



Notice of Intent to Adopt Rules

A copy of the proposed rules may be obtained at <https://rules.wyo.gov>

Revised August 2023

1. General Information

a. Agency/Board Name*		
Education, Department of		
b. Agency/Board Address	c. City	d. Zip Code
122 W. 25th Street, Suite E200	Cheyenne	82002
e. Name of Agency Liaison	f. Agency Liaison Telephone Number	
Claudia Ladd	307-275-1383	
g. Agency Liaison Email Address		
claudia.ladd@wyo.gov		
h. Date of Public Notice	i. Comment Period End Date	
07/09/2026	08/28/2026	
j. Public Comment URL or Email Address:		
https://bit.ly/44jFNfi		
k. Program		
General Agency, Board or Commission Rules		
Amended Program Name (if applicable):		

* ☐ By checking this box, the agency is indicating it is exempt from certain sections of the Administrative Procedure Act including public comment period requirements. Please contact the agency for details regarding these rules.

2. Legislative Enactment For purposes of this Section 2, "new" only applies to regular non-emergency rules promulgated in response to a Wyoming legislative enactment not previously addressed in whole or in part by prior rulemaking and does not include rules adopted in response to a federal mandate.

a. Are these non-emergency regular rules new as per the above description and the definition of "new" in Chapter 1 of the Rules on Rules?

☒ No. ☐ Yes. If the rules are new, please provide the Legislative Chapter Number and Year Enacted:	Chapter:	Year:
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3. Rule Type and Information For purposes of this Section 3, "New" means an emergency or regular rule that has never been previously created.

a. Provide the Chapter Number, Title and Proposed Action for Each Chapter. Please use the "Additional Rule Information" form to identify additional rule chapters.

Chapter Number:	Chapter Name:	☒ New ☐ Amended ☐ Repealed
57	K-12 Language and Literacy Program	
	Amended Chapter Name (if applicable):	
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
	Amended Chapter Name (if applicable):	
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
	Amended Chapter Name (if applicable):	
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
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Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
	Amended Chapter Name (if applicable):	
Chapter Number:	Chapter Name:	☐ New ☐ Amended ☐ Repealed
	Amended Chapter Name (if applicable):	

4. Public Comments and Hearing Information

a. A public hearing on the proposed rules has been scheduled. ☒ **No.** ☐ **Yes. Please complete the boxes below.**

Date:	Time:	City:	Location:

b. What is the manner in which interested persons may present their views on the rulemaking action?

☒ By submitting written comments to the Agency at the physical and/or email address listed in Section 1 above.

☒ At the following URL: <https://bit.ly/44jFNfi>

A public hearing will be held if requested by 25 persons, a government subdivision, or by an association having not less than 25 members. Requests for a public hearing may be submitted:

☒ To the Agency at the physical and/or email address listed in Section 1 above.

☒ At the following URL: <https://bit.ly/44jFNfi>

c. Any person may urge the Agency not to adopt the rules and request the Agency to state its reasons for overruling the consideration urged against adoption. Requests for an agency response must be made prior to, or within thirty (30) days after adoption, of the rule, addressed to the Agency and Agency Liaison listed in Section 1 above.

5. Federal Law Requirements

a. These rules are created/amended/repealed to comply with federal law or regulatory requirements. ☒ **No.** ☐ **Yes. Please complete the boxes below.**

Applicable Federal Law or Regulation Citation:	
	Indicate one (1): ☐ The proposed rules meet, but do not exceed, minimum federal requirements. ☐ The proposed rules exceed minimum federal requirements.
	Any person wishing to object to the accuracy of any information provided by the Agency under this item should submit their objections prior to final adoption to: ☐ To the Agency at the physical and/or email address listed in Section 1 above. ☐ At the following URL: _____

6. State Statutory Requirements

a. Indicate one (1):

☒ The proposed rule change *MEETS* minimum substantive statutory requirements.

☐ The proposed rule change *EXCEEDS* minimum substantive statutory requirements. Please attach a statement explaining the reason that the rules exceed the requirements.

b. ☒ The Agency has completed a takings assessment as required by W.S. 9-5-304. A copy of the assessment used to evaluate the proposed rules may be obtained:

☐ By contacting the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: <https://edu.wyoming.gov/>

7. Additional APA Provisions

a. Complete all that apply in regards to uniform rules:

☒ These rules are not impacted by the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j).

☐ The following chapters do not differ from the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j):

(Provide chapter numbers)

☐ These chapters differ from the uniform rules identified in the Administrative Procedure Act, W.S. 16-3-103(j) (see Statement of Principal Reasons).

(Provide chapter numbers)

b. Checklist

☒ The Statement of Principal Reasons is attached to this Notice and, in compliance with *Tri-State Generation and Transmission Association, Inc. v. Environmental Quality Council*, 590 P.2d 1324 (Wyo. 1979), includes a brief statement of the substance or terms of the rule and the basis and purpose of the rule.

☐ If applicable: In consultation with the Attorney General's Office, the Agency's Attorney General representative concurs that strike and underscore is not required as the proposed amendments are pervasive (Chapter 3, *Types of Rules Filings*, Section 1, Proposed Rules, of the Rules on Rules).

8. Authorization

a. I certify that the foregoing information is correct.

<i>Printed Name of Authorized Individual</i>	Sean McInerney
<i>Title of Authorized Individual</i>	Director, Accountability Division
<i>Date of Authorization</i>	07/08/2026

STATEMENT OF REASONS

Chapter 57 - K-12 Language and Literacy Act (Regular Rules)

Senate File 0059 expands Wyoming's literacy framework from K-3 to a comprehensive K-12 system rooted in the science of reading, effective July 1, 2026. The Wyoming Department of Education (WDE) is promulgating these rules under Chapter 57 through the regular rulemaking process to establish the full K-12 framework districts must implement, including universal screening, dyslexia screening, and diagnostic assessment; high-quality instructional materials and practices; professional development; and corrective action and continuous improvement. These rules are titled Chapter 57 – K-12 Language and Literacy Act, and the Department is concurrently repealing Chapter 56.

The Department adopted related provisions on an emergency basis, effective July 1, 2026, to bridge the period until these regular rules take effect, so that districts would have the guidance needed to select and purchase screeners and begin fall screening while the regular rulemaking process, including public notice and comment, was completed. This chapter is the product of that regular rulemaking process and, upon adoption, will supersede the emergency rules and govern the full scope of the K-12 literacy system.

The rules were developed through extensive stakeholder engagement, including Districts, stakeholders, families, and the Superintendent's Literacy Cabinet, more than 285 public comments, and review by the Wyoming Attorney General's Office. Please see the attached Literacy Rules: A Collaborative Development Process document for details and timeframes.

Basis for Regular Rulemaking

These rules are promulgated under W.S. 21-3-405, which authorizes the Wyoming Department of Education to adopt rules governing kindergarten through twelfth-grade language and literacy programs, and are adopted through the regular rulemaking process set out in W.S. 16-3-103, including a minimum 45-day public comment period, Attorney General review, Governor approval, and filing. This regular promulgation provides full public review and comment on the comprehensive K-12 framework, building on and replacing the narrower, time-limited emergency rules adopted to meet the July 1, 2026 statutory effective date.

Key Revisions

The rules are contained within the following sections:

- Section 1 – Authority.
- Section 2 – Definitions.
- Section 3 – Phased Implementation Timeframe.
- Section 4 – Universal Screening, Dyslexia Screening, and Diagnostic Assessment.
- Section 5 – High-Quality Instructional Materials and Practices.
- Section 6 – Professional Development.
- Section 7 – Corrective Action and Continuous Improvement.

Section 1: Authority

Establishes that the rules are promulgated by WDE under W.S. 21-3-405, governing kindergarten through twelfth-grade language and literacy programs.

Section 2: Definitions

2(a): Adds “at risk for poor reading outcomes” to identify a student whose body of evidence — screening, diagnostic, and progress monitoring data and instructional response, analyzed by the teacher and a school-based team — indicates the student is unlikely to meet grade-level reading proficiency without additional evidence-based instruction, intervention, acceleration, or support.

2(b): Adds “Core Programming” to define Tier 1 core instructional programming as comprehensive, evidence-based curriculum and instruction that articulates the content, sequence, and delivery needed for students to reach grade-level proficiency.

2(c): Adds “Delivered with Fidelity” to define implementation of curriculum, instruction, assessment, or intervention as intended, including program adherence, appropriate intensity and duration, and ongoing monitoring.

2(d): Adds “Grade-level reading proficiency” to define a student’s demonstrated ability to accurately and fluently read, comprehend, analyze, and respond to grade-level text through the integration of word recognition, language comprehension, vocabulary, fluency, and written expression.

