



SHEBOYGAN AREA
— SCHOOL DISTRICT —

Tuesday, August 8, 2023
Starting Time: 6:40*
CHAIR: Mr. Santino Laster

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

The Committee of the Whole meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, August 8, 2023 at 6:40 p.m.** The following items will be presented for consideration at that time:

Please note some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 860 5598 0033 and Passcode: 236321 or <https://us06web.zoom.us/j/86055980033?pwd=TVILMzEwWFIwc2VORHJLdVJiek5TUT09> at the scheduled meeting time.

**REPORT TO THE COMMITTEE OF THE WHOLE
AGENDA**

1. **CALL TO ORDER** (Vice President)
2. **PLEDGE OF ALLEGIANCE**
3. **APPROVAL OF THE AGENDA** (Action)
4. **ROLL CALL** (Informal)
- 15 Min. 5. **2023 WISCONSIN ACT 20 – Mr. Jacob Konrath/Mr. Jim Renzelmann**
(Information/Discussion)

Administration will provide an update on Wisconsin Act 20 relating to early literacy instruction, assessment, and intervention programs.
- 10 Min. 6. **2024 WISCONSIN ASSOCIATION OF SCHOOL BOARDS (WASB) RESOLUTIONS – Ms. Mary Lynne Donohue** (Information/Discussion)

President Donohue will ask school board members to give some thought to the goals and direction of school boards and if they would like to take a particular stance on an issue or would like to alter an existing Wisconsin Association of School Boards (WASB) position on an issue, and if so, resolutions must be submitted by September 15, 2023.
7. **Adjourn** (Action)



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2023 Wisconsin Act 20- Early Literacy Reading Instruction

Board of Education Presentation

Overview

Main Areas of Focus:

- **Establish the Office of Literacy in DPI and Statewide Literacy Coaches**
 - Establish and supervise an early literacy coaching program
 - Recommendations on Early Literacy (K-3) Curricula and Instructional Materials
- **Teacher Preparation programs and Licenses to Teach; Instruction to Teach Reading**
 - Recommend professional development programs in the Science of Reading
- **Reading Readiness Assessments and Interventions**
 - Statewide approved 4K-3rd grade screening and diagnostic assessments
 - Personal Reading Plan for “at-risk” pupils
 - Third Grade Intervention
 - Required reporting to parents and DPI
 - School and District Report Card Revisions



Office of Literacy and Statewide Coaching

Office of Literacy

- Office of Literacy housed within the DPI
- Literacy Council will be formed as part of the Office of Literacy
 - Includes nine members- three each from State Superintendent, State Assembly and State Senate
 - Role is to submit recommendations for approved curricula and instructional materials
- Office will develop a statewide literacy coaching program
 - Trained staff who will serve schools and districts out of regional CESA's
 - Half of the coaches will be assigned based on standardized tests scores from the previous year
 - lowest percentage of students at grade level and the largest gap in students who scored proficient in reading at grade level
 - Half of the coaches will be assigned in consultation with CESA's to support eligible schools who request literacy coaches
 - All efforts will be made to equally distribute coaches across the state



Office of Literacy- Literacy Curriculum Recommendations

Early Literacy (K-3) Curricula and Instructional Materials

- Literacy Council will provide recommendations annually to DPI for curricula that is Science of Reading based
 - Requirement that the curricula is not based on a method known as the “three-cueing system”
- DPI will receive recommendations for 2024-25 school year by December 1st, 2023 and will report the recommendations to the Joint Committee on Finance (JCF) by February 1, 2024
- Recommendations must be approved by the JCF and DPI must maintain recommendations on their website



Office of Literacy- Literacy Curriculum Recommendations

Early Literacy (K-3) Curricula and Instructional Materials

- School boards (this includes all charter or private schools participating in a choice program) must adopt an early literacy curriculum on the recommended list to be eligible for reimbursement grants
- DPI will reimburse 50% of the recommended literacy curricula and instructional materials
- Beginning in 2024-25 it is prohibited for schools to provide instruction using curricula and instructional materials that incorporate the three-cueing system
 - Specifically in grades K-3
 - Including supplemental materials and materials used for reading interventions



