

HB0297

K-3 reading assessment and intervention program.

Sponsored By: Representative(s) Harshman and Barlow and Senator(s) Landen and Scott

AN ACT relating to education; amending the reading assessment and intervention program required for students in grades kindergarten through grade three; and providing for an effective date.

1/28/2019 Bill Number Assigned
1/29/2019 H Received for Introduction
1/29/2019 H Introduced and Referred to H04 - Education
1/31/2019 H04 - Education:Recommend Amend and Do Pass 8-1-0-0-0

ROLL CALL

Ayes: Representative(s) Brown, Connolly, Flitner, Freeman, Northrup, Obermueller, Paxton, Simpson

Nays: Representative Piiparinen

Ayes 8 Nays 1 Excused 0 Absent 0 Conflicts 0

1/31/2019 H Placed on General File

HB0297HS001/ADOPTED

Page 2-lines 18 through 21 Delete all new language. PAXTON, VICE-CHAIRMAN

2/4/2019 H COW:Passed
2/5/2019 H 2nd Reading:Passed
2/6/2019 H 3rd Reading:Passed 56-3-1-0-0

ROLL CALL

Ayes: Representative(s) Barlow, Blackburn, Blake, Brown, Burkhart, Burlingame, Clausen, Clem, Clifford, Connolly, Crank, Dayton-Selman, Duncan, Edwards, Eklund, Eyre, Flitner, Freeman, Furphy, Greear, Haley, Hallinan, Harshman, Henderson, Hunt, Jennings, Kinner, Kirkbride, Larsen, Laursen, Lindholm, Loucks, MacGuire, Miller, Newsome, Nicholas, Obermueller, Olsen, Paxton, Pelkey, Pownall, Roscoe, Schwartz, Simpson, Sommers, Stith, Styvar, Sweeney, Tass, Walters, Washut, Western, Wilson, Winter, Yin, Zwonitzer

Nays: Representative(s) Gray, Piiparinen, Salazar

Excused: Representative Northrup

Ayes 56 Nays 3 Excused 1 Absent 0 Conflicts 0

2/7/2019 S Received for Introduction
2/7/2019 S Introduced and Referred to S04 - Education
2/20/2019 S04 - Education:Recommend Amend and Do Pass 5-0-0-0-0

ROLL CALL

Ayes: Senator(s) Coe, Ellis, Hutchings, Landen, Rothfuss

Ayes 5 Nays 0 Excused 0 Absent 0 Conflicts 0

2/20/2019 S Placed on General File

HB0297SS001/FAILED

(TO ENGROSSED COPY)

Page 1-lines 13 through 15 Delete entirely.
Page 2-lines 1 through 23 Delete entirely.
Page 3-lines 1 through 17 Delete entirely and insert:

"(a) Each school district shall ~~design-select~~ and implement a reading ~~screening-assessment and intervention~~ program that ~~measures-student-reading progress and includes prescreening-uses an instrument that screens~~ for ~~signs of~~ dyslexia and other reading difficulties as early as possible in kindergarten through grade three (3) ~~and that implements with fidelity an evidence based intervention program~~. The ~~screening~~ program shall include ~~a reading assessment plan using screening instruments approved by the department of education, which is instruments that monitor and measure reading progress and assess student reading skills and progress to provide data that informs any intervention. The assessment and intervention program shall be~~ administered to all students in kindergarten through grade three (3) ~~, with standardized measures providing statewide longitudinal data and providing the capability for monitoring and measuring reading progress. In addition to a universal screening instrument, the department of education shall identify assessment instruments utilized to identify dyslexia and other reading difficulties.~~ The program shall also include ~~a plan for implementation of research implementation of evidence~~ based core curricula aligned to the ~~statewide educational program uniform content and performance~~ standards and evidenced based interventions to meet the needs of all students. The program shall be multi-tiered and shall include ~~various evidence based~~ interventions to facilitate remediation of any reading difficulty as early as possible.

