



STATE OF CONNECTICUT STATE BOARD OF EDUCATION



TO: Superintendents of Schools
Charter School Directors
Regional Educational Service Center Directors
Boards of Education

FROM: Charlene M. Russell-Tucker, Commissioner of Education *CRJ*

DATE: December 15, 2022

SUBJECT: 2022 Application Requesting a Waiver of Connecticut Approved K–3 Reading Curriculum Model or Program (Waiver) and Survey Reminder

Section 10-14hh(a) of the Connecticut General Statutes (C.G.S.) mandates that each local and regional board of education implement for the 2023–24 school year and each school year thereafter a reading curriculum model or program for grades Pre-Kindergarten to three (PreK–3), inclusive, that has been reviewed and recommended by the Center for Literacy Research and Reading Success at the Connecticut State Department of Education (CSDE) in consultation with the Reading Leadership Implementation Council.

The following K-3 reading curriculum models or programs, listed in alphabetical order, meet the expectations of the Connecticut [Guidance Regarding the 2022 Application Requesting a Waiver of Connecticut](#) and scored in the “meets expectations” range by other credible and comprehensive literacy review processes:

- American Reading Company – ARC Core® (K–3), (2020);
- Amplify Education Inc. – Core Knowledge Language Arts (CKLA, 2022);
- Houghton Mifflin Harcourt – Into Reading;
- Imagine Learning – EL Education Grades K–3, (2017);
- McGraw Hill Education – Wonders, (2020);
- Open Up Resources – EL Education, (2017); and
- Savvas Learning Company – myView Literacy, (2020).

C.G.S. Sec. 10-14hh(d), however, provides that local and regional boards of education may request a waiver to implement a reading curriculum model or program *other* than a model or program reviewed and recommended pursuant to C.G.S. Sec. 10-14ii. It further provides that the Commissioner of Education, in consultation with the Director of the Center for Literacy Research and Reading Success, shall, upon the request of a local or regional board of education, grant such waiver if the Commissioner determines that the local or regional board of education requesting a waiver has demonstrated that such other reading curriculum model or program is evidenced-based and scientifically-based,

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and focused on competency in the following areas of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension.

In addition to satisfying the foregoing criteria, C.G.S. Sec. 10-14hh(d) further stipulates that the waiver shall include data collected from the reading assessments described in C.G.S. Sec. 10-14t that have been disaggregated by race, ethnicity, gender, eligibility for free or reduced priced lunches, students whose primary language is not English and students with disabilities, and a strategy to address remaining reading achievement gaps, as defined in C.G.S. Sec. 10-14u as the existence of a significant disparity in the academic performance of students among and between (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and (E) English language learners and students whose primary language is English.

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The *2022 Application Requesting a Waiver of Connecticut Approved K–3 Reading Curriculum Model or Program (Waiver)* was developed in alignment with the legislation and incorporates stakeholder feedback. For local and regional board of education convenience, the Waiver application has been constructed using the Qualtrics online software.

The Waiver application must be completed by one signatory representing the local or regional board of education and submitted **by 5:00 p.m., on February 28, 2023**. The Waiver requires the signatory to:

1. Submit a detailed description that may include a compendium of documents, to demonstrate that the curriculum model or program is evidenced-based and scientifically based and focused on competency in the following areas of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter name fluency and reading comprehension (C.G.S. Sec. 10-14hh).
2. Upload the completed [K-3 Reading Data Template](#) (C.G.S. Sec. 10-14hh).
3. Upload the strategy created to address reading achievement gaps as defined in C.G.S. Sec. 10-14u, in the academic performance of students among and between (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and (E) English language learners and students whose primary language is English (C.G.S. Sec. 10-14hh).
4. Sign a signature page.

Attached to this memo is guidance for completing the 2022 Application Requesting a Waiver of Connecticut Approved K–3 Reading Curriculum Model or Program (Waiver) and the K–3 Reading Data Template. Additionally, both are posted on the dedicated [Connecticut Approved K-3 Reading Curriculum Models or Programs Webpage](#).

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Deadline Extended: Notification Regarding Connecticut's Approved PreK–3 Reading Curriculum Models or Programs Survey (survey)

By January 13, 2023, designated signatories for each local and regional board of education (e.g., superintendent, RESC Executive Director, charter school director) must complete the [Notification Regarding Connecticut's Approved PreK–3 Reading Curriculum Models or Programs Survey \(survey\)](#).

The survey was created for the purpose of gathering information from each local and regional Connecticut board of education regarding their intentions related to the July 1, 2023, implementation of [Connecticut's approved K–3 reading curriculum models or programs](#). The survey results will assist in informing the CSDE's planning for the distribution of ARPA funds that are designated for the Center for Literacy Research and Reading Success and determine if other financial supports can be provided to assist districts with implementation.

If you have any questions, please contact Dr. Melissa Wlodarczyk Hickey, Director of the Center for Literacy Research and Reading Success, at SDE.LiteracyCenter@ct.gov.

CRT:mwh