

# Wyoming Legislative Service Office Program Evaluation Report



## Reading Assessment and Intervention Program

Management Audit Committee

February 12, 2010

# Reading Assessment and Intervention Program | February 2010

As they work to allocate tax dollars effectively and make government more efficient, legislators and administrators need objective information. Program evaluation reports from the Legislative Service Office (LSO) are a source for timely, accurate, and unbiased information on state government performance. These reports assist the Legislature in performing its function of oversight: decisionmakers need to understand the operations of state government in order to make informed decisions on the laws they pass and the financial decisions they make.

Wyoming's legislative evaluation activities began in 1971 with the creation of LSO and establishment of the legislative auditor to examine agencies' accounts and operations. In subsequent years, the Legislature changed the section's orientation from financial to sunset auditing, and then to program evaluation. These reviews compare what a program is accomplishing to what the Legislature intended the program to accomplish. W.S. 28-8-107 through 113 authorizes the program evaluation function.

The Management Audit Committee chooses state government programs for review and approves the final reports for release. An eleven-member bi-partisan committee, it has representation from the Senate and the House of Representatives.

LSO program evaluators research, analyze, and write reports on the assigned topics. The reports assess effectiveness and efficiency, examine whether intended results are being achieved, and include non-binding recommendations for change in administrative policies as well as for statutory changes.

## **Management Audit Committee**

*Representative David Miller, Chairman*

*Senator John Hines, Vice Chairman*

*Senator Bruce Burns*

*Senator Floyd Esquibel*

*Senator Tony Ross*

*Senator John Schiffer*

*Senator Kathryn Sessions*

*Representative James Byrd*

*Representative Michael Madden*

*Representative John Patton*

*Representative Bill Thompson*

## **Program Evaluation Staff**

*Gerald W. Hoppmann, Program Evaluation Manager*

*William Freeman, Associate Program Evaluator*

*Katja Vermehren, Associate Program Evaluator*

*Anthony Sara, Technical Assistance and Graphics*



## Wyoming Legislative Service Office

# EXECUTIVE SUMMARY

## Reading Assessment and Intervention Program (W.S. 21-3-401):

Program Evaluation Section

February 12, 2010

### Purpose

On July 31, 2009, the Management Audit Committee directed staff to undertake a review of the Reading Assessment and Intervention Program (Program). The overall objective of this review is to determine whether districts are carrying out W.S. 21-3-401, as well as how the Program is monitored by the Wyoming Department of Education (WDE).

The Committee's request was based on a concern that W.S. 21-3-401 is not being implemented or monitored appropriately at the district level. Its concern is also reflected in various legislation that was proposed (not passed) in 2006 (SF 89) and in 2009 (SF 131), which would have estimated and/or studied compliance with W.S. 21-3-401.

Wyoming has 48 independent school districts, which are responsible for ensuring W.S. 21-3-401 is implemented. More specifically, the districts are responsible for the following areas:

1. Assessment of students (1<sup>st</sup> and 2<sup>nd</sup> grades);
2. Placement of students on *Individualized Reading Plans* (IRPs);
3. Annual reporting towards meeting the 85% goal of identified students reading proficiently;
4. Longitudinal reporting for students 1<sup>st</sup> through 4<sup>th</sup> grades; and

5. Reporting reasons why the 85% goal is not met.

In short, while the WDE has used its statutory authority pursuant to W.S. 21-2-202 (a) (i), to provide assistance and guidance to school districts with respect to implementation and reporting related to the Program, it has not moved into actual oversight of the districts.

For example, it has assisted school districts with the implementation of their Early Literacy Plans, as well as helping them to report towards the 85% statutory goal using the WDE-626 form. However, WDE has not required consistency in terms of how data is reported; how various screeners should be used; and how proficiency should be defined. Nor, has it taken steps towards requiring districts to report expenditures related to implementation of the Program, even though it appears W.S. 21-2-203 (a) provides that authority.

### Background

Wyoming's current funding Model was recalibrated in 2005, by Lawrence O. Picus & Associates. The Model does not include a cost-based adjustment for the Program. However, it does envision the districts using at-risk resources for the Program's funding. There is no predetermined amount that districts must spend in order to implement the provisions of W.S. 21-3-401.

From SY 2006 through SY 2009 (projected), at-risk resources which could be used for the Program amount to \$245,186,687. At-risk resources include funding for pupil support; tutors; English Language Learner teachers; and increase of ½ day to full day Kindergarten.

In addition, other funding outside of the Model can be used by districts for the Program. From SY 2006 through SY 2009 (projected) \$625,133,349 was available for districts to use. These resources include funding for the following: special education reimbursement and summer school extended day.

Prior to recalibration of the Model in 2005, W.S. 21-13-333 (d) required districts to report expenditures related to the Program. Funding for the Program from 2001 through 2005 was \$17,891,386.

In 2006 however, that language was repealed. The repealed language reads as follows: *Each district shall, in addition to reporting information required under W.S. 21-3-401, annually report to the department expenditures of amounts made available under this section for the prior school year.*

Two different statutes define WDE's authority with respect to general administrative authority and the ability to require district reporting:

- W.S. 21-2-202 (a) (i) provides general rule and regulation making authority with respect to the *administration of the state educational system; and*
- W.S. 21-2-203 (a) requires WDE to collect data for the States school finance system, which is defined as all statutes related to the terms and conditions under which funds from Wyoming sources are made available

under Wyoming law to the public schools for school operations. It should be noted that language was updated at the same time W.S. 21-13-333 (d) was repealed in 2006, to require WDE to collect data with respect to the states school finance system.

## Results in Brief

Prior to 2005, districts were responsible for programmatic reporting with respect to W.S. 21-3-401 (b) and reporting expenditures with respect to W.S. 21-13-333 (d), which was repealed in 2006. During this time, WDE required that districts submit expenditure data on the WDE-601 report and required that districts submit programmatic data on the WDE-626 form.

The WDE provided revenue and expenditure data for years 2003-04, 2004-05, and 2005-06. After our analysis, we discovered that 33 of the 48 school districts (69%) reported expenditures of \$1,902,303 less than what WDE disbursed to them. WDE officials at the time were not sure what caused the discrepancy, but thought inconsistent reporting could be the cause.

In order to determine whether reporting inconsistencies caused the discrepancy, we sampled eleven (11) districts where 75% of the discrepancy was in question. Each school district reported revenue and expenditure data related to the funding accounts from 2001-2009.

After reconciliation, it was found that of the \$1,682,372.15, \$1,572,482.98 reconciled as spending for Reading Assessment and Intervention programs. Reporting inconsistencies caused the discrepancies.

Post recalibration however, WDE has not required districts to report expenditure data with respect to the Program. As a result, a

reporting dichotomy is created, where programmatic data is required to be reported, but accompanying expenditure data is not.

Also, resources within the Model that are subject to various reporting requirements pursuant to W.S. 21-2-203 (a), are not applied to the Program; even though resources are being expended for a statutorily created Program, which falls under the definition of *state educational system* pursuant to W.S. 21-2-203 (a).

WDE has also experienced a difficult challenge of administering a statutorily created program that clearly grants local school districts the responsibility for carrying out various provisions. A WDE official summed up its involvement with the districts as strong at the beginning with respect to establishment of early literacy programs, but waiting until “midstream” to the present to assist with reporting WDE-626 data.

With the late attention being paid to reporting programmatic data to WDE, some problems have emerged with respect to inconsistent and incomplete reporting from the districts. This leads to a false impression that districts are doing poorly moving students from IRPs towards reading proficiency.

During our district site visits, we observed all schools assessing students as part of their Response to Intervention (RTI) process in order to identify at-risk students, as well as in their early literacy programs. We also observed that interventions occurred, when students were not proficient in various subjects, including reading. However, reporting inconsistencies caused a lack of accurate reporting from the schools through the districts, eventually to WDE.

In addition, the Proficiency Assessments for Wyoming Students (PAWS) public reporting does not include a subgraph for students

placed on IRPs, which makes it more difficult to track performance of selected students.

Given the challenges experienced by WDE and the districts, improvements in technology have helped set the stage for improvement. According to WDE officials, the district reporting process has improved markedly, because of the advent of the Wyoming Integrated Statewide Education Data System and the use of reporting and tracking using the WISER ID (Wyoming Integrated Statewide Education Record Identifier).

More specifically, the use of the WISER ID has allowed districts and WDE to track individual student progress with respect to the 85% statutory goal. WDE was also able to contract with Education Northwest, to provide a longitudinal analysis as a result of the improved data. However, reporting inconsistencies in the districts may have skewed Northwest’s data, which could give the impression school districts are not successfully moving students from IRPs towards reading proficiency.

We also found that Reading First Schools in Wyoming used much more consistency with respect to reading assessment and intervention strategies. More specifically, these schools included the following strategies in their process: use of a research-based core reading program; the use of reading coaches; providing at least 90 minutes of reading instruction per day; regularly assessing students (e.g. screening, progress monitoring, diagnostic, and outcome); and providing reading interventions to struggling students.

Although we heard consistent strategies are best for teachers and students, we found that Reading First schools did not perform better or worse than non-Reading First schools towards meeting the 85% statutory goal or with respect to PAWS reading scores.

## **Principal Findings**

There are seven significant finding areas and related recommendations discussed in more detail in the report:

1. Financial reporting and auditing (Chapter 2);
2. Inconsistent direction from WDE (Chapter 2);
3. Lack of longitudinal reporting (Chapter 3);
4. Lack of reporting with respect to students placed on Individualized Education Plans (IEPs) (Chapter 3);
5. Ad-hoc funding of the Program (Chapter 4);
6. More consistent strategies by Reading First schools (Chapter 5); and
7. Similar programs exist in other states (Chapter 6).

## **Agency Comments**

WDE agrees fully with the majority of recommendations; agrees partially on two recommendations.

WDE also acknowledges that it has been difficult to monitor the Program, but views this audit as *“an opportunity to refine and improve our oversight and procedures as we guide districts in the implementation of the Reading Assessment and Intervention Program”*.

---

*Copies of the full report are available from the Wyoming Legislative Service Office. If you would like to receive the full report, please fill out the enclosed response card or phone 307-777-7881. The report is also available on the Wyoming Legislature's website at <http://legisweb.state.wy.us>*

# Recommendation Locator

Chapter Number	Recommendation Number	Recommendation Summary	Page Number	Party Addressed	Agency Response
2	1	<p>The Superintendent and WDE should explore reestablishing requirements for school districts to report expenditure and programmatic data for the Reading Assessment and Intervention Program.</p> <ul style="list-style-type: none"> <li>• The WDE-626 and WDE-601 reports should be used for this reporting.</li> <li>• Similar to years prior to 2005, it would be necessary to create additional account coding unique to the Program. For example, WDE should designate a funding group code to specify all funds spent for the Program; further separation of funds by function code and object code should also occur to ensure consistent reporting of expenditures for various purposes.</li> </ul>	35	WDE	Agree
2	2	<p>The Superintendent and WDE should conduct analysis of expenditure and programmatic data for the Program, in order to assist the Legislature with future funding and recalibration efforts.</p>	36	WDE	Agree
2	3	<p>The Superintendent and WDE should work with the Department of Audit and Data Advisory Committee to determine the types of expenditure and programmatic data that districts should submit for the Reading Assessment and Intervention Program.</p> <ul style="list-style-type: none"> <li>• Data collected should ultimately provide the information needed for the Legislature to make decisions related to recalibration, future funding of the Program, as well as changes in the reporting templates used by WDE to collect existing data from the districts.</li> </ul>	36	WDE	Agree

		<ul style="list-style-type: none"> <li>Discussions should center on possible revisions to the WDE-626 and WDE-601 templates to provide the most consistent vehicles for district collection and reporting to WDE.</li> </ul>			
2	4	<p>The Superintendent and WDE should continue to assist school districts with their reporting of programmatic data as required by W.S. 21-3-401. More specifically, WDE should do the following:</p> <ul style="list-style-type: none"> <li>Follow-up with the districts we visited to assist them in making changes to their reporting systems in order to meet the reporting requirements of W.S. 21-3-401;</li> <li>Follow-up with district we visited to assist them with correcting deficiencies identified as part of this report;</li> <li>Continue to strive for consistency with respect to the types of screening and diagnostic assessments used throughout the districts; and</li> <li>Continue training related to early literacy programs at the district level, to ensure the provisions of W.S. 21-3-401 are carried out.</li> </ul>	50	WDE	Agree
2	5	<p>The State Board of Education, Data Advisory Committee, Superintendent, and WDE should formally discuss the benefits of expanding programmatic reporting pursuant to W.S. 21-3-401 and financial reporting pursuant to W.S. 21-13-333 (d) (repealed) to Title 21, Chapter 13, for all subject areas for the at-risk student population, and report back to the Legislature with conclusions, recommendations, etc.</p> <p>Legislative action through the Joint Education Committee or through model recalibration may also be required to formally incorporate the Program, as specified under W.S. 21-3-401 into required at-risk programs within the Model, using existing resources. Such action would formalize the existing funding structure of the Program, as discussed in this report.</p>	50	WDE; State Board; Data Advisory Committee; and Legislature	Partially Agree

3	6	The WDE and the Data Advisory Committee should update the WDE-626 template to include an open-ended question that requests specific reasons the 85% statutory goal is not reached pursuant to W.S. 21-3-401 (b).	63	WDE	Agree
3	7	In addition to the recommendations in this report, the WDE should follow up with implementation of the recommendations of Education Northwest in its December 2009 report. Particular attention should be paid to deficiencies in the reporting structure with respect to the use of multiple screeners; clarifications of reporting requirements; as well as moving forward with a longitudinal reporting system for districts to use.	64	WDE	Agree
3	8	The WDE and the Data Advisory Committee should discuss how best to track data on students who are placed on IEPs towards reading proficiency. Particular consideration should be given to creating a special type of reporting similar to PAWS-ALT.	68	WDE	Partially Agree
3	9	The WDE and the Data Advisory Committee should discuss creating a sub-group of students placed on IRPs, for disaggregated reporting as part of the <i>Public Paws Results-State Level and District Level- Disaggregated Report</i> . Creating a sub-group of students placed on IRPs at the beginning of the 3rd and 4th grade school years will allow WDE to track these students' progress on PAWS the following spring. Currently, this type of tracking does not exist.	68	WDE	Agree
4	10	The Legislature should consider amending Title 21 to require the reporting of expenditures at the district level with respect to the Reading Assessment and Intervention Program. Language in repealed W.S. 21-13-333 (d) could be considered, which could help provide the Legislature more complete information as it considers future recalibrations of the Model.	77	Legislature	N/A
5	11	WDE should consider applying the Reading First criteria across all districts. More specifically, to formally require the following: <ul style="list-style-type: none"> <li>• Research-based core reading program;</li> </ul>	90	WDE	Agree

- 
- Certified Reading coaches;
  - Ninety (90) minutes of reading instruction per day;
  - Regular assessments of students' reading skills (e.g. initial, progress monitoring, diagnostic, and outcome); and
  - Reading interventions to struggling students.
-

---

# TABLE OF CONTENTS

---

## Reading Assessment and Intervention Program

---

Introduction: Objective and Scope, Methodology .....	1
<b>Chapter 1:</b> Background .....	7
<b>Chapter 2:</b> Lack of financial reporting has caused a void of information, which prevents precise analysis of the resources used to carry out W.S. 21-3-401. ....	25
<b>Chapter 3:</b> Longitudinal reporting has not occurred since 2001, and current efforts to provide a longitudinal report could be flawed because of reporting problems at the district and school levels .....	53
<b>Chapter 4:</b> Inconsistent funding of the Reading Assessment and Intervention Program has caused confusion related to financial reporting and expectations for the use of various funding .....	69
<b>Chapter 5:</b> Reading First Program in Wyoming .....	79
<b>Chapter 6:</b> Other States .....	91
<b>Chapter 7:</b> Conclusion .....	99
Agency Response .....	101
<i>Appendices</i>	
(A) <i>District Superintendent Survey Results</i> .....	A-1
(B) <i>Selected Statutes</i> .....	B-1
(C) <i>Proficiency Assessment for Wyoming Students (PAWS) Scores</i> .....	C-1



---

# List of Acronyms and Definitions

---

## Reading Assessment and Intervention Program

---

**ADM:** Average Daily Membership.

**AYP:** Adequate Yearly Progress, as mandated by the No Child Left Behind Act, 2002.

**CLIP:** Collaborative Literacy Intervention Project, administered by Title I or Special Education teachers.

**Cost Based Adjustment:** Instructional or operating component of the Model based on formulaic criteria; primarily expenditure and salary data.

**Current Model:** Model recalibration by Lawrence O. Picus & Associates (post-2005).

**Diagnostic Assessment:** Additional reading assessments to determine further strategies or interventions to help struggling students become reading proficient.

**DIBELS:** Dynamic Indicators of Basic Early Literacy Skills.

**ELL:** English Language Learner.

**Evidenced Based Approach:** Extensive research to determine the resources needed to provide an educational basket of services based on student enrollment; resources which are then distributed to the 48 Wyoming school districts through a block grant.

**IBARS:** Internet Budgeting Analysis and Reporting System.

**IEP:** Individualized Education Plan.

**ILP:** Individualized Learning Plan.

**IRP:** Individualized Reading Plan.

**MAP Model:** Model created by Management Analysis & Planning Inc. (pre-2005 recalibration).

**Model:** Education Resource Block Grant Model.

**NWEA MAP:** Northwest Evaluation Association-Measures of Academic Progress.

**NWREL:** Northwest Regional Education Laboratory (now Education Northwest, Inc.).

**PAWS:** Proficiency Assessment for Wyoming Students.

**PAWS-ALT:** Proficiency Assessment for Wyoming Students-Alternative.

**Program:** Reading Assessment and Intervention Program.

**Reading First:** Early reading intervention program created as part of the No Child Left Behind Act, 2002.

**Research Based Core Reading Program:** Reading program(s) used by school districts which includes content based on the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**RTI:** Response to Intervention.

**Screening Assessment:** Initial reading assessment to determine a student's reading proficiency.

**Title I:** The Elementary and Secondary Education Act (ESEA), 1965.

**Title III:** Language Instruction for Limited English Proficient and Immigrant Students, originally as part of the Higher Education Act, 1965.

**WDE:** Wyoming Department of Education.

**WISER ID:** Wyoming Integrated Statewide Education Record Identifier.

**WOLFS:** Wyoming Online Financial System.

---

# INTRODUCTION

---

## Objective, Scope, and Methodology

---

### Introduction

The Management Audit Committee requested a review of the Reading Assessment and Intervention Program (Program) created pursuant to W.S. 21-3-401.

W.S. 21-3-401 creates the Reading Assessment and Intervention Program (Program). According to W.S. 21-3-401 (a)

*“Each school district shall design and implement a reading screening program that measures student reading progress in grades one (1) and two (2). The screening program shall be designed by each school district aligned to the statewide educational program standards and shall specifically screen for student performance in reading at grades one (1) and two (2).”*

Wyoming has 48 independent school districts, which are responsible for ensuring W.S. 21-3-401 is implemented. More specifically, districts are responsible for the following with respect to the implementation of the Program:

- Assess students, who do not screen successfully, to *“identify the specific reading problems and determine its nature”*.
- Place students who do not screen successfully on an *Individualized Reading Plan (IRP)* to address the specific reading problem(s).
- For school year 2002-03 and each school year thereafter, *“each district shall annually report to the department of education on the progress toward reaching the goal of eighty-five percent (85%) of identified students being reading proficient”*.
- Reports shall *“include longitudinal data on all students in*

*grades one (1) through four (4) identified for intervention”.*

- Districts shall *“report the reason the goal was not reached and the steps being taken by the district to solve the problem”.*

**Legislative Concern(s)** The Committee’s request was based on a concern that W.S. 21-3-401 is not being implemented or monitored appropriately at the district level. Its concern is also reflected in various legislation that was proposed (not passed) in 2006 (SF 89) and in 2009 (SF 131), which would have estimated and/or studied compliance with W.S. 21-3-401.

Earlier reports from the Wyoming Department of Education (WDE) support this concern with respect to meeting statutorily created goals. WDE reporting indicated that the ability for districts to reach the eighty-five percent (85%) proficiency for identified students has never been met statewide. In fact, the percentage of reading proficiency among students has actually shown a decline for individual years.

Until the Committee’s request, there has been no exploration into the causes of declining percentages reflected in WDE reports. In addition, there has been no effort to report longitudinal data for grades one (1) through four (4) towards reaching the goal of eighty-five percent (85%) set by the legislature in 2001.

## **Objective**

W.S. 28-8-107(b) authorizes the Legislative Service Office to conduct program evaluations, performance audits, and analyses of policy alternatives. Generally, the purpose of such research is to provide a base of knowledge from which policymakers can make informed decisions.

In July 2009, the Management Audit Committee directed staff to undertake a review of the Reading Assessment and Intervention Program (Program). The overall objective of this review is to determine whether districts are carrying out W.S. 21-3-401, as well as how the Program is monitored by WDE. More

specifically, the report addresses the following questions:

1. Given the Model, what are WDE's responsibilities to monitor statutorily required programs such as the Reading Assessment and Intervention Program?
  - Does WDE need additional authority to successfully monitor such programs?
2. For SY2003-04, SY2004-05, and SY2005-06, in the case where categorical appropriations appear not to have been fully expended by school districts (Table 6), how were those funds expended?
  - Are there reporting inconsistencies which caused expenditures to come up \$1,902,303 short of revenues for identified periods?
3. Why are school districts failing to meet the statutory goal of eight-five percent (85%) of identified students placed on IRPs to become reading proficient?
  - What strategies, standards, methods, curriculum, testing, training, etc., do districts use for implementation of W.S. 21-3-401?
  - How do districts specifically expend resources related to the at-risk component to comply with W.S. 21-3-401?
  - Are there successful programs?
4. Are other contiguous states doing a better job with respect to implementation of reading assessment or intervention programs? Also, do they have similar state requirements with respect to meeting certain goals, etc.?
5. Why has it taken until "*on or before October 31, 2009*", to work towards reporting and analyzing longitudinal data as required by W.S. 21-3-401 (2)?
  - What is the role of the NWREL in this process, and why does the State need this type of assistance to analyze WDE-626 data?
  - How much will this assistance cost?

6. Do the federal Reading First school districts perform better with statewide assessment tests for reading in grades three (3) and four (4)? If so, are their strategies different from Wyoming's other school districts that did not receive federal Reading First monies?
7. Should statutorily created programs such as the Reading Assessment and Intervention Program become separately funded categorical components of the Block Grant? Also, should WDE have more authority to require additional expenditure and programmatic detail of at-risk related resources within the Model?

## **Scope and Methodology**

This evaluation was conducted according to statutory requirements and professional standards and methods for governmental audits. The research was performed from July 2009 through December 2009. The general time frame for which we included information for this report is school years 2001 through 2008 (unless otherwise noted).

Our research methods included:

### Interviews

1. Interviewed Wyoming Department of Education (WDE) officials and personnel responsible for programmatic and financial aspects of the Reading Assessment and Intervention Program (Program).
2. Interviewed and visited school district officials and personnel of selected districts: Natrona County School District #1; Laramie County School District #1; and Platte County School District #1.
3. Interviewed and visited school officials and personnel of selected elementary schools within the above districts: North Casper, Grant, Willard, Jessup, Gilchrist, Hebard, Libbey, Glendo, and Chugwater.

Tours

4. Toured selected schools in order to observe school practices with respect to assessment and intervention strategies.

Survey Instrument

5. Developed a *Confidential District Superintendent Survey* that was sent to 48 school districts, 47 of which completed and returned the survey; data was fully analyzed.

Research and Analysis

6. Reviewed existing Legislative Service Office (Education Finance Section) publications related to K-12 funding in Wyoming, as well as differences between the Management Analysis & Planning (MAP) and the Lawrence O. Picus & Associates (Picus) Models.
7. Reviewed professional publications and literature from Education Northwest, WDE, Education Commission on the States, and MAP.
8. Reviewed and analyzed WDE-626 reporting data for SY 2001 through SY 2008 (scope limitation(s) applied to the earlier data).
9. Reviewed and analyzed Proficiency Assessment for Wyoming Students (PAWS) data for SY 2008 (PAWS administered in Spring 2009).
10. Reviewed Wyoming Title 21 with respect to various reporting and auditing authority for the Superintendent and WDE.
11. Reviewed Wyoming Online Financial System (WOLFS), the Wyoming Internet Budget and Analysis Reporting System (IBARS), Wyoming Session Laws, and WDE budget requests with respect to categorical and other funding of the Program since 2001.
12. Conducted Internet research on other states' practices; we also interviewed other states officials of selected states for clarification.
13. Reviewed existing research and conducted limited analysis on the comparison of the performance of Reading First schools with respect to the 85% goal, as well as PAWS scores.

14. Conducted reconciliation(s) with respect to discrepancies between WDE disbursements to districts and what they reported prior to recalibration in 2005.
15. Reviewed Data Advisory Committee minutes for discussion of the Program; W.S. 21-2-203 (d) creates the Committee.

### **Scope Consideration**

Earlier WDE-626 provided by WDE, was not broken out by school, as was data for SY 2006, SY 2007, and SY 2008. Therefore, the latter years provide a more comprehensive look at reporting.

### **Acknowledgements**

The Legislative Service Office expresses appreciation to the Wyoming Department of Education for their continued cooperation throughout this project, as well as district and school officials: Natrona County School District #1 (Grant, North Casper, and Willard elementary schools); Laramie County School District #1 (Gilchrist, Jessup, and Hebard elementary schools); and Platte County School District #1 (Libbey, Glendo, and Chugwater elementary schools).

We would also like to thank the school district superintendents who completed and returned our *Confidential District Superintendent Survey* as well as officials from other states who assisted our research by providing additional interviews and documentation.

---

# CHAPTER 1

---

## Background

---

### **The Reading Assessment and Intervention Program is statutorily created outside of the Education Resource Block Grant Model**

W.S. 21-3-401 creates the Reading Assessment and Intervention Program (Program). According to W.S. 21-3-401 (a)

*“Each school district shall design and implement a reading screening program that measures student reading progress in grades one (1) and two (2). The screening program shall be designed by each school district aligned to the statewide educational program standards and shall specifically screen for student performance in reading at grades one (1) and two (2).”*

Wyoming has 48 independent school districts, which are responsible for ensuring W.S. 21-3-401 is implemented. More specifically, districts are responsible for the following with respect to the implementation of the Program:

- Assess students, who do not screen successfully, to *“identify the specific reading problems and determine its nature”*;
- Place students who do not screen successfully, on an *Individualized Reading Plan (IRP)* to address the specific reading problem(s);
- For school year 2002-03 and each school year thereafter, *“each district shall annually report to the department of education on the progress toward reaching the goal of eighty-five percent (85%) of identified students being reading proficient”*;
- Reports shall *“include longitudinal data on all students in grades one (1) through four (4) identified for intervention”*; and

- Districts shall “report the reason the goal was not reached and the steps being taken by the district to solve the problem”.

*Program is currently funded through at-risk resources within the Model*

Wyoming’s current funding Model was recalibrated in 2005 by Lawrence O. Picus & Associates. The Model does not include a cost-based adjustment for the Program. However, it does envision the districts using at-risk resources for the Program’s funding. There is no predetermined amount that districts must spend in order to implement the provisions of W.S. 21-3-401.

At-risk resources include funding for pupil support; tutor funding; English Language Learner (ELL) teacher funding; and increase of ½ day to full day kindergarten. For SY 2006 through SY 2009, \$245,186,687 was made available to all districts related to the above at-risk resources.

The following table provides additional information.

**Table 1**  
**\*At-Risk Resources Available for the Reading Assessment and Intervention Program**

School Year	At-Risk Resources
SY 2006	\$56,435,490
SY 2007	\$58,799,365
SY 2008	\$63,146,341
SY 2009 (projected)	\$66,805,491
<b>Total</b>	<b>\$245,186,687</b>

Source: Legislative Service Office, Education Finance Section.

\*Amounts are used for K-12.

In addition, other funding outside of the Model was appropriated, which could be used for the Program. Other resources include funding for special education reimbursement and summer school extended day.

The following table provides additional information.

**Table 2**  
**\*Outside Funding Available for the Reading Assessment and Intervention Program**

School Year	Resources
SY 2006	\$125,442,547
SY 2007	\$153,630,235
SY 2008	\$167,461,168
SY 2009 (projected)	\$178,599,399
<b>Total</b>	<b>\$625,133,349</b>

Source: Legislative Service Office, Education Finance Section.

\*Amounts are used for K-12.

It should be noted that the current Model relies on the “*evidence-based approach*”. This approach is premised on extensive research to determine the resources (identified in Table 1) needed to provide an educational basket of services based on student enrollment; resources to then be distributed to the 48 Wyoming school districts through a block grant.

Also, the evidence-based approach uses research based strategies and best practices from existing studies and literature. Because of this school-based research to identify and determine necessary resources required for delivering of educational programs for at-risk resources, categorical funding for the Program was discontinued after the recalibration.

*MAP Model* Prior to the recalibrated Model, the Model created by Management Analysis & Planning, Inc. (MAP), also did not include a cost-based adjustment for the Program. Rather, the Program was funded separately from the General Fund and the School Foundation Program Account.

MAP provided resources at the district level. Also, it used a “*professional judgment approach*” or peer review by educators within Wyoming and outside of Wyoming to estimate resources needed to provide an “*educational basket of services*”. It did not use an evidence-based approach.

*Previous funding under the MAP model was categorically based* The limitations discussed above related to the MAP Model, caused a need for categorical funding for the Program outside of the Model from 2001 through 2005.

It should be noted however, that in 2002 the Joint Education Committee (JEC) requested that MAP conduct a study of the Program, to determine if a cost-based adjustment would be feasible for the Model. In 2003, MAP recommended that the JEC consider either integrating programmatic funding into the Model or creating a cost-based adjustment. However, action was not taken on either recommendation.

The following table provides additional information on the overall funding of the Program prior to recalibration.

**Table 3**  
**Reading Assessment and Intervention Program: W.S. 21-3-401**  
**Categorical Appropriation Amounts (Grades 1 & 2)**

Reference	Description	Amount	Funding Source
*2001 Laws-Ch. 139, Section 341	Initial Appropriation (SY 2001)	\$3,430,000	General Fund
**BFY 2003 Appropriation	Biennial Appropriation (SY 2002 and SY 2003)	6,782,150	General Fund
***LSO Fiscal Profile (Goldenrod), 10/14/05	Biennial Appropriation (SY 2004 and SY 2005)	7,679,236	School Foundation Program Account
<b>Total</b>		<b>\$17,891,386</b>	

Source: Legislative Service Office from information provided in Wyoming Session Laws, Statute, Internet Budget Analysis and Reporting System (IBARS), and LSO Fiscal (Goldenrod Report).

\*According to the Wyoming Department of Education, \$3,761,430 was not expended by the school districts until SY 2003-04. This amount is \$331,430 more than what appears in 2001 Session Laws.

\*\*Because the Reading Assessment and Intervention Program was enacted during the 2001 legislative session, the second year of BFY 2001, the WDE BFY 2003 budget doubled the original appropriation in order to move towards biennium budgeting. This was funded as part of the Superintendent/Internal OPS budget.

\*\*\* According to the Wyoming Department of Education, this amount of funding was disbursed to districts for the Reading Assessment and Intervention Program. This is \$128,596 more than what appears in the 2004 Laws-Ch. 95, Section 205, as a result of the MAP adjustment.

*WDE staffing of the Program has shifted throughout the years*

As shown above, the Program was initially funded via 2001 Laws-Ch.139, Section 341 in the amount of \$3,430,000. Because of the initial year funding, WDE in its BFY 2003 Budget Request doubled its funding request as part of the Superintendent's Internal Operations Budget. Appropriations for that biennium, amounted to \$6,782,150, in order to move to biennium budgeting.

WDE's BFY 2005 Budget Request was \$6,782,150 for the Program through the WDE's General Funds Program budget.

Ultimately, the Program was appropriated \$7,679,236 from the School Foundation Program Account. This was the last direct appropriation for the Program prior to recalibration.

The following table provides information related to the administration of the Program since its inception. According to WDE officials, the Program has spanned three Superintendents of Public Instruction and multiple unit directors and program managers. Additional staff members have worked with the program at various times, but the following individuals represent the primary staff of the Program.

**Table 4**  
**Reading Assessment and Intervention Program**  
**Staffing**

<b>Unit</b>	<b>Staff</b>	<b>Approximate dates</b>
Assessment & Accountability	Scott Marion and Jana Fornstrom	Inception through Spring of 2003
Educational Quality & Accountability	Gayle Milburg & Wayne Dennis	Summer 2003 through Winter 2005
Educational Programs	Debra Gaines	Summer 2005 through Summer 2006
Standards & Assessment		
Standards, Assessment, & Accountability	Joan Gunnerson & Joan Bean	Summer 2006 through Summer 2008
Educational Quality & Accountability	*Lynda Collins & Jillian Balow	Summer 2008 to present

Source: Legislative Service Office from information provided by WDE.

\*Also serves as the Reading First Director.

## **District Approaches to At-Risk Assessment**

In order to gain a better understanding of the approaches that districts can use for assessment and intervention of early grade students, we visited nine (9) schools in three (3) districts. We visited the following districts and schools:

Laramie County School District #1: Gilchrist, Hebard, and Jessup elementary schools;

Natrona County School District #1: North Casper, Grant, and Willard elementary schools; and

Platte County School District #1: Libbey, Glendo, and Chugwater elementary schools.

From our interviews and observations, it was clear that all schools take very seriously their responsibility to identify at-risk students. Although not all schools were specifically aware of W.S. 21-3-401, they consistently assess 1<sup>st</sup> and 2<sup>nd</sup> grade students for reading proficiency, as well as other subjects.

In addition, all schools placed students that were not reading proficient on Individual Reading Plan (IRP) or Individual Learning Plans (ILP), and reported the number of identified students that became proficient. Schools reported this information in various ways to their districts; districts then used the WDE-626 reporting format established by WDE for reporting to WDE.

The following table provides a comparison of the schools we visited.

**Table 5**  
**Components of District At-Risk Process**

School	Title I School	Response to Intervention (RTI) School	Research-Based Core Reading Program	Screening Assessment	Diagnostic Assessment	Reporting System
N/A	Yes or No	Yes or No	Yes or No (Identify Program)	Identify Assessment(s) Used	Identify Assessment(s) Used	Identify System Used From School to District
Gilchrist	No	Yes	Yes: Guided Reading	OS; CLIP; DORA; and Classroom	Running Records; MAP; and ERDA	*Manual CLIP reports
Hebard	Yes	Yes	Yes: Guided Reading	OS; CLIP; DORA; and Classroom	Running Records; MAP; and ERDA	*Manual CLIP reports
Jessup	No	Yes	Yes: Guided	OS; CLIP; DORA; and	Running Records;	*Manual CLIP

School	Title I School	Response to Intervention (RTI) School	Research-Based Core Reading Program	Screening Assessment	Diagnostic Assessment	Reporting System
N/A	Yes or No	Yes or No	Yes or No (Identify Program)	Identify Assessment(s) Used	Identify Assessment(s) Used	Identify System Used From School to District
			Reading	Classroom	MAP; and ERDA	reports
North Casper	Yes	Yes	Yes: Literacy by Design	AIMSWEB and MAP	DIBELS; ERDA; and TPRI	**Infinite Campus
Grant	Yes	Yes	Yes: Reading First	DIBELS and MAP	DIBELS; ERDA; and TPRI	**Infinite Campus
Willard	Yes	Yes	Yes: Reading First	DIBELS and MAP	DIBELS; ERDA; and TPRI	**Infinite Campus
Libbey	Yes	Yes	Yes: Reading Street	DIBELS	MAP PG Skills Check List; Phonics Screener; Phonics Skill Check List; and ERDA	***Power School
Glendo	Yes	Yes	Yes: Reading Street	DIBELS	MAP PG Skills Check List; Phonics Screener; Phonics Skill Check List; and ERDA	***Power School
Chugwater	Yes	Yes	Yes: Reading Street	DIBELS	MAP PG Skills Check List; Phonics Screener; Phonics Skill Check List; and ERDA	***Power School

Source: Legislative Service Office from information obtained prior to and during our district visits.

