

SENATE FILE NO. SF0032

K-3 reading assessment and intervention program.

Sponsored by: Joint Education Interim Committee

A BILL

for

1 AN ACT relating to reading assessment and intervention;
2 requiring approval of assessment and screening instruments;
3 requiring parental or guardian notification; requiring
4 professional development; requiring rulemaking; requiring
5 studies; requiring reporting; providing for an
6 appropriation; establishing payments for professional
7 development expenses as specified; and providing for
8 effective dates.

9

10 *Be It Enacted by the Legislature of the State of Wyoming:*

11

12 **Section 1.** W.S. 21-3-401(a), (b), (d)(intro) and by
13 creating a new subsection (e) is amended to read:

14

15 **21-3-401. Reading assessment and intervention.**

16

1 (a) Each school district shall select and implement a
2 reading assessment and intervention program that uses an
3 instrument incorporated within the rules required under
4 subsection (d) of this section that screens for signs of
5 dyslexia and other reading difficulties as early as
6 possible in each of the four (4) quarters in kindergarten
7 through grade three (3) and that implements with fidelity
8 an evidence based intervention program. The program shall
9 include instruments incorporated within the rules required
10 under subsection (d) of this section that monitor and
11 measure reading progress and assess student reading skills
12 and progress to provide data that informs any intervention.
13 The assessment and intervention program shall be
14 administered to all students in kindergarten through grade
15 three (3). The program shall also include implementation of
16 evidence based core curricula aligned to the uniform
17 content and performance standards and evidenced based
18 interventions to meet the needs of all students. The
19 program shall be multi-tiered and shall include evidence
20 based interventions to facilitate remediation of any
21 reading difficulty as early as possible.

22

1 (b) As soon as practicable after the assessment or
2 screening is conducted under the program established in
3 subsection (a) of this section, each school district shall
4 give written notification to the parent, guardian or other
5 person having control of a student showing signs of
6 dyslexia or other reading difficulties or not showing
7 appropriate reading competence under this section. Students
8 not showing appropriate reading competence under this
9 section shall be placed on an individualized reading plan
10 to remedy the reading related difficulty utilizing an
11 appropriate evidence based intervention program, which may
12 include a group reading plan. The district shall provide a
13 copy of a student's individualized reading plan to the
14 student's parent, guardian or other person having control
15 of the student. For students under an individualized
16 education program (IEP) which addresses reading
17 difficulties, the IEP shall be deemed sufficient to meet
18 the requirements of this subsection and no additional plan
19 shall be required.

20

21 (d) The state superintendent, in consultation with
22 Wyoming school districts, professionals in the area of
23 dyslexia and other reading difficulties, and other

1 appropriate stakeholders, shall promulgate rules ~~and~~
2 ~~regulations~~—as necessary to assist each school district to
3 administer its reading assessment and intervention program
4 pursuant to this section and to assess the skills in
5 paragraphs (i) through (v) of this subsection using a
6 curriculum-independent assessment. The rules shall identify
7 instruments approved for use by school districts that
8 screen for signs of dyslexia and other reading difficulties
9 required under subsection (a) of this section. The rules
10 shall identify instruments approved for use by school
11 districts that monitor and measure reading progress and
12 assess student reading skills and progress to provide data
13 that informs any intervention required under subsection (a)
14 of this section. The rules shall provide mechanisms for the
15 state superintendent to directly support schools and school
16 districts in meeting the goals of improvement plans
17 developed pursuant to subsection (c) of this section
18 including, but not limited to, professional development in
19 evidence based literacy instruction and intervention and
20 professional development in identifying the signs of
21 dyslexia and other reading difficulties. To accomplish the
22 purposes of this subsection, the department of education
23 shall collect kindergarten through grade two (2) statewide

1 longitudinal data from assessments selected and performed
2 by each school district, which measures the following
3 specific skills that evidence based research has concluded
4 are predictive of grade three (3) reading proficiency:

5
6 (e) Commencing with school year 2022-2023 and each
7 school year thereafter, each school district shall require
8 each teacher providing instruction in grades kindergarten
9 through three (3) within the district to receive
10 professional development in evidence based literacy
11 instruction and intervention and in identifying the signs
12 of dyslexia and other reading difficulties using suitable
13 materials reviewed and recommended by the state
14 superintendent. The rules required under subsection (d) of
15 this section shall establish minimum annual reading
16 assessment and intervention professional development
17 requirements as required under this subsection for teachers
18 providing instruction in grades kindergarten through three
19 (3).

