



Mid-Year Act 20 Update



Early Literacy Remediation Plan: Requirements Crosswalk

Early Literacy Remediation Plan: In Practice

Early Literacy Remediation Plan: Requirements Crosswalk

Act 20 <i>Early Literacy Remediation Plan</i> Requirement		Section(s) of DCE Plan Used to Meet Requirement
The universal screening and diagnostic assessments used	→	<ul style="list-style-type: none"> • Wisconsin Early Literacy Assessments in Kindergarten through Third Grade
A description of the interventions used to address characteristics of dyslexia	→	<ul style="list-style-type: none"> • Early Literacy Learning Supports and Interventions • Personal Reading Plans for “At-Risk” Students (5K through Third Grade)
A description of how student progress is monitored during interventions, including the frequency and tools	→	<ul style="list-style-type: none"> • Monitoring Activities for Students Receiving Reading Interventions • Personal Reading Plans for “At-Risk” Students (5K through Third Grade)
A parent notification policy that includes communicating with parents about the above listed items, including dyslexia information and special education information	→	<ul style="list-style-type: none"> • Parent Notifications
A description of how the District uses results of required assessments to evaluate early literacy instruction being provided	→	<ul style="list-style-type: none"> • Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction

Early Literacy Remediation Plan: In Practice

Winter Universal Screening Assessments (All Students):

KINDERGARTEN	FIRST GRADE	SECOND & THIRD GRADE
<ul style="list-style-type: none">● Initial Sounds (IS)● Auditory Vocabulary (AV)● Letter Naming Fluency (LNF)● Letter Word Sounds Fluency (LWSF)	<ul style="list-style-type: none">● Oral Reading Fluency● Auditory Vocabulary (AV)	<ul style="list-style-type: none">● Oral Reading Fluency● Vocabulary (VO)

All assessments are individually administered with the exception of Vocabulary (VO) in grades 2 and 3. The assessments marked in **orange** are used when identifying which students need to participate in diagnostic assessments.



Early Literacy Remediation Plan: In Practice



When a student scores below the 25th percentile (considered “at-risk”) on the universal screening assessment(s) indicated in orange on the previous slide, we are required to evaluate the following areas of reading:

- Phonemic/Phonological Awareness
- Decoding Skills
- Alphabet Knowledge
- Letter Sound Knowledge
- Oral Vocabulary/Vocabulary
- Rapid Naming
- Word Recognition (when appropriate)
- Spelling
- Listening Comprehension
- Oral Reading Fluency (when appropriate)
- Reading Comprehension (when appropriate)

For some of the areas, we can use (evaluate/review) universal screening data already collected.

For other areas, we must administer additional assessments or “diagnostics.”

Early Literacy Remediation Plan: In Practice

First Grade Example

For students scoring below the 25th percentile (considered “at-risk”) on Oral Reading Fluency (ORF), we will:

Phonemic/Phonological Awareness	Administer Spelling Diagnostic and Evaluate Data		
Decoding Skills	Evaluate Universal Screener Data (ORF) Administer Spelling Diagnostic and Evaluate Data		Word Recognition Evaluate Universal Screener Data (ORF)
Alphabet Knowledge	Administer Letter Naming Fluency Diagnostic and Evaluate Data		Spelling Administer Spelling Diagnostic and Evaluate Data
Letter Sound Knowledge	Administer Spelling Diagnostic and Evaluate Data		Listening Comprehension Administer Listening Comprehension Diagnostic and Evaluate Data
Oral Vocabulary/ Vocabulary	Evaluate Universal Screener Data (AV)		Oral Reading Fluency Evaluate Universal Screener Data (ORF)
Rapid Naming	Administer Letter Naming Fluency Diagnostic and Evaluate Data		Reading Comprehension Evaluate Universal Screener Data (ORF)

Early Literacy Remediation Plan: In Practice

First Grade--Winter Screening & Diagnostics

Administer aimswebPlus Required Universal Screeners:

- Auditory Vocabulary (AV)
- Oral Reading Fluency (ORF)

Below 25th Percentile on Oral Reading Fluency (below 35)

At or Above 25th Percentile on Oral Reading Fluency (at or above 35)

Administer Individual Diagnostic Assessments:

- Letter Naming Fluency (LNF-aimswebPlus)

Screening Complete

Administer Group Diagnostic Assessments:

- Spelling (iReady offline task)
- Listening Comprehension (LC-aimswebPlus)

Screening & Diagnostics Complete

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First Grade Example (continued):

All students participate in two universal screening assessments.

