

SB0241S01 compared with SB0241

~~{Omitted text}~~ shows text that was in SB0241 but was omitted in SB0241S01
inserted text shows text that was not in SB0241 but was inserted into SB0241S01

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1

Early Literacy

2026 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Ann Millner

House Sponsor: Karen M. Peterson

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LONG TITLE

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General Description:

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This bill establishes a framework of literacy interventions in kindergarten through grade 3 within the public education system.

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Highlighted Provisions:

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This bill:

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▸ defines terms;

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▸ establishes a third-grade level reading goal for 2030;

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▸ requires a local education agency (LEA) to, based on the student's performance on a benchmark reading assessment, provide a student with an individualized reading plan that identifies specific reading interventions to remediate a reading deficiency, including considering retention in lower grades and requiring retention in grade 3 except in cases of certain good cause exemptions;

16

▸ requires regional education service agencies ~~{(RESAs)}~~ and certain school districts to provide formal professional learning and information training in the science of reading ~~{, including to employees of charter schools located within the relevant RESA or school district}~~ ;

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▸

SB0241

SB0241 compared with SB0241S01

dedicates a certain amount of {~~one-time funding each year from the Public Education Economic Stabilization Restricted Account~~} funding to provide literacy training and paraprofessionals who support literacy;

- 23 ▶ requires certain school performance monitoring;
- 24 ▶ excludes the practice of "three-cueing" from an LEA's reading curriculum;
- 25 ▶ requires the State Board of Education (state board) to distribute funding to regional education service agencies and certain school districts for literacy coaching and training;
- 27 ▶ requires the Utah Board of Higher Education to partner with the state board in certain duties regarding teacher preparation programs;
- 29 ▶ requires the use of a certain portion of a school's allocation under the Teacher and Student Success Program on literacy interventions if the school's third grade students score below the statewide benchmark goal;
- 32 ▶ includes science of reading and literacy as components of an elementary educator evaluation;
- 34 ▶ requires the Center for the School of the Future at Utah State University, in collaboration with the Utah Board of Higher Education, to develop a plan to improve science of reading knowledge and ability in teacher graduates from a state institution of higher education; and
- 38 ▶ makes technical and conforming changes.

36 **Money Appropriated in this Bill:**

37 None

38 **Other Special Clauses:**

39 This bill provides a special effective date.

40 **Utah Code Sections Affected:**

41 AMENDS:

42 **53E-3-1001 (Effective 07/01/26)**, as enacted by Laws of Utah 2022, Chapter 285 and further amended by Revisor Instructions, Laws of Utah 2022, Chapter 285

44 **53E-3-1003 (Effective 07/01/26)**, as enacted by Laws of Utah 2022, Chapter 285

45 **53E-4-307 (Effective 07/01/26)**, as last amended by Laws of Utah 2024, Chapter 60

46 **53E-6-302 (Effective 07/01/26)**, as last amended by Laws of Utah 2024, Chapter 51

50 ~~**53F-9-204 (Effective 07/01/26), as last amended by Laws of Utah 2025, Chapters 413, 433**~~

47 **53G-7-205 (Effective 07/01/26)**, as last amended by Laws of Utah 2019, Chapter 293

48 **53G-7-1304 (Effective 07/01/26)**, as last amended by Laws of Utah 2024, Chapter 372

SB0241 compared with SB0241S01

49 **53G-7-1305 (Effective 07/01/26)**, as enacted by Laws of Utah 2019, Chapter 505
50 **53G-11-507 (Effective 07/01/26) (Repealed 07/01/29)**, as last amended by Laws of Utah 2024,
Chapter 484

52 ENACTS:

53 **53F-2-424 (Effective 07/01/26)**, Utah Code Annotated 1953
54 **53G-10-801 (Effective 07/01/26)**, Utah Code Annotated 1953
55 **53G-10-802 (Effective 07/01/26)**, Utah Code Annotated 1953
56 **53G-10-803 (Effective 07/01/26)**, Utah Code Annotated 1953
57 **53G-10-805 (Effective 07/01/26)**, Utah Code Annotated 1953

58 RENUMBERS AND AMENDS:

59 **53G-10-804 (Effective 07/01/26)**, (Renumbered from 53E-3-1002, as enacted by Laws of Utah
2022, Chapter 285)
61 **53G-10-806 (Effective 07/01/26)**, (Renumbered from 53G-10-306, as enacted by Laws of Utah
2022, Chapter 285)

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

65 Section 1. Section **53E-3-1001** is amended to read:

66 **53E-3-1001. Statewide goal -- Emphasis on early literacy.**

72 (1) As used in this section:

73 (a) "Benchmark reading assessment" means the statewide benchmark assessment in reading described
in Section 53E-4-307 that a school district or charter school administers to students in kindergarten
through grade 3 at the beginning, middle, and end of the school year.

77 (b) "Reading on grade level" means that a student scores at or above the benchmark for the relevant
grade level on the benchmark reading assessment.

79 (2) To achieve a strenuous statewide goal of [70% in third grade-level proficiency on the state-
administered reading assessment by July 1, 2027,-] 80% of students reading on grade level on the
end-of-year benchmark reading assessment in grade 3 by July 1, 2030:

82 (a) the state board shall:

83 [(+) (i) analyze, align, and target resources, including digital software and tools, in existing state
programs and the programs enacted in Laws of Utah 2022, Chapter 285, as appropriate, to support
early literacy within the state; and