(c) Each district shall annually report to the department of education on the progress of each of its schools toward ~~reaching-achieving~~ the goal of eighty-five percent (85%) of all students reading at grade level upon completion of the third grade. The report ~~shall include longitudinal data on all students in kindergarten through grade three (3), and~~ shall include the percentage of students meeting or exceeding proficiency levels for the ~~annual~~ reporting period. The reporting shall also include the aggregate number of students identified by the screening instruments ~~as having signs of dyslexia or other reading difficulties in addition to listing the evidence based interventions implemented~~ in each district by grade. ~~This report shall include kindergarten through grade three (3) progress toward achieving the goal of eighty-five percent (85%) proficiency in the specific skills known to be predictive of grade three (3) reading proficiency and that are listed in subsection (d) of this section. Grade three (3) reading proficiency shall be determined by the grade three (3) statewide assessment administered pursuant to W.S. 21-2-304(a)(v).~~ Each school not meeting the eighty-five percent (85%) goal specified under this subsection shall submit an improvement plan to the ~~school district, and the school district shall submit an overall improvement plan to the~~ department. At a minimum, ~~the-each school and district~~ improvement plan shall outline ~~the district's-its~~ general strategy for increasing reading proficiency for the next school year and shall specifically address the ~~evidence based program of instruction, assessment and intervention being implemented, the specific training in those programs that reading teachers have received, the student-teacher ratio, the use of certified tutors and the use of instructional facilitators and paraprofessionals~~ in kindergarten through grade three (3) ~~in all schools within the district-trained in the delivery of the evidence based instruction and intervention program selected by the district.~~".

Page 4-line 2 After "section" insert "and to assess the skills in paragraphs (i) through (v) of this subsection using a curriculum-independent assessment".

Page 4-line 6 After "section" insert "including, but not limited to, professional development in evidence based literacy instruction and intervention and professional development in identifying the signs of dyslexia and other reading difficulties"; after "." insert "To accomplish the purposes of this subsection, the".

department of education shall collect the following kindergarten through grade two (2) statewide longitudinal data that measures the specific skills that evidence based research has concluded are predictive of grade three (3) reading proficiency:

(i) Phonological awareness, which may include onset sounds, word rhyming, blending and segmenting;

(ii) Phonics, which may include letter naming and letter sounds;

(iii) Decoding words and nonwords;

(iv) Oral reading fluency, which may include the number of words read correctly per minute at grade level using an adaptive measure; and

(v) Reading comprehension.". COE, CHAIRMAN

HB0297SW001/ADOPTED

(TO ENGROSSED COPY)

Page 1-lines 13 through 15 Delete entirely.

Page 2-lines 1 through 23 Delete entirely.

Page 3-lines 1 through 17 Delete entirely and insert:

"(a) Each school district shall ~~design~~select and implement a reading ~~screening-assessment and intervention~~ program that ~~measures student reading progress and includes prescreening~~uses an instrument that screens for signs of dyslexia and other reading difficulties as early as possible in kindergarten through grade three (3) and that implements with fidelity an evidence based intervention program. The ~~screening~~ program shall include ~~a reading assessment plan using screening instruments approved by the department of education, which is instruments that monitor and measure reading progress and assess student reading skills and progress to provide data that informs any intervention. The assessment and intervention program shall be~~ administered to all students in kindergarten through grade three (3) ~~, with standardized measures providing statewide longitudinal data and providing the capability for monitoring and measuring reading progress. In addition to a universal screening instrument, the department of education shall identify assessment instruments utilized to identify dyslexia and other reading difficulties.~~ The program shall also include ~~a plan for implementation of research~~implementation of evidence based core curricula aligned to the ~~statewide educational program~~uniform content and performance standards and evidenced based interventions to meet the needs of all students. The program shall be multi-tiered and shall include various evidence based interventions to facilitate remediation of any reading difficulty as early as possible.

