

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.

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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 identified by the state superintendent under  
4 subsection (d) of this section that screens for signs of  
5 dyslexia and other reading difficulties ~~as early as~~  
6 ~~possible~~ not less than three (3) times per year in  
7 kindergarten through grade three (3) and that implements  
8 with fidelity an evidence based intervention program. The  
9 program shall include instruments identified by the state  
10 superintendent under subsection (d) of this section that  
11 monitor and measure reading progress and assess student  
12 reading skills and progress to provide data that informs  
13 any intervention. The assessment and intervention program  
14 shall be administered to all students in kindergarten  
15 through grade three (3). The program shall also include  
16 implementation of evidence based core curricula aligned to  
17 the uniform content and performance standards and evidenced  
18 based 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.

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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.

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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 contain  
7 criteria to identify instruments that screen for signs of  
8 dyslexia and other reading difficulties required under  
9 subsection (a) of this section. Based on the criteria  
10 incorporated by rule, the state superintendent shall  
11 identify instruments approved for use by school districts  
12 that monitor and measure reading progress and assess  
13 student reading skills and progress to provide data that  
14 informs any intervention required under subsection (a) of  
15 this section. The rules shall provide mechanisms for the  
16 state superintendent to directly support schools and school  
17 districts in meeting the goals of improvement plans  
18 developed pursuant to subsection (c) of this section  
19 including, but not limited to, professional development in  
20 evidence based literacy instruction and intervention and  
21 professional development in identifying the signs of  
22 dyslexia and other reading difficulties. To accomplish the  
23 purposes of this subsection, the department of education

1 shall collect kindergarten through grade two (2) statewide  
2 longitudinal data from assessments selected and performed  
3 by each school district, which measures the following  
4 specific skills that evidence based research has concluded  
5 are predictive of grade three (3) reading proficiency:  
6

7 (e) Commencing with school year 2022-2023, each  
8 school district shall require each teacher providing  
9 instruction in grades kindergarten through three (3) within  
10 the district to have received or receive professional  
11 development in evidence based literacy instruction and  
12 intervention and in identifying the signs of dyslexia and  
13 other reading difficulties using suitable materials  
14 reviewed and required pursuant to rule by the state  
15 superintendent. The rules required under subsection (d) of  
16 this section shall establish minimum reading assessment and  
17 intervention professional development requirements to be  
18 completed not less than once every three (3) years as  
19 required under this subsection for teachers providing  
20 instruction in grades kindergarten through three (3). The  
21 rules shall contain criteria to identify appropriate and  
22 suitable professional development materials for teachers in

1 evidence based literacy instruction and intervention and in  
2 detection of dyslexia and other reading difficulties.

3

4       **Section 2.** Not later than September 1, 2023, the  
5 state superintendent shall report to the joint education  
6 interim committee on the professional development under  
7 W.S. 21-3-401(e) as created under section 1 of this act.  
8 The report shall include the amount expended by each school  
9 district for school year 2022-2023 on professional  
10 development associated with administering the K-3 reading  
11 assessment and intervention program under W.S. 21-3-401.  
12 The report shall specify expenditures from the amounts  
13 provided by the education resource block grant model for  
14 professional development, federal funds, or any other funds  
15 expended by the district for the purpose of providing  
16 professional development for the K-3 reading assessment and  
17 intervention program. The report shall also include the  
18 recommended minimum professional development requirements  
19 for teachers kindergarten through grade three (3) required  
20 under W.S. 21-3-401(e) as created under section 1 of this  
21 act.

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1           **Section 3.** There is appropriated three hundred  
2 thousand dollars (\$300,000.00) from the school foundation  
3 program account to the department of education to provide  
4 payments to school districts for expenditures related to  
5 professional development for school year 2022-2023 required  
6 under W.S. 21-3-401(e), as created by section 1 of this  
7 act. The amount appropriated under this section shall only  
8 be for school district expenditures for professional  
9 development in excess of the amount provided for  
10 professional development for each school district within  
11 the education resource block grant model as defined in W.S.  
12 21-13-101(a)(xiv). If the appropriation under this section  
13 is lower than the total amount reported by school districts  
14 in excess of the total amount provided for professional  
15 development by the education resource block grant model,  
16 the department of education shall reduce the amount for  
17 each school district on a prorated basis. This  
18 appropriation shall be for the period beginning with the  
19 effective date of this act and ending June 30, 2024. This  
20 appropriation shall not be transferred or expended for any  
21 other purpose. It is the intent of the legislature that  
22 this appropriation not be included in the department of  
23 education's standard budget for the immediately succeeding

1 fiscal biennium. Not later than September 1, 2022, the  
2 department of education shall report to the joint education  
3 interim committee related to the implementation of this  
4 section. School districts shall comply with reporting  
5 requirements of the department of education under this  
6 section.

7

8 **Section 4.**

9

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

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1           (b) Based on the longitudinal data collection  
2 required under W.S. 21-3-401(d), the study required under  
3 subsection (a) of this section shall include the aggregate  
4 number of students by grade and by district identified as  
5 showing signs of dyslexia or other reading difficulties or  
6 not showing appropriate reading competence as measured by  
7 the district's screening or assessment instruments. The  
8 study shall also identify the aggregate number of students  
9 by grade and by district identified as showing signs of  
10 dyslexia or other reading difficulties or not showing  
11 appropriate reading competence as measured by the  
12 district's screening or assessment instruments that are  
13 also identified as at-risk students under W.S.  
14 21-13-309(m)(v)(A).

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16           (c) The state superintendent shall provide updates on  
17 the study required by this section at each joint education  
18 interim committee meeting during the 2022 and 2023  
19 interims. Not later than July 1, 2023, the state  
20 superintendent shall provide a final report to the joint  
21 education interim committee containing specific  
22 recommendations regarding the instruments required by  
23 subsection (a) of this section.

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2           **Section 5.**

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

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

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13

(END)