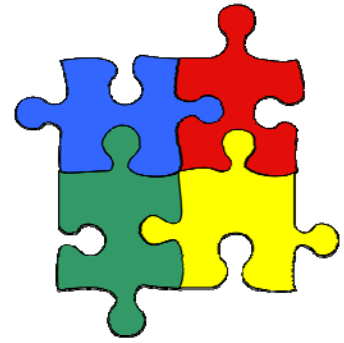


Introduction—How to Use this Resource



Purpose of this guide

This resource has been created to help school leaders begin to formulate a response when their school has not met Adequate Yearly Progress (AYP) under the public accountability component of *No Child Left Behind (NCLB)*. It centers mainly on short-term strategies for schools to consider, rather than a comprehensive response to closing the achievement gap.

For a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit: http://dpi.wi.gov/ssos/ayp_handbook.html.

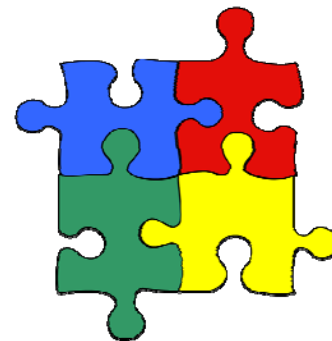
Each section in this electronic resource is specifically related to components of *NCLB* accountability. The first section, *Understanding Adequate Yearly Progress*, provides specific information about AYP: NCLB requirements, how AYP works, proficiency objectives, and student demographic data. *Communicating with Key Groups* details suggestions for developing communication strategies to school boards, parents, school staff, the community and the media understand AYP status and how the school and district will respond.

The remaining sections of the *AYP Handbook* provide a general overview, as well as short-term strategies and resources for improving performance in *Reading and Mathematics, Test Participation, Attendance and Graduation*, as well as considerations and resources related to *Students with Disabilities* and *English Language Learners*. Ideas described in each of these sections provide initial steps that your school can explore and that may validate improvement efforts currently under way. It is important that all initiatives are part of the school and district comprehensive plan.

Using this guide

The guide can be accessed either by individual section, or as a complete document. Each section provides links to pertinent websites and resources. For questions related to specific sections, contact information for DPI consultants is provided. Section updates will be noted on the homepage at http://dpi.wi.gov/ssos/ayp_handbook.html.

Communicating with Key Groups



For additional information on this section contact visalakshi.somasundaram@dpi.wi.gov.

Overview

No Child Left Behind requires that state education agencies publicly release the names of schools and districts that have been identified for improvement. When a school is listed as missing AYP it can generate attention in the media and concern on the part of parents, teachers, and the administration. This section is designed to help you develop a communication strategy for helping all parties understand what this designation means (and does not mean) and how the school will respond.

For a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit: http://dpi.wi.gov/ssos/ayp_handbook.html.

Communicating with School Boards

School boards are naturally concerned when a school or district misses AYP. They are often faced with questions from the general public.

How to read the AYP report

All school board members should be familiar with the information included in *No Child Left Behind* testing and accountability reports. In addition, school board members should have a copy of every school AYP report (Annual Review of School Performance) as well as the district AYP report. As part of the process of reviewing the AYP report, a list of potential concerns or questions should be generated regarding schools that have not yet missed AYP criteria but are close to doing so in the future. It is important to develop plans to address those issues.

Why the school or district missed AYP

It is important for boards to communicate the reason for missing AYP. Although boards should not name specific student groups or situations, board members should be aware of and be able to speak to the specific objectives that missed the AYP criteria within the schools or districts.

What teachers and administrators are doing in response to the AYP report

Developing a plan to address the issues and concerns regarding the AYP report is important. This needs to be part of the school and district improvement process and should include goals, rationale, objectives, and action steps to meet the objectives and address the identified issues. A summary of the plans for addressing must also include a timeline.

The fiscal implications, if any, of missing AYP

If a Title I school has been identified for improvement, sanctions such as school choice and supplemental educational services have an impact on how a portion of district Title I resources must be used. The board should be aware of sanction levels, required set asides, how much funding must be diverted to address those sanctions, and whether past activities will no longer be supported. Additional information and resources can be found in Chapters 20 and 21 of the Wisconsin Title I Guidelines (<http://dpi.wi.gov/titleone/guidelines.html>) or at the Supplemental Educational Services in Wisconsin website at: <http://www.dpi.wi.gov/esea/supplemental.html>.

Communicating with Parents

Parents must be assured that their child is going to a school that is effective in helping all children learn. Media reports about *No Child Left Behind* sometimes use terms like “failing schools” when reporting AYP data. Sometimes this raises parent concerns, while other parents can become angry at what they perceive as an unfair label. Both groups will be looking for answers from school staff.

Parents need to know:

What impact missing AYP will have on their children’s education

Be prepared to share with parents the plans the school is considering or has already begun implementing to improve student performance in the assessed areas. Will additional services be available to students? Is the school schedule changing? Is the curriculum or class size under consideration for changes? Schools identified for improvement are required to inform parents of steps being taken to improve student performance.

How the students are performing on state tests

Schools are required to share with parents information about how their child has performed on statewide tests. Be sure this information is understandable, and list a contact person a parent can call to answer questions.

What has been done and what you plan to do to improve the school, and how parents can be involved

Ideally the school or district has identified a role that parents can play in school improvement. Share those options with all parents, and examine opportunities to ensure that they are meaningful. Be flexible about how you gather input from parents; do not limit parent feedback to committees or meetings. Schools identified for improvement are required to make such opportunities available to parents.

Where progress is being made

In addition to the needs identified by the AYP report, share the good news about student achievement. Share examples of progress that has been made, including outstanding accomplishments by staff and students as well as community organizations that have been important partners in achieving success.

How to help their children at home

Parents want their children to succeed, but they sometimes need ideas for ways to support their children’s learning in the most effective way possible. Teachers at every grade level should provide parents with concrete activities families can implement to reinforce learning at home. If the school has a parent liaison, use that person to help answer parent questions and tap the interest the AYP report has generated to get them involved.

For ideas on parent involvement with all aspects of *No Child Left Behind*, refer to *Toolkit for Schools: Involving Parents in No Child Left Behind*, Wisconsin Department of Public Instruction, 2004.

Communicating with School Staff

Missing AYP can be a difficult experience for school staff. School leaders need to be prepared to help staff understand the AYP process. Ideally this happens before a school misses AYP.

School staff need to know:

How to read the AYP report

All staff should have a copy of the school and district AYP reports and know how to read them. In addition to helping staff understand why the school missed AYP this year, reviewing the reports can help them see where there have been improvements and which areas they need to be concerned about because the school is close to missing AYP.

What root causes are behind missing AYP

Teachers need time to collect and analyze data related to student achievement. School leaders can utilize resources to help teachers get together and examine test data and other local assessments to better understand the strengths and needs of individual students. This information should form the basis for future decisions about school improvement strategies.

How to talk with parents or community members about AYP

Teachers may be approached with questions about the school's status. They should be comfortable answering these questions, confident they have the facts right, and knowledgeable about where to direct people who ask questions they cannot answer.

What consequences, if any, there will be to the school for missing AYP

If the school has missed AYP for two or more consecutive years, the school becomes a School Identified for Improvement (SIFI). Title I SIFI schools are subject to federal sanctions. All educators need to understand the sanctions that apply each year that the school is in SIFI status and be able to explain them to parents.

How the school will respond to missing AYP

New initiatives, committees, or work groups that are being formed in response to missing AYP must be clear to all staff. The goals, tasks, and timelines must be clearly understood. Teachers should feel comfortable explaining the school's response when parents or community members ask.

Communicating with the Community

As NCLB is addressed more frequently in the media, community members are becoming more aware that a process is in place for identifying schools that do not meet federal standards. School staff must be prepared to explain the challenges and successes related to academic achievement in their school.

Community members need to know:

The school is committed to high achievement for all students

There should be no doubt in the community that school staff are working to help all children succeed. Avoid complaining about or dismissing NCLB in any way that implies the school is making excuses.

School staff believe that all children are capable of success

Holding schools accountable for the performance of subgroups of students can cause frustration that sometimes leads staff to imply that a group of students is to blame for the school missing AYP. Help people understand the challenges of ensuring that every child becomes proficient, and emphasize that the school is committed to doing everything possible to making that a reality. Give examples of efforts under way and your success stories.

The benefits of past improvement efforts

Remember to close the feedback loop. If the community is aware of current school improvement strategies (early release days, alternative programs, tutoring, etc.), what impact have these efforts had on students? Collect and share data about the positive impact the school has seen. For example, if after-school tutoring is provided, data such as the number of children served and the average academic gain can be used to show the positive impact of tutoring. Community members want to know what value school staff are seeing in the resources made available to them. Such information is often shared with the public when resources are requested but less frequently after resources have been allocated.

Communicating with the Media

If your school misses AYP, the state education agency is required by federal law to make that information public. School leaders can be inundated by requests from the media to explain or respond to the situation. In preparing a response for the media, consider the following guidelines:

Be proactive to ensure information is accurate

There are many components of NCLB, and they are often inaccurately reported. Prepare written summaries of the law, especially the AYP process, and give them to local media to use in preparing their stories. It's much easier to help people get it right the first time than to try to correct misunderstandings later.

Be positive

No one disagrees with the intent of NCLB; arguing that the expectations are too high can sound like excuse making. Focus on the goal of closing the achievement gap, and be prepared to say what efforts are under way locally to do so.

Put future initiatives shared with the media in the context of meeting AYP or closing the achievement gap

Schools often get media attention throughout the year for various projects. If a project is designed, even in part, to help with reading, mathematics, attendance, or graduation, talk with the media about the link between those efforts and AYP.

Be forthcoming

The most important thing that schools and districts can do about missing AYP is to be forthcoming with the media. Educators should work to ensure that members of the media have the information necessary to prepare an accurate and thorough story. Most important, be truthful and factual in responding to questions.

Resources for Communicating with Key Groups

Protecting Student Privacy in Wisconsin

<http://www.dpi.wi.gov/lbstat/dataprivacy.html>

Confidential Student Data in Public Reporting

http://www.dpi.wi.gov/lbstat/priv_more.html

Accountability Reports

Wisconsin's Adequate Yearly Progress Report—A database that is searchable by school year and allows you to view district/schools that missed AYP or that are identified as in need of improvement.

<http://www2.dpi.state.wi.us/sifi/>

Schools Identified for Improvement (SIFI) in Wisconsin Districts—View the number and percentage of schools in each district that are identified for school improvement under section 1116(c) and how long the schools have been so identified by years of testing.

