



# Wyoming Department of Education

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## MEMORANDUM NO. 2013 – 143

**TO:** District Superintendents  
Curriculum Directors  
Elementary Principals

**FROM:** Nick Bellack, Early Childhood Consultant  
Special Programs Division

**DATE:** December 2, 2013

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

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### **IMPORTANT INFORMATION – EARLY LITERACY PLANS (WDE 626 Early Literacy Data Collection)**

Pursuant to W.S. § 21-3-401(a), each school district shall design and implement a reading screening program that measures student reading progress and potential reading difficulties as early as possible in kindergarten through grade three (3). The screening program shall include a reading assessment plan using screening instruments which are approved by the Wyoming Department of Education (WDE). These tests should 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.

Below is a summary of these requirements:

- Districts are asked to use one of two screening tools: 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.
- All students, including those on an IEP, will participate in the screening. 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 students 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) to remedy the reading-related difficulty using an appropriate evidence-based intervention program, which may include a group reading plan.

The established cuts scores for MAP are as follows:

Grade	Beginning of Year	Middle of Year	End of Year
K	140	148	155
1	157	167	173
2	172	180	186
3	186	191	195

Please send an updated K-3 Literacy Plan by **January 17, 2014**. This plan should include the following components:

- o Reading Assessment Plan
- o Individual Reading Plan

Please note the program shall be multi-tiered and shall include various interventions to facilitate remediation of any reading difficulty as early as possible, with each school working toward the goal of 85 percent of all students reading at grade level by the end of third grade.

All students in grades K-3 who did not screen proficient on the fall measure will be included in the 2014 WDE-626 spring data collection. Further communication about data collection will follow at a later date.

Please submit the specified components via email to Nick Bellack at [Nick.Bellack@wyo.gov](mailto:Nick.Bellack@wyo.gov). If you have any questions regarding the WDE-626 Early Literacy Plan, please contact Nick Bellack at [Nick.Bellack@wyo.gov](mailto:Nick.Bellack@wyo.gov) or 307-777-6476.

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