Office of Literacy- Literacy Curriculum Budget Implications

Early Literacy (K-3) Curricula and Instructional Materials

- DPI will reimburse 50% of the recommended literacy curricula and instructional materials for grades K-3
 - Funds could be prorated if the requests exceed the amount appropriated
- Adoption of a program and curricula for K-3 would require consideration of aligning materials used at 4K and in grades 4-5
 - Materials in grades other than K-3 are not subject to reimbursement
- Bill indicates that reimbursement would be provided for “one-half of the costs of purchasing the literacy curriculum and instructional materials” but does not detail reimbursement for professional development that may be needed for implementation of the curriculum and materials



Teacher Preparation and Instruction to Teach Reading

- Teacher preparation programs and any faculty or staff member of the University of Wisconsin system will be required to provide instruction on Science of Reading
- Mandatory professional development programs in the Science of Reading
 - All K-3rd grade teachers, principals (of schools that have K-3) and reading specialists receive “science-based early literacy instruction” no later than July 1, 2025 (or within 6 months of hire, if hired between January 1- July 1, 2025)



Teacher Preparation and Instruction to Teach Reading

- Professional Development Programs are defined as a program delivered by:
 - Lexia Learning Systems, LLC, Language Essentials for Teachers of Reading and Spelling (LETRs) training or
 - Another program endorsed by the Center for Effective Reading Instruction as an accredited independent teacher training program
 - Offered by the Leadership in Literacy Institute or a provider that meets all of the specific stipulations outlined in Act 20, most notably:
 - 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
 - The provider delivers the training over at least 6 days during the 2023–24 or 2024–25 school year



Teacher Preparation and Instruction to Teach Reading Budget Implications

- Mandatory professional development for teachers in grades K-3, elementary school principals, reading specialists, and UW professors must be completed **by July 1, 2025**
 - It is not known how much of the \$50 million appropriated in the budget will be allocated for professional development vs curriculum grants
 - It is not known if this is a first come, first serve or if it will be covered 100%
 - It is not known if funding includes training district facilitators to ensure we are able to sustain professional development after 2025
- Many of the programs on the approved list require intensive time commitment.
 - It is not known if the reimbursement for training will include sub pay or pay for work outside of contracted hours



Reading Readiness- Early Literacy Assessment

DPI Selected and Approved Reading Readiness Assessments

- Act 20 will define more parameters for early literacy assessments
 - 4K-3rd grade universal assessment will be selected by DPI and must meet requirements for sensitivity, specificity and must include a growth measure
 - Identifies the frequency and specifies the windows for assessment
 - DPI will also compile a list of the diagnostic assessments to be used at grade K-3



Reading Readiness- Early Literacy Assessment

- Four year old Kindergarten Assessment
 - Beginning in 2024-25, required to screen all 4K students twice each year using a “fundamental skills screening selected by DPI”.
 - Current law allows districts to choose the assessment
 - DPI will pay for the assessment tool they select
 - “Fundamental skills screening” defined as an assessment that evaluates student phonemic awareness and letter sound knowledge



Reading Readiness- Early Literacy Assessment

- 5K-3rd grade Reading Assessment
 - Beginning in 2024-25, required to screen all 5K - 3rd grade students three times each year using a universal screening assessment selected by DPI
 - Current law allows districts to choose the assessment
 - DPI will pay for the assessment tool they select
 - “Universal screening assessment” is defined as an assessment that evaluates a pupil's skill in phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary



Reading Readiness- Early Literacy Assessment

DPI Approved Diagnostic Assessments

- If a student is determined at-risk on first screener, schools must screen students using a diagnostic assessment:
 - Within 10 days of second screener if a student is determined to be at-risk
 - If a teacher or parent suspects a child has the characteristics of dyslexia and submits a request, a diagnostic screener should be administered within 20 days of the request
- Act 20 “defines a “diagnostic assessment” as a tool that includes an assessment that evaluates a pupil's skill in the skills assessed in a universal screening assessment as well as rapid naming, phonological awareness, word recognition, spelling, vocabulary, listening comprehension, and when developmentally appropriate, oral reading fluency and reading comprehension.
- Provides the pupil's parent the opportunity to complete a family history survey about learning difficulties in the pupil's family.”



