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## **OLR Bill Analysis**

### **sSB 220**

#### ***AN ACT CONCERNING STUDENT LITERACY.***

#### **SUMMARY**

This bill requires the State Department of Education (SDE) to create guidance on implementing multitiered systems of support (MTSS) or response to intervention (RTI) frameworks for students identified as struggling in reading and distribute it to local and regional boards of education (school boards). Generally, MTSS and RTI are educational approaches that identify struggling students and offer them targeted, personalized instruction to meet their needs, with services that increase in intensity (for example, in frequency or duration) as student need gets higher.

The bill codifies the requirement that school boards administer reading assessments at least three times per year to students in grades kindergarten through three. (SDE already requires all districts to do so in practice.) The assessment must be used to identify students who are reading below grade level and need more help. SDE must base the guidance it creates on data collected through these assessments.

By January 1, 2028, SDE must submit to the Education Committee a report on the guidance it creates and any legislative recommendations.

Lastly, the bill makes several minor and technical changes.

EFFECTIVE DATE: July 1, 2026, except that technical changes and the codification of the assessment requirement is effective upon passage.

#### **COMMITTEE ACTION**

##### Education Committee

Joint Favorable Substitute Change of Reference - APP

Yea 46 Nay 0 (03/18/2026)

##### Appropriations Committee

Joint Favorable Substitute

Yea 51 Nay 0 (04/01/2026)