



SB 127 EARLY LITERACY OUTCOME IMPROVEMENT

Curricular Guidance

In support of achieving a statewide goal of 70% of third grade students reaching proficiency as measured by the state-administered reading assessment by July 1, 2027, Utah Code **53E-4-307** requires school districts and charters to *provide evidence-informed core curriculum materials and evidence-based intervention and supplemental materials* in English Language Arts for students who are reading below and well below benchmark on the Acadience Reading assessment. To support implementation of this requirement, please review the related definitions and clarifications for implementation below.

KEY DEFINITIONS

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| ☐ CURRICULUM (Utah Code 53-E-401)
Includes instructional material used as, or in place of, textbooks and which may be used within the state curriculum framework for course of study by students in public school, including: (1) textbooks, (2) workbooks, (3) computer software, (4) online or internet courses, and (5) audio and video media. | ☐ CORE INSTRUCTION (Tier 1) (Utah's 3 Tier Model)
Rigorous grade-level content instruction using evidence-based curriculum and instructional strategies that include Universal Design for Learning (UDL) principles. Differentiation provided for students considering various modes of delivery and learning needs. Short, medium, and long-term data points are used to measure progress. |
| ☐ EVIDENCE-INFORMED (UT Code 53G-11-303)
A strategy that is developed using high-quality research outside of a controlled setting in the given field and includes strategies and activities with a strong scientific basis for use. | ☐ SUPPLEMENTAL INSTRUCTION (Tier 2) (Utah's MTSS 3-Tier Model)
Supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level content instruction. These supports address the needs of students who have not responded sufficiently to Tier 1 content instruction or who would benefit from enrichment activities. For students who would benefit from intervention, supports may include adapted strategies, increased frequency, intensity, and/or time. |
| ☐ EVIDENCE-BASED (UT Code 53G-11-303)
A strategy that demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on strong evidence from at least one | ☐ INTERVENTION INSTRUCTION (Tier 3) (Utah's MTSS 3-Tier Model)
Individually responsive instruction and supports delivered in addition to and aligned with grade-level content instruction. These |

well-designed **or** well-implemented experimental study or moderate evidence from at least one well designed and well-implemented quasi-experimental study.

supports address specific needs of students who are most at risk or have not responded to Tier 2 interventions. Supports may represent the use of adapted strategies and an increase in frequency, intensity, and/or time, and do not necessarily equate to special education services.

Frequently Asked Questions

1. May Utah teachers use Pinterest, Teachers Pay Teachers, or other similar websites for core, supplemental, or intervention instruction?

For students scoring at or above benchmark as measured by Acadience Reading, teachers may use such materials. For students below or well below benchmark, *evidence-informed* core materials or *evidence-based* supplemental and intervention materials must be used. The resources on Pinterest and Teachers Pay Teachers **do not meet** the definition of *evidence-informed* or *evidence-based*. Yet, a teacher may access materials from sites like these to add to evidence-based instructional practices used for instruction.

- a. Example 1: If a teacher has exhausted the decodable readers included within their evidence-informed core program yet students still require more practice to build their automaticity, then the teacher may leverage additional decodable texts found online to provide the additional practice a small group of students might need. The teacher would still use the evidence-based instructional practice associated with decodables and as such would be able to use a supplemental material such as this to do so.
- b. Example 2: Using an article from Newsela, to supplement reading instruction while still employing evidence-based instructional practices such as repeating reading, choral reading, etc.

2. Where can I find a list of evidence-informed core materials and evidence-based supplemental or intervention materials?

USBE, along with the Utah Science of Reading panel, created a Science of Reading Evidence-Informed Core Criteria Checklist. Through the RIMS (Recommended Instruction Materials System) review process, curriculum vendors are encouraged to submit curriculum for review. During bid cycles, a review team will use the checklist to determine if a program meets the guidelines set forth in SB 127-2023. Based off the outcomes of each cycle, a [list](#) of *evidence-informed* core materials and *evidence-based* supplemental or intervention materials will be updated and shared with LEAs.

3. What if our school district or school does not have evidence-informed core materials or evidence-based intervention and supplemental materials?

Per Utah Code 53-4-307 and effective May 9, 2022, school districts and charter schools are required to provide instructional materials that are *evidence-informed* for core instruction and *evidence-based* for intervention or supplemental instruction in literacy. School districts and charters without such materials should work diligently to remedy this and demonstrate progress

towards doing so if this is not currently true. If not in place by the 24-25 school year, USBE staff will execute a corrective action plan per R277-114.

4. How will this impact the educational reading software program (EISP) in Utah?

The requirement for reading software to meet a statistical requirement has been removed as part of new legislation (SB44-2023). LEAs are now allocated a per K-3 student amount that may be used for a reading software program of their choice and any professional learning related to implementation of the EISP software. LEAs will need to follow their local procurement process when purchasing software. Every LEA must attach a completed [Data Privacy Agreement with the included USBE Exhibit H](#) in Utah Grants before June 30th in order to receive reimbursement.

5. Is this for all content areas and grade levels?

These new curriculum requirements are only required for literacy curriculum and K-3 students.

6. What does this mean for DLI target language classrooms?

The DLI target language classrooms are directed to use the state approved DLI curriculum for the target language and are not impacted by SB127 as the bill attends to English literacy instruction. However, the English side of DLI will need to follow the evidence-informed and evidence-based guidance above.