

SB0218S01 compared with SB0218

~~{deleted text}~~ shows text that was in SB0218 but was deleted in SB0218S01.

Inserted text shows text that was not in SB0218 but was inserted into SB0218S01.

DISCLAIMER: This document is provided to assist you in your comparison of the two bills. Sometimes this automated comparison will NOT be completely accurate. Therefore, you need to read the actual bills. This automatically generated document could contain inaccuracies caused by: limitations of the compare program; bad input data; or other causes.

~~{READING PROGRAM}~~ 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 ~~{amends provisions related to the Early Literacy Program}~~ expands a diagnostic assessment system for reading.

Highlighted Provisions:

This bill:

- ▶ ~~{extends access to the Early Literacy Program based on students in grade 6}~~ 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:

~~{None}~~ This bill appropriates in fiscal year 2020:

- ▶ to State Board of Education -- Initiative Programs -- Electronic Elementary Reading

SB0218S01 compared with SB0218

Tool, as an ongoing appropriation:

- from the Education Fund, \$1,500,000.

Other Special Clauses:

None

Utah Code Sections Affected:

AMENDS:

~~{53F-2-503}~~53E-4-307, as ~~{last}~~renumbered and amended by Laws of Utah 2018,

~~{Chapters 300}~~Chapter 1

53F-4-201, ~~{456 and}~~as renumbered and amended by Laws of Utah 2018, Chapter 2

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;

SB0218S01 compared with SB0218

(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 ~~{1}~~2. Section ~~{53F-2-503}~~53F-4-201 is amended to read:

~~{53F-2-503}~~53F-4-201. ~~{Early Literacy Program -- Literacy proficiency plan.~~

~~(1) As used in this section:~~

~~(a) "Board" means~~State Board of Education required to contract for a diagnostic assessment system for reading.

~~(1) (a) As described in Section 53E-4-307,~~ the State Board of Education~~;~~

~~(b) "Program" means the Early Literacy Program:~~

~~(c) "Program money" means:~~

~~(i) ;~~ shall approve a benchmark assessment for use statewide by school ~~{district revenue allocated to the program from other money available to the school district, except money provided by the state, for the purpose of receiving state funds under this section; and~~

~~(ii) money appropriated by the Legislature to the program:~~

~~(2) The Early Literacy Program consists of program money and is created to supplement other school resources for early literacy:~~

~~(3) Subject to future budget constraints, the Legislature may annually appropriate money to the Early Literacy Program:~~

~~(4) (a) A local education board of a school district or a charter school that serves students in any of grades kindergarten through grade [3] 6 shall submit a plan to the board for literacy proficiency improvement that incorporates the following components:~~

~~(i) core instruction in:~~

~~(A) phonological awareness;~~

~~(B) phonics;~~

~~(C) fluency;~~

SB0218S01 compared with SB0218

- ~~— (D) comprehension;~~
- ~~— (E) vocabulary;~~
- ~~— (F) oral language; and~~
- ~~— (G) writing;~~
- ~~— (ii) intervention strategies that are aligned to student needs;~~
- ~~— (iii) professional development for classroom teachers, literacy coaches, and interventionists;~~ districts and charter schools.

(b) The State Board of Education shall contract with one or more educational technology providers, selected through a request for proposals process, for a diagnostic assessment system for reading for students in kindergarten through grade [3] 6;

- ~~— (iv) assessments that support adjustments to core and intervention instruction;~~
- ~~— (v) a growth goal for the~~ three] 6 that meets the requirements of this section.

(2) Subject to legislative appropriations, a diagnostic assessment system for reading shall be made available to school {district or charter school that:

- ~~— (A) is based upon student learning gains as measured by~~ districts and charter schools that apply to use a diagnostic assessment for reading beginning in the 2011-12 school year.