<http://www.dpi.wi.gov/oea/acct/aypdata.html>

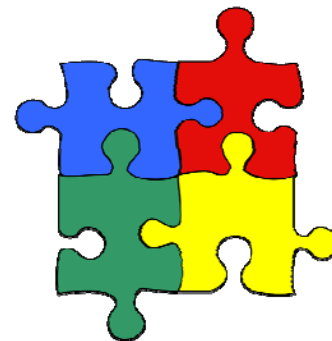
District and School AYP Report(s)—*Annual Review of School/District Performance Reports* are available electronically from the Online Reporting System (ORS). The district assessment coordinators have passwords to access this site.

<https://wsasors.turnleaf.com>

Wisconsin School Performance Report (SPR)—*Wisconsin Student Assessment System* (WSAS) is where any school or district may view proficiency summary reports. Subjects covered by the WSAS include reading and mathematics at grade three through eight and ten, and language arts, science, and social studies at grades four, eight, and ten. Online proficiency summary reports are provided in table format by gender, race, and other student groups.

<http://www2.dpi.state.wi.us/wsas/>

Understanding Adequate Yearly Progress



For additional information on this section contact visalakshi.somasundaram@dpi.wi.gov.

Overview

Adequate yearly progress (AYP) is one provision in the Elementary and Secondary Education Act (ESEA), federal laws that govern education, first enacted in 1965 and reauthorized in 2001 as the *No Child Left Behind* (NCLB) Act. The act encompasses 45 federal programs that distribute more than \$22 billion in education funding to the states. All school districts in Wisconsin receive some federal funding under ESEA.

For a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit:
http://dpi.wi.gov/ssos/ayp_handbook.html.

NCLB Requirements

Title I, which recognizes the historical link between poverty and low achievement, is the largest of the ESEA programs. School districts receive Title I funding based on the number of children ages 5-17 living in poverty and target funding to their neediest schools. Of the state's more than 2,200 schools, 1,100 share about \$199 million in federal Title I funding to supplement educational opportunities for children who live in high poverty areas: 745 for targeted assistance and 388 as school-wide schools. Because the state receives and distributes Title I funds, it is subject to Title I requirements. AYP is one of the requirements of the Title I accountability system. State-level Title I requirements are:

- Implement a statewide accountability system that ensures all students will be proficient or better in reading and mathematics by 2013-14.
- Test all students in reading and mathematics in grades 3–8, and once in high school. Test students in science at least once in grades 3-5, 6-8, and 9-12.
- Establish AYP objective targets (see table below) that all schools and districts must reach each year.
- Measure and report on the progress of all students and for student groups based on racial/ethnic categories and English proficiency, disability, and income status.
- Identify schools that did not make AYP for all students or any subgroup of students for two or more consecutive years.
- Require all teachers teaching “core academic subjects” to be highly qualified. Core academic subjects under ESEA means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.
- Develop a state report card with specific reporting elements prescribed in the law.

How Does AYP Work?

Under ESEA, all Wisconsin school districts and individual schools within each district must meet the state's four AYP objectives each year. The first two objectives, based on Wisconsin's statewide standardized tests in reading and mathematics, have proficiency targets that move progressively from the starting point to 100 percent proficient by 2014. The U.S. Department of Education (USED) approved Wisconsin's progressive targets for reading and mathematics proficiency because the early years will be spent implementing state and local support efforts to improve student achievement.

Since the 2005–06 school year, schools and districts in Wisconsin have been evaluated in reading and mathematics using a Proficiency Index, which awards 1.0 point for all students scoring in the proficient and advanced categories and 0.5 point for all scores in the basic category. In addition to requiring a Proficiency Index of at least 74 in reading and 58 percent in mathematics for 2007–08 through 2009–10, the other AYP objectives in the annual review expect schools and districts to have:

- 95 percent of their enrolled students participate in statewide reading and mathematics assessments, which includes the *Wisconsin Knowledge and Concepts Examinations* (WKCE) and the *Wisconsin Alternate Assessment for Students with Disabilities* (WAA-SwD).
- a high school graduation rate of at least 80 percent, and elementary and middle school attendance rates of at least 85 percent), or show growth from the prior year on these indicators.

The four AYP objectives apply to all students as well as to subgroups of students of a sufficient size. Schools that miss the same AYP objective for one or more student groups for two consecutive years are identified for improvement and may face federal sanctions if they receive Title I funds.

Wisconsin’s accountability plan has additional *Safe Harbor* provisions for schools that do not meet the reading or mathematics objectives. These districts and schools must reduce by 10 percent the number of students scoring in the basic or minimal performance categories *or* the inverse of their Proficiency Index (100 minus their Proficiency Index) on statewide reading and mathematics tests *and* reach the goal for the other academic indicator (graduation, attendance or science proficiency) for *Safe Harbor*.

Applying the AYP Formula

Because NCLB includes sanctions among its provisions, the Department of Public Instruction worked with USED to use flexibility guidelines to refine Wisconsin’s formula for evaluating schools to maximize consistency around AYP decisions and minimize the potential for errors in determining if a school or district made AYP. The DPI applies statistical procedures to ensure decision consistency in identifying schools for improvement. Student proficiency is based on the achievement of students enrolled for the full academic year (FAY), and district accountability is divided into grade spans. A district must miss the same AYP target across elementary, middle, and high school for two consecutive years to be found in need of improvement. To increase reliability of AYP decisions, calculations used for accountability purposes differ from those used for general public reporting of the test data such as the Wisconsin Information Network for Successful Schools (WINSS).

Although only schools receiving Title I funding are subject to ESEA sanctions, all schools identified for improvement have access to consultation and technical assistance to improve student achievement. Schools receiving Title I funds are subject to sanctions that range from writing and implementing a school improvement plan to restructuring of the school.

A school identified for improvement at Level 1 (two years of missing AYP on the same indicator) must begin a school improvement process that includes writing a school improvement plan. In addition, the school must offer parents the opportunity to send their children to another higher-performing school in the district. The subsequent years of school and district improvement are described in the chart of *Levels of Accountability* available on the DPI website at <http://dpi.wi.gov/oea/doc/sifilevels.doc> .

How is AYP Calculated?

Each year under the federal education law *No Child Left Behind* (NCLB), all Wisconsin public schools and districts must meet the state’s four *Adequate Yearly Progress* (AYP) Objectives. Each objective and the methods used to determine if each objective has been met are described below.

2007-2010 WISCONSIN AYP OBJECTIVES

Graduation or Attendance—Elementary and middle schools must have an attendance rate of at least 85 percent or show growth over the prior year. High schools that graduate students must have graduation rates of at least 80 percent or show growth over the prior year.

Test Participation—95 percent of all students enrolled in the tested grade(s) during the testing window must participate in the *Wisconsin Student Assessment System* (WSAS), which includes the *Wisconsin Knowledge and Concepts Examinations* (WKCE) and the *Wisconsin Alternate Assessment for Students with Disabilities* (WAA-SwD). The test participation objective is met using the current year’s participation rate or a two-year average.

Reading—A school or district must achieve a proficiency index of 74 percent.

Mathematics—A school or district must achieve a proficiency index of 58 percent.

The Test Participation, Reading, and Mathematics objectives above apply to all students and to subgroups of sufficient size. The subgroups include five major ethnic groups, students with disabilities, English Language Learners, and economically disadvantaged students.

The proficiency index for Reading and Mathematics is calculated by assigning one point for each full academic year (FAY) student who scores in the Proficient or Advanced categories on the WSAS plus one-half point for each student scoring in the Basic category. The total points are divided by the total number of FAY students tested to calculate the proficiency index.

In Reading and Mathematics, a confidence interval may be applied to the AYP decision. A confidence interval increases reliability similar to the *margin of error* associated with an opinion poll.

The Reading and Mathematics objectives also include *Safe Harbor* provisions for those missing the annual objective. *Safe Harbor* allows a school or district to demonstrate growth by showing a 10 percent reduction in the percent of students scoring in the Basic or Minimal Performance range *and* reaching the criteria for another academic indicator: graduation, attendance or science. A confidence interval is also applied to *Safe Harbor* calculations.

Schools that miss the same AYP objective for two consecutive years are identified for improvement. District AYP determinations are based on the aggregate of all students at each grade span, elementary, middle, and high school. Districts that miss the same objective at all three grade spans for two consecutive years are identified as in need of improvement. Schools and districts identified for improvement face federal sanctions if they receive Title I funds. State and Federal laws require publication of school and district performance reports and identification of schools and districts that do not make AYP.

State and federal laws require the annual review of school performance to determine if student academic achievement and progress is adequate. The review includes a comparison of actual achievement levels of students in Reading and Mathematics and Wisconsin’s annual measurable objectives in these subjects. These annual measurable objectives were set separately based on actual achievement levels of students in 2001-02 and increase over time. The same annual measurable objectives apply to all districts, schools, and student groups in the Wisconsin public school system.

Wisconsin AYP Proficiency Index 2001-02 through 2013-14 Annual Measurable Objectives for Reading and Mathematics			
DESCRIPTION	SCHOOL YEAR	READING	MATHEMATICS
Starting Point	2001-02	61%	37%
	2002-03	61%	37%
	2003-04	61%	37%
Intermediate Goal <i>New 3-8 testing begins</i>	2004-05	67.5%	47.5%
	2005-06	67.5%	47.5%
	2006-07	67.5%	47.5%
Intermediate Goal	2007-08	74%	58%
	2008-09	74%	58%
	2009-10	74%	58%
Intermediate Goal	2010-11	80.5%	68.5%
Intermediate Goal	2011-12	87%	79%
Intermediate Goal	2012-13	93.5%	89.5%
Goal: All Proficient	2013-14	100%	100%

Summary AYP information is available on the web for each Wisconsin school and district as well as examples and technical details. View examples at http://www.dpi.wi.gov/oea/pdf/ayp_example08.pdf and technical details at http://www.dpi.wi.gov/oea/pdf/ayp_explanatory08.pdf. When communicating test results and AYP calculations, care should be taken to protect student privacy.

Student Demographic Data Collection and Editing

Data submitted by districts through the Wisconsin Student Locator System (WSLS) and the Individual Student Enrollment System (ISES) submitted on the Count Dates (Third Friday in September and October 1) and the year-end collections are used for accountability in conjunction with the outcomes data (achievement, attendance, graduation) for accountability decisions. The work of the ISES and district assessment coordinators, principals, and other educators are key to high quality data and being able to use the data for informed decision-making.