SB0241 compared with SB0241S01

- 86 [~~2~~] (ii) identify opportunities to incentivize and support LEAs and elementary schools to analyze data,
align plans, and target resources from existing local and LEA programs to support early literacy
within the state, resulting in a comprehensive statewide alignment of early literacy plans[-] ; and
- 90 (b) each LEA shall engage in targeted literacy interventions in accordance with Section 53G-10-306.
- 87 Section 2. Section **53E-3-1003** is amended to read:
- 88 **53E-3-1003. Science of reading.**
- 94 (1) As used in this section:
- 95 (a) "Educator preparation program" means the same as that term is defined in Section 53E-6-302.
- 97 (b) "Panel" means the science of reading panel that the state board establishes in accordance with this
section.
- 99 (c) "Science of reading" means the same as that term is defined in Section 53G-10-801.
- 100 [~~e~~] (d) "University teacher preparation program" means a program described in Section 53E-6-302.
- 102 (2) The state board shall establish an expert science of reading panel consisting of up to six experts who
have:
- 104 (a) knowledge and a research background in the science of reading and the science of reading
instruction; and
- 106 (b) experience translating the science of reading into effective reading instructional practices.
- 108 (3) The panel shall:
- 109 (a) meet no less than once every quarter;
- 110 (b) provide expertise to and serve in a consultancy capacity to the state board on implementation of:
- 112 (i) the early literacy emphases described in Section 53E-3-1001; and
- 113 (ii) educator preparation programs;
- 114 (c) in consultation with the state board:
- 115 (i) provide advanced professional learning opportunities in the science of reading and the science of
reading instruction for public schools and educator preparation programs as needed to expand
statewide capacity;
- 118 (ii) partner with ULEAD, as that term is defined in Section 53E-10-701, to develop and implement an
online repository of digital science of reading and science of reading instruction resources that is
accessible to public school teachers, school leaders, parents, and educator preparation programs and
associated faculty;
- 122 (iii) develop professional learning modules to support teachers and school leaders; and

SB0241 compared with SB0241S01

- 124 (iv) coordinate with educator preparation programs, university teacher preparation program faculty,
deans of education, and literacy leadership fellows to advance the science of reading and the science
of reading instruction; and
- 127 (d) take part in the hiring of the additional faculty members~~[-described in Subsection 53E-6-302(6)]~~,
with two panel members participating in the hiring process.
- 129 (4) The state board may collaborate with panel members to conduct periodic reviews of:
- 130 (a) student outcome data;
- 131 (b) science of reading and science of reading instruction implementation fidelity in public schools and
educator preparation programs through onsite visits; and
- 133 (c) advise LEAs regarding the science of reading and the science of reading instruction curriculum and
intervention programs.
- 135 (5) A panel member:
- 136 (a) may not receive compensation or benefits for the member's service on the panel; and
- 137 (b) may receive per diem and reimbursement for travel expenses that the panel member incurs as a
panel member at the rates that the Division of Finance establishes under:
- 139 (i) Sections 63A-3-106 and 63A-3-107; and
- 140 (ii) rules that the Division of Finance makes under Sections 63A-3-106 and 63A-3-107.
- 142 (6) The state board shall provide staff support to the panel.
- 138 Section 3. Section **53E-4-307** is amended to read:
- 139 **53E-4-307. Benchmark assessments in reading -- Report to parent.**
- 146 (1) As used in this section:
- 147 (a) "Benchmark reading assessment" means an assessment that:
- 148 (i) measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet
knowledge, decoding and encoding skills, and comprehension, to determine a student's specific
strengths and weaknesses in a skill area; and
- 152 (ii) a school district or charter school administers to students in kindergarten through grade 3 at the
beginning, middle, and end of the school year.
- 154 ~~(a)~~ (b) "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.

157

SB0241 compared with SB0241S01

[~~(b) "Diagnostic assessment" means an assessment that measures key literacy skills, including phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills, and comprehension, to determine a student's specific strengths and weaknesses in a skill area.~~]

161 (c) "Dyslexia" means a learning disorder that:

162 (i) is neurological in origin and is characterized by difficulties with:

163 (A) accurate or fluent word recognition; and

164 (B) poor spelling and decoding abilities; and

165 (ii) typically results from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

168 (d) "Evidence-based" means the same as that term is defined in Section 53G-11-303.

169 (e) "Evidence-informed" means the same as that term is defined in Section 53G-11-303.

170 (2) The state board shall approve a benchmark assessment for use statewide by school districts and charter schools to assess the reading competency of students in grades 1 through 6 as provided by this section.

173 (3) A school district or charter school shall:

174 (a) administer benchmark assessments to students in kindergarten and grades 1, 2, and 3 at the beginning, middle, and end of the school year using the benchmark assessment approved by the state board; and

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

178 (4)

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

182 [~~(i) administer diagnostic assessments to the student;~~]

183 [~~(ii)~~] (i) using data from the [~~diagnostic~~] benchmark reading assessment, provide specific, focused, and individualized intervention or tutoring to develop the reading skill, in accordance with Title 53G, Chapter 10, Part 8, Literacy Interventions, potentially including the creation of an individual reading plan, as that term is defined in Section 53G-10-801;

188 [~~(iii)~~] (ii) administer formative assessments and progress monitoring at recommended levels for the benchmark assessment to measure the success of the focused intervention;

191 [~~(iv)~~] (iii) in addition to the notice described in Section 53G-10-802;

SB0241 compared with SB0241S01

- 192 (A) inform the student's parent of activities that the parent may engage in with the student to assist the
student in improving reading proficiency; and
- 194 [~~(v)~~] (B) provide information to the parent 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; and
- 197 [~~(vi)~~] (iv) provide instructional materials that are evidence-informed for core instruction and
evidence-based for intervention and supplemental instruction.
- 199 (b) Nothing in this section or in Section 53F-4-203 or 53G-11-303 requires a reading software product
to demonstrate the statistically significant effect size described in Subsection 53G-11-303(1)(a) in
order to be used as an instructional material described in Subsection (4)(a)(vi).
- 203 (5)
- (a) In accordance with Section 53F-4-201 and except as provided in Subsection (5)(b), the state board
shall contract with one or more educational technology providers for a benchmark assessment
system for reading for students in kindergarten through grade 6.
- 207 (b) If revenue is insufficient for the benchmark assessment system for the grades described in
Subsection (5)(a), the state board shall first prioritize funding a benchmark assessment for students
in kindergarten through grade 3.
- 210 (6) A student with dyslexia is only eligible for special education services if the student meets federal
eligibility criteria.
- 207 Section 4. Section **53E-6-302** is amended to read:
- 208 **53E-6-302. Educator preparation programs.**
- 214 (1) As used in this section:
- 215 (a) "Center" means the Center for the School of the Future at Utah State University established in
Section 53H-4-304.
- 217 (b) "Educator preparation program" means:
- 218 (i) a university teacher education program; or
- 219 (ii) a program that prepares individuals using an alternative pathway to licensure, as the state board
provides, that does not include content or time requirements that conflict with the content or time
requirements described in rule made by the state board in accordance with Subsection (2).
- 223 [~~(b)~~] (c) "Required literacy preparation assessment" means the same as that term is defined in Section
53E-6-301.