20

21 **Section 2.** Not later than September 1, 2023, the
22 state superintendent shall report to the joint education
23 interim committee on the professional development under

1 W.S. 21-3-401(e) as created under section 1 of this act.
2 The report shall include the amount expended by each school
3 district for school year 2022-2023 on professional
4 development associated with administering the K-3 reading
5 assessment and intervention program under W.S. 21-3-401.
6 The report shall specify expenditures from the amounts
7 provided by the education resource block grant model for
8 professional development, federal funds, or any other funds
9 expended by the district for the purpose of providing
10 professional development for the K-3 reading assessment and
11 intervention program. The report shall also include the
12 recommended minimum annual professional development
13 requirements for teachers kindergarten through grade three
14 (3) required under W.S. 21-3-401(e) as created under
15 section 1 of this act.

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17 **Section 3.** There is appropriated three hundred
18 thousand dollars (\$300,000.00) from the school foundation
19 program account to the department of education to provide
20 payments to school districts for expenditures related to
21 professional development for school year 2022-2023 required
22 under W.S. 21-3-401(e), as created by section 1 of this
23 act. The amount appropriated under this section shall only

1 be for school district expenditures for professional
2 development in excess of the amount provided for
3 professional development for each school district within
4 the education resource block grant model as defined in W.S.
5 21-13-101(a)(xiv). If the appropriation under this section
6 is lower than the total amount reported by school districts
7 in excess of the total amount provided for professional
8 development by the education resource block grant model,
9 the department of education shall reduce the amount for
10 each school district on a prorated basis. This
11 appropriation shall be for the period beginning with the
12 effective date of this act and ending June 30, 2024. This
13 appropriation shall not be transferred or expended for any
14 other purpose. It is the intent of the legislature that
15 this appropriation not be included in the department of
16 education's standard budget for the immediately succeeding
17 fiscal biennium. Not later than September 1, 2022, the
18 department of education shall report to the joint education
19 interim committee related to the implementation of this
20 section. School districts shall comply with reporting
21 requirements of the department of education under this
22 section.

23

1 **Section 4.**

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3 (a) The state superintendent, in consultation with
4 the state board of education, University of Wyoming,
5 Wyoming school districts, professionals in the areas of
6 dyslexia and other reading difficulties, and other
7 appropriate stakeholders, shall conduct a study to identify
8 instruments that screen for signs of dyslexia and other
9 reading difficulties and that monitor and measure reading
10 progress and assess student reading skills and progress.
11 The study shall identify characteristics of students with
12 dyslexia or other reading difficulties that place the
13 student at risk of not meeting the educational outcomes
14 necessary to graduate from high school.

15

16 (b) Based on the longitudinal data collection
17 required under W.S. 21-3-401(d), the study required under
18 subsection (a) of this section shall include the aggregate
19 number of students by grade and by district identified as
20 showing signs of dyslexia or other reading difficulties or
21 not showing appropriate reading competence as measured by
22 the district's screening or assessment instruments. The
23 study shall also identify the aggregate number of students

1 by grade and by district identified as showing signs of
2 dyslexia or other reading difficulties or not showing
3 appropriate reading competence as measured by the
4 district's screening or assessment instruments that are
5 also identified as at-risk students under W.S.
6 21-13-309(m)(v)(A).

7

8 (c) The state superintendent shall provide updates on
9 the study required by this section at each joint education
10 interim committee meeting during the 2022 and 2023
11 interims. Not later than July 1, 2023, the state
12 superintendent shall provide a final report to the joint
13 education interim committee containing specific
14 recommendations regarding the instruments required by
15 subsection (a) of this section.

16

1 **Section 5.**

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3 (a) Except as provided by subsection (b) of this
4 section, this act is effective July 1, 2022.

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6 (b) Notwithstanding subsection (a) of this section,
7 sections 4 and 5 of this act are effective immediately upon
8 completion of all acts necessary for a bill to become law
9 as provided by Article 4, Section 8 of the Wyoming
10 Constitution.

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12

(END)