\*CLIP stands for Collaborative Literacy Intervention Project, designed to be administered by Title I or Special Education teachers.

\*\*New for Natrona County School District #1 because of problems with the previous reporting system.

\*\*\*New for Platte County School District #1 because of inconsistent and manual reporting from schools to the district.

*Districts we visited all have early literacy programs* All districts and schools we visited have early literacy programs. For the most part, all schools use some sort of Response to Intervention (RTI) model as a basis of the programs in order to assess student performance in the earlier grades.

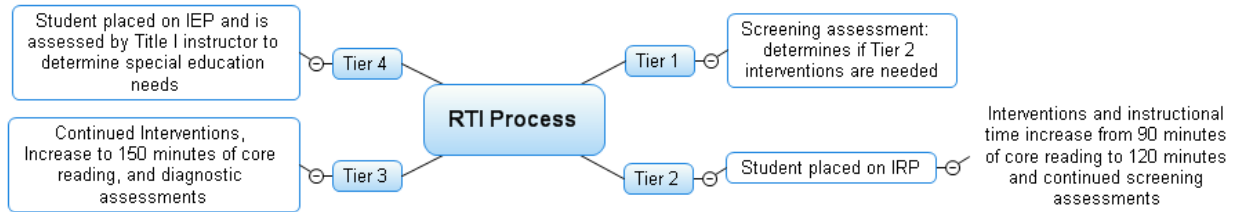
According to *Wyoming's State Performance Plan for Special Education*, the state has an RTI framework for schools to follow. RTI is a collaborative effort in Wyoming, and is incorporated by WDE into its statewide education goals. It is designed to identify students with learning disabilities through collaboration among federal and state efforts (e.g. No Child Left Behind (Reading First), Title I, Individuals with Disabilities Act (IDEA-2004), and the Reading Intervention and Assessment Program (W.S. 21-3-401).)

According to the National Center on RTI, *RTI intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.*

The schools we visited, all use some form of RTI, which includes general, remedial, and special education tiers. The tiers include strategies or interventions to monitor student progress to determine ultimately which students are most in need of intensive services. In Wyoming, those students are typically placed on Individual Education Plans (IEP). Also, expenditures for students placed on IEPs that are not covered through the Model, are reimbursed via a Special Education Reimbursement.

The following figure illustrates a typical RTI model used at the schools we visited.

**Figure 1**  
**\*Typical RTI Process**



Source: Legislative Service Office from information obtained from Libbey Elementary.

\*Interventions consist of strategies to teach phonemic awareness, phonics, vocabulary, fluency, and comprehension.

*Districts used research based core reading programs and various screening assessment*

All schools we visited used some sort of research based core reading program and various screening assessments. Because WDE does not require a core reading program for districts to follow or which screening and diagnostic assessments to use, inconsistency exists across all districts in Wyoming.

During our discussions with district personnel, school principals, and teachers, there seemed to be a consensus that consistent use of core reading programs and screening assessments has some positive application. For the most part, the educators we interviewed stated consistent application of strategies, assessments, etc., across all grades, is an advantage to students and teachers.

The caveat however, is that mandating certain strategies and investments should not necessarily come from WDE; it should be determined at the district level. In other words, consistent within districts at their discretion, appears more palatable than mandates from WDE for all districts.

The following table provides additional information on instructional curriculum used by a typical school district in Wyoming.

**Table 6**  
**Typical Intervention Plan (Tiered Model)**

Tier of Instruction	Curriculum	Time	Instructor	Group Size	Progress Monitoring
Tier 1: 40 <sup>th</sup>	Houghton Mifflin	90 Minutes	General	20 students	3 times

Tier of Instruction	Curriculum	Time	Instructor	Group Size	Progress Monitoring
percentile and above.	(Core and Supplemental Curriculum)		Classroom Teacher	for 45 minutes; with the second 45 minutes being broken into smaller centers for more effective differentiation	yearly
Tier 2: Between 20 <sup>th</sup> & 40 <sup>th</sup> percentile or slow progress students	Read Well (Phonological Awareness and early phonics)  Hampton Brown (Vocabulary Development)  Phonics for Reading (Advanced Phonics)  Read Naturally (Fluency)	30 minutes additional core reading	Title I; ESL; Special Education; Reading Interventionist; or General Education	6	1 to 2 times monthly
Tier 3: Below 20 <sup>th</sup> percentile or slow progress students	*Reading Mastery	30-120 minutes additional core reading	Title I; ESL; Special Education; or Reading Interventionist	3	2 to 4 times monthly

Source: Legislative Service Office from information provided by WDE.

\*Students may have replacement core as indicated by RTI or IEP.

***District reporting for selected schools***

As stated above, we saw that districts we visited were serious about assessing students as part of their at-risk assessments. However, we found inconsistent approaches to reporting, as well as systemic concerns. We discuss reporting issues later in Chapter 3.

The following table provides additional information on WDE-626 reporting of our selected districts and schools.

**\*Table 7**  
**Platte County School District #1**  
**WDE-626 Data**  
**SY 2006, SY 2007, and SY 2008**

School	Grade 1	Grade 2	Grade 3	Grade 4
<b>Chugwater</b>				
SY 2006	No Data Reported	No Data Reported	No Data Reported	No Data Reported
SY 2007	No Data Reported	No Data Reported	No Data Reported	No Data Reported
SY 2008	2 (Not Proficient)	1 (Blank)	1 (Not Proficient)	4 (Not Proficient)
<b>Glendo</b>				
SY 2006	1 (Proficient)	No Data Reported	No Data Reported	No Data Reported
SY 2007	No Data Reported	No Data Reported	No Data Reported	No Data Reported
SY 2008	No Data Reported	No Data Reported	No Data Reported	No Data Reported
<b>Libbey</b>				
SY 2006	2 (Proficient) 3 (Not Proficient) 2 (Blank)	7 (Proficient) 4 (Not Proficient) 2 (Blank)	N/A	N/A
SY 2007	8 (Proficient) 9 (Not Proficient)	11 (Proficient) 3 (Not Proficient)	N/A	N/A
SY 2008	6 (Proficient) 8 (Not Proficient)	No Data Reported	N/A	N/A
<b>Total</b>	<b>P (41%)</b> <b>NP (54%)</b> <b>Blank (5%)</b>	<b>P (64 %)</b> <b>NP (25%)</b> <b>Blank (11%)</b>	<b>NP (100%)</b>	<b>NP (100%)</b>

Source: Legislative Service Office from WDE-626 information provided by WDE.

\*Where less than three options appear (e.g. proficient, not proficient, or blank) no others appeared in WDE-626 reports. Therefore, numbers represented equal 100% of the sub-population reported.

**\*Table 8**  
**Natrona County School District #1**  
**WDE-626 Data**  
**SY 2006, SY 2007, and SY 2008**

School	Grade 1	Grade 2	Grade 3	Grade 4
<b>Grant</b>				
SY 2006	2 (Not Proficient)	7 (Not Proficient)	No Data Reported	No Data Reported
SY 2007	15 (Not Proficient)	4 (Not Proficient)	10 (Not Proficient)	No Data Reported
SY 2008	8 (Not Proficient)	No Data Reported	9 (Not Proficient)	1 (Not Proficient) 9 (Blank)
<b>North Casper</b>				
SY 2006	No Data Reported	1 (Not Proficient)	No Data Reported	No Data Reported
SY 2007	9 (Not Proficient)	11 (Not Proficient)	9 (Not Proficient)	No Data Reported
SY 2008	8 (Not Proficient) 1 (Blank)	No Data Reported	5 (Proficient) 6 (Not Proficient)	4 (Proficient) 8 (Blank)
<b>Willard</b>				

School	Grade 1	Grade 2	Grade 3	Grade 4
SY 2006	No Data Reported	No Data Reported	No Data Reported	No Data Reported
SY 2007	16 (Not Proficient)	15 (Not Proficient)	7 (Not Proficient)	No Data Reported
SY 2008	21 (Proficient) 5 (Not Proficient)	28 (Proficient) 10 (Not Proficient)	26 (Proficient) 11 (Not Proficient)	20 (Proficient) 17 (Blank)
<b>Total</b>	<b>P (25 %)</b> <b>NP (74%)</b> <b>Blank (1%)</b>	<b>P (37 %)</b> <b>NP (63%)</b>	<b>P (37%)</b> <b>NP (63%)</b>	<b>P (41%)</b> <b>NP (1%)</b> <b>Blank (58%)</b>

Source: Legislative Service Office from WDE-626 information provided by WDE.

\*Where less than three options appear (e.g. proficient, not proficient, or blank) no others appeared in WDE-626 reports. Therefore, numbers represented equal 100% of the sub-population reported.

**\*Table 9**  
**Laramie County School District #1**  
**WDE-626 Data**  
**SY 2006, SY 2007, and SY 2008**

School	Grade 1	Grade 2	Grade 3	Grade 4
<b>Gilchrist</b>				
SY 2006	4 (Proficient)	1 (Proficient) 2 (Not Proficient)	No Data Reported	No Data Reported
SY 2007	8 (Proficient) 1 (Not Proficient)	3 (Proficient) 1 (Not Proficient)	1 (Proficient) 2 (Not Proficient)	No Data Reported
SY 2008	4 (Proficient)	4 (Proficient)	3 (Proficient)	1 (Proficient)
<b>Hebard</b>				
SY 2006	4 (Proficient) 2 (Not Proficient)	1 (Proficient) 6 (Not Proficient) 1 (Blank)	No Data Reported	No Data Reported
SY 2007	1 (Proficient) 3 (Not Proficient)	1 (Proficient) 2 (Not Proficient)	3 (Proficient) 10 (Not Proficient)	No Data Reported
SY 2008	1 (Proficient) 1 (Not Proficient) 1 (Blank)	3 (Proficient)	2 (Proficient)	2 (Proficient)
<b>Jessup</b>				
SY 2006	8 (Proficient)	6 (Proficient) 2 (Not Proficient)	No Data Reported	No Data Reported
SY 2007	7 (Proficient) 2 (Not Proficient)	4 (Proficient) 2 (Not Proficient)	7 (Proficient) 3 (Not Proficient)	No Data Reported
SY 2008	11 (Proficient)	9 (Proficient)	4 (Proficient)	3 (Proficient)
<b>Total</b>	<b>P (83 %)</b> <b>NP (16%)</b> <b>Blank (1%)</b>	<b>P (67%)</b> <b>NP (31%)</b> <b>Blank (2%)</b>	<b>P (57%)</b> <b>NP (43%)</b>	<b>P (100%)</b>

Source: Legislative Service Office from WDE-626 information provided by WDE.

\*Where less than three options appear (e.g. proficient, not proficient, or blank) no others appeared in WDE-626 reports. Therefore, numbers represented equal 100% of the sub-population reported.

*Use of tutors and certified teachers* We also found that schools used a combination of certified teachers and non-certified personnel to perform tutor services. Although the use of tutors as a criteria to gauge student success across all districts was not within the scope of this particular review, we did identify (for the schools we visited), whether tutor services were being provided by certified teachers or non-certified personnel. The following table provides additional information.

**Table 10**  
**Pupil Support**  
**Selected Schools**

Elementary School	*FTEs Certified Teachers (1 <sup>st</sup> Grade)	*FTEs Certified Teachers (2 <sup>nd</sup> Grade)	FTEs Certified Teachers Responsible for Tutoring (1 <sup>st</sup> Grade)	FTEs Certified Teachers Responsible for Tutoring (2 <sup>nd</sup> Grade)	FTEs Non-Certified Personnel Responsible for Tutoring (1 <sup>st</sup> Grade)	FTEs Non-Certified Personnel Responsible for Tutoring (2 <sup>nd</sup> Grade)
**Grant	2	2	6	6 previously mentioned	2	2 previously mentioned
***North Casper	2	2	7	7 previously mentioned	4	4 previously mentioned
****Willard	2	2	7	7 previously mentioned	2	2 previously mentioned
*****Libbey	4	4	.10	.10	.50	.50
+Glendo	.50	.50	0	0	.25	.25
+Chugwater	.50	.50	0	0	.25	.25
++Gilchrist	1	1	0	0	1	1
+++Hebard	2	1	.5	.50	.10	.10
++++Jessup	2	3	1	1	1	1

Source: Legislative Service Office from information provided by visited schools.

\*Primary 1<sup>st</sup> and 2<sup>nd</sup> grade teachers in columns 1 & 2; additional FTEs in columns 3 through 6.

\*\*Six (6) certified teachers' salaries paid by Reading First; Title I; Special Education; and Tutor funding. With the exception of the Reading First teacher, all provide tutoring services for all subjects in 1<sup>st</sup> and 2<sup>nd</sup> grade, not just reading. The two non-certified personnel are funded through the General Fund and provide tutoring for all subjects in all grades.

\*\*\*Seven (7) certified teachers' salaries paid by Title III-ELL, Special Education; and Tutor funding. With the exception of the Title III-ELL teachers (2) and assistants (2), all provide tutoring for all subjects in all grades.

\*\*\*\*Seven (7) certified teachers' salaries paid by Reading First; Title I; Special Education; Tutor; and Instructional Facilitator funding. With the exception of the two assistants, all provide tutoring for all subjects in all grades.

\*\*\*\*\*Two certified teachers funded through Title I each spend 1/10 of their time tutoring 1<sup>st</sup> and 2<sup>nd</sup> grade respectively. There are also two half-time non-certified tutoring assistants for 1<sup>st</sup> and 2<sup>nd</sup> grade funded through Title I and district funds.

+Both Glendo and Chugwater have one certified teacher who splits their teaching time between 1<sup>st</sup> and 2<sup>nd</sup> grade. They have no certified teachers responsible for tutoring. Both schools also have a 1/2 FTE who split their tutoring time between 1<sup>st</sup> and 2<sup>nd</sup> grade respectively.

++Primary certified teachers receive additional pay for tutoring.

+++One (1) non-certified tutor spends one (1) hour per day for 1<sup>st</sup> grade and one (1) hour per day for 2<sup>nd</sup> grade.

++++One (1) FTE for non-certified tutoring, is used to pay multiple individuals.

*Use of Proficiency Assessments for Wyoming Students (PAWS) as an outcome measure*

We found during our site visits, and during discussions with WDE, that PAWS was used by districts to determine reading proficiency. It should be noted that PAWS is an accountability measure for schools, as part of the No Child Left Behind requirements. PAWS is not used to determine eligibility for graduation or college entrance. It is merely a “snap-shot” once a year to determine a student’s proficiency in reading, writing, math, and science.

Wyoming’s accountability system includes all school districts and schools within the state. Pursuant to W.S. 21-2-304 (a) (v) (B) all students enrolled in grades three (3) through eight (8) and grade eleven (11) are required to participate in PAWS. PAWS is used to assess students’ proficiency in reading, math, writing, and science (as of Spring 2008).

For those students placed on an IEP who suffer from the most significant cognitive disabilities, PAWS Alternative (PAWS-ALT) is used for student assessment. Use of this particular assessment complies with the requirements of No Child Left Behind (2001) and Individuals with Disabilities Education Improvement Act (2004).

It should be noted that in Wyoming, there are schools that provide enrollment to K-2 students. For example, Libbey Elementary School in Wheatland instructs students in one building, who are then moved to West Elementary School in a separate building. In this instance, assessment results in West Elementary School are used to hold Libbey Elementary School accountable.

There are six (6) additional K-2 schools in Wyoming: Douglas Primary School; Lincoln Elementary; Lebhart Elementary; Jackson Elementary; Mountain View Elementary; and Newcastle Elementary.

The following table provides additional detail related to PAWS scores for Wyoming students from SY 2005 through SY 2008. Complete PAWS scores for all subjects are located in Appendix C of the report.

**Table 11**  
**\*PAWS Reading Scores (Statewide & Aggregated)**  
**SY 2005-SY 2008**

School Year	Grade	Students Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Basic and Below	% Proficient and Advanced
2005-06	3 <sup>rd</sup>	6,080-6,089	9.6%	28.8%	50.3%	11.3%	38.4%	61.6%
2006-07	3 <sup>rd</sup>	6,360-6,369	2.3%	21.2%	62.2%	14.3%	23.4%	76.6%
2007-08	3 <sup>rd</sup>	6,410-6,419	9.7%	28.7%	50.6%	11.1%	38.3%	61.7%
2008-09	3 <sup>rd</sup>	6,630-6,639	11.83%	34.46%	47.66%	6.05%	46.29%	53.71%
2005-06	4 <sup>th</sup>	6,160-6,169	9.5%	26.0%	49.1%	15.4%	35.5%	64.5%
2006-07	4 <sup>th</sup>	6,230-6,239	4.4%	19.0%	56.1%	20.5%	23.4%	76.6%
2007-08	4 <sup>th</sup>	6,460-6,469	3.8%	22.8%	51.1%	22.3%	26.6%	73.4%
2008-09	4 <sup>th</sup>	6,600-6,609	4.89%	24.05%	49.41%	21.64%	28.95%	71.05%
2005-06	5 <sup>th</sup>	5,960-5,969	8.9%	24.8%	48.3%	17.9%	33.8%	66.2%
2006-07	5 <sup>th</sup>	6,290-6,299	4.8%	20.0%	60.6%	14.6%	24.8%	75.2%
2007-08	5 <sup>th</sup>	6,330-6,339	7.7%	26.7%	55.6%	10.1%	34.4%	65.6%
2008-09	5 <sup>th</sup>	6,670-6,679	8.35%	28.88%	49.96%	12.82%	37.23%	62.70%

Source: Wyoming Department of Education, PAWS website.

\*PAWS disaggregated data does not include a subgroup for students placed on IRPs as part of public PAWS reporting results.

*District at-risk resources and off-model resources provide dollars for Program implementation* As discussed previously, the Program is funded through the use of at-risk resources within the Model. Again, the Model does not provide for a cost-based adjustment for this particular program. In addition, districts can use off-model resources to fund the program (e.g. special education reimbursement and summer school extended day).

The following tables provide additional information related to specific resources the districts we visited have to fund their reading assessment and intervention programs.

**Table 12**  
**\*District Model Generated At-Risk Resources**  
**SY 2009**

District	Additional Pupil Support	Tutor Funding	ELL Teacher Funding	Increase of ½ Day to Full Day Kindergarten
Natrona #1	\$3,265,674	\$3,342,040	\$160,016	\$2,219,171
Laramie #1	\$3,856,892	\$3,947,189	\$371,195	\$2,543,727

District	Additional Pupil Support	Tutor Funding	ELL Teacher Funding	Increase of ½ Day to Full Day Kindergarten
Platte #1	\$234,374	\$239,838	\$23,349	\$178,883
<b>Total</b>	<b>\$7,356,940</b>	<b>\$7,529,067</b>	<b>\$554,560</b>	<b>\$4,941,781</b>

Source: Legislative Service Office, Education Finance Section.

\*Amounts are used for K-12.

**Table 13**  
**\*Off-Model Generated At-Risk Resources**  
**SY 2009**

District	Special Education Reimbursement	**Summer School Extended Day
Natrona #1	\$19,343,945.93	\$1,360,511
Laramie #1	\$21,103,457.95	\$1,737,494
Platte #1	\$2,178,227.02	\$114,921
<b>Total</b>	<b>\$42,625,630.90</b>	<b>\$3,212,926</b>

Source: Legislative Service Office, Education Finance Section.

\*Amounts are used for K-12.

\*\*Estimated.

*Confidential district survey provides additional information on all districts state-wide*

In order to gain insight into the ways and means for which Wyoming school districts implemented their reading assessment and intervention programs, we sent surveys to all 48 school districts.

Included in the survey were questions regarding implementation, screening and diagnostic assessments; use of IRP's for identified students; parental involvement; and financial data associated with their program to help students become reading proficient. Of the 48 school districts surveyed, 47 (98%) returned a completed survey.

Overall, it appears that more than 95% of reporting schools have fully implemented their reading assessment and intervention program. As discussed previously, reading assessment and intervention is being done as part of districts' overall strategy to identify at-risk students through the RTI process.

Comments indicated however, that although districts have assessment and intervention programs established, there is confusion with respect to reporting towards the 85% statutory goal. For example, not all districts understood the 85% goal relates to the percent of identified students on IRPs who become

reading proficient. Rather, they misunderstood that the 85% applies to all students for reading proficiency.

In addition, the survey results related to screening and diagnostic testing indicated relative consistency among districts to identify struggling students; however by using various assessments. For example, 94% of districts used a varied combination of DIBELS, DORA, and Measures of Academic Progress (MAP) as their primary screening assessment. And, 83% of districts used a varied combination of DIBELS, DORA, ERDA, and MAP to complete diagnostic testing for identified students.

Survey results related to IRP's for identified students, parental involvement, and financial data had a greater dispersion among districts with no one category becoming a majority. For example, it appears that some districts use an IRP (Individualized Reading Plan) for identified students while other districts use an ILP (Individualized Learning Plan) in place of an IRP and a small percentage of districts will use a combination of both. From our interviews with educators, we determined that an ILP is a broad learning plan which focuses on reading, writing, and mathematics.



---

## CHAPTER 2

---

**Lack of financial reporting has caused a void of information, which prevents precise analysis of the resources used to carry out W.S. 21-3-401.**

---

**Finding 1: WDE does not require financial reporting and/or auditing of expenditures related to the Reading Assessment and Intervention Program (W.S. 21-3-401).**

Currently, the WDE does not require districts to report expenditures for the Reading Assessment and Intervention Program (Program). As a result WDE and the legislature have lost the ability to track trends related to the use of financial resources across all districts; tracking had occurred from 2001 to the recalibration of the Model in 2005. In addition, when the 2010 recalibration of the Model occurs, there may not be adequate financial data to discuss issues such as the consideration of a cost based adjustment for the Program, categorical funding for the Program, or continued funding through existing at-risk resources.

Prior to recalibration of the Model in 2005, the Program was funded separately as a categorically funded program outside of the Model. It received appropriations totaling \$17,891,386 from 2001 through 2005. In addition, the legislature required financial reporting from the districts to accompany the programmatic reporting in W.S. 21-3-401.

Statutory language under W.S. 21-13-333 (d) stated *each district shall, in addition to reporting information required under W.S. 21-3-401, annually report to the department expenditures of amounts made available under this section for the prior school year.* This language was passed during the 2004 Budget Session (House Bill No. 93), in order to create a reporting mechanism for expenditure information, since it was funded outside of the

Model. However, W.S. 21-13-333 (d) was repealed after recalibration of the Model (2005), during the 2006 Budget Session. House Bill No. 139, implemented 2005 recalibration modifications to the Model. Among other things, the title to that bill stated it was, “*eliminating superseded, superfluous and fully executed statutes.*”

After W.S. 21-13-333 (d) was repealed in 2006 (2006 Laws-Ch.37, Section 2), the State Superintendent and WDE discontinued financial reporting requirements related to the Program. According to WDE officials, after the recalibration of the Model in 2005, as well as the repeal of the financial reporting section in 2006, it lost the ability to track expenditures related to the Program.

*The Superintendent and WDE have statutory authority under W.S. 21-2-203 (a) to require financial reporting with respect to the school finance system*

Currently, the Superintendent and WDE have statutory authority to require financial expenditure reporting from districts related to the “*school finance system*”, discussed under W.S. 21-2-203 (a). The statute goes on to define the school finance system as *all statutes related to the terms and conditions under which funds from Wyoming sources are made available under Wyoming law to the public schools for school operations.*

This particular statute was modified during the same budget session that W.S. 21-13-333 (d) was repealed. More specifically, the new language for W.S. 21-2-203 (a) is as follows: *The department shall collect data for the state’s school finance system.* In other words, the new language expressly requires WDE to collect data related to the state’s school finance system. It could be argued that this new language was part of the previous statute’s repeal, given the shift to fund the Program post recalibration through at-risk Model resources; this shift brought the Program under the definition of “*school finance system*”.

At-risk resources within the Model could fall under the statutory definition of “*school finance system*” within W.S. 21-2-203 (a). These resources include additional pupil support, tutor funding, ELL teacher funding, and increase of ½ day to full day kindergarten funding. Again, being able to track resources related to a statutorily created program, provides additional information to legislators for use in comparing resources against

how well the districts are following statutory mandates. Also, the intent of W.S. 21-3-401 is to address the needs of at-risk students with respect to reading proficiency, which is consistent with the use of at-risk resources within the Model.

*Expenditure reporting  
does not take away  
local discretion*

We believe statutory authority could be used by WDE to require financial reporting for the Program. Requiring expenditure reports on how at-risk resources are expended for the Program, does not limit a district's discretion to use state monies. Rather, such reporting communicates to WDE and the Legislature how the monies are used for a specific purpose.

However, the decision to discontinue the requirement for districts to report expenditure information has created a reporting dichotomy in that W.S. 21-3-401 (b) requires certain programmatic reporting, without the usual accompanying requirements for financial reporting typically seen for government services. Also, because the current Model allows districts to use at-risk resources for the Program, but without creating a separate cost based adjustment, financial reporting requirements are blurred.

This arrangement could be considered somewhat awkward, in that resources within the Model that are subject to various reporting requirements pursuant to W.S. 21-2-203 (a) are not applied to this statutorily created Program by WDE; even though at-risk resources are being expended for a particular statutory purpose, where programmatic reporting is required.

*Future reporting could  
prove beneficial*

If WDE reestablishes a reporting requirement for district expenditure information related to the Program, as was done in the past, future discussions related to Program funding as part of recalibrations could be more meaningful. Also, such information could be helpful when weighing the use of financial resources against how well districts are assisting students to become reading proficient.

To the extent the idea behind the Model is to preserve local control, considering this intent, it is crucial to point out that financial reporting does not take away local autonomy to make decisions on how to use funds. In fact, it provides an opportunity to determine whether the allocated funds are

sufficient in meeting the goal of providing students with “*fair, complete, and equal education*”, discussed in the State of Wyoming v. Campbell County School District (2001).

*Wyoming Title 21 grants collective and broad authority to the Superintendent and WDE with respect to requiring district reporting*

It should also be noted that under Wyoming Title 21, the Superintendent and WDE possess collective and broad authority to require districts to report various programmatic and financial data related to K-12 education funding. Although not all specifically related to the Program, it is clear that the Legislature intends to hold districts accountable for various educational programs and resources, through various statutory language.

The following table provides excerpts of applicable statutes and related regulations, which grants general authority to the Superintendent and WDE to require various types of financial reporting at the district level.

**Table 14**  
**Wyoming Department of Education**  
**Statutory and Regulatory Authority Re: District Reporting**

Statutory Provision	Description
W.S. 21-2-203 (a)	<p><i>The department shall collect data for the state’s school finance system and in accordance with rule and regulation of the state superintendent, administer the Wyoming education resource block grant model adopted by the Wyoming legislature pursuant to W.S. 21-13-309. As used in this section, “school finance system” means all statutes related to the terms and conditions under which funds from Wyoming sources are made available under Wyoming law to the public schools for school operations.</i></p> <p><i>The school finance system established following a 1995 Wyoming supreme court decision, and subsequently modified and recalibrated as required under W.S. 21-13-309(t), is extremely complex and requires timely and accurate data to be administered fairly and accurately. It is essential that a single entity be established to ensure that fair and accurate administration is accomplished.</i></p>
W.S. 21-2-202 (a) (xxxi) (E):	<p><i>In addition to any other duties assigned by law, the state superintendent shall provide guidance and oversight of distance education by implementing a comprehensive reporting process as necessary for federal and state funding requirements and establishing necessary data collection</i></p>

Statutory Provision	Description
	<p><i>instruments and systems to monitor and improve distance education programs statewide.</i></p>
<p>W.S. 21-13-321 (d)</p>	<p><i>Districts shall report special education program expenditures for the applicable reporting period as required by department rule and regulation. The department shall annually review and report to the joint education interim committee regarding services provided to special education students by school districts.</i></p> <p><i>The report shall evaluate the extent to which services are being appropriately provided and whether expenditures for services are reasonable in light of charges by providers of similar services in Wyoming.</i></p> <p><i>In addition, the department shall when necessary, conduct audits of information submitted by districts under this section and may, in accordance with W.S. 21-13-307(b), correct the information reported by districts as necessary to fairly and accurately reflect the data type, classification and format required to administer this section in accordance with law and department rule and regulation.</i></p>
<p>W.S. 21-13-320 (f)</p>	<p><i>... School districts shall notify the department of school bus and other student transportation vehicle needs and requirements for the appropriate fiscal year in the manner and within the times prescribed by department rule and regulation, and shall report expenditures, purchases and lease arrangements for the applicable reporting period, including vehicles replaced by purchases and leases, as required by department rule and regulation. The department shall annually review and conduct audits as necessary of information submitted under this section. As authorized under W.S. 21-13-307(b), the department may correct the information reported by districts under this section as necessary to fairly and accurately reflect the data type, classification and format required to administer this section in accordance with law and department rules and regulations.</i></p>
<p>*W.S. 21-2-202 (a) (xxvi)</p>	<p><i>In addition to any other duties assigned by law, the state superintendent shall: Establish criteria and guidelines for the identification of vocational education courses by districts, for the computation of full-time equivalent (FTE) students participating in vocation education courses and for the determination of full-time equivalent (FTE) vocational education teachers, and provide for the annual collection of information necessary to implement and administer W.S. 21-13-309 (m) (v)</i></p>

Statutory Provision	Description
	(D).
*W.S. 21-2-202 (a) (xxix)	<i>In addition to any other duties assigned by law, the state superintendent shall: (xxix)... By rule and regulation, provide for the reporting of district vocational education expenditures.</i>
*W.S. 21-12-105 (e)	<i>Each recipient district shall report to the department on the expenditure of amounts awarded under this section, shall in consultation with representatives of partnership post secondary education programs and industry, provide the department an evaluation of project results and shall provide other information as required by rule and regulation of the department to implement this section.</i>

Source: Wyoming Statutes and Wyoming Department of Education Regulations.

\*WDE Chapter 37 (Vocational Education Funding Eligibility and Adjustment to the Foundation Program Formula), Section 5 provides additional detail related to required data collection and expenditure reporting.

*Reporting occurs primarily through various WDE provided report templates*

Primarily, the reporting discussed above occurs through the WDE-100 (School Foundation Program Funding Worksheet). This report serves as the basis for all data necessary for WDE to compute school districts' School Foundation Program Guarantees, local resources, and entitlement or recapture payments.

Other WDE forms are also used to cross-check information on the WDE-100:

- WDE-103-Reimbursable Pupil Transportation Expenditures;
- WDE-401-Reimbursable Special Education Expenditures;
- WDE 600-WISE Attendance and Membership; and
- WDE-601-Annual District Financial Report used to collect revenue and expenditure activities.

*Statutory framework exists for a reciprocal relationship between WDE as a limited oversight entity and the districts as quasi-independent entities*

In addition to the statutory provisions illustrated in Table 1, various statutes require that school districts comply with WDE reporting requirements. The statutory framework exists for a reciprocal relationship between WDE as a limited oversight entity, and the districts as quasi-independent entities.

For example, W.S. 21-3-110 (a) (v) requires the board of trustees in each school district to *submit reports concerning finances or any other matter as the state board, state*

*superintendent or state law may require.* In addition, W.S. 21-3-110 (a) (xxviii) and W.S. 21-3-117 (a) (i) provide broad requirements for annual financial reporting to WDE.

Finally, W.S. 21-2-203 (e) (i) requires that after July 1, 2005, school districts that submit required data or reports in accordance with laws and rules shall *include a statement by the superintendent of the district certifying that data submitted is complete, accurate and conforms with all reporting requirements.*

According to WDE officials, the WDE-614 (Spring Reporting Certification Checklist) is used by districts to meet the requirements of W.S. 21-2-203 (e) (i). The checklist includes 24 WDE forms and instructions with respect to submittal and signature. It should be noted that the WDE-626 is also included, which is used to submit districts' progress towards the 85% goal pursuant to W.S. 21-3-401.

*WDE has authority to conduct limited audits of school districts*

In addition to statutory authority to require various reporting of school districts, WDE has the authority to conduct limited audits related to district reporting. In conjunction with the auditing responsibilities of the Department of Audit, Public Funds Division, increased oversight over certain areas related to the use of at-risk resources, such as the Program, could be beneficial to students being served in the districts.

One particular statute (W.S. 21-13-307 (b)) provides authority to the Superintendent to conduct audits related to the cost components of the Model. Although the Program is not funded through a cost based adjustment or specific resources within the Model, at-risk resources are used by districts for the Program, which creates an opportunity for increased oversight by WDE.

The following table provides additional statutory language which grants the Superintendent and WDE various auditing authority.

**Table 15**  
**\*Wyoming Department of Education**  
**Statutory Authority Re: District Auditing**

Statutory Provision	Description
W.S. 21-13-307 (b)	<i>Each district shall provide financial reports to the department on forms and in such manner required by the department under W.S. 21-2-203 and by rules and regulations promulgated by the state superintendent of public instruction pursuant to this article. In administering this article, the state superintendent may conduct audits of information submitted by districts under this article as necessary to administer and perform computations pertaining to the cost components within the education resource block grant model, and may, after consulting and negotiating with the school district, correct the information reported by districts under this article to fairly and accurately reflect the data type, classification and format necessary to perform computations required to administer the school finance system established under this article.</i>
**W.S. 21-13-320 (f)	<i>The department shall annually review and conduct audits as necessary of information submitted under this section. As authorized under W.S. 21-13-307(b), the department may correct the information reported by districts under this section as necessary to fairly and accurately reflect the data type, classification and format required to administer this section in accordance with law and department rules and regulations.</i>
***W.S. 21-13-321 (d)	<i>In addition, the department shall when necessary, conduct audits of information submitted by districts under this section and may, in accordance with W.S. 21-13-307(b), correct the information reported by districts as necessary to fairly and accurately reflect the data type, classification and format required to administer this section in accordance with law and department rule and regulation.</i>

Source: Wyoming Statutes and Wyoming Department of Education Regulations.

\*It should be noted that the primary responsibility for auditing school districts rests with the Department of Audit pursuant to W.S. 9-1-513, primarily to audit data submitted by the districts as part of the school finance system.

\*\*Relates to student transportation reimbursements.

\*\*\*Relates to special education.

*Data Advisory Committee focuses primarily on Model components* W.S. 21-2-203 (d) requires the Superintendent to create an Advisory Committee, primarily to address the administration of the Education Resource Block Grant Model (Model), as well as its funding components. It consists of not less than seven (7) members, with representation from Wyoming school districts,

other state agencies involved in the administration of the school finance system, director (or proxy) from the Department of Audit, and at least one (1) representative from the independent auditor community within the State. The following table illustrates current membership.