2(e): Adds “Intervention Programming” to define Tier 3 intervention as intensive, scientifically based instruction and progress monitoring, matched to student need and provided in addition to 90 or more minutes of Tier 1 core programming.

2(f): Adds “Literacy proficiency” to define the accurate, automatic, and effective reading, writing, speaking, and understanding of language needed to comprehend and communicate across content areas.

2(g): Adds “Progress monitoring” to define the ongoing collection, analysis, and use of literacy data to assess performance, measure responsiveness, and guide instructional and intervention decisions across tiers of support.

2(h): Adds “Qualifications” to define the preparation, professional learning, certification, and training necessary for staff to deliver evidence-based language and literacy instruction.

2(i): Adds “Significant and persistent reading difficulties” to define reading and language comprehension difficulties, including dyslexia and developmental language disorder, that persist despite high-quality instruction and targeted intervention, and describes the identification process within an MTSS framework.

2(j): Adds “Science of reading” to define the interdisciplinary body of research that explains how students learn to read and write and identifies evidence-based instructional practices.

2(k): Adds “Supplemental Instruction” to define Tier 2 instruction that strengthens core programming in areas where it does not provide sufficient instruction or practice for a particular group of students.

2(l): Adds “Structured Literacy” to define systematic, explicit instruction integrating listening, speaking, reading, and writing across the phonological, orthographic, syntactic, morphological, semantic, and discourse structures of language.

Section 3: Phased Implementation Timeframe

3(a): Establishes a July 1, 2026, start date, requiring districts to begin aligning local systems by reviewing the Dyslexia and Universal Screener Advisory List, purchasing fall screeners, identifying professional learning, and beginning a District Language and Literacy Plan.

3(b): Requires districts to submit baseline data by August 15, 2026, through the updated 626 submission process.

3(c): Requires districts to demonstrate progress on implementation milestones at six months following the effective date, and substantial completion of those milestones at nine months.

3(d): Requires full alignment and compliance within twelve months of the effective date, and no later than the 2027–2028 school year, with documentation available upon request.

Section 4: Universal Screening, Dyslexia Screening, and Diagnostic Assessment

Establishes procedures for universal screening, dyslexia screening, and diagnostic assessment to identify students with reading difficulties or at risk for poor reading outcomes and ensure timely, evidence-based responses.

4(a): Establishes universal screener criteria: an approved, brief instrument that is targeted, standardized, predictive, reliable, and valid, with nationally normed or criterion-referenced benchmarks and technically supported cut scores and risk classifications.

4(b): Establishes dyslexia screening requirements using a WDE-approved screener or coordinated screeners, clarifying screening timeframes, the use of single or multiple instruments, and that results inform instruction rather than medical, clinical, or special education eligibility determinations.

4(c): Establishes two purposes of diagnostic assessment: evaluation diagnostics to identify patterns of reading difficulty, and instructional diagnostics to guide intervention and individualized reading plans.

4(d): Establishes the Wyoming Advisory List of approved screeners and the research basis for its evaluative rubric, including the nature, causes, and consequences of reading difficulties such as dyslexia and developmental language disorder, and the importance of early identification.

4(e): Establishes an alternative review process allowing districts to request approval of screeners not on the WDE list, to be reviewed by university literacy experts and psychometricians; review does not guarantee approval.

4(f): Establishes the universal screening process districts must follow, including use of publisher-determined cut scores, use of screening data to determine the need for further diagnostic assessment, implementation of a data-based decision-making model within MTSS, and use of screening data to evaluate the effectiveness of Tier 1 core curricular programming.

Section 5: High-Quality Instructional Materials and Practices

Establishes requirements for the selection and use of high-quality, evidence-based instructional materials and practices grounded in the science of reading.

5(a): Requires districts to use high-quality instructional materials and practices that are explicit, systematic, cumulative, diagnostic, and data-driven; address the full range of foundational and language comprehension skills; are delivered with fidelity across MTSS tiers; and align with Wyoming standards.

5(b): Requires instructional materials and practices to be supported by rigorous, peer-reviewed research aligned to the science of reading, considers ESSA evidence standards, and requires effectiveness for students with characteristics of dyslexia and support for differentiated instruction, including for teacher-created materials evaluated against the state rubric.

5(d): Establishes the Wyoming Advisory List of EdReports and The Reading League as nationally vetted review organizations, and establishes district review, documentation, and improvement-planning requirements based on EdReports and Reading League determinations.

5(e): Establishes an alternative review process for curricular resources not reviewed through nationally vetted processes, requiring districts to apply current EdReports or Reading League rubrics and follow the same implementation and improvement procedures.

Section 6: Professional Development

Requires every employee providing K–12 language and literacy instruction to participate in professional development aligned to the International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading (KPS) or an equivalent evidence-based framework, and establishes role-specific hourly requirements and content.

6(a): Requires administrators and literacy leaders to complete a minimum of three hours annually (nine hours over three years) of professional development covering evaluation of evidence-based instruction, MTSS implementation, use of literacy data, implementation fidelity, coaching systems, and alignment with district literacy plans.

6(b): Requires kindergarten through grade five educators responsible for foundational literacy instruction to complete a minimum of seven hours annually (21 hours over three years) covering phonological awareness, phonics, decoding/encoding, spelling, fluency, vocabulary, comprehension, written expression, and use of assessment data.

6(c): Requires grades six through twelve English language arts educators to complete a minimum of seven hours annually (21 hours over three years) covering structured literacy foundations, background

knowledge, text structure, vocabulary, fluency, comprehension routines, and evidence-based writing instruction appropriate to adolescent readers.

6(d): Requires grades six through twelve content-area educators to complete a minimum of three hours annually (nine hours over three years) of content-area literacy professional development, including academic vocabulary, text structure, comprehension routines, and support for multilingual learners and students with disabilities.

6(e): Requires specialized literacy support educators, such as reading interventionists, special education teachers, and literacy specialists, to complete nine hours annually (27 hours over three years), aligned to grade span, setting, and role.

6(f): Requires other educators and instructional staff who support but do not directly provide literacy instruction to complete a minimum of two hours annually (six hours over three years) of literacy awareness training.

6(g): Allows districts to recognize equivalent professional learning completed within the last five years toward these requirements, with documentation maintained for verification and reporting.

6(h): Requires literacy coaching and professional development to be ongoing rather than one-time, embedded in implementation systems, and monitored for fidelity using classroom observation and student performance data.

Section 7: Corrective Action and Continuous Improvement

Establishes a collaborative, phased process between the Department and districts to identify and resolve compliance deficiencies and strengthen sustainable literacy systems.

7(a): Requires the Department to review district documentation submitted under this chapter to determine compliance with statutory requirements.

7(b): Requires the Department to notify districts found out of compliance and partner with district leadership to review deficiencies, discuss improvement strategies, and provide technical assistance.

7(c): Requires the Department to provide prescriptive technical assistance, including directed support, required improvement actions, and ongoing monitoring, if deficiencies are not resolved through initial technical assistance.

7(d): Allows a district unable to meet the requirements of Section 7 due to extraordinary circumstances to request an extension waiver from the Department, with applications due no later than 90 days prior to the start of the 2027–2028 school year.

Chapter 57

K-12 Language and Literacy Program

Section 1. Authority. These rules are promulgated by the Wyoming Department of Education under the authority of W.S. 21-3-405 governing the requirements for kindergarten through twelfth-grade language and literacy program.

Section 2. Definitions.

(a) “At risk for poor reading outcomes” means a student whose literacy performance, as evidenced by a body of evidence, including screening results, diagnostic assessment results, progress monitoring data, and instructional response, which has been thoroughly analyzed by the teacher and a school-based team, indicates that the student is unlikely to meet grade-level reading proficiency expectations without additional evidence-based literacy instruction, intervention, acceleration, or support.

(b) “Core Programming” Tier 1 Core Programming means evidence-based instructional programming that provides a comprehensive program used to teach initial and differentiated instruction in the classroom. Core reading programming typically encompasses both content (curriculum) and strategies (instruction) for teaching the included domains and skills. They provide the instructional priorities, sequence, delivery methods, and materials to articulate how to teach students so they will achieve grade-level proficiency standards."

(c) “Delivered with Fidelity” means a curriculum, instructional program, assessment, or intervention is implemented as intended by the developer or district.

(i) Program Adherence: Instruction is delivered according to the prescribed content, instructional routines, lesson sequence, and assessment procedures.

(ii) Intensity and Duration: Instruction is delivered at the frequency, duration, and intensity established by the program or district.