Demographic Data Collection

The Department of Public Instruction will create student demographic pre-ID labels for fall testing for all Wisconsin public school districts. DPI will use the WSLS and ISES databases to create the labels. To ensure accuracy each district must update WSLS records and ISES “Grade Level Placement” field, update all WSLS records, and update/verify all WSAS related ISES fields. Failure to do these three things may result in confusing and inaccurate pre-ID labels, erroneous WSAS Reports, and/or invalid accountability determinations. District assessment coordinators and district WSLS/ISES administrators should work together to accomplish this task.

Record Editing System (RES)

The WSAS RES provides districts with a final opportunity to correct student demographic data errors prior to the production of score reports and the calculation of accountability measures such as Adequate Yearly Progress (AYP).

Additional ESEA/NCLB Resources

Wisconsin Department of Public Instruction	http://dpi.wi.gov
Adequate Yearly Progress (AYP)	http://dpi.wi.gov/oea/acct/ayp.html
The Elementary and Secondary Education Act in Wisconsin: Background and Overview (ESEA)	http://dpi.wi.gov/esea/background.html
Office of Educational Accountability (OEA)	http://dpi.wi.gov/oea
Wisconsin Information Network for Successful Schools (WINSS)	http://dpi.wi.gov/sig/index.html
Meeting ESEA/NCLB Report Card Requirements	http://www.dpi.wi.gov/lbstat/dm-eseadata.html
WLS/ISES Data Elements	http://www.dpi.wi.gov/lbstat/eseamap.html#data
U.S. Department of Education	http://www.ed.gov

Improving Reading Performance



For additional information on this section contact jacqueline.karbon@dpi.wi.gov

Overview

Examination of reading performance should address all students. The overall PK–12 reading program should include comprehensive, differentiated reading instruction in the classroom along with additional services for students who need more support in order to succeed. Some students need intensive, usually short-term instruction tailored to address specific weaknesses. All reading instruction must align with local curricula, be evidence-based, and target specific student weaknesses determined by performance on multiple reading measures. Furthermore, reading strategies should be embedded across all content areas.

For a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit: http://dpi.wi.gov/ssos/ayp_handbook.html.

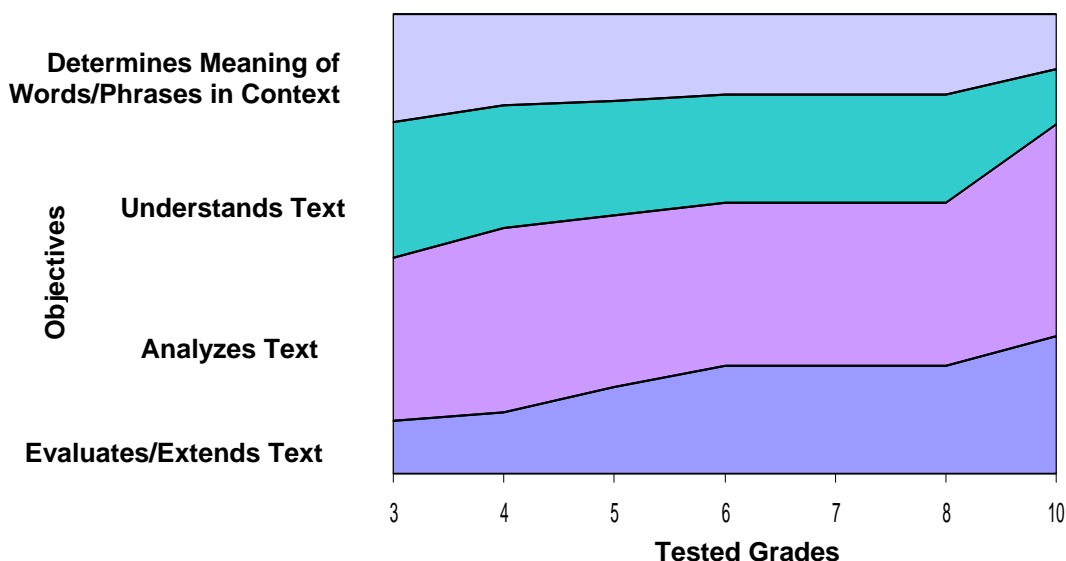
Action Options

Focus on standards, curriculum, instruction, and assessment

- As you develop local curricula, use resources available from DPI such as *Wisconsin Model Academic Standards for English Language Arts and Planning Curriculum in English Language Arts*.
- Be aware of effective instructional practices such as reciprocal teaching, strategic instruction model, questioning the author, literature circles, and use of graphic organizers, and ensure that all staff have opportunities to learn how to use these practices and also have time to discuss these practices with colleagues.
- Develop intensive writing programs, because many skills involved in writing also help improve reading skills and comprehension. Students benefit from increases in the amount and quality of writing instruction.
- Follow the instructional time recommendations in the chart Minimum Allocated Instructional Time: Recommended by the Wisconsin Department of Public Instruction, at <http://www.dpi.state.wi.us/cal/timeallo.html>. For example, at grades 3 and 4, consider allocating 600 minutes per week based on a six-hour school day, 500 at grade 5, and 425 at grade 6. Provided that quality instruction is offered at the appropriate instructional level, research suggests that time on task should improve performance. Instruction specifically designed to strengthen reading and writing abilities should be integrated into other subject areas, such as science and social studies.
- Differentiate instruction and provide opportunities for students to access learning centers that include activities with a range of skill levels.
- Provide access to Into the Book, <http://reading.ecb.org/>, a multimedia teaching resource designed to enhance reading comprehension for K-3 students. This resource focuses on eight research-based comprehension strategies. Watch engaging 15-minute videos, and encourage students to try the online interactive activities. “Behind the Lesson” provides a guide for using the classroom video series. Delve into the strategies with nine short professional development videos, lesson plans, research, and more.
- Ensure that reading materials are available in a wide range of difficulty, in a variety of genres, and with representations of all students. Because students are expected to read long as well as short passages on the state reading examinations in grades 3–8 and 10, provide opportunities for students to develop the ability to sustain reading and respond to comprehension tasks up to 50 minutes on their own.

- Know the reading strengths and weaknesses of all students. Monitor reading progress of students on a regular basis using data from multiple measures. Analyze all data to determine needs, and use scientifically based reading research to outline strategies for improvement.
- Use resources available from DPI such as “Wisconsin Knowledge and Concepts Examinations Reading Framework” and “NCLB and Reading Framework PowerPoint” available at <http://dpi.wi.gov/oea/wkce.html#Reading>.
- Use the WKCE Reading Assessment Blueprint, which graphically portrays the distribution of score points across the test item bank for grades 3–8 and 10 to help educators understand the emphasis of test content across grades. Notice that all four test objectives (determines meaning of words/phrases in context, understands text, analyzes text, and evaluates/extends text) are tested in each grade, but the emphasis changes across grades. For example, the distribution of score points for the “evaluates/extends text” objective increases across grades whereas the emphasis on “determines meaning of words/phrases in context” decreases.


WKCE Reading Assessment Blueprint



Support one another as professionals

- Ensure that professional development opportunities align with the needs identified by the data on achievement.
- Visit schools with successful reading programs. Develop a plan to observe key components and interview people at the school.
- As related to their professional goals, encourage educators to attend conferences such as the New Wisconsin Promise Conference, Wisconsin State Reading Association Convention, and Wisconsin Title I Association Conference, participate in task forces, and serve on boards of professional organizations.
- Foster internal communication and ensure that educators have time to plan together.
- Provide time and opportunities for the district reading specialist to work with staff to improve teaching of reading. Encourage the reading specialist to model best reading practices, temporarily team with classroom teachers to improve instruction, or both.

Offer support for struggling students, students with disabilities and English Language Learners (ELL)

- Successful district reading programs provide a constellation of reading services aligned with local curriculum to meet the needs of all students. For example, along with the core reading program, a district may provide a supplementary program from a commercial publisher, a one-on-one intervention program, a buddy tutoring program, an after-school reading program, a summer reading program, author visits, book discussion groups, and read-ins for parents or guardians and their children.
- Implement early intervention programs and develop strategies to address the reading needs of those students in preschool and the early elementary grades. Ensure that supplemental and intervention instruction complements and extends the comprehensive reading instruction.
- Develop early reading programs using research-based principles such as the Center for the Improvement of Early Reading Achievement’s (CIERA) *Improving the Reading Achievement of America’s Children: 10 Research-Based Principles*. These principles focus on home language and literacy experiences, preschool programs, skills that predict later reading success, primary-level instruction, primary-level classroom environments, cultural and linguistic diversity, children who are identified as having reading difficulties, proficient reading in third grade and above, professional opportunities, and entire school staffs. Download this document from the CIERA Web site at <http://www.ciera.org/library/instrsrc/principles/index.html>. 
- Capitalize on research findings. For example, Judith Langer at the Center on English Learning and Achievement at <http://cela.albany.edu/> identified the following six issues that show differences between higher performing and more typically performing middle and secondary schools: approaches to skills instruction, test preparation, connecting learning, enabling strategies, conceptions of learning, and classroom organization.
- Incorporate the 15 key elements of effective adolescent literacy programs into your middle and high school reading programs as shown in the report, *Reading Next: A Vision for Action and Research in Middle and High School Literacy* developed by the Alliance for Excellent Education. The elements are divided into two sections: instructional improvements and infrastructure improvements. Used together, these elements were found to be part of a successful adolescent literacy program. Link to this report and additional useful reports from the Alliance at http://www.all4ed.org/publication_material/reports. Additional reports include:
 - Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners*—A report to Carnegie Corporation of New York.
 - Literacy instruction in the content areas: Getting to the core of middle and high school improvement.*
 - Writing next: Effective strategies to improve writing of adolescents in middle and high school*—A Report to Carnegie Corporation of New York.
- Use published and online toolkits to improve adolescent literacy instruction. For example, use the DPI Adolescent Learning Toolkit, http://www.dpi.state.wi.us/pubsales/litrcy_5.html, designed to help middle and high school educators strengthen and improve instruction for their adolescent students, specifically in reading and math. Link to the Council of Chief State School Officers' Adolescent Literacy Toolkit available at http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit. The Adolescent Literacy Toolkit is part of a project to help states build capacity to implement promising secondary school redesign policies and practices. Also, link to AdLit.org at <http://www.adlit.org/> to find resources for parents and educators of adolescents.