**Table 16**  
**Composition of the Advisory Committee**

Name	Representing
<b>WDE</b>	
Fred Hansen	WDE, Finance Unit Director
<b>Department of Audits</b>	
Pam Robinson	Department of Audit
<b>Independent Auditor</b>	
Jim Dodson, CPA	Porter, Muirhead, Cornea, and Howard
<b>Legislative Service Office</b>	
Matthew Willmarth	Legislative Service Office
<b>School Districts</b>	
Mary Jo Lewis	Park County School District #1, Business Manager
Kevin Mitchell	Park County School District #1, Superintendent
Kirk Schmidt	Fremont County School District #1, Assistant Superintendent
Jack Stott	Washakie County School District #1, Business Manager
Conilee Swantek	Platte County School District #2, Business Manager
Mike Wiggam	Laramie County School District #1, Business Manager
Bonnie Zowada	Niobrara County School District #1, Business Manager
Steve Hopkins	Natrona County School District #1, Associate Superintendent for Business Services
Vern McAdams	Sublette County School District #1, Business Manager

Source: Legislative Service Office, from December 2, 2009 meeting minutes.

The duties of the Advisory Committee primarily center on making recommendations related to changes to WDE rules, policies, practices and procedures to improve the accuracy of data, as well as the efficiency of data collection related to administration of the school finance system. According to WDE officials, recommendations typically are not presented to the Superintendent via formal reports. Rather, they are communicated informally through meeting minutes and other avenues, with respect to resolution of various data related and other issues.

*Review of Advisory Committee minutes from January 2001 through December 2009 show no discussion of the Reading Assessment and Intervention Program*

Our review of Advisory Committee minutes illustrates that it appears to be following the specific language with respect to W.S. 21-2-203 (d) when setting agenda items for discussion. Discussion and actions are clearly evident related to reporting data in core areas such as vocational education, pupil transportation, health insurance, distance education, etc. However, discussions concerning the Program with respect to financial reporting prior to the 2005 recalibration and WDE-626 reporting after the passage of W.S. 21-3-401 in 2001 are not included in the formal minutes of the Advisory Committee.

In our review of Advisory Committee minutes, we also saw discussion related to the improvement of various WDE forms such as the WDE-100 (School Foundation Program Funding Worksheet); WDE-103 (Pupil Transportation Reimbursement); WDE-401 (Special Education Reimbursements); WDE-600 (WISE Attendance and Membership); WDE-601 (Annual District Financial Report), etc. occurred.

Earlier discussions prior to recalibration of the Model in 2005, also centered on strategies and expectations as the state moved away from the MAP Model, and how that move would impact financial reporting related to the various resources within the Model.

According to WDE officials, because of the categorical funding nature of the Program prior to the recalibration in 2005, as well as the hybrid funding of the Program through existing at-risk resources within the current Model, interesting challenges are presented with respect to financial reporting. Because the Program is not funded through a cost based adjustment within the Model, reporting does not appear to be as salient for the Committee as other areas such as special education or transportation. However, even though the Advisory Committee is primarily concerned with data reported within the resources of the Model, it does not preclude discussion related to the Program.

WDE officials believe a discussion between WDE education finance specialists, LSO education finance specialists, as well as members of the Advisory Committee, could be beneficial to discuss reporting challenges related to the Program. Tracking of

at-risk financial resources within the Model (e.g. pupil support, tutor funding, ELL teacher funding, and increase of ½ day to full day kindergarten funding) for reading assessment and intervention is a logical discussion to have, given the programmatic reporting already required pursuant to W.S. 21-3-401.

*WDE, by exercising more authority, could provide an environment for improved financial reporting for services provided to students who are not reading proficient*

Given the importance of previous financial reporting requirements pursuant to W.S. 21-13-333 (d) and WDE's current authority related to financial reporting and auditing discussed in Tables 14 and 15, a need becomes apparent for additional oversight by WDE of statutorily created programs such as Reading Assessment and Intervention. A reciprocal relationship between WDE as a limited oversight entity, and the districts as quasi-independent entities, can only serve to improve financial accountability related to the Program. Finally, reporting does not inherently take authority away from school districts with respect to expending funds.

Such a relationship provides the opportunity for school districts and WDE to work together to thoughtfully analyze expenditures and other resources being used to assess children at the first and second grade levels. Identification of resources used to assist students who screen as not being reading proficient, provide valuable information when compared against the programmatic aspects of the Program. In order to determine the amount of future resources for the Program, financial data should be weighed against how well districts are doing to help identified students to become reading proficient.

**Recommendation:**

The Superintendent and WDE should explore reestablishing requirements for school districts to report expenditure and programmatic data for the Reading Assessment and Intervention Program.

- The WDE-626 and WDE-601 reports should be used for this reporting.
- Similar to years prior to 2005, it would be necessary to create additional account coding

unique to the Program. For example, WDE should designate a funding group code to specify all funds spent for the Program; further separation of funds by function code and object code should also occur to ensure consistent reporting of expenditures for various purposes.

**Recommendation:** The Superintendent and WDE should conduct analysis of expenditure and programmatic data for the Program, in order to assist the Legislature with future funding and recalibration efforts.

**Recommendation:** The Superintendent and WDE should work with the Department of Audit and Data Advisory Committee to determine the types of expenditure and programmatic data that districts could submit for the Reading Assessment and Intervention Program.

- Data collected should ultimately provide the information needed for the Legislature to make decisions related to recalibration, future funding of the Program, as well as changes in the reporting templates used by WDE to collect existing data from the districts.
- Discussions should center on possible revisions to the WDE-626 and WDE-601 templates to provide the most consistent vehicles for district collection and reporting to WDE.

**Finding 2: Since the passage of W.S. 21-3-401 in 2001, districts have not received consistent direction from WDE with respect to statutorily required reporting requirements of the Reading Assessment and Intervention Program. This is due in part to the evolving nature of administering the Program within WDE since 2001, as well as the challenges of how best to implement the specific reporting requirements of W.S. 21-3-401 (b).**

Since the passage of W.S. 21-3-401 in 2001, WDE has experienced a difficult challenge of administering a statutorily created program that clearly grants local school districts the responsibility for carrying out various provisions. In addition, funding for the Reading Assessment and Intervention Program (Program) shifted from categorical based funding outside of the pre-2005 Model (coupled with statutory financial reporting requirements within education finance statutes-W.S. 21-13-333) to a hybrid where the Program was funded through at-risk resources within the post-2005 recalibrated Model.

Given the Superintendent's and WDE's responsibility within W.S. 21-2-202 (a) (i) related to *administration of the state educational system*, it does have overall responsibility for assisting school districts to carry out statutory mandates related to any K-12 program. In this light, it has evolved its administration of the Program from initially assisting school districts to set up separate and distinct early literacy programs from 2001-2003 towards establishing a reporting mechanism that would address statutory requirements under W.S. 21-3-401 (b).

A WDE official summed up the department's involvement with districts as strong at the beginning of the implementation related to training and technical assistance, towards more focus on the

data collection mid-stream to present (along with a stronger district-level focus emerging again). And, to encourage more consistent reporting from the schools, to the districts, then to WDE.

As a result of WDE's primary focus on the establishment of early literacy programs, districts appear to be adequately assessing 1<sup>st</sup> and 2<sup>nd</sup> grade students in reading. As discussed earlier, assessments are conducted as part of districts' Response to Intervention (RTI) and Early Literacy programs. In addition, from the districts we visited, we saw evidence of various types of intervention occurring, in order to help students reach proficiency.

However, because of the uncertainty and lateness in addressing reporting requirements, districts generally have not met statutory reporting requirements of W.S. 21-3-401 (b). This has resulted in inaccurate and incomplete information being submitted to the WDE, which gives a false impression that districts are not adequately assessing and intervening, when students are reported incorrectly as not becoming reading proficient.

*Initial WDE focus centered around district training and technical assistance in setting up early literacy programs*

Initially, the Program was funded and administered through the Superintendent's Office/Internal Operations as illustrated in WDE's BFY 2003 budget request. During this time, according to WDE officials, the focus was to move towards a biennium budgeting cycle from the SY 2001 appropriation of \$3,430,000, and to assist districts in the development of early literacy programs.

Early efforts also focused on providing early literacy training and technical support to district personnel and teachers in order to create annual early literacy plans for submission to WDE. Early Literacy Plans include information related to the types of screening and diagnostic tools used by each district, the identification of core reading programs used by each district, as well as interventions and strategies used to move students towards reading proficiency.

According to WDE officials, regional trainings were also held in the early years on key components of literacy instruction including vocabulary, comprehension, and word work. In

addition, WDE provided ongoing assessment trainings on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a reading screening tool, and the Early Reading Diagnostic Assessment (ERDA), a diagnostic tool. Officials stated these two assessments were offered as part of an optional assessment system, but were not required. Ongoing Language Essentials for Teachers of Reading and Spelling (LETRS) training was also provided.

Currently, WDE has required all districts to update their Early Literacy Plans (as of October 15, 2009). WDE officials stated they have begun a new round of assessment trainings as well as required trainings on the statute and the requirements for districts. As part of these trainings, WDE teams provide site visitations and professional development at district's request as well as bringing in outside providers.

*WDE's focus recently moved towards assisting districts with reporting requirements of W.S. 21-3-401(b)*

The Program moved from the Superintendent's Office/Internal Operations in 2005 to a separate WDE unit (Educational Quality and Accountability). It was at this time the focus of WDE shifted from training and technical assistance related to the establishment of early literacy programs at the district level, towards reporting of district progress.

According to WDE officials, the WDE-626 collection process used to capture information related to the number of students who do not screen reading proficient, has been a time-consuming part of the implementation. This effort has been time consuming, because of the numerous data entry errors at the district level and lack of inconsistent reporting. These problems have made attempts to analyze the results a challenge since the inception of the Program.

*Most districts responded that they report data as required by W.S. 21-3-401 (b)*

Most districts however, responded to our *Confidential District Superintendent Survey* that they meet the reporting requirements pursuant to W.S. 21-3-401 (b). More specifically, they reported as follows:

- 45 of 46 respondents (98%) reported *progress toward reaching the goal of eight-five (85%) of identified students being reading proficient;*
- 44 of 46 respondents (96%) reported that their reporting

included *longitudinal data on all students in grades one (1) through (4) identified for intervention*; and

- 35 of 46 respondents (78%) reported that they included *the reason the 85% goal was not reached and the steps being taken by the district to solve the problem*.

Although the results above appear positive, in reality the reporting that does occur at the district level is quite problematic related to the inconsistent manner in which data is reported from the schools, to the districts, then to WDE.

For example, during our overall analysis of WDE-626 data submitted by all school districts to WDE for SY 2006, SY 2007, and SY 2008, we found the following general themes: districts reporting students placed on IRPs, but failing to report whether or not those students became reading proficient; one district reporting students placed on IRPs, but reporting 0% of all identified students becoming reading proficient; for all districts, an absolute lack of longitudinal reporting of students from Grades 1-4; and for all districts the use of numerous screening assessments.

*Three school districts we visited showed reporting problems or inconsistencies*

The three school districts we visited all showed some form of reporting problem or inconsistency, as discussed above. Although it was apparent from our interviews and observations at the nine (9) schools we visited that reading screenings and interventions were occurring, the reporting of effectiveness related to those activities was definitely problematic.

It should also be noted that none of the districts and schools we visited, showed evidence of reporting longitudinal data to the WDE for 1<sup>st</sup> through 4<sup>th</sup> grades. In other words, only “snapshots” of single school years were reported.

*Natrona County School District #1*

One notable impact of the false impressions that 0% reporting can cause, is reporting by one elementary school (Grant) we visited in Casper. That particular school reported 56 instances of students being placed on IRPs for SY 2006, SY 2007, and SY 2008. However, because of problems related to reporting, 0% was reported for all students as not becoming proficient.

When we followed up with that particular school, we found where five (5) students (9%) were actually reading proficient. In addition, 21 students (38%) left the district before taking PAWS. This particular reporting problem causes a false impression that none of the students became reading proficient.

The following table provides additional information related to the district's reporting of other schools as 0%. It should also be noted that some schools simply were not able to report usable data to the district as a result of data gathering and reporting problems: SY 2006-nine (9) schools did not report data; SY 2007- five (5) schools did not report data; and SY 2008-sixteen (16) school did not report data.

These problems occurred for a combination of reasons including schools that did not know how to report accurate information to their district offices and districts having problems with their student information systems. Finally, because of inconsistent guidance from the district(s), some schools were not sure which students actually to report as not proficient.

**Table 17**  
**Examples of 0% Reporting by Natrona County School District #1**

School	# of Students Identified as Not Reading Proficient (SY2006)*	# of Students Identified as Not Reading Proficient (SY2007)*	# of Students Identified as Not Reading Proficient (SY2008)*	Percentage Towards 85% Statutory Goal
Bar Nunn	5 (Grade 2)	2 (Grade 2)	No data reported	0%
Cottonwood	No data reported	15 (Grade 1) 16 (Grade 2) 15 (Grade 3)	No data reported	0%
Evansville	3 (Grade 2)	16 (Grade 1) 11 (Grade 2) 9 (Grade 3)	No data reported	0%
Ft. Caspar	1 (Grade 1)	6 (Grade 1) 4 (Grade 2) 8 (Grade 3)	No data reported	0%
Grant	2 (Grade 1) 7 (Grade 2)	15 (Grade 1) 4 (Grade 2) 10 (Grade 3)	8 (Grade 1) 9 (Grade 3) 1 (Grade 4)	0%
Mountain View	3 (Grade 1) 6 (Grade 2)	1 (Grade 1) 2 (Grade 2)	No data reported	0%

School	# of Students Identified as Not Reading Proficient (SY2006)*	# of Students Identified as Not Reading Proficient (SY2007)*	# of Students Identified as Not Reading Proficient (SY2008)*	Percentage Towards 85% Statutory Goal
		14 (Grade 3)		
Oregon Trail	2 (Grade 1) 12 (Grade 2)	5 (Grade 3)	No data reported	0%
Pineview	7 (Grade 2)	3 (Grade 1) 1 (Grade 2) 9 (Grade 3)	No data reported	0%
Poison Spider	No data reported	4 (Grade 2) 10 (Grade 3)	No data reported	0%
Sagewood	No data reported	14 (Grade 1) 11 (Grade 2) 1 (Grade 3)	No data reported	0%
Southridge	No data reported	6 (Grade 3)	No data reported	0%
University Park	2 (Grade 1) 7 (Grade 2)	5 (Grade 2) 6 (Grade 3)	No data reported	0%
Woods Learning	6 (Grade 1) 3 (Grade 2)	3 (Grade 1)	No data reported	0%
<b>**Total</b>	<b>66</b>	<b>226</b>	<b>18</b>	<b>0%</b>

Source: Legislative Service Office from WDE-626 information provided by the Wyoming Department of Education.

\*Numbers also denote total students placed on an Individual Reading Plan (IRP). For cells which include information for some, but not for all grades, data was not reported for all grades via WDE-626 reporting.

\*\*Does not control for duplicative WISER ID's for various years and grades.

We also found that for one of the other elementary schools we visited in Casper, students were reported as being placed on IRPs, but not reported as either “yes” or “no” as becoming reading proficient.

For example, Willard Elementary School reported for SY 2008 (4<sup>th</sup> grade), seventeen (17) students as neither “yes” nor “no” as reading proficient after being placed on IRPs. However, upon further investigation with the school, it was determined that ten (10) or 59% of the students were actually reading proficient. As reported, WDE-626 information would give a false impression of this school with respect to these students, when quite the opposite would be true.

Finally, we found that numerous screening assessments were used within Natrona County, which could cause inconsistency in terms of how “proficiency” is defined. According to district officials, the following screening assessments are used within the

district: Rigby Reads; AIMSWEB; Benchmark Reading Assessments; NWEA MAP for Primary Grades, DIBELS, and Running Records Phonics Recording.

We followed up with Natrona County School District #1 officials who stated that reporting has been problematic for years because of an antiquated student information system that was extremely difficult to use for collection and update of students information; more specifically related to student placement on IRPs, reading proficiency scores, etc. As a result, data from schools was either reported incorrectly, or not at all. District officials stated that these problems are a direct result of data gathering and reporting problems, which are currently being addressed by the district.

The district is in the process of implementing a new student information system (Infinite Campus), which is more user friendly at the school level. According to one district official, there is a need for schools to carefully and reliably input information into the system, for the district to use for WDE-626 reporting purposes. Given that the district is moving towards online reporting of the IRP and other at-risk information within Infinite Campus, the whole reporting process should become more reliable and usable.

Infinite Campus is new to Natrona County. The tutors and the WDE-626 reporting have a real need for careful and reliable information but it is dependent on the input of schools. The data from this should be more reliable because the data from the NWEA can be collected by WISER ID and matched for intervention using the WISER ID.

Also, the potential for online reporting of the IRP and at-risk information within Infinite Campus for review by the district creates a real-time submission and review of information. District officials agree that 0% reporting by mistake, or no reporting at all is unacceptable. District officials also stated that they are requiring that all schools within the district use a consistent screening assessment: NWEA MAP for Primary Grades.

*Laramie County School District #1* During our visit to Laramie County School District #1, we identified one elementary school (Hebard) that reported for SY 2006 (2<sup>nd</sup> grade) one (1) student and for SY 2008 (1<sup>st</sup> grade) one student as neither “yes” nor “no” as reading proficient after being placed on an IRP.

However, upon further investigation with the school, it was determined that one (1) or 50% of the students were actually reading proficient. As reported, WDE-626 information would give a false impression of this school with respect to these students. Of the three districts we visited however, Laramie County School District #1 appeared to be doing much better related to WDE-626 reporting.

Like other districts we visited, we found that schools within Laramie County School District #1 used various screening assessments: Running Records; Letter ID; Letter Sounds; High Frequency Word; Retelling Rubric; Sentence Dictation, NWEA Measurement of Academic Progress (MAP); Diagnostic Online Reading Assessment (DORA); AMESWEB, CLIP, and ERDA. District officials stated they are moving more towards the use of NWEA MAP.

*Platte County School District #1* During our visit to Platte County School District #1, we found the following reporting discrepancies.

Chugwater Elementary: WDE-626 data was not reported to WDE by the district for SY 2006 and SY 2007, but for SY 2006, had been reported to the district. Data was reported to WDE however, for SY 2008.

Libbey Elementary: We did not see any WDE-626 data for SY 2008 2<sup>nd</sup> graders in WDE-626 data sets provided by WDE. This led us to believe that data was not reported by the district. According to the district, for SY 2008, their records show that fifteen (14) 2<sup>nd</sup> graders were reported on the WDE-626.

According to district officials, one Libbey Elementary School official was the person gathering the results from the different schools. However, because the district did not have a common district definition for which students should be placed on an IRP, data was not reported. In addition, the district did not have a

defined process and timeline for reporting of the data to the principal. Apparently, this led to discrepancies in the data reporting and what was reported on the WDE 626.

District officials also stated that for Fall 2009, they have identified a clear definition of which students based upon assessment data should be placed on IRPs. In addition, they have developed a process to gather this data through the district office. For example, district officials stated they reported only students performing at the lowest levels (e.g. the most at-risk), as opposed to all students reading below proficiency. They require schools now to report all students who are not proficient.

Officials understand the importance of reporting WDE-626 information correctly and plan to improve their process for the future. Officials were also complimentary of WDE, in that early literacy teams are making themselves available for site visits to answer questions, and to help individual schools report more accurate WDE-626 information.

Like other districts we visited, we found that schools within Platte County School District #1 used various screening assessments: DIBELS; AMESWEB; and NWEA MAP. District officials stated they are discussing the use of one consistent screening assessment for the future.

*Selected districts overall reporting* As discussed in the background section and shown in the following tables, our selected districts have generally reported WDE-626 information inconsistently since the beginning of the Program.

The following tables summarize that information by grade for each school by school year.

**\*Table 18  
Platte County School District #1  
WDE-626 Data  
SY 2006, SY 2007, and SY 2008**

School	Grade 1	Grade 2	Grade 3	Grade 4
<b>Chugwater</b>				
SY 2006	No Data Reported	No Data Reported	No Data Reported	No Data Reported

School	Grade 1	Grade 2	Grade 3	Grade 4
SY 2007	No Data Reported	No Data Reported	No Data Reported	No Data Reported
SY 2008	100% (Not Proficient) <b>N=2</b>	100% (Blank) <b>N=1</b>	100% (Not Proficient) <b>N=1</b>	100% (Not Proficient) <b>N=4</b>
<b>Glendo</b>				
SY 2006	100% (Proficient) <b>N=1</b>	No Data Reported	No Data Reported	No Data Reported
SY 2007	No Data Reported	No Data Reported	No Data Reported	No Data Reported
SY 2008	No Data Reported	No Data Reported	No Data Reported	No Data Reported
<b>Libbey</b>				
SY 2006	28% (Proficient) 43% (Not Proficient) 28% (Blank) <b>N=7</b>	54% (Proficient) 31% (Not Proficient) 15% (Blank) <b>N=13</b>	N/A	N/A
SY 2007	47% (Proficient) 53% (Not Proficient) <b>N=17</b>	79% (Proficient) 21% (Not Proficient) <b>N=14</b>	N/A	N/A
SY 2008	43% (Proficient) 57% (Not Proficient) <b>N=14</b>	No Data Reported	N/A	N/A

Source: Legislative Service Office from WDE-626 information provided by WDE.

\*Where less than three options appear (e.g. proficient, not proficient, or blank) no others appeared in WDE-626 reports. Therefore, numbers represented equal 100% of the sub-population reported.

**\*Table 19**  
**Natrona County School District #1**  
**WDE-626 Data**  
**SY 2006, SY 2007, and SY 2008**

School	Grade 1	Grade 2	Grade 3	Grade 4
<b>Grant</b>				
SY 2006	100% (Not Proficient) <b>N=2</b>	100% (Not Proficient) <b>N=7</b>	No Data Reported	No Data Reported
SY 2007	100% (Not Proficient) <b>N=15</b>	100% (Not Proficient) <b>N=4</b>	100% (Not Proficient) <b>N=10</b>	No Data Reported
SY 2008	100% (Not Proficient) <b>N=8</b>	No Data Reported	100% (Not Proficient) <b>N=9</b>	10% (Not Proficient) 90% (Blank) <b>N=10</b>
<b>North Casper</b>				
SY 2006	No Data Reported	100% (Not Proficient) <b>N=1</b>	No Data Reported	No Data Reported
SY 2007	100% (Not Proficient)	100% (Not Proficient)	100% (Not Proficient)	No Data Reported

School	Grade 1	Grade 2	Grade 3	Grade 4
	<b>N=9</b>	<b>N=11</b>	<b>N=9</b>	
SY 2008	89% (Not Proficient) 11% (Blank) <b>N=9</b>	No Data Reported	45% (Proficient) 55% (Not Proficient) <b>N=11</b>	33% (Proficient) 67% (Blank) <b>N=12</b>
<b>Willard</b>				
SY 2006	No Data Reported	No Data Reported	No Data Reported	No Data Reported
SY 2007	100% (Not Proficient) <b>N=16</b>	100% (Not Proficient) <b>N=15</b>	100% (Not Proficient) <b>N=7</b>	No Data Reported
SY 2008	81% (Proficient) 19% (Not Proficient) <b>N=26</b>	74% (Proficient) 26% (Not Proficient) <b>N=38</b>	70% (Proficient) 30% (Not Proficient) <b>N=37</b>	54% (Proficient) 46% (Blank) <b>N=37</b>

Source: Legislative Service Office from WDE-626 information provided by WDE.

\*Where less than three options appear (e.g. proficient, not proficient, or blank) no others appeared in WDE-626 reports. Therefore, numbers represented equal 100% of the sub-population reported.

**\*Table 20**  
**Laramie County School District #1**  
**WDE-626 Data**  
**SY 2006, SY 2007, and SY 2008**

School	Grade 1	Grade 2	Grade 3	Grade 4
<b>Gilchrist</b>				
SY 2006	100% (Proficient) <b>N=4</b>	33% (Proficient) 67% (Not Proficient) <b>N=3</b>	No Data Reported	No Data Reported
SY 2007	89% (Proficient) 11% (Not Proficient) <b>N=9</b>	75% (Proficient) 25% (Not Proficient) <b>N=4</b>	33% (Proficient) 67% (Not Proficient) <b>N=3</b>	No Data Reported
SY 2008	100% (Proficient) <b>N=4</b>	100% (Proficient) <b>N=4</b>	100% (Proficient) <b>N=3</b>	100% (Proficient) <b>N=1</b>
<b>Hebard</b>				
SY 2006	67% (Proficient) 33% (Not Proficient) <b>N=6</b>	12.5% (Proficient) 75% (Not Proficient) 12.5% (Blank) <b>N=8</b>	No Data Reported	No Data Reported
SY 2007	25% (Proficient) 75% (Not Proficient) <b>N=4</b>	33% (Proficient) 67% (Not Proficient) <b>N=3</b>	23% (Proficient) 77% (Not Proficient) <b>N=13</b>	No Data Reported
SY 2008	33.3% (Proficient) 33.3% (Not Proficient) 33.3% (Blank) <b>N=3</b>	100% (Proficient) <b>N=3</b>	100% (Proficient) <b>N=2</b>	100% (Proficient) <b>N=2</b>
<b>Jessup</b>				
SY 2006	100% (Proficient)	75% (Proficient)	No Data Reported	No Data Reported

School	Grade 1	Grade 2	Grade 3	Grade 4
	<b>N=8</b>	25% (Not Proficient) <b>N=8</b>		
SY 2007	78% (Proficient) 22% (Not Proficient) <b>N=9</b>	67% (Proficient) 33% (Not Proficient) <b>N=6</b>	70% (Proficient) 30% (Not Proficient) <b>N=10</b>	No Data Reported
SY 2008	11 (Proficient) <b>N=11</b>	9 (Proficient) <b>N=9</b>	4 (Proficient) <b>N=4</b>	3 (Proficient) <b>N=3</b>

Source: Legislative Service Office from WDE-626 information provided by WDE.

\*Where less than three options appear (e.g. proficient, not proficient, or blank) no others appeared in WDE-626 reports.

Therefore, numbers represented equal 100% of the sub-population reported.

### *Future Programmatic Reporting*

W.S. 21-3-401 (b) clearly assigns the responsibility of reporting to the school districts with respect to the Program. However, as mentioned before, the Superintendent and WDE have general administrative authority pursuant to W.S. 21-2-202 (a) (i) with respect to the *state educational system*. Likewise, authority exists with respect to the “uniform statewide reporting system” discussed in W.S. 21-2-202 (a) (xxi).

That particular statute along with W.S. 21-2-304 (a) (v) requires the State Board of Education, through the Superintendent and in consultation and coordination of local school districts, to implement a *statewide assessment system comprised of a coherent systems of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole.*

These statutes appear to grant the Board, Superintendent, and WDE discretion to craft the statewide assessment system in such a manner to provide the most benefit to K-12 students. As discovered during our visits to local school districts, it is apparent that productive activities are occurring with respect to the assessment of 1<sup>st</sup> and 2<sup>nd</sup> graders not only in reading, but writing and mathematics as well.

Unfortunately, districts have received inconsistent guidance related to the reporting aspects of the Program. As a result, misunderstandings with respect to what type of information should be reported, as well as how to report the information, has led to inconsistent and inaccurate reports from the schools, through the districts, to WDE.

Also, it is important for WDE to consider refining their WDE-626 reporting process. Currently, the process is labor intensive, in that districts report by WISER ID for separate analysis for each particular year and each grade. The result is not being able to review longitudinal data at the end of each year, which causes the need for additional work or contracting outside WDE to gather, sort, and longitudinally analyze the data. With the WISER ID however, WDE and districts should be able to longitudinally track student data.

*Some districts concerned that W.S. 21-3-401 may give the impression that reading is more important than other subjects*

Some district officials expressed concern that focusing only on programmatic and financial reporting for at-risk students with respect to reading, could cause the impression that other subjects are not as important for the at-risk student. They also stated that as part of their RTI process, where all students are assessed to determine special education needs, all subjects are tested. They questioned why the need to only report on proficiency and expenditures related to reading, but not other subjects.

The notion of W.S. 21-3-401 set the stage in 2001 to draw attention to the at-risk student with respect to reading proficiency. Research has shown that reading is the “underpinning” for a student’s success later in life. Post recalibration however, as noted in this report, a tremendous amount of resources are distributed to districts through the Model for at-risk students in all areas. The need for accountability is not only with reading proficiency pursuant to W.S. 21-3-401, but with respect to all areas that impact the at-risk population, as funded through the Model.

As recalibration approaches for the state of Wyoming, the timing may be ideal to rethink district accountability with respect to the use of resources for the entire at-risk population. Such a change may require legislative involvement, in order to establish more of a statutory framework for coordinating and implementing at-risk resources within the Model, which would ensure the various needs of Wyoming’s at-risk student population, are being met. Examples could include expanding the notion of programmatic reporting pursuant to W.S. 21-3-401 and financial reporting pursuant to W.S. 21-13-333 (d) (repealed), into Title 21, Chapter 13.

Future discussion related to how at-risk resources are used for the entire at-risk student population, could have positive impacts on the effectiveness of Wyoming's statewide assessment system. More of a focused approach towards the at-risk student population in all areas could increase their overall proficiencies.

- Recommendation: The Superintendent and WDE should continue to assist school districts with their reporting of programmatic data as required by W.S. 21-3-401. More specifically, WDE should do the following:
- Follow-up with the districts we visited to assist them in making changes to their reporting systems in order to meet the reporting requirements of W.S. 21-3-401;
  - Follow-up with district we visited to assist them with correcting deficiencies identified as part of this report;
  - Continue to strive for consistency with respect to the types of screening and diagnostic assessments used throughout the districts; and
  - Continue training related to early literacy programs at the district level, to ensure the provisions of W.S. 21-3-401 are carried out.

- Recommendation: The State Board of Education, Data Advisory Committee, Superintendent, and WDE should formally discuss the benefits of expanding programmatic reporting pursuant to W.S. 21-3-401 and financial reporting pursuant to W.S. 21-13-333 (d) (repealed) to Title 21, Chapter 13, for all subject areas for the at-risk student population, and report back to the Legislature with conclusions, recommendations, etc.

Legislative action through the Joint Education

Committee or through model recalibration may also be required to formally incorporate the Program, as specified under W.S. 21-3-401 into required at-risk programs within the Model, using existing resources. Such action would formalize the existing funding structure of the Program, as discussed in this report.



---

## CHAPTER 3

---

**Longitudinal reporting has not occurred since 2001, and current efforts to provide a longitudinal report could be flawed because of reporting problems at the district and school levels.**

---

**Finding 1: Local districts have not met statutory requirements of W.S. 21-3-401 (b) with respect to longitudinal reporting**

Local districts have not met statutory requirements of W.S. 21-3-401 (b), which states *...For school year 2002-2003 and each school year thereafter, each district shall annually report to the department of education on the progress toward reaching the goal of eighty-five percent (85%) of identified students being reading proficient. The report shall include longitudinal data on all students in grades one (1) through four (4) identified for intervention. If the goal is not reached, the district shall report the reason the goal was not reached and the steps being taken by the district to solve the problem.*

As a result, legislators, the Wyoming citizenry, and WDE officials do not have information, as envisioned by the legislature, to assess the longitudinal effectiveness of the Reading Assessment and Intervention Program (Program) for students as they progress from the 1<sup>st</sup> grade through the 4<sup>th</sup> grade.

*Districts responded that they report longitudinal data* As stated previously, districts responded to our *Confidential District Superintendent Survey* that they were reporting longitudinal data as required by W.S. 21-3-401 (b). More specifically, 44 of 46 respondents (96%) reported that their past reporting included longitudinal data on all students in grades one (1) through (4) identified for intervention.

Although we found that districts for the most part are reporting data as required by statute, they are only reporting data for each grade by each school year. In other words, they are reporting

the number of students placed on an Individual Reading Plan (IRP), as well as whether that student becomes proficient, but only for each grade during each school year. They are not reporting longitudinal progress from the 1<sup>st</sup> through the 4<sup>th</sup> grades for each student. In other words, students are not entered into a database only once, in order to measure their progress on assessments throughout the 1<sup>st</sup> through 4<sup>th</sup> grades.

*WDE provides a WDE-626 format for school districts to use*

WDE requests districts to use the WDE-626-Early Literacy-Longitudinal Data form to meet the reporting requirements of W.S. 21-3-401 (b). The abstract for the form is as follows: *Each school district annually reports identified students in grades one through four placed on an individual reading plan for not showing appropriate reading competence. Longitudinal data will be used to determine program effectiveness, instructional and assessment plans and school improvement needs and appropriate interventions.*

Districts also understand from the WDE-626 template, that forms are to be completed online, and that reporting is required pursuant to W.S. 21-3-401. The template offers an online tutorial to aid districts in learning how to use the form, what types of information should be reported, as well as a vehicle for reporting timely information. Finally, districts can view summary information, a copy of the form, as well as an instruction sheet for completing the WDE-626 form.

Fields for the WDE-626 are complete. They include the following:

- School ID;
- WISER ID;
- Student's First Name;
- Student's Middle Name;
- Student's Last Name;
- Student's Date of Birth;
- Student's Grade Level;
- When Student is Placed on an IRP;
- When Student is Removed from an IRP;
- When Student is moved from an IRP to an IEP;
- Screening Assessment Used;
- Other Screening Assessment Used (provides opportunity for

- extended narrative);
- Whether Students are Still in School During the Spring Screening; and
- Student's Spring Reading Proficiency.

In addition, the WDE-626 includes open-ended questions to solicit information from the districts. The questions are as follows:

- Please indicate in detail, how the WDE can assist the district in meeting reading proficiency goals; and
- Explain what steps are being taken in the district to reach or maintain 85% reading proficiency for the indicated students.

*WDE-626 does not provide an open-ended question related to one reporting of W.S. 21-3-401 (b)*

Although the WDE-626 includes open-ended questions related to the solicitation of suggestions for assistance, as well as one to indicate the steps taken towards reaching the 85% statutorily created goal, it does not provide an opportunity to state *the reason the goal was not reached*. This information is important to WDE, as well as the Legislature, for determining problem areas in the school districts. Without such information, it is difficult to identify solutions to various problems that districts may experience.

Generally, districts we visited had good things to say about the WDE-626 report. However, when we asked the districts in our *Confidential District Superintendent Survey* whether they reported this information (e.g. reasons for not reaching the 85% goal), 11 of 47 respondents (23%) reported they did not.

Upon further discussion with the districts we visited, we found that some districts did not report the reason(s) the goal was not met, because the WDE-626 form did not have a field for this information. When we asked districts who stated in our survey that they reported this type of information, they told us the communication was more informal.

By not providing a field for districts to use in order to report the reasons the 85% goal was not met, an information void has been created. As a result, legislators may not have a complete picture of the effectiveness of this program, when considering aspects of Model recalibration.

*WDE officials stated technology at the state and district levels precluded accurate reporting*

WDE officials stated that neither WDE nor school districts had the sophistication early on to track WDE-626 longitudinally. This is because there was an absence of the ability to track the progress of individual students district by district.

Subsequently, districts first reported annual data related to the Program for SY 2001. For SY 2001 through SY 2003 data was reported in aggregate form only by district; not broken out by school or individual student. Although WDE has individual district data for these two years, they do not have data drilling down to specific schools for these early years.

From SY 2004 forward, however, WDE began collecting data at the school level. Although an improvement from the earlier years, data for the most part, was still aggregated and reported at the district level.

The following table illustrates that according to the WDE-626 data submitted by districts, the percentage of identified students moving towards reading proficiency has generally declined over the years. It should be noted however, that because of the reporting issues identified in Chapter 2 of this report, these percentages may be artificially low because of inaccurate or no reporting by local schools and school districts.