(iii) Monitoring: Fidelity is monitored through observation, implementation data, and student outcome measures to support continuous improvement.

(d) “Grade-level reading proficiency” means a student’s demonstrated ability to accurately and fluently read, comprehend, analyze, and respond to grade-level text through the integration of word recognition, language comprehension, vocabulary, fluency, and written expression.

(e) “Intervention Programming” Tier 3 Intervention Programming provides scientifically based, high-quality instruction and progress monitoring for students who are not yet proficient in reading. Intervention should be delivered with an intensity matched to each student’s identified needs and provided in addition to 90 or more minutes of universal Tier 1

Core Programming. Diagnostic measures should guide the focus of intervention so instruction targets the specific reading skills each student needs to strengthen. Instructional intensity can be increased through additional time, more targeted instruction, and smaller group size.

(f) "Literacy proficiency" means the ability to read, write, speak, and understand language with accuracy, automaticity, efficiency, and effective expression in order to comprehend and communicate across content areas. Literacy proficiency includes reading fluency, which consists of rate, accuracy, and expression, and the integration of vocabulary knowledge, background knowledge, language comprehension, and efficient word recognition that support proficient reading and written expression.

(g) "Progress monitoring" means the ongoing and frequent collection, analysis, and use of valid and reliable literacy data to assess student performance, measure responsiveness to instruction or intervention, quantify rates of improvement toward literacy goals, and guide instructional decision-making and intervention planning across tiers of support.

(h) "Qualifications" means the demonstrated preparation, professional learning, certification, endorsement, competency, or literacy-related training necessary for educators and instructional staff to effectively deliver evidence-based language and literacy instruction aligned to assigned roles, grade spans, and instructional responsibilities.

(i) "Significant and persistent reading difficulties" means conditions or patterns of learning that interfere with accurate, fluent, and efficient word recognition, spelling, language comprehension, or reading comprehension, including but not limited to dyslexia and developmental language disorder, as demonstrated through screening and diagnostic assessment data. Significant and persistent reading difficulties persist despite high-quality, evidence-based instruction and targeted interventions. Identification shall include ongoing progress monitoring, responsiveness to intervention within a Multi-Tiered System of Support (MTSS) framework, and multiple sources of literacy data aligned with structured literacy research.

(j) "Science of reading" means the interdisciplinary body of scientifically based research conducted over the past five decades across the world and informed by thousands of studies conducted in multiple languages. The science of reading draws from cognitive science, linguistics, developmental psychology, neuroscience, education, special education, literacy, psychology, neurology, and related fields. It explains how students learn to read and write, why some students experience reading difficulties, and identifies evidence-based instructional practices that support accurate word recognition, language comprehension, fluency, vocabulary development, and written expression for all learners.

(k) "Supplemental Instruction" Tier 2 Supplemental Instruction goes beyond that provided by the comprehensive core instructional programming because the core programming does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core programming does not provide enough instruction in vocabulary or phonics to adequately meet the needs of the majority of their students. Selection and

implementation of a supplemental program in these areas can strengthen the initial instruction and practice provided to all students.

(l) “Structured Literacy” is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speechsound system (phonology), the writing system(orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words(semantics), and the organization of spoken and written discourse.

Section 3. Phased Implementation Timeframe. This phased process supports continuous improvement, systems alignment, and accountability for compliance with this chapter.

(a) Beginning July 1, 2026, districts shall begin aligning local systems by reviewing the Dyslexia and Universal Screener Advisory List, purchasing screeners for the fall, identifying professional learning opportunities, and beginning the process to create a District Language and Literacy Plan.

(b) By August 15, 2026, districts shall submit baseline data through the updated 626 submission process.

(c) At six (6) months following the effective date, districts shall demonstrate progress on the implementation milestones. At nine (9) months, districts shall demonstrate substantial completion of those milestones.

(d) Full alignment and compliance shall be achieved within twelve (12) months of the effective date, and no later than the 2027–2028 school year. Districts shall provide documentation upon request.

Section 4. Universal Screening, Dyslexia Screening, and Diagnostic Assessment. The requirements outlined in this section establish procedures for universal screening, dyslexia screening, diagnostic assessment for both evaluative and instructional purposes, intervention planning, and literacy support systems within Wyoming school districts

(a) Universal Screener Criteria: A valid and reliable brief assessment used to identify students with reading difficulties or at risk for poor reading outcomes. Districts shall use an approved universal screening instrument to identify students with reading difficulties or at risk for poor reading outcomes. All universal screening instruments shall meet the following criteria:

(i) Brief: the screening process should be designed to take approximately ten (10) minutes at each screening period per student.

(ii) Universal screeners shall provide nationally normed or criterion-referenced benchmarks and clearly define cut scores indicating student risk to support instructional decision-making within a Multi-Tiered System of Support (MTSS).

(iii) Benchmark classifications and risk categories used to identify students with reading difficulties or at risk for poor reading outcomes shall be supported by technical evidence demonstrating that benchmark classifications are valid for the intended screening purpose. Evidence may include classification accuracy studies, outcome prediction studies, sensitivity and specificity analyses, documented cut-score derivation procedures, area under the curve (AUC), or other psychometric evidence appropriate to the intended use of the screening instrument.

(iv) Targeted: The assessment provides criterion- or indicator-referenced data based on performance against predetermined criteria. Wyoming Department of Education required screening indicators (criteria) are defined below.

(v) Standardized: The assessment is given in the same manner to all students, including questions, process, and scoring.

(vi) Predictive: The assessment has a high level of predictability of which students are most likely to reach grade-level reading skills expectations, given their current progress, and those most likely to have reading difficulties.

(vii) Reliable: The assessment is likely to yield the same result if administered several times on the same day in the same context.

(viii) Valid: The assessment measures what it is intended to measure (construct validity), corresponds well to other known valid measures (concurrent validity), and predicts with good accuracy how students are likely to perform foundational reading skills in the future (predictive validity).

(b) Dyslexia Screener. Districts shall utilize a dyslexia screener or screening process as part of the universal screening system established under this chapter to identify students who may be at risk for characteristics associated with dyslexia or developmental language disorder, including difficulties in phonological processing, decoding, accurate or fluent word recognition, spelling, oral language, language comprehension, vocabulary, syntax, and reading fluency.

(i) Dyslexia and developmental language disorder (DLD) screening shall be a brief, valid, and reliable screening process.

(A) The instrument can be administered by trained school-based personnel within the screening timeframes for brief assessments: approximately 10 minutes for

word-recognition/dyslexia screening, approximately 10 minutes for language-comprehension DLD screening, or approximately 20 minutes for integrated screening systems that assess both constructs.

(B) The administration of a literacy screener shall prioritize obtaining valid and reliable information about a student's literacy performance and instructional needs. Screening procedures shall allow for consideration of individual student characteristics and needs when additional time is necessary to obtain an accurate measure of literacy skills.

(ii) A dyslexia screening requirement may be satisfied through a screening system consisting of one instrument or multiple coordinated instruments that collectively provide evidence related to dyslexia-associated risk, developmental language disorder (DLD)-associated risk, or both, consistent with the statutory definition of reading difficulties.

(iii) Screening results shall not constitute a medical diagnosis, clinical diagnosis, or eligibility determination for special education services. Screening results shall be used to inform instructional decision-making, diagnostic assessment, intervention planning, and progress monitoring.

(c) Diagnostic Assessment, Screeners, and Surveys. Diagnostic assessments may serve one or both of the following purposes:

(i) Evaluation Diagnostic Assessment. A valid and reliable assessment used to evaluate specific areas of language and literacy, identify patterns of reading difficulty, and support educational decision-making regarding student need.

(ii) Instructional Diagnostic Assessment. A specialized assessment, survey, inventory, error-analysis procedure, skills profile, or instructional diagnostic tool used to identify specific literacy skills requiring instruction, intervention, or progress monitoring and to inform individualized reading plans and evidence-based language and literacy instruction. Instructional diagnostic assessments are not required to demonstrate psychometric properties equivalent to standardized norm-referenced assessments when their primary purpose is instructional planning rather than classification, identification, or eligibility determination.

(d) Wyoming Advisory List. The Wyoming Advisory List establishes a list of approved screeners. An evaluative rubric was developed to assess and approve screeners. The rubric is based on the following research and criteria:

(i) Reading difficulties may interfere with accurate and fluent word recognition, spelling, language comprehension, or reading comprehension and include, but are not limited to, dyslexia and developmental language disorder (DLD).

(ii) Dyslexia is a specific learning disability characterized by difficulties in word reading or spelling that involve accuracy, speed, or both and vary depending on the orthography. Skilled reading depends upon the integration of accurate and fluent word recognition and language comprehension and difficulties in either domain affect literacy development.

