



WISCONSIN DEPARTMENT OF
Public Instruction

Act 20 Component	Details	Responsible Party
Instructional Practice	<p>Instruction and intervention must meet the Act 20 definition of science-based early literacy instruction.</p> <p><i>Instruction that is systematic and explicit and consists of all the following:</i></p> <ol style="list-style-type: none"> 1. <i>Phonological awareness</i> 2. <i>Phonemic awareness</i> 3. <i>Phonics</i> 4. <i>Building background knowledge</i> 5. <i>Oral language development</i> 6. <i>Vocabulary building</i> 7. <i>Instruction in writing</i> 8. <i>Instruction in comprehension</i> 9. <i>Reading fluency</i> <p>Phonics is defined as: <i>The study of the relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding, and fluency.</i></p> <p>Note that Wisconsin Standards for ELA 2020 defines fluency as being comprised of: <i>Accuracy, automaticity, and prosody.</i></p>	<p>Local education agencies (public, independent charter, and Choice schools)</p> <p>Early literacy coaches contracted through DPI</p>
Early Literacy Curricula Council	<p>Responsible for reviewing early literacy instructional materials used in universal curriculum to create a list of recommended early literacy curricula</p>	<p>3 members selected by the State Superintendent, 3 members selected by the Speaker of the Assembly, 3 members selected by the Senate Majority Leader</p>



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	<p>First list of recommended early literacy curricula due December 1, 2023</p> <p>Responsible for recommending early reading diagnostic assessments</p>	DPI responsible for instructional materials selection process
Instructional Materials Grants	<p>State-funded grant program to offset costs of purchasing early literacy curriculum from recommended list</p> <p>Grants of up to 50% of cost, prorated depending on the number of applicants</p> <p>Local education agencies (public, independent charter, and voucher schools) are eligible</p> <p>Available January 2024</p>	<p>DPI responsible for publishing and maintaining curricula list and diagnostic assessment list</p> <p>DPI Office of Early Literacy responsible for administering grants</p>
Office of Early Literacy	<p>1 FTE in DPI</p> <p>Identifies schools eligible for a literacy coach using these metrics: 50 eligible schools that had the lowest percentage of pupils score as proficient in reading at grade level and the 50 eligible schools that had the largest gap in pupils who scored as proficient in reading at grade level</p> <p>Collaborate with CESAs to place coaches in eligible schools as defined in Act 20</p> <p>Manages all aspects of contracted literacy coaches (contracting, training, monitoring of work)</p>	<p>Early Literacy Curricula Council recommend potential candidates for Director of DPI Office of Early Literacy</p> <p>State Superintendent appoints Director</p>



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	<p>Supports Early Literacy Curricula Council</p> <p>Supports administration of early literacy instructional materials grants</p>	
<p>64 Literacy Coaches</p>	<p>64 contracted FTE to support implementation of science-based early literacy instruction as defined in Act 20</p> <p>Coaches must have experience with and knowledge of science-based early literacy instruction as defined in Act 20</p> <p>Half of coaches must be assigned to schools needing greatest early literacy support according to available data</p> <p>Half of coaches to be equally geographically distributed</p> <p>Minimum of 3 coaches per CESA region</p> <p>No more than 10 coaches in MPS</p> <p>No more than 4 coaches in any other local education agency</p> <p>At least 2 coaches to be placed in Choice schools</p> <p>Local education agencies must agree to having a coach</p> <p>Duties limited to providing support to administrators, other school-based literacy coaches, principals, and</p>	<p>DPI Office of Early Literacy</p>