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

(a) be in a digital format;

(b) include benchmark assessments of reading proficiency to be administered {pursuant to Section 53E-4-307; and

- ~~— (B) includes a target of at least 60% of all students [in] at the beginning, in the middle, and at the end of kindergarten[, grade one, grade two, and grade three] and grades 1 through {3} who are administered an assessment described in Subsection (4)(a)(v)(A) meeting the growth goal;~~

- ~~— (vi) at least two goals that are specific to the school district or charter school that:~~

~~— (A) are measurable;~~

~~— (B) address current performance gaps in student literacy based on data; and~~

~~— (C) include specific strategies for improving outcomes; and~~

~~— (vii) if a school uses interactive literacy software, the use of interactive literacy software, including early interactive reading software described in Section 53F-4-203.~~

SB0218S01 compared with SB0218

~~—— (b) A local education board shall approve a plan described in Subsection (4)(a) in a public meeting before submitting the plan to the board.~~

~~—— (c) The board shall provide model plans that a local education board may use, or a local education board may develop the local education board's own plan.~~

~~—— (d) A plan developed by a local education board shall be approved by the board.~~

~~—— (e) The board shall develop uniform standards for acceptable growth goals that a local education board adopts for a school district or charter school as described in this Subsection (4).~~

~~—— (5) (a) There are created within the Early Literacy Program three funding programs:~~

~~—— (i) the Base Level Program;~~

~~—— (ii) the Guarantee Program; and~~

~~—— (iii) the Low Income Students Program.~~

~~—— (b) The board may use up to \$7,500,000 from an appropriation described in Subsection (3) for computer-assisted instructional learning and assessment programs.~~

~~—— (6) Money appropriated to the board for the Early Literacy Program and not used by the board for computer-assisted instructional learning and assessments described in Subsection (5)(b) shall be allocated to the three funding programs as follows:~~

~~—— (a) 8% to the Base Level Program;~~

~~—— (b) 46% to the Guarantee Program; and~~

~~—— (c) 46% to the Low Income Students Program.~~

~~—— (7) (a) For a school district or charter school to participate in the Base Level Program, the local education board shall submit a plan described in Subsection (4) and shall receive approval of the plan from the board.~~

~~—— (b) (i) The local school board of a school district qualifying for Base Level Program funds and the governing boards of qualifying elementary charter schools combined shall receive a base amount.~~

~~—— (ii) The base amount for the qualifying elementary charter schools combined shall be allocated among each charter school in an amount proportionate to:~~

~~—— (A) each existing charter school's prior year fall enrollment in grades kindergarten through grade [3] 6; and~~

~~—— (B) each new charter school's estimated fall enrollment in grades kindergarten through~~

SB0218S01 compared with SB0218

~~grade [3] 6.~~

~~—— (8) (a) A local school board that applies for program money in excess of the Base Level Program funds may choose to first participate in the Guarantee Program or the Low Income Students Program.~~

~~—— (b) A school district shall fully participate in either the Guarantee Program or the Low Income Students Program before the local school board may elect for the school district to either fully or partially participate in the other program.~~

~~—— (c) For a school district to fully participate in the Guarantee Program, the local school board shall allocate to the program money available to the school district, except money provided by the state, equal to the amount of revenue that would be generated by a tax rate of .000056.~~

~~—— (d) For a school district to fully participate in the Low Income Students Program, the local school board shall allocate to the program money available to the school district, except money provided by the state, equal to the amount of revenue that would be generated by a tax rate of .000065.~~

~~—— (e) (i) The board shall verify that a local school board allocates the money required in accordance with Subsections (8)(c) and (d) before the board distributes funds in accordance with this section.~~

~~—— (ii) The State Tax Commission shall provide the board the information the board needs in order to comply with Subsection (8)(e)(i).~~

~~—— (9) (a) Except as provided in Subsection (9)(c), the local school board of a school district that fully participates in the Guarantee Program shall receive state funds in an amount that is:~~

~~—— (i) equal to the difference between \$21 multiplied by the school district's total WPUs and the revenue the local school board is required to allocate under Subsection (8)(c) for the school district to fully participate in the Guarantee Program; and~~

~~—— (ii) not less than \$0.~~

~~—— (b) Except as provided in Subsection (9)(c), an elementary charter school shall receive under the Guarantee Program an amount equal to \$21 times the elementary charter school's total WPUs.~~

~~—— (c) The board may adjust the \$21 guarantee amount described in Subsections (9)(a) and~~

SB0218S01 compared with SB0218

~~(b) to account for actual appropriations and money used by the board for computer-assisted instructional learning and assessments:~~

~~—— (10) The board shall distribute Low Income Students Program funds in an amount proportionate to the number of students in each school district or charter school who qualify for free or reduced price school lunch multiplied by two:~~

