

1                   **INTERVENTIONS FOR READING DIFFICULTIES PILOT**  
2   **PROGRAM**

3   2015 GENERAL SESSION

4   STATE OF UTAH

5   **Chief Sponsor: Aaron Osmond**

6   House Sponsor: Francis D. Gibson

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7  
8 **LONG TITLE**

9 **General Description:**

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

12 **Highlighted Provisions:**

13           This bill:

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

24 **Money Appropriated in this Bill:**

25           This bill appropriates in fiscal year 2016:  
26           ▶ to the State Board of Education - State Office of Education as a one-time  
27 appropriation:



28 • from the Education Fund, One-time, \$750,000.

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



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

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

39 **53A-15-106. Interventions for Reading Difficulties Pilot Program.**

40 (1) As used in this section:

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

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

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

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

49 (i) a school district;

50 (ii) a charter school; or

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

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

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

56 (A) tier II interventions that, in addition to standard classroom reading, provide  
57 supplemental and targeted small group instruction in reading using evidence-based curricula;  
58 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 \$750,000

170           Schedule of Programs:

171                   Contracts and Grants - Interventions for

172                   Reading Difficulties Pilot Program \$750,000

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**