SB0241 compared with SB0241S01

- 225 (d) "Science of reading" means the same as that term is defined in Section 53G-10-801.
- 226 [~~(e)~~] (e) "University teacher preparation program" means a program that an institution of higher
education offers to prepare educators for licensure.
- 228 (2) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall
make rules that establish standards for approval of an educator preparation program.
- 231 (3) The state board shall ensure that standards adopted under Subsection (2):
- 232 (a) meet or exceed generally recognized national standards for preparation of educators; and
- 234 (b) include requirements for educator preparation programs to:
- 235 (i) provide instruction in the science of reading; and
- 236 (ii) prepare license applicants to pass the required literacy preparation assessment at no cost to the
applicants for the preparation, including providing ongoing preparation for up to three total attempts
of the required literacy preparation assessment.
- 240 (4) The Utah Board of Higher Education and the state board shall each designate an employee of [the
state] each board's staff to jointly:
- 242 (a) work with education deans of state institutions of higher education to coordinate university teacher
preparation programs that may include:
- 244 (i) monitoring courses for university teacher preparation programs; and
- 245 (ii) working with course instructors for university teacher preparation programs;
- 246 (b) act as a liaison between:
- 247 (i) the Utah Board of Higher Education;
- 248 (ii) the state board;
- 249 [~~(ii)~~] (iii) local school boards or charter school governing boards; and
- 250 [~~(iii)~~] (iv) representatives of university teacher preparation programs; and
- 251 (c) report the employee's findings and recommendations for the improvement of teacher preparation
programs to:
- 253 (i) the state board; and
- 254 (ii) education deans of state institutions of higher education.
- 255 (5) The state board, in consultation with the Utah Board of Higher Education, shall:
- 256 (a) in good faith, consider the findings and recommendations described in Subsection (4)(c); and
- 258 (b) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules, as the
state board determines is necessary, to implement recommendations described in Subsection (4)(c).

SB0241 compared with SB0241S01

- 261 [(6) Subject to legislative appropriations, the Utah Board of Higher Education shall:]
262 [(a) provide matching funds to each of the state's institutions of higher education with a university
teacher preparation program:]
264 [(i) to hire an additional faculty member who has training in the science of reading and the science of
reading instruction; and]
266 [(ii) in an amount equal to 75% of the cost of making the hire described in Subsection (6)(a) if the
institution provides 25% of the cost; and]
268 [(b) consult the state superintendent regarding:]
269 [(i) criteria for the hire described in Subsection (6)(a) that would qualify for a distribution of funding;
and]
271 [(ii) an individual institution's fulfillment of the criteria described in Subsection (6)(b)(i) before
distributing funding.]
273 (6) The center shall develop a plan, in collaboration with the Utah Board of Higher Education, to
improve, for elementary teacher graduates and elementary administrator preparation graduates from
a state institution of higher education:
276 (a) the knowledge of the science of reading; and
277 (b) the ability to apply the science of reading instruction with a focus on how the instruction leads to
third-grade proficiency in reading and writing.
279 [(7) An institution that hires an additional faculty member shall coordinate with the science of reading
panel described in Section 53E-3-1003 to include two members of the panel in the institution's
hiring process.]
282 [(8)] (7) The Utah Board of Higher Education and the state board shall jointly:
283 (a) monitor accreditation of university programs regarding the science of reading preparation described
in Subsection (3)(b)[~~at the institutions described in Subsection (6)(a)~~]; and
286 (b)
(i) develop strategies to provide support for preparation programs with low rates of passage on the
required literacy preparation assessment; and
288 (ii) provide increasing levels of support to a preparation program with low rates of passage on the
required literacy preparation assessment for two consecutive years.
285 Section 5. Section 5 is enacted to read:
286 **53F-2-424. Literacy interventions.**

SB0241 compared with SB0241S01

- 292 (1) As used in this section:
- 293 (a) "Member school district" means a school district that is a member of a specific regional education
service agency.
- 295 (b) "Regional education service agency" means the same as that term is defined in Section 53G-4-410.
- 296 (2) Subject to legislative appropriations, the state board shall:
- 297 (2){(a)} {Subject to legislative appropriations, the state board shall} allocate the following for literacy
coaching and training in accordance with Section 53G-10-804:
- 299 (a){(i)} a base funding amount of at least \$75,000 to each regional education service agency and to each
school district that is not a member of a regional education service agency; and
- 301 (b){(ii)} the remainder of legislative appropriations for literacy {interventions under this section}
coaching and training within school districts, distributed based on:
- 303 {(i) {for a school district that is not a member of a regional education service agency, the sum of:} }
- 305 (A) for a school district that is not a member of a regional education service agency, the school district's
average daily membership; and
- 306 {(B) {the average daily membership of the school district's resident students who attend charter schools;
and} }
- 308 {(ii) {for a regional education service agency, the sum of:} }
- 309 (A){(B)} for a regional education service agency, the average daily membership within each member
school district; and
- 310 {(B) {the average daily membership of each member school district's resident students who attend
charter schools.} }
- 304 (b) proportionally distribute at least \$15,000,000 to the school districts and regional education service
agencies described in Subsection (2)(a)(ii) to provide paraprofessionals who support literacy.
- 307 (3) Subject to legislative appropriations, the state board shall allocate at least \$1,000,000 to the State
Charter School Board for distribution to each charter school, in consultation with each charter
authorizer, for literacy coaching, training, and interventions within charter schools.
- 312 {Section 6. Section 53F-9-204 is amended to read: }
- 313 **53F-9-204. Public Education Economic Stabilization Restricted Account.**
- 315 (1) There is created within the Uniform School Fund a restricted account known as the "Public
Education Economic Stabilization Restricted Account."
- 317 (2)

