

**INTERVENTIONS FOR READING DIFFICULTIES PILOT
PROGRAM**

2015 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Aaron Osmond

House Sponsor: Francis D. Gibson

LONG TITLE

General Description:

This bill creates a pilot program to provide interventions for students at risk for, or experiencing, reading difficulties, including dyslexia.

Highlighted Provisions:

This bill:

- ▶ defines terms;
- ▶ creates a pilot program to provide:
 - professional development for educators; and
 - literacy interventions to students in kindergarten through grade 5 who are at risk for or experiencing reading difficulties, including dyslexia;
- ▶ provides criteria for the State Board of Education to use in selecting local education agencies to participate in the pilot program;
- ▶ defines requirements for local education agencies that participate in the pilot program; and
- ▶ provides for a third-party evaluation.

Money Appropriated in this Bill:

This bill appropriates in fiscal year 2016:

- ▶ to the State Board of Education - State Office of Education as a one-time appropriation:



28 • from the Education Fund, One-time, ~~Ĥ~~→ ~~[\$750,000.]~~ \$375,000. ←~~Ĥ~~

29 **Other Special Clauses:**

30 This bill provides a special effective date.

31 **Utah Code Sections Affected:**

32 AMENDS:

33 **63I-1-253**, as last amended by Laws of Utah 2014, Chapters 189, 226, and 412

34 ENACTS:

35 **53A-15-106**, Utah Code Annotated 1953

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

37 Section 1. Section **53A-15-106** is enacted to read:

38 **53A-15-106. Interventions for Reading Difficulties Pilot Program.**

39 (1) As used in this section:

40 (a) "Board" means the State Board of Education.

41 (b) "Dyslexia" means a specific learning disability that is neurological in origin and
 42 characterized by difficulties with accurate or fluent word recognition and by poor spelling and
 43 decoding abilities that typically result from a deficit in the phonological component of language
 44 that is often unexpected in relation to other cognitive abilities and the provision of effective
 45 classroom instruction.

46 (c) "Endorsement" means the same as that term is defined in Section **53A-6-103**.

47 (d) "Local education agency" or "LEA" means:

48 (i) a school district;

49 (ii) a charter school; or

50 (iii) the Utah Schools for the Deaf and the Blind.

51 (e) "Multi-Tier System of Supports" or "MTSS" means a framework integrating
 52 assessment and intervention that:

53 (i) provides increasingly intensive interventions for students at risk for or experiencing
 54 reading difficulties, including:

55 (A) tier II interventions that, in addition to standard classroom reading, provide
 56 supplemental and targeted small group instruction in reading using evidence-based curricula;
 57 and

59 (B) tier III interventions that address the specific needs of students who are the most at
60 risk or who have not responded to tier II interventions by providing frequent, intensive, and
61 targeted small group instruction using evidence-based curricula; and

62 (ii) is developed to:

63 (A) maximize student achievement;

64 (B) reduce behavior problems; and

65 (C) increase long-term success.

66 (f) "Program" means the Interventions for Reading Difficulties Pilot Program.

67 (g) "Reading difficulty" means an impairment, including dyslexia, that negatively
68 affects a student's ability to learn to read.

69 (2) There is created the Interventions for Reading Difficulties Pilot Program to provide:

70 (a) specific evidence-based literacy interventions using an MTSS for students in
71 kindergarten through grade 5 who are at risk for or experiencing a reading difficulty, including
72 dyslexia; and

73 (b) professional development to educators who provide the literacy interventions
74 described in Subsection (2)(a).

75 (3) (a) An LEA may submit a proposal to the board to participate in the program.

76 (b) An LEA proposal described in Subsection (3)(a) shall:

77 (i) specify:

78 (A) a range of current benchmark assessment in reading scores described in Section
79 [53A-1-606.6](#) that the LEA will use to determine whether a student is at risk for a reading
80 difficulty; and

81 (B) other reading difficulty risk factors that the LEA will use to determine whether a
82 student is at risk for a reading difficulty;

83 (ii) describe the LEA's existing reading program;

84 (iii) describe the LEA's MTSS approach; and

85 (iv) include any other information requested by the board.

86 (c) The board may:

87 (i) specify the format for an LEA proposal; and

88 (ii) set a deadline for an LEA to submit a proposal.

89 (4) The board shall:

- 90 (a) define criteria for selecting an LEA to participate in the program;
- 91 (b) during fiscal year 2016, select five LEAs to participate in the program:
- 92 (i) on a competitive basis; and
- 93 (ii) using criteria described in Subsection (4)(a); and
- 94 (c) provide each LEA, selected as described in Subsection (4)(b), up to \$30,000 per
- 95 school within the LEA.
- 96 (5) During fiscal years 2017, 2018, and 2019, if funding allows, the board may select
- 97 additional LEAs to participate in the program.
- 98 (6) An LEA that participates in the program:
- 99 (a) shall, beginning with the 2016-17 school year, provide the interventions described
- 100 in Subsection (7)(c) from the time the LEA is selected until the end of the 2018-19 school year;
- 101 and
- 102 (b) may provide the professional development described in Subsections (8)(a) and (b)
- 103 beginning in fiscal year 2016.
- 104 (7) An LEA that participates in the program shall:
- 105 (a) select at least one school in the LEA to participate in the program;
- 106 (b) identify students in kindergarten through grade 5 for participation in the program
- 107 by:
- 108 (i) using current benchmark assessment in reading scores as described in Section
- 109 [53A-1-606.6](#); and
- 110 (ii) considering other reading difficulty risk factors identified by the LEA;
- 111 (c) provide interventions for each student participating in the program using an MTSS
- 112 implemented by an educator trained in evidence-based interventions;
- 113 (d) include the LEA's proposal submitted under Subsection (3)(b) in the reading
- 114 achievement plan described in Section [53A-1-606.5](#) for each school in the LEA that
- 115 participates in the program; and
- 116 (e) report annually to the board on:
- 117 (i) individual student outcomes in changes in reading ability;
- 118 (ii) school level outcomes; and
- 119 (iii) any other information requested by the board.
- 120 (8) Subject to funding for the program, an LEA may use the funds described in

121 Subsection (4)(c) for the following purposes:

122 (a) to provide for ongoing professional development in evidence-based literacy
123 interventions;

124 (b) to support educators in earning a reading interventionist endorsement that prepares
125 teachers to provide a student who is at risk for or experiencing reading difficulty, including
126 dyslexia, with reading intervention that is:

127 (i) explicit;

128 (ii) systematic; and

129 (iii) targeted to a student's specific reading difficulty; and

130 (c) to implement the program.

131 (9) The board shall contract with an independent evaluator to evaluate the program on:

132 (a) whether the program improves reading outcomes for a student who receives the
133 interventions described in Subsection (7)(c);

134 (b) whether the program may reduce future special education costs; and

135 (c) any other student or school achievement outcomes requested by the board.

136 (10) (a) The board shall make a final report on the program to the Education Interim
137 Committee on or before November 1, 2018.

138 (b) In the final report described in Subsection (10)(a), the board shall include the
139 results of the evaluation described in Subsection (9).

140 Section 2. Section **63I-1-253** is amended to read:

141 **63I-1-253. Repeal dates, Titles 53, 53A, and 53B.**

142 The following provisions are repealed on the following dates:

143 (1) Section **53-3-232**, Conditional license, is repealed July 1, 2015.

144 (2) Subsection **53-10-202(18)** is repealed July 1, 2018.

145 (3) Section **53-10-202.1** is repealed July 1, 2018.

146 (4) Title 53A, Chapter 1a, Part 6, Public Education Job Enhancement Program is
147 repealed July 1, 2020.

148 (5) Title 53A, Chapter 11, Part 15, School Safety Tip Line, is repealed July 1, 2015.

149 (6) The State Instructional Materials Commission, created in Section **53A-14-101**, is
150 repealed July 1, 2016.

151 (7) Section **53A-15-106** is repealed July 1, 2019.

152 [(7)] (8) Subsections 53A-16-113(3) and (4) are repealed December 31, 2016.

153 [(8)] (9) Section 53A-16-114 is repealed December 31, 2016.

154 [(9)] (10) Section 53A-17a-163, Performance-based Compensation Pilot Program is
155 repealed July 1, 2016.

156 [(10)] (11) Section 53B-24-402, Rural residency training program, is repealed July 1,
157 2015.

158 [(11)] (12) Subsection 53C-3-203(4)(b)(vii), which provides for the distribution of
159 money from the Land Exchange Distribution Account to the Geological Survey for test wells,
160 other hydrologic studies, and air quality monitoring in the West Desert, is repealed July 1,
161 2020.

162 Section 3. **Appropriation.**

163 Under the terms and conditions of Title 63J, Chapter 1, Budgetary Procedures Act, for
164 the fiscal year beginning July 1, 2015, and ending June 30, 2016, the following sums of money
165 are appropriated from resources not otherwise appropriated, or reduced from amounts
166 previously appropriated, out of the funds or accounts indicated. These sums of money are in
167 addition to any amounts previously appropriated for fiscal year 2016.

168 To State Board of Education – State Office of Education – Initiative Programs

169 From Education Fund, One-time

H→ ~~[\$750,000]~~ \$375,000 ←H

170 Schedule of Programs:

171 Contracts and Grants - Interventions for

172 Reading Difficulties Pilot Program

H→ ~~[\$750,000]~~ \$375,000 ←H

173 The Legislature intends that:

174 (1) the State Board of Education expend appropriations under this section in fiscal
175 years 2016, 2017, 2018, and 2019, to implement the Interventions for Reading Difficulties Pilot
176 Program described in 53A-15-106; and

177 (2) in accordance with Section 63J-1-603, the appropriations provided under this
178 section not lapse at the close of fiscal years 2016, 2017, and 2018.

179 Section 4. **Effective date.**

180 (1) Except as provided in Subsection (2), this bill takes effect on May 12, 2015.

181 (2) Uncodified Section 3, Appropriation, takes effect on July 1, 2015.

Legislative Review Note
as of 1-27-15 1:42 PM

Office of Legislative Research and General Counsel