(iii) These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. Students may demonstrate differing patterns and levels of need and may require varying levels of support across language and literacy domains.

(iv) The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Reading difficulties arise from multiple interacting influences and should consider a range of factors when identifying and supporting students experiencing language and literacy difficulties.

(v) Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. The relationship among oral language development, language comprehension, word recognition, and literacy acquisition should inform the selection of screeners, assessments, instruction, and intervention.

(vi) Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Language and literacy difficulties may affect academic performance, written expression, communication, and broader educational outcomes across time.

(vii) Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective. Early language and literacy development is important and effective teaching strategies prioritize early identification and support for students experiencing language and literacy difficulties.

(e) Alternative Review Process. Districts seeking approval to utilize alternative universal screeners not included on the Wyoming Department of Education-approved screener list shall utilize a standardized review process established by the Wyoming Department of Education. Review does not guarantee approval.

(i) Alternative screener requests shall be reviewed through a Wyoming Department of Education review rubric and process that includes national university professors with expertise in language and literacy, and psychometricians responsible for reviewing vendor technical reports, validity studies, reliability measures, classification accuracy, and screening performance data.

(ii) Screening review criteria shall include evaluation of technical adequacy, psychometric quality, alignment to statutory and rule requirements, identification of foundational literacy skills, and alignment to evidence-based language and literacy instruction grounded in the science of reading.

(f) Screening Process: Districts shall use universal screening to determine the performance of all students on early reading predictive skills. This will provide data that informs decisions regarding diagnostic and further assessment that could lead to instruction and intervention.

(i) Districts shall use cut scores as determined by the publisher of the screening tool to identify and report levels of risk. On an early reading screening assessment, cut scores will describe the likelihood of a student developing or not developing adequate foundational reading skills.

(ii) Districts shall use the screening data to determine the need for further diagnostic assessment per individual student results.

(iii) Districts shall implement, as part of their Multi-Tiered System of Support, which includes required screening, a Data-Based Decision-Making model to determine student need.

(iv) Districts shall collect and analyze data throughout the assessment and intervention process including implementing a progress monitoring protocol with fidelity.

(A) Districts shall use data to inform decision-making regarding early foundational reading skills core curriculum, implementation, intervention intensity, frequency, content, implementation fidelity, and the need for further diagnostic assessments.

(B) Districts shall use screening data to evaluate the effectiveness of comprehensive Tier 1 Core curricular resources and instruction used with all students at a particular grade level.

(i) Screener results are indicators of curricular programming effectiveness. A Tier 1 Core curricular programming is effective in content and instruction if at least 80% of students benefit from it and do not require further intervention.

(ii) If a universal early reading screener finds more than 20% of students to be in the “at risk” or “high risk” category, districts shall evaluate the effectiveness of curricular programming, including student outcome data, the content and implementation of the Tier 1 Core curricular programming, fidelity of implementation, pacing, intensity, frequency, structure, and differentiation.

Section 5. High-Quality Instructional Materials and Practices

(a) Requirements for High-Quality Instructional Materials and Practices.

(i) Districts shall use high-quality instructional materials and practices that are grounded in the science of reading and evidence-based language and literacy instruction.

(A) Instruction shall be explicit, systematic, cumulative, diagnostic, and data-driven.

(B) Instruction shall address phonemic awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, semantics, decoding, and encoding.

(C) Instruction shall be delivered with fidelity across Tier I, Tier II, and Tier III within a Multi-Tiered System of Support.

(D) Instructional materials shall provide coherent scope and sequence structures for foundational skills instruction.

(E) Instructional materials shall include direct instruction, guided practice, independent practice, cumulative review, and ongoing assessment.

(F) Instructional materials and practices shall align with Wyoming standards and grade-level expectations.

(G) High-quality instructional materials and practices shall support reading, writing, speaking, and listening in an integrated manner.

(b) Emphasis on Evidence-Based Selection and Research Alignment.

(i) Instructional materials and practices shall be supported by rigorous, peer-reviewed research grounded in the science of reading research.

(ii) ESSA evidence standards and effect sizes shall be considered when evaluating instructional materials and practices.

(iii) Instructional materials shall demonstrate effectiveness for students with characteristics of dyslexia.

(iv) Instructional materials shall support instructional decision-making and responsiveness to student progress.

(vi) Districts shall have processes to evaluate current instructional materials and practices against state-established criteria.

(vii) Instructional materials and practices shall support differentiated instruction and responsiveness to student need.

(viii) Teacher-created instructional materials shall meet evidence-based criteria when reviewed using the state evaluation rubric and criteria.

(ix) Content-area teachers at the secondary level shall apply evidence-aligned instructional literacy practices within Core instruction.

(x) Secondary intervention approaches shall include evidence-based instructional practices aligned with the science of reading.

(c) Wyoming Advisory List. The Wyoming Advisory List consists of EdReports and The Reading League, nationally vetted review and research organizations that support local High-Quality Instructional Materials and Practices review, decision-making, and alignment with evidence-based language and literacy instruction and practices. Districts shall use the most current nationally vetted review rubrics from EdReports and The Reading League Compass when evaluating instructional materials and practices for alignment with evidence-based language and literacy instruction and practices.

(i) Districts may utilize EdReports review determinations as part of the local instructional materials review process. Instructional materials identified by EdReports as “Meets Expectations” are approved and do not require further action related to instructional materials alignment. The district shall document the determination within the DLLP.

(A) Districts utilizing instructional materials identified by EdReports as “Partially Meets Expectations” shall review the applicable gateways, indicators, and evidence reports to identify areas requiring supplemental supports, implementation adjustments, professional learning, and additional evidence-aligned instructional resources and shall include the necessary action steps within the DLLP.

(B) Districts utilizing instructional materials identified by EdReports as “Does Not Meet Expectations” shall engage in the curricular resource review and adoption process and submit an implementation plan to the Department outlining the steps and timeline for transition.

(ii) Districts may utilize The Reading League’s Curriculum Evaluation Guidelines (CEGs) and Curriculum Navigation Reports (CNRs) as part of the local instructional materials review process. Reviews will include analysis of evidence-aligned instructional practices grounded in the science of reading, including word recognition, language comprehension, reading comprehension, writing, and assessment, and identification of instructional “red flag” practices that may interfere with the development of skilled reading.

(A) Districts utilizing instructional materials and resources identified as evidence-aligned are approved, and no further action related to instructional materials alignment is required. The district shall document the determination within the DLLP.

(B) Districts utilizing instructional materials and resources identified as partially aligned or containing identified “red flag” practices shall review the applicable evidence reports and findings to identify areas requiring supplemental supports, implementation adjustments, professional learning, removal of identified “red flag” practices, and additional

evidence-aligned instructional resources and shall include the necessary action steps within the DLLP.

(C) Districts utilizing curricular resources identified as “Misaligned” shall engage in a curricular resource review and adoption process and shall submit an implementation plan to the Department outlining the steps and timeline for transition and implementation.

(d) Alternative Review.

(i) Districts utilizing curricular resources that have not been reviewed through nationally vetted review processes shall utilize the EdReports most current rubrics or the Reading League’s most current Curriculum Evaluation Guideline Rubrics to complete a local review process and shall follow the same implementation and improvement procedures outlined in this section.

(ii) Districts utilizing the alternative review process shall follow the implementation and documentation procedures established in subsection (d) of this section, including identification of areas requiring supplementation, implementation supports, professional learning, intervention resources, or instructional adjustments necessary to ensure alignment with statutory requirements and evidence-based instructional practices.

Section 6: Professional Development: Each school district shall require every employee providing language and literacy instruction in grades kindergarten through grade twelve to participate in professional development aligned to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading (KPS) or an equivalent evidence-based, nationally recognized framework. Such professional development shall support the implementation of evidence-based literacy instruction and intervention and the identification of signs of reading difficulties, including dyslexia, developmental language disorder, and other reading deficiencies.

(a) Administrator and Literacy Leadership Professional Development.

(i) Grades six through twelve educators who are primarily responsible for teaching English language arts as their core content area shall complete a minimum of seven (7) hours annually, totaling twenty-one (21) hours over three (3) years, of job-embedded, practice-based, and ongoing literacy-related professional development focused on the effective implementation of evidence-based language and literacy instruction grounded in the science of reading and structured literacy.

(ii) Administrators responsible for instructional leadership, educator evaluation, district literacy coordination, curriculum leadership, or schoolwide literacy implementation shall complete a minimum of three (3) hours annually, totaling nine (9) hours

over three (3) years, of literacy-related professional development aligned to assigned responsibilities.

