

SF0178SS001

- 1 Page 1-line 2 Delete "invention" and insert "intervention".  
2
- 3 Page 2-line 11 Delete "(n)" and insert "(q)".  
4
- 5 Page 2-line line 12 Delete "(o)" and insert "(r)"; delete "(p)"  
6 and insert "(s)".  
7
- 8 Page 2-line 13 Delete "(w)" and insert "(aa)".  
9
- 10 Page 6-lines 5 through 8 Delete entirely and insert:  
11
- 12 "(vi) "Reading difficulty" means a student does not  
13 meet the minimum skill levels for reading competency in the areas  
14 of phonemic awareness, phonics, vocabulary development, reading  
15 fluency including oral skills, and reading comprehension as  
16 established by diagnostic and state assessment results. "Reading  
17 difficulty" includes dyslexia and other reading difficulties;".  
18
- 19 Page 7-after line 17 Insert and renumber as necessary:  
20
- 21 "(h) A diagnostic instrument shall be administered to  
22 students identified through screening as possibly having reading  
23 difficulties to pinpoint a student's specific area of weakness and  
24 provide in-depth information about a student's skills and  
25 instructional needs to inform intervention. For students  
26 identified with reading difficulty, an individualized reading plan  
27 shall be developed to identify and track appropriate evidence-  
28 based intervention."  
29
- 30 Page 7-line 19 Delete "(h)" and insert "(j)".  
31
- 32 Page 8-line 7 Delete "As soon as practical" and insert  
33 "Within fifteen (15) school days".  
34
- 35 Page 11-line 7 Delete "(p) and (q)" and insert "(s) and (t)".  
36
- 37 Page 11-line 17 Delete "(j)" and insert "(k)".  
38  
39
- 40 Page 15-line 21 After "the parent." insert "A parent with a  
41 student on an individualized reading plan  
42 shall have the right to request a grade three  
43 (3) retention for their student."  
44

1 Page 18-after line 7 Insert and renumber as necessary:  
2

3 "(vii) The school district shall provide the following  
4 for students retained to remediate areas of reading difficulty:  
5

6 (A) A highly effective teacher of reading as  
7 demonstrated by student reading performance data, teacher  
8 performance evaluations and teacher licensure to include a passing  
9 score on professional teaching standards board approved literacy  
10 interventionist reading knowledge and skills assessment;  
11

12 (B) Reading intervention services and support to  
13 correct the identified areas of reading difficulty including, but  
14 not limited to:  
15

16 (I) More dedicated time than the previous  
17 school year in scientifically research-based reading instruction  
18 and intervention;  
19

20 (II) Use of reading strategies and programs  
21 that are evidence based and have proven results in accelerating  
22 student reading achievement within the same school year;  
23

24 (III) Daily targeted small group reading  
25 intervention based on student needs, including explicit and  
26 systematic instruction with more detailed opportunities for error  
27 correction and feedback; and  
28

29 (IV) Frequently monitoring the reading  
30 progress of each student's reading skills throughout the school  
31 year and adjusting instruction according to student needs."  
32

33 Page 18-line 9 Delete "(k)" and insert "(m)".  
34  
35

36 Page 18-after line 18 Insert and renumber as necessary:  
37

38 "(n) Except for high performing school districts as defined  
39 by paragraph (e)(iv) of this section, school district funds shall  
40 be expended on professional development, job-embedded coaching,  
41 evidence-based literacy interventions and the adoption of high-  
42 quality instructional materials and practices subject to the  
43 following:  
44

45 (i) For districts whose grade three (3) English language  
46 arts portion of the state assessment performance is below sixty  
47 percent (60%) proficient and advanced, the district shall use fifty

1 percent (50%) of the funds generated by the portion of education  
2 resource, block grant as defined by W.S. 21-13-101(a)(xiv) and the  
3 foundation program pursuant to W.S. 21-13-101(a)(v) annually for  
4 literacy professional development and job-embedded literacy  
5 coaching;

6  
7 (ii) For districts whose grade three (3) English  
8 language arts portion of the state assessment performance average  
9 over the immediately preceding three (3) years is below forty-five  
10 percent (45%) proficient and advanced, the school district shall  
11 provide summer reading camps to all students grades one (1) through  
12 three (3) on individualized reading plans. Summer reading camps  
13 shall use evidence-based curriculum, material, and resources and  
14 be staffed with highly effective reading teachers as demonstrated  
15 by student reading performance data, teacher performance  
16 evaluations and teacher licensure to include a passing score on  
17 professional teaching standards board approved reading knowledge  
18 and skills assessment. The highly effective reading teacher shall  
19 use an evidence based intervention program to provide explicit,  
20 systematic, sequential and cumulative reading intervention  
21 services and support to correct the identified areas of reading  
22 deficiency."

23  
24 Page 18-line 20 Delete "(m)" and insert "(o)".

25  
26  
27 Page 19-after line 9 Insert and renumber as necessary:

28  
29 "(p) School districts shall require each district employee  
30 responsible for curriculum selection, oversight of district  
31 special education, supervision of district employees providing  
32 literacy instruction for kindergarten through grade six (6),  
33 literacy coaches, district employees providing literacy  
34 instruction for kindergarten through grade six (6), intervention  
35 for kindergarten through grade twelve (12) or special education of  
36 students kindergarten through grade twelve (12) to have received  
37 or receive professional development in evidence based literacy  
38 instruction and intervention as identified in rules promulgated  
39 pursuant to paragraph (q)(i) of this section. The rules shall  
40 contain criteria to identify appropriate and suitable professional  
41 development grounded in evidence and addressing literacy  
42 competency areas and in identifying the signs of reading  
43 difficulties using suitable materials reviewed by the department  
44 of education to ensure all teachers have the knowledge and skills  
45 to support a range of students with diverse needs, students with  
46 reading difficulties, multilingual students, students with  
47 characteristics of dyslexia and other reading difficulties."

1  
2 Page 19-line 11 Delete "(n)" and insert "(q)".  
3  
4 Page 19-line 21 Delete "(m)" and insert "(o)".  
5  
6 Page 20-line 1 Delete "(u)" and insert "(z)".  
7  
8 Page 20-line 4 Delete "(o)" and insert "(r)".  
9  
10 Page 20-line 14 Delete "(n)(i)" and insert "(q)(i)".  
11  
12 Page 21-line 4 Delete "(p)" and insert "(s)".  
13  
14 Page 21-line 6 Delete "(h) or (j)" and insert "(j) or (k)".  
15  
16 Page 21-line 8 Delete "(h) or (j)" and insert "(j) or (k)".  
17  
18 Page 21-line 9 After "relief" insert ".".  
19  
20 Page 21-lines 10 through 23 Delete entirely.  
21  
22 Page 22-lines 1 through 4 Delete entirely.  
23  
24 Page 22-line 5 Delete line through "a plan".  
25  
26 Page 22-line 11 Delete "(q)" and insert "(t)".  
27  
28 Page 23-line 5 Delete "(r)" and insert "(u)"; delete "(p) and  
29 "(q)" and insert "(s) and (t)".  
30  
31 Page 23-line 10 Delete "(s)" and insert "(w)".  
32  
33 Page 23-line 16 Delete "(t)" and insert "(y)".  
34  
35 Page 23-line 21 Delete "ready" and insert "read".  
36  
37 Page 24-line 15 Delete "(u)" and insert "(z)".  
38  
39 Page 25-line 22 Delete "(t)" and insert "(y)".  
40  
41 Page 26-line 1 Delete "(w)" and insert "(aa)". SCHULER,  
42 CHAIRMAN