EARLY LITERACY CHECKLIST

Pursuant to W.S. 21-3-401

JANUARY 2020
DISTRICT REPORTS

According to W.S. 21-3-401, all K-3 Districts must report annually to the WDE. Reports must include:

- The percentage of students meeting or exceeding grade level proficiency level.
- District progress toward the goal of 85% reading proficiency by the end of 3rd grade.
- Number of students identified as having signs of dyslexia and other reading difficulties.
- Evidence-based interventions implemented by grade level.
- Student’s progress toward 85% proficiency goal in the following skills: Phonological Awareness, Phonics, Decoding words, Oral Reading Fluency, and Reading Comprehension.

K-3 Districts failing to meet 85% reading proficiencies as outlined above must submit an improvement plan to the WDE reflecting:

- An evidence-based program of instruction.
- Assessments and interventions being implemented.
- The specific training in these programs that teachers have received.
- The district’s Student/Teacher ratio
- The use of certified tutors, instructional facilitators, and paraprofessionals trained in the delivery of the evidence-based instruction and intervention programs selected by the district.

DOCUMENT COMPONENTS

- Description of the literacy program used
- Leadership and Personal Development*
- Coordination and Support
- Parent and Family Engagement
- Expectations to include MTSS Progress Monitoring
- Intervention Program/Plan Multi-tiered and Implement with fidelity evidence based program*
- Assessment - Each district assesses K-2 students in the following skill sets:*  
  - Phonological Awareness
  - Phonics
  - Decoding words
  - Oral Reading Fluency
  - Reading Comprehension

W.S. 21-3-401: The program shall include instruments that monitor and measure reading progress and assess student reading skills and progress to provide data that informs any intervention. The assessment and intervention program shall be administered to all students in kindergarten through grade three.

* Required according to W.S. 21-3-401, Reading Assessment and Intervention
FREQUENTLY USED ASSESSMENTS IN WYOMING SCHOOLS

- WYTOPP
- MAPS
- District Informal Assessments
- DIBELS/AIMS WEB – 1 Minute Screening Probes

SUMMARY OF W.S. 21-3-401

*Data Collection: Each school district shall select and implement a reading assessment and intervention program that uses an instrument that screens for signs of dyslexia and other reading difficulties as early as possible in kindergarten through grade three and that implements with fidelity an evidence-based intervention program.*

CONTACT US

For more information regarding this checklist, please contact the WDE:

**Amy Reyes**

Early Learning Specialist

amy.reyes@wyo.gov

307-777-7708