Students performing below the 25th percentile on the Oral Reading Fluency (ORF) screening participate in three additional diagnostic assessments.

Early Literacy Remediation Plan: In Practice

When universal screening and diagnostic assessments are complete:

- Grade level teams meet to discuss data and to identify intervention/instructional services for students who performed below the 25th percentile
- Reports are prepared and delivered electronically to parents/guardians:

All Students Universal Screening Report Includes:	Some Students Diagnostic Report Includes:	Some Students Personal Reading Plan (PRP) Includes:
<ul style="list-style-type: none">● Plain language description of assessments administered● Plain language description of performance/scores, including whether performance is considered “at-risk”	<ul style="list-style-type: none">● Plain language description of assessments administered● Plain language description of performance/scores● Opportunity to complete a “literacy development” survey about child● Information about dyslexia and special education	<ul style="list-style-type: none">● Description of universal programming (science-based early reading instruction)● Overall literacy analysis● Description of intervention/instructional service to meet needs● Goals/progress expectations● Criteria for completion of PRP● Strategies for families● Plan for communication



Early Literacy Remediation Plan: In Practice





When universal screening and diagnostic assessments are complete (continued):

- Interventions/instructional services are provided and progress-monitored on a weekly basis
- Grade level teams periodically review student progress monitoring data and share progress with parents/guardians
- Building and District level teams review overall data to evaluate and improve the District's curricular resources, systems, procedures, offerings, etc.

Early Literacy Remediation Plan: In Practice

Thov sau ntawv rau Xia Yang ntawv yog kaj xav tau lb tus neeg bhalis cov lus no rau koj.
Por favor contactar a Xia Yang si necesitas que este mensaje sea traducido.
xyang2@dce.k12.wi.us



D.C. Everest Area School District Act 20 Roadmap

D.C. Everest Area School District is dedicated to helping every student build strong literacy skills.

What is Act 20?
Act 20 is Wisconsin's state law designed to improve literacy outcomes for all students in grades 4K-3.

**Daily Classroom Instruction
All Students**
Teachers provide science-based early reading instruction that addresses the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Differentiated supports are also provided when needed.


**Universal Screening
All Students**
aimswebPlus, a state-designated tool, is used in fall, winter, and spring to assess students in early reading skills of alphabet knowledge, letter sound knowledge, phonemic awareness, decoding, and oral vocabulary. Data will be shared with parents/guardians.

**Diagnostic Assessments
Some Students**
Students scoring below the 25th percentile on specific universal screening assessments will participate in additional diagnostic assessments to pinpoint areas of need. Data will be shared with parents/guardians.

**Personal Reading Plan (PRP)
& Additional Supports
Some Students**
Personal Reading Plans will be developed for students scoring below the 25th percentile on specific universal screening assessments. Plans will provide details about additional services provided to meet literacy needs, and these plans will be shared with parents/guardians.

**Partnering with Families
All Students**
Between now and February 10, parents/guardians will receive a report via email.

- For all students, the report will include the universal screening scores collected up to that point.
- For students scoring below the 25th percentile on the most recent universal screening assessments, the report will continue with diagnostic data and a Personal Reading Plan (PRP).
- See page 2/backside for a sample of the email parents/guardians will receive.




PAGE 1

Thank for you watching for an email from
“no-reply@educlimber.com”
between now and February 10.

From: no-reply@educlimber.com
Date: December 11, 2024 at 5:40:01 PM CST
To: [REDACTED]
Subject: Student documents available for your review

SAMPLE



Dear parent/guardian of [REDACTED]

There are new documents for [REDACTED] from D.C. Everest Area School District ready for you to review. To protect student privacy, you will need to answer a few security questions before viewing the documents.

Your child's school wants to know that you've seen the documents. Simply select the button at the top of each document after you review it.

Document access expires on 12/18/2024. For the best reading experience, view documents on a tablet or desktop computer.

[View Documents](#)

If you have any questions or difficulty access the documents, please contact your child's school.

D.C. Everest Area School District
via eduCLIMBER

This is an auto-generated email. Please do not reply to this email.

PAGE 2

Early Literacy Remediation Plan: In Practice

While we have always followed a process to determine who needs intervention and/or additional instructional services, our teachers have experienced a number of differences as Act 20 has been implemented. Impactful differences include but are not limited to:

- Change in assessment
- Less autonomy in using discretion beyond data points about who needs intervention and/or additional instructional services
- Higher number of students in need of intervention and/or additional instructional services (& progress monitoring)

Both are driven by the 25th percentile target in Act 20

