

SENATE FILE NO. SF0013

Reading assessment and intervention amendments.

Sponsored by: Joint Education Interim Committee

A BILL

for

1 AN ACT relating to reading assessment and intervention;
 2 eliminating the permissive use of group reading plans in
 3 individualized reading plans; modifying the requirements
 4 for school and district improvement plans; making
 5 conforming amendments; and providing for an effective date.

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7 *Be It Enacted by the Legislature of the State of Wyoming:*

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9 **Section 1.** W.S. 21-3-401(a) through (c) is amended to
 10 read:

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12 **21-3-401. Reading assessment and intervention.**

13

14 (a) Each school district shall select and implement a
 15 reading assessment and intervention program that uses ~~an~~
 16 ~~instrument~~ one (1) or more instruments identified by the

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

20

21 (b) As soon as practicable after the assessment or
22 screening is conducted under the program established in
23 subsection (a) of this section, each school district shall

1 provide a copy of the screening results, including an
2 explanation of the screening results, to the parent,
3 guardian or other person having control of a student
4 showing signs of reading difficulties, including but not
5 limited to dyslexia or other reading deficiencies, or not
6 showing appropriate reading competence under this section.
7 Students not showing appropriate reading competence under
8 this section shall be placed on an individualized reading
9 plan to remedy the reading related difficulty utilizing an
10 appropriate evidence based intervention program, ~~which may~~
11 ~~include a group reading plan.~~ The district shall provide a
12 copy of a student's individualized reading plan to the
13 student's parent, guardian or other person having control
14 of the student. For students under an individualized
15 education program (IEP) which addresses reading
16 difficulties, the IEP shall be deemed sufficient to meet
17 the requirements of this subsection and no additional plan
18 shall be required.

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20 (c) Each district shall annually report to the
21 department of education on the progress of each of its
22 schools toward achieving the goal of eighty-five percent
23 (85%) of all students reading at grade level upon

1 completion of the third grade. This report shall include
2 cohort analysis for kindergarten through grade three (3)
3 for those students identified by the screening or
4 assessment instruments as having signs of reading
5 difficulties, including but not limited to dyslexia or
6 other reading deficiencies. The report shall include the
7 percentage of students meeting or exceeding proficiency
8 levels for the annual reporting period. The reporting
9 shall also include the aggregate number of students
10 identified by the screening or assessment instruments as
11 having signs of reading difficulties, including but not
12 limited to dyslexia or other reading deficiencies, in
13 addition to listing the evidence based interventions
14 implemented in each district by grade. This report shall
15 include kindergarten through grade three (3) progress
16 toward achieving the goal of eighty-five percent (85%)
17 proficiency in the specific skills known to be predictive
18 of grade three (3) reading proficiency and that are listed
19 in subsection (d) of this section. Grade three (3) reading
20 proficiency shall be determined by the grade three (3)
21 statewide assessment administered pursuant to W.S.
22 21-2-304(a)(v). Each school not meeting the eighty-five
23 percent (85%) goal specified under this subsection shall

1 submit an improvement plan to the school district, and the
2 school district shall submit an overall improvement plan to
3 the department. At a minimum, each school and district
4 improvement plan shall outline its general strategy for
5 increasing reading proficiency for the next school year and
6 shall specifically address the evidence based program of
7 instruction, assessment and intervention being implemented,
8 and the specific training in those programs that reading
9 teachers have received. ~~the student-teacher ratio, the use
10 of certified tutors and the use of instructional
11 facilitators and paraprofessionals in kindergarten through
12 grade three (3) trained in the delivery of the evidence
13 based instruction and intervention program selected by the
14 district.~~

15

16 **Section 2.** This act is effective July 1, 2025.

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(END)