SB0241 compared with SB0241S01

- (a) Except as provided in Subsection (2)(b), the account shall be funded from the following revenue sources:
- 319 (i) 15% of the difference between, as determined by the Office of the Legislative Fiscal Analyst:
- 321 (A) the estimated amount of ongoing Income Tax Fund and Uniform School Fund revenue available for
the Legislature to appropriate for the next fiscal year; and
- 323 (B) the amount of ongoing appropriations from the Income Tax Fund and Uniform School Fund in the
current fiscal year; and
- 325 (ii) other appropriations as the Legislature may designate.
- 326 (b) If the appropriation described in Subsection (2)(a) would cause the ongoing appropriations to the
account to exceed 11% of Uniform School Fund appropriations described in Section 53F-9-201.1
for the same fiscal year, the Legislature shall appropriate only those funds necessary to ensure that
the ongoing appropriations to the account equal 11% of Uniform School Fund appropriations for
that fiscal year.
- 331 (3) Subject to the availability of ongoing appropriations to the account, in accordance with
- 332 Utah Constitution, Article X, Section 5, Subsection (4), the ongoing appropriation to the account
shall be used to fund:
- 334 (a) except for a year described in Subsection (3)(b) or (c), one-time appropriations to the public
education system, including at least \$65,000,000 to the Catalyst Center Grant Program described in
Section 53E-3-507.1;
- 337 (b) the Minimum School Program for a year in which Income Tax Fund revenue and Uniform School
Fund revenue are insufficient to fund:
- 339 (i) ongoing appropriations to the public education system; and
- 340 (ii) enrollment growth and inflation estimates, as defined in Section 53F-9-201.1; and
- 341 (c) the minimum basic local amount as defined in Section 53F-2-301 for a year in which the minimum
basic tax rate, as defined in Section 53F-2-301, is insufficient to generate the amount described in
Subsection 53F-2-301(2)(a).
- 344 (4)
- (a) The account shall earn interest.
- 345 (b) All interest earned on account money shall be deposited in the account.
- 346 (5) On or before December 31, 2023, and every three years thereafter, the Office of the Legislative
Fiscal Analyst shall:

SB0241 compared with SB0241S01

- 348 (a) review the percentages described in Subsections (2)(a)(i) and (2)(b); and
349 (b) recommend to the Executive Appropriations Committee any changes based on the review described
in Subsection (5)(a).
- 351 (6) In preparing budget bills for a given fiscal year, the Executive Appropriations Committee shall
make the one-time appropriations described in Subsection (3)(a) by appropriating[-] :
- 354 (a) at least the lesser of 10% of the total amount of the one-time appropriations to[:]
355 [(a)] the cost of providing 32 paid professional hours for teachers in accordance with Section
53F-7-203;
- 357 (b) at least \$15,000,000 to provide paraprofessionals who support literacy;
358 [(b)] (c) the amount to make the distribution required under Section 53F-2-527;
- 359 [(e)] (d) the cost of the Stipends for Future Educators Grant Program described in Section 53F-5-223;
and
- 361 [(d)] (e) the cost of the Rural School Sports Facilities Grant Program described in Section 53F-10-303.
- 363 (7) No later than October 15 of each year, the state board shall report to the Office of the Legislative
Fiscal Analyst an estimated cost for each of the one-time appropriations described in Subsection (6).
- 311 Section 6. Section **53G-7-205** is amended to read:
312 **53G-7-205. Assessment of emerging and early reading skills -- Resources provided by school
districts.**
- 369 (1) The Legislature recognizes that well-developed reading skills help:
370 (a) children to succeed in school, develop self esteem, and build positive relationships with others;
372 (b) young adults to become independent learners; and
373 (c) adults to become and remain productive members of a rapidly changing technology-based society.
- 375 (2)
(a) Each potential kindergarten student, the student's parent, and kindergarten personnel at the student's
school may participate in an assessment of the student's reading and numeric skills.
- 378 (b) The state board, in cooperation with the state's school districts, may develop the assessment
instrument and any additional materials needed to implement and supplement the assessment
program.
- 381 (3) The potential kindergarten student's teacher may use the assessment in planning and developing an
instructional program to meet the student's identified needs.
- 383 (4)

SB0241 compared with SB0241S01

- (a) Each school is encouraged to schedule the assessment early enough before the kindergarten starting date so that a potential kindergarten student's parent has time to develop the child's needed skills as identified by the assessment.
- 386 (b) Based on the assessment under Subsection (2), the school shall provide the potential student's parent
with[-] :
- 388 (i) appropriate resource materials to assist the parent at home in the student's literacy development[-] ;
and
- 390 (ii) information regarding the individualized reading plan process described in Chapter 10, Part 8,
Literacy Interventions.
- 337 Section 7. Section **53G-7-1304** is amended to read:
- 338 **53G-7-1304. Program requirements -- LEA governing board student success framework --**
LEA distribution -- School allocation -- Reporting.
- 395 (1)
- (a) To receive an LEA distribution, an LEA governing board shall:
- 396 (i) adopt an LEA governing board student success framework to provide guidelines and processes
for a school within the LEA governing board's LEA to follow in developing a teacher and
student success plan; and
- 399 (ii) submit the adopted LEA governing board student success framework to the state board.
- 401 (b) An LEA governing board may include in the LEA governing board's student success framework
any means reasonably designed to improve school performance or student academic achievement,
including:
- 404 (i) school personnel stipends for taking on additional responsibility outside of a typical work
assignment;
- 406 (ii) professional learning;
- 407 (iii) additional school employees, including counselors, social workers, mental health workers, tutors,
media specialists, information technology specialists, or other specialists;
- 410 (iv) technology;
- 411 (v) before- or after-school programs;
- 412 (vi) summer school programs;
- 413 (vii) community support programs or partnerships;
- 414 (viii) early childhood education;

SB0241 compared with SB0241S01

- 415 (ix) class size reduction strategies;
- 416 (x) augmentation of existing programs;
- 417 (xi) the pilot program described in Section 53G-7-1307; or
- 418 (xii) other means.
- 419 (c) An LEA governing board student success framework may not support the use of program money:
- 421 (i) to supplant funding for existing public education programs;
- 422 (ii) for district administration costs; or
- 423 (iii) for capital expenditures.
- 424 (2)
- (a) ~~[An]~~ Subject to Subsection (2)(e), an LEA governing board shall use an LEA distribution as follows:
- 426 (i) for increases to base salary and salary driven benefits for school personnel that, except as
provided in Subsection (2)(c)(i), total 25% or less of the LEA distribution; and
- 429 (ii) except as provided in Subsection (2)(b)(ii) and in accordance with Subsection (3), for each
school within the LEA governing board's LEA, an allocation that is equal to the product of:
- 432 (A) the percentage of the school's prior year average daily membership compared to the total prior year
average daily membership for all schools in the LEA; and
- 434 (B) the remaining amount of the LEA governing board's LEA distribution after subtracting the amounts
described in Subsections (2)(a)(i) and (2)(b)(ii).
- 436 (b)
- (i) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall
make rules for an LEA governing board to calculate and distribute a school allocation for a school in
the school's first year of operation.
- 439 (ii) In accordance with Subsection (3) and the rules described in Subsection (2)(b)(i), an LEA governing
board shall distribute a school allocation for a school in the school's first year of operation.
- 442 (c) Except as provided in Subsection (2)(d) or (2)(e), the LEA governing board of a school district may
use up to 40% of an LEA distribution for the purposes described in Subsection (2)(a)(i), if:
- 445 (i) the LEA governing board has:
- 446 (A) approved a board local levy for the maximum amount allowed under Section 53F-8-302; or
- 448 (B) after the LEA governing board has submitted an LEA governing board student success framework
to the state board, increased the board local levy described in Section 53F-8-302 by at least .0001
per dollar of taxable value; and