- Know the strengths and weaknesses of each reader. Use screening assessments to determine which students are most in need of support. Once they are identified, administer individual diagnostic assessments to the struggling readers to determine exactly what each must learn to be successful. Develop plans based on the data. One example of a source for testing instruments is the Reading Assessment Database for Grades K–2, available at the Southwest Educational Development Laboratory Web site, <http://www.sedl.org/>.
- Encourage collaboration among all staff members who provide services to students. Review models of providing services that include elements such as Title 1, special education, and support for English Language Learners. Select a model that best meets the needs of students identified for additional reading support in your district. Support students in the regular education classroom as much as possible.
- Identify students with disabilities and students who need ELL services and provide services for those who qualify. Focus on prevention to lessen special education referral rates. For additional information, please refer to these AYP Handbook sections—“Instructional Strategies that Support the Success of Students with Disabilities,” and “Instructional Strategies that Support English Language Learners.”
- Provide access to Internet resources such as author Web sites; companion Web sites related to public television series at Public Broadcasting Service (PBS) Kids, <http://pbskids.org/>; online book discussions on the Read On Wisconsin Web site for students in elementary, middle, and high school; TeachingBooks.net; and other appropriate Web information for children and teens. Read On Wisconsin, at <http://readon.wi.gov/>, is a statewide book club for everyone who enjoys reading and talking about good books. TeachingBooks.net, at <http://www.teachingbooks.net/enter/>, is a time-saving portal to thousands of online resources you can use to explore children's and young adult books and their authors.
- Use community members or older students as tutors. Develop business partnerships that would supply tutors or support tutoring projects.
- Arrange for students to be able to check out books from school and classroom libraries for use over the summer. Perhaps the library could open for several hours every other week so children could return materials and select different books.



Provide information about early reading to parents or guardians

- Encourage parents to read to their babies, toddlers, and young children every day—for babies and toddlers, at least three times daily for a total of at least 15–20 minutes a day, and more for four- and five-year-olds. Suggest reading during a quiet time each morning, at bedtime, and one additional time during the day. Also explain how to work with your local librarian or library media specialist to find books that especially engage babies and toddlers. Encourage parents to check out numerous books for their children at each visit to the library. Suggest that parents ask friends and relatives to give children books for special occasions such as birthdays and holidays to demonstrate that reading is a valuable activity.
- Provide information to help parents realize the amount of time good readers have devoted to reading. Children enter school with vast differences in exposure to and interaction with print material. Good readers have been listening to and handling books for years before starting school. Parents can underestimate the amount of time future good readers spend listening to, interacting with, and talking about books. Review related information at the Center for the Improvement of Early Reading Achievement Web site, specifically Inquiry Strand 2, Home and School, at <http://www.ciera.org/library/reports/inquiry-2/index.html>.

- Suggest that parents encourage their toddlers to select books that interest them. Encourage parents to point out and name things in books that toddlers see in their daily lives. From the earliest ages, include both fiction and nonfiction books and print material. Encourage and praise book-handling behaviors such as retelling a story to a favorite stuffed animal while turning the pages of a book.
- Encourage parents to provide access to appropriate online reading and learning activities at home or at the local library. Also, provide information about and encourage access to appropriate software that promotes love of reading and early reading skill development. Find helpful reading Web links for children on the Between the Lions Web site, <http://pbskids.org/lions/>. The site is related to the award-winning PBS television series of the same name that is designed to foster literacy skills of four- to seven-year-olds while demonstrating the joys of reading.

Encourage students to spend more time reading and enjoying reading

- Consider providing a summer reading program. Summer support is especially important for struggling readers. Good readers read during the summer and often have many experiences that enrich their reading. Poor readers rarely read over the summer. They get further and further behind. Change that pattern for poor readers.
- Encourage people to join existing book clubs; if a book club doesn't exist, be sure to start one. Think about using before-school, during-school, or after-school programs that focus on reading, or establish a "lunch bunch" for children to get together to talk informally about books while eating lunch.
- Start a bookstore where children can select books at low cost or free for their personal use. Order books inexpensively through group book clubs, purchase books at reduced rates at book sales, and explore the possibility of participating in Reading Is Fundamental located at <http://www.rif.org/>.



Apply for grant funding

- Use grant funding to help fund programs that you otherwise can't afford. Establish a grant writing team and write your first grant; the more grants you write, the better you'll get at writing and being awarded grants. Ask colleagues who are successful grant writers to help you.
- Check the DPI Web site for information about grant programs such as: Even Start Family Literacy, http://dpi.wi.gov/titleone/esfl_index.html; and Responsive Education for All Children (REACH), <http://dpi.wi.gov/reach/>. Check the U.S. Department of Education Web site for information about grant programs such as Early Reading First, <http://www.ed.gov/programs/earlyreading/index.html>, and Striving Readers <http://www.ed.gov/programs/strivingreaders/index.html>.

Support libraries

- Think about the message your community sends to its residents about the importance of literacy. If there is a local library, promote it and ensure that every child has a library card. Think about both barriers and incentives for students using libraries.

Resources for Improving Reading Performance

Publications

All DPI literacy guides at
<http://dpi.wi.gov/pubsales/litrcy.html>

Web Sites

Alliance for Excellent Education promotes high school transformation to make it possible for every child to graduate prepared for postsecondary education and success in life.
http://www.all4ed.org/adolescent_literacy/index.html

Cooperative Children’s Book Center (CCBC) is a unique examination, study, and research library of the School of Education at UW-Madison.
<http://www.education.wisc.edu/ccbc/>

Educational Communications Board (ECB) is committed to ensuring that public radio and television programs and services are made available throughout Wisconsin and that they reflect and respond to the educational and cultural needs of the state’s residents.
<http://www.ecb.org/>

Ideas provides educators access to teacher-reviewed, Web-based resources for curricula, content, lesson plans, and professional development.
<http://ideas.wisconsin.edu/>

International Reading Association is a professional organization of those involved in teaching reading to learners of all ages that includes teaching tools, publications, online articles and discussions, grants, news, and more.
<http://www.reading.org>

Into the Book is designed to improve K-3 students’ reading comprehension and support professional development related to K-3 literacy.
<http://reading.ecb.org/>

LEARNS is a partnership of the Northwest Regional Educational Laboratory (NWREL) and the Bank Street College of Education (BSC) that includes an interactive Web site created to prepare Corporation for National and Community Service members and volunteers to tutor elementary students in reading.
<http://www.nwrel.org/learns/>

National Reading Panel Report includes the Report of the National Reading Panel, “Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction.”
<http://www.nationalreadingpanel.org/>

Learning Point Associates: Literacy improves students’ reading achievement by providing assistance to state education agencies, intermediate state educational units, and local school districts in defining and implementing research-based best practices in literacy.
<http://www.learningpt.org/page.php?pageID=12>

Reading Rockets is a national multimedia project that looks at how young kids learn to read, why so many struggle, and how caring adults can help.

<http://www.readingrockets.org/>

ReadWriteThink includes lessons, standards, Web resources, and student materials.

<http://www.readwritethink.org/>

TeachingBooks is a fee-based site, free to Wisconsin residents, designed to generate enthusiasm for books and reading by bringing authors, illustrators, and engaging resources about books for children and teens to every school, library, and home.

<http://www.teachingbooks.net>

Wisconsin Library Association brings together and supports people from all types of libraries.

<http://www.wla.lib.wi.us/>

Wisconsin State Reading Association promotes excellence in reading.

<http://www.wsra.org>

Wisconsin Title I Association is a dedicated group of educators committed to promoting and enhancing the quality of Title I programs throughout Wisconsin.

<http://www.wt1a.com/>

Professional Development Events

International Reading Association's (IRA) annual convention is held in May. IRA provides numerous additional professional development opportunities.

<http://www.reading.org/>

New Wisconsin Promise Conference is held annually in January.

<http://dpi.wi.gov/nwp/conference.html>

University of Wisconsin Reading Symposium is held annually in June and is sponsored by UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW Oshkosh, UW-Stevens Point, and UW-Whitewater; Cardinal Stritch University; and Wisconsin State Reading Association.

Wisconsin State Reading Association's (WSRA) annual convention is held in February. WSRA also provides institutes and local council events.

<http://www.wsra.org>

Wisconsin Title I Association conferences are held each spring and fall.

<http://www.wt1a.com/>

Improving Mathematics Performance



For additional information on this section contact diana.kasbaum@dpi.wi.gov.

Overview

In an effective mathematics program, students learn to reason and communicate mathematically, value mathematics, and become confident in their own mathematical abilities to solve problems in situations that may not be familiar to them. Students need to be equipped as confident, competent, engaged, and persistent problem solvers. The key to mathematical competence is learning with understanding so that students are able to reason, solve problems, and apply their learning to new situations. Students need to be computationally fluent to carry out mathematical procedures flexibly, accurately, efficiently, and appropriately.

Students need to be able to understand and use mathematics in everyday life. This understanding must be continually strengthened and expanded throughout their educational experiences.

For a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit: http://dpi.wi.gov/ssos/ayp_handbook.html.


Strong mathematics programs also address the needs of all students, including struggling and highly able students. Early opportunities should be provided for one-on-one or small group assistance. To the extent possible, such supports should not interfere with the student's participation in regular classroom activities and learning. It is important that all students have access to rigorous mathematics, opportunities to engage in rich discourse about mathematics and expectations to think about their mathematical thinking. It is also important to use formative assessment practices to identify when students struggle and to intervene early.

Mathematical proficiency is something that all students can and need to achieve, just as all students need to become proficient readers. "Mathematical proficiency is not something students accomplish when they reach eighth grade or twelfth grade; they can be proficient regardless of their grade. Moreover, mathematical proficiency can no longer be restricted to a select few" (*Helping Children Learn Mathematics*, National Research Council 2002). Five areas of mathematical proficiency can be viewed as strands of an intertwined rope: *Conceptual Understanding, Procedural Fluency, Strategic Competence, Adaptive Reasoning, and Productive Disposition*. (*Adding It Up*, National Research Council, 2002) In practice, educators need to consider making sure that students:

- Understand important mathematical concepts, operations, and relations.
- Develop procedural fluency to carry out procedures flexibly, accurately, efficiently, and appropriately.
- Are strategic in their thinking and problem solving, able to formulate, represent, and solve mathematical problems.
- Are able to reason and have the capacity for logical thought, reflection, explanation, and justification.
- Have positive attitudes about math and confidence in their mathematical abilities and have developed an ability to persist.
- See math as something that makes sense, is useful and worthwhile, and is applicable to real-life.

