost to schools and districts which shall be provided during the
101 contractual day.

102 In the event that a school or district adopts any reading screener, literacy intervention
103 approach, or Dyslexia Screener that is not listed as fully meeting expectations, the cost of such
104 assessment shall not count toward district net school spending expenditures. In addition, the
105 district shall submit to the Center a written explanation, approved by the school committee,
106 stating the reason said the assessment was selected.

107 SECTION 3: (a)(1) The department, through the Center, shall establish and maintain a
108 list of evidence-based, reading instruction curricula for grades kindergarten through 3 in public
109 school entities. A curriculum on this list must:

110 a. align with Evidence-Based Early Literacy & Science-based reading research, including
111 explicit and systematic instruction in phonological awareness, the alphabetic principle, decoding,
112 fluency, vocabulary, comprehension, and building content knowledge;

113 b. include a logical scope and sequence that is sequential, systematic, and cumulative;
114 and

115 c. include or support the use of high-quality instructional materials.

116 (2) The department shall maintain the following on the department website:

117 a. The current list of curricula under paragraph (a)(1) of this section; and

118 b. The criteria and rubric used to identify high-quality curriculum under paragraph (a)(1)
119 of this section.

120 (3)(a)The department shall provide a process through which public school entities can
121 submit an application for department approval of an alternative curriculum that meets the
122 requirements under paragraph (a)(2)b of this section.

123 (b) The department shall add curricula approved under paragraph (a)(3)a of this section to
124 the list under paragraph (a)(2) a of this section.

125 (c) If a public school entity serves students in one or more of the grades kindergarten
126 through 3, the public school entity must do all of the following before the beginning of the 2025-
127 2026 school year:

128 (1) For students in grades kindergarten through 3, adopt a reading instruction curriculum
129 from the list under subsection (a) of this section.

130 (2) Approve competency-based professional development for educators providing
131 reading instruction. This professional development must be completed during the contractual day
132 and must be high-quality professional learning aligned with the essential components of
133 evidence-based reading instruction, including professional learning associated with the
134 curriculum adopted under this section.

135 (3) Identify an individual responsible for assisting each school with the implementation
136 of the curricula adopted under paragraph (c)(1) of this section.

137 (4) Demonstrate that all educators responsible for reading instruction or coaching have
138 completed approved professional development under paragraph (c)(2) of this section, including
139 all educators identified or certified as any of the following:

140 a. Elementary teacher.

141 b. School reading specialist.

142 c. Reading interventionist.

143 d. Special education teacher of students with disabilities.

144 e. The individual identified, under paragraph (c)(3) of this section.

145 f. Literacy coach.

146 g. Building-level principal and/or school administrator.

147 (5) In the event that a school or district adopts a screening assessment that is not listed as
148 fully meeting expectations, the cost of such assessment shall not count toward district net school
149 spending expenditures. In addition, the district shall submit to the Center a written explanation,
150 approved by the school committee, stating the reason the assessment was selected.

151 SECTION 4: (a) Any student in kindergarten or grades 1-3 who exhibits a deficiency in
152 reading at any time and any fourth-grade student identified as having reading deficiencies shall
153 receive an individual reading improvement plan no later than 30 days after the identification of
154 the reading deficiency. The reading improvement plan shall be created by the teacher, principal,
155 other pertinent school personnel, and the parent(s), and shall describe the research-based reading
156 intervention services the student will receive to remedy the reading deficit. Each student must
157 receive intensive reading intervention until the student no longer has a deficiency in reading.

158 (b) Districts shall offer a reading intervention program to each K-3 student who exhibits a
159 reading deficiency to ensure students can read at or above grade level by the end of grade 3. The
160 reading intervention program shall be provided in addition to core reading instruction that is
161 provided to all students in the general education classroom. The reading intervention program
162 shall:

163 (1) Be provided to all K-3 students identified with a reading deficiency as determined by
164 the department-approved assessment system administered within the first thirty (30) days of
165 school;

166 (2) Provide explicit and systematic instruction in phonological awareness, phonics,
167 fluency, vocabulary, and comprehension, as applicable;

168 (3) Monitor the reading progress of each student's reading skills throughout the school
169 year and adjust instruction according to student needs; and

170 (4) Be implemented during regular school hours.

171 (c) The department shall convene a panel of stakeholders to identify and list literacy
172 intervention approaches that are aligned with the essential components of evidence-based
173 reading instruction and Science-based reading research. The initial lists must be published
174 within eighteen months of this act.