Reading Readiness Assessments - Budget Implications

- Fundamental and Universal Screeners will be selected by DPI for 4K-3rd grade
 - Currently, we use the same screener for grades 4K-8th grade
 - Change in the selected screener could impact screeners used in grades 5th-8th
- Diagnostic Assessments in K-3 will be reimbursed on a “per student” basis
 - DPI will provide a list of recommended diagnostic assessments
 - Currently, we use the same diagnostic screener for grades 4K-8th grade
 - Change in the selected screener could impact screeners used in grades 5th-8th



Reading Readiness- Early Literacy Assessment

- Each pupil in five-year-old kindergarten to third grade who is identified as at-risk based on a universal screening assessment or diagnostic assessment requires schools to create a personal reading plan
 - “At-risk” means the pupil scored below the 25th percentile on an applicable screening assessment, as indicated by the screening assessment publisher
- Requires schools to provide results to parents, in writing, no later than 15 days after the assessment is scored



Reading Readiness Assessments - Personal Reading Plan

- Personal Reading Plan for “at-risk” pupils
 - Schools must provide a personal reading plan for any student determined “at-risk” (on either universal or diagnostic screener)
 - Plan should include components to address students deficiency and include
 - Interventions that will be provided
 - How progress will be monitored
 - Strategies for parents to support student at home
 - Required reporting to parents and DPI
 - Begin as soon as practical following screening
 - Monitor student progress weekly
 - Share the plan with parents and get parents signature on a copy of the plan
 - Notify the parent of progress after 10 weeks of intervention



Reading Readiness Assessments - Parent Notification

- Parent Notification Requirements
 - Districts must provide a pupil's results on an early literacy assessment to the pupil's parent by no later than 15 days after the applicable assessment is scored
 - The results provided to the parent must:
 - be in the parent's native language
 - students overall score
 - the pupil's score on each literacy skill category assessed by the assessment
 - the pupil's percentile rank score
 - the score on the assessment that indicates a pupil is at-risk
 - a plain language explanation of the literacy skills that were evaluated by the assessment
 - If a diagnostic assessment is required, districts must
 - provide the pupil's parent with information related to characteristics of dyslexia, including information about the common indicators of characteristics of dyslexia and appropriate interventions and accommodations for pupils with characteristics of dyslexia
 - Early literacy remediation plan is required for each district and be posted on its website. The plan should include
 - Information about assessments used to identify at-risk pupils
 - the interventions used to address characteristics of dyslexia
 - monitoring pupil progress related to early literacy skills
 - information about how to make a special education referral



Reading Readiness- Promotion to Fourth Grade

Third Grade Intervention Policy

- Amended to remove a third grade retention clause
- Requires schools to provide the following interventions for students not reading at grade level in third grade:
 - Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency; and
 - An intensive summer reading program each summer until the student scores at grade level in reading
 - Schools must implement a policy incorporating these requirements, as included in the DPI model policy by September 1, 2027
 - DPI has not yet communicated a model policy or provided specifics on “intensive” programming



Reading Readiness Assessments - Reporting

Reporting and Enforcement

- Annually, (by July 15th) Districts must report to DPI
 - the number of pupils who were identified as at-risk based on early literacy assessments administered in the previous school year;
 - the number of five-year-old kindergarten to third grade pupils who began receiving literacy interventions or remedial reading services in the previous school year, by grade;
 - the total number of five-year-old kindergarten to third grade pupils who received literacy interventions or remedial reading services in the previous school year;
 - the number of five-year-old kindergarten to third grade pupils who exited literacy interventions in the previous school year; and
 - the number of pupils for whom a special education referral was made based on the results of a diagnostic assessment
- Parents can file a complaint with DPI if they believe the school or district is not in compliance with the requirements of the bill



Reading Readiness Assessments - Reporting

School and District Report Cards

- Beginning in the 2024-25 School Year:
 - School and District accountability report cards will include the percentage of students reading at grade level by the end of third grade on DPI selected early literacy assessments





Questions