**Table 21**  
**District WDE-626 Reporting**  
**Decline in Percentage of Identified Students Reading Proficiency**

Grade Level	School Year	*Students Place on IRP	Number of Identified Student Reading Proficient	Percentage of Identified Students Reading Proficient
1 <sup>st</sup> Grade	SY2001-02	1,690	1,023	60.53%
	SY2002-03	1,788	1,052	58.08%
	SY2004-05	1,390	862	62.01%
	SY2005-06	1,397	835	59.77%
	SY2006-07	1,157	621	53.67%
	SY2007-08	1,476	605	40.99%
<b>Subtotal</b>		<b>8,898</b>	<b>4,998</b>	<b>56.16%</b>

Grade Level	School Year	*Students Place on IRP	Number of Identified Student Reading Proficient	Percentage of Identified Students Reading Proficient
2 <sup>nd</sup> Grade	SY2002-03	1,212	644	52.47%
	SY2004-05	980	502	51.22%
	SY2005-06	1,065	536	50.33%
	SY2006-07	1,110	416	37.48%
	SY2007-08	1,339	353	26.36%
<b>Subtotal</b>		<b>5,706</b>	<b>2,451</b>	<b>42.95%</b>
3 <sup>rd</sup> Grade	SY2004-05	494	261	52.83%
	SY2005-06	846	343	40.54%
	SY2006-07	638	176	27.59%
	SY2007-08	1,001	211	21.08%
<b>Subtotal</b>		<b>2,979</b>	<b>991</b>	<b>33.26%</b>
4 <sup>th</sup> Grade	SY2004-05	449	219	48.78%
	SY2005-06	784	370	47.19%
	SY2006-07	586	200	34.13%
	SY2007-08	630	167	26.51%
<b>Subtotal</b>		<b>2,449</b>	<b>956</b>	<b>39.04%</b>
<b>**Grand Total</b>		<b>20,032</b>	<b>9,396</b>	<b>46.90%</b>

Source: LSO from information provided by the Wyoming Department of Education based on WDE-626 reporting.

\*Adjusted number after subtracting students who left the district or who were moved to an Individualized Education Plan (IEP).

\*\*Is not a longitudinal percentage for grades one (1) through four (4).

*Wyoming Integrated Statewide Education Record Identifiers (WISER IDs) created an opportunity to track data longitudinally*

According to WDE officials, the district reporting process has improved markedly, because of the advent of the Wyoming Integrated Statewide Education Data System and the use of reporting and tracking using the WISDER ID (Wyoming Integrated Statewide Education Record Identifier). Officials also commented that such systems are similar to national efforts frequently referred to as *longitudinal data systems*.

After the 2004 Legislative session, work began to implement the new system, which incorporated a statewide student record identifier to enable WDE to track students from district to district. Although work began in 2004, the WISER ID portion of WDE-626 tracking was not used until SY 2006.

The tracking of WISER ID since SY 2006, however, has given the WDE an ability to longitudinally analyze data for three school years: SY 2006; SY 2007; and SY 2008. Currently, WDE is now able to collect student information via the WDE-626 process, and analyze it in a longitudinal manner for the districts.

*WDE Contracts with Education Northwest (previously Northwest Regional Educational Laboratory) to longitudinally analyze WDE-626 data*

On August 1 2009, WDE amended an existing contract with Northwest Regional Educational Laboratory (NWREL), originally executed and made effective on April 29, 2009. The purpose of the original contract was to evaluate Wyoming's Reading First Program, pursuant to federal compliance and guidance. That contract was \$25,000.

The purpose of the August 1<sup>st</sup> amendment is to *provide an analysis of the early literacy longitudinal data collected through the WDE-626 form*. Because of the implementation and use of WISER IDs, WDE was able to move towards longitudinal reporting.

According to the amendment, *this analysis will meet the criteria set forth in W.S. 21-3-401*. Total payment for the amendment was \$20,000. Deliverables were specified as follows:

- *Contractor shall provide an analysis of the early literacy longitudinal data gathered through the WDE-626 data collection. The data are from a subset of Wyoming students who have been placed on an individual Reading Plan (IRP). Contractor will consult with the Agency regarding the format and content of the report; and*
- *Agency shall provide the Contractor with the WDE-626 data in Excel format.*

Education Northwest's longitudinal analysis of students identified in 2<sup>nd</sup> grade as being placed on IRPs for SY 2006, showed 39% proficiency after being tested in the 4<sup>th</sup> grade for SY 2008. Based on the WDE-626 information available, longitudinal data for these students was only available from the 2<sup>nd</sup> grade. W.S. 21-3-401 (b) requires longitudinal reporting from 1<sup>st</sup> grade however; that year's data was not available from WDE.

The following table provides additional information on Education Northwest's longitudinal analysis.

**Table 22**  
**\*Longitudinal Analysis of 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Graders**

School Year	Grade	Number of Students Placed on IRPs	Number of Students Not Proficient	Number of Proficient Students	Percentage of Proficient Students
SY 2006	2 <sup>nd</sup> Grade	1,234	810	424	34%
SY 2007	3 <sup>rd</sup> Grade	1,196	963	233	20%
SY 2008	4 <sup>th</sup> Grade	782	480	302	39%

Source: Legislative Service Office from *Wyoming Early Literacy Data Report*, November 2009, Education Northwest.

\*This is the first longitudinal analysis conducted since the passage of W.S. 21-3-401 in 2001.

This longitudinal analysis illustrates a 7.9% decline in what was reported overall by WDE illustrated in the previous table. It should be noted however, that the 46.90% depicts an average of single school analysis by grade, which is not a longitudinal analysis. Although the two percentages are not directly comparable, the decline is cause for concern.

Also, the results of Education Northwest's analysis, as well as WDE's analysis prior to the contract, should be considered in light of problems we identified during our fieldwork, with respect to inaccurate or no reporting.

For example, districts such as Natrona County School District #1, which reported 0% for all students mistakenly, or did not check either "yes" or "no" for students becoming proficient, may have skewed the percentages of students as reading proficient. Likewise, districts such as Platte School District #1 who reported only the lowest or most at-risk students could be problematic.

In addition, we found that for Natrona County School District #1, some schools did not report at all, something that obviously impacts the analysis of longitudinal data. According to WDE officials, these problems could also be occurring in other districts across Wyoming.

In other words, the results of Education Northwest's work are only as valid as the WDE-626 information it was provided by WDE to analyze. Inaccurate or incomplete data could very well skew the results, which may give a false impression that districts are not moving identified students towards reading proficiency.

Given that however, many of the concerns expressed by Education Northwest with respect to the numerous screening assessments used, etc., are consistent with what we found when visiting our sampled districts, and are worthy of discussion.

### *PAWS Alignment with Screeners*

Education Northwest also analyzed Spring 2009 data to determine if PAWS was in alignment with the screening data districts used to determine reading proficiency. Given the numerous screeners used at the district level, as well as the lack of a clear definition of "proficiency", the data was not conclusive. However, the results are interesting to note that some alignment appears to exist.

- For 301 4<sup>th</sup> graders who tested proficient on a district screener in spring 2009, 67% or 202 students were also PAWS proficient. The remaining 99 students or 33% were not PAWS proficient.
- For 474 4<sup>th</sup> graders who tested not proficient on a district screener in spring 2009, 41% or 194 students were PAWS proficient. The remaining 280 students or 59% were not PAWS proficient.
- For 396 3<sup>rd</sup> graders who tested proficient on a district screener in spring 2009, 43% or 170 students were also PAWS proficient. The remaining 226 students or 57% were not PAWS proficient.
- For 754 3<sup>rd</sup> graders who tested not proficient on a district screener in spring 2009, 19% or 143 students were PAWS proficient. The remaining 611 students or 81% were not PAWS proficient.

Education Northwest also determined that an analysis of PAWS proficiency (either "yes" or "no") for the above students with PAWS scale scores, showed more consistency. In other words, when compared against the full continuum of PAWS scale scores, alignment between the screeners appeared more consistent.

It should be noted that WDE in 2007, through the use of two Ph.D. consultants, determined that DIBELS Measure of Oral Reading Fluency (DIBELS ORF) was consistent with the reading portion of PAWS. DIBELS is one of many screeners currently being used by the districts.

The consultants found that for students voluntarily tested in Grades 3-5, there was a statistically significant correlation between DIBELS and PAWS with respect to students identified as “low risk” performing well on PAWS, as well as students identified as “at-risk” performing poorly on PAWS:

- 3<sup>rd</sup> grade students (374) showed a correlation of .72;
- 4<sup>th</sup> grade students (293) showed a correlation of .69; and
- 5<sup>th</sup> grade students (288) showed a correlation of .70.

The following table illustrates the findings and recommendations with respect to Education Northwest’s work.

**Table 23**  
**Education Northwest Report Findings and Recommendations**  
**Wyoming 626 Early Literacy Data Report**

<b>Finding/Recommendation</b>	<b>Summary</b>
The goal of moving 85 percent of struggling students to proficiency was not met.	Among students who were identified as struggling readers in first, second or third grade, 39 percent met reading proficiency at the end of fourth grade in spring 2009.
A small proportion of the struggling readers were referred to special education.	Among students who were identified as struggling readers in first, second or third grade, 16 percent were moved to an Individualized Education Plan (IEP), meaning they were referred to special education, by the end of fourth grade in spring 2009. This represents 5 percent of all fourth grade students in the state of Wyoming.
Proficiency on district - selected screeners was not aligned with proficiency on the statewide assessment.	In fourth grade, 67 percent of those who achieved proficiency on the screener were also proficient on the PAWS; but in third grade, this was just 43 percent, lower than what one would expect by chance (50%). Given the multiple screeners and cut scores that were used to determine proficiency, this is

Finding/Recommendation	Summary
	perhaps not surprising.
There was a relationship between proficiency on screeners and statewide assessment scale scores.	Additional analysis revealed that there is a statistically significant relationship between proficiency on the screeners and the PAWS scale score, which is a continuous variable that captures more information than meeting proficiency. Further exploration of this relationship is recommended below.
Standardize the cut scores that determine "proficiency." <b>(Recommendation)</b>	We recommend that the state standardize the cut scores that determine proficiency. This can be done by following the guidelines established by many screening assessment developers. In instances that cut scores are not provided by the developers, individuals with expertise in this area (such as WDE Standards & Assessment staff or a consultant) could establish cut scores to be used universally throughout the state.
Help districts select appropriate screening assessments. <b>(Recommendation)</b>	Continue technical assistance to districts in selecting screening instruments. Limit the screeners districts can use to those that are most valid and reliable as well as best - suited for the intended purpose.
Look at correlations between the most commonly used screeners and the statewide assessment (PAWS). <b>(Recommendation)</b>	Correlation studies show the relationship between the results of one assessment and another. This type of analysis yields information that shows what level of achievement on one measure is predictive of passing the other. This can help schools make more accurate decisions about which students need interventions. While this has been done for the DIBELS in prior years (Hill & Kilgrow, 2007), it could also be done for other commonly used screeners. Such studies would need raw scores from the screening assessment as well as the PAWS (see Recommendation 4).
Collect raw scores. <b>(Recommendation)</b>	In addition to asking districts to report yes/no about student proficiency, ask them to report the actual score a student received. Analyzing raw scores that represent the full range of

Finding/Recommendation	Summary
	student performance provides a more accurate picture of student achievement and yields more useful data.
<p>Clarify reporting expectations.  <b>(Recommendation)</b></p>	<p>A lack of clear reporting guidelines meant that there were several points at which districts made different decisions about what data to report. (For example, some districts reported data only for the very lowest performing students, while others reported data for all students who were below proficiency.) Clarifying expectations will result in significantly improved data collection and more accurate analyses.</p>
<p>Consider creation of a longitudinal database with online data entry interface.  <b>(Recommendation)</b></p>	<p>Creating a database in which a student is entered only once and all assessments taken are entered into one place would greatly enhance data collection and the ease with which stakeholders could access useful longitudinal data. Implementation of these recommendations will enhance the ease and consistency of future data collection. They will also render the resulting analyses more useful and accurate.</p>

Source: *Wyoming 626 Early Literacy Data Report, November 2009*, Education Northwest

Although we applaud WDE for moving forward with ways in which to meet the longitudinal reporting requirements of W.S. 21-3-401 (b), a different approach may have been to wait on spending the money for a longitudinal study by an outside contractor until reporting among the districts was more consistent. Nevertheless, the information obtained in this first longitudinal analysis can only serve to help WDE and the districts to continue working towards meeting statutory reporting requirements, as well as refining the current reporting system to track longitudinal data more consistently and accurately.

**Recommendation:** The WDE and the Data Advisory Committee should update the WDE-626 template to include an open-ended question that requests specific reasons the 85% statutory goal is not reached pursuant to W.S. 21-3-401 (b).

**Recommendation:** In addition to the recommendations in this report, the WDE should follow up with implementation of the recommendations of Education Northwest in its December 2009 report. Particular attention should be paid to deficiencies in the reporting structure with respect to the use of multiple screeners; clarifications of reporting requirements; as well as moving forward with a longitudinal reporting system for districts to use.

**Finding 2: Neither WDE nor the districts track the progress of students placed on IEPs towards reading proficiency as part of the 85% statutory goal.**

*IRP students moving to IEPs* As discussed in the background section, the schools we visited all use some form of RTI, which includes general, remedial, and special education tiers. These tiers include strategies or interventions to monitor student progress to determine ultimately which students are most in need of intensive services. In Wyoming, those students are typically placed on Individual Education Plans (IEP).

W.S. 21-3-401 (b) states that *For students under an individualized education plan (IEP) which addresses reading difficulties, the IEP shall be deemed sufficient to meet the requirements of this subsection and no additional plan shall be required.* The WDE and districts since 2001, have interpreted this statute to imply that IEP students should not be included in the calculations related to the 85% reporting goal. However, from a strict constructionist reading of the statute, that interpretation is incorrect.

After much discussion with district superintendents, principals, and teachers, the general consensus is that IEP students, especially those with severe cognitive disabilities, should be assessed, but not with the same standard as their classmates.

This is consistent with federal requirements of No Child Left Behind, which creates the need for an assessment such as PAWS-ALT. For example, students in Wyoming with learning disabilities, must participate in the PAWS assessment in one of the following manners:

- PAWS without accommodations;
- PAWS with standard accommodations; or
- PAWS-ALT.

By assessing IEP students with other criteria, they can also benefit from assessment screening, identification of strategies to improve their reading, and most importantly, goals that will help them improve. In other words, they can be assessed separately, perhaps with a different calculation outside of the 85% discussed in W.S. 21-3-401 (b).

It should be noted that the number of students who move from and IRP to an IEP is not very large. According to WDE-626 data provided by WDE, for SY 2006, SY 2007, and SY 2008 1,265 students moved from IRPs to IEPs. Ultimately, one hundred twenty-one (121) tested reading proficient (10%); 1,102 were not reading proficient (87%); and forty-two (42) were blank (3%).

The following table provides additional information on these particular students.

**Table 24**  
**IRP Students Who Moved to IEPs**

<b>School District</b>	<b>SY 2006</b>	<b>SY 2007</b>	<b>SY 2008</b>	<b>*Reading Proficient</b>
Albany 1	18	27	65	12 (Yes) 96 (No) 2 (Blank)
Big Horn 1	0	0	3	3 (No)
Big Horn 2	3	6	12	1 (Yes) 20 (No)
Big Horn 3	1	9	14	24 (No)
Big Horn 4	1	1	0	1 (Yes) 1 (No)
Campbell 1	38	14	94	14 (Yes) 118 (No) 14 (Blank)
Carbon 1	6	2	5	2 (Yes) 11 (No)
Carbon 2	2	10	5	4 (Yes) 12 (No) 1 (Blank)
Converse 1	2	3	5	10 (No)
Converse 2	3	2	0	1 (Yes) 4 (No)
Crook 1	3	6	6	1 (Yes) 14 (No)
Fremont 1	5	18	14	2 (Yes) 32 (No) 3 (Blank)
Fremont 2	0	0	2	2 (No)
Fremont 6	2	1	5	7 (No) 1 (Blank)
Fremont 14	1	4	6	1 (Yes) 10 (No)
Fremont 21	2	5	4	11 (No)
Fremont 24	0	0	0	N/A
Fremont 25	4	1	13	18 (No)
Fremont 38	2	0	0	2 (No)
Goshen 1	3	15	10	7 (Yes) 20 (No) 1 (Blank)
Hot Springs 1	1	1	1	1 (Yes) 2 (No)
Johnson 1	1	4	21	2 (Yes) 24 (No)

School District	SY 2006	SY 2007	SY 2008	*Reading Proficient
Laramie 1	8	113	27	9 (Yes) 136 (No) 3 (Blank)
Laramie 2	1	9	20	20 (Yes) 10 (No)
Lincoln 1	2	0	1	2 (No) 1 (Blank)
Lincoln 2	3	15	6	2 (Yes) 21 (No) 1 (Blank)
Natrona 1	28	0	51	9 (Yes) 63 (No) 7 (Blank)
Niobrara 1	0	9	3	1 (Yes) 11 (No)
Park 1	2	10	14	4 (Yes) 22 (No)
Park 6	17	15	12	1 (Yes) 43 (No)
Park 16	0	1	0	1 (No)
Platte 1	5	5	4	1 (Yes) 13 (No)
Platte 2	1	0	1	2 (No)
Sheridan 1	2	2	7	11 (No)
Sheridan 2	3	4	3	2 (Yes) 8 (No)
Sheridan 3	0	0	0	N/A
Sublette 1	1	11	5	17 (No)
Sublette 9	1	3	6	10 (No)
Sweetwater 1	18	19	44	1 (Yes) 76 (No) 4 (Blank)
Sweetwater 2	8	9	32	1 (Yes) 46 (No) 2 (Blank)
Teton 1	13	0	4	2 (Yes) 15 (No)
Uinta 1	19	5	52	5 (Yes) 71 (No)
Uinta 4	2	1	2	1 (Yes) 4 (No)
Uinta 6	5	1	2	8 (No)
Washakie 1	33	43	0	12 (Yes) 62 (No) 2 (Blank)

School District	SY 2006	SY 2007	SY 2008	*Reading Proficient
Washakie 2	0	1	0	1 (No)
Weston 1	0	2	7	9 (No)
Weston 7	0	0	0	N/A
<b>Total</b>	<b>270</b>	<b>407</b>	<b>588</b>	<b>121 (Yes) 1,102 (No) 42 (Blank)</b>
<b>Grand Total</b>	<b>1,265</b>			<b>Yes (10%) No (87%) Blank (3%)</b>

Source: Legislative Service Office from WDE-626 information provided by WDE.

\*Reading proficiency percentages are summarized for all years and all grades.

**Recommendation:** The WDE and the Data Advisory Committee should discuss how best to track data on students who are placed on IEPs towards reading proficiency. Particular consideration should be given to creating a special type of reporting similar to PAWS-ALT.

**Recommendation:** The WDE and the Data Advisory Committee should discuss creating a sub-group of students placed on IRPs, for disaggregated reporting as part of the *Public Paws Results-State Level and District Level-Disaggregated Report*. Creating a sub-group of students placed on IRPs at the beginning of the 3rd and 4th grade school years will allow WDE to track these students' progress on PAWS the following spring. Currently, this type of tracking does not exist.

---

# CHAPTER 4

---

## **Inconsistent funding of the Reading Assessment and Intervention Program has caused confusion related to financial reporting and expectations for the use of various funding**

---

### **Finding 1: Funding of the Reading Assessment and Intervention Program has been done on an ad-hoc basis, causing confusion with respect to expectations for reporting and accountability**

Prior to the recalibration of the school funding system, which was conducted in 2005, by Lawrence O. Picus & Associates, Wyoming school districts received separate categorical funding for implementation of the Reading Assessment and Intervention Program (Program).

The rationale for this funding arrangement was because of the importance of the Program, as well as a desire to monitor expenditures related to statutory requirements that 85% of students placed in Individual Reading Plans (IRP) become reading proficient.

The following table illustrates that Wyoming school districts received a total of \$17,891,386 in direct state funding for SY 2001, SY 2002, SY 2003, SY2004, and SY 2005.

**Table 25**  
**Reading Assessment and Intervention Program: W.S. 21-3-401**  
**Categorical Appropriation Amounts**

<b>Reference</b>	<b>Description</b>	<b>Funding Source</b>	<b>Amount</b>
*2001 Laws-Ch. 139, Section 341	Initial Appropriation (SY 2001)	General Fund	\$3,430,000
**BFY 2003	Biennial Appropriation	General Fund	6,782,150

Reference	Description	Funding Source	Amount
Appropriation	(SY 2002 and SY 2003)		
***LSO Fiscal Profile (Goldenrod), 10/14/05	Biennial Appropriation (SY 2004 and SY 2005)	School Foundation Program Account	7,679,236
<b>Total</b>			<b>\$17,891,386</b>

Source: Legislative Service Office from information provided in Wyoming Session Laws, Statute, Internet Budget Analysis and Reporting System (IBARS), and LSO Fiscal (Goldenrod Report).

\*According to the Wyoming Department of Education, \$3,761,430 was not expended by the school districts until SY 2003-04. This amount is \$331,430 more than what appears in 2001 Session Laws.

\*\*Because the Reading Assessment and Intervention Program was enacted during the 2001 legislative session, the second year of BFY 2001, the WDE BFY 2003 budget doubled the original appropriation in order to move towards biennium budgeting. This was funded as part of the Superintendent/Internal OPS budget.

\*\*\* According to the Wyoming Department of Education, this amount of funding was disbursed to districts for the Reading Assessment and Intervention Program. This is \$128,596 more than what appears in the 2004 Laws-Ch. 95, Section 205, as a result of MAP adjustment.

*Financial reporting requirements repealed in 2006 (2006 Laws-Ch. 95, Section 2)*

During this period prior to the 2005 recalibration, there were also statutory requirements for WDE to track and monitor expenditures related to the program. More specifically, W.S. 21-13-333 (d) read as follows: *Each district shall, in addition to reporting information required under W.S. 21-3-401, annually report to the department expenditures of amounts made available under this section for the prior school year.*

As can be seen from the wording in the repealed statute which mentions reporting standards in W.S. 21-3-401, the legislative intent appeared to focus on financial and programmatic reporting in tandem. As a result of the repeal however, as well as the discontinuation of financial reporting requirements by WDE, a reporting dichotomy was created, given that reporting requirements within W.S. 21-3-401 (b) remained in tact.

### Inconsistent Reporting and Lack of Analysis Caused Need for Reconciliations

*Late collection of expenditure data and lack of analysis by WDE sent a mixed message to school districts, which caused inconsistent reporting*

According to WDE, it did not begin collecting expenditure information on the WDE-601 (Annual District Report) until SY 2003. Even then, the data was not analyzed with respect to how well the districts were doing implementing their reading assessment and intervention programs measured against the 85% statutory goal. Nor, did WDE ensure that districts were reporting expenditure information consistently against an

established chart of accounts.

Upon request of expenditure information from WDE, we identified inconsistent reporting, which caused a discrepancy between what was disbursed by WDE to individual districts versus expenditures reported back to WDE.

*LSO performed reconciliation on \$1,902,303*

The WDE provided revenue and expenditure data for years 2003-04, 2004-05, and 2005-06. After our analysis, we discovered that 33 of the 48 school districts (69%) reported expenditures of \$1,902,303 less than what WDE disbursed to them. WDE officials at the time were not sure what caused the discrepancy, but thought inconsistent reporting could be the cause.

In order to determine whether reporting inconsistencies caused the discrepancy, we sampled eleven (11) districts where 75% of the discrepancy was in question. The sample districts and their disposition are represented the following table.

**Table 26  
Expenditure Reconciliation**

School District	Revenue	Discrepancy Amount	Reconciled Funds	Net Balance
Big Horn #3	\$90,926.00	\$61,527.56	\$60,139.18	\$1,388.38
Fremont #25	\$178,175.47	\$89,706.47	\$89,706.47	\$0.00
Laramie #2	\$90,926.00	\$74,539.83	\$25,856.87	\$48,682.96
Lincoln #1	\$135,926.00	\$58,158.16	\$0.00	\$58,158.16*
Natrona #1	\$834,319.99	\$831,266.99	\$831,266.99	\$0.00
Sweetwater #2	\$288,155.04	\$100,139.66	\$100,139.66	\$0.00
Uinta #1	\$225,423.28	\$115,674.71	\$114,015.04	\$1,659.67
Uinta #4	\$90,926.00	\$90,926.00	\$90,926.00	\$0.00
Uinta #6	\$135,926.00	\$135,926.00	\$135,926.00	\$0.00
Washakie #1	\$90,587.25	\$71,944.41	\$71,944.41	\$0.00
Weston #1	\$135,926.00	\$52,562.36	\$52,562.36	\$0.00
<b>**Total</b>				<b>\$ 109,889.17</b>

Source: Legislative Service Office from sampled school districts.

\*No response to inquiry.

\*\*Total not reconciled.

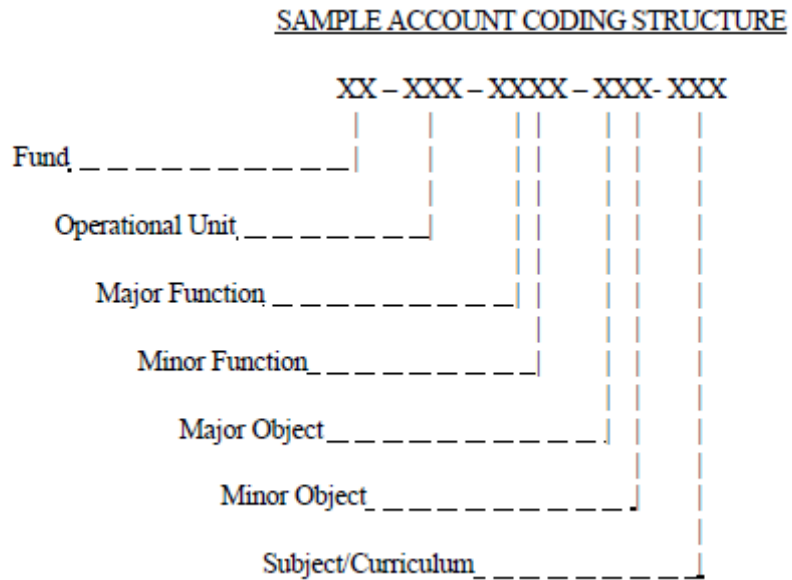
Each school district provided revenue and expenditure data related to the funding accounts from 2001-2009. After reconciliation it was found that of the \$1,682,372.15, \$1,572,482.98 reconciled as spending for Reading Assessment and Intervention programs.

The initial financial discrepancy may have arisen due to problems associated with data conversion from the district level to the WDE. Each district follows financial guidelines set out by the WDE which includes a set format for coding revenue and expenditure. However, code designation is the responsibility of the district.

Figure 2 shows the common format, however the precise number of elements to be included in each classification described earlier depends on the size, complexity and control/reporting needs of the school district.

Accordingly, the number of digits needed in the coding structure may vary.

**Figure 2**  
**Sample Chart of Accounts**



Source: Legislative Service Office from the WDE Wyoming School Budgeting, Accounting and Reporting Manual, June 2009.

Thus, each district does not have a comparable prescriptive funding code to report expenditures to the WDE. Each district must choose a unique designation for funding that corresponds to their interpretation of the accounting guidelines. As a result, when information is reported to the WDE via the WDE-601 reporting form the data is converted to fit the WDE's unique financial code designations which cause information to be lost in translation.

*After recalibration of the Model in 2005, categorical funding of the Program ceased as did financial reporting requirements*

After recalibration, which became effective in SY 2006-07, school districts no longer received categorical funding for the Program. Rather, funding was included within the Education Resource Block Grant Model (Model) through various at-risk resources, but also through other resources necessary to provide the educational program.

The post-recalibration (2005) Model includes a tremendous amount of dollars related to at-risk resources which can be used by districts for the Program; however, a separate cost based adjustment does not exist within the Model.

This arrangement could be considered somewhat awkward, in that resources within the Model that are subject to various reporting requirements within Title 21 are not applied to this statutorily created Program; even though resources are being expended for a particular statutory purpose, where programmatic reporting is required.

As can be seen in Tables 1 and 2, the amount of money disbursed to school districts that could be used for the Program is substantial, when compared to the previous categorical funding. Intuitively, it does not make sense to maintain programmatic reporting requirements from W.S. 21-3-401 (b), and repeal the financial reporting requirements (W.S. 21-13-333 (d)), when the legislature previously viewed it as an important component related to oversight of the newly created Program.

*Current Model provides at-risk resources, which can be used to fund the Program*

The current Model provides Wyoming's school districts with funding for the necessary instructional and operational resources to provide each Wyoming student with an equal opportunity to receive a proper education. The funding that each district receives is a function of the components of the Model and the

characteristics of the schools and students within a particular district. The Model determines the amount available to the district, but it does not determine how that funding is spent.

The overall strategy of the Model focuses on attainment of reading proficiency by the end of grade three (3), to continue thereafter. Strategy resources associated with reading proficiency (funded within the Model) include the following criteria:

- Full-day kindergarten;
- Smaller class sizes during elementary school;
- 90 minute blocks of reading instruction each day;
- Evidence-based reading curriculum balancing phonics;
- Phonemic development;
- Writing and comprehension;
- Access to rigorous professional development; and
- Individual and small group tutoring for struggling students.

The following tables illustrate the Model generated at-risk related resources, which could be used for implementation and continuation of a Reading Assessment and Intervention Program. For SY2006-07, SY2007-08, and SY2008-09 a total of \$178,381,196 was appropriated to Wyoming's school districts for at-risk related resources, as well as an additional \$446,533,950 of funding outside of the Model, which could be used for reading assessment and intervention.

**Table 27**  
**\*Model Generated At-Risk Related Resources**  
**SY2006**

<b>Within Block Grant Model</b>	<b>Resource Amount</b>
Additional Pupil Support	\$20,444,529
Tutor Funding	\$20,925,489
ELL Teacher Funding	\$1,933,522
Increase of ½ day to Full Day Kindergarten Funding	\$13,131,950
<b>Sub-Total</b>	<b>\$56,435,490</b>
<b>Other Funding Outside of Block Grant Model</b>	<b>Resource Amount</b>

<b>Within Block Grant Model</b>	<b>Resource Amount</b>
Special Education Reimbursement	\$116,442,547
Summer School Extended Day	\$9,000,000
<b>Sub-Total</b>	<b>\$125,442,547</b>
<b>Combined Total</b>	<b>\$181,878,037</b>

Source: LSO, Education Finance Section.

\*Resources which could be used for Reading Assessment and Intervention.

**Table 28**  
**\*Model Generated At-Risk Related Resources**  
**SY2007**

<b>Within Block Grant Model</b>	<b>Resource Amount</b>
Additional Pupil Support	\$21,149,057
Tutor Funding	\$21,638,958
ELL Teacher Funding	\$2,021,838
Increase of ½ day to Full Day Kindergarten Funding	\$13,989,512
<b>Sub-Total</b>	<b>\$58,799,365</b>
<b>Other Funding Outside of Block Grant Model</b>	<b>Resource Amount</b>
Special Education Reimbursement	\$144,630,235
Summer School Extended Day	\$9,000,000
<b>Sub-Total</b>	<b>\$153,630,235</b>
<b>Combined Total</b>	<b>\$212,429,600</b>

Source: LSO, Education Finance Section.

\*Resources which could be used for Reading Assessment and Intervention.

**Table 29**  
**\*Model Generated At-Risk Related Resources**  
**SY2008**

<b>Within Block Grant Model</b>	<b>Resource Amount</b>
Additional Pupil Support	\$22,305,136
Tutor Funding	\$22,824,843
ELL Teacher Funding	\$2,614,515
Increase of ½ day to Full Day Kindergarten Funding	\$15,401,847
<b>Sub-Total</b>	<b>\$63,146,341</b>
<b>Other Funding Outside of Block Grant Model</b>	<b>Resource Amount</b>
Special Education Reimbursement	\$157,461,168
Summer School Extended Day	\$10,000,000

<b>Within Block Grant Model</b>	<b>Resource Amount</b>
<b>Sub-Total</b>	<b>\$167,461,168</b>
<b>Combined Total</b>	<b>\$230,607,509</b>

Source: LSO, Education Finance Section.

\*Resources which could be used for Reading Assessment and Intervention.

**Table 30**  
**\*Model Generated At-Risk Related Resources**  
**SY2009 (projected)**

<b>Within Block Grant Model</b>	<b>Resource Amount</b>
Additional Pupil Support	\$23,638,614
Tutor Funding	\$24,190,099
ELL Teacher Funding	\$2,534,531
Increase of ½ day to Full Day Kindergarten Funding	\$16,442,337
<b>Sub-Total</b>	<b>\$66,805,491</b>
<b>Other Funding Outside of Block Grant Model</b>	<b>Resource Amount</b>
Special Education Reimbursement	\$168,898,699
Summer School / Extended Day	\$9,701,000
<b>Sub-Total</b>	<b>\$178,599,399</b>
<b>Combined Total</b>	<b>\$245,404,890</b>

Source: LSO, School Finance Section.

\*Resources which could be used for Reading Assessment and Intervention.

*Future Funding and Reporting of the Program*

There was a consensus among districts that we visited, that it is important to identify resources related to how well a program is performing. And, they agreed that the manner in which the Program has been funded throughout the years has caused confusion. In addition, we heard that the statutory separateness of the Program apart from the Model as a distinct component of what many already believe they are doing as part of their at-risk programs, caused confusion.

One Superintendent opined that the existence of a separate statutorily created reading program, somehow takes away from the importance of tracking efforts related to early intervention for mathematics and writing. Especially, if financial and programmatic reporting is required.

Given this feedback, it appeared that most districts we visited were fine with the current funding arrangement for the Program.

They also thought that by either creating a categorically funded program away from the Model, or creating a cost-based adjustment within the Model, without fully analyzing the resources expended during the last 8 years, could be problematic.

**Matter for  
Legislative  
Consideration:**

**The Legislature should consider amending Title 21 to require the reporting of expenditures at the district level with respect to the Reading Assessment and Intervention Program. Language in repealed W.S. 21-13-333 (d) could be considered, which could help provide the Legislature more complete information as it considers future recalibrations of the Model.**



---

# CHAPTER 5

---

## Reading First Program in Wyoming

---

**Finding 1: Federal Reading First Schools in Wyoming use more consistency in their approach to reading assessment and intervention**

According to the United States Department of Education, Reading First State Profile, Wyoming has received \$15,353,723 in Reading First funds from 2002-2008. Reading First was created as part of the No Child Left Behind (NCLB) Act in 2002.

The NCLB Act (2002) was a reauthorization of the Elementary and Secondary Education Act (ESEA) enacted April 11, 1965. The act was authorized through 1970, but has been reauthorized every five years since enactment. The current reauthorization of this act is NCLB.

Currently, Congress is considering reauthorization of NCLB, in light of concerns related to overemphasis on standardized testing as part of its accountability system.

Reading First is basically a state grant program. It was created to encourage the use of scientifically based research as the foundation for early reading instruction. Close to \$1 billion in state grants was authorized for the program.

The goal of Reading First is to have every student reading at grade level or above by third grade. *Adequate Yearly Progress* (AYP) is the measurement by which the U.S. Department of Education can determine how well schools are doing, based on standardized tests.

The following table provides additional information on the amount of federal money Wyoming has received for Reading First.