(iii) Professional development for administrators and literacy leaders shall include:

- (A) Observing and evaluating evidence-based literacy instruction;
- (B) Supporting implementation of Multi-Tiered Systems of Support (MTSS);
- (C) Using schoolwide literacy and assessment data to guide instructional decision-making;
- (D) Supporting implementation fidelity of district language and literacy systems;
- (E) Supporting coaching and job-embedded professional learning systems; and
- (F) Aligning literacy implementation to district language and literacy plans.

(b) Kindergarten through Grade Five Educators.

(i) Elementary educators who are primarily responsible for foundational literacy instruction in kindergarten through grade five shall complete a minimum of seven (7) hours annually, for a total of twenty-one (21) hours over three (3) years, of job-embedded, practice-based, and ongoing professional development in evidence-based language and literacy instruction grounded in the science of reading.

(ii) Professional development shall include effective implementation of structured literacy practices as appropriate for language and literacy development, addressing:

- (A) Phonological and phonemic awareness;
- (B) Phonics and sound-symbol correspondence;
- (C) Decoding and encoding;
- (D) Spelling and orthographic mapping;
- (E) Fluency, including accuracy, rate, and expression;
- (F) Vocabulary and oral language development;
- (G) Background knowledge;
- (H) Reading and Language comprehension;

- (I) Written expression; and
- (J) Use of assessment data to inform instruction and intervention.

(c) Grades Six Through Twelve English Language Arts Educators.

(i) Grades six through twelve educators who are primarily responsible for teaching English language arts as their core content area shall complete a minimum of seven (7) hours annually, totaling twenty-one (21) hours over three (3) years, of job-embedded, practice-based, and ongoing literacy-related professional development focused on the effective implementation of evidence-based language and literacy instruction grounded in the science of reading and structured literacy.

(ii) Professional development shall be appropriate to adolescent literacy development and shall include:

(A) Foundations of structured literacy and the science of reading as applied to grades six through twelve;

(B) Creating a structured literacy classroom environment that supports explicit, systematic, and cumulative instruction;

(C) Activating and building background knowledge;

(D) Teaching text structure and setting a clear purpose for reading;

(E) Explicit vocabulary instruction, including morphology, semantics, and multi-contextual word learning;

(F) Fluency practices appropriate for adolescent readers, including accuracy, rate, expression, and repeated reading of meaningful text;

(G) Comprehension routines, including gist statements, think-alouds, annotation, and discussion of complex text;

(H) Incidental vocabulary instruction during reading;

(I) Extended academic discussion to deepen comprehension, vocabulary, and knowledge-building;

(J) Short constructed response and written expression connected to text;

(K) Explicit writing instruction, including planning, organization, elaboration, revision, and self-regulated writing strategies; and

(L) Use of literacy assessment and student work data to inform instruction, intervention, and instructional decision-making.

(d) Grades Six Through Twelve Content-Area Literacy Educators.

(i) Educators in grades six through twelve who teach core academic or career and technical content but are not primarily responsible for English language arts instruction shall complete a minimum of three (3) hours annually, totaling (9) hours over three (3) years, of job-embedded or practice-based professional development in content-area literacy.

(ii) Professional development for educators described in subsection (e)(i) shall focus on helping students access complex disciplinary texts and communicate understanding.

(iii) Professional development for educators described in subsection (e)(i) shall include:

- (A) Building and activating background knowledge;
- (B) Explicit academic and discipline-specific vocabulary instruction;
- (C) Morphology and word-learning strategies appropriate to the content area;
- (D) Text structure and features of informational, technical, historical, scientific, and discipline-specific texts;
- (E) Reading comprehension routines for complex text;
- (F) Discussion, oral language, and reasoning within the discipline;
- (G) Short written responses, explanation, argumentation, and evidence-based writing;
- (H) Supporting students with reading difficulties, Multilingual learners, and students with disabilities in content-area learning; and
- (I) Using formative data and student work to adjust instruction.

(e) Specialized Literacy Support Educators.

(i) Educators who provide specialized language, literacy, reading, or intervention services, including but not limited to multilingual teachers, special education teachers, reading interventionists, Title I teachers, dyslexia interventionists, literacy specialists, and instructional coaches, shall complete professional development aligned to the grade span served, instructional setting, and literacy-related responsibilities of the educator's assignment.

(ii) Specialized literacy support educators serving students in kindergarten through grade five and providing foundational literacy instruction or intervention shall complete a minimum of nine (9) hours annually, totaling twenty-seven (27) hours over three (3) years.

(iii) Specialized literacy support educators serving students in grades six through twelve and providing English language arts instruction, reading intervention, special education literacy instruction, English learner language and literacy support, or other direct literacy intervention shall complete a minimum of nine (9) hours annually, totaling twenty-seven (27) hours over three (3) years.

(iv) Educators serving multiple grade spans or carrying more than one literacy-related role shall complete the professional development requirement associated with the role or grade span carrying the greater responsibility for direct literacy instruction or intervention.

(f) Literacy Awareness Professional Development.

(i) Educators and instructional staff who support students but are not responsible for direct language, literacy, reading, writing, or content-area literacy instruction shall complete a minimum of two (2) hours annually, totaling six (6) hours over three (3) years, of role-specific professional development focused on literacy awareness and support for implementation of the district language and literacy plan.

(ii) Professional development for educators and instructional staff described in subsection (d)(i) shall include:

(A) Basic understanding of the district language and literacy plan;

(B) Awareness of reading difficulties, dyslexia, and developmental language disorder;

(C) Appropriate ways to support oral language, vocabulary, listening comprehension, and student engagement within their role;

(D) Understanding when and how to communicate literacy-related concerns to appropriate instructional staff; and

(E) Avoiding practices inconsistent with evidence-based language and literacy instruction.

(g) Equivalent Professional Learning.

(i) Districts may recognize previously completed equivalent professional learning toward meeting the requirements of this section, provided this training has been within the last five years and the professional learning aligns with evidence-based literacy instruction grounded in the science of reading.

(ii) Educators shall participate in evidence-aligned professional learning necessary to extend their knowledge and implementation of evidence-based literacy practices.

(iii) Districts shall maintain documentation of completed equivalent professional learning, including certificates of completion, transcripts, or professional learning records, for local verification and reporting purposes.

(h) Literacy Coaching and Professional Development

(i) Professional development shall be ongoing rather than isolated or one-time training and shall support observable changes in instructional practice.

(ii) The district shall ensure that literacy coaching is ongoing, implemented with fidelity, embedded within literacy implementation systems, and includes classroom application, modeling, implementation support, and opportunities for instructional adjustment.

(iii) Districts may utilize literacy leaders, instructional coaches, literacy specialists, high-performing teachers, or other qualified personnel to provide job-embedded implementation support and coaching.

(iv) Professional development providers, trainers, consultants, and coaches supporting district literacy implementation must demonstrate experience and expertise in evidence-based language and literacy instruction.

(v) Districts shall monitor implementation fidelity of professional learning systems using classroom observation data and student performance data to evaluate professional learning effectiveness.

Section 7: Corrective Action and Continuous Improvement: This process emphasizes continuous improvement and a collaborative partnership between the Department and districts to strengthen sustainable language and literacy systems that enhance student outcomes.

(a) The Department shall review documentation submitted pursuant to the requirements of this chapter to determine compliance with statutory requirements.

(b) The Department shall notify districts determined to be out of compliance and shall partner with district leadership to review identified deficiencies, discuss improvement strategies, and provide technical assistance to support timely correction and continuous improvement.

(c) If identified deficiencies are not resolved through technical assistance, the Department shall provide prescriptive technical assistance that includes directed support, required improvement actions, and ongoing monitoring, and require additional corrective actions necessary to ensure alignment with statutory requirements.

(d) If a District is unable to meet the requirements of Section 7 due to extraordinary circumstances, it may request an extension waiver from the Department. Waiver applications must be submitted no later than 90 days prior to the start of the 2027-2028 school year.

Chapter 57

K-12 Language and Literacy Program

Section 1. Authority. These rules are promulgated by the Wyoming Department of Education under the authority of W.S. 21-3-405 governing the requirements for kindergarten through twelfth-grade language and literacy program.

Section 2. Definitions.

(a) “At risk for poor reading outcomes” means a student whose literacy performance, as evidenced by a body of evidence, including screening results, diagnostic assessment results, progress monitoring data, and instructional response, which has been thoroughly analyzed by the teacher and a school-based team, indicates that the student is unlikely to meet grade-level reading proficiency expectations without additional evidence-based literacy instruction, intervention, acceleration, or support.

