



# Wyoming Department of Education

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## MEMORANDUM NO. 2012-010

**TO:** School District Superintendents  
Curriculum Coordinators  
Elementary Principals

**FROM:** Melissa M. Moser, Early Childhood Educational Consultant  
Standards, Learning & Accountability Division

**DATE:** January 25, 2012

**SUBJECT:** Early Literacy Plans-(WDE 626 Early Literacy Data Collection)

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### **TIME SENSITIVE: EARLY LITERACY PLANS-(WDE 626 Early Literacy Data Collection)**

In 2011, the Wyoming State Legislature modified §21-2-304 titled “Duties of the State Board of Education.” As a result, the State Board of Education will establish statewide standards for the assessment of student growth in mathematics and reading for all students in grades kindergarten through eight (8) beginning in school year 2012-2013. Below is the legislation describing their responsibility:

§21-2-304 (vii) “Effective school year 2012-2013, through benchmark adaptive assessments administered by school districts as a component of the district assessment system under W.S. 21-3-110(a)(xxiv), establish statewide standards for the assessment of student growth in mathematics and reading for all students in grades kindergarten through grade eight (8), to be separate from but correlated with the statewide assessment and accountability system established under paragraphs (a)(v) and (vi) of this section. The standards shall include:

(A) A benchmark testing system administered uniformly statewide by school districts, covering curriculum standards established by board rule and regulation, to be administered subject to board prescribed procedures;

(B) Prescribed growth by subject area and by grade level;

(C) Processes and procedures for aligning benchmark assessment results with assessment results obtained under the statewide assessment administered under paragraph (a)(v) of this section, using school year 2011-2012 as the initial year for basing growth measurements;

(D) Use of assessment results to design educational strategies for improvement and enhancement of student performance through district school improvement plans assembled in accordance with subparagraph (a)(v)(H) of this section.”

In an effort to streamline the reporting process for districts, while following the requirements outlined in §21-3-401, Reading Assessment and Intervention, the Wyoming Department of Education (WDE) recently notified districts to use only Measures of Academic Progress (MAP) data on the WDE 626 K-3 literacy report (Memo No. 2012-006). This request for MAP data was not intended to influence districts to drop DIBELS. Rather, it was an effort to streamline data collection and reduce the burden of submitting multiple data to the WDE. After consultation and collaboration with districts, we understand the difficulty this may have imposed on districts that primarily use DIBELS. For this reason, we will continue to collect either MAP or DIBELS for reporting this year.

Below is a summary of legislative requirements for §21-3-401:

- Districts are asked to use one of two screening/outcome measures: Dynamic Indicator of Basic Early Literacy Skills (DIBELS) or Measures of Academic Progress (MAP). The screener will be administered to all students in grades K-3. Each district will utilize the same screener across those grades.
- §21-3-401(b) “Students not showing appropriate reading competence under this section shall be placed on an individualized reading plan to remedy the reading related difficulty utilizing an appropriate evidence based intervention program, which may include a group reading plan. 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.”
- Students with the most significant cognitive delays (whose achievement levels are measured against Wyoming Alternate

Achievement Standards) may be exempt. Approved accommodations for each screening assessment may be used for students for whom a standard administration may not provide an accurate estimate of their core literacy skills.

- All students who do not screen proficient in reading (instructional recommendations of *strategic* or *intensive* on DIBELS, or having a RIT score below the established cut scores on MAP) will receive supplemental/intervention reading instruction and be placed on an Individualized Reading Plan (IRP) or Group Reading Plan (GRP). The GRP would be appropriate for students somewhat below grade level with similar instructional needs. The established cuts scores for MAP are:

Grade	Beginning of Year	Middle of Year	End of Year
K	140	147	152
1	157	167	173
2	172	180	186
3	186	191	195

Please send an updated K-3 Literacy Plan to [melissa.moser@wyo.gov](mailto:melissa.moser@wyo.gov) by **February 21, 2012**. This plan should include the following components:

- Reading Assessment Plan
- Individual Reading Plan
- Group Reading Plan

All students in grades K-3 who did not screen proficient on the fall measure will be included in the 2012 WDE-626 spring data collection. **Further communication about data collection will follow at a later date.**

If you have any questions regarding the WDE-626 Early Literacy Plan please contact Melissa Moser at 307-777-5712 or at [melissa.moser@wyo.gov](mailto:melissa.moser@wyo.gov).

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