



SF0178

Fixing reading failure.

Sponsored By: Senator(s) Scott and Brennan and Representative(s) Andrew

AN ACT relating to education; modifying the reading assessment and invention program; defining terms; exempting high performing school districts as specified; providing remedies to address inadequacies in students' reading abilities in kindergarten through grade four; providing for retention of students due to reading inadequacies as specified; requiring parental notification as specified; providing for participation of parents in determining educational interventions as specified; creating causes of action; providing for the award of amounts as specified; specifying burdens of proof; requiring reporting; authorizing license revocation of teachers as specified; prohibiting modification of proficiency scores on the English language arts portion of the statewide summative assessment as specified; providing for rulemaking; specifying duties of the department of education staff; creating an operations research staff within the department of education; exempting the operations research staff within the department of education from the state personnel system and requirements; and providing for an effective date.

1/25/2025 Bill Number Assigned
1/27/2025 S Received for Introduction
1/28/2025 S Introduced and Referred to S04 - Education
2/5/2025 S04 - Education:Recommend Amend and Do Pass 3-2-0-0-0

ROLL CALL

Ayes: Senator(s) Brennan, Olsen, Scott
Nays: Senator(s) Rothfuss, Schuler
Ayes 3 **Nays** 2 **Excused** 0 **Absent** 0 **Conflicts** 0

2/5/2025 S Placed on General File

SF0178SS001/ADOPTED

Page 1-line 2 Delete "invention" and insert "intervention".
Page 2-line 11 Delete "(n)" and insert "(q)".
Page 2-line line 12 Delete "(o)" and insert "(r)"; delete "(p)" and insert "(s)".
Page 2-line 13 Delete "(w)" and insert "(aa)".
Page 6-lines 5 through 8 Delete entirely and insert:

"(vi) "Reading difficulty" means a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension as established by diagnostic and state assessment results. "Reading difficulty" includes dyslexia and other reading difficulties;".

Page 7-after line 17 Insert and renumber as necessary:

"(h) A diagnostic instrument shall be administered to students identified through screening as possibly having reading difficulties to pinpoint a student's specific area of weakness and provide in-depth information about a

student's skills and instructional needs to inform intervention. For students identified with reading difficulty, an individualized reading plan shall be developed to identify and track appropriate evidence-based intervention."

Page 7-line 19 Delete "(h)" and insert "(j)".

Page 8-line 7 Delete "As soon as practical" and insert "Within fifteen (15) school days".

Page 11-line 7 Delete "(p) and (q)" and insert "(s) and (t)".

Page 11-line 17 Delete "(j)" and insert "(k)".

Page 15-line 21 After "the parent." insert "A parent with a student on an individualized reading plan shall have the right to request a grade three (3) retention for their student.".

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

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

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

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

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

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

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

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

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

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

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

(i) For districts whose grade three (3) English language arts portion of the state assessment performance is below sixty percent (60%) proficient and advanced, the district shall use fifty percent (50%) of the funds generated by the portion of education resource, block grant as defined by W.S. 21-13-101(a)(xiv) and the foundation program pursuant to W.S. 21-13-101(a)(v) annually for literacy professional development and job-embedded literacy coaching;

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

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

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

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

Page 19-line 11 Delete "(n)" and insert "(q)".

Page 19-line 21 Delete "(m)" and insert "(o)".

Page 20-line 1 Delete "(u)" and insert "(z)".

Page 20-line 4 Delete "(o)" and insert "(r)".

Page 20-line 14 Delete "(n)(i)" and insert "(q)(i)".

Page 21-line 4 Delete "(p)" and insert "(s)".

Page 21-line 6 Delete "(h) or (j)" and insert "(j) or (k)".

Page 21-line 8 Delete "(h) or (j)" and insert "(j) or (k)".

Page 21-line 9 After "relief" insert ".".

Page 21-lines 10 through 23 Delete entirely.

Page 22-lines 1 through 4 Delete entirely.

Page 22-line 5 Delete line through "a plan".

Page 22-line 11 Delete "(q)" and insert "(t)".

Page 23-line 5 Delete "(r)" and insert "(u)"; delete "(p) and (q)" and insert "(s) and (t)".

Page 23-line 10 Delete "(s)" and insert "(w)".

Page 23-line 16 Delete "(t)" and insert "(y)".

Page 23-line 21 Delete "ready" and insert "read".

Page 24-line 15 Delete "(u)" and insert "(z)".

Page 25-line 22 Delete "(t)" and insert "(y)".

Page 26-line 1 Delete "(w)" and insert "(aa)". SCHULER, CHAIRMAN

2/10/2025 S COW:Passed

SF0178S2001/ADOPTED

Page 18-after line 7 In the Senate standing committee amendment (SF0178SS001/A) to this line, in subparagraph (vii)(A) created by that amendment, after "performance data" delete ", teacher performance evaluations and teacher licensure to include a passing score on professional teaching standards board approved literacy interventionist reading knowledge and skills assessment"; in subdivision (vii)(B)(III) created by that amendment, after "needs" delete ", including explicit and systematic instruction with more detailed opportunities for error correction and feedback".

Page 18-after line 18 In the Senate standing committee amendment (SF0178SS001/A) to this line, in subsection (n)(intro) created by that amendment, after "interventions" delete "and the adoption of high-quality instructional materials and practices" and insert ","; in paragraph (n)(ii) created by that amendment, after "effective reading teachers" delete "as demonstrated by student reading performance data, teacher performance evaluations and teacher licensure to include a passing score on professional teaching standards

board approved reading knowledge and skills assessment".

Page 19-after line 9

Delete the Senate standing committee amendment (SF0178SS001/A) to this line, renumber as necessary and insert:

"(p) School districts shall require each district employee responsible for curriculum selection, oversight of district special education, supervision of district employees providing literacy instruction for kindergarten through grade six (6), literacy coaches, district employees providing literacy instruction for kindergarten through grade six (6), intervention for kindergarten through grade twelve (12) or special education of students kindergarten through grade twelve (12) to have received or receive professional development in evidence based literacy instruction and intervention.". SCHULER

2/11/2025 S 2nd Reading:Passed
2/12/2025 S 3rd Reading:Failed 6-24-1-0-0

ROLL CALL

Ayes: Senator(s) Biteman, Hicks, Hutchings, Kolb, Scott, Steinmetz

Nays: Senator(s) Anderson, Barlow, Boner, Brennan, Case, Cooper, Crago, Crum, Dockstader, Driskill, French, Gierau, Ide, Jones, Landen, Laursen, Mckeown, Nethercott, Olsen, Pearson, Rothfuss, Salazar, Schuler, Smith

Excused: Senator Pappas

Ayes 6 **Nays** 24 **Excused** 1 **Absent** 0 **Conflicts** 0