SB0241 compared with SB0241S01

- 451 (ii) the school district's average teacher salary is below the state average teacher salary described in
Subsection [~~(2)(f)~~] (2)(g).
- 453 (d) The LEA governing board of a school district in a county of the fourth, fifth, or sixth class or
the LEA governing board of a charter school may use up to 40% of an LEA distribution for the
purposes described in Subsection (2)(a)(i), if the LEA's average teacher salary is below the state
average teacher salary described in Subsection [~~(2)(f)~~] (2)(g).
- 458 (e) The LEA governing board of an LEA with a school performing below the statewide goal described
in Section 53E-3-1001 for third-grade reading shall ensure that the school's teacher and student
success plan that the LEA governing board approves in accordance with Section 53G-7-1305
allocates at least 50% of the school's total distribution for:
- 463 (i) evidence-based strategies and practices for addressing low literacy rates in alignment with the
science of reading; and
- 465 (ii) reading interventions in accordance with Chapter 10, Part 8, Literacy Interventions.
- 467 [~~(e)~~] (f) An LEA governing board shall annually report information as requested by the state board for
the state board to calculate a state average teacher salary.
- 469 [~~(f)~~] (g) The state board shall use the information described in Subsection (2)(c)(ii) to calculate a state
average teacher salary amount and a state average teacher benefit amount.
- 472 (3) An LEA governing board shall allocate a school allocation to a school with a teacher and student
success plan that is approved as described in Section 53G-7-1305.
- 474 (4)
- (a) Except as provided in Subsection (4)(b), a school shall use a school allocation to implement the
school's success plan.
- 476 (b) A school may use up to 5% of the school's school allocation to fund school personnel retention at
the principal's discretion, not including uniform salary increases.
- 478 (c) A school may not use a school allocation for:
- 479 (i) capital expenditures; or
- 480 (ii) a purpose that is not supported by the LEA governing board student success framework for the
school's LEA.
- 482 (5) A school that receives a school allocation shall annually:
- 483 (a) submit to the school's LEA governing board a description of:
- 484 (i) the budgeted and actual expenditures of the school's school allocation;

SB0241 compared with SB0241S01

- 485 (ii) how the expenditures relate to the school's success plan; and
486 (iii) how the school measures the success of the school's participation in the program; and
488 (b) post on the school's website:
489 (i) the school's approved success plan;
490 (ii) a description of the school's school allocation budgeted and actual expenditures and how the
expenditures help the school accomplish the school's success plan; and
493 (iii) the school's current level of performance, as described in Section 53G-7-1306, according to the
indicators described in Section 53E-5-205 or 53E-5-206.
- 440 Section 8. Section **53G-7-1305** is amended to read:
441 **53G-7-1305. Teacher and student success plans -- Plan review and approval.**
498 (1)
(a) The principal of a school shall develop the school's teacher and student success plan:
500 (i) in accordance with the LEA governing board student success framework for the school's LEA;
502 (ii) by integrating school-specific goals and criteria for improving the school's performance within
the state accountability system;[-and]
504 (iii) if the school has a school turnaround plan as defined in Section 53E-5-301, in accordance with
the school's school turnaround plan[-] ; and
506 (iv) if the school is performing below the statewide goal described in Section 53E-3-1001 for third-
grade reading, in accordance with Subsection 53G-7-1304(2)(e).
- (b) A principal shall solicit input on developing a success plan from:
509 (i) for a district school or charter school:
510 (A) the school community council, as defined in Section 53G-7-1202; or
511 (B) the charter trust land council, as described in Section 53G-7-1205;
512 (ii) school-level educators;
513 (iii) parents of students at the school; and
514 (iv) school-level administrators.
515 (c) A principal may solicit input on developing a success plan from:
516 (i) students;
517 (ii) support professionals; or
518 (iii) other community stakeholders.
519 (2)
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SB0241 compared with SB0241S01

- 522 (a) The principal of a school shall submit a proposed success plan to the school's LEA governing board.
- 523 (b) An LEA governing board shall:
- 524 (i) annually review each success plan submitted for a school within the LEA governing board's LEA;
- 525 (ii) in a regularly scheduled LEA governing board meeting, approve or disapprove each submitted success plan; and
- 527 (iii) upon disapproval of a success plan:
- 528 (A) explain in writing the reason for disapproval;
- 529 (B) make recommendations for revision; and
- 530 (C) allow the principal who submitted the success plan to resubmit a revised plan for review and approval.
- 532 (3) An LEA governing board shall make the LEA governing board's best efforts to help a school complete the approval process described in Subsection (2) on or before June 30 of each year.
- 535 (4) A council, as defined in Section 53G-7-1206, shall select a component of the approved success plan for the council's school to address within the council's School LAND Trust Program, in accordance with Section 53G-7-1206.

