

### Tab 1: Screening Overview

#### School ID and Grade (1&2):

- Choose school and grade from the drop down menu.
- Schools may be chosen more than once to enter data for each grade K-3
- Charter schools will also be selected
- Virtual program data must be included in the school in which those students are enrolled.

#### Total number of students screened (3):

- Record how many total students screened in each grade at each school, including virtual students.

#### Low Risk (4), Moderate Risk (5), High Risk (6):

- Using the published screener set cut scores, report how many students fell into each category, including virtual students.
- These three numbers should equal the total in that row.

#### Screening Instrument (7.2):

- Choose the approved screener your district is using by indicating “yes” or “no” in column 2.
  - Each screening instrument requires an answer of “yes” or “no”.
- If your district uses more than one, mark “yes” on all used.
- If your district uses a screener not on the list, please type the full name in the “other” box.

### Tab 2: Screening Indicators

#### Screening Indicator Proficiency Report (8):

- **Columns 2-5:** Record the number of students who scored proficient (low or minimal risk) as determined by the publisher’s cut score of the screening tool used on each of the required indicators.
  - Please provide totals from all of your schools combined including brick and mortar, virtual, and district charter.
  - Please align the indicated subtests with the information you provide on Tab 2: Screening Indicators. Use subtest scores for each indicator area in columns 2-5: Phonemic Awareness, Alphabet Principle (Decoding/Phonics), Oral Reading Fluency, and Reading Comprehension.
  - If more than one subtest is indicated, please report the one you use to determine performance or need in that specific area.
  - *See below for alignment subtests from the approved screeners to the indicator areas.*
- **Column 6:** Record the number of students showing signs of difficulties (high or at risk) in each grade level using the publisher’s cut score of the screening tool.
  - Please provide totals from all of your schools combined including brick and mortar, virtual, and district charter.
  - You may use a total of all students at risk on each indicator or you may report a composite score that includes all of the indicators.
- **Column 7:** List all progress monitoring tools your district is using the number codes only from the “Progress Monitoring Codes” worksheet. If not listed, list “317” and report the full name of the tool. Codes are being used to assist with collection and use of data.

### Tab 3: Curriculum and Interventions

#### **Evidence Based Interventions by grade for Tier 2 and Tier 3: (columns 9.2, 9.3, 9.4, 9.5)**

- Please note Intervention Programs are to be listed, not Intervention Practices
- Tier 1 is not completed for Interventions so is blocked out.
- Please use the number codes only from the "Intervention Codes" tab to complete the narrative. This will assist with collection and use of data.
  - Please enter the numeric code only, not the full publisher - name.
  - If your intervention is not on the list, please enter code "52" and enter the full publisher and name of the intervention you are using.
  - You may enter more than one. Please enter all that you regularly use, separated by a comma.

#### **Columns 9.6: Identify the teacher to student ratio for EB Interventions**

- Please use the codes from the "Ratio/Teacher Use Categories Codes" tab to complete column 6.
  - Guidance for large districts: Choose the most likely option for each tier and grade.

#### **Column 9.7: Describe how certified and non-certified educators are used in EB interventions and instruction**

- Please use narrative to describe how educators are used in your district's program and practices.

#### **Core and Supplemental Curriculum (Columns 10, 11, 12)**

- **Column 10 Grade:** Please select K, 1, 2, or 3 from the drop down menu. Be sure to report for each of the three grades.
- **Column 11 Core and Supplemental Curriculum:**
  - Please select the core curriculum from the "Core and Supplemental Curriculum" drop down menu.
- **Column 12 Other Program:**
  - Please use the codes from the "Curriculum and Interventions" tab to add any additional programs you are using. Please list number codes only separated by a comma. Please enter the numeric code only, not the full publisher - name.
  - You may enter more than one. Please enter all that you regularly use.
  - If your curriculum is not on the list, please enter code "52" and enter the full publisher and name of the core or supplemental curriculum you are using.
  - This will assist with collection and use of data.

### Tab 4: Assurances

**Assurances (13):** Please answer questions 1-7 with a yes or no. Please remember that by marking each "yes", you are assuring the WDE compliance on each requirement and if asked to demonstrate, such as during monitoring, records would be available.

**Column 13.3 Narrative:** "Describe the district's general strategy for improving reading during the next school year."

- As per WY 21-4-301: " Each school not meeting the 85% goal specified under this subsection shall submit an improvement plan to the school district, and the school district shall submit an overall improvement plan to the department. At a minimum, each school and district improvement plan shall outline its general strategy for increasing reading proficiency for the next school year."
- Please provide a clear outline of how your program and practices of reading instruction, assessment, and intervention, use of certified tutors, facilitators, and paraprofessionals, and training will be enhanced to raise reading proficiency.

**Column 14:** Describe the specific training provided to educators related to the district selected evidence-based programs of instruction, assessment, and interventions.

- Please describe training provided for the school year you are reporting on, i.e. what was specifically done.

## WDE 626 FREQUENTLY ASKED QUESTIONS

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### **What is the history of the WDE 626 Literacy Data Report and District Literacy Plan?**

Prior to school year 2022–2023, districts were asked to submit a written District Literacy Plan as required by statute. Districts had the purview to submit required information in the format of their choosing. After amendments were made to WY Statute 21-4-301 in 2022, the WDE created a uniform literacy data reporting and collection system, within the WDE Data Collection Suite, entitled collection 626.

WY Statute 21-4-301 and subsequent Chapter 56 rules outline the reporting requirements in the progress toward improved 3rd grade reading achievement. The 626 reporting process is intended to be all encompassing of the requirements as well as provide districts and the WDE with comparable longitudinal data.