(b) “Core Programming” Tier 1 Core Programming means evidence-based instructional programming that provides a comprehensive program used to teach initial and differentiated instruction in the classroom. Core reading programming typically encompasses both content (curriculum) and strategies (instruction) for teaching the included domains and skills. They provide the instructional priorities, sequence, delivery methods, and materials to articulate how to teach students so they will achieve grade-level proficiency standards.”

(c) “Delivered with Fidelity” means a curriculum, instructional program, assessment, or intervention is implemented as intended by the developer or district.

(i) Program Adherence: Instruction is delivered according to the prescribed content, instructional routines, lesson sequence, and assessment procedures.

(ii) Intensity and Duration: Instruction is delivered at the frequency, duration, and intensity established by the program or district.

(iii) Monitoring: Fidelity is monitored through observation, implementation data, and student outcome measures to support continuous improvement.

(d) “Grade-level reading proficiency” means a student’s demonstrated ability to accurately and fluently read, comprehend, analyze, and respond to grade-level text through the integration of word recognition, language comprehension, vocabulary, fluency, and written expression.

(e) “Intervention Programming” Tier 3 Intervention Programming provides scientifically based, high-quality instruction and progress monitoring for students who are not yet proficient in reading. Intervention should be delivered with an intensity matched to each student’s identified needs and provided in addition to 90 or more minutes of universal Tier 1

Core Programming. Diagnostic measures should guide the focus of intervention so instruction targets the specific reading skills each student needs to strengthen. Instructional intensity can be increased through additional time, more targeted instruction, and smaller group size.

(f) "Literacy proficiency" means the ability to read, write, speak, and understand language with accuracy, automaticity, efficiency, and effective expression in order to comprehend and communicate across content areas. Literacy proficiency includes reading fluency, which consists of rate, accuracy, and expression, and the integration of vocabulary knowledge, background knowledge, language comprehension, and efficient word recognition that support proficient reading and written expression.

(g) "Progress monitoring" means the ongoing and frequent collection, analysis, and use of valid and reliable literacy data to assess student performance, measure responsiveness to instruction or intervention, quantify rates of improvement toward literacy goals, and guide instructional decision-making and intervention planning across tiers of support.

(h) "Qualifications" means the demonstrated preparation, professional learning, certification, endorsement, competency, or literacy-related training necessary for educators and instructional staff to effectively deliver evidence-based language and literacy instruction aligned to assigned roles, grade spans, and instructional responsibilities.

(i) "Significant and persistent reading difficulties" means conditions or patterns of learning that interfere with accurate, fluent, and efficient word recognition, spelling, language comprehension, or reading comprehension, including but not limited to dyslexia and developmental language disorder, as demonstrated through screening and diagnostic assessment data. Significant and persistent reading difficulties persist despite high-quality, evidence-based instruction and targeted interventions. Identification shall include ongoing progress monitoring, responsiveness to intervention within a Multi-Tiered System of Support (MTSS) framework, and multiple sources of literacy data aligned with structured literacy research.

(j) "Science of reading" means the interdisciplinary body of scientifically based research conducted over the past five decades across the world and informed by thousands of studies conducted in multiple languages. The science of reading draws from cognitive science, linguistics, developmental psychology, neuroscience, education, special education, literacy, psychology, neurology, and related fields. It explains how students learn to read and write, why some students experience reading difficulties, and identifies evidence-based instructional practices that support accurate word recognition, language comprehension, fluency, vocabulary development, and written expression for all learners.

(k) "Supplemental Instruction" Tier 2 Supplemental Instruction goes beyond that provided by the comprehensive core instructional programming because the core programming does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core programming does not provide enough instruction in vocabulary or phonics to adequately meet the needs of the majority of their students. Selection and

implementation of a supplemental program in these areas can strengthen the initial instruction and practice provided to all students.

(l) “Structured Literacy” is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speechsound system (phonology), the writing system(orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words(semantics), and the organization of spoken and written discourse.

Section 3. Phased Implementation Timeframe. This phased process supports continuous improvement, systems alignment, and accountability for compliance with this chapter.

(a) Beginning July 1, 2026, districts shall begin aligning local systems by reviewing the Dyslexia and Universal Screener Advisory List, purchasing screeners for the fall, identifying professional learning opportunities, and beginning the process to create a District Language and Literacy Plan.

(b) By August 15, 2026, districts shall submit baseline data through the updated 626 submission process.

(c) At six (6) months following the effective date, districts shall demonstrate progress on the implementation milestones. At nine (9) months, districts shall demonstrate substantial completion of those milestones.

(d) Full alignment and compliance shall be achieved within twelve (12) months of the effective date, and no later than the 2027–2028 school year. Districts shall provide documentation upon request.

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Section 4. Universal Screening, Dyslexia Screening, and Diagnostic Assessment. The requirements outlined in this section establish procedures for universal screening, dyslexia screening, diagnostic assessment for both evaluative and instructional purposes, intervention planning, and literacy support systems within Wyoming school districts

(a) Universal Screener Criteria: A valid and reliable brief assessment used to identify students with reading difficulties or at risk for poor reading outcomes. Districts shall use an approved universal screening instrument to identify students with reading difficulties or at risk for poor reading outcomes. All universal screening instruments shall meet the following criteria:

(i) Brief: the screening process should be designed to take approximately ten (10) minutes at each screening period per student.

(ii) Universal screeners shall provide nationally normed or criterion-referenced benchmarks and clearly define cut scores indicating student risk to support instructional decision-making within a Multi-Tiered System of Support (MTSS).

(iii) Benchmark classifications and risk categories used to identify students with reading difficulties or at risk for poor reading outcomes shall be supported by technical evidence demonstrating that benchmark classifications are valid for the intended screening purpose. Evidence may include classification accuracy studies, outcome prediction studies, sensitivity and specificity analyses, documented cut-score derivation procedures, area under the curve (AUC), or other psychometric evidence appropriate to the intended use of the screening instrument.

(iv) Targeted: The assessment provides criterion- or indicator-referenced data based on performance against predetermined criteria. Wyoming Department of Education required screening indicators (criteria) are defined below.

(v) Standardized: The assessment is given in the same manner to all students, including questions, process, and scoring.

(vi) Predictive: The assessment has a high level of predictability of which students are most likely to reach grade-level reading skills expectations, given their current progress, and those most likely to have reading difficulties.

(vii) Reliable: The assessment is likely to yield the same result if administered several times on the same day in the same context.

(viii) Valid: The assessment measures what it is intended to measure (construct validity), corresponds well to other known valid measures (concurrent validity), and predicts with good accuracy how students are likely to perform foundational reading skills in the future (predictive validity).

(b) Dyslexia Screener. Districts shall utilize a dyslexia screener or screening process as part of the universal screening system established under this chapter to identify students who may be at risk for characteristics associated with dyslexia or developmental language disorder, including difficulties in phonological processing, decoding, accurate or fluent word recognition, spelling, oral language, language comprehension, vocabulary, syntax, and reading fluency.

(i) Dyslexia and developmental language disorder (DLD) screening shall be a brief, valid, and reliable screening process.

(A) The instrument can be administered by trained school-based personnel within the screening timeframes for brief assessments: approximately 10 minutes for

word-recognition/dyslexia screening, approximately 10 minutes for language-comprehension DLD screening, or approximately 20 minutes for integrated screening systems that assess both constructs.

(B) The administration of a literacy screener shall prioritize obtaining valid and reliable information about a student's literacy performance and instructional needs. Screening procedures shall allow for consideration of individual student characteristics and needs when additional time is necessary to obtain an accurate measure of literacy skills.

(ii) A dyslexia screening requirement may be satisfied through a screening system consisting of one instrument or multiple coordinated instruments that collectively provide evidence related to dyslexia-associated risk, developmental language disorder (DLD)-associated risk, or both, consistent with the statutory definition of reading difficulties.

(iii) Screening results shall not constitute a medical diagnosis, clinical diagnosis, or eligibility determination for special education services. Screening results shall be used to inform instructional decision-making, diagnostic assessment, intervention planning, and progress monitoring.

(c) Diagnostic Assessment, Screeners, and Surveys. Diagnostic assessments may serve one or both of the following purposes:

(i) Evaluation Diagnostic Assessment. A valid and reliable assessment used to evaluate specific areas of language and literacy, identify patterns of reading difficulty, and support educational decision-making regarding student need.

(ii) Instructional Diagnostic Assessment. A specialized assessment, survey, inventory, error-analysis procedure, skills profile, or instructional diagnostic tool used to identify specific literacy skills requiring instruction, intervention, or progress monitoring and to inform individualized reading plans and evidence-based language and literacy instruction. Instructional diagnostic assessments are not required to demonstrate psychometric properties equivalent to standardized norm-referenced assessments when their primary purpose is instructional planning rather than classification, identification, or eligibility determination.