483 Section 9. Section 9 is enacted to read:

485 **53G-10-801. Definitions.**

8. Literacy Interventions

As used in this part:

- 542 (1) "Above typical academic progress" means a score for the progress metric on the benchmark reading assessment that demonstrates the rate of a student's progress toward achieving grade-level benchmarks that is higher than typical academic progress.
- 545 (2) "Benchmark reading assessment" means the statewide benchmark assessment in reading described in Section 53E-4-307.
- 547 (3) "Individualized reading plan" means a plan described in Section 53G-10-802 that defines the reading interventions a student will receive in given intervention settings to remediate a reading deficiency that the benchmark reading assessment identifies.
- 550 (4)
- (a) "Intervention setting" means the setting in which a student receives a reading intervention.
- 552 (b) "Intervention setting" includes:
- 553 (i) a teacher leading an intervention during regular classroom work;

SB0241 compared with SB0241S01

- 554 (ii) a paraprofessional leading an intervention;
555 (iii) an after-school or extended-day program;
556 (iv) a summer school program;
557 (v) an at-home activity; and
558 (vi) an online activity.
- 559 (5) "Literacy team" means the following group of individuals who unite to establish and monitor the progress of an individualized reading plan for a student:
- 561 (a) the student's parents;
562 (b) at the discretion of the student's parents, the student;
563 (c) the student's teacher, including general and special education;
564 (d) for a student scoring well below benchmark on a benchmark reading assessment, a representative of the LEA who is knowledgeable about available literacy resources and who has the authority to commit literacy resources; and
567 (e) depending on the circumstances of the student and availability in the LEA, other educators or support personnel, including a therapist, counselor, social worker, translator, friend, or parent advocate.
- 570 (6)
- 574 (a) "Reading intervention" means an evidence-based instructional strategy, instructional methodology, technique, or resource that assists a student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.
- 575 (b) "Reading intervention" includes:
- 577 (i) dyad reading in which two individuals, typically a skilled reader and a developing reader, sit side-by-side and read the same text aloud together;
577 (ii) decoding text in which an individual translates printed letters and words into speech through phonics;
579 (iii) a targeted literacy skill intervention resource that is aligned with the science of reading;
581 (iv) a word list;
582 ~~{(v) {picture mapping;}}~~
583 (vi)(v) phoneme and grapheme mapping;
584 (vii)(vi) handwriting practice;
585 (viii)(vii) reading protocols;

SB0241 compared with SB0241S01

- 586 (ix)(viii) retelling;
587 (x)(ix) vocabulary practice;
588 (xi)(x) retention in the student's current grade level; and
589 (xii)(xi) other strategies that are aligned with the science of reading to meet student needs in improving literacy.
- 591 (7) "Reading on grade level" means the same as that term is defined in Section 53E-3-1001.
592 (8) "Regional education service agency" means the same as that term is defined in Section 53G-4-410.
594 (9) "Retention" means a reading intervention through which a student who does not meet a specific reading benchmark or satisfy a good cause exemption repeats the grade in the subsequent school year to provide the student with additional time and intensive, targeted reading intervention to remediate a learning deficiency before advancing to a grade for which the student is not prepared to succeed academically.
- 599 (10) "Science of reading" means an interdisciplinary body of scientific evidence that:
600 (a) informs how students learn to read and write proficiently;
601 (b) explains why some students have difficulty with reading and writing;
602 (c) indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers; and
605 (d) does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.
- 607 (11) "Three-cueing" means a model of teaching students to read based on visual memory and contextual deduction as the primary basis for teaching word recognition rather than more effective methods, including sounding out words or using a phonics-based approach.
- 555 Section 10. Section **10** is enacted to read:
556 **53G-10-802. Individualized reading plan.**
- 613 (1) For each student in kindergarten through grade 3 who scores below or well below grade level on a benchmark reading assessment, the LEA shall:
615 (a) provide to the student's parent, in writing or through the LEA's standard parent-communication portal:
617 (i) notification that the student has demonstrated a substantial deficiency in reading;
618 (ii) a description of the current services that the student receives;
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SB0241 compared with SB0241S01

- (iii) a description of the process for establishing an individualized reading plan to identify reading interventions;
- 621 (iv) notification that retention, especially in earlier grades, can benefit the student's reading proficiency;
- 623 (v) notification that, if the student scores below benchmark on the benchmark reading assessment at the end of third grade, the student is subject to retention under Section 53G-10-803;
- 626 (vi) notification that the benchmark reading assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to parents and the LEA to determine a student's reading proficiency and readiness for promotion to the next grade level; and
- 630 (vii) a statement that connects the child's proficiency in reading to long-term outcomes of success; and
- 632 (b) coordinate with the student's literacy team to establish an individualized reading plan for:
- 634 (i) a student in kindergarten who scores well below benchmark on the mid-year or end-of-year benchmark reading assessment;
- 636 (ii) a student in grade 1, 2, or 3 who scores below or well below benchmark on a benchmark reading assessment;
- 638 (iii) a student whom an LEA promotes to grade 4 in accordance with Subsection 53G-10-803(2)(b)(ii) and has not scored at or above benchmark on a benchmark reading assessment during grade 4; and
- 641 (iv) a student in kindergarten or grade 4:
- 642 (A) who does not score at or above benchmark on a benchmark reading assessment;
- 644 (B) who is not a student described in Subsection (1)(b)(i) or (1)(b)(iii); and
- 645 (C) whose parent requests that the student receive an individualized reading plan.
- 646 (2)
- (a) The literacy team for a student described in Subsection (1)(b) shall:
- 647 (i) within 45 days after the day on which the LEA provides the first notice described in Subsection (1)(a) during a given school year, meet and jointly establish an individualized reading plan for the student that includes:
- 650 (A) identification of the student's specific reading deficiencies;
- 651 (B) a description of the reading interventions and intervention settings the LEA will provide to the student to remediate the identified reading deficiencies in accordance with Section 53G-10-803;
- 654 (C) opportunities for the student's parent to be involved in the reading interventions the individualized reading plan identifies;

