

Senator Jerry W. Stevenson proposes the following substitute bill:

READING ASSESSMENT EXPANSION AMENDMENTS

2019 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Jerry W. Stevenson

House Sponsor: _____

LONG TITLE

General Description:

This bill expands a diagnostic assessment system for reading.

Highlighted Provisions:

This bill:

- ▶ expands the grades in which a school administers a diagnostic assessment system for reading to students; and
- ▶ makes technical and conforming changes.

Money Appropriated in this Bill:

This bill appropriates in fiscal year 2020:

- ▶ to State Board of Education -- Initiative Programs -- Electronic Elementary Reading Tool, as an ongoing appropriation:
 - from the Education Fund, \$1,500,000.

Other Special Clauses:

None

Utah Code Sections Affected:

AMENDS:

- 53E-4-307**, as renumbered and amended by Laws of Utah 2018, Chapter 1
- 53F-4-201**, as renumbered and amended by Laws of Utah 2018, Chapter 2



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Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53E-4-307** is amended to read:

53E-4-307. Benchmark assessments in reading -- Report to parent or guardian.

(1) As used in this section, "competency" means a demonstrable acquisition of a specified knowledge, skill, or ability that has been organized into a hierarchical arrangement leading to higher levels of knowledge, skill, or ability.

(2) The board shall approve a benchmark assessment for use statewide by school districts and charter schools to assess the reading competency of students in grades one, two, and three as provided by this section.

(3) A school district or charter school shall:

(a) administer benchmark assessments to students in grades one, two, and three at the beginning, middle, and end of the school year using the benchmark assessment approved by the board; and

(b) after administering a benchmark assessment, report the results to a student's parent or guardian.

(4) If a benchmark assessment or supplemental reading assessment indicates a student lacks competency in a reading skill, or is lagging behind other students in the student's grade in acquiring a reading skill, the school district or charter school shall:

(a) provide focused individualized intervention to develop the reading skill;

(b) administer formative assessments to measure the success of the focused intervention;

(c) inform the student's parent or guardian of activities that the parent or guardian may engage in with the student to assist the student in improving reading proficiency; and

(d) provide information to the parent or guardian regarding appropriate interventions available to the student outside of the regular school day that may include tutoring, before and after school programs, or summer school.

(5) In accordance with Section **53F-4-201**, the board shall contract with one or more educational technology providers for a diagnostic assessment system for reading for students in kindergarten through grade ~~3~~ 6.

Section 2. Section **53F-4-201** is amended to read:

57 **53F-4-201. State Board of Education required to contract for a diagnostic**
58 **assessment system for reading.**

59 (1) (a) As described in Section [53E-4-307](#), the State Board of Education shall approve
60 a benchmark assessment for use statewide by school districts and charter schools.

61 (b) The State Board of Education shall contract with one or more educational
62 technology providers, selected through a request for proposals process, for a diagnostic
63 assessment system for reading for students in kindergarten through grade [~~three~~] 6 that meets
64 the requirements of this section.

65 (2) Subject to legislative appropriations, a diagnostic assessment system for reading
66 shall be made available to school districts and charter schools that apply to use a diagnostic
67 assessment for reading beginning in the 2011-12 school year.

68 (3) A diagnostic assessment system for reading for students in kindergarten through
69 grade [~~three~~] 6 shall:

70 (a) be in a digital format;

71 (b) include benchmark assessments of reading proficiency to be administered at the
72 beginning, in the middle, and at the end of kindergarten[, ~~grade one, grade two, and grade~~
73 ~~three~~] and grades 1 through 6;

74 (c) include formative assessments to be administered every two to four weeks for
75 students who are at high risk of not attaining proficiency in reading;

76 (d) align with the language arts core standards for Utah public schools adopted by the
77 State Board of Education; and

78 (e) include a data analysis component hosted by the provider that:

79 (i) has the capacity to generate electronic information immediately and produce
80 individualized student progress reports, class summaries, and class groupings for instruction;

81 (ii) may have the capability of identifying lesson plans that may be used to develop
82 reading skills;

83 (iii) enables teachers, administrators, and designated supervisors to access reports
84 through a secured password system;

85 (iv) produces electronic printable reports for parents and administrators; and

86 (v) has the capability for principals to monitor usage by teachers.

87 Section 3. **Appropriation.**

88 The following sums of money are appropriated for the fiscal year beginning July 1,
89 2019, and ending June 30, 2020. These are additions to amounts previously appropriated for
90 fiscal year 2020. Under the terms and conditions of Title 63J, Chapter 1, Budgetary Procedures
91 Act, the Legislature appropriates the following sums of money from the funds or accounts
92 indicated for the use and support of the government of the state of Utah.

93 ITEM 1

94 To State Board of Education -- Initiative Programs

95 From Education Fund

\$1,500,000

96 Schedule of Programs:

97 Electronic Elementary Reading Tool

\$1,500,000