175 SECTION 5: (a)(1) Beginning in 2024, each district shall report annually to the
176 department, on or before October 31, the following:

177 a. The number and percentage of students, disaggregated by grade and by individual
178 school, identified with a potential reading deficiency, including characteristics of dyslexia,
179 pursuant to the screening mandated in subsection (b) of this section, and the literacy intervention
180 approaches being provided.

181 b. The curricula adopted under this article.

182 c. The individuals identified under Section 3 (b)(4) of this article and each individual's
183 responsibilities for approving and providing professional development required under sections 1
184 and 3 of this bill.

185 d. How the school district or charter school will ensure that educators have access to and
186 have successfully completed the professional development required under sections 1 and 3 of
187 this bill.

188 (b) Beginning December 31, 2024, the department shall produce an annual report that
189 provides all of the following:

190 a. The number and percentage of students identified with a potential reading deficiency,
191 including characteristics of dyslexia, pursuant to the screening mandated in subsection (b) of this
192 section, and the literacy intervention approaches being provided. Said information, disaggregated
193 by grade and by individual school, shall be made available on the department's website.

194 b. A list of the curricula adopted under subsection (a) of this section and the number of
195 schools that have adopted each curriculum listed.

196 c. The number of educators who have received each type of professional development
197 provided under paragraph (b)(2) of this section.

198 d. The percentage of the educators required to receive professional development under
199 paragraph (b)(4) of this section that have successfully completed that professional development.

200 (c) The department shall send the report required under this subsection to the Senate
201 President and the Speaker of the House of Representatives, the members of the House and Senate
202 Education Committees, the Governor, and the Board of Elementary and Secondary Education.

203 Section 6. DEFINITIONS.

204 “Evidence-based literacy instruction” means structured instructional practices, including
205 sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable,
206 trustworthy, and valid evidence consistent with science-based reading research; (ii) are used in
207 core or general instruction, supplemental instruction, intervention services, and intensive
208 intervention services; (iii) have a demonstrated record of success in adequately increasing
209 students' reading competency, vocabulary, oral language, and comprehension and in building
210 mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic
211 principle, phonics, spelling, and text reading fluency; and (iv) are able to be differentiated in
212 order to meet the individual needs of students.

213 "Science-based reading research" means research that (i) applies rigorous, systematic,
214 and objective observational or experimental procedures to obtain valid knowledge relevant to
215 reading development, reading instruction, and reading and writing difficulties and (ii) explains
216 how proficient reading and writing develop, why some children have difficulties developing key
217 literacy skills, and how schools can best assess and instruct early literacy, including the use of
218 evidence-based literacy instruction practices to promote reading and writing achievement.

219 “Literacy intervention approaches” means evidence-based, specialized reading, writing,
220 and spelling instruction that is systematic and explicit and intensified based on the needs of the
221 student. Dyslexia-specific intervention approaches may require greater intensity, such as smaller
222 groups, increased frequency of instruction, and individualized progression through steps, than
223 typical evidence-based reading instruction.

224 “Multi-Tiered Systems of Support (MTSS)”. A framework for how school districts can
225 build the necessary systems to ensure that each and every student receives a high-quality
226 educational experience. It is designed to support schools in proactively identifying and
227 addressing the strengths and needs of all students by optimizing data-driven decision-making,
228 progress monitoring, and the use of evidence-based supports and strategies with increasing
229 intensity to sustain student growth.

230 “Evidence-Based Early Literacy.” Evidence-based instructional and assessment practices
231 that address the multimodal approach that integrates listening, speaking, reading, spelling, and
232 writing in the acquisition of oral and written language skills that can be differentiated to meet the
233 needs of individual students. Evidence-Based Early Literacy should align with scientifically
234 based reading research standards set forth in 20 USC 6368 (3)(4)(5)(6)(7).

235 “Universal reading screener” means a tool used as part of a multi-tiered system of support
236 to determine if a student is at risk for developing reading difficulties and the need for
237 intervention and to evaluate the effectiveness of core curriculum as an outcome measure. A
238 universal reading screener must do all of the following:

239 a. Measure, at a minimum, phonological awareness, the alphabetic principle, decoding,
240 fluency, vocabulary, comprehension, and building content knowledge.

241 b. Identify students who have a potential reading deficiency, including identifying
242 students with characteristics of dyslexia.

243