656

SB0241 compared with SB0241S01

- 661 (D) a process for monitoring and communicating to the student's parent the extent to which the student receives the reading interventions; and
- 658 (E) a statement that if the student does not score at or above benchmark on the benchmark assessment, the student is subject to retention under Section 53G-10-803;
- 661 (ii) meet at least once annually while the student has an individualized reading plan; and
- 663 (iii) meet at the request of the parent to review the student's individualized reading plan and progress.
- 665 (b) After every benchmark reading assessment, the literacy team shall communicate to review and, if necessary, modify the student's individualized reading plan.
- 667 (3) An LEA shall continue the provision of reading interventions in accordance with a student's individualized reading plan described in Subsection (2)(a) until:
- 669 (a) the student scores at or above benchmark on the benchmark reading assessment for the student's current grade level; or
- 671 (b) the literacy team jointly modifies the student's literacy plan.
- 672 (4) A teacher of a student with an individualized reading plan shall review the student's plan and literacy progress with the student and the student's parent during each parent teacher conference.
- 675 (5) An LEA shall assign a student with an individualized reading plan under this section to a teacher who has completed or is in the process of completing formal training in the science of reading.
- 678 (6) Each school and each LEA shall retain a student's individualized reading plan as part of the student's permanent school record.
- 624 Section 11. Section 11 is enacted to read:
- 625 **53G-10-803. Scaled reading interventions.**
- 682 (1) In identifying reading interventions for a given student, the literacy team shall:
- 683 (a) ensure that identified reading interventions present the best approach for the student to improve literacy given the student's specific circumstances through:
- 685 (i) alignment with the science of reading;
- 686 (ii) research-based reading strategies for which evidence demonstrates success in improving reading among low-performing readers; and
- 688 (iii) targeting of the student's identified reading deficiencies;
- 689 (b) recommend a scaled intensity of reading interventions and intervention settings based on:
- 691

SB0241 compared with SB0241S01

- (i) the student's historical and current performance on the benchmark assessment relative to the benchmark for the student's grade level;
- 693 (ii) any reading interventions the student has received in a previous grade, including previous retention;
and
- 695 (iii) the student's performance in numeracy and other foundational abilities; and
- 696 (c) consider including the following recommended reading interventions for a student in grades 1 through 3 who scores well below benchmark on the end-of-year benchmark reading assessment, in addition to in-school reading interventions:
- 699 (i) screening for dyslexia, including providing information to a parent regarding potential resources and options for screening; and
- 701 (ii) extended learning options, including after-school reading interventions and summer literacy programs.
- 703 (2)
- (a) An LEA shall consider retention and discuss the value of early retention with the student's parent for:
- 705 (i) a student in kindergarten who scores well below benchmark on the mid-year or end-of-year benchmark reading assessment;
- 707 (ii) a student in grade 1 who:
- 708 (A) scores well below benchmark on the end-of-year benchmark reading assessment; and
- 710 (B) has already had an individualized reading plan before the end-of-year benchmark reading assessment and does not demonstrate above typical academic progress on the benchmark reading assessment;
- 713 (iii) a student in grade 2 who scores well below benchmark on the end-of-year benchmark reading assessment:
- 715 (A) began grade 2 below benchmark on the benchmark reading assessment; or
- 716 (B) has already had an individualized reading plan before the end-of-year benchmark reading assessment and does not demonstrate above typical academic progress on the benchmark reading assessment; and
- 719 (iv) before the 2029-2030 academic year, a student in grade 3 who does not score at or above benchmark on the end-of-year benchmark reading assessment.
- 721

SB0241 compared with SB0241S01

(b) Beginning with the end-of-year benchmark reading assessment in the 2029-2030 academic year, for a student in grade 3 who does not score at or above benchmark on the end-of-year benchmark reading assessment, an LEA:

724 (i) except as provided in Subsection (2)(b)(ii), shall retain the student in grade 3; and

725 (ii) may promote the student to grade 4 if one of the following good cause exemptions applies:

727 (A) the student scores below benchmark, but not well below benchmark, on the benchmark reading assessment and makes typical academic progress on the benchmark reading assessment;

730 (B) the school provides intensive reading interventions during the summer between grade 3 and grade 4, and the student improves to at benchmark or above benchmark on a benchmark reading assessment that the school administers during the summer;

734 (C) the student is an English learner with limited English proficiency and fewer than {two} ~~two~~ three years of instruction in an English language learner program;

736 (D) the student has an IEP or Section 504 accommodation plan that indicates that participation in the benchmark reading assessment is not appropriate;

738 (E) the student demonstrates an acceptable level of reading proficiency on an alternative standardized assessment that the LEA superintendent approves or by making above typical academic progress for multiple years on the benchmark reading assessment;

742 (F) the student demonstrates through a student portfolio that the student is performing at an equivalent standard of proficiency based on other measures that the individualized reading plan determines;

745 (G) the student still demonstrates a reading deficiency after receiving intensive reading interventions for two or more years and after having been retained in any of kindergarten or grades 1 through 3; or

748 (H) the student moved to a school for or during grade 3 and had not previously received an individualized reading plan or received intensive reading interventions previously.

751 (c) An LEA shall provide a student described in Subsection (2)(b)(ii) intensive reading interventions during grade 4 through an individualized reading plan, which may include an extended instructional day.

754 (3)

(a) Except as provided in Subsection (3)(b), a student's literacy team shall make the determination of whether a good cause exemption described in Subsection (2)(b)(ii) applies.

757

SB0241 compared with SB0241S01

(b) If members of a student's literacy team disagree as to whether a good cause exemption described in Subsection (2)(b)(ii) applies, an individual whom the LEA's superintendent designates shall make the determination of whether a good cause exemption applies.

761 (4)

(a) An LEA shall:

762 (i) establish a process for a parent to appeal the determination described in Subsection (3) regarding a student's retention or promotion under Subsection (2) if:

764 (A) the determination process was erroneous; or

765 (B) there is new evidence that is relevant to the determination; and

766 (ii) designate an individual or a team within the LEA to review appeals under Subsection (4)(a)(i), including an individual who has received formal training in and has experience working in the science of reading.

769 (b) The state board shall create a model process for the appeals described in Subsection (4)(a).

