

What Every Teacher Needs to Know About the Changes in Senate Bill 241: Early Literacy

State Reading Goal

The new goal is 80% of students reading on grade level on the end-of-year benchmark reading assessment in grade 3 by July 1, 2030, by achieving benchmark or above benchmark status on Acadience.

Individualized Reading Plans (IRPs)

Individualized Reading Plans are required for students meeting eligibility requirements (see table below). The plan includes:

- Identification of the student's specific reading deficiencies
- Description of the reading interventions and intervention settings that will be provided
- Opportunities for the parents to be involved in the interventions
- A process for monitoring and communicating the extent to which the student receives the reading interventions
- A statement that if the student doesn't score at or above benchmark that they may be retained

Grade Level	Acadience Benchmark Performance	Required Start Date
Kindergarten	Well-below at MOY or EOY	2026-2027
1 st Grade	Below or well below at BOY, MOY, or EOY	2026-2027
2 nd Grade	Below or well below at BOY, MOY, or EOY	2027-2028
3 rd Grade	Below or well below at BOY, MOY, or EOY	2028-2029
4 th Grade	A fourth grader who has been promoted but does not score at benchmark in grade 4 at BOY, MOY, or EOY	2029-2030

Effective Interventions

Students identified for Individualized Reading Plans are required to receive effective, science of reading aligned interventions to address their specific reading deficiencies. Effective interventions should include:

- Providing Universal Tier 1 Instruction—so that every child can read grade level, complex text with rich vocabulary **AND** robust interventions for those students who need them--no child should be removed from grade level content during intervention periods.
- Effective Interventions should:
 - Provide explicit, systematic instruction with cumulative review aligned to their reading needs
 - Provide ample opportunities for practice with feedback—repetitions matter
 - Be aligned to Tier 1 instruction—coherence is key
 - Use consistent routines to reduce cognitive load
 - Incorporate applying targeted skills in connected text

Literacy Team

Each school is required to have a literacy team to support each student identified for an individualized reading plan. The team is comprised of:

- The student's parents or guardians
- The student (if the parent desires)
- The student's teacher (*general and special education*, if applicable)
- For well-below students, an LEA staff member who is knowledgeable about literacy (an admin, a specialist, etc.)
- Other optional team members, if available or relevant (therapist, counselor, social worker, translator, parent advocate, etc.)

Additionally, the literacy team reviews and, if necessary, modifies the individualized reading plan after every benchmark assessment. A parent meeting is only required annually.

It's possible that the literacy team meeting may happen during parent-teacher conferences.

Retention Requirements

School teams discuss the value of retention with parents of students who:

- Are in K and score well below benchmark at MOY or EOY (starting 2026-2027)
- Are in 1st grade and scores well below benchmark at EOY or has an IRP before EOY and is not demonstrating above typical progress (starting 2026-2027)
- Are in 2nd grade and scores well below benchmark at EOY and began the year below benchmark OR already has an IRP prior to EOY and is not demonstrating above typical progress (starting 2027-2028)
- Are in 3rd grade who is below or well below at EOY (starting in 2028-2029)

Starting in 2029-2030, if a 3rd grade student doesn't score at or above benchmark, they will be retained unless...

- Scores below, but not well-below, and is showing typical or better progress on the benchmark
- The student receives intensive intervention over the summer and improves to at or above benchmark before school starts
- The student is identified as multilingual and has less than 3 years of instruction in the U.S.
- The student has an IEP or 504 that
 - has determined the benchmark assessment is not appropriate if the student has participated in at least two years of intensive intervention or
 - if they have previously been retained in grades K-3 or
 - If the student has demonstrated acceptable progress on an alternative assessment or is making above typical progress on the benchmark assessment for multiple years
- The student demonstrates through a portfolio of equivalent measures that they are a proficient reader
- The student still demonstrates a reading deficiency even after two years of intensive intervention AND has been retained already
- The student moved to the school in grade 3 and hadn't previously been on an IRP or received intensive interventions

Kindergarten Requirements

- provide resource materials to assist parents at home in student's literacy development—encouraged to be provided prior to beginning kindergarten (e.g., kindergarten round-up in the spring)
- provide parents with information regarding Individualized Reading Plan Process

Evaluation

- Elementary Teacher evaluations will include an aspect of fluency in and implementation of the science of reading (SOR)
- Principals of K-3 schools will be evaluated on effectiveness of SOR implementation and student academic growth data on benchmark