SPONSOR: Rep. K. Williams & Sen. Sturgeon
Reps. Berry, S. Moore, Harris, Griffith

HOUSE OF REPRESENTATIVES
153rd GENERAL ASSEMBLY

HOUSE BILL NO. 267

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO READING COMPETENCY.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend § 158, Title 14 of the Delaware Code by making deletions as shown by strike through and insertions as shown by underline as follows:

§ 158. Reading screening.

(d) ~~Beginning in 2023, each~~ Each school district and charter school ~~shall~~ must report ~~annually~~ to the Department, on or before October 31, March 1, and June 30 of each year, the number and percentage of students, disaggregated by grade and by individual school, identified with a potential reading deficiency, including characteristics of dyslexia, pursuant to the screening mandated in subsection (b) of this section, and the literacy intervention approaches being provided.

Section 2. Amend § 4145, Title 14 of the Delaware Code by making deletions as shown by strike through and insertions as shown by underline as follows:

§ 4145. Evidence-based reading curricula.

(c) ~~Beginning October 31, 2023,~~ On or before October 31, March 1, and June 30 of each year, each school district and charter school ~~shall annually~~ must report all of the following to the Department for the Department's annual report:

(1) The curricula adopted under this section.

(2) The individuals identified under paragraph (b)(3) of this section and each individual's responsibilities for approving and providing professional development required under paragraphs (b)(2) and (b)(4) of this section.

(3) How the school district or charter school will ensure that educators have access to and have successfully completed the professional development required under paragraph (b)(4) of this section.

SYNOPSIS

This Act provides that each school district and charter school must report three times a year, instead of annually, to the Department of Education, the number and percentage of students, disaggregated by grade and by individual school, identified with a potential reading deficiency, including characteristics of dyslexia, pursuant to mandated literary screening, and the literacy intervention approaches being provided.