715 Section 12. Section **53G-10-804** is renumbered and amended to read:

717 ~~[53E-3-1002]~~ **53G-10-804. Literacy coaching -- Professional learning.**

775 (1) Subject to legislative appropriations, ~~[the state board shall]~~ each regional education service agency and each school district that is not within a regional education service agency shall:

778 (a) provide, train, and assign literacy coaches ~~[to schools with low literacy achievement performance]~~ to provide early literacy coaching to teachers in kindergarten through grade 3, in accordance with this section[-];

781 (b) ensure the opportunity for formal professional learning in the science of reading for:

782 (i) teachers in kindergarten through grade 3; and

783 (ii) elementary school principals and vice principals;and

784 (c) ensure that a literacy coach or teacher who has received formal professional learning in the science of reading provides training in science of reading concepts to paraprofessionals who work in kindergarten through grade 3 within the regional education service agency or school district~~{; and}~~;

732 ~~(2) {offer to include employees of charter schools within the relevant regional education service agency or school district in the conceptual training described in Subsection (1)(e).}~~

791 ~~{(2)}~~ The state board shall make rules, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to:

793

SB0241 compared with SB0241S01

- [~~(a)~~ establish criteria to determine which schools qualify for early literacy coaching, prioritizing coaching among:]
- 795 [(i) schools that participate in partnerships that receive grants under Title 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program; and]
- 797 [(ii) schools that fall within the bottom 25% of all schools in literacy achievement performance, as the state board further defines;]
- 799 [~~(b)~~] (a) establish minimum qualifications for early literacy coach positions to ensure adequate preparation with necessary expertise;
- 801 [~~(c)~~] (b) define roles and responsibilities for a literacy coach, including:
- 802 (i) assisting educators in analyzing data to inform instructional adjustments;
- 803 (ii) engaging in instructional coaching cycles with educators to build capacity for improved classroom instructional practices;
- 805 (iii) using principles of adult learning to effectively partner with educators to integrate professional learning into classroom practice;
- 807 (iv) leveraging knowledge of the science of reading and evidence-based practices to support educators in maximizing student learning;
- 809 (v) partnering with a school's leader to support school-wide literacy goals to provide a team of support for educators to embed the state-wide goals into instructional plans and practice;
- 812 (vi) delivering consistent and frequent job-embedded professional learning;
- 813 (vii) participating actively in professional learning experiences to deepen knowledge and skills for coaching; and
- 815 (viii) designing and facilitating relevant and cohesive professional learning sessions to strengthen the implementation of these evidence-based practices with educators; and
- 818 [~~(d)~~] (c) establish parameters for the relationship between a literacy coach and school or ~~[LEA]~~ school district, including ensuring that coaches do not engage in activities or duties unrelated to literacy coaching, including:
- 821 (i) serving as an evaluator, substitute teacher, clerical aid, recess or lunch aid, behavioral therapist, tester, guidance counselor, interventionist, program manager, or contest leader; or
- 824 (ii) any other assignment that frequently disrupts the coach's ability to support educators in improving instructional practice.
- 826

SB0241 compared with SB0241S01

(3) ~~[The state board]~~ Each regional education service agency and each LEA that is not within a regional education service agency shall[:]

828 [(a)] ensure that at least one staff position [supervises] supports early literacy[-coaches statewide;] .

830 [(b)] select the pool of candidates for literacy coaching positions and coordinate with LEAs regarding interviews, final selection, and placement; and]

832 [(c)] annually review coaching placements and adjust placements as necessary, based on the school's literacy achievement performance and the criteria established under Subsection (2).]

835 [(4)] The state board shall provide professional learning support in early literacy by:]

836 [(a)] facilitating professional learning opportunities to support literacy coaches statewide that includes knowledge and skill development in adult learning practices, job-embedded coaching, and family engagement;]

839 [(b)] providing professional learning regional consultants to:]

840 [(i)] support LEAs and regional education service agencies in designing, facilitating, monitoring, and adjusting professional learning in early literacy that aligns with the professional learning standards described in Section 53G-11-303; and]

843 [(ii)] serve a cohort of LEAs within a geographic region of the state; and]

844 [(c)] providing statewide professional learning to support the use of collective efficacy, including the implementation of professional learning communities and school leadership teams through 2027.]

788 Section 13. Section **13** is enacted to read:

789 **53G-10-805. Performance monitoring.**

849 (1) The entities described in Subsection (2) shall annually monitor:

850 (a) student performance within an LEA regarding the statewide goal described in Section 53E-3-1001 for third-grade reading; and

852 (b) elementary school performance regarding literacy instruction, science of reading training, and the provision of reading interventions described in this part.

854 (2) The following shall provide the monitoring described in Subsection (1):

855 (a) for a school district, the local governing board;

856 (b) for a charter school, the charter school's authorizer; and

857 (c) for all public schools, the state board.

799 Section 14. Section **53G-10-806** is renumbered and amended to read:

801 **[53G-10-306] 53G-10-806. Science of reading curriculum.**

SB0241 compared with SB0241S01

- 861 (1) Each LEA shall adopt science of reading curriculum and intervention programs as advised by the
science of reading panel described in Section 53E-3-1003 and in accordance with this part.
- 864 (2) An LEA may not include a three-cueing model in any curriculum or pedagogical practice except
in relation to an individual student for whom an IEP or Section 504 accommodation plan explicitly
indicates that the three-cueing approach is appropriate for the student's learning needs.
- 809 Section 15. Section **53G-11-507** is amended to read:
- 810 **53G-11-507. Components of educator evaluation program.**
- 871 (1) A local school board in consultation with a joint committee established in Section 53G-11-506 shall
adopt a reliable and valid educator and principal evaluation program that evaluates educators based
on educator professional standards established by the state board and includes:
- 875 (a) a systematic annual evaluation of all provisional, probationary, and career educators;
- 876 (b) use of multiple lines of evidence, including:
- 877 (i) self-evaluation;
- 878 (ii) student and parent input;
- 879 (iii) for an administrator, employee input;
- 880 (iv) a reasonable number of supervisor observations to ensure adequate reliability;
- 881 (v) evidence of professional growth and other indicators of instructional improvement based on
educator professional standards established by the state board;~~and~~
- 884 (vi) for a teacher in kindergarten through grade 3, fluency in and implementation of the science of
reading, as that term is defined in Section 53G-10-306;
- 886 (vii) for a principal of a school that includes kindergarten through grade 3, effective implementation of
the science of reading, as that term is defined in Section 53G-10-306, within the school; and
- 889 ~~(vi)]~~ (viii) student academic growth data, including, in kindergarten through grade 3, student
performance and academic progress on the benchmark reading assessment described in Section
53E-4-307;
- 892 (c) a summative evaluation that differentiates among levels of performance; and
- 893 (d) for an administrator, the effectiveness of evaluating employee performance in a school or school
district for which the administrator has responsibility.
- 895 (2)
- (a) An educator evaluation program described in Subsection (1) may include a reasonable number of
peer observations.

SB0241 compared with SB0241S01

897 (b) An educator evaluation program described in Subsection (1) may not use end-of-level assessment
scores in educator evaluation.

840 Section 16. **Effective date.**

Effective Date.

This bill takes effect on July 1, 2026.

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