(d) Wyoming Advisory List. The Wyoming Advisory List establishes a list of approved screeners. An evaluative rubric was developed to assess and approve screeners. The rubric is based on the following research and criteria:

(i) Reading difficulties may interfere with accurate and fluent word recognition, spelling, language comprehension, or reading comprehension and include, but are not limited to, dyslexia and developmental language disorder (DLD).

(ii) Dyslexia is a specific learning disability characterized by difficulties in word reading or spelling that involve accuracy, speed, or both and vary depending on the orthography. Skilled reading depends upon the integration of accurate and fluent word recognition and language comprehension and difficulties in either domain affect literacy development.

(iii) These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. Students may demonstrate differing patterns and levels of need and may require varying levels of support across language and literacy domains.

(iv) The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Reading difficulties arise from multiple interacting influences and should consider a range of factors when identifying and supporting students experiencing language and literacy difficulties.

(v) Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. The relationship among oral language development, language comprehension, word recognition, and literacy acquisition should inform the selection of screeners, assessments, instruction, and intervention.

(vi) Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Language and literacy difficulties may affect academic performance, written expression, communication, and broader educational outcomes across time.

(vii) Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective. Early language and literacy development is important and effective teaching strategies prioritize early identification and support for students experiencing language and literacy difficulties.

(e) Alternative Review Process. Districts seeking approval to utilize alternative universal screeners not included on the Wyoming Department of Education-approved screener list shall utilize a standardized review process established by the Wyoming Department of Education. Review does not guarantee approval.

(i) Alternative screener requests shall be reviewed through a Wyoming Department of Education review rubric and process that includes national university professors with expertise in language and literacy, and psychometricians responsible for reviewing vendor technical reports, validity studies, reliability measures, classification accuracy, and screening performance data.

(ii) Screening review criteria shall include evaluation of technical adequacy, psychometric quality, alignment to statutory and rule requirements, identification of foundational literacy skills, and alignment to evidence-based language and literacy instruction grounded in the science of reading.

(f) Screening Process: Districts shall use universal screening to determine the performance of all students on early reading predictive skills. This will provide data that informs decisions regarding diagnostic and further assessment that could lead to instruction and intervention.

(i) Districts shall use cut scores as determined by the publisher of the screening tool to identify and report levels of risk. On an early reading screening assessment, cut scores will describe the likelihood of a student developing or not developing adequate foundational reading skills.

(ii) Districts shall use the screening data to determine the need for further diagnostic assessment per individual student results.

(iii) Districts shall implement, as part of their Multi-Tiered System of Support, which includes required screening, a Data-Based Decision-Making model to determine student need.

(iv) Districts shall collect and analyze data throughout the assessment and intervention process including implementing a progress monitoring protocol with fidelity.

(A) Districts shall use data to inform decision-making regarding early foundational reading skills core curriculum, implementation, intervention intensity, frequency, content, implementation fidelity, and the need for further diagnostic assessments.

(B) Districts shall use screening data to evaluate the effectiveness of comprehensive Tier 1 Core curricular resources and instruction used with all students at a particular grade level.

(i) Screener results are indicators of curricular programming effectiveness. A Tier 1 Core curricular programming is effective in content and instruction if at least 80% of students benefit from it and do not require further intervention.

(ii) If a universal early reading screener finds more than 20% of students to be in the “at risk” or “high risk” category, districts shall evaluate the effectiveness of curricular programming, including student outcome data, the content and implementation of the Tier 1 Core curricular programming, fidelity of implementation, pacing, intensity, frequency, structure, and differentiation.

Section 5. High-Quality Instructional Materials and Practices

(a) Requirements for High-Quality Instructional Materials and Practices.

(i) Districts shall use high-quality instructional materials and practices that are grounded in the science of reading and evidence-based language and literacy instruction.

(A) Instruction shall be explicit, systematic, cumulative, diagnostic, and data-driven.

(B) Instruction shall address phonemic awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, semantics, decoding, and encoding.

(C) Instruction shall be delivered with fidelity across Tier I, Tier II, and Tier III within a Multi-Tiered System of Support.

(D) Instructional materials shall provide coherent scope and sequence structures for foundational skills instruction.

(E) Instructional materials shall include direct instruction, guided practice, independent practice, cumulative review, and ongoing assessment.

(F) Instructional materials and practices shall align with Wyoming standards and grade-level expectations.

(G) High-quality instructional materials and practices shall support reading, writing, speaking, and listening in an integrated manner.

(b) Emphasis on Evidence-Based Selection and Research Alignment.

(i) Instructional materials and practices shall be supported by rigorous, peer-reviewed research grounded in the science of reading research.

(ii) ESSA evidence standards and effect sizes shall be considered when evaluating instructional materials and practices.

(iii) Instructional materials shall demonstrate effectiveness for students with characteristics of dyslexia.

(iv) Instructional materials shall support instructional decision-making and responsiveness to student progress.

(vi) Districts shall have processes to evaluate current instructional materials and practices against state-established criteria.

(vii) Instructional materials and practices shall support differentiated instruction and responsiveness to student need.

(viii) Teacher-created instructional materials shall meet evidence-based criteria when reviewed using the state evaluation rubric and criteria.

(ix) Content-area teachers at the secondary level shall apply evidence-aligned instructional literacy practices within Core instruction.

(x) Secondary intervention approaches shall include evidence-based instructional practices aligned with the science of reading.

(c) Wyoming Advisory List. The Wyoming Advisory List consists of EdReports and The Reading League, nationally vetted review and research organizations that support local High-Quality Instructional Materials and Practices review, decision-making, and alignment with evidence-based language and literacy instruction and practices. Districts shall use the most current nationally vetted review rubrics from EdReports and The Reading League Compass when evaluating instructional materials and practices for alignment with evidence-based language and literacy instruction and practices.

(i) Districts may utilize EdReports review determinations as part of the local instructional materials review process. Instructional materials identified by EdReports as “Meets Expectations” are approved and do not require further action related to instructional materials alignment. The district shall document the determination within the DLLP.

(A) Districts utilizing instructional materials identified by EdReports as “Partially Meets Expectations” shall review the applicable gateways, indicators, and evidence reports to identify areas requiring supplemental supports, implementation adjustments, professional learning, and additional evidence-aligned instructional resources and shall include the necessary action steps within the DLLP.

(B) Districts utilizing instructional materials identified by EdReports as “Does Not Meet Expectations” shall engage in the curricular resource review and adoption process and submit an implementation plan to the Department outlining the steps and timeline for transition.

(ii) Districts may utilize The Reading League’s Curriculum Evaluation Guidelines (CEGs) and Curriculum Navigation Reports (CNRs) as part of the local instructional materials review process. Reviews will include analysis of evidence-aligned instructional practices grounded in the science of reading, including word recognition, language comprehension, reading comprehension, writing, and assessment, and identification of instructional “red flag” practices that may interfere with the development of skilled reading.

(A) Districts utilizing instructional materials and resources identified as evidence-aligned are approved, and no further action related to instructional materials alignment is required. The district shall document the determination within the DLLP.

(B) Districts utilizing instructional materials and resources identified as partially aligned or containing identified “red flag” practices shall review the applicable evidence reports and findings to identify areas requiring supplemental supports, implementation adjustments, professional learning, removal of identified “red flag” practices, and additional

evidence-aligned instructional resources and shall include the necessary action steps within the DLLP.

(C) Districts utilizing curricular resources identified as “Misaligned” shall engage in a curricular resource review and adoption process and shall submit an implementation plan to the Department outlining the steps and timeline for transition and implementation.

(d) Alternative Review.

(i) Districts utilizing curricular resources that have not been reviewed through nationally vetted review processes shall utilize the EdReports most current rubrics or the Reading League’s most current Curriculum Evaluation Guideline Rubrics to complete a local review process and shall follow the same implementation and improvement procedures outlined in this section.

(ii) Districts utilizing the alternative review process shall follow the implementation and documentation procedures established in subsection (d) of this section, including identification of areas requiring supplementation, implementation supports, professional learning, intervention resources, or instructional adjustments necessary to ensure alignment with statutory requirements and evidence-based instructional practices.

Section 6: Professional Development: Each school district shall require every employee providing language and literacy instruction in grades kindergarten through grade twelve to participate in professional development aligned to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading (KPS) or an equivalent evidence-based, nationally recognized framework. Such professional development shall support the implementation of evidence-based literacy instruction and intervention and the identification of signs of reading difficulties, including dyslexia, developmental language disorder, and other reading deficiencies.