Action Options

Focus on curriculum, instruction, and assessment

- Review the district mathematics curriculum to ensure that it is aligned with the Wisconsin Model Academic Standards at: <http://www.dpi.wi.gov/standards/matintro.html>.
 - Consider instituting a daily math block of at least 60 minutes into your school schedule. Research indicates that extending instructional time for mathematics enhances student achievement.
 - Evaluate the mathematics curriculum to ensure that, at all levels, the curriculum addresses mathematical content standards (number operations and relationships, geometry, measurement, statistics and probability, and algebraic relationships), and mathematical process standards (reasoning, communication, connections, representation, and routine and non-routine problem solving).
 - Review instruction to ensure that the intended curriculum has been delivered. One of the areas of concern in mathematics is the *Opportunity to Learn* (OTL), which refers to what students have studied and therefore have had a chance to learn each year. A close examination of both the intended curriculum and the delivered curriculum may point out inconsistencies that must be addressed. Is one particular topic of mathematics not being covered? For example, it may be difficult for students to construct or analyze a stem-and-leaf plot on the state test if it is not part of the curriculum.
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- Research has shown that being in the classroom of a highly qualified and effective teacher has significant impact on students' achievement for multiple years. Assign strong mathematics teachers to target grade levels or courses (e.g., ninth-grade algebra or level 1 of an integrated mathematics program).
 - Consider reallocating teaching staff or designating funds for a math coach, math teacher-leader or math specialist positions. Adopt content-focused coaching or another model to focus on teaching and learning. See recommendations from 2008 National Mathematics Panel Report: <http://www.ed.gov/about/bdscomm/list/mathpanel/report/final-factsheet.html>
 - Learning with understanding means that students are engaged in making sense of mathematics. Do students learn mathematics with understanding, or does the curriculum primarily focus on rote memorization of "important formulas"? Young children need to have multiple opportunities to fully grasp an understanding of equality so that when asked to solve $3 + 5 = _ + 2$, the response is not "8" because their primary experiences with equality have been with examples such as $4 + 2 = _$. Older students, for example, need experiences with building an understanding of spatial relationships and knowing what makes the graphs of linear, quadratic, and exponential functions differ.
 - Encourage instructional practices that ensure that students communicate their mathematical strategies and understandings. Communicating mathematically (speaking and writing) helps to deepen students' understanding and gives teachers opportunities to identify misconceptions and more reliably assess what students know.
 - Encourage mathematics experiences that provide students with a range of depth and higher-order thinking skills. Do students have regular experiences solving non-routine, open-ended problems? Are questions constructed with higher-order thinking skills in mind? For example, in one task students are asked to name various shapes (square, trapezoid, parallelogram, etc.). In a second task, students are asked to sort several shapes (square, rhombus, trapezoid, right triangle, hexagon, and pentagon) into two or three categories and explain how they were sorted. An extension question might ask students to draw a different shape that would fit each category. The first task is recall (low-level thinking); whereas the other two tasks expect students to reason, communicate, and generalize at much higher thinking levels.

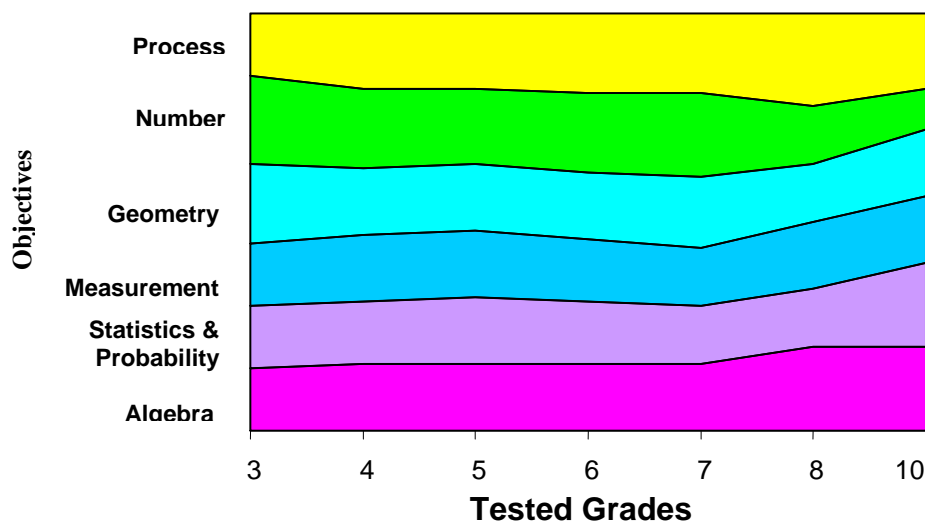
- Teach the “language of mathematics.” Do students learn how to use mathematical terminology when explaining their thinking and justifying results? How do English Language Learners receive support?
- Emphasize the importance and varied purposes of multiple kinds of formative assessment and use information to guide instruction.
- Identify common assessment items and provide opportunities for teachers to collaboratively evaluate student work and discuss teaching strategies.
- Use student work samples as instructional tools. Ask students to evaluate responses based on a rubric. How can the response be improved to clearly demonstrate understanding? What misconceptions are evident in the work sample?
- Build new understanding on previous experiences.
- Help students strengthen mathematical reasoning and problem solving by seeing the connections between mathematics and other subjects through the integration of mathematics across content area projects.
- Make the tools of mathematics, including manipulatives, measuring tools and technology, readily available in every classroom. Provide support and expectations for using them during instruction.
- Evaluate the use of calculators and computers at all levels as tools of mathematics that are used to build understanding of new concepts, evaluate reasonableness, analyze data, and make and test mathematical conjectures. The Wisconsin Mathematics Council Position on Calculator Use states:

The calculator is a valuable tool in teaching, learning, and assessment. Appropriate calculator use complements computational fluency. Appropriate calculator use includes selecting a calculator suitable to the level of the student and the curricular content; using calculators in a way that furthers the understanding of mathematics; being deliberate about when it is best to use calculators, when it is best to use mental math, estimation, paper and pencil, or other methods; and having calculators available for interdisciplinary applications.




- Work with the entire staff to develop a core set of beliefs about mathematics instruction and learning (e.g., all students, regardless of gender, ethnicity, race, economic status, or disability, can learn and be successful in mathematics, can benefit from exposure to higher-level mathematics, and deserve to be taught by highly qualified teachers).
- Provide opportunities to review assessment data (including time analysis across levels). This may point out mathematics content and process areas that are either not addressed or insufficiently addressed in the curriculum.
- Use the WKCE Assessment Frameworks for Mathematics as a tool to ensure that the district curriculum has addressed each of the objectives, subskills, and grade-level descriptors prior to administering statewide assessments. However, understand that the Frameworks is not the curriculum, it simply defines the scope of what is covered on the state test. For additional information, see: http://dpi.wi.gov/oea/pdf/math_framework.pdf. A wealth of information related to the Wisconsin Alternate Assessment for Students with Disabilities can be found at: <http://dpi.wi.gov/oea/waa.html>.
- The WKCE Mathematics Assessment Blueprint, as found in the Assessment Frameworks for Mathematics, shows the distribution of score points across the test item bank at grades 3–8 and 10. The objectives measured are: Mathematical Process, Number Operations and Relationships, Geometry, Measurement, Statistics and Probability, and Algebraic Relationship.

WKCE Mathematics Assessment Blueprint



Provide opportunities for meaningful professional development

- Providing a sustained professional development plan is especially important for mathematics educators. Teachers need professional development that focuses on both content and pedagogy, including best practices, understanding how students learn, and how to continually assess student understanding of important mathematics concepts.
- Provide professional development that focuses on mathematical content so that teachers have the opportunity to build an increased understanding of important mathematics, as well as an understanding of common misconceptions..
- As much as possible, provide professional development that is embedded in practice where teachers examine student work from their own classrooms and incorporate and reflect on instructional strategies that they use with their students.
- Ensure that the staff has the ability to develop mathematical thinking in their students.
 - Promote problem-solving skills by asking questions such as *What information do you have? What strategies will you use? What tools will you need?*
 - Reinforce connections among ideas by asking *What ideas have we used before that were useful in solving this problem? What uses of mathematics did you find in the newspaper last night? Can you give me an example of...?*
 - Encourage reflection by asking *Does your answer seem reasonable? Can you describe your method to us all? What are the key points in this lesson?*
 - Help students learn to reason by asking *How would you prove that? Can you think of a counterexample? What assumptions are you making?*
 - Encourage conjecturing by asking *What would happen if...? Do you see a pattern?*
- Involve all mathematics teachers in an analysis/alignment study of the connections between the district curriculum and the WKCE Assessment Framework for Mathematics. This is an opportunity for teachers to review their grade-level curriculum and the continuum between levels with the assessment blueprint.
- Provide opportunities for vertical planning, allowing educators to understand where the mathematics they teach fits into the scope of the K–12 curriculum. Educators should identify the vocabulary used and formulate ways to embed it in instruction so that teaching and learning are consistent at all levels. Teachers need to understand the construct of the mathematics program so that they know when concepts and skills are introduced, reinforced, and secure. This may help to ensure that important concepts are adequately addressed and may reduce unnecessary repetition.

- Consider establishing professional learning communities that support mathematics teaching and learning.
- Review the mathematics understanding and background of all who support mathematics. Be certain that special education teachers, Title I teachers, and instructional assistants are trained in the district mathematics curriculum and receive ongoing support regarding effective strategies to work with struggling mathematics students. Be certain that tutors and volunteers are equipped with strategies to effectively support and intervene in a manner consistent with the district curriculum and instruction. 
- Provide opportunities for staff to collaboratively analyze assessment data, including state, district, and common classroom assessments. Have discussions about understandings and misconceptions of important mathematical ideas as evidenced in the data. Carefully review the distracters (incorrect answers) that students choose. This may point out either gaps in the curriculum or mathematical misunderstandings of both students and staff.
- Be certain that staff is familiar with current research, including post-secondary success linked to mathematics courses students take in high school. (*Improving Adolescent Mathematics, Findings from Research*, Northwest Regional Educational Laboratory)
- Provide professional development opportunities outside of the district through summer Wisconsin Academy Staff Development Initiative (WASDI) Academics (<http://www.wasdi.org/>) or Wisconsin Mathematics Council (<http://www.wismath.org>) and Cooperative Educational Service Agency (<http://dpi.wi.gov/cesa.html>) workshops. Contact neighboring districts that may be providing professional development training.
- Encourage staff members at all levels to be professionally active in the Wisconsin Mathematics Council (WMC) (<http://www.wismath.org>) and National Council of Teachers of Mathematics (<http://www.nctm.org>). Consider supporting a mathematics leader in your district to participate in the Wisconsin Mathematics Leadership Council (WIMLC). All organizations offer opportunities for professional development and networking. The annual WMC conference is in early May, preceded by a leadership pre-conference.
- Collaborate with local colleges and universities to become a grant partner, for example, Title II, Part B—Math and Science Partnerships (<http://dpi.wi.gov/cal/t2bgrant.html>).