~~—— (11) A school district that partially participates in the Guarantee Program or Low Income Students Program shall receive program funds based on the amount of school district revenue allocated to the program as a percentage of the amount of revenue that could have been allocated if the school district had fully participated in the program:~~

~~—— (12) (a) A local education board shall use program money for early literacy interventions and supports in kindergarten through grade [3] 6 that have proven to significantly increase the percentage of students who are proficient in literacy, including:~~

~~—— (i) evidence-based intervention curriculum;~~

~~—— (ii) literacy assessments that identify student learning needs and monitor learning progress; or~~

~~—— (iii) focused literacy interventions that may include:~~

~~—— (A) the use of reading specialists or paraprofessionals;~~

~~—— (B) tutoring;~~

~~—— (C) before or after school programs;~~

~~—— (D) summer school programs; or~~

~~—— (E) the use of interactive computer software programs for literacy instruction and assessments for students:~~

~~—— (b) A local education board may use program money for portable technology devices used to administer literacy assessments:~~

~~—— (c) Program money may not be used to supplant funds for existing programs, but may be used to augment existing programs:~~

~~—— (13) (a) A local education board shall annually submit a report to the board accounting for the expenditure of program money in accordance with the local education board's plan described in Subsection (4):~~

~~—— (b) If a local education board uses program money in a manner that is inconsistent with Subsection (12), the school district or charter school is liable for reimbursing the board for the~~

SB0218S01 compared with SB0218

~~amount of program money improperly used, up to the amount of program money received from the board:~~

~~—— (14) (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the board shall make rules to implement the program:~~

~~—— (b) (i) The rules under Subsection (14)(a) shall require each local education board to annually report progress in meeting goals described in Subsections (4)(a)(v) and (vi), including the strategies the school district or charter school uses to address the goals:~~

~~—— (ii) If a school district or charter school does not meet or exceed the school district's or charter school's goals described in Subsection (4)(a)(v) or (vi), the local education board shall prepare a new plan that corrects deficiencies:~~

~~—— (iii) The new plan described in Subsection (14)(b)(ii) shall be approved by the board before the local education board receives an allocation for the next year:~~

~~—— (15) (a) The board shall:~~

~~—— (i) develop strategies to provide support for a school district or charter school that fails to meet a goal described in Subsection (4)(a)(v) or (vi); and~~

~~—— (ii) provide increasing levels of support to a school district or charter school that fails to meet a goal described in Subsection (4)(a)(v) or (vi) for two consecutive years:~~

~~—— (b) (i) The board shall use a digital reporting platform to provide information to school districts and charter schools about interventions that increase proficiency in literacy:~~

~~—— (ii) The digital reporting platform shall include performance information for a school district or charter school on the goals described in Subsection (4)(a)(v) and (vi):~~

~~—— (16) The board may use up to 3% of the funds appropriated by the Legislature to carry out the provisions of this section for administration of the program:~~

~~—— (17) The board shall make an annual report to the Public Education Appropriations Subcommittee that:~~

~~—— (a) includes information on:~~

~~—— (i) student learning gains in early literacy for the past school year and the five-year trend;~~

~~—— (ii) the percentage of grade [3] 6 students who are proficient in English language arts in the past school year and the five-year trend;~~

~~—— (iii) the progress of school districts and charter schools in meeting goals described in a~~

SB0218S01 compared with SB0218

~~plan described in Subsection (4)(a); and~~

~~—— (iv) the specific strategies or interventions used by school districts or charter schools that have significantly improved early grade literacy proficiency; and~~

~~—— (b) may include recommendations on how to increase the percentage of grade [3] 6 students who are proficient in English language arts, including how to use a strategy or intervention described in Subsection (17)(a)(iv) to improve literacy proficiency for additional students;~~

~~—— (18) The report described in Subsection (17) shall include information provided through the digital reporting platform described in Subsection (15)(b);~~

~~6;~~

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

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

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

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

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

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

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

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

Section 3. Appropriation.

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

ITEM 1

To State Board of Education -- Initiative Programs

SB0218S01 compared with SB0218

From Education Fund

\$1,500,000

Schedule of Programs:

Electronic Elementary Reading Tool

\$1,500,000