**\*Table 31  
Federal Reading First Allocation(s) to Wyoming**

<b>Year</b>	<b>Received by WDE</b>	<b>Funding Amount</b>
2002	\$2,158,750: (9/17/03)	\$2,158,750
2003	\$1,909,006: (9/22/03) \$475,313: (10/6/03)	\$2,384,319
2004	\$1,964,104: (7/1/04) \$487,500: (10/4/04)	\$2,451,604
2005	\$2,015,460: (7/1/05) \$475,475: (10/1/05)	\$2,490,935
2006	\$2,463,421: (7/1/06) \$5,632: (9/26/07)	\$2,469,053
2007	\$2,463,421: (7/1/07) \$28,206: (9/18/08)	\$2,491,627
2008	\$935,641: (7/1/08)	\$935,641
<b>Total</b>	<b>N/A</b>	<b>\$15,381,929</b>

Source: Legislative Service Office from the U.S. Department of Education, Reading First State Profile: Wyoming.

\*WDE identified an additional award of \$5,632 received on 9/26/07 and \$28,206 received on 9/18/08.

*Consistency required  
for Reading First sub-  
grant recipients*

WDE officials stated that the following schools that received Reading First sub-grants are in compliance with W.S. 21-3-401. More specifically, with respect to assessment and intervention of 1<sup>st</sup> and 2<sup>nd</sup> grade students. They stated that the primary reason for compliance is because of the federal requirements schools must follow in order to qualify for Reading First monies.

- Albany county School District #1 (Beitel Elementary, Rock River Elementary, and Velma Linford Elementary);
- Big Horn County School District #1 (Burlington Elementary and Rocky Mountain Elementary);
- Fremont County School District #21 (Ft, Washakie Elementary);
- Fremont County School District #25 (Ashgrove Elementary, Jackson Elementary, and Lincoln Elementary);
- Fremont County School District #38 (Arapahoe Elementary);
- Hot Springs County School District #1 (Ralph Witters Elementary); and
- Natrona County School District #1 (Grant Elementary, Midwest School, Mountain View Elementary, Willard Elementary; Southridge Elementary, and University Park Elementary).

The following table provides WDE Reading First disbursements to qualifying districts.

**\*Table 32**  
**WDE Reading First Disbursement to Qualifying School Districts**

School District	CY 2004	CY 2005	CY 2006	CY 2007	CY 2008
Albany #1	0	0	0	\$266,055.00	\$179,194
Bighorn #1	\$286,468.94	\$314,121.13	\$380,054.60	\$245,040.79	\$59,711.00
Fremont #21	\$222,879.60	\$205,987.88	\$246,117.62	\$129,595.17	\$53,685.00
Fremont #25	\$658,140.00	\$641,011.94	\$669,464.21	\$455,864.67	\$128,634.00
Fremont #38	0	0	0	0	\$161,081.00
Hot Springs #1	0	0	0	\$153,494.50	\$73,560.00
Natrona #1	\$633,030.18	\$736,495.71	\$994,585.32	\$918,484.55	\$274,486.96
Subtotal	\$1,800,518.72	\$1,897,616.66	\$2,290,221.75	\$2,168,534.68	\$930,351.96
<b>Grand Total</b>	<b>\$9,087,243.77</b>				

Source: Legislative Service Office from information provided by WDE (data collected based on calendar year).

\*Data from WDE did not include figures for CY 2003 and CY 2004.

The sub-grant requirements for schools are fairly rigorous and speak to a consistent approach by which to provide reading assessment and intervention to students. The overall requirement is that schools must base their curricula and strategies on “scientifically-based reading research”.

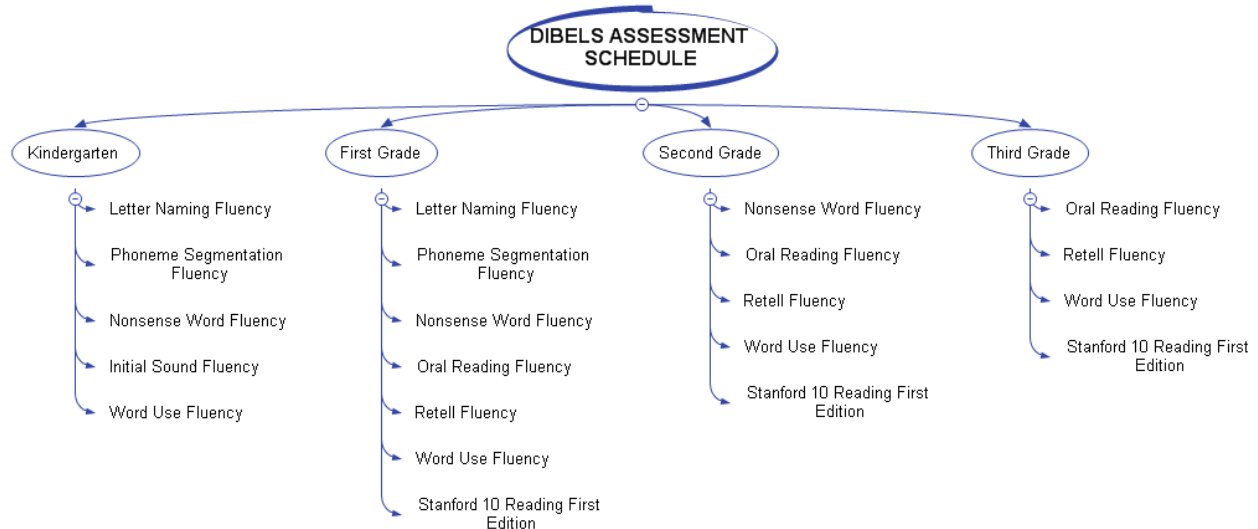
This includes using a research-based core reading program, hiring reading coaches, providing at least 90 minutes of reading instruction per day, regularly assessing students’ reading skills (e.g. initial, progress monitoring, diagnostic, and outcome), and providing reading interventions to struggling students.

*Use of DIBELS* In order for Reading First schools to meet the assessment requirements discussed above, they must use a common set of assessments. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) can be used as an overall screener; its measures are based on extensive research to document how they accurately predict performance. As a result, DIBELS is used by schools to meet federal requirements.

DIBELS tests are brief and are individually administered, which usually take 1-3 minutes to give. DIBELS measures important skills that good readers use: phonemic awareness, phonics, fluency, vocabulary and comprehension. In addition, when needed, DIBELS can be used for diagnostic purposes or when additional information is required to intervene.

The following figure provides additional information on DIBELS and its assessment schedule for grades K-3.

**Figure 3**



Source: Legislative Service Office from information provided by the Maryland State Department of Education.

It should be noted that the schools we visited all used DIBELS in some manner. The Reading First elementary schools we visited (e.g. Grant and Willard) were required to use DIBELS, but the non-Reading First elementary schools we visited (North Casper, Gilchrist, Hebard, Jessup, Chugwater, Libbey, and Glendo) also used DIBELS for consistent assessment, according to district and school officials.

District and school officials stated that the consistent use of DIBELS allows teachers to accomplish the following:

- Identification of “at risk” students for reading failure (screening);

- Determination of whether students are learning critical skills after initial screening (progress monitoring);
- Identification of specific skills that will be targeted with intervention (diagnostic-when needed); and
- Evaluation of the effectiveness of the reading instruction for all children.

*Use of Reading Coaches*

In addition, all the districts and schools we visited used scientifically based curricula and strategies, including the use of reading coaches. They opined that consistency, when conducting assessment and intervention, provides a more static framework for teachers and students. In other words, students and teachers can expect to see the same types of assessments, reading programs, and strategies in all the early grades.

The use of reading coaches in particular, was viewed by teachers and district staff as very positive and productive. Duties of reading coaches include the following:

- Facilitates and attends continuing education;
- Assists teachers and principles with reading scheduling;
- Manages data gathering related to class lists, teacher schedules, and assessment schedules;
- Establishes locations and settings for district and school-based teams to work on assessments;
- Assigns or assess challenged cases, and
- Provides continuing feedback on the assessment and intervention process.

*Reading First schools did no better or no worse than non-Reading First schools towards meeting the 85% statutory goal*

After reviewing the WDE-626 information for SY 2006, SY 2007, and SY 2008 for Wyoming Reading First schools, we determined that these schools did no better or no worse generally, as non-Reading First schools towards meeting the 85% statutory goal. It should be noted however, that the analysis we conducted was not longitudinal; rather, it was a snap shot by each school year by each grade, as reported on the WDE-626 reports.

In addition, Education Northwest as part of their work for the state completed an *Addendum to the Wyoming Reading First*

*Annual Evaluation Report, 2008-2009.* In that addendum, Education Northwest pointed out small differences in the performance of Reading First versus Non-Reading First schools, when measured against PAWS.

More specifically, Education Northwest showed that from 2006-2009 Round 1 Reading First schools reported lower mean PAWS scores than Non-Reading First schools (1<sup>st</sup> through 3<sup>rd</sup> grades).

- 2006: 594 (Reading First) vs. 607 (Non-Reading First);
- 2007: 615 (Reading First) vs. 626 (Non-Reading First);
- 2008: 589 (Reading First) vs. 596 (Non-Reading First); and
- 2009: 584 (Reading First) vs. 605 (Non-Reading First).

It also showed similar results for 4<sup>th</sup> grade students.

- 2006: 637 (Reading First) vs. 650 (Non-Reading First);
- 2007: 659 (Reading First) vs. 667 (Non-Reading First);
- 2008: 663 (Reading First) vs. 664 (Non-Reading First); and
- 2009: 654 (Reading First) vs. 674 (Non-Reading First).

Four Round 2 Reading First schools, Education Northwest showed somewhat of a reversal.

- 2006: 612 (Reading First) vs. 607 (Non-Reading First);
- 2007: 639 (Reading First) vs. 626 (Non-Reading First);
- 2008: 612 (Reading First) vs. 596 (Non-Reading First); and
- 2009: 601 (Reading First) vs. 605 (Non-Reading First).

It also showed similar results for 4<sup>th</sup> grade students.

- 2006: 649 (Reading First) vs. 650 (Non-Reading First);
- 2007: 674 (Reading First) vs. 667 (Non-Reading First);
- 2008: 675 (Reading First) vs. 664 (Non-Reading First); and
- 2009: 699 (Reading First) vs. 674 (Non-Reading First).

When discussing Reading First requirements with school districts and principals, there was a consensus that a consistent approach is beneficial to the assessment and intervention process. The caveat we heard however, was that even though it does not appear that Reading First schools in Wyoming are doing better

than other schools towards meeting the 85% goal, there are other considerations that may be preventing identified schools to outperform.

Examples include lack of continued education for teachers, reporting problems, etc. In other words, unremarkable results from our analysis or existing research discussed above should not be an indicator that Reading First requirements for assessment and intervention do not work.

The following tables illustrate how well Reading First schools did towards meeting the 85% statutory goal for SY 2006, SY 2007, and SY 2008.

**Table 33  
Albany County #1  
Progress Towards Meeting 85% Goal**

School	Grade	Spring Proficient	2006-07	2006-07	2007-08	2007-08	2008-09	2008-09	Grand Total	
Beitel	01	N	2	14%	2	100%	10	77%	14	
		Y	12	86%	0	0%	2	15%	14	
		(blank)	0	0%	0	0%	1	8%	1	
	01 Total			14	100%	2	100%	13	100%	29
	02	N	2	67%	7	100%	17	85%	26	
		Y	0	0%	0	0%	1	5%	1	
		(blank)	1	33%	0	0%	2	10%	3	
	02 Total			3	100%	7	100%	20	100%	30
	03	N	0	0%	1	50%	17	77%	18	
		Y	0	0%	0	0%	3	14%	3	
		(blank)	0	0%	1	50%	2	9%	3	
	03 Total			0	0%	2	100%	22	100%	24
	04	(blank)	0	0%	0	0%	1	100%	1	
04 Total			0	0%	0	0%	1	100%	1	
Rock River	01	N	1	100%	2	100%	3	100%	6	
	01 Total			1	100%	2	100%	3	100%	6
	02	N	1	100%	1	100%	4	50%	6	
		Y	0	0%	0	0%	2	25%	2	
		(blank)	0	0%	0	0%	2	25%	2	
	02 Total			1	100%	1	100%	8	100%	10
	03	N	0	0%	0	0%	2	200%	2	
	03 Total			0	0%	0	0%	2	200%	2
	04	(blank)	0	0%	0	0%	1	100%	1	
04 Total			0	0%	0	0%	1	100%	1	
Velma		N	4	21%	7	100%	10	43%	21	

Linford	01	Y	15	79%	0	0%	9	39%	24	
		(blank)	0	0%	0	0%	4	17%	4	
	01 Total			19	100%	7	100%	23	100%	49
	02	N	15	65%	10	91%	17	65%	42	
		Y	6	26%	1	9%	5	19%	12	
		(blank)	2	9%	0	0%	4	15%	6	
	02 Total			23	100%	11	100%	26	100%	60
	03	N	0	0%	10	91%	22	73%	32	
		Y	0	0%	0	0%	7	23%	7	
		(blank)	0	0%	1	9%	1	3%	2	
	03 Total			0	0%	11	100%	30	100%	41
	04	N	0	0%	0	0%	9	82%	9	
		Y	0	0%	0	0%	2	18%	2	
	04 Total			0	0%	0	0%	11	100%	11
*Grand Total			61	23%	43	16%	160	61%	264	

Source: Legislative Service Office from information provided on WDE-626 reports.

\*Denotes total number and percentage of proficient students for each year.

**Table 34**  
**Bighorn County #1**  
**Progress Towards Meeting 85% Goal**

School	Grade	Spring Proficient	2006-07	2006-07	2007-08	2007-08	2008-09	2008-09	Grand Total	
Burlington	01	N	1	100%	0	0%	0	0%	1	
		Y	0	0%	0	0%	1	100%	1	
	01 Total			1	100%	0	0%	1	100%	2
	02	N	3	100%	0	0%	0	0%	3	
		Y	0	0%	0	0%	1	100%	1	
02 Total			3	100%	0	0%	1	100%	4	
Rocky Mountain	01	N	1	17%	1	50%	1	33%	3	
		Y	5	83%	1	50%	2	67%	8	
	01 Total			6	100%	2	100%	3	100%	11
	02	N	5	56%	4	67%	4	80%	13	
		Y	4	44%	2	33%	1	20%	7	
	02 Total			9	100%	6	100%	5	100%	20
	03	N	0	0%	7	64%	4	80%	11	
		Y	0	0%	4	36%	1	20%	5	
	03 Total			0	0%	11	100%	5	100%	16
	04	N	0	0%	0	0%	2	33%	2	
Y		0	0%	0	0%	4	67%	4		
04 Total			0	0%	0	0%	6	100%	6	
*Grand Total			19	32%	19	32%	21	36%	59	

Source: Legislative Service Office from information provided on WDE-626 reports.

\*Denotes total number and percentage of proficient students for each year.

**Table 35  
Fremont County #25  
Progress Towards Meeting 85% Goal**

School	Grade	Spring Proficient	2006-07	2006-07	2007-08	2007-08	2008-09	2008-09	Grand Total	
Ashgrove	01	N	7	100%	2	67%	1	33%	10	
		Y	0	0%	1	33%	2	67%	3	
	01 Total			7	100%	3	100%	3	100%	13
	02	N	8	80%	14	93%	11	73%	33	
		Y	2	20%	0	0%	3	20%	5	
		(blank)	0	0%	1	7%	1	7%	2	
	02 Total			10	100%	15	100%	15	100%	40
	03	N	0	0%	3	38%	7	78%	10	
		Y	0	0%	1	13%	1	11%	2	
		(blank)	0	0%	4	50%	1	11%	5	
03 Total			0	0%	8	100%	9	100%	17	
Jackson	01	N	1	33%	1	50%	0	0%	2	
		Y	1	33%	1	50%	0	0%	2	
		(blank)	1	33%	0	0%	0	0%	1	
	01 Total			3	100%	2	100%	0	0%	5
	02	N	6	86%	11	92%	3	43%	20	
		Y	1	14%	1	8%	2	29%	4	
		(blank)	0	0%	0	0%	2	29%	2	
	02 Total			7	100%	12	100%	7	100%	26
	03	N	0	0%	2	40%	9	100%	11	
		(blank)	0	0%	3	60%	0	0%	3	
03 Total			0	0%	5	100%	9	100%	14	
Lincoln	01	N	3	38%	3	100%	0	0%	6	
		Y	2	25%	0	0%	0	0%	2	
		(blank)	3	38%	0	0%	0	0%	3	
	01 Total			8	100%	3	100%	0	0%	11
	02	N	15	94%	21	91%	0	0%	36	
		Y	0	0%	2	9%	0	0%	2	
		(blank)	1	6%	0	0%	0	0%	1	
	02 Total			16	100%	23	100%	0	0%	39
	03	N	0	0%	10	100%	0	0%	10	
	03 Total			0	0%	10	100%	0	0%	10
*Grand Total			51	29%	81	46%	43	25%	175	

Source: Legislative Service Office from information provided on WDE-626 reports.

\*Denotes total number and percentage of proficient students for each year.

**Table 36**  
**Fremont County #38**  
**Progress Towards Meeting 85% Goal**

School	Grade	Spring Proficient	2006-07	2006-07	2007-08	2007-08	2008-09	2008-09	Grand Total	
Arapahoe	01	N	13	87%	11	79%	10	48%	34	
		Y	2	13%	3	21%	10	48%	15	
		(blank)	0	0%	0	0%	1	5%	1	
	01 Total			15	100%	14	100%	21	100%	50
	02	N	8	62%	10	83%	9	50%	27	
		Y	5	38%	2	17%	5	28%	12	
		(blank)	0	0%	0	0%	4	22%	4	
	02 Total			13	100%	12	100%	18	100%	43
	03	N	0	0%	12	100%	11	58%	23	
		Y	0	0%	0	0%	5	26%	5	
		(blank)	0	0%	0	0%	3	16%	3	
	03 Total			0	0%	12	100%	19	100%	31
	04	N	0	0%	0	0%	10	59%	10	
		Y	0	0%	0	0%	6	35%	6	
(blank)		0	0%	0	0%	1	6%	1		
04 Total			0	0%	0	0%	17	100%	17	
*Grand Total			28	20%	38	27%	75	53%	141	

Source: Legislative Service Office from information provided on WDE-626 reports.

\*Denotes total number and percentage of proficient students for each year.

**Table 37**  
**Hot Springs County #1**  
**Progress Towards Meeting 85% Goal**

School	Grade	Spring Proficient	2006-07	2006-07	2007-08	2007-08	2008-09	2008-09	Grand Total	
Ralph Witters	01	N	2	14%	12	52%	0	0%	14	
		Y	12	86%	11	48%	7	100%	30	
	01 Total			14	100%	23	100%	7	100%	44
	02	N	2	20%	19	70%	2	40%	23	
		Y	8	80%	7	26%	3	60%	18	
		(blank)	0	0%	1	4%	0	0%	1	
	02 Total			10	100%	27	100%	5	100%	42
	03	N	0	0%	19	68%	0	0%	19	
		Y	0	0%	9	32%	4	100%	13	
	03 Total			0	0%	28	100%	4	100%	32
	04	N	0	0%	0	0%	3	43%	3	
		Y	0	0%	0	0%	4	57%	4	
	04 Total			0	0%	0	0%	7	100%	7
	*Grand Total			24	19%	78	62%	23	18%	125

Source: Legislative Service Office from information provided on WDE-626 reports.

\*Denotes total number and percentage of proficient students for each year.

**Table 38**  
**Natrona County #1**  
**Progress Towards Meeting 85% Goal**

School	Grade	Spring Proficient	2006-07	2006-07	2007-08	2007-08	2008-09	2008-09	Grand Total
Grant	01	N	2	100%	15	100%	8	100%	25
	01 Total		2	100%	15	100%	8	100%	25
	02	N	7	100%	4	100%	0	0%	11
	02 Total		7	100%	4	100%	0	0%	11
	03	N	0	0%	10	100%	9	100%	19
	03 Total		0	0%	10	100%	9	100%	19
	04	N	0	0%	0	0%	1	10%	1
		(blank)	0	0%	0	0%	9	90%	9
04 Total		0	0%	0	0%	10	100%	10	
Mountain View	01	N	3	100%	1	100%	0	0%	4
	01 Total		3	100%	1	100%	0	0%	4
	02	N	6	100%	2	100%	0	0%	8
	02 Total		6	100%	2	100%	0	0%	8
	03	N	0	0%	14	100%	0	0%	14
03 Total		0	0%	14	100%	0	0%	14	
Southridge	03	N	0	0%	6	100%	0	0%	6
	03 Total		0	0%	6	100%	0	0%	6
University Park	01	N	2	100%	0	0%	0	0%	2
	01 Total		2	100%	0	0%	0	0%	2
	02	N	7	100%	5	100%	0	0%	12
	02 Total		7	100%	5	100%	0	0%	12
	03	N	0	0%	6	100%	0	0%	6
03 Total		0	0%	6	100%	0	0%	6	
Willard	01	N	0	0%	16	100%	5	19%	21
		Y	0	0%	0	0%	21	81%	21
	01 Total		0	0%	16	100%	26	100%	42
	02	N	0	0%	15	100%	10	26%	25
		Y	0	0%	0	0%	28	74%	28
	02 Total		0	0%	15	100%	38	100%	53
	03	N	0	0%	7	100%	11	30%	18
		Y	0	0%	0	0%	26	70%	26
	03 Total		0	0%	7	100%	37	100%	44
	04	Y	0	0%	0	0%	20	54%	20
(blank)		0	0%	0	0%	17	46%	17	
04 Total		0	0%	0	0%	37	100%	37	
*Grand Total			27	9%	101	34%	165	56%	293

Source: Legislative Service Office from information provided on WDE-626 reports.

\*Denotes total number and percentage of proficient students for each year.

Recommendation: WDE should consider applying the Reading First criteria across all districts. More specifically, to encourage the use of the following:

- Research-based core reading program;
- Certified Reading coaches;
- Ninety (90) minutes of reading instruction per day;
- Regular assessments of students' reading skills (e.g. initial, progress monitoring, diagnostic, and outcome); and
- Reading interventions to struggling students.

---

# CHAPTER 6

---

## Other States

---

**Finding 1: Wyoming is not unusual in that separate statutory programs exist for assessing reading proficiency at lower grade levels**

According to the Education Commission of the States webpage, the majority of states use early literacy programs that are implemented statewide. This does not necessarily mean that the reading program is statutorily mandated within each state but that every state has recognized the importance of early reading and has provided the foundation for statewide programs that foster early reading.

An additional feature that all states share is the usage of assessment components. This may not mean that the majority of states use one mandatory screening or diagnostic assessment, but it shows that all states understand the importance of monitoring progress among students.

In doing so, the states address accountability concerns as well as receive information, which then can be used to implement the necessary changes to increase overall student performance. Using a statewide screening assessment ensures that the data can be compared longitudinally. It also avoids the problem of compatibility of different screening assessments.

The following table provides additional information.

**Table 39**  
**Other States**  
**Early Literacy Programs**

State	Program	Assessment Component(s)
Alabama	Alabama Reading Initiative	Yes
Arizona	Arizona Research-Based Phonic Instruction	Yes
Arkansas	Arkansas Smart Start	Yes
California	California Comprehensive Reading Leadership Act of 1996 California Elementary School Intensive Reading Program California high School English Professional Development Institutes California Reading Initiative	Yes
Colorado	Colorado Basic Literacy Act Colorado Reading Excellence Act Partnership	Yes
Connecticut	Connecticut Early Reading Success	Yes
Florida	Florida Reading Initiative Just Read, Florida!	Yes
Georgia	Georgia Assessment and Intervention Georgia Reading Challenge Georgia Reading First	Yes
Hawaii	Hawaii Reading Excellence Grant	Yes
Idaho	Idaho Child Literacy Act: Assessment Idaho Child Literacy Act: Extended-Year Program	Yes
Illinois	Illinois summer Bridges	Yes
Indiana	Indiana I-READ	Yes
Iowa	Iowa Early Intervention Block Grant Program	Yes
Kansas	Kansas Basic Reading Skills Mastery Program	Yes
Louisiana	Louisiana Quality Early Reading Initiative	Yes
Maine	Maine-Center for Early Literacy Maine Center for Inquiry on Literacy (CTL)	Yes Yes
Maryland	Maryland Academic Intervention and Support Program Maryland Minimum Reading Levels Maryland State Task Force on Reading Maryland Statewide Family Literacy Initiative	Yes
Massachusetts	Massachusetts-Academic Support Service Program (ASSP) Massachusetts-Bay State Readers Literacy Initiative Massachusetts-Community Partnerships for Children (CPC) Program Massachusetts-Elementary School wide Literacy Program Massachusetts-Spread the Word Program	Yes
Michigan	Michigan-TARGET/PLUS Michigan Literacy Achievement Program Grants Reading Plan for Michigan	Yes
Minnesota	Minnesota-Reading Intervention	Yes
Missouri	Missouri Read to be Ready Program	Yes

State	Program	Assessment Component(s)
Nevada	Nevada Reading Excellence Act Grant	Yes
New Mexico	New Mexico Full-day Kindergarten Literacy Readiness Program New Mexico Reading Initiative	Yes
New York	New York Reading Results	Yes
North Carolina	Comprehensive Reading Plan for North Carolina Public Schools	Yes
Ohio	Ohio Literacy Initiative	Yes
Oklahoma	Oklahoma Reading Sufficiency Act	Yes
Oregon	Oregon Early Success Reading Initiative	Yes
Pennsylvania	Pennsylvania Read to Succeed	Yes
Rhode Island	Rhode Island Literacy and Dropout Prevention Act Rhode Island Reading Initiative/Reading Excellence Grant	Yes
South Dakota	South Dakota Advanced Reading Enhancement Approach (AREA)	Yes
Tennessee	Tennessee Governor's Reading Initiative	Yes
Texas	Texas Reading Initiative Texas Ready to Read Grants	Yes
Utah	Utah Reading/Literacy Legislation Utah Reads	Yes
Vermont	Vermont Preventing Early School Failure; Reading Instruction	Yes
Virginia	Virginia Early Intervention Reading Initiative Virginia Reads	Yes
Washington	Washington Reading Corps	Yes
Wyoming	Reading Assessment and Intervention Program	Yes

Source: Education Commission of the States webpage.

While there is variation with respect to the grades tested, all states listed above have an assessment component for reading, as well as intervention components. Rather than conducting research on numerous states however, we focused on states with traits we thought could be applied to Wyoming, given the findings in our report.

### *Washington's Second Grade Reading Assessment*

The Second Grade Reading Assessment Law (RCW.28A.300.320) mandates that every student in the state of Washington be assessed at the beginning of the second grade using a grade-level equivalent oral reading passage. Students whose performance is found to be "substantially below grade level" must be accorded an intervention plan that involves the student, parents, and school. Those students are also required to be assessed at least one more time in the 2<sup>nd</sup> grade.

Assessing reading comprehension is optional, but strongly recommended. Scores are not reported to the Office of

Superintendent of Public Instruction (OSPI), but should be used by the teacher, school, and district to provide support for students who need help.

In addition, each school must provide the assessment results to parents by the fall parent-teacher conference. School officials discuss the results during the fall conference with parents; inform the parents of their students' performance on the assessment; identify actions the school intends to take to improve the student's reading skills; and provides parents with strategies to help parents work with their children to improve reading scores.

*Idaho's Child Literacy Act: Assessment* Idaho Statute 33-1614 (Child Literacy Act: Assessment) is the foundation for reading assessments in Idaho. It is based on the research-based report written at the request of a state legislative subcommittee charged with presenting recommendations for reading interventions. It also requires that one assessment (Idaho Reading Indicator), which has to be given to children in grades K-3 in 10 minute assessments at least twice a year (fall and winter).

The Idaho Reading Indicator (IRI), as a result of Idaho Code enacted in 1999, is a benchmark reading test that is administered three times per school year to all Idaho public school students in grades K-3. IRI data is reported online to the SDE at the end of each testing session. Districts must provide 40 hours of reading intervention for those scoring below grade level on the test. Beginning spring 2004, Idaho Code identified statewide reading goals that each grade level within each school must achieve

*Arkansas Smart Start* Smart Start is a K-4 initiative that is designed to increase student achievement levels in early literacy. Although there is no specific legislation mandating Smart Start, there are rules and laws in place supporting the initiative (e.g. The Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) created by the Arkansas Student Assessment and Education Accountability Act, 2004).

The Act specifically states that *"It is the ultimate goal of the General Assembly that every student read at or above his or her grade level. Any student who exhibits a substantial deficiency in*

*reading, based upon statewide assessments conducted in grades kindergarten through two (K-2), or through teacher observations, shall be given intensive reading instruction utilizing a reading program approved by the State Board of Education as soon as practicable following the identification of the reading deficiency. The student's reading proficiency shall be reassessed by utilizing assessments within the state board approved reading program. The Student shall continue to be provided with intensive reading instruction until the reading deficiency is corrected"*

In order to meet the legislative intent above, the Act requires Benchmark Exams, which are criterion-referenced tests (CRTs). These exams are administered to students in K-2. Although schools do have the option of participating in the professional development portion of Smart Start, all other components related to student assessment are mandatory. Students who score below proficiency in reading and other areas, receive remediation.

***Texas Reading Initiative***

Early reading assessments are required for all students attending public school in Texas in Kindergarten, Grade 1, and Grade 2 through TEC 28.006. The Texas Primary Reading Inventory (TPRI) is an assessment device designed to comply with the requirements of TEC 28.006 by facilitating a teacher's capacity to a) identify students at-risk for reading difficulties in kindergarten, first grade, and second grade; and b) set learning objectives for these at-risk students.

Originally developed in 1997, the TPRI was recently updated to ensure alignment with other assessments and research, as well as whether its measures are valid and reliable. At each grade level, the TPRI consists of a screening and an inventory. The screening permits the rapid assessment of individual students to determine students who are at-risk, who most likely will require additional assessment.

The inventory is a detailed assessment of reading and reading-related skills that allow the teacher to gain more in-depth information that can be used to determine the child's level of risk for reading problems. The inventory is primarily designed to help the teacher set learning objectives for the child. Both the screen and the inventory are individually administered and are

designed to be given by a trained teacher.

The implementation of the early reading instruments and accelerated (intensive) reading instruction for students in Grades K-2 as required by TEC §28.006, is administered through a special unit with the Texas Education Agency (TEA). The Initiative Unit collaborates with stakeholders to ensure that accelerated instruction and other means of support are provided to students in grade levels impacted by the grade advancement requirements of the Student Success Initiative.

Additionally, staff in the Initiative Unit disseminates information about resources that support scientifically based reading research such as the Online Texas Teacher Reading Academies for Grades K-4; Beginning Reading Instruction: Practical Ideas for Parents; and Beginning Reading Instruction: Components of a Research Based Reading Program.

The following table provides additional information on our selected states.

**Table 40**  
**Selected States Comparison**

State	Arkansas: Smart Start	Texas: Texas Reading Initiative	Washington:	Idaho
Statutorily Created Program	No, but supported by statute	Yes	Yes	Yes
1 <sup>st</sup> and 2 <sup>nd</sup> Grade Assessment	Yes	Yes	Yes	Yes
Programmatic Reporting Requirements	Not provided.	Not provided.	No	Yes
Financial Reporting Requirements	Not provided.	Not provided.	Not provided.	Not provided.
Funding Source (Categorical or Model)	Not provided.	Not provided.	Not provided.	Categorical: General Fund
Screening Assessment	Yes	Yes	Yes	Yes

State	Arkansas: Smart Start	Texas: Texas Reading Initiative	Washington:	Idaho
Diagnostic Assessment	Yes	Yes	Yes	Yes
Required Core Reading Program	No	No	No	No

Source: Legislative Service Office from information provided by selected states.

*Summary* Studies in the late 90s showed that especially American children living in poverty demonstrated very low reading skills. Overall, the percentage of children who read well had not increased in 25 years according to those studies. As a consequence, U.S. Education Secretary Richard W. Riley demanded in his 1996 State of Education address that every American child must become a good reader by the end of third grade.

This call for change was echoed during President Clinton's 1997 State of the Union address that started a national literacy initiative, "The America Reads Challenge", to follow Riley's aim. These national efforts appear to be the reason that so many states as illustrated in Table 39, implanted assessment and intervention programs at the turn of the century.

In 1998, the National Research Council of the National Academy of Sciences offered an action plan to support the goal of increasing reading proficiency significantly. That report, "Preventing Reading Difficulties in Young Children", demands the end to the old reading war between proponents of phonics or whole language.

As demonstrated above, Wyoming is not the only state attempting to increase performance levels among early readers. Using the information received during our interviews and data received from states that have mandatory reading and assessment programs, it appears that Wyoming's students could benefit from a more consistent approach.

A single screening assessment would avoid problems of tracking mobile students, and would ensure that information received from the districts is in fact comparable. Local authority would still be respected when allowing the districts to conduct

additional assessments within their district. It is important, however, to ensure that state money is used in the most beneficial and efficient manner to reach the aim of providing fair, complete and equal education as promulgated in the Wyoming's Constitution. One way of achieving this goal is by mandating a statewide assessment program that will provide an instructive and comparable snapshot during the early formative years of a reader.

---

# CHAPTER 7

---

## Conclusion

---

The Management Audit Committee requested a review of the Reading Assessment and Intervention Program (Program) based on a concern that W.S. 21-3-401 is not being implemented or monitored appropriately at the district level. Its concern is also reflected in various legislation that was proposed (not passed) in 2006 (SF 89) and in 2009 (SF 131), which would have estimated and/or studied compliance with W.S. 21-3-401.

We found that WDE has used its statutory authority pursuant to W.S. 21-2-202 (a) (i), to provide assistance and guidance to school districts with respect to implementation and reporting related to the Program. However, it has not moved into actual oversight of the districts with respect to requiring consistency related to programmatic and financial reporting.

This has resulted in inconsistent reporting from the districts with respect to earlier financial reporting, as well as programmatic reporting pursuant to W.S. 21-3-401 (b), which requires 85% of identified students to become reading proficient. The decision to discontinue financial reporting requirements from the districts, has also caused a void of expenditure information for WDE and the legislature to use when making decisions with respect to the Program's funding, as well as future recalibrations of the Model.

WDE officials acknowledge that it has been difficult monitoring a program, where districts are statutorily responsible for accomplishing certain duties; where funding for the Program does not occur through direct appropriations; and where local discretion causes inconsistency with respect to assessment and intervention. District officials also communicated concern that focusing on reporting with respect to reading, but not other subjects, may minimize the importance of those subjects for the at-risk student population.

There appears to be a consensus with district, school, and WDE officials that the notion of W.S. 21-3-401 set the stage in 2001 to

draw attention to the at-risk student with respect to reading proficiency. There is also consensus that reading is the “underpinning” for a student’s success later in life, and that the recalibration of the Model provides ample resources for the at-risk student population with respect to reading and other subjects. The consensus becomes more blurred however, with respect to increased accountability by districts for expending and using at-risk resources within the Model.

However, as recalibration approaches for the state of Wyoming, the timing may be ideal to rethink district accountability with respect to the use of resources for the entire at-risk population. Such a change may require legislative involvement, in order to establish more of a statutory framework for coordinating and implementing at-risk resources within the Model, which would ensure the various needs of Wyoming’s at-risk student population, are being met. Examples could include expanding the notion of programmatic reporting pursuant to W.S. 21-3-401 and financial reporting pursuant to W.S. 21-13-333 (d) (repealed), into Title 21, Chapter 13.

Legislative action through the Joint Education Committee or through model recalibration may also be required to formally incorporate the Program, as specified under W.S. 21-3-401 into required at-risk programs within the Model, using existing resources. Such action would formalize the existing funding structure of the Program, as discussed in this report.