Offer support for struggling students, students with disabilities and English Language Learners

- Support struggling students in the regular education classroom as much as possible. Too often, struggling students have been pulled out of regular education mathematics classrooms and receive mathematics instruction that may be primarily focused on skills and computation with little or no opportunity to solve rich mathematical problems or be expected to communicate mathematical reasoning.
- Identify students who are struggling early. Regularly assess students' academic progress and identify the students who need help. Employ creative scheduling to give these students extra assistance during study hall, before school, after school, or in summer sessions. Early intervention such as working in small groups as well as one-on-one and peer tutoring at all levels may avoid significant gaps in learning for many at-risk students.
- Establish a way to identify students who either do or are likely to struggle with important concepts and skills. Provide early intervention support structure so that these students receive additional opportunities before they fall significantly behind.
- If mathematics has been identified as one of the school's priorities through a Title I comprehensive needs assessment, funding can be used to support mathematics in eligible schools.

- Assign additional teachers or paraprofessionals to mixed-ability classrooms that include low-achieving mathematics students. Be certain that there is time for teachers to collaborate in order to discuss strategies that will enhance student learning and clarify roles of teachers and support personnel during the lessons.
- Use a variety of scenarios to support struggling students, including structuring activities that will give those students an opportunity to build background knowledge and experiences prior to important concept lessons. Be certain that the activities, lessons, and curriculum used to support struggling students address the needs of the students, complement and reinforce the existing curriculum, and are aligned with district and state standards.
- Set high standards for demonstrating classroom proficiency and establish procedures for those who do not meet the criteria. For example, require students who receive a less than satisfactory semester grade in mathematics to participate in a guided study hall, take an additional course, or attend summer sessions.
- Because the language of mathematics contains vocabulary that has multiple meanings or is not readily used or understood by all students, it is important to present mathematics language both in the classroom and in test preparation to be sure that students know, understand, and can apply relevant vocabulary. Mathematics-specific vocabulary may be unfamiliar to students who struggle with language.
- Incorporate questions that encourage higher-order thinking for struggling students.
- Identify instructional strategies that increase student accessibility to mathematics. When planning lessons, consider potential barriers and difficulties students may have. The Educational Development Center (EDC) has a wealth of resources available online, including lesson planning templates, lists of instructional strategies to increase accessibility, and other valuable links. (<http://www2.edc.org/accessmath/resources/links.asp>).



Encourage the development of a powerful mathematics classroom

- Encourage teachers and students to make real-world and culturally relevant connections to mathematics. Whenever possible, teachers should utilize data and graphs in the classroom setting. Students should be asked to consider ways that mathematics principles are used in the real world.
- Abstract ideas can be made more concrete with the use of manipulatives. Be sure that older students as well as students in the early grades have the opportunity to use manipulatives. Be sure that all instructional settings have access to the tools of mathematics: manipulatives, measuring tools, and technology (calculators, computers including software, Calculator-Based Learning, etc.).
- Make communicating about mathematics a regular classroom activity. Allowing students the opportunity to share ideas (and confusions) helps them to learn and develop their own mathematical thinking. Be sure students learn to justify answers and communicate their ideas. If students are hesitant to share, utilize “partner talk” or “think-pair-share” strategies.
- Make writing a part of mathematics learning. Encouraging students to keep a mathematics journal will allow them to develop metacognitive skills important to mathematical thinking. After mathematics discussions, have students write various prompts such as “Today I learned...” or “I’m still not sure about...” This practice also allows teachers to assess students’ understanding of lessons and growth over time.
- Help students develop mathematical persistence. Students should feel empowered to use a variety of strategies to solve problems rather than becoming frustrated when reliance on memorized rules or procedures is not effective. Teachers can encourage this kind of thinking by modeling a variety of solution strategies that equip students to see, understand, and use multiple solution methods.

- Be sure students are learning with understanding. Learning with understanding involves more than being able to produce correct answers to routine problems. Assessment should go beyond skill proficiency to assess understanding, reasoning, representation, and problem solving.
- Instruction should be based on the needs of the students. If teachers know the level of their students' thinking and understand how it fits within the structure of mathematics, they can design appropriate instruction and ask a variety of questions that help to scaffold students' learning.

Partner with parents

Ongoing parental involvement provides a solid foundation for students' learning and attitudes about mathematics. It is important to keep parents informed and provide opportunities for them to understand the mathematics curriculum.



- Provide opportunities for parents to learn how to help their child with mathematics and understand the district mathematics curriculum. Schedule family mathematics nights for students and parents to participate in a variety of mathematics-related activities.
- Schedule opportunities for parents to learn the mathematics in order to understand the curriculum, learn the mathematics and assist their child. Provide resources for asking good questions. Address questions related to basic facts, traditional algorithms, solving problems in more than one way, changes from the way they learned mathematics as a child, and so forth.
- Publish a regular newsletter related to the school's mathematics program. Many programs provide newsletters as ancillary materials.
- Ensure that parents understand the importance of a positive attitude regarding mathematics. Parental concerns regarding mathematics may arise from their own anxiety.
- Help parents understand that struggle and persistence are important parts of learning.
- Help parents see the everyday uses of mathematics and that providing connections at home helps foster mathematical thinking.
- Provide information regarding important changes in mathematics, including use of calculators, homework, and structure of classrooms.

Resources for Improving Mathematics Performance

Publications

Information and publications can be accessed via each organization's website.

Wisconsin Department of Public Instruction, <http://dpi.wi.gov/>.

- “Adolescent Learning Toolkit” Sections II and III were developed by Wisconsin mathematics leaders and provide information and strategies to improve student learning. Pertinent mathematics information includes: lesson development, impact of student engagement in learning on achievement, instructional practices in mathematics that enhance learning, assessing mathematical understanding in the classroom, mathematics support teachers in middle and high schools, and using assessment to inform instruction. http://dpi.wi.gov/pubsales/math_2.html
- “Planning Curriculum in Mathematics” is a resource designed to help schools and districts enhance their mathematics programs by providing research on teaching and learning as well as designing curriculum, instruction, and assessment. http://dpi.wi.gov/pubsales/math_1.html
- “WKCE-CRT Assessment Framework for Mathematics” details the objectives, subskills, and grade-level descriptors for testing at grades 3 - 8 and 10. http://dpi.wi.gov/oea/wkce-crt/math_framework.html

National Council of Teachers of Mathematics (NCTM), <http://www.nctm.org/>

- “Principles and Standards for School Mathematics” outlines six principles that should guide school mathematics programs and 10 standards that propose content and process goals. (2000) <http://standards.nctm.org/>
- “Curriculum Focal Points *for Pre-Kindergarten through Grade 8 Mathematics*” details the most important mathematical topics for each grade level, comprising related ideas, concepts, skills and procedures that form the foundation for understanding and lasting learning. (2006)
- “Navigations” is a series of grade-band books with activities and materials to implement ideas from principles and standards. (2001-2007)
- “Administrator’s Guide: How to Support and Improve Mathematics Education in Your School” is a practical guide with specific actions administrators can take to support mathematics education in their schools. (2003)
- “A Family’s Guide: Fostering Your Child’s Success in Mathematics” summarizes what today’s classroom is like and offers tips on how family members can help their children have a positive attitude and enjoy math. (2004)

National Research Council and National Academies Press, <http://www.nap.edu/>

- “Helping Children Learn Mathematics” and “Adding It Up” provide comprehensive information that will guide efforts to improve school mathematics from preschool through eighth grade. (2001)
- “How Students Learn: Mathematics in the Classroom” shows how to overcome the difficulties in teaching math to generate insight and reasoning in math students. It also has illustrated suggestions for classroom activities. (2005)

Northwest Regional Educational Laboratory, <http://www.nwrel.org/index.php/>

- Peck, Julia McClintock, “Improving Adolescent Mathematics, Findings from Research” provides research specifically related to mathematics teaching and learning for adolescents. (2005)

Wisconsin Mathematics Council, <http://www.wismath.org/>

- “Wisconsin’s New Teaching Licenses in Mathematics: How Does PI-34 Affect You?” *Wisconsin Teacher of Mathematics Journal*, Fall 2002, details performance indicators and dispositions for each of the 10 teaching standards.

U.S. Department of Education,

- “Helping Your Child Learn Mathematics” offers hints and activities for parents with children in preschool through grade 5. (2005) <http://www.ed.gov/parents/academic/help/math/index.html>
- “Foundations for Success: Report of the National Mathematics Advisory Panel” contains findings and recommendations for actions needed to provide a strong mathematics education for all students in the 21st century. (2008) <http://www.ed.gov/about/bdscomm/list/mathpanel/index.html>

Web Sites

Addressing Accessibility in Math (AAM) is a project from the Education Development Center (EDC) and supported by the National Science Foundation. The goal of AAM is to make mathematics instruction more accessible to a wide range of students, particularly those with special needs, and to promote collaboration between mathematics educators and special educators. This site provides a wealth of resources, including lesson planning templates, lists of instructional strategies to increase accessibility, and other valuable links. <http://www2.edc.org/accessmath/default.asp>

Illuminations from NCTM is a free Web site that includes lesson plans, lessons, interactive applets for students, and videos, and a wide variety of Web resources for all content and process areas of mathematics at all grade bands: pre-K–2, 3–5, 6–8, and 9–12. <http://illuminations.nctm.org/>

Learning Point Associates provides research-based resources, including exemplary lessons, to educators in the upper Midwest. <http://www.learningpt.org/>

National Library of Virtual Manipulatives provides Web-based tools for the teaching and learning of mathematics. Although the primary emphasis of the project is K–8 mathematics, many tools are effective throughout secondary and early college-level mathematics. <http://www.matti.usu.edu/nlvm/nav/index.html>

Professional Development Events

Wisconsin Department of Public Instruction’s New Wisconsin Promise Conference: <http://dpi.wi.gov/nwp/conference.html>

Wisconsin Mathematics Council’s Annual Conference in Green Lake held the first week in May: <http://www.wismath.org/>

Wisconsin Mathematics Council Workshops: <http://www.wismath.org/>

Wisconsin Title I Association fall, spring, and parent conferences: <http://www.wt1a.com/>

Wisconsin Academy Staff Development Initiative (WASDI) Summer Academies and other professional development projects: <http://www.wasdi.org/>

PBS TeacherLine offers online professional development as well as quality professional resources: <http://teacherline.pbs.org/teacherline/welcome.cfm>

Improving Test Participation and Administration



For additional information on this section contact mvisalakshi.somasundaram@dpi.wi.gov.