(a) Administrator and Literacy Leadership Professional Development.

(i) Grades six through twelve educators who are primarily responsible for teaching English language arts as their core content area shall complete a minimum of seven (7) hours annually, totaling twenty-one (21) hours over three (3) years, of job-embedded, practice-based, and ongoing literacy-related professional development focused on the effective implementation of evidence-based language and literacy instruction grounded in the science of reading and structured literacy.

(ii) Administrators responsible for instructional leadership, educator evaluation, district literacy coordination, curriculum leadership, or schoolwide literacy implementation shall complete a minimum of three (3) hours annually, totaling nine (9) hours

over three (3) years, of literacy-related professional development aligned to assigned responsibilities.

(iii) Professional development for administrators and literacy leaders shall include:

- (A) Observing and evaluating evidence-based literacy instruction;
- (B) Supporting implementation of Multi-Tiered Systems of Support (MTSS);
- (C) Using schoolwide literacy and assessment data to guide instructional decision-making;
- (D) Supporting implementation fidelity of district language and literacy systems;
- (E) Supporting coaching and job-embedded professional learning systems; and
- (F) Aligning literacy implementation to district language and literacy plans.

(b) Kindergarten through Grade Five Educators.

(i) Elementary educators who are primarily responsible for foundational literacy instruction in kindergarten through grade five shall complete a minimum of seven (7) hours annually, for a total of twenty-one (21) hours over three (3) years, of job-embedded, practice-based, and ongoing professional development in evidence-based language and literacy instruction grounded in the science of reading.

(ii) Professional development shall include effective implementation of structured literacy practices as appropriate for language and literacy development, addressing:

- (A) Phonological and phonemic awareness;
- (B) Phonics and sound-symbol correspondence;
- (C) Decoding and encoding;
- (D) Spelling and orthographic mapping;
- (E) Fluency, including accuracy, rate, and expression;
- (F) Vocabulary and oral language development;
- (G) Background knowledge;
- (H) Reading and Language comprehension;

- (I) Written expression; and
- (J) Use of assessment data to inform instruction and intervention.

(c) Grades Six Through Twelve English Language Arts Educators.

(i) Grades six through twelve educators who are primarily responsible for teaching English language arts as their core content area shall complete a minimum of seven (7) hours annually, totaling twenty-one (21) hours over three (3) years, of job-embedded, practice-based, and ongoing literacy-related professional development focused on the effective implementation of evidence-based language and literacy instruction grounded in the science of reading and structured literacy.

(ii) Professional development shall be appropriate to adolescent literacy development and shall include:

(A) Foundations of structured literacy and the science of reading as applied to grades six through twelve;

(B) Creating a structured literacy classroom environment that supports explicit, systematic, and cumulative instruction;

(C) Activating and building background knowledge;

(D) Teaching text structure and setting a clear purpose for reading;

(E) Explicit vocabulary instruction, including morphology, semantics, and multi-contextual word learning;

(F) Fluency practices appropriate for adolescent readers, including accuracy, rate, expression, and repeated reading of meaningful text;

(G) Comprehension routines, including gist statements, think-alouds, annotation, and discussion of complex text;

(H) Incidental vocabulary instruction during reading;

(I) Extended academic discussion to deepen comprehension, vocabulary, and knowledge-building;

(J) Short constructed response and written expression connected to text;

(K) Explicit writing instruction, including planning, organization, elaboration, revision, and self-regulated writing strategies; and

(L) Use of literacy assessment and student work data to inform instruction, intervention, and instructional decision-making.

(d) Grades Six Through Twelve Content-Area Literacy Educators.

(i) Educators in grades six through twelve who teach core academic or career and technical content but are not primarily responsible for English language arts instruction shall complete a minimum of three (3) hours annually, totaling (9) hours over three (3) years, of job-embedded or practice-based professional development in content-area literacy.

(ii) Professional development for educators described in subsection (e)(i) shall focus on helping students access complex disciplinary texts and communicate understanding.

(iii) Professional development for educators described in subsection (e)(i) shall include:

(A) Building and activating background knowledge;

(B) Explicit academic and discipline-specific vocabulary instruction;

(C) Morphology and word-learning strategies appropriate to the content area;

(D) Text structure and features of informational, technical, historical, scientific, and discipline-specific texts;

(E) Reading comprehension routines for complex text;

(F) Discussion, oral language, and reasoning within the discipline;

(G) Short written responses, explanation, argumentation, and evidence-based writing;

(H) Supporting students with reading difficulties, Multilingual learners, and students with disabilities in content-area learning; and

(I) Using formative data and student work to adjust instruction.

(e) Specialized Literacy Support Educators.

(i) Educators who provide specialized language, literacy, reading, or intervention services, including but not limited to multilingual teachers, special education teachers, reading interventionists, Title I teachers, dyslexia interventionists, literacy specialists, and instructional coaches, shall complete professional development aligned to the grade span served, instructional setting, and literacy-related responsibilities of the educator's assignment.

(ii) Specialized literacy support educators serving students in kindergarten through grade five and providing foundational literacy instruction or intervention shall complete a minimum of nine (9) hours annually, totaling twenty-seven (27) hours over three (3) years.

(iii) Specialized literacy support educators serving students in grades six through twelve and providing English language arts instruction, reading intervention, special education literacy instruction, English learner language and literacy support, or other direct literacy intervention shall complete a minimum of nine (9) hours annually, totaling twenty-seven (27) hours over three (3) years.

(iv) Educators serving multiple grade spans or carrying more than one literacy-related role shall complete the professional development requirement associated with the role or grade span carrying the greater responsibility for direct literacy instruction or intervention.

(f) Literacy Awareness Professional Development.

(i) Educators and instructional staff who support students but are not responsible for direct language, literacy, reading, writing, or content-area literacy instruction shall complete a minimum of two (2) hours annually, totaling six (6) hours over three (3) years, of role-specific professional development focused on literacy awareness and support for implementation of the district language and literacy plan.

(ii) Professional development for educators and instructional staff described in subsection (d)(i) shall include:

(A) Basic understanding of the district language and literacy plan;

(B) Awareness of reading difficulties, dyslexia, and developmental language disorder;

(C) Appropriate ways to support oral language, vocabulary, listening comprehension, and student engagement within their role;

(D) Understanding when and how to communicate literacy-related concerns to appropriate instructional staff; and

(E) Avoiding practices inconsistent with evidence-based language and literacy instruction.

(g) Equivalent Professional Learning.

(i) Districts may recognize previously completed equivalent professional learning toward meeting the requirements of this section, provided this training has been within the last five years and the professional learning aligns with evidence-based literacy instruction grounded in the science of reading.

(ii) Educators shall participate in evidence-aligned professional learning necessary to extend their knowledge and implementation of evidence-based literacy practices.

(iii) Districts shall maintain documentation of completed equivalent professional learning, including certificates of completion, transcripts, or professional learning records, for local verification and reporting purposes.

(h) Literacy Coaching and Professional Development

(i) Professional development shall be ongoing rather than isolated or one-time training and shall support observable changes in instructional practice.

(ii) The district shall ensure that literacy coaching is ongoing, implemented with fidelity, embedded within literacy implementation systems, and includes classroom application, modeling, implementation support, and opportunities for instructional adjustment.

(iii) Districts may utilize literacy leaders, instructional coaches, literacy specialists, high-performing teachers, or other qualified personnel to provide job-embedded implementation support and coaching.

(iv) Professional development providers, trainers, consultants, and coaches supporting district literacy implementation must demonstrate experience and expertise in evidence-based language and literacy instruction.

(v) Districts shall monitor implementation fidelity of professional learning systems using classroom observation data and student performance data to evaluate professional learning effectiveness.

Section 7: Corrective Action and Continuous Improvement: This process emphasizes continuous improvement and a collaborative partnership between the Department and districts to strengthen sustainable language and literacy systems that enhance student outcomes.

(a) The Department shall review documentation submitted pursuant to the requirements of this chapter to determine compliance with statutory requirements.

(b) The Department shall notify districts determined to be out of compliance and shall partner with district leadership to review identified deficiencies, discuss improvement strategies, and provide technical assistance to support timely correction and continuous improvement.

(c) If identified deficiencies are not resolved through technical assistance, the Department shall provide prescriptive technical assistance that includes directed support, required improvement actions, and ongoing monitoring, and require additional corrective actions necessary to ensure alignment with statutory requirements.

(d) If a District is unable to meet the requirements of Section 7 due to extraordinary circumstances, it may request an extension waiver from the Department. Waiver applications must be submitted no later than 90 days prior to the start of the 2027-2028 school year.