Overall, future discussion related to how at-risk resources are used for the entire at-risk student population, could have positive impacts on the effectiveness of Wyoming’s statewide assessment system. More of a focused approach towards the at-risk student population in all areas could increase their overall proficiencies.

---

# **AGENCY RESPONSE**

---

## **Reading Assessment and Intervention Program**

---






# Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction  
Hathaway Building, 2nd Floor, 2300 Capitol Avenue  
Cheyenne, WY 82002-0050  
Phone 307-777-7673 Fax 307-777-6234 Website [www.k12.wy.us](http://www.k12.wy.us)

---

## MEMORANDUM

TO: Management Audit Committee  
David Miller, Chair  
John Hines, Vice Chair

FROM: Dr. Jim McBride 

DATE: January 25, 2010

RE: Agency Response to Reading Assessment and Intervention Program Audit

---

## INTRODUCTION

The Wyoming Department of Education would like to acknowledge the time and effort that went into this thoughtful analysis of the Reading Assessment and Intervention Program Audit by the LSO staff. In addition to WDE interviews and the research that was conducted, the development of the *Confidential District Superintendent Survey*, as well as on-site district and school visits provided valuable insight into the approaches districts are using for assessment and intervention in the early grades. We appreciate the LSO staff members' thoroughness and professionalism.

WDE views this audit as an opportunity to refine and improve our oversight and procedures as we guide districts in the implementation of the Reading Assessment and Intervention Program. As the report notes, WDE staff have provided district-level professional development, assisted with development of District Early Literacy Plans, and helped districts to report their progress towards meeting the 85% reading proficiency goal using the WDE-626 form. We agree that there have been inconsistencies in the definition of reading proficiency and in the guidance being given for reporting the data on the WDE-626.

WDE acknowledges that it has been difficult to monitor the implementation of W.S. 21-3-401. Districts are statutorily responsible for implementing key components of the statute; however funding does not occur through direct appropriation. With that said, we believe schools in Wyoming are working hard to implement effective screening and intervention programs for struggling readers. Increasing levels of reading proficiency for all students is a top priority for WDE and we look forward to the discussions that will ensue as we move forward with improved implementation of this important statute.

## RESPONSES:

### Chapter 2

**Finding 1: WDE does not require financial reporting and/or auditing of expenditures related to the Reading Assessment and Intervention Program (W.S. 21-3-401).**

**Recommendation 1:**

The Superintendent and WDE should explore reestablishing requirements for school districts to report expenditure and programmatic data for the Reading Assessment and Intervention Program.

- The WDE-626 and WDE-601 reports should be used for this reporting.
- Similar to years prior to 2005, it would be necessary to create additional account coding unique to the Program. For example, WDE should designate a funding group code to specify all funds spent for the Program; further separation of funds by function code and object code should also occur to ensure consistent reporting of expenditures for various purposes.

**Response: Agree**

WDE agrees that being able to track resources related to W.S. 21-3-401 would provide valuable information on implementation of the statute requirements at the district level.

WDE will determine the proper course and collection vehicles for re-establishing requirements for school districts to report expenditure and programmatic data for the Reading Assessment and Intervention Program in consultation with the School Finance Data Advisory Committee.

**Recommendation 2:**

The Superintendent and WDE should conduct analysis of expenditure and programmatic data for the Program, in order to assist the Legislature with future funding and recalibration efforts.

**Response: Agree**

WDE agrees that conducting an analysis of the Reading Assessment and Intervention data on the WDE-626 is critical. Capacity within WDE to accomplish the analysis has been a challenge in past years. The outside analysis completed by Education Northwest (formerly Northwest Regional Educational Lab) this year has been very beneficial to the Reading Assessment and Intervention staff to guide and improve this data collection.

The reorganization of the WDE Technology, Careers, and Data Unit into two separate units (the Information, Data, and Technical Services Unit and the Innovative Connections and Support Unit) should enable WDE to more effectively and efficiently make decisions about data analysis.

**Recommendation 3:**

The Superintendent and WDE should work with the Department of Audit and Data Advisory Committee to determine the types of expenditure and programmatic data that districts could submit for the Reading Assessment and Intervention Program.

- Data collected should ultimately provide the information needed for the Legislature to make decisions related to recalibration, future funding of the Program, as well as changes in the reporting templates used by WDE to collect existing data from the districts.
- Discussions should center on possible revisions to the WDE-626 and WDE-601 templates to provide the most consistent vehicles for district collection and reporting to WDE.

**Response: Agree**

WDE will continue to work closely with both the Department of Audit and the School Finance Data Advisory Committee. WDE is supportive of adding the financial section of this recommendation to our agenda. Revisions to the WDE-626 template will be made to help clarify reporting directions and intent for districts. The Data Advisory Committee has traditionally focused on the operation of districts; therefore, the Data Advisory Committee will need guidance on this program to be able to fulfill this recommendation.

**Finding 2: Since the passage of W.S. 21-3-401 in 2001, districts have not received consistent direction from WDE with respect to statutorily required reporting requirements of the Reading Assessment and Intervention Program. This is due in part to the evolving nature of administering the Program within WDE since 2001, as well as the challenges of how best to implement the specific reporting requirements of W.S. 21-3-401 (b).**

**Recommendation 4:**

The Superintendent and WDE should continue to assist school districts with their reporting of programmatic data as required by W.S. 21-3-401. More specifically, WDE should do the following:

- Follow-up with the districts we visited to assist them in making changes to their reporting systems in order to meet the reporting requirements of W.S. 21-3-401;
- Follow-up with districts we visited to assist them with correcting deficiencies identified as part of this report;
- Continue to strive for consistency with respect to the types of screening and diagnostic assessments used throughout the districts; and
- Continue training related to early literacy programs at the district level, to ensure the provisions of W.S. 21-3-401 are carried out.

**Response: Agree**

Programmatic data as required by W.S. 21-3-401 has been collected through the WDE-626 data collection. This data collection has been a challenge for the Reading Assessment and Intervention staff to implement. There have been numerous issues with the data collection itself as well as with the consistency, quality, and timeliness of district data submissions.

The error rate has been extremely high and has required a great deal of time to be committed to the oversight of this collection. Revisions have occurred in an attempt to improve the quality of the data being collected, but the revisions often created a new set of issues. The WDE-626 collection for school year 2008-2009 was more efficient and by limiting the name of the reading screener to just one entry, provided more useful information. WDE does not currently have the capacity to effectively analyze the data in house; therefore, Education Northwest (formerly Northwest Regional Educational Laboratory) was contracted to conduct a longitudinal analysis of the data collected up to this date. That analysis has been very helpful with the oversight of W.S. 21-3-401.

~~The Reading Assessment and Intervention staff will follow-up with the districts who received on-site visits from LSO staff to assist them with their WDE-626 data collection and reporting procedures as well as to correct the deficiencies as identified in the LSO report. WDE staff will also clarify reporting requirements and procedures for all districts to ensure a more consistent and accurate data collection for the 2009-2010 school year.~~

Through the District Early Literacy Plan review process, WDE staff has evaluated and provided feedback on the validity and reliability of the screening and diagnostic assessments that districts are currently using. Several districts are being required to provide additional documentation on the validity and reliability of their assessment choices or to consider adoption of a different, more comprehensive assessment tool. WDE believes this process will create more consistency across the districts. Additionally, WDE acknowledges value in having the statutory authority to require the use of a single reading screening tool with consistent cut scores across the districts for reporting on WDE-626. Not only does the dilemma with using multiple screening tools exist, but districts (or even schools) have established their own cut scores to determine reading proficiency. WDE believes this variation in cut scores has led to many students who would have benefitted from an Individual Reading Plan (IRP), not being placed on an IRP and not being reported, even if they did receive additional instruction.

WDE has ongoing literacy trainings scheduled to ensure that the provisions of W.S. 21-3-401 are carried out with greater consistency and clarity.

**Recommendation 5:**

The State Board of Education, Data Advisory Committee, Superintendent, and WDE should formally discuss the benefits of expanding programmatic reporting pursuant to W.S. 21-3-401 and financial reporting pursuant to W.S. 21-13-333 (d) (repealed) to Title 21, Chapter 13, for all subject areas for the at-risk student population, and report back to the Legislature with conclusions, recommendations, etc.

Legislative action through the Joint Education Committee or through model recalibration may also be required to formally incorporate the Program, as specified under W.S. 21-3-401 into required at-risk programs within the Model, using existing resources. Such action would formalize the existing funding structure of the Program, as discussed in this report.

**Response: Partially agree**

Universal screening of all students in reading, a key component of W.S. 21-3-401, enables educators to establish an academic and behavioral baseline and to identify learners who need additional support. Instructional decisions can then be made based on the screening results to improve learner outcomes. Universal screening is the key to a prevention model, helping classroom teachers to differentiate their instruction and/or provide early intervening services so that students can be assisted before they fall too far behind.

While WDE agrees that screening should be occurring in all content areas as well as for behavior, the question arises regarding the feasibility of having a formalized reporting system in place for districts to report on at-risk students in all areas at this time. More research is needed to investigate the accuracy of screening approaches used in identifying student difficulties in areas other than reading (e.g., writing, math, and behavior) in the context of a tiered model of instruction.

The current accounting structure is based on aggregate activities recorded at a district or school level; therefore reporting by subject area could not be accomplished through the WDE-601 without a complete restructuring of the chart of accounts. WDE financial staff doesn't believe this level of detail can be accommodated through the WDE-601. Another option would be to require fiscal data to be submitted through the WDE-626, but that would be a decision in which WDE would seek district input on, in terms of achievability. There is also a concern about the possible cost for districts for the system conversions this might require as well as the burden of this additional data collection.

As the WDE-626 data collection is refined and clarified, the knowledge learned can assist in the development of effective procedures for all areas. This response is in no way intended to minimize the importance of the other areas, but as stated in the LSO report, reading is the "underpinning" for a student's success later in life.

## Chapter 3

**Finding 1: Local districts have not met statutory requirements of W.S. 21-3-401 (b) with respect to longitudinal reporting.**

### **Recommendation 6:**

The WDE and the Data Advisory Committee should update the WDE-626 template to include an open ended question that requests specific reasons the 85% statutory goal is not reached pursuant to W.S. 21-3-401 (b).

### **Response: Agree**

WDE agrees that it would be beneficial to change the wording of the narrative response on the current WDE-626 template from “explain what steps are being taken in the district to reach or maintain 85% reading proficiency for the indicated students” to “if the district did not reach the goal of 85% reading proficiency for identified students, please state the reason/s.”

### **Recommendation 7**

In addition to the recommendations in this report, the WDE should follow up with implementation of the recommendations of Education Northwest in its December 2009 report. Particular attention should be paid to deficiencies in the reporting structure with respect to the use of multiple screeners; clarifications of reporting requirements; as well as moving forward with a longitudinal reporting system for districts to use.

### **Response: Agree**

WDE agrees that the recommendations made by Education Northwest in the *Wyoming Early Literacy Report* are valuable and appropriate and will assist the districts and WDE to move toward a more consistent and accurate data reporting system. WDE believes it would also be beneficial to have the statutory authority to have a common reading screening tool utilized by all districts for WDE-626 reporting as well as standardized cut scores that determine proficiency levels. This standardization of the screening tool as well as proficiency levels would clarify reporting expectations and lead to a more consistent and accurate reporting system for longitudinal data.

WDE would also like to see kindergarten data included in the WDE-626 collection. Early identification and intervention are key to a tiered approach to reading instruction. While most districts are screening kindergarteners, they do not report this data; therefore important information is missing on a group of students where early intervention is having a great impact.

**Finding 2: Neither WDE nor the districts track the progress of students placed on IEPs towards reading proficiency as part of the 85% statutory goal.**

**Recommendation 8**

The WDE and the Data Advisory Committee should discuss how best to track data on students who are placed on IEPs towards reading proficiency. Particular consideration should be given to creating a special type of reporting similar to PAWS-ALT.

**Response: Partially agree**

WDE agrees that clarification needs to occur on continued reporting of reading proficiency for students who are moved from an Individual Reading Plan (IRP) to an Individual Education Program (IEP). ~~Due to conflicting directives, many districts discontinued reporting on IRP students once they were moved to an IEP—this will be clarified by WDE.~~ Historically, students with disabilities who have been receiving specialized reading instruction, as a part of their IEP, were not always included in the districts' reading screening, progress monitoring, or reading assessments. Those practices are slowly changing as research-based reading interventions are being implemented in schools across Wyoming and more students with disabilities are receiving reading instruction in the regular classroom setting.

While it is important to track the progress of the students with disabilities towards reading proficiency, WDE does not believe that it is appropriate to include the entire population of students with disabilities (specifically those who participate in the PAWS-ALT) in the WDE-626 data collection. PAWS-ALT is designed for a small number of students with the most significant cognitive disabilities. Students who take the PAWS-ALT (less than 1% of Wyoming students who are identified with the most significant cognitive disabilities) are those whose IEP teams have determined that achievement levels (proficiencies) will be measured against Alternate Achievement Standards. Alternate Achievement Standards do not align with the proficiency levels of the reading screening measures utilized to meet the criteria of W.S. 21-3-401. WDE has developed a statewide instructionally supportive assessment system which complies with the requirements of No Child Left Behind Improvement Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

The WDE Reading Assessment and Intervention Program staff will work with the WDE Special Programs Unit and the Data Advisory Committee to ensure that guidance is provided on appropriate inclusion of students with disabilities in the WDE-626 data collection.

**Recommendation 9**

The WDE and the Data Advisory Committee should discuss creating a sub-group of students placed on IRPs, for disaggregated reporting as part of the Public Paws Results-State Level and District Level- Disaggregated Report. Creating a sub-group of students placed on IRPs at the beginning of the 3rd and 4th grade school years will allow WDE to track these students' progress on PAWS the following spring. Currently, this type of tracking does not exist.

**Response: Agree**

WDE staff will meet with the Data Advisory Committee will meet to discuss this recommendation. WDE agrees that it is important to continue to track IRP students beyond the second grade to truly see the impact of the early intervention that has occurred. That could possibly be reported as a sub-group of students on the disaggregated Public PAWS Reports or the directive could be given to track this data within the WDE-626 collection.

**Chapter 4**

**Finding 1: Funding of the Reading Assessment and Intervention Program has been done on an ad-hoc basis, causing confusion with respect to expectations for reporting and accountability.**

**Matter for Legislative Consideration**

The Legislature should consider amending Title 21 to require the reporting of expenditures at the district level with respect to the Reading Assessment and Intervention Program. Language in repealed W.S. 21-13-333 (d) could be considered, which could help provide the Legislature more complete information as it considers future recalibrations of the Model.

## Chapter 5

### Finding 1: Federal Reading First Schools in Wyoming use more consistency in their approach to reading assessment and intervention

#### Recommendation 10

WDE should consider applying the Reading First criteria across all districts. More specifically, to encourage the use of the following:

- Research-based core reading program;
- Certified Reading coaches;
- Ninety (90)-minutes-of-reading-instruction-per-day;
- Regular assessments of students' reading skills (e.g. initial, progress monitoring, diagnostic, and outcome); and
- Reading interventions to struggling students.

#### Response: Agree

WDE agrees that the Wyoming schools participating in Reading First implement a more consistent approach to reading assessment and intervention. Reading First schools have well-defined reading assessment plans, incorporating only valid and reliable assessments. They employ effective systems of data interpretation with decision rules in place to guide staff in the appropriate selection of interventions to best meet the needs of all students.

Current WDE Reading Assessment and Intervention Program staff have also worked with Reading First schools and are providing training, resources, and technical assistance to all Wyoming districts to assist in their development of an effective schoolwide reading model.

WDE has consistently emphasized the core criteria of the Reading First framework. WDE is not authorized to dictate the use of a specific curriculum, and would welcome the authority to require the basic criteria cited by the report.

## Chapter 6

### **Finding 1: Wyoming is not unusual in that separate statutory programs exist for assessing reading proficiency at lower grade levels**

Reading affects every aspect of a student's learning, from the ability to listen and comprehend a story in preschool; to the acquisition and exercise of critical reading and comprehension skills in elementary, middle, and high school; to the successful application of reading as part of one's life skills as an adult. Because reading is essential to other content acquisition, ensuring that early learners have a strong foundation in reading has been a major focus of recent state and federal education initiatives.

There are many ongoing state reading initiatives. While they vary in approach, scope, and success, most share similar instructional concepts. WDE appreciates the concerted effort and legislative action brought to bear upon this important issue in Wyoming.

---

# APPENDIX A:

---

## District Superintendent Survey Results

---

### Yes/No Question Section

<b>Question 1</b>	Has your school district fully implemented a Reading Assessment and Intervention Program pursuant to W.S. 21-3-401?			
		Yes	No	Total Survey Responses
1.		95.83 %	4.17 %	100 %

<b>Question 3</b>	Does your school district conduct student assessments to monitor progress of students who do not screen successfully for reading proficiency in grades one (1) and two (2)?			
		Yes	No	Total Survey Responses
3.		97.92 %	2.08 %	100 %

<b>Question 3a</b>	If you answered Yes to Question #3, do the student assessments "...identify the specific reading problems and determine its nature?"			
		Yes	No	Total Survey Responses
3a.		95.83 %	4.17 %	100 %

<b>Question 4</b>	Does your school district place students who do not screen successfully, on an Individualized Reading Plan (IRP)? The purpose of the IRP is "...to remedy the reading related difficulty utilizing an appropriate research based intervention program."			
		Yes	No	Total Survey Responses
4.		93.75 %	6.25 %	100 %

<b>Question 5</b>	Does your school district report annually to the Wyoming Department of Education on the "...progress toward reaching the goal of eighty-five (85%) of identified students being reading proficient?"			
		Yes	No	Total Survey Responses
5.		95.83 %	4.17 %	100 %

<b>Question 5a</b>	If you answered Yes, to Question #5, does the reporting "...include longitudinal data on all students in grades one (1) through four (4) identified for intervention?"			
		Yes	No	Total Survey Responses
5a.		93.75%	6.25%	100%

<b>Question 6</b>	Does your school district report to the Wyoming Department of Education related to "...reason the 85% goal was not reached and the steps being taken by the district to solve the problem?"			
		Yes	No	Total Survey Responses
6.		77.08%	22.92%	100%

<b>Question 9</b>	As part of your district's Reading Assessment and Screening Program, is active parental involvement a component?			
		Yes	No	Total Survey Responses
9.		83.33%	16.67%	100%

<b>Question 10</b>	As part of your district's Reading Assessment and Screening Program, are parents kept informed of the identified student's progress towards reading proficiency?			
		Yes	No	Total Survey Responses
10.		97.92%	2.08%	100%

## Comments Section Related to Individual Questions

<b>Question 1</b>	Has your school district fully implemented a Reading Assessment and Intervention Program pursuant to W.S. 21-3-401?
<b>Comment Section</b>	
We have formed an Early Literacy Team and are in the process of revising our IRP's and overall reading goals for our school. This decision is in accordance to guidance we have received and continue to receive from the WDE's Early Literacy Experts.	
At Laura Irwin Elementary we have assessed students using DIBELS since 2006 and implemented an intervention programs in 2008.	
The CCSD Early Literacy Plan has gone through revisions and evolution depending on staff changes and building and district initiatives in elementary language arts.	
We are a school district consisting of 5 elementary schools and have worked hard at following the W.S.21-3-401 requirement for Reading Assessment and Intervention programs.	
Crook County schools have used the DIBELS program for five years. District and building plans are being rewritten and revisited during the 2009-2010 year.	
I answered yes, but I'm not fully understanding of what you meant by "fully implemented"	
FCSD #2 has reading assessment and intervention programs in place for grades K-5.	
Fremont County School District #6 has operated under an approved Early Literacy Plan since the 2001/02 school year.	
We are in our 3rd year of Reading First. We recently sent an update of our early Literacy plan along with our CSI (Core, Supplemental, and Intervention) Maps and a template of our IRP (Individual Reading Plans)	
The district initiated an Early Literacy Plan and Assessment/Intervention program in 2000/2001. Since that point it has been incorporated and implemented district-wide.	
Implemented in current form in 2007-08 school year	
We are currently revising all of our assessments and individual reading plans to better align with W.S. 21-3-401 and to supplement our current RTI process.	
None	
Our initial program was submitted to the state in 2001-2002. The program has been revised since the initial submission. This has also been submitted to the state.	
We began in August 2001 creating a district plan that was required and described by W.S. 21-3-401.	
From inception we have fulfilled the plan and evaluated the results. This year we have revised the plan to better meet the needs of the students in the District.	
K-12 MAP, 3-8 & 11 PAWS, K-5 DRA, K-5 IRP	
The report has been submitted to the WY Legislative Service Office (9/24/09)	
The district does use DIBELS, MAP, and PAWS scores to identify students who have low reading skills. That information is used to work with those students to improve their reading ability.	
We use DIBELS as a screening tool.	
SSD#1 universally screens students three times per year, uses diagnostic testing to pinpoint	

deficits and places on an ILP and into interventions consistent with the District Comprehensive Assessment System and Pyramids of Intervention.

TCSD has Developed a reading and assessment and intervention program that includes a reading and screening program that measures student reading progress in grades 1-8 that is aligned to statewide standards including specific student screening in grades one (1) and (2). (In accordance with W.S. 21-3-401) Additionally, the TCSD #1 students that have been screened and identified as at-risk for reading proficiency have an individualized reading plan (IRP) utilizing research based interventions. These students are continually and monitored through the year. Beginning in SY 2003/2004 and each year thereafter TCSD has reported via the WDE 626 annually. TCSD#1 Reports out on the following –School ID WISER ID/First Name/Middle Name/Last Name/Date of Birth/Grade Level/When placed on an IRP/When Removed from an IRP/Moved from IRP to an IEP in Reading/Screening Assessment Used/Student still in school at Spring Screening/Spring Reading Proficient

We assess for text reading, comprehension, fluency where appropriate, letter identification including letter/sound association (being able to isolate and record sounds in words). At the first grade level we also assess for concepts of print. Our programs are a combination of Fountas & Pinnell Leveled Literacy Intervention groups and Reading Recovery.

WCSD#1 utilizes various measures including Benchmark Assessments, DIBELS, and teacher observations progress monitoring) to determine Reading levels. Struggling students are then given further assessments to narrow down Reading difficulties and are either placed in our RTI reading program, Title Reading, or on an IEP if appropriate.

<b>Question 3</b>	Does your school district conduct student assessments to monitor progress of students who do not screen successfully for reading proficiency in grades one (1) and two (2)?
<b>Comment Section</b>	
Our district uses several measures to monitor the progress of our kindergarten and first grade students. These measures include; Observation Survey, PAST (Phonological Awareness Skills Test), and the Spelling Inventory. Progress is monitored daily or weekly in the classroom using informal assessments such as running records and the kindergarten checklist.	
We are currently using DIBELS in Fall, Winter, Spring. NWEA MAPS in Fall and Spring. CORE Phonics Assessment, and SIPS	
First grade students have been screened with the Observation Survey from Reading Recovery since 2001. Second grade students were screened with the District Fluency Assessment and MAP in 2008-2009. In the current school year, second graders are screened only with MAP.	
Our school district does conduct student assessments to monitor progress of students who do not screen successfully for reading proficiency in grades one and two. We use DIBELS as our universal screener for Grades K-6. We then progress monitor any strategic or intensive students who are not at grade level benchmark. Strategic students are typically progress monitored 2 x per month or more, and intensive students are progress monitored weekly.	
We monitor these students every two weeks on DIBELS.	
DIBELS progress monitors at risk students - 2 times a month, some -risk students - once a month.	
FCSD #2 uses DIBELS progress monitoring bi-weekly in grades K-5. Also use MAP assessment 3X a year.	
As designed, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is used for screening all students K-5 at Wind River and Crowheart Elementary Schools. This benchmarked screening occurs three times per year. In addition, the DIBELS assessment is used as a progress monitoring tool for all students identified as reading below grade level. Students K-5 identified as strategic (some risk) receive progress monitoring at least once per month and students identified as intensive (at-risk) receive progress monitoring twice per month. For students screened as intensive on the DIBELS, the (PAST) Phonological Assessment Screening Tool is used to further assess students' phonological awareness when appropriate and identify specific deficits for providing targeted interventions. The Measures of Academic Progress (MAP) assessment is given to all students in grades K-5 to further monitor progress and provide data on student proficiencies in reading. This assessment is given in the fall and spring. It provides a projected growth target for each student, as well as diagnostic information on reading deficits.	
Our curriculum is "Read Well" by Sopris West. It supports continuous progress monitoring for each unit so that every student is monitored once every five to nine days. Also, DIBELS data is collected every two weeks/	
We use the DIBELS and the Diagnostic Decoding Survey by Linda Ferrell and Michael Hunter. The pre-reading assessment is the Phonological Awareness Survey.	
Our district DIBELS progress monitors all K-3 intensive students every two weeks and all K-3 strategic students every month. We also use the Reading Mastery Plus Tests and Individual Checkouts every five lessons.	

Students placed on Individual Reading Plans are monitored for progress using the Dibbles Assessment and additional assessment information from district assessments (BOE'S).
Assessments are administered after every 10 instructional days for students scoring in the intensive range and 15 to 20 instructional days for those students at the strategic level.
Our district just adopted the Measurement of Academic Progress which we will use in place of some of our previous assessments. Along with the recent adoption of MAP we are revising our assessment system to better meet the needs of students.
We have been progress monitoring students who qualified for Title I reading and Special Education Reading for the past three years and this year all teachers will be trained to complete progress monitoring for all students below the DIBELS benchmark level.
Our schools are heavily involved in the RTI process.
The assessments have changed dramatically since 2001. In 1999, an early childhood assessment that used elements of the Marie Clay Observation Survey, a phonemic awareness screening, and the district created a phonics screening. Teams from schools administered the screening and reported the results to the assessment office. This was used to determine students who needed an Individual Reading Plan (IRP). Concerns about the validity and reliability of the assessment have caused the district to begin using the early years assessment from Northwest Educational Assessment (NWEA). NWEA MAP for Primary Grades is the current screening for the district for Kindergarten through eighth grade at least three times per school year. If a child is found to be below the 35 <sup>th</sup> percentile additional screening is use to determine the nature of the problem and the interventions needed. At this time a child is placed on an IRP.
1 <sup>st</sup> grade progress monitored with nonsense word fluency , 2 <sup>nd</sup> grade progress monitored with oral reading
Each year the District has used assessment measures. Early on it was Terra Nova, Star Reading, Star Early Literacy, and Slossan. In later years the District has moved to DIBELS, Bracken, and MAP assessments.
RTI 4 tiered plan, IRP
Summative Report card assessment, parent Survey, Star Reading, MAP, DRA2, Rigby, Benchmarks, Observation Survey
DIBELS
DIBELS three times per school year. MAP testing two times per school year. Assessments for students with special education, IEP's and for Title 1 program.
We use DIBELS, running records and NSEA MAP tests several times throughout the year.
Progress monitoring and strategic monitoring is conducted on a weekly and monthly basis for all students receiving a tier 2 or 3 intervention using DIBELS, DORA, DOMA, and DRA.
TCSD has developed a progress monitoring program at each elementary school grades K-5 to track each student who does not screen successfully with IRP. The IRP and monitoring includes adjusting additional targeted interventions based on multiple assessments through the school year
Progress is monitored weekly through analysis of running records, letter identification and sight word recognition. Parents are advised of student reading progress through quarterly narrative reports.
Each student uses DIBELS as the screening tool, and DIBELS progress monitoring tools to monitor student progress and effectiveness of the intervention. If a student falls below expectations during progress monitoring, a diagnostic test (as TPRI, Literacy First, Yopp

Singer, and/or DRA) is administered to determine specific instructional needs.
DIBELS, DRA (Developmental Reading Assessment), Observation Survey, PAST Phonological Awareness Skills Test

<b>Question 3a</b>	If you answered Yes to Question #3, do the student assessments "...identify the specific reading problems and determine its nature?"
--------------------	--

**Comment Section**

Multiple Assessments are used.

Assessments monitor student progress in phonemic awareness, phonics, letter identification and sounds, sight words, written vocabulary, sentence dictations, fluency, vocabulary and comprehension. Students receive differentiated interventions to meet their deficits.

All the assessments utilized are specifically researched based. They identify specific weaknesses and help us to determine best practice strategies and programs for improvement.

Further assessments using DIBELS, DRA, and MAP are used to identify specific skills that need to be targeted for individual students.

The Observation Survey identifies deficits in letter identification, letter-sound correspondence, concepts of print, and sight words. It also gives a reading level for each student. The MAP test identifies student ability with a RTI score and provides specific reading skills through Des Cartes. The information from Des Cartes allows the teacher to tailor the instruction to a student's specific needs and deficits.

DIBELS identifies the specific reading problem and determine the specific reading deficit. We then hold data meetings to determine what intervention would be appropriate for the specific reading problem. At these data meetings, we triangulate our data and analyze other data as well. By doing this triangulation of data, we are able to make data-driven decisions that will assist with decisions to guide student instruction. These students are then continually progress monitored in their intervention to ensure student progress and adequate growth.

We can tell some from the monitoring (fluency and accuracy) but further assessments are needed to find specifics.

DIBELS addresses the 5 key areas of reading.

The DIBELS and the MAP assessments identify the weak areas of a students reading skills. Goals are made for individual students based on their needs.

Our elementary currently collects reading data from DIBELS, PAST, and MAP for grades K-5. These assessments identify specific reading problems and determining its nature within the key literary components

Unfortunately the direction of the past six years has identified problems but not comprehension. We have gained the first step-students ability to read and are now working on understanding what is read go they can do well on tests.

Read Well provides prescriptive data that supports remediation activities and strategies for all students.

The DIBELS assesses their fluency. The Phonological Awareness Survey is comprised of oral and listening assessments. It assesses the pre reading skills. The Diagnostic Decoding Survey identifies student's areas of weakness and assesses their phonics gaps. This informs instruction and allows appropriate into instruction and helps identify the appropriate interventions for students.

DIBELS, Individual Checkouts and Mastery Tests identify patterns of concern in fluency, phonics awareness, comprehension and vocabulary, which depend on the test and reading level being assessed.
The On the Mark screening assessment identifies specific deficiencies in vocabulary, comprehension, fluency, phonics, and phonemic awareness. The Dibbles progress monitoring assessment measures the five components and tracks student growth.
Assessments are used to identify the reading problems in addition with teacher observation while working directly with the student.
None
Specific reading deficits in letter identification, letter-sound correspondence, concepts of print & sight word.
MAPS, Aims Web, Teacher Evaluation, Reading Mastery, STAR
The initial NWEA screening indicates that there is a problem. The subsequent secondary screenings and if needed, diagnostic assessments will pinpoint the problem. Not every child will need assessment beyond the NWEA screening.
Each of the measures identify initial sound problems, segmentation fluency, blending letter sounds, oral reading fluency, and the newer tests identify nonsense word fluency in addition to the others mentioned.
IRP includes accuracy rate, fluency, comprehension using DRA for screening and progress monitoring, Woodcock- Johnson used for diagnostic.
Combination of screening assessments used to determine the actual needs of the individual students. If student is not progressing, further diagnostic assessment is performed
DIBELS provides diagnostics on research based reading skills needed at each level.
We use the Observation Survey Instrument
DIBELS does so more than MAP testing, but both are used as student indicators.
DIBELS Tests of Early Literacy, Diagnostic on-line Reading Assessment and Direct Reading Assessment identify specific reading problems in the essential skills of early reading including phonemic awareness, phonics, alphabetic principle fluency and comprehension.
The IRP for each student includes the identification of specific areas of weakness based on the DIBELS
A new instrument will be used next year to better give us insight into specific reading problem
We can identify from the running record whether the child is utilizing reading strategies, their fluency, comprehension and word recognition.

<b>Question 4</b>	Does your school district place students who do not screen successfully, on an Individualized Reading Plan (IRP)? The purpose of the IRP is "...to remedy the reading related difficulty utilizing an appropriate research based intervention program."
<b>Comment Section</b>	
All students who are making slow or inadequate progress according to district assessments, screening tools, teaching referrals or BIT (Building Intervention Team) referral, receive interventions. All students receiving an intervention are placed on an IRP (Individualized Reading Plan) with specific instructional goals and regular progress monitoring.	
The district began Individual Reading Plans in 2001 following Enrollment Act 69. We are currently revising our IRP format to coincide with the DIBELS assessment and RTI models.	
This is the first year that we have implemented ILP's (Individual Literacy Plans)	
There is a district form for an Individualized Reading Plan (IRP) at each grade level, 1-4.	
Our school district places students who do not screen successfully on an Individualized Reading Plan. The IRP is then utilized to record research based interventions that are used to ensure student growth. Then the students are progress monitored. Target goals, dates started and ending are all recorded. The intervention being used is also recorded. If when being progress monitored, the student fall 3 points below their trajectory goal, then factors are analyzed. These factors further investigated are: Is the intervention being done in a small group, is the instructor delivering the intervention with fidelity, how long is the intervention being done. If after two different interventions have been administered, and the student is still not making adequate progress, a diagnostic assessment may then given. When this occurs, the student could be referred to a Building Intervention Team (BIT), and the student could then possibly be referred to Special Education put on an Individualized Educational Plan.	
The IRP states specific goals for the student with the interventions in place. Goals are revisited every 6 weeks for at-risk students to determine the effectiveness of instruction.	
FCSD#2 Elementary staff/Title 1 staff meet as a team to determine time/intervention strategies. Open Court Intervention, Read Naturally, Total Reader, Phonics for reading, Read Well, and "hands on" activities are implemented based on need. The IRP is reviewed and amended as needed weekly.	
Students screening at-risk (intensive range) and/or who fall below the 20 <sup>th</sup> percentile are placed on Individualized Reading Plans. These students receive intervention/supplemental curriculum and/or instructional activities provided by reading interventionists.	
Again, through Read Well we provide unique individualized instruction in response to student level data. The ILP is built into our system of instructional delivery and is reflected in the teacher's lesson plans.	
Houghton Mifflin Reading Mastery is the Core Reading Program. Targeted reading lessons are Linda Ferrell (Readsters). Phonics Boost (Really Great Reading) is the secondary program intended to remediate skills deficient or not attained through the core program. Reading Mastery is the core supplement for strategic and intensive students who are not ready for the main core program.	
K-3 students receive the DIBELS Benchmark Test three times a year. In the fall after testing all intensive and strategic students are placed on an (IRP) Individual Reading Plan.	
The district utilizes a common Individualized Educational Plan throughout the schools.	

Students are grouped by skills for reading instruction and will receive additional time as needed.
After the information and exemplars provided to us by the WDE we will be incorporating some new changes into our process of monitoring student progress.
None
We call it an Individual Intervention Plan
They are placed on Tier 2 or Tier 3 in our RTI process. Research-based interventions are implemented and progress monitored every two weeks.
Students who score below the 35 <sup>th</sup> percentile on the NWEA are required to be on an IRP that uses research based intervention. Students who score below the 50 <sup>th</sup> percentile are required to be on a Group Reading Plan and must receive intervention until they meet the 50 <sup>th</sup> percentile.
We meet in literacy teams to look at data and decide what intervention would fit individual student reading needs.
Each student identified as in need of interventions is placed on an Individualized Reading Plan (IRP). The plan is evaluated and progress monitoring provides the data for changes in the outlined programs.
Documentation includes ILP and/or IRP
Each student is placed on an individual reading plan with a predetermined progress monitoring interval using research-based strategies.
Sheridan #3 is a small school so our teachers are aware of the reading level and ability of their students. They are able to adjust for those students.
All students, based upon screening and other diagnostic assessment, who are placed in a tier 1 or 2 interventions, are placed on an ILP.
TCSD #1 places students on an IRP when they are identified as not proficient on DIBELS.
Yes, we have been utilizing an approved IRP that reflects the student's strengths and weaknesses and growth over time. We are in the process of finalizing and modifying our IRP for our 10.15.09 submission to the WDE.
We stopped doing IRP's when K-2 stopped requiring them at left to our knowledge.
Individual Learning/Reading Plans (ILP/IRP) are written for struggling, at-risk readers who do not screen successfully and do not have a special education IEP or an English Language Learner (ILP).