Overview

The goal of testing at least 95 percent of enrolled students is designed to assure that the maximum number of students are being assessed. NCLB does not require 100 percent test participation in recognition of factors such as medical emergencies or prolonged illness. Schools may have to develop a more flexible schedule to ensure that all students have an opportunity to participate in the statewide assessments. For example, administering tests early in the test window allows time for adequate make-up sessions. The way in which statewide tests are administered locally can have a dramatic effect on student participation.

For a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit: http://dpi.wi.gov/ssos/ayp_handbook.html.

Beginning with the 2005-06 school year, the federal *No Child Left Behind Act* (NCLB) requires all states to test all students in reading and mathematics in grades 3 through 8 and once in high school (grade 10 under s.118.30, Wis. Stats.). These criterion-referenced tests are referred to as the Wisconsin Knowledge and Concepts Examination (WKCE). Student performance on these assessments is reported in proficiency categories and used to determine the adequate yearly progress of students at the school, district, and state levels.

Action Options for Test Participation

Communicate the importance of testing to parents

Parents need to understand the importance of test participation and the implications of nonparticipation for their child and his or her school. In parent meetings, orientations, or resource materials, school staff should emphasize the critical role testing now plays under NCLB. Include testing dates on school calendars and newsletters. Send postcards or emails to parents reminding them of the testing dates as they approach.

Develop a plan for testing students not in the school building during test sessions

You are responsible, under NCLB, for testing all students enrolled in your school or district during the testing window. This includes enrolled students who are receiving instruction at home, incarcerated students, or students in day treatment. These students are still counted in the calculation for test participation. In some cases school staff may need to locate students and take the test to them. Before the testing window, develop a plan to ensure that test security is preserved. Allowing test booklets to leave the school building may result in their being lost, stolen, or mishandled. If a student must be tested outside of the school, be sure that the person administering the test is a licensed professional staff member. All passages, stimuli, and questions in the test are confidential and must be kept secure at all times. Unauthorized use, duplication, or reproduction of any and all portions of the test material is prohibited.

Use existing school structures to communicate the importance of test participation to students

Many schools have advisor/advisee or mentoring programs to build positive relationships and support students. Adults in this leadership role can work with their assigned students to help them understand the importance of participating in the test. Likewise, staff who implement after-school tutoring or enrichment programs can talk with students about the importance of taking the test and teach test-taking skills.

Use existing community resources to communicate the importance of test participation

Identify the community-based organizations that your students utilize. Take time to meet with staff in those organizations and familiarize them with the requirements of NCLB. Ask for their support and involvement in encouraging students to participate in the test.

Avoid missing AYP in test participation due to unnecessary demographic data errors

School staff in charge of packaging test booklets and rechecking test demographic data that the school receives on testing labels need to be very clear about what they should be checking. Lack of accuracy in how students are classified or how test booklets are handled has resulted in schools unnecessarily being identified as missing AYP. Staff in charge of test data should do the following:

- Consult with your school and district coordinators who work with the Wisconsin Student Locator System (WSLS) and the Individual Student Enrollment System (ISES) to ensure that all student enrollment and demographic data are current. These are the databases from which information used to generate bar-coded testing labels, as well as demographic data used for scoring, are drawn. The WSLS is open year round. ISES collections are currently open from July through October to collect information on set count dates in the Fall and for the end of the previous school year.
- Schools and districts are held accountable for the reading and mathematics performance, test participation, attendance, and graduation of their students, be certain your school has updated ISES enrollment records to formally transfer or withdraw students who have left the school in time for the ISES collections.
- Check for any students who missed test participation due to a significant medical emergency. A significant medical emergency is a significant health impairment that renders the student incapable of participating in any academic activities, including state assessments, for the entire testing window.
- If a school or district does not meet the 95 percent test participation rate solely due to a significant medical emergency it can request to be exempted from the test participation calculation through the AYP reconsideration process. Districts will need written documentation from a physician of the medical emergency, including evidence that the condition has prevented the student from participating in any academic activities, including testing, for the entire testing window. Examples might include hospitalization for a life-threatening condition or a serious accident involving extensive rehabilitation. General hospitalization or homebound status are not considered extreme medical conditions.
- If students enrolled in your school/district move prior to beginning any portion of the test, forward their testing label and book to their new district if the student moves within Wisconsin. If the student moves out of state or to a non-public school, destroy their testing label.
- Remember that a test document (WKCE test book or WAA-SwD answer document) with a testing label or "bubbled" student information must be returned for all students who are enrolled at the time of testing, even if they are not tested. When returning blank test documents with labels or bubbled information for students who were not tested, however, double-check the status of that student to be certain that s/he is still enrolled in that grade level, and that demographic data such as ethnicity or economically disadvantaged status is accurate.
- Plan for, and pay careful attention to, preliminary testing data from the testing contractor through the online Record Editing System (RES) following testing the previous fall. In RES, be sure to check *each* student's record very carefully, paying particular attention to their testing status, full academic year status, and demographic information. RES is your *final opportunity* to verify accuracy of the demographic information and to make corrections in the coding that generates test reports, WINSS data, and AYP calculations.



- A student is considered to have made a valid attempt if s/he has answered any questions on the test; students do not have to answer all or even a majority of test questions in order to be considered a test participant. When a test is invalidated, the student does not count as a participant.

Action Options for Test Administration

Broaden the time frame for local test administration

Testing may take place throughout the entire testing window. Instead of setting just one week for makeup testing, staff should be ready to test students whenever they can. When students return from an absence, make arrangements to make up reading and mathematics tests first.



Create supportive testing environments

Consider administering tests with students in small groups and with school staff present to proctor. Changes to school schedules may be made in order to break up test times into smaller blocks. Some schools test students off-site in conference centers or hotels to create an environment with no distractions.

Make appropriate testing accommodations

See <http://dpi.wi.gov/oea/pdf/assessmatrix07.pdf> for the Accommodations Guidelines for all students, including students with disabilities and English Language Learners. Consider the accommodations that the child receives in the classroom as possible accommodations for the WKCE. Select accommodations that do not invalidate the test, i.e., do not change the skills or content tested. For example, an accommodation that includes reading passages or items aloud to students would not be an acceptable accommodation if the purpose of the assessment is to measure reading skills. All accommodations on the WKCE must be documented on the student's IEP before testing.

Share test-taking strategies that work

An effective teacher and a strong instructional program provide students with the knowledge they need to do well on tests. However, a lack of test-taking skills can prevent students from showing what they really know. Students who have the academic knowledge sometimes perform poorly simply because they are unfamiliar with a type of question, are unfamiliar with test-taking strategies, or do not have an opportunity to practice sample test items. Test anxiety can be reduced by not overemphasizing the importance of the test and reducing the time spent on test prep activities. Using WKCE released items during the course of regular instruction provides students with opportunities to become familiar with the format of the test. WKCE Practice Items, Released Items and Sample Items for reading and mathematics can be found at: <http://www.dpi.wi.gov/oea/wkce.html>.

Resources for Improving Test Participation and Administration

Web Sites

The National Assessment of Educational Progress produces data for the nation and also for all states and some urban school districts in a number of different subject areas, for many demographic groups, and for combinations of these demographic factors.

<http://nces.ed.gov/nationsreportcard/>

WKCE Assessment Frameworks in Reading and Mathematics specify what will be assessed for each grade in each subskill.

<http://dpi.wi.gov/oea/wkce.html>

Practical Assessment, Research, and Evaluation provides education professionals access to referred articles that can have a positive impact on assessment, research, evaluation, and teaching practice, especially at the local educational agency (LEA) level.

<http://pareonline.net/>

Helpful information for parents to help their child with test-taking skills and understand the benefits of testing.

<http://www.ed.gov/pubs/parents/TestTaking/index.html>

6 + 1 Trait Writing can help students learn and use a common language to refer to characteristics of writing as well as create a common vision of what good writing looks like. Teachers and students can use the 6 + 1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing.

<http://www.nwrel.org/assessment/department.php?d=1>

Great Schools is an objective source of school information on elementary, middle, and high schools.

<http://www.greatschools.net/>

Study tips and test-taking strategies from a variety of universities.

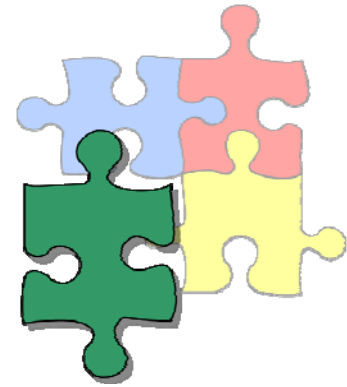
<http://www.eop.mu.edu/study/>

Data Quality

WSLS/ISES used for Pre-ID Labels	http://www.dpi.wi.gov/oea/wsasdata_attnt.html
Opportunities to verify accuracy of student data	http://www.dpi.wi.gov/oea/wsaskcchck.html
ISES Phase II Dates	http://www.dpi.wi.gov/lbstat/isesdates.html
WSAS - Record Editing System (RES) Training 2008	http://www.dpi.wi.gov/oea/webcasts.html
Critical AYP Data Elements in RES	http://www.dpi.wi.gov/oea/doc/wsasresaypdata.doc
Check the Lowest Grade in your School	http://www.dpi.wi.gov/oea/xls/lowestgrade0108.xls

During the test administration, some students will be moving into the school districts in Wisconsin from different school districts in Wisconsin, out of state schools or from private schools. Some students will be moving from a Wisconsin school district to out of state school or to a private school in Wisconsin. The Office of Educational Accountability developed a descriptive table in an effort to answer the questions regarding the standard protocols that should be followed by both the districts from and to which the student moves during the testing window. This also provides the information on which district is accountable for the student during such situations. Standard protocol table is available at <http://dpi.wi.gov/oea/pdf/07stdmov.pdf>.

Improving Attendance and Graduation



For additional information on this section contact daniel.wiltrout@dpi.wi.gov.

Overview

Examination of attendance and graduation rates must take into account the broad spectrum of students and their reasons for not attending school or graduating. Considerations include the level of connectedness students feel toward the school. School staff need to examine the attendance patterns of all students, from those who are absent a few days to those who are habitually truant, in order to effectively address attendance issues. When addressing improving graduation rates, school staff should begin by identifying who is at risk of not graduating and then defining a conceptual framework for addressing the problem. This includes deciding whether the approach will target specific students or specific demographic subgroups, or establish a schoolwide program.