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	<p>teachers to build teacher and school capacity to teach reading and language arts using science-based early reading instruction as defined in Act 20 to increase the percentage of pupils who are reading at grade level by the end of grade 3</p>	
<p>Reading Readiness Assessments</p>	<p>A single reading readiness screener will be administered to Wisconsin students in 4K through grade 3 beginning in school year 2024-2025</p> <p>The assessment must be administered to 4K students twice per year. Once no more than 45 days into the school year and once no more than 45 days prior to the end of the school year</p> <p>The assessment must be administered to students in 5K through grade 3, three times per year. Once no more than 45 days into the school year, once in the middle of the school year, and once no more than 45 days prior to the end of the school year</p>	<p>DPI to procure the single, statewide reading readiness assessment</p> <p>DPI to provide the reading readiness assessment to local education agencies</p> <p>Local education agencies (public schools and independent charter schools) administer the early reading readiness assessment</p> <p>DPI and vendor to produce guidance and professional learning on administration and interpretation of results</p> <p>Local education agencies (public schools and independent charter schools) determine the exact day(s) they will administer the assessment using provided guidance</p>
<p>Diagnostic Reading Assessments</p>	<p>Any child that scores below the 25th percentile of the reading readiness screener must be administered a diagnostic reading assessment within 10 days after the</p>	<p>Vendor of reading readiness assessment determines the 25th percentile</p>



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	<p>reading readiness screener and no later than the 2nd Friday of November</p> <p>If an educator or parent suspects that a child has characteristics of dyslexia, they may request a diagnostic reading assessment. The diagnostic reading assessment must be administered within 20 days of the request.</p> <p>See related content in DPI’s Informational Guidebook on Dyslexia and Related Conditions</p>	<p>Early Literacy Curricula Council provides DPI with list of recommended diagnostic reading assessments</p> <p>DPI publishes and maintains list of recommended diagnostic reading assessments</p> <p>Local education agencies (public schools and independent charter schools) select, procure, and administer diagnostic reading assessments</p>
<p>Personal Reading Plan</p>	<p>Any child who scores below the 25th percentile on the reading readiness screener receives a personal reading plan that includes all of the following:</p> <ul style="list-style-type: none"> <i>a. The pupil's specific early literacy skill deficiencies, as identified by the applicable assessment.</i> <i>b. Goals and benchmarks for the pupil's progress toward grade-level literacy skills.</i> <i>c. How the pupil's progress will be monitored.</i> <i>d. A description of the interventions and any additional instructional services that will be provided to the pupil to address the pupil's early literacy skill deficiencies.</i> <i>e. The programming using science-based early reading instruction, as defined in Act 20, that the pupil's teacher will use to provide reading instruction to the pupil,</i> 	<p>Vendor of reading readiness assessment determines the 25th percentile</p> <p>Local education agencies (public schools and independent charter schools) create and implement personal reading plans</p> <p>Local education agencies (public schools and independent charter schools) provide copy of personal reading plan to parents and updates about progress after 10 weeks</p> <p>Local education agencies (public schools and independent charter schools) determine most appropriate method of monitoring a student’s reading development progress</p>



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	<p><i>addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.</i></p> <p><i>f. Strategies the pupil's parent is encouraged to use to help the pupil achieve grade-level literacy skills.</i></p> <p><i>g. Any additional services available and appropriate to accelerate the pupil's early literacy skill development.</i></p> <p>Monitor student reading development progress weekly</p> <p>Plan must be created within 10 days of an at-risk score on the reading readiness screener or diagnostic reading assessment and no later than the 3rd Friday of November</p> <p>Students still supported with a personal reading plan near the end of a school year must be assessed to determine whether they have an inadequate rate of progress. The assessment for 5K students must include nonword or nonsense word fluency and phoneme segmentation fluency. The assessment for students in grades 1-3 must include oral reading fluency. The assessment for grade 3 students also includes the state summative assessment.</p> <p>A plan is considered completed when school and parents decide that the child has met the goals of the plan and show adequate rate of progress according to grade-specific measures.</p>	<p>Parents sign and return personal reading plan to school</p> <p>Parents and school jointly decide whether child has met goals of the plan</p>
<p>District Early Literacy Remediation Plan</p>	<p>Local education agencies (public schools and independent charters) must develop, publish, and implement an early</p>	<p>Local education agencies (public schools and independent charters) create, publish, and</p>