<b>Question 5</b>	Does your school district report annually to the Wyoming Department of Education on the “...progress toward reaching the goal of eighty-five (85%) of identified students being reading proficient?”
<b>Comment Section</b>	
We complete the required WDE 626.	
Students are “tagged” in Power School when they are placed on an IRP. A student’s end of year status is also recorded in Power School. This information is used to generate the WDE626 report in June.	
Our school district reports annually to the Wyoming Department of Education on the progress toward reaching the goal of 85% of identified students being proficient readers.	
We submit the WDE 626 each spring	
WDE 626 - Early Literacy Longitudinal Data, CCSD#1 would like a section that allows documentation for moving some-risk students to benchmark status.	
FCSD#2 uses the PAWS assessment and form WDE 626 to report annually to WDE.	
The district reports annually on the WDE 626 students identified as intensive (at-risk) and on Individualized Reading Plans.	
As per the School Improvement Plan, CSI Program Summary, WDE Early Literacy Plan - WDE 626 as per W.S. 21-3-401 already requires district to report information.	
This occurs through the consolidated grant.	
We report this data on the WDE 626 (Early Literacy Longitudinal Data) each summer.	
This is reported on the WDE 527.	
We have been reporting from the beginning of the Early Literacy WDE Program	
Each year, the district has submitted the WDE 626 and noted our level/percentage of students meeting the 85% goal.	
The WDE has a 626 report that we have been completing for the past 6 years but the form has never asked us to report on the 85% of the students being proficient. We have been asked to identify the steps we are taking to reach 85% proficiency in a narrative question. The form and information has changed almost every year moving from a collection of aggregated information to individual student information.	
The district submits reports yearly. The addition of the NWEA Early Years Assessment, plus a new student information system (Infinite Campus) should make accessing the data much easier.	
Each year since the inception of this program Park County School District #1 has submitted the required WDE 626 EARLY LITERACY REPORT.	
Platte County School District #2 is a pilot RtI school. All of our DIBELS data is reported.	
No one in the District knows where this is to be reported .... What form? To Whom?	
We report on longitudinal reading data.	
The WDE 626 Early Literacy Longitudinal Data form is submitted annually to the WDE by the District Assessment Coordinator.	
TCSD Reports annually via the WDE 626 on the progress towards making 85% Proficiency	
Through the WDE-626 form (early literacy – longitudinal data) reported annually to the SDE.	

<b>Question 5a</b>	If you answered Yes, to Question #5, does the reporting "...include longitudinal data on all students in grades one (1) through four (4) identified for intervention?
<b>Comment Section</b>	
This report contains longitudinal data on grades 1-4.	
The WDE 626 Early Literacy Longitudinal Data Report was filed this year on June 17, 2009.	
Longitudinal data is stored in Power School. Various reading data is available through the district's data system.	
Our district works hard at identifying why the 85% goal has not been reached. We have worked hard as a district to solve the problem. We have provided staff with on-going professional development. Ensured we are providing those students who are at-risk with the most qualified teachers providing their instruction, as well as providing instruction with materials that are scientifically-research based. We have provided intervention materials that are aligned with the five big ideas of reading as recommended by the National Reading Panel. We have established a block of time for reading instruction 60-90 minutes, as well as providing an additional 30 minutes for those students who are strategic and an additional 60 minutes for those students who are intensive. We have provided additional services such as Homework Club and Summer School.	
WDE 626, K-6	
The WDE 626 report includes current year data on all students in grades one through four that are on Individualized Reading Plans. The data requested includes listing students that are on an IRP, those who during the current year moved to an Individualized Education Plan (special education), and whether the student was proficient by the spring of the current year. Any longitudinal data would need to be extrapolated from multiple year reports as the WDE 626 asks whether a student is on an "initial" or "following" IRP but does not track IRP students from one school year to another. It is unknown to the district whether the WDE does this type of longitudinal tracking. However, the district does track longitudinal data (across multiple years) and files are maintained by the district on each student that has (past and present) been on an IRP.	
In addition to including longitudinal data on all students grade one (1) through four (4), we have included Kindergarten and Fifth (5) grade in the reporting.	
As reported on the WDE 626.	
Yes it does.	
As stated our Early Literacy Plan was updated this fall because our district changed reading programs and assessments when we began Reading First.	
The district has reported the longitudinal data on students in grades 1-4 as per the WDE626.	
Starting with 2007 when the DIBELS and Core Phonics Survey were first administered.	
Again, we have been reporting this information to WDE but the information collected over the past 6 years has been inconsistent.	
The early literacy report does.	
We have tried diligently to provide this information every year.	
Each year the data was compiled from each student as they moved from grade 1 through 4. The data was available, showing the results of each student and when they exited the program.	

Longitudinal data is currently being gathered and evaluated. The district tracks these students with Power School for students success.
---

As required by WDE 626 Longitudinal data is reported to the WDE for students in grade 1-4 identified for intervention.
--

Sweetwater #2 reports through 4 <sup>th</sup> grade students who continue to be serviced through IRP's. The determination for students to be serviced and followed is based on reading data that is collected on all students and monitored progress for students receiving intervention.
---

Yes
-----

<b>Question 6</b>	Does your school district report to the Wyoming Department of Education related to "...reason the 85% goal was not reached and the steps being taken by the district to solve the problem?"
<b>Comment Section</b>	
Not previously required.	
Students who received interventions (both regular education and Title One) and did not reach proficiency are referred to summer school, some are referred through the BIT for a comprehensive evaluation by Special Education. Interventions are also made more intensive through different programs, individualized instruction, and more time devoted to intensive instruction.	
We are currently completing the Early Literacy reporting format which is required by state statute. Following the RTI model we are utilizing a "flooding" or "push in" approach to assist Intensive, Strategic, and Benchmark leveled students to improve their reading abilities.	
Refer to our previous 626 reports for the narratives that pertain to this question. For the 2009-2010 school year, elementary schools have set regular times for Professional Learning Community meetings where the progress of IRP students can be monitored and discussed. Elementary schools have scheduled extra intervention times to provide the instruction for catch-up growth. Full time Interventionists/Tutors have been reinstated in the elementary schools. The reading intervention, Reading Mastery, is in each elementary building. It is used as a Tier II or Tier III resource, or as replacement core instruction. A few elementary schools are piloting Corrective Reading as another intervention for grades 3-6. The district continues to perfect data collection, and more importantly, analyzing the data to positively impact instruction.	
Our district works hard at identifying why the 85% goal has not been reached. We have worked hard as a district to solve the problem. We have provided staff with on-going professional development. Ensured we are providing those students who are at-risk with the most qualified teachers providing their instruction, as well as providing instruction with materials that are scientifically-research based. We have provided intervention materials that are aligned with the five big ideas of reading as recommended by the National Reading Panel. We have established a block of time for reading instruction 60-90 minutes, as well as providing an additional 30 minutes for those students who are strategic and an additional 60 minutes for those students who are intensive. We have provided additional services such as Homework Club and Summer School.	
WDE 626. Title I services are put into place. Data analysis is scheduled to monitor progress. Summer school is available. Teachers core reading program addresses at-risk and some risk students with additional reading strategies and differentiated instruction.	
Is there a form to use for this?	
The WDE 626 does ask the district to explain steps taken to "reach" or "maintain" 85% reading proficiency for indicated students.	
Again, this information is reported in the School Improvement Plan, CSI Program Summary, WDE Early Literacy Plan - WDE 626.	
This occurs through the consolidated grant.	
As reported on the WDE 626.	
We identify students who are discontinued. For students needing additional support and	

programming we reassess and place them in the programs as listed above. The new IRP is given to the subsequent teacher and they continue the progress of the children.
Every year we have reported why we have not met the 85% criteria and have taken steps such as becoming a Reading First School, choosing a Scientifically based Reading Researched program, adding approved supplemental programs, adding a K-3 reading coach and hiring the consultant firm ERI (Educational Resources Inc. for additional staff development and coaching.
The district has submitted to WDE as per the WDE626 form the specific recommendations/actions to address not meeting the targeted 85% goal.
The WDE 626 form is has not clearly asked for the reasons we are not reaching the 85% goal. We do answer the form questions as concisely and completely as possible.
WDE 626
We write a paragraph telling what we do.
There are a myriad of reasons that a district may not reach the 85% goal annually. Each year the reasons for this are reviewed and commented upon.
We were fortunate as our District did not drop below the state goal but we continue to evaluate and determine if our materials are meeting the needs of the students. If not, we look to upgrade to programs that will enhance or remedy the problems identified.
Goal Achieved
Since the district is small, when the 85% goals are not reached, it is most likely due to the small numbers of students. This is explained when reported to WDE.
As required by the WDE 626 Narrative, the district identifies the reason the 85% goal was not reached and the steps taken by the district to solve the problem.
This data is reported to the state on the WDE 626 Early Literacy Report.
This information, including the steps being taken, is reported annually on the WDE-626 form.
On the first forms - K-2 - yes b/c it was ask for - recently they haven't ask.

<b>Question 7 Assessment Tools</b>	Identify which screening assessment tool(s) your school districts uses when determining benchmark (e.g. Dynamics Indicators of basic Early Literacy Skills, Multi-Layered Assessment Package; etc.) as well as the reason(s) why certain screening assessment tool(s) are used.
<b>Answer Section</b>	
DIBELS, Houghton Mifflin Phonics Screener	
DIBELS	
PAST, Fluency Formula Assessment System, KLST 2, MAP, Observed Survey, Leveled Literacy Assessment System	
DIBELS, NWEA MAPS, CORE Phonics Assessment Tool, SIPS	
DIBELS, DRA, MAP, Teacher Assessments, Teacher Observations.	
1) Observation Survey for first grade (2001-present) 2) District Fluency Assessment for second grade (2007-2009) 3)MAP test for second grade (2008-present)	
Dynamic Indicators of Basic Early Literacy Skills (We use this screening assessment tool, due to the fact that it covers the essential skills necessary to be a successful reader, as indicated by the National Reading Panel). DIBELS also has a high correlation to the PAWS (Proficiency Assessment for Wyoming Students)	
DIBELS, Observation Survey, DRA	
DIBELS (screen and monitor fluency and accuracy) and AIMS WEB MAZE to screen and monitor comprehension	
DIBELS	
DIBELS	
DIBELS and MAP	
DIBELS	
DIBELS	
DIBELS	
DIBELS, MAP, Unit Assessments	
DIBELS	
DIBELS, MAP Testing, Reading Mastery Plus, DIBELS (is a requirement of Reading First and is a helpful screening progress tool), MAP is another tool used for comparisons and progress data at the end of the year.	
On the Mark	
DIBELS	
DIBELS and MAPS	
Running Records, Letter ID, Letter Sounds, High Frequency Words, Retelling Rubric, Sentence Dictation	
DIBELS	
DIBELS, MAP	
MAP, Aims Web, Teacher Evaluation, Reading Mastery, STAR	
Northwest Evaluation Assessment/MAP	
DIBELS (K-4), AIMS WEB (5-8)	
Terra Nova, Star Reading, Star Early Literacy, Slossan Testing, DIBELS, Bracken, Decoding Survey, MAP	

DRA2, MAP
DRA2, Observation Study, Star Reading, Rigby
DIBELS, Aims Web, MAP
DIBELS, STAR Reading
DIBELS, Measures of Academic Progress, Houghton Mifflin Screening Tool, Concepts of Pring, DRA-2
Marie Clay's Observation Survey of Early Literacy Achievement, Fountas & Pinnell Benchmark Assessment System, Joetta Beaver's Developmental Reading Assessment, Diana DeFord's Dictation Assessment
DIBELS, MAP, PAWS, Woodcock-Johnson, DRA (used in Title I program)
DIBELS
DIBELS, DRA, Running Records, MWEA MAP
DIBELS and MAP
Dynamic Indicators of Basic Early Literacy Skills
DIBELS
DIBELS
Observation Survey, DRA2 Text Reading, Fountas & Pinnell Benchmark assessment System I, San Diego Quick Test, Dictation Task
DIBELS
DIBELS
DIBELS, Star Reading, MAP Testing, Star Math
DIBELS, Reading Textbook Benchmark Assessment, LID, San Diego Quick
DIBELS, STAR, PAST, DRA

<b>Question 7</b>	Identify which screening assessment tool(s) your school districts uses when determining benchmark (e.g. Dynamics Indicators of basic Early Literacy Skills, Multi-Layered Assessment Package; etc.) as well as the reason(s) why certain screening assessment tool(s) are used.
<b>Comment Section</b>	
<p>These are all scientifically researched based assessments that are best practices when determining students reading issues. DIBELS and CORE Phonics Assessment and SIPS can be utilized to progress monitor; NWEA MAPS and ERDA are in depth assessments given 2 or 3 times per year.</p> <p>DIBELS is used to identify those students who have reading deficiencies. DRA, MAP, teacher assessments, teacher observations are used to identify specific skills that a student needs to master.</p> <p>Each of these assessments was administered district wide. The MAP test was first administered to all district elementary students in the 2008-2009 school year. The District Fluency Assessment was also used last year since the staff was unfamiliar with the MAP test. Last year's experience with the MAP test was positive so it is used as the only second grade screener for the current school year.</p> <p>Our district has a DIBELS Assessment Team who have gone through on-going professional training in the administration of DIBELS. This team has to go through integrity checks and</p>	

pass these types of checks in order to be on the DIBELS Team.
We use dibbles because that is the on WDE told us to use.
MAP assessment allows for goals for individual weaknesses in reading to be set (Descartes). DIBELS allows bi-weekly progress monitoring. Teacher interaction is strong, aim lines/targets are clear. Changes in intervention can easily be made.
DIBELS is our primary screening assessment tool. DIBELS focus is to aid in the prevention of reading difficulties through early identification. It focuses on the five 'big ideas' of reading, identifies students who need additional support, and evaluates student response to intervention.
The Wyoming Department of Education indicated a strong correlation between students scoring at Benchmark on the DIBELS and as Proficient on the PAWS. It also gives our staff members an immediate glimpse of student strengths and weaknesses. Progress Monitors every two weeks.
This has been used because we have worked closely with the state on a Reading First Implementation grant.
Both DIBELS and the Unit Assessments provide progress monitoring to drive instruction every 5 to 9 days.
DIBELS is the benchmark assessment used for screening purposes.
Reading Mastery Plus tests are used to screen and place students in appropriate reading groups monitor program progress.
The district adopted the On the Mark Assessment Tool produced by the Wright Group/McGraw Hill. The On the Mark assessment is comprehensive and measures the five components required in the statute.
DIBELS is administered three times yearly to ensure all students are working at grade level. Students not at benchmark are further assessed using the Core Phonics Survey which identified individual skills.
The assessments are aligned to identify the students in need of additional instruction and to identify weaknesses in the reading skills.
The assessment is a nationally norm test, it allows us to use a team administration approach, and the assessment is easily administrated. There is also quick turnaround time on the results of the assessment so teachers can make instructional decisions quickly. The data also gives us information around the five big ideas which were established by the National Reading Council and the assessment is research based.
DIBELS can be used on the whole school population package to progress monitor, determines necessity to level at which to intervene and research based, and online DATA collection MAP. Research based, quick online data collection MAP, Diagnostic tool for instructional/intervention needs.
We use the above tools because they are researched based. Teacher evaluation is always valuable.
Being a district that has different reading programs, it had become imperative that a common screening instrument is used at all schools. Although the NWEA screening does not provide intervention data, it is used to determine proficiency. Students who are not proficient receive secondary screening to identify specific areas of need in reading. It is the common assessment all schools use.
From the early years where we used what was available to now when we have many choices out there to work with we have continued to modify and adapt to new assessments that better

address the needs in order for the program to be successful. Of course it is imperative that we continue to evaluate our tools to assure we are meeting the needs of all students.
These assessments give an indication of student ability and placement.
DIBELS gives the district good diagnostics. STAR reading is used as a secondary evaluation if needed.
Each is validated and research proven.
Reading fluency is quickly assessed and is most highly correlated to overall reading success.
Research based indicators.
The district universally screens students in grades K-6 using both DIBELS and MAP three times a year as well as 7-8 using MAP three times a year. These are used as they identify essential reading skills, are researched based on correlated to PAWS.
The DIBELS provides benchmark data for teachers identifying components of critical reading skills that are in place. As a screener this assessment provides information to school personnel and parents of student needs and directs the intervention we use to address gaps in reading.
Next year we will move to use the Fountas and Pinnell Benchmark Assessment System
The Observation Survey fulfills reading recovery requirements and assesses the six tasks critical to reading success. The DRA2 test reading to determine reading level and the strategies the child uses or neglects when reading and to measure reading comprehension. The San Diego Quick Test as a sight word screen for appropriate reading level. The dictation task helps to determine the student's ability to isolate and record sounds in words and is an indication of their spelling ability as well as their ability to write connected text.
DIBELS are a set of procedures and measures that are used in the district for assessing the acquisition of early literacy skills for kindergarten through fifth grade, designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early literacy skills. DIBELS are individual measures of student skills in each of the basic early literacy skills. DIBELS measures function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed to identify students experiencing difficulty in acquisition of basic early literacy skills in order to provide support and to prevent the occurrence of later reading difficulties.
DIBELS-has provided teachers with an effective way to target students with low reading. Star Reading is used to help access student reading levels; MAP is used to allow teachers to provide better individualized instruction in Math Reading, and Writing. Star math is a component to identify Title 1 math students.
DIBELS is used for phonemic skills and oral reading fluency. STAR is used for vocabulary and comprehension. PAST is for reading readiness. DRA is used for comprehension and word fluency.

<b>Question 8 Diagnostic Tools</b>	Identify which diagnostic assessment tools(s) your school district uses when determine actions to help identified students become reading proficient (e.g. Early Reading Diagnostic Assessment, Texas Primary Reading Inventory, ect.), as well as the reason(s) why certain diagnostic assessment tool(s) used.
<b>Answer Section</b>	
ERDA	
ERDA	
ERDA	
ERDA, Woodcock Johnson III/ Reading Mastery, Brigance Inventory of Skills	
DRA, MAP, Teacher Assessments, Teacher Observations.	
Early Reading Diagnostic Assessment	
Early Reading Diagnostic Assessment and Grays Oral Reading Test	
Quick Phonics Screener (Jan Hasbrouck) 2) Qualitative Reading Inventory (decoding and comprehension) 3) CORE Phonics Screener (phonics survey) 4) CORE Graded High Frequency Word Survey 5) DRA – Developmental Reading Assessment (diagnostic purposes) 6) PAST – Phonological Awareness Skills Test	
ERDA, Decoding Survey, MAP comprehension	
Reading Recovery	
ERDA and SKILLS TUTOR	
ERDA – grades K-3 2) TPRI – grades 4-5 3) PAST – grades K-2 4) MAP – grades K-5 (twice per year)	
Decoding Survey, Pre-reading Skills Diagnostic Survey, In Progress Assessments, MAP	
ERDA	
Read Well assessments, Phonics Screeners, ERDA	
Diagnostic Decoding Survey, Phonological Awareness Survey	
WISC-IV, WIAT II, LEITER-R, Woodcock-Johnson	
Qualitative Reading Inventory	
Core Phonics Survey and Oral Reading Fluency with retell	
ERDA, MAP, and Other as Needed	
Running Records, MAP, ERDA	
ERDA	
DIBELS, MAP	
MAP, Aims Web, Teacher Evaluation, Reading Mastery, STAR	
DIBELS, ERDA, TPRI	
ERDA, Individualized Reading Inventory, Running Records with error analysis	
ERDA, Diagnostic Decoder.	
Woodcock-Johnson Reading Mastery	
PAST, Star Reading, DRA2, Rigby, ERDA	
MAP PG Skills Check List, Phonics Screener, Phonics Skill Check List, ERDA	
ERDA	
DIBELS, Measures of Academic Progress, Houghton Mifflin Screening Tool, Read Naturally, Soar to Success Assessments.	

Marie Clay's Observation Survey of Early Literacy Achievement, Fountas & Pinnell Benchmark Assessment System, Joetta Beaver's Developmental Reading Assessment, Diana DeFord's Dictation Assessment
DIBELS
NWEA, MAP
Woodcock, ERDA
D.O.R.A, DRA, Compass reading, SRI
ERDA, DORA (Diagnostic Online Reading Assessment)
ERDA
ERDA
Fountas & Pinnell Benchmark Assessment System I, Word Analysis (DRA2)
MAPS
TPRI, Literacy First, Yopp Singer, DRA
ERDA, DIBELS
DRA, Barbe, LID, Wyoming Phonemic Assessment- Manyak Rhyming
ERDA, Observation Survey, MAP (Measure of Academic Progress)

<b>Question 8</b>	Identify which diagnostic assessment tools(s) your school district uses when determine actions to help identified students become reading proficient (e.g. Early Reading Diagnostic Assessment, Texas Primary Reading Inventory, ect.), as well as the reason(s) why certain diagnostic assessment tool(s) used.
-------------------	--

<b>Comment Section</b>	
The ERDA provides specific areas for remediation in phonics, phonics awareness, comprehension, vocabulary and fluency.	
As mentioned above, these are scientifically researched based assessments that are best practice, While DIBELS assesses all of the 5 reading components, the others are given to those students whose issues indicate a more in-depth approach to understand their need/weak areas.	
These assessments and observations identify specific skills that a student needs to master in order to be proficient in reading.	
Special education referral and testing is also used to determine a student's instructional needs.	
Early Reading Diagnostic Assessment is administered K-3 because it was recommended by the Wyoming Department of Education. GORT is a reading assessment that is nationally normed and research based as well.	
DPS is in the process of researching and implementing a diagnostic tool.	
By design, the ERDA isolated the trouble area for each of the 5 key areas of reading. The Decoding Survey specifically addresses alphabetic principle and targets deficits in a relatively quick assessment.	
We use it (Reading recovery) because that is the program we've adopted.	
ERDA is the diagnostic assessment that WDE recommends. FCSD#2 staff will receive ERDA training November 17, 2009 in Casper. Skills Tutor was implemented in the Fall, 2009.	
The Early Diagnostic Reading Assessment (ERDA) for grades K-3 and the Texas Primary Reading Inventory (TPRI) grades 4-5 provide diagnostic assessment measures for students who have been screened and identified as intensive (at-risk) through the DIBELS. The MAP is	

<p>given to all students K-5 in the fall and spring. While this assessment provides a summative measure of whether growth targets were met, the fall administration also provides educators with diagnostic information on reading deficits.</p>
<p>Please see attached CSI Summary MAP, Individualized Reading Plan, Lessons Progress Chart, Assessment 9 grade level- Screening, Progress Monitoring, Diagnostic and Outcomes Rubric, Intervention Chart, and Wyoming Indian Elementary Reading Assessment Plan.</p>
<p>Used because it was provided through the state and supported with state personnel.</p>
<p>These tools help teachers and specialists find the inadequacies and weaknesses that prevent our students from being successful readers. We then can create opportunities for students to fill the gaps.</p>
<p>These two other assessments provide diagnostic information to correctly place and teach students at the appropriate level of instruction.</p>
<p>The diagnostic assessments are used after students have received the regular reading program, supplemental programs and any interventions or program modifications and have not made adequate progress according to thorough data checks.</p>
<p>The Qualitative Reading Inventory (QRI) is used as a diagnostic assessment after it is determined that interventions are not being successful or when student growth is minimal.</p>
<p>Core Phonics Survey identifies specific decoding and encoding skills to identify specific areas of weakness. Oral Reading Fluency with retell identifies ability to comprehend and is used with the Core Phonics Survey.</p>
<p>The Early Reading Diagnostic Assessment was provided to districts by the Wyoming Department of Education. They have also provided training in the use of the assessment. MAP is used by our district 2 – 10. Running record is a key assessment used at the elementary level to diagnose and monitor progress.</p>
<p>We chose this assessment because the state provided the tool and the training for the assessment.</p>
<p>Both provide instructional recommendations.</p>
<p>We use the above tools because they are researched based. Teacher evaluation is always valuable.</p>
<p>NWEA is used as a screening tool to determine proficiency. It is the common assessment all schools use. Determining the interventions a student needs to become proficient is a secondary screening process, in that digging deeper using appropriate assessment tools helps identify needs. Diagnostic Assessment is utilized when the student has not been successful after numerous individual interventions have not been successful.</p>
<p>In order to meet the needs of students it is necessary to use these diagnostic tests when the interventions are not getting to the root of the problem. These programs help to identify where other data might have missed and from there help the District personnel identify the correct program to meet the needs of the students.</p>
<p>These assessments also help to find weak areas of the student performance and tailor lessons that are individualized.</p>
<p>Commonly used, can be administered locally.</p>
<p>Information from these instruments is designed to shape intervention strategies.</p>
<p>These diagnostic assessments provide diagnostic data for intervention placement in the five big ideas in reading as identified by the National Reading Panel, consistent with Early Reading legislation.</p>

Reading assessment results are shared with all parents through a district designed student assessment profile document ( see attached)
Recommendation Of School Psychologists and RTI staff
More training on use of this tool is necessary.
The Word analysis is used to determine students' phonics ability. The F&P Benchmark Assessment System I helps us to determine vocabulary information, phonics abilities, comprehension, words per minute and reading level.
The above diagnostic tools are the most effective ones to use with students of diverse reading concerns.
ERDA is the State approved and supplied diagnostic that we use for tier 3 students for K-3. DIBELS is being used since we are still looking for a better diagnostic tool for 4-6 grades.
These assessments are used to identify the specific areas of student weakness.

<b>Question 9</b>	As part of your district's Reading Assessment and Screening Program, is active parental involvement a component?
<b>Comment Section</b>	
Parents are active members of their child's BIT team. We have an active Parent Council that promotes parental involvement in reading. Parents are kept informed at all levels when their children are receiving interventions.	
Teachers discuss the IRP's with parents. Parents sign the document Newsletters are regularly sent home which includes reading strategies those parents can incorporate. Reading nights with students and parents take place during the school year for all students as well as those on IRPS.	
Meetings are held with parents to develop and monitor a student's ILP.	
Classroom teachers are responsible for communicating to parents that their child is on an IRP. During the Parent/Teacher conference, the screening results and the IRP plan is reviewed with the parent. The parents are given progress updates after each progress monitoring assessment.	
Parental involvement is a component. They are required to sign an Individual Reading Plan, if their child is found to be strategic or intensive. They are also provided with ways they are able to contribute to their child becoming a successful reader. Literacy Nights, Books for Bingo, Summer Reading programs, are just a few ways parents are encouraged to be involved in their child's reading success.	
Parents are informed through writing and through literacy nights. Parents are encouraged to read nightly with their child.	
All parents receive DIBELS results letter specifically for their child. Any child who scores at-risk is offered Title I services. Parents give consent and sign a Title I compact that elicits their assistance at home. CCSD#1 has a Title I annual review, a family literacy night, and DIBELS information packets open to all parents for their instruction and involvement.	
Parents are encouraged to follow through with intervention at home during the school year and during the summer.	
There is a Parent Component attached to the students IRP. The IRP requires the signature of the parent, building principal, reading interventionist, and classroom teacher. Parents offer support of literacy by agreeing to help at home in particular areas of literacy.	
Parents involved in School Improvement Committees. Parent Training nights held four (4) times a year. Family Nights held once a month during Sept-May. Literacy lunches held every month with parents/guardians, and community invited.	
Not as daily participants.	
Not for assessing and screening	
Parents sign the IRP's. Teachers explain the assessments and the implications with the parents for each child on an IRP at parent teacher conferences.	
Parents of all K-3 students have been sent copies of their child's DIBELS data and parents are contacted throughout the year during the three parent/teacher conferences when all assessment data is shared.	
Parents are provided information and the goals for their child on the IRP. In addition, parental supports are noted and the IRP requires a parental signature.	
Parents are part of the student learning process and they are knowledgeable of assessment process. Teachers and parents discuss their student scores and what those mean along with ways parents can help. They do not participate in the administration or scoring of assessments.	

In our Collaborative Literacy Intervention Project a parent component is an integral part of the program. Parents are involved nightly with materials sent home by the teacher to work with the students at home to reinforce skill instruction.
Title I Parent Meetings/Trainings and teachers present fall data with parents for all students
Yes
Reporting to the parents, as well as including them in the plan is critical to success. The parents do receive a copy of the screening scores.
Parents meet with the administrator and the instructors to agree on the IRP and from there they are encouraged to spend time having their students read to them in various different settings.
MAP, PAWS, and DRA are reported to parents every trimester. Reporting is more frequent when a student is on tier 2-3 or 4 of the RTI model.
Parent nights, Newsletters, Parent opinion survey, Parent teacher conferences
The Title I staff keeps parents involved in the process.
Parents are notified of the MAP scores, PAWS scores, ect. Title I parents meet with the title I teacher. Parent-teacher conferences are held twice a year.
We have parent meetings to discuss program goals and send home newsletters with home based intervention ideas.
While parents are not an active part of testing students, as this would violate FERPA, passive parent involvement includes information sessions held by the District, and sharing of results between teacher, interventionists, parents and students.
All students who receive intervention have their progress monitored. Parent receive information regarding their child's progression on a regular basis.
Parents are actively involved from the screening process forward. We have a Title I School/Home Compact, a school parent involvement policy and a district parent involvement policy.
Parents volunteer and help with reading stations- parents are informed, teachers ask for parent help.
Parents are kept informed of student progress during the school year and are notified with the opportunity to refuse services.
Parents are invited to open house, parent teacher conferences, family reading night, and nine week progress reports are sent home.

<b>Question 10</b>	As part of your district's Reading Assessment and Screening Program, are parents kept informed of the identified student's progress towards reading proficiency?
<b>Comment Section</b>	
All data is shared with student's parents during Parent Teacher Conferences, regular teacher to parent contacts, Title I reports/monthly letters, Monthly DIBELS progress monitoring letters.	
Parents are involved in the meetings to monitor progress toward meeting reading proficiency. Parents are also given copies of all screenings and assessments.	
See the comment in question 9. Mid-term reports, quarterly report cards, phone calls, and written correspondence are also used to inform parents.	
Parents are kept informed of the identified student's progress toward reading proficiency by on-going communication with these parents.	
Parents of benchmark students receive 3 letters a year. Parents of at-risk and some risk students receive monthly notification of reading progress. There are Parent Involvement Committees and Parent Involvement Plans.	
Classroom teachers are in constant communication with parents regarding the IRP's. If a student fails to make adequate progress, despite appropriate interventions, "Team" will call a meeting with parents to discuss options/strategies.	
Parents receive DIBELS and MAP results twice per year. At parent/teacher conferences, teachers review student goals and progress toward reaching proficiency goals. Periodic contacts are made by phone or in person by the student's classroom teacher or reading interventionists.	
We have three parent-teacher conferences during the year as well as a back-to-school night at the beginning of the year to keep parents informed and aware of classroom instruction and student progress.	
Primarily through teacher/parent contract. Parent contact is made when students qualify for Title 1 reading services. When we suspect a severe deficit, a parent conference is held and usually a BIT follows.	
This occurs at parent teacher conferences. They sign the IRP at this time and review the testing data. Periodic contacts are made with parents to report progress. Title I has an active parent program that assists parents in helping their children.	
The DIBELS site provides individual student data along with graphs, which the teachers access and share every nine weeks with the parents.	
The progress monitor of student proficiency is noted and documented on the IRP and in addition student progress is reported on the quarterly report card and parent-teacher conferences.	
Teachers share student scores and progress with parents on a regular basis.	
None	
Notify at least 4 times annually with written reports.	
It is the responsibility of the school and the teacher to keep the parents informed about the student's progress in reading. This occurs during parent-teacher conferences, at risk meetings, and on periodic written reports.	
Parent teacher conferences and notifications of any interventions.	
Every trimester (at a minimum) parents are notified and a conference meeting is set up to	

---

inform the parents about the progress of their child. For many these meetings happen closer to every two weeks, providing them with updated knowledge on their child.
Letters, notes, parent meetings, Progress Updates, Phone calls
Parents are kept informed via Parent-Teacher conferences, progress reports, and reports on parent-accessible Power School.
Progress reports are sent home at least once per quarter.
Parents are provided regular reports on all assessments used as well as individual meetings and at parent teacher conferences.
Students' parents receive quarterly narrative progress reports.
Progress reports are sent home each quarter.

<b>Question 11</b>	For the following school years, please provide total distinct expenditures related to the development and implementation of the Reading Assessment and Intervention Program.				
<b>Financial Reporting (FY2001-FY2005)</b>					
<b>County</b>	<b>FY2001</b>	<b>FY2002</b>	<b>FY2003</b>	<b>FY2004</b>	<b>FY2005</b>
Albany #1	\$0.00	\$134,288.37	\$134,405.94	\$141,008.12	\$134,862.52
Big Horn #1	NA	NA	NA	\$352,242.00	\$392,343.00
Big Horn #2	NA	\$11,400.00	\$26,000.00	\$55,000.00	\$56,000.00
Big Horn #3	\$11,473.75	\$28,851.64	\$18,521.95	\$29,365.64	\$29,815.46
Big Horn #4	NA	NA	NA	NA	\$43,126.00
Campbell #1	\$0.00	\$0.00	\$0.00	\$0.00	\$275,173.00
Carbon #1	NA	NA	NA	NA	NA
Carbon #2	NA	\$22,381.01	\$23,051.68	\$43,455.44	\$45,463.00
Converse #1	\$21,337.00	\$18,250.00	\$60,832.00	\$56,369.00	\$70,065.00
Converse #2	NA	\$25,855.44	\$30,634.48	\$45,000.00	\$45,463.00
Crook #1	NA	\$10,196.35	\$19,069.97	\$26,598.26	\$43,098.30
Fremont # 1	NA	NA	NA	NA	NA
Fremont # 2	\$58,242.27	\$74,362.12	\$100,126.76	\$108,636.04	\$148,527.35
Fremont # 6	\$27,026.00	\$28,854.00	\$47,960.00	\$38,733.00	\$41,143.00
Fremont #14	\$0.00	\$9,460.91	\$27,341.50	\$10,963.45	\$1,054.51
Fremont #21	NA	NA	NA	NA	NA
Fremont #24	\$12,207.70	\$10,846.86	\$6,848.59	\$17,800.19	\$3,025.29
Fremont #25	\$81,697.57	\$85,079.32	\$86,458.24	\$85,545.75	\$92,629.72
Fremont #38	NA	NA	NA	NA	NA
Goshen #1	NA	NA	\$74,000.00	\$13,582.64	\$43,240.09
Hot Springs #1	\$0.00	\$0.00	\$0.00	\$0.00	\$54,682.00
Johnson #1	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00
Laramie #1	\$425,914.00	\$551,677.00	\$614,536.00	\$789,113.00	\$844,638.00
Laramie #2	NA	NA	NA	NA	\$45,463.00
Lincoln #1	\$23,444.09	\$19,180.60	\$23,694.78	\$10,241.93	\$65,668.85
Lincoln #2	\$85,000.00	\$85,000.00	\$85,000.00	\$90,000.00	\$90,000.00
Natrona #1	\$420,542.17	\$420,542.17	\$420,542.17	\$420,542.17	\$420,542.17
Niobrara #1	\$10,000.00	\$10,000.00	\$15,000.00	\$25,000.00	\$25,000.00
Park # 1	\$60,184.96	\$42,542.67	\$68,719.89	\$45,443.80	\$33,380.47
Park # 6	NA	\$74,381.00	\$74,854.00	\$20,116.00	\$43,737.00
Park #16	NA	NA	NA	NA	NA
Platte #1	NA	NA	\$7,189.00	\$497.00	\$68,283.00
Platte #2	\$42,392.00	\$46,709.00	\$48,054.00	\$49,517.00	\$95,095.00
Sheridan #1	\$0.00	\$17,301.06	\$32,561.65	\$37,102.08	\$41,882.00
Sheridan #2	\$0.00	\$72,845.38	\$135,132.38	\$121,266.39	\$110,347.94
Sheridan #3	\$0.00	\$0.00	\$22,500.00	\$22,500.00	\$39,051.46
Sublette #1	\$0.00	\$10,870.74	\$29,556.68	\$34,986.93	\$33,591.85
Sublette #9	\$27,000.00	\$27,000.00	\$27,000.00	\$27,000.00	\$27,000.00
Sweetwater #1	\$6,500.00	\$6,480.00	\$10,000.00	\$13,835.00	\$13,497.00
Sweetwater #2	\$225.75	\$50,337.80	\$10,791.41	\$9,041.14	\$18,369.16
Teton #1	NA	NA	\$266,060.00	\$361,394.00	\$366,911.00
Uinta #1	NA	NA	NA	NA	\$103,000.00
Uinta #4	\$20,608.00	\$24, 235	\$28,213.00	\$45,463.00	\$45,463.00
Uinta #6	NA	NA	NA	NA	NA

Washakie #1	\$46,247.64	\$19,049.47	\$17,964.99	\$32,620.93	\$18,642.84
Washakie #2	NA	\$35,857.00	\$63,750.00	\$60,945.00	\$71,629.00
Weston #1	\$27,121.13	\$15,191.18	\$23,951.59	\$35,275.08	\$42,018.28
Weston #7	\$7,000.00	\$5,626.00	\$6,552.00	\$1,905.00	\$2,882.00
<b>Total</b>	<b>\$1,664,164.03</b>	<b>\$2,220,417.09</b>	<b>\$2,936,874.65</b>	<b>\$3,528,104.98</b>	<b>\$4,435,804.26</b>

**Question 11** For the following school years, please provide total distinct expenditures related to the development and implementation of the Reading Assessment and Intervention Program.