In addition to the WDE626 report, districts are asked to report two other times to meet Chapter 56 requirements. 1) Provide assurances on the annual accreditation report in late fall, 2) submit updates to K-3 Reading Professional development plans by August 15th.

### **When does the 626 Literacy Data collection take place?**

The new 626 format was rolled out winter of school year 2022–2023 in order to provide districts with the opportunity to become aware of and familiar with the new requirements as well as to provide feedback to the WDE on the collection process.

Collection will take place in the spring of each year beginning June 2023. Reports will be due the 3rd week of June each year.

### **Screening data is collected 3 times per year. Which collection term should the district report on?**

Data will be reported from the spring assessment period.

### **What if the screener my district uses is not on the approved screener list?**

At this time, there is a place to note “other”. Please indicate what screener you are using. Please remember that all K-3 Foundational Reading Skills screening tools must be approved by the WDE. If you have not had your screener approved, see the screener approval form below.

### **Can my district use other tools to assess reading in addition to the approved screener?**

Yes. As long as districts are using an approved screener or screeners to assess the required predictive reading skills, districts may choose to use any other tools they feel necessary. These tools that are used beyond screening for foundational reading skills do not need to be reported.

### **Can my district use more than one screening tool to meet the requirements of the screening process?**

Yes. There are a number of screening tools which measure specific predictive foundational reading skills. Districts may choose to combine approved screeners to best fit the needs of their district.

### **On the Screening Indicator page of the WDE626, what is meant by “the number of students scoring proficient (low or minimal risk) or greater”?**

Districts are required to report the number of students showing proficiency in the specific skills known to be predictive of grade three reading proficiency. These are the four screening indicator areas defined by Chapter 56 K-3 Reading Rules. Districts are asked to align the approved screening instrument subtests with the four areas and report the number of students demonstrating “low to minimal risk” as set by the publisher cut score.

**On the Screening Indicator page of the WDE626, what is meant by “provide the number of students by grade showing signs of reading difficulties or not showing appropriate reading competence”.**

Districts are required to report the number of students showing signs of reading difficulty, to include dyslexia and other reading disabilities. Students flagged on the screening instrument using the publisher cut scores of “high” or “at risk” will be considered showing signs of having a reading difficulty. Those students should be counted and reported.

Please remember that students in the “moderate risk” category may also be in need of reading differentiation or intervention support and not all students flagged “at risk” will require this support. Please follow your district’s MTSS practices for risk verification, assessing other points of data, and identifying needs in order to write Individual Reading Plans.

**If a student falls below the 40th percentile, we are progress monitoring. Does that progress monitoring have to be done with the same tool as the initial screener, or can the district use other means of progress monitoring?**

No. Districts are free to use any progress monitoring tool that fits the needs of their students.

**We have historically screened upper grades as well. Is this required or allowed?**

You are not required to screen upper grades. It is highly recommended as part of an evidence based Multi Tiered System of Support Process.

**How do I know which subtests from my screener align to the required screening indicators?**

Please see the WDE draft screener instrument / screener indicator crosswalk.

Do virtual programs need to adhere to these requirements? How do they report?

Yes, virtual programs are required to submit data for the WDE626 (and other K-3 Reading requirements). Virtual program data will be submitted with the data of the elementary school in which the students are enrolled. Please work with your district and school.

**Do charter schools need to adhere to these requirements? How do they report?**

Yes, charter schools are required to submit data for the WDE626 (and other K-3 Reading requirements). Charter schools affiliated with a district will complete on the same form as the district. Please work with your district partners.

Stand alone charter schools will submit their own data via the Data Collection Suite WDE 626.

**Resources:**

See the WDE Literacy: Reading Assessment and Intervention [webpage](#)

## APPROVED SCREENERS/SCREENER INDICATOR CROSSWALK

(Spring 2024 WDE 626)

These are the subtests which align to the required indicators. You may report on those that are normed and align with the grade level screened in your district, unless otherwise indicated. You may use more than one tool.

|               | Phonemic Awareness                                  | Phonics /Decoding  | ORF                           | Comp                               |
|---------------|---|--|-------------------------------|------------------------------------|
| DIBELS 8      | Phonemic Segmentation Fluency                       | Letter Naming Fluency<br>Nonsense Word Fluency<br>Word Reading Fluency                               | Oral Reading Fluency          | MAZE                               |
| mCLASS/Amplif | Phonemic Segmentation Fluency                       | Letter Naming Fluency<br>Nonsense Word Fluency<br>Word Reading Fluency                               | Oral Reading Fluency          | MAZE                               |
| Acadience     | First Sound Fluency<br>Phoneme Segmentation Fluency | Letter Naming Fluency<br>Nonsense Word Fluency   | Oral Reading Fluency          | MAZE<br>Retell                     |
| CUBED         | DDM: Phonemic Awareness:                            | DDM: World Id: Letter Names, Word ID, Letter Sounds, Irregular Words                                 | NLM Reading: Decoding Fluency | NLM: Reading Retell, Comprehension |
| Aimsweb-Plus  | Initial Sounds<br>Phoneme Segmentation              | Letter Word Sounds Fluency<br>Letter Naming Fluency<br>Nonsense Word Fluency<br>Word Reading Fluency | Oral Reading Fluency          | Reading Comprehension              |
| FastBridge    | Word Segmenting                                     | Letter Sounds<br>Nonsense Words<br>Decodable Words<br><i>*2nd Grade: Please Report CBMreading</i>    | CBMreading                    | AUTOreading Vocabulary             |

*\*Fastbridge CBMreading is required to be reported for 2nd grade phonics and oral reading fluency. Use the accuracy score and further subtests to determine student need if flagged on this assessment.*