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	<p>literacy remediation plan for students in 5K through grade 3 that includes all of the following.</p> <ol style="list-style-type: none"> 1. <i>The reading diagnostic assessment(s) they use.</i> 2. <i>A description of the early reading interventions they provide to address characteristics of dyslexia (see Informational Guidebook on Dyslexia and Related Conditions).</i> 3. <i>A description of how the LEA will monitor student reading development process, including the frequency of that monitoring and any assessment tools used to monitor progress during interventions.</i> 4. <i>A description of how the LEA uses results from the reading readiness screener and any reading diagnostic assessments.</i> 5. <i>Their parent notification policy (see the parent notification policy section).</i> 	<p>implement the early literacy remediation plan</p>
<p>Parental Notification</p>	<p>Beginning in the 2024-2025 school year, provide parents and families with results of the reading readiness screener no later than 15 days after the assessment is scored in an understandable format that includes all of the following:</p> <ol style="list-style-type: none"> 1. <i>The pupil's score on the reading readiness assessment.</i> 2. <i>The pupil's score in each early literacy skill category assessed by the reading readiness assessment.</i> 3. <i>The pupil's percentile rank score on the reading readiness assessment, if available.</i> 	<p>Local education agencies (public schools and independent charter schools) create and disseminate parental notification communications</p> <p>Vendor of reading readiness screener determines the 25th percentile</p> <p>Vendor of diagnostic reading assessment determines the 25th percentile</p>



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	<p>4. <i>The definition of “at-risk” and the score on the reading readiness assessment that would indicate that a pupil is at-risk.</i></p> <p>5. <i>A plain language description of the literacy skills the reading readiness assessment is designed to measure.</i></p> <p>If a child was administered a diagnostic reading assessment, those results must also be provided to parents. If that assessment indicates that a pupil is at-risk, a school board or operator of an independent charter school shall provide all of the following:</p> <ol style="list-style-type: none"><i>1. information about how to make a special education referral.</i><i>2. a description of the common indicators and characteristics of dyslexia identified in the Informational Guidebook on Dyslexia and Related Conditions.</i><i>3. information about appropriate accommodations identified in the Informational Guidebook on Dyslexia and Related Conditions.</i> <p>If a child is promoted to 4th grade without completing their personal reading plan, parents must be notified in writing along with a description of the reading interventions that child will continue to receive.</p>	
Student Data Reporting	Local education agencies (public school districts and independent charters) must report the following reading data to DPI annually beginning July 15, 2025:	DPI responsible for developing data collection systems and structures



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	<ol style="list-style-type: none"> 1. <i>The number of pupils who were identified as at-risk as the result of a fundamental skills screening assessment administered in the previous school year.</i> 2. <i>The number of pupils who were identified as at-risk as the result of a universal screening assessment administered in the previous school year.</i> 3. <i>The number of pupils who were identified as at-risk as the result of a diagnostic assessment administered in the previous school year.</i> 4. <i>The names of the diagnostic assessments used to assess pupils in the previous school year.</i> 5. <i>The number of pupils enrolled in 5-year-old kindergarten to 3rd grade who began receiving interventions during the previous school year, by grade.</i> 6. <i>The total number of pupils enrolled in 5-year-old kindergarten to 3rd grade who received interventions under a personal reading plan during the previous school year.</i> 7. <i>The number of pupils enrolled in 5-year-old kindergarten to 3rd grade who exited interventions during the previous school year, by grade.</i> 8. <i>The number of pupils for whom a referral for Special Education services was made during the previous school year based on diagnostic reading assessment results.</i> 	<p>DPI responsible for developing and providing guidance and technical assistance related to collecting and reporting the data</p> <p>Local education agencies (public school districts and independent charters) responsible for collecting and reporting local data that may not be collected via the WISE platform (e.g. numbers of students receiving interventions, numbers of students engaged with personal reading plans, numbers of students who exited interventions, number of Special Education referrals, etc.)</p>
<p>Professional Development</p>	<p>by July 1, 2025, all individuals employed as a 5K-grade 3 teacher or reading teacher complete a reading training that meets these criteria: <i>Lexia Learning Systems, LLC, Language Essentials for Teachers of Reading and Spelling training or another program endorsed by the Center for Effective Reading</i></p>	<p>Local education agencies (public schools and independent charters) responsible for ensuring that relevant educators have completed the necessary training</p> <p>Literacy coach contracted through DPI’s Office of Literacy responsible for supporting</p>