**Financial Reporting (FY2006-FY2009)**

County	FY2006	FY2007	FY2008	FY2009	Grand Total
Albany #1	\$209,329.38	\$217,457.05	\$220,875.30	\$182,849.53	\$1,375,076.21
Big Horn #1	\$421,604.00	\$238,113.00	\$111,369.00	\$120,490.00	\$1,636,161.00
Big Horn #2	\$100,000.00	\$112,000.00	\$125,000.00	NA	\$485,400.00
Big Horn #3	\$37,868.74	\$13,757.18	\$1,729.30	\$0.00	\$171,383.66
Big Horn #4	\$44,918.00	\$26,551.89	\$39,107.30	\$43,107.30	\$196,810.49
Campbell #1	\$286,574.00	\$0.00	\$0.00	\$0.00	\$561,747.00
Carbon #1	NA	NA	NA	NA	\$0.00
Carbon #2	\$45,463.00	NA	NA	NA	\$179,814.13
Converse #1	\$55,869.00	\$65,761.00	\$85,576.00	\$112,057.00	\$546,116.00
Converse #2	NA	NA	NA	NA	\$146,952.92
Crook #1	\$45,463.00	\$45,463.00	NA	NA	\$189,888.88
Fremont # 1	NA	NA	NA	NA	\$0.00
Fremont # 2	\$143,306.06	\$83,325.94	\$66,205.57	\$66,205.57	\$848,937.68
Fremont # 6	\$47,864.00	\$49,585.00	\$53,553.00	NA	\$334,718.00
Fremont #14	\$72,586.02	\$10,988.63	\$4,561.92	\$0.00	\$136,956.94
Fremont #21	\$28,001.09	\$80,900.93	\$54,425.19	\$48,404.61	\$211,731.82
Fremont #24	\$43,788.17	\$46,465.08	\$43,788.17	\$14,076.02	\$198,846.07
Fremont #25	NA	NA	NA	NA	\$431,410.60
Fremont #38	NA	NA	\$204,750.00	\$241,500.00	\$446,250.00
Goshen #1	\$143,025.02	\$69,191.13	\$63,904.28	\$72,402.51	\$479,345.67
Hot Springs #1	\$34,060.00	\$0.00	\$0.00	\$0.00	\$88,742.00
Johnson #1	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$2,250,000.00
Laramie #1	\$1,028,493.00	\$1,144,515.00	\$1,222,954.00	\$1,314,542.00	\$7,936,382.00
Laramie #2	\$45,463.00	NA	NA	NA	\$90,926.00
Lincoln #1	\$24,669.49	\$62,215.86	\$56,261.95	\$49,444.12	\$334,821.67
Lincoln #2	\$90,000.00	\$95,000.00	\$95,000.00	\$100,000.00	\$815,000.00
Natrona #1	\$420,542.17	\$420,542.17	\$420,542.17	\$420,542.17	\$3,784,879.53
Niobrara #1	\$27,000.00	\$27,000.00	\$30,000.00	\$30,000.00	\$199,000.00
Park # 1	\$8,389.60	\$24,292.90	NA	NA	\$282,954.29
Park # 6	\$71,664.00	\$85,640.00	\$44,823.00	\$41,399.00	\$456,614.00
Park #16	NA	NA	NA	NA	\$0.00
Platte #1	\$37,636.00	NA	NA	NA	\$113,605.00
Platte #2	\$102,244.00	\$81,515.00	\$98,627.00	\$52,091.00	\$616,244.00
Sheridan #1	\$47,299.39	\$112.00	\$149.95	\$8,011.89	\$184,420.02
Sheridan #2	\$108,755.91	NA	NA	NA	\$548,348.00
Sheridan #3	\$0.00	\$0.00	\$27,332.87	\$0.00	\$111,384.33
Sublette #1	\$36,901.05	\$38,411.10	\$0.00	\$0.00	\$184,318.35

Sublette #9	\$27,000.00	\$11,000.00	\$11,000.00	\$11,000.00	\$195,000.00
Sweetwater #1	\$18,500.00	\$59,365.00	\$74,500.00	\$120,004.01	\$322,681.01
Sweetwater #2	\$94,533.99	\$40,743.10	\$34,393.65	\$44,510.31	\$302,946.31
Teton #1	\$367,057.00	\$403,489.00	\$382,417.00	\$443,138.00	\$2,590,466.00
Uinta #1	\$7,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$122,000.00
Uinta #4	\$45,463.00	\$37,723.00	\$39,688.00	\$48,918.00	\$311,539.00
Uinta #6	NA	NA	NA	NA	\$0.00
Washakie #1	\$40,218.36	\$55,799.43	\$0.00	\$0.00	\$230,543.66
Washakie #2	\$72,829.00	\$43,065.00	\$43,602.00	\$42,111.00	\$433,788.00
Weston #1	\$41,324.41	\$44,041.51	\$71,304.20	\$98,938.76	\$399,166.14
Weston #7	\$3,415.00	\$10,046.00	\$11,312.00	\$22,798.00	\$71,536.00
<b>Total</b>	<b>\$4,776,117.85</b>	<b>\$3,998,075.90</b>	<b>\$3,992,752.82</b>	<b>\$4,002,540.80</b>	<b>\$31,554,852.38</b>

<b>Question 11</b>	For the following school years, please provide total distinct expenditures related to the development and implementation of the Reading Assessment and Intervention Program.
<b>Comment Section</b>	
Reading First Corant	
Receipts total \$173,066.34 - 171,583.66 (Expenses) = \$1,482.68 (Balance in Account)	
This includes the salary for our reading specialist. I do not have any data prior to 2005. we did not try to determine what percentage each teacher teaches reading, which almost all do.	
Campbell County School District did not track salaries and benefits specific to reading prior to FY2007.	
We received separate funding for Reading for SY 2002 through SY 2005. Beginning with SY 2006, Reading money was rolled over into the Block Grant. Because of that rollover, expenditures for Reading were not tracked separately.	
No expenditure data for SY 2008 and SY 2009 collected for reading assessment and intervention program. No data for SY 2001 available.	
I don't know - we spend what we are given.	
Includes both Title 1 general Fund salary expenses in addition to state reading funds.	
Funds received between FY 2002-2006 for the development and implementation of the Reading Assessment and Intervention Program noted in ( ) above were tracked as a separate state grant and detailed expenditure reports are available. The Reading Assessment and Intervention Program state grant funds were supplemented with both federal and general funds to meet program needs.	
Much of this expenditure came about because of our association with the Reading First grant. SY 2001-2004 fiscal expenditures are kept on an older that is inaccessible without	
A letter was sent to the LSO Office dated December 9, 2009, from [redacted], in which an explanation was provided regarding the funds for SY 2006 through SY 2009. Please refer to that letter as it provides a narrative explanation regarding the answers to question 11 for the respective years listed above.	
The above funds do not include additional funds that are used to provide for trainers and CLIP coaches to work with teachers regarding our early literacy interventions.	
District has used DIBELS program, which is cost-effective (little to no charge) as a research-based method of reading assessments. District is also currently working towards meeting the	

needs of students with a new program based of RTI model, which addresses students needs on different levels.
This is wages and benefits only. Materials and supplies are not included.
Enrolled Act 69 funded this until it was rolled into funding formula.
The W.S. 21-3-401 monies are currently part of the Block Grant Fund to districts. The years before that, each school was assigned a particular sum based on need by line item in their school budget.
As a district we do not separately track elementary reading in our general fund expenditures but the amounts above are what were expended with dollars provided by the ERA69 funding.
These amounts are estimates based on schedules that show that 75% of Title I funds are spent on assessment and intervention for reading. In addition, a reading grant was acquired in SY 2005 and 2006, with a continuance of a reading teacher in SY 2007 and 2008. Again, the estimate that 75% of the teacher's time was spent on development and implementation, as well as assessment and intervention, of the reading program.
The District has spent, and continues to spend, hundreds of thousands of dollars each year employing and training teachers to teach our children to read, assess their progress, and to create and implement interventions and enrichments for them based on that progress. The expenditures reported here are only those whose funds are tied directly to the grant from the Legislature that the District received prior to the Picus Model as we were instructed by email from the Wyoming Department of Education
Years 2007-2009 were not tracked since the advent of the new funding model
Please refer to the attached pages. SY 2001-SY2002 are prior to my administration. There was little or no effort made to improve reading skills beyond what the regular education teachers did in their K-6 classroom.
These are only estimates as we keep financial records for seven years. If we would have known this information was going to be needed, we could have established accounting structures to track the expenditures associated with the reading assessment and intervention program.
These expenditures reflect staffing allocations to support the reading assessment and intervention program. Professional Development and supplies were supported through building and district level budgets and are not included. Please contact us if you need further information.
No records prior to 2004 can be found relative to this program.
Part time salary and benefits for highly qualified reading instructor.
Unknown

<b>Question 12</b>	Feel free to provide additional comments related to the Reading Assessment and Intervention Program in your district or statewide.
<b>Comment Section</b>	
We continue to attend all state sponsored workshops whose focus is reading improvement. We are determined to meet our district and state reading expectations. Our student's educational success is the determining factor when we look at programs of intervention.	
Campbell County School District continues to focus on improving the quality, effectiveness, and pacing of instruction for the at-risk reader. The district is committed to providing the time for instruction necessary to bring an at-risk reader to grade level. For some students that is a multi-year effort. The district provides on-going staff development to the literacy instructional staff, whether they are certified or classified. This staff development centers on research based best practices and instructional programs. Collaboration among the teaching staff is expected so the instruction maximizes the student's learning and achievement.	
I have sent with this email a copy of our Early Literacy Plan. This is a comprehensive plan that includes a copy of our assessments, interventions, Individual Reading Plans, etc. If you have any questions, please feel free to contact us. Thank you.	
CCSD#1 administration leadership makes early literacy a priority. Resources are made readily available for teachers and Para educators to receive training, which optimizes instructional and learning time.	
This program needs a complete rebuild. It conflicts, contradicts, confuses with Title One programs and RTI and SPED programs. There is no coordination, this duplication of effort. I suggest stopping funding this program and see if reading scores on PAWS change. I'll guess they won't.	
FCSD#2 is very active with reading assessment and Intervention. A strong OPEN COURT core curriculum is in place. Due to the bi-weekly DIBELS progress monitoring staff is able to plan intervention strategies according to each individual students needs. The MAP scores are used to address weak areas in reading, both as a K-5 issue and individual needs.	
Wyoming Indian Elementary school is following the Reading First Model. We are using the Reading mastery Plus curriculum for students not on a grade level and the Rigby reading program for students who test on grade level. Students receive reading instruction at their ability level in small group reading instruction based on data. The assessment tool used for reading is the DIBELS that assesses student on grade level to determine their level of instruction. The means of assessment include the electronic version (palm pilots) of the DIBELS assessment to eliminate errors and guarantee validity of the assessment (myclasshome.com and myclassdirect). The groups include Intensive and Strategic, which are both below grade level, and benchmark (grade level). The students are benchmark tested three times year and progress is monitored on their instructional reading level every two weeks throughout the year by the DIBELS assessment team. Students are progress monitored using DIBELS and assessed in their program assessments, reading mastery program which includes checkouts and mastery tests. The site based Reading coaches are responsible for the monitoring of the fidelity of implementation of the curriculum through observation and side-by-side coaching. The Reading coaches also assist in the training and modeling of best teaching practices of said curriculum. The staff meets with the Reading Coaches throughout the year in grade level meetings to discuss curriculum, student achievement, assessment and concerns.	

Within these meetings an informative means of discussion determines which students need to be "double dosed" (during a twenty minute reading intervention time other than the language arts block) or "triple dosed" (after school tutoring) to improve student achievement. Our district implements a three-tier intervention model that focuses on our expectation of meeting all students' needs and instructing them on their individual instructional level. Tier 1 consists of a seventy five minute block for reading instruction based on individual needs and ability level. Tier 2 is a 20 minute daily reading intervention time (double dose) where the K-2 students return back to their reading groups for additional instruction using Connections, Touch and Say, phonics boost and the Read Naturally lab. The 3-5 students are "double dosed" through pull out in the Read Naturally or small group instruction as needed. The Tier 3 includes our After School tutoring program which is a "triple dose" of reading. We are utilizing the Read Naturally lab, phonics boost and small group instruction to increase student achievement. Students are also diagnosed in Kindergarten through fifth grade on the Pre-Reading Skills Diagnostic Survey at the beginning and middle of the year to give reading instructors a baseline of individual students' strengths and weaknesses. The state PAWS assessment will also be administered to the third, fourth, and fifth grades at the end of the year to determine "adequate yearly progress" of students. As stated in question #7, we are using the DIBELS as per recommendation of the WDE indicating a strong correlation (.7) between DIBELS and the PAWS scores. We were told that students who score at benchmark on the DIBELS score Proficient on the PAWS. Last year 51% of our 5th graders scored on the Benchmark level at the end of the year, however only 11% scored proficient on the PAWS. A call has been made to the WDE asking for the correlation data and additional recommendations for screening our Native American Students and studies of the correlation data which did include Native American Students (please see attached DIBELS Benchmark results Comparison Chart - by grade level for 2008-09 school year)

A complete explanation regarding the Reading Assessment and Intervention funds allocated to the district is found in a letter to the LSO dated December 9, 2009. Please refer to that letter for additional information.

Since the beginning of Reading First in 2007 our district DIBELS scores increased dramatically. The percentage of students who made benchmark in the spring of 2007=2009 is: Kindergarten 20% to 60%, First grade 25% to 72%, Second grade 41% to 62%, and third grade 10% to 56%.

Years 2001 through 2006 -the district operated in alignment with the Cell- Comprehensive Early Literacy Learning and Reading Recovery programs supported through CSRP- Comprehensive School Reform Program grant funding. When student progress indicated need for further improvement, the district moved to becoming a Reading First School in 2007

Spent \$250,000 directly plus an additional estimate of \$50,000 yearly for substitutes for teachers doing reading meetings and screenings. Approximately 35 teachers for elementary doing reading for approximately 25% of their day equal approximately \$500,000 to \$750,000 yearly. This does not include para's trained in reading.

Is this going to continue to be an unfunded mandate? Let's get back to providing funding.

We appreciate that the Legislature has taken such an interest in early reading. Their leadership in supporting schools in early reading interventions is commendable. In NCSD, the journey towards early identification and intervention has changed the way we do business. There is room for improvement but it is a top priority and the number one goal in our District Strategic Plan.

What has developed from the Early Literacy Program is that our program has better identified any student struggling to perform at grade level in the District. This work will benefit all of our struggling students and provide them with a strong reading foundation which we all know will promote the students to continue their education rather than drop out.

Prior to the current year, the district only reported the Tier 3 interventions to address intensive students. Beginning this year all students below the benchmarks will be reported to the WDE.

If funding for RAI is to be made available, will it be within the funding model and will guidelines be provided? If it goes into the fund model all school districts should receive at least one FTE reading teacher.

We are developing a building level SWAT team to help with DIBELS testing windows to minimize impact on classroom reading instruction.

None

Over the past three years much effort has been extended both in program design and professional development in the area in reading.

Our intervention programs are coordinated with our classroom curricular balanced literacy program so that students are collaboratively supported with a common approach and vocabulary.

---

# APPENDIX B

---

## Selected Statutes

---

### ARTICLE 4 - READING ASSESSMENT AND INTERVENTION

#### 21-3-401. Reading assessment and intervention.

(a) Each school district shall design and implement a reading screening program that measures student reading progress in grades one (1) and two (2). The screening program shall be designed by each school district aligned to the statewide educational program standards and shall specifically screen for student performance in reading at grades one (1) and two (2).

(b) Students not screening successfully shall be assessed to identify the specific reading problem and determine its nature. Students not showing appropriate reading competence shall be placed on an individualized reading plan to remedy the reading related difficulty utilizing an appropriate research based intervention program. For students under an individualized education program (IEP) which addresses reading difficulties, the IEP shall be deemed sufficient to meet the requirements of this subsection and no additional plan shall be required. For school year 2002-2003 and each school year thereafter, each district shall annually report to the department of education on the progress toward reaching the goal of eighty-five percent (85%) of identified students being reading proficient. The report shall include longitudinal data on all students in grades one (1) through four (4) identified for intervention. If the goal is not reached, the district shall report the reason the goal was not reached and the steps being taken by the district to solve the problem.

(Wyoming Constitution) 97-7-014. Supervision of schools entrusted to state superintendent of public instruction.

The general supervision of the public schools shall be entrusted to the state superintendent of public instruction, whose powers and duties shall be prescribed by law.

**21-2-202. Duties of the state superintendent.**

**(a) In addition to any other duties assigned by law, the state superintendent shall:**

**(i) Make rules and regulations, consistent with this code, as may be necessary or desirable for the proper and effective administration of the state educational system. Nothing in this section shall be construed to give the state superintendent rulemaking power in any area specifically entrusted to the state board.**

**21-2-203. School district data collection and funding model administration; duties and responsibilities specified; data advisory committee; school district compliance.**

**(a) The department shall collect data for the state's school finance system and in accordance with rule and regulation of the state superintendent, administer the Wyoming education resource block grant model adopted by the Wyoming legislature pursuant to W.S. 21-13-309. As used in this section, "school finance system" means all statutes related to the terms and conditions under which funds from Wyoming sources are made available under Wyoming law to the public schools for school operations. The school finance system established following a 1995 Wyoming supreme court decision, and subsequently modified and recalibrated as required under W.S. 21-13-309(t), is extremely complex and requires timely and accurate data to be administered fairly and accurately. It is essential that a single entity be established to ensure that fair and accurate administration is accomplished.**

**21-2-203. School district data collection and funding model administration; duties and responsibilities specified; data advisory committee; school district compliance.**

**(d) The state superintendent of public instruction shall establish an advisory committee consisting of not less than seven (7) members. This advisory committee shall have representatives from among Wyoming school districts, other state agencies involved in the administration of the school finance system, shall include the director of the department of audit or his designee, and shall include at least one (1) representative from the independent auditor community within the state. The committee shall meet at least twice annually and at the call of the state superintendent or his designee. The duties of the advisory committee are to:**

**(i) Recommend modifications to department rules, policies, practices and procedures to improve the accuracy of data and to improve the efficiency of the data collection process and the administration of the school finance system generally;**

**(ii) Since accurate, timely data is essential for fair administration of the school finance system, recommend rules or other means to ensure districts comply with data reporting and other requirements necessary for administration of the school finance system, including proposing modifications to subsection (e) of this section;**

**(iii) Serve as ongoing forum for communications between the department and school districts with respect to the administration of the school finance system.**

**21-13-307. Eligibility to share in distribution of money from foundation account; mandatory financial reporting.**

**(b) Each district shall provide financial reports to the department on forms and in such manner required by the department under W.S. 21-2-203 and by rules and regulations promulgated by the state superintendent of public instruction pursuant to this article. In administering this article, the state superintendent may conduct audits of information submitted by districts under this article as necessary to administer and perform computations pertaining to the cost components within the education resource block grant model, and may, after consulting and negotiating with the school district, correct the information reported by districts under this article to fairly and accurately reflect the data type, classification and format necessary to perform computations required to administer the school finance system established under this article.**



# APPENDIX C

## PAWS Scores: SY 2005 through SY 2008

To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

### Public PAWS Results - State Level - Aggregated

School Year	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2005-06	03	Math	6090 - 6099	99.7%	7.3%	17.8%	56.4%	18.4%	25.2%	74.8%
2005-06	03	Reading	6080 - 6089	99.6%	9.6%	28.8%	50.3%	11.3%	38.4%	61.6%
2005-06	03	Writing	6060 - 6069	99.2%	20.8%	37.9%	33.5%	7.8%	58.7%	41.3%
2005-06	04	Math	6170 - 6179	99.6%	9.3%	17.3%	56.1%	17.4%	26.5%	73.5%
2005-06	04	Reading	6160 - 6169	99.5%	9.5%	26.0%	49.1%	15.4%	35.5%	64.5%
2005-06	04	Writing	6150 - 6159	99.4%	11.6%	41.4%	40.0%	7.0%	53.0%	47.0%
2005-06	05	Math	5970 - 5979	99.6%	11.9%	21.9%	49.5%	16.7%	33.8%	66.2%
2005-06	05	Reading	5960 - 5969	99.6%	8.9%	24.8%	48.3%	17.9%	33.8%	66.2%
2005-06	05	Writing	5950 - 5959	99.4%	19.0%	43.0%	33.8%	4.3%	62.0%	38.0%

2005-06	06	Math	6320 - 6329	99.5%	12.3%	16.0%	52.6%	19.1%	28.3%	71.7%
2005-06	06	Reading	6320 - 6329	99.5%	10.8%	26.2%	48.2%	14.9%	36.9%	63.1%
2005-06	06	Writing	6290 - 6299	99.1%	12.1%	41.8%	39.8%	6.3%	53.9%	46.1%
2005-06	07	Math	6550 - 6559	99.3%	17.9%	21.5%	44.7%	15.9%	39.4%	60.6%
2005-06	07	Reading	6550 - 6559	99.4%	12.0%	24.6%	46.5%	16.9%	36.6%	63.4%
2005-06	07	Writing	6520 - 6529	98.8%	15.9%	35.4%	42.2%	6.5%	51.3%	48.7%
2005-06	08	Math	6700 - 6709	99.3%	22.9%	22.7%	40.8%	13.7%	45.5%	54.5%
2005-06	08	Reading	6690 - 6699	99.2%	12.0%	26.1%	47.3%	14.6%	38.1%	61.9%
2005-06	08	Writing	6670 - 6679	98.9%	7.5%	27.2%	57.3%	8.0%	34.8%	65.2%
2005-06	11	Math	5960 - 5969	97.2%	13.7%	28.1%	45.3%	12.8%	41.8%	58.2%
2005-06	11	Reading	5940 - 5949	96.9%	13.8%	23.3%	48.3%	14.6%	37.1%	62.9%
2005-06	11	Writing	5900 - 5909	96.2%	13.4%	28.0%	44.7%	13.9%	41.4%	58.6%

To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

**Public PAWS Results - State Level - Aggregated**

School Year	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2006-07	03	Math	6360 - 6369	99.5%	1.2%	7.3%	55.7%	35.9%	8.4%	91.6%
2006-07	03	Reading	6360 - 6369	99.6%	2.3%	21.2%	62.2%	14.3%	23.4%	76.6%
2006-07	03	Writing	6350 - 6359	99.5%	6.7%	27.7%	49.5%	16.1%	34.4%	65.6%
2006-07	04	Math	6240 - 6249	99.8%	3.9%	9.6%	57.3%	29.2%	13.5%	86.5%
2006-07	04	Reading	6230 - 6239	99.8%	4.4%	19.0%	56.1%	20.5%	23.4%	76.6%
2006-07	04	Writing	6220 - 6229	99.6%	5.3%	30.5%	50.7%	13.5%	35.8%	64.2%
2006-07	05	Math	6290 - 6299	99.7%	5.4%	17.3%	60.3%	17.0%	22.7%	77.3%
2006-07	05	Reading	6290 - 6299	99.6%	4.8%	20.0%	60.6%	14.6%	24.8%	75.2%
2006-07	05	Writing	6290 - 6299	99.6%	11.9%	33.5%	45.0%	9.6%	45.4%	54.6%
2006-07	06	Math	6120 - 6129	99.6%	5.9%	13.4%	59.6%	21.1%	19.3%	80.7%
2006-07	06	Reading	6120 - 6129	99.7%	5.0%	19.6%	58.7%	16.7%	24.5%	75.5%
2006-07	06	Writing	6120 - 6129	99.6%	5.0%	29.6%	50.9%	14.5%	34.7%	65.3%
2006-07	07	Math	6490 - 6499	99.4%	9.0%	19.6%	56.2%	15.2%	28.6%	71.4%
2006-07	07	Reading	6470 - 6479	99.3%	5.6%	21.7%	62.3%	10.4%	27.3%	72.7%

2006-07	07	Writing	6470 - 6479	99.2%	7.8%	26.6%	56.7%	9.0%	34.3%	65.7%
2006-07	08	Math	6600 - 6609	99.3%	18.6%	20.1%	49.8%	11.5%	38.7%	61.3%
2006-07	08	Reading	6590 - 6599	99.3%	4.6%	19.9%	63.1%	12.4%	24.5%	75.5%
2006-07	08	Writing	6590 - 6599	99.2%	3.7%	16.9%	67.0%	12.4%	20.6%	79.4%
2006-07	11	Math	5950 - 5959	98.1%	8.3%	27.2%	52.9%	11.6%	35.5%	64.5%
2006-07	11	Reading	5960 - 5969	98.2%	7.4%	18.3%	58.1%	16.3%	25.6%	74.4%
2006-07	11	Writing	5920 - 5929	97.6%	7.3%	19.4%	51.0%	22.3%	26.7%	73.3%

To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

**Public PAWS Results - State Level - Aggregated**

School Year	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2007-08	03	Math	6420 - 6429	99.3%	4.0%	12.6%	61.3%	22.1%	16.6%	83.4%
2007-08	03	Reading	6410 - 6419	99.3%	9.7%	28.7%	50.6%	11.1%	38.3%	61.7%
2007-08	03	Writing	6410 - 6419	99.2%	17.9%	41.1%	36.6%	4.4%	59.0%	41.0%
2007-08	04	Math	6460 - 6469	99.3%	8.8%	14.5%	51.4%	25.4%	23.2%	76.8%
2007-08	04	Reading	6460 - 6469	99.3%	3.8%	22.8%	51.1%	22.3%	26.6%	73.4%
2007-08	04	Writing	6460 - 6469	99.4%	16.3%	30.9%	47.5%	5.3%	47.2%	52.8%
2007-08	04	Science	6470 - 6479	99.3%	11.7%	37.4%	39.2%	11.7%	49.0%	51.0%
2007-08	05	Math	6330 - 6339	99.1%	8.7%	20.4%	48.4%	22.6%	29.1%	70.9%
2007-08	05	Reading	6330 - 6339	99.2%	7.7%	26.7%	55.6%	10.1%	34.4%	65.6%
2007-08	05	Writing	6330 - 6339	99.2%	25.9%	37.0%	34.7%	2.5%	62.9%	37.1%
2007-08	06	Math	6370 - 6379	99.4%	8.3%	13.5%	51.8%	26.4%	21.8%	78.2%
2007-08	06	Reading	6370 - 6379	99.3%	6.8%	23.1%	50.0%	20.1%	29.9%	70.1%
2007-08	06	Writing	6360 - 6369	99.3%	17.1%	35.5%	41.4%	6.0%	52.6%	47.4%
2007-08	07	Math	6230 - 6239	99.2%	10.7%	17.1%	49.2%	23.0%	27.8%	72.2%

2007-08	07	Reading	6220 - 6229	99.3%	8.4%	26.7%	56.8%	8.1%	35.1%	64.9%
2007-08	07	Writing	6200 - 6209	99.0%	20.5%	31.8%	43.3%	4.3%	52.4%	47.6%
2007-08	08	Math	6520 - 6529	99.2%	15.5%	16.8%	47.5%	20.2%	32.3%	67.7%
2007-08	08	Reading	6510 - 6519	99.1%	6.0%	23.6%	58.0%	12.4%	29.5%	70.5%
2007-08	08	Writing	6500 - 6509	98.9%	18.0%	23.4%	54.3%	4.4%	41.4%	58.6%
2007-08	08	Science	6520 - 6529	99.0%	14.9%	38.7%	37.4%	9.0%	53.6%	46.4%
2007-08	11	Math	5960 - 5969	98.6%	7.1%	28.5%	55.5%	9.0%	35.6%	64.4%
2007-08	11	Reading	5940 - 5949	98.4%	10.2%	24.1%	49.9%	15.8%	34.2%	65.8%
2007-08	11	Writing	5910 - 5919	97.9%	12.0%	15.0%	58.0%	15.0%	27.0%	73.0%
2007-08	11	Science	5820 - 5829	96.3%	20.8%	38.8%	31.4%	9.0%	59.7%	40.3%

To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

**Public PAWS Results - State Level - Aggregated**

School Year	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2008-09	03	Math	6640 - 6649	99.7%	5.49%	13.61%	52.28%	28.62%	19.10%	80.90%
2008-09	03	Reading	6630 - 6639	99.7%	11.83%	34.46%	47.66%	6.05%	46.29%	53.71%
2008-09	03	Writing	6600 - 6609	99.3%	16.31%	28.33%	49.09%	6.27%	44.64%	55.36%
2008-09	04	Math	6610 - 6619	99.6%	9.25%	15.45%	55.29%	20.01%	24.70%	75.30%
2008-09	04	Reading	6600 - 6609	99.6%	4.89%	24.05%	49.41%	21.64%	28.95%	71.05%
2008-09	04	Writing	6590 - 6599	99.5%	20.17%	34.77%	38.07%	6.99%	54.94%	45.06%
2008-09	04	Science	6610 - 6619	99.6%	10.33%	39.20%	41.82%	8.65%	49.53%	50.47%
2008-09	05	Math	6680 - 6689	99.6%	7.85%	20.15%	50.57%	21.43%	28.00%	72.00%
2008-09	05	Reading	6670 - 6679	99.6%	8.35%	28.88%	49.96%	12.82%	37.23%	62.77%
2008-09	05	Writing	6670 - 6679	99.6%	16.01%	26.67%	49.64%	7.68%	42.68%	57.32%
2008-09	06	Math	6490 - 6499	99.3%	7.79%	14.98%	51.17%	26.08%	22.77%	77.25%
2008-09	06	Reading	6480 - 6489	99.3%	7.68%	22.06%	41.30%	28.97%	29.74%	70.26%
2008-09	06	Writing	6480 - 6489	99.3%	11.34%	35.69%	40.38%	12.60%	47.02%	52.98%
2008-09	07	Math	6480 - 6489	99.4%	10.27%	17.22%	52.53%	19.99%	27.48%	72.52%

2008-09	07	Reading	6480 - 6489	99.4%	9.19%	33.74%	53.11%	3.96%	42.93%	57.07%
2008-09	07	Writing	6480 - 6489	99.4%	9.77%	25.43%	55.99%	8.81%	35.20%	64.80%
2008-09	08	Math	6300 - 6309	99.5%	16.56%	21.38%	45.84%	16.21%	37.95%	62.05%
2008-09	08	Reading	6300 - 6309	99.4%	7.75%	27.35%	51.51%	13.40%	35.10%	64.90%
2008-09	08	Writing	6290 - 6299	99.4%	15.95%	18.67%	53.58%	11.80%	34.61%	65.39%
2008-09	08	Science	6300 - 6309	99.4%	16.33%	40.76%	37.32%	5.59%	57.09%	42.91%
2008-09	11	Math	6030 - 6039	98.9%	7.78%	29.91%	54.20%	8.19%	37.69%	62.39%
2008-09	11	Reading	6010 - 6019	98.8%	11.28%	23.64%	49.81%	15.38%	34.92%	65.19%
2008-09	11	Writing	6020 - 6029	98.9%	7.87%	15.22%	55.10%	21.93%	23.09%	77.03%
2008-09	11	Science	5900 - 5909	96.8%	20.43%	34.31%	34.60%	10.66%	54.74%	45.26%

# Recent Program Evaluations

Wyoming State Archives	May 2000
Turnover and Retention in Four Occupations	May 2000
Placement of Deferred Compensation	October 2000
Employees' Group Health Insurance	December 2000
State Park Fees	May 2001
Childcare Licensing	July 2001
Wyoming Public Television	January 2002
Wyoming Aeronautics Commission	May 2002
Attorney General's Office: Assignment of Attorneys and and Contracting for Legal Representation	November 2002
Game & Fish Department: Private Lands Public Wildlife Access Program	December 2002
Workers' Compensation Claims Processing	June 2003
Developmental Disabilities Division Adult Waiver Program	January 2004
Court-Ordered Placements at Residential Treatment Centers	November 2004
Wyoming Business Council	June 2005
Foster Care	September 2005
State-Level Education Governance	December 2005
HB 59: Substance Abuse Planning and Accountability	January 2006
Market Pay for State Employees	July 2006
Wyoming Drug Courts	July 2006
A&I HRD Role in State Hiring	December 2006
Kid Care CHIP: Wyoming's State Children's Health Insurance Program	June 2007
Wyoming Retirement System: Public Employee Plan	August 2007
WYDOT and General Fund Appropriations for Highways	May 2008
Wyoming Child Protective Services	September 2008
Department of Fire Prevention and Electrical Safety	December 2008

Office of Health Care Licensing and Surveys  
Victim Services Division: Phase I

July 2009  
August 2009

**Evaluation reports can be obtained from:**

*Wyoming Legislative Service Office  
213 State Capitol Building Cheyenne, Wyoming 82002  
Telephone: 307-777-7881 Fax: 307-777-5466  
Website: <http://legisweb.state.wy.us>*



Wyoming Legislative Service Office  
213 State Capitol  
Cheyenne, WY 82002  
Telephone: (307) 777-7881  
Fax: (307) 777-5466  
E-Mail: [iso@state.wy.us](mailto:iso@state.wy.us)  
Web Site: <http://legisweb.state.wy.us>