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:
  - from the Education Fund, One-time, $375,000.

Other Special Clauses:
This bill provides a special effective date.

Utah Code Sections Affected:

AMENDS:

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

ENACTS:

53A-15-106, Utah Code Annotated 1953

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

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


(1) As used in this section:

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

(b) "Dyslexia" means a specific learning disability that is neurological in origin and characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that typically result 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.

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

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

(i) a school district;

(ii) a charter school; or

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

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

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

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

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

(ii) is developed to:

(A) maximize student achievement;
(B) reduce behavior problems; and
(C) increase long-term success.

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

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

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

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

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

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

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

(i) specify:

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

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

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

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

(iv) include any other information requested by the board.
(c) The board may:
(i) specify the format for an LEA proposal; and
(ii) set a deadline for an LEA to submit a proposal.

(4) The board shall:
(a) define criteria for selecting an LEA to participate in the program;
(b) during fiscal year 2016, select five LEAs to participate in the program:
(i) on a competitive basis; and
(ii) using criteria described in Subsection (4)(a); and
(c) provide each LEA, selected as described in Subsection (4)(b), up to $30,000 per school within the LEA.

(5) During fiscal years 2017, 2018, and 2019, if funding allows, the board may select additional LEAs to participate in the program.

(6) An LEA that participates in the program:
(a) shall, beginning with the 2016-17 school year, provide the interventions described in Subsection (7)(c) from the time the LEA is selected until the end of the 2018-19 school year; and
(b) may provide the professional development described in Subsections (8)(a) and (b) beginning in fiscal year 2016.

(7) An LEA that participates in the program shall:
(a) select at least one school in the LEA to participate in the program;
(b) identify students in kindergarten through grade 5 for participation in the program by:
(i) using current benchmark assessment in reading scores as described in Section 53A-1-606.6; and
(ii) considering other reading difficulty risk factors identified by the LEA;
(c) provide interventions for each student participating in the program using an MTSS implemented by an educator trained in evidence-based interventions;
(d) include the LEA's proposal submitted under Subsection (3)(b) in the reading
achievement plan described in Section 53A-1-606.5 for each school in the LEA that participates in the program; and

(e) report annually to the board on:

(i) individual student outcomes in changes in reading ability;
(ii) school level outcomes; and
(iii) any other information requested by the board.

(8) Subject to funding for the program, an LEA may use the funds described in Subsection (4)(c) for the following purposes:

(a) to provide for ongoing professional development in evidence-based literacy interventions;
(b) to support educators in earning a reading interventionist endorsement that prepares teachers to provide a student who is at risk for or experiencing reading difficulty, including dyslexia, with reading intervention that is:
(i) explicit;
(ii) systematic; and
(iii) targeted to a student's specific reading difficulty; and
(c) to implement the program.

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

(a) whether the program improves reading outcomes for a student who receives the interventions described in Subsection (7)(c);
(b) whether the program may reduce future special education costs; and
(c) any other student or school achievement outcomes requested by the board.

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

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

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

63I-1-253. Repeal dates, Titles 53, 53A, and 53B.
The following provisions are repealed on the following dates:

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

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

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

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

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


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

Subsections 53A-16-113(3) and (4) are repealed December 31, 2016.

Section 53A-16-114 is repealed December 31, 2016.

Section 53A-17a-163, Performance-based Compensation Pilot Program is repealed July 1, 2016.

Section 53B-24-402, Rural residency training program, is repealed July 1, 2015.

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

Section 3. Appropriation.

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

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

From Education Fund, One-time

$375,000
Schedule of Programs:

Contracts and Grants - Interventions for Reading Difficulties Pilot Program $375,000

The Legislature intends that:

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

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

Section 4. Effective date.

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

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