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	<p><i>Instruction as an accredited independent teacher training program. Other eligible trainings are found here.</i></p> <p>By July 1, 2025, all individuals employed as a district reading specialist or principal complete a reading training that meets these criteria: <i>Offered by the Leadership in Literacy Institute or a provider that meets all of the following requirements:</i></p> <ul style="list-style-type: none"><i>a. The provider provides evidence of at least 5 years of experience conducting evidence-aligned, systematic, structured literacy trainings specifically for school principals, administrators, and literacy teams.</i><i>b. The provider demonstrates that the training content is aligned with the National Reading Panel Report and subsequent updates of the research by the Institute of Education Sciences.</i><i>c. The provider requires that training include a substantial focus and understanding on direct instruction.</i><i>d. The provider delivers the training over at least 6 days.</i><i>e. The provider provides participants with activities to implement evidence-aligned systems and structures that effectuate change in the school or school district.</i><i>f. The provider delivers training that allows for a minimum of 30 participants.</i> <p>Programs currently identified as meeting the criteria for the training for district reading specialists and principals include:</p> <ol style="list-style-type: none">1. Schools Cubed (Leadership in Literacy)	<p>educators in applying content of reading training</p> <p>Local education agencies (public schools and independent charters) responsible for determining whether a reading training meets Act 20 criteria</p> <p>DPI will not continue to publish or maintain a list of eligible reading trainings</p>
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	<ol style="list-style-type: none"> 2. AIM Pathways to Literacy Leadership 3. American Reading Company (ARC) training for district leaders 4. Education Advisory Board (EAB) 5. Glean 6. Transformative Reading Group 7. LETRS for Administrators 8. CESA 8 literacy leadership training 9. CESA 9 literacy leadership training 10. CESA 6 literacy leadership training 	
<p>3rd Grade Promotion Policy</p>	<p>DPI publish a model policy by January 1, 2025 that includes all of the following for students promoted to 4th grade who had a personal reading plan during 3rd grade that was not completed:</p> <ol style="list-style-type: none"> 1. <i>Provide the pupil with intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency.</i> 2. <i>Notify the pupil's parent or guardian, in writing, that the pupil did not complete the personal reading plan and include a description of the intensive instructional services and supports that will be provided to the pupil to remediate the identified areas of reading deficiency.</i> 3. <i>Provide the pupil with an intensive summer reading program each summer until the pupil scores at grade-level in reading on a summative assessment.</i> <p><i>(b) A good cause exception to the requirement for all of the following;</i></p>	<p>DPI to develop and publish model policy for promoting students from 3rd grade to 4th grade</p> <p>Local education agencies (public, independent charter, and Choice schools) adopt and implement a policy for promoting students from 3rd grade to 4th grade</p>



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	<p>1. <i>Limited-English proficient pupils, as defined in s. 115.955 (7).</i></p> <p>2. <i>A pupil who has an individual education plan that indicates that neither taking the examination under s. 121.02 (1) (r) nor taking the assessments under s. 118.016 (3) is appropriate for the pupil.</i></p> <p>3. <i>A pupil who scores as proficient in reading on an alternative standardized assessment approved by the department.</i></p> <p>4. <i>A pupil who has an individual education plan or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the pupil has received intensive intervention in reading for more than 2 years if the pupil continues to demonstrate a deficiency in reading and was previously retained in kindergarten, 1st, 2nd, or 3rd grade.</i></p> <p>5. <i>A pupil who has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years.</i></p> <p>Local education agencies adopt and implement a policy for promoting students from 3rd grade to 4th grade by July 1, 2025</p>	
<p>Educator Licensing</p>	<p>Wisconsin educator preparation programs must provide instruction in science-based early literacy instruction as defined in Act 20 to pre-service teachers who will be</p>	<p>DPI responsible for modifying educator preparation program approval process</p>



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	<p>licensed to teach students in 4K through grade 3. This applies to those candidates who will seek an initial Wisconsin teaching license on July 1, 2025</p> <p>Wisconsin educator preparation programs will continue to provide to DPI a list of program completers who have met all requirements for Wisconsin educator licenses</p>	<p>DPI responsible for providing guidance and technical assistance to educator preparation programs to ensure they understand requirements</p> <p>DPI required to modify educator licensing process to ensure candidates meet Act 20 requirements</p> <p>Educator preparation programs required to modify instruction as needed</p> <p>Educator preparation programs responsible for providing DPI with a list of program completers</p> <p>Educator preparation programs required to complete program approval and review per DPI requirements</p>
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