(c) Each district shall annually report to the department of education on the progress of each of its schools toward ~~reaching~~achieving the goal of eighty-five percent (85%) of all students reading at grade level upon completion of the third grade. The report ~~shall include longitudinal data on all students in kindergarten through grade three (3), and~~ shall include the percentage of students meeting or exceeding proficiency levels for the annual reporting period. The reporting shall also include the aggregate number of students identified by the screening instruments as having signs of dyslexia or other reading difficulties in addition to listing the evidence based interventions implemented in each district by grade. This report shall include kindergarten through grade three (3) progress toward achieving the goal of eighty-five percent (85%) proficiency in the specific skills known to be predictive of grade three (3) reading proficiency and that are listed in subsection (d) of this section. Grade three (3) reading proficiency shall be determined by the grade three (3) statewide assessment administered pursuant to W.S. 21-2-304(a)(v). Each school not meeting the eighty-five percent (85%) goal specified under this subsection shall submit an improvement plan to the school district, and the school district shall submit an overall improvement plan to the department. At a minimum, ~~the each school and district~~ improvement plan shall outline ~~the~~

~~district's~~ its general strategy for increasing reading proficiency for the next school year and shall specifically address the evidence based program of instruction, assessment and intervention being implemented, the specific training in those programs that reading teachers have received, the student-teacher ratio, the use of certified tutors and the use of instructional facilitators and paraprofessionals in kindergarten through grade three (3) ~~in all schools within the district~~ trained in the delivery of the evidence based instruction and intervention program selected by the district.".

Page 4-line 2 After "section" insert "and to assess the skills in paragraphs (i) through (v) of this subsection using a curriculum-independent assessment".

Page 4-line 6 After "section" insert "including, but not limited to, professional development in evidence based literacy instruction and intervention and professional development in identifying the signs of dyslexia and other reading difficulties"; after "." insert "To accomplish the purposes of this subsection, the department of education shall collect kindergarten through grade two (2) statewide longitudinal data from assessments selected and performed by each school district, which measures the following specific skills that evidence based research has concluded are predictive of grade three (3) reading proficiency:

(i) Phonological awareness;

(ii) Phonics;

(iii) Decoding words and nonwords;

(iv) Oral reading fluency; and

(v) Reading comprehension.". ROTHFUSS, LANDEN

2/20/2019 S COW:Passed
2/21/2019 S 2nd Reading:Passed
2/22/2019 S 3rd Reading:Passed 28-2-0-0-0

ROLL CALL

Ayes: Senator(s) Agar, Anderson, Anselmi-Dalton, Baldwin, Bebout, Biteman, Boner, Bouchard, Coe, Dockstader, Driskill, Ellis, Gierau, Hicks, Hutchings, James, Kost, Landen, Moniz, Nethercott, Pappas, Perkins, Rothfuss, Schuler, Scott, Steinmetz, Von Flatern, Wasserburger

Nays: Senator(s) Case, Kinskey

Ayes 28 **Nays** 2 **Excused** 0 **Absent** 0 **Conflicts** 0

2/22/2019 H Received for Concurrence
2/25/2019 H Concur:Passed 57-1-2-0-0

ROLL CALL

Ayes: Representative(s) Barlow, Blackburn, Blake, Brown, Burkhart, Burlingame, Clausen, Clifford, Connolly, Crank, Dayton-Selman, Duncan, Edwards, Eklund, Eyre, Flitner, Freeman, Furphy, Gray, Greear, Haley, Hallinan, Harshman, Henderson, Hunt, Jennings, Kinner, Kirkbride, Larsen, Laursen, Lindholm, Loucks, MacGuire, Miller, Newsome, Nicholas, Obermueller, Olsen, Paxton, Pelkey, Pownall, Roscoe, Salazar, Schwartz, Simpson, Sommers, Stith, Styvar, Sweeney, Tass, Walters, Washut, Western, Wilson, Winter, Yin, Zwonitzer

Nays: Representative Piiparinen

Excused: Representative(s) Clem, Northrup

Ayes 57 **Nays** 1 **Excused** 2 **Absent** 0 **Conflicts** 0

2/25/2019 Assigned Number HEA No. 0098

2/26/2019 H Speaker Signed HEA No. 0098
2/26/2019 S President Signed HEA No. 0098
2/28/2019 Governor Signed HEA No. 0098
2/28/2019 Assigned Chapter Number 155

Chapter No. 155 Session Laws of Wyoming 2019