For a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit: http://dpi.wi.gov/ssos/ayp_handbook.html

How Attendance and Graduation Rates are Calculated

Graduation rate is the number of graduates (students who receive a regular high school diploma granted by the school board) divided by the total cohort group, measured from the beginning of high school as a percentage. This cohort group includes graduates, other high school completers who did not receive a regular high school diploma granted by the school board, dropouts, and students who reached the age of 21 in the school year.

Attendance rate is the percentage of the total number of days (reported to the one-half day) of face-to-face instructional contact between a student and a teacher that actually occur during a school year divided by the total possible days. A student must be present for a minimum of one hour in any one-half day to be considered in attendance for that half day. If a school district decides a student can be present for less than one-half day and still be in attendance, it should report actual days of attendance as 0.5.

Multiple Strategies Needed to Improve Attendance and Graduation

Improving attendance and graduation requires coordinated efforts of a variety of people and systems working together to implement strategies that address the root causes of truancy and failure. There is no simple “one size fits all” approach that will work in every community. The fundamental challenges are to engage all students in the learning process and school community and to address barriers to attendance, learning and school completion. Students experiencing problems with behavior and success can often be identified early in the elementary years. Students at risk of failing can usually be identified by the sixth grade. If additional learning supports are provided to help address barriers to learning during this period, a pattern of school engagement and success may be established and truancy and failure prevented. These learning supports often involve coordinated efforts of teachers, administrators, pupil services staff and community personnel.

Once truancy and disengagement begin, more intensive and targeted strategies may be needed. Identifying and addressing barriers to attendance for specific students are key actions. Such efforts are often lead by pupil services staff. Community partners such as law enforcement and courts may support targeted efforts by providing immediate consequences for truancy. However punitive approaches alone

are not likely to succeed and must be balanced with supporting services and perhaps alternative educational approaches. The following are some key options for addressing attendance and graduation issues.

Short-Term Action Options

Make sure the data you collect and report are accurate

Graduation and attendance rates are calculated from data submitted by the district through the Individual Student Enrollment System (ISES). Keep the Wisconsin Student Locator System current by updating records when a student moves between schools within the district or to a new district. Work with the district ISES Administrator to check data accuracy before the validation and lock down dates. For important ISES dates visit: <http://dpi.wi.gov/lbstat/isesdates.html>.



Accurate use of Exit Types is critical to accurate reporting. An exit type describes circumstances under which the student exited from a school. Refer to <http://dpi.wi.gov/lbstat/dataexit.html> for additional information. Note that students who earn an HSED and also qualify for a regular diploma issued by the school board should have an “R” Regular Diploma exit type.

Another important reference is the connection between WSLs, ISES, and WSAS Data Collection, Record Editing, and On-Line Reporting at <http://dpi.wi.gov/oea/dacdata.html>.

Examine the district’s definitions of truancy

Consider revising the definition if minor tardiness results in a report of absence and truancy.

Make students and parents or guardians feel welcome

Make a point to greet every student, parent and guardian you see in the halls and outside. Learn the names of your students and their families. Consider ways to meaningfully include them in the life of the school.

When a student is absent, immediately talk to the parent or guardian

Make a personal phone call in the evening or call parents or guardians at work during the day each and every time a student has an unexcused absence. Empower and expect classroom teachers to call parents when they think a student may be truant. Provide telephones with privacy so teachers can call parents. Encourage teachers to explain to parents that work was missed when their child was absent.

Recognize good attendance

Recognize and reward students for academic achievement and attendance as you do for athletics. Reward and recognize good attendance, not just perfect attendance. Post large signs giving the daily attendance for the day. Reward individuals, classes, and the school for increased attendance.

Talk with students about their reasons for being absent and address the contributing factors

It’s important to let students know that you’re aware of their absences and that you care that they’re in school. Find out why they missed school, and enlist pupil services staff to help address the wide variety of health, social, personal, and practical reasons that can lead to student absence. Pupil services staff can address these causes with direct help and links to community resources for students and families.

Consider temptations that may lead to truancy

Examine data related to school absences to see if there is a correlation between truancy and open campus policies. Consider closing your campuses during breaks and lunch.

Provide opportunities for all students to be successful in something

Provide a wide variety of extra-curricular and co-curricular activities to engage all students in the schooling experience. Use community volunteers to provide enrichment activities. Make service learning opportunities available within the curriculum.

Utilize after-school programs, including 21st Century Community Learning Center (CLC) programs

After-school and CLC programs can provide the engagement that some students need to keep them involved in school. They also offer total development of students, creating a comfortable school environment for them. Some programs may offer credit remediation.

<http://www.dpi.wi.gov/sspw/clc.html>



Conduct school climate and health risk behavior surveys to help identify barriers to attendance and engagement

The DPI provides free, online school climate surveys for students in grades 3–12 at <http://goal.learningpt.org/winss/scs/> and a school climate survey for school staff at <http://goal.learningpt.org/winss/staff/>. DPI also provides free, online health risk behavior surveys at <http://www.dpi.wi.gov/sspw/oyrbsindex.html>. The sites include suggestions for effective survey administration and clarify issues related to parent permission. Survey results may be disaggregated by gender, race/ethnicity, grade level, and academic achievement.

Long-Term Action Options

Identify specific students and their families and interview them on their attendance issues

Routinely get feedback from parents or guardians about why their child is missing school. This information is invaluable to help create effective solutions. The reasons for truancy may vary widely from year to year. Do not assume the strategies you implement this year will work for every student every year. Individual counseling and small group counseling can be effective long-term measures for improving student attendance.

Make your school a place where students feel safe and respected

Examine safety concerns of students, including the result of health risk behavior surveys, to develop strategies that will make the school safer. Implement a bullying prevention policy and program. Use the results of school climate surveys to develop strategies that make the school more inclusive. Implement advisor/advisee or mentoring programs to ensure that each student has someone in the school who knows and cares about them. Adopt a character education program that is planned and implemented by students.

Implement discipline consistently and fairly

Put in place a district-wide developmentally-appropriate system of discipline that emphasizes constructive action to address behavioral issues, rather than solely punitive approaches. Ensure that the system of discipline is implemented consistently and fairly across the district. Avoid “zero tolerance means automatic expulsion” policies except where required by law for some firearm possession violations. Models such as Restorative Justice, Discipline with Dignity, and Positive Behavior Supports support effective classroom management and offer a variety of alternatives to suspension and expulsion.

<http://www.restorativejustice.org/>; <http://www.disciplineassociates.com/>; <http://www.pbis.org/main.htm>

Address specific barriers to attendance through pupil services

Implement a comprehensive school counseling program to assure that all students receive supports for their personal, social, academic and career development. Use a building consultation team or similar model to identify and address specific student issues. Assure that school nurses are available to help address health concerns that may interfere with attendance and success. Assure that school counselors, psychologists and social workers are available to counsel students on social and emotional issues, consult with teachers on behavioral interventions, and follow-up with students and families following truancy. Assure that school social workers are available to coordinate services with juvenile justice and other community-based services and work with families that may be disengaged from school.

Forge relationships with businesses and other community partners to keep students in school during school hours

Create posters that state, “We support youth in school and will not serve anyone under 18 during school hours” and distribute them to local businesses where youth may congregate when truant. Examine city and county ordinances to see if they are aligned with consequences for truancy in state statutes. Empower community police officers to return youth to school.

Focus on transition years—sixth and eighth or ninth grades

Combine good schooling with focused interventions at the key points where students fall off track. Use a multi-tier approach. Include school-wide strategies; every unexcused absence should trigger a response. A targeted intervention—prompted, for example by two or three unexcused absences—would require the students to check in daily with an adult. An intensive intervention could involve home visits or social service supports. Identify and intervene early with any students that meet any of the key warning signs: high absence rate, consistently poor behavior reports, failing math or failing English.

Establish alternative schools and programs to meet the needs of credit deficient or at-risk students

Possible options for alternative schools include off-site facilities and school-within-a-school models. Encourage mentor/tutor relationships that draw upon retired educators and senior partnerships.

Provide alternative routes for students to get a high school diploma

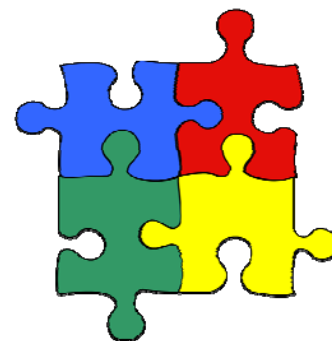
A student enrolled in an alternative education program may be granted a regular high school diploma if the student earns adequate credits or if the school board determines the pupil has demonstrated a level of proficiency in the subject required under Wisconsin High School Graduation Standards (Wis. Stat. 118.33). Students who complete alternative education programs leading to a high school equivalency diploma (HSED) and other high school completion credentials are not considered high school graduates if they are not granted a high school diploma from the school district. Districts may want to consider granting a high school diploma to students enrolled in alternative education programs if they meet the requirements under Wis. Stat. 118.33.

Help students create a four-year plan for graduation as well as postsecondary plans

Students entering high school create a dynamic document indicating the course plan and sequence they anticipate enrolling in to meet the district’s graduation requirements, and their own postsecondary expectations.

These guidelines are adapted from
10 Things a School Can Do to Improve Attendance
Colorado Foundation for Families and Children
303 E. 17th Ave., Suite 400, Denver, CO 80203
Tel. (303) 837-8466 ♦ Fax (303) 837-8496

Instructional Strategies that Support the Success of Students with Disabilities



For additional information on this section contact paula.volpiansky@dpi.wi.gov.

Overview

There are students with disabilities in virtually every school and every classroom. Most students identified as needing special education participate in the general education curriculum and are expected to meet the same standards that apply to all students. In Wisconsin, the majority of students with disabilities participate in the general curriculum as well as receive the bulk of their instruction in general education classrooms. During the 2006-07 school year, about half of the students with disabilities spent less than 21 percent of their school day in a special education classroom environment.

For a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit:
http://dpi.wi.gov/ssos/ayp_handbook.html.

Federal laws that govern education including the Individuals with Disabilities Education Act (IDEA) and the 2001 reauthorization of the Elementary and Secondary Education Act—No Child Left Behind (NCLB) clearly emphasize the expectation that students with disabilities meet general education standards. In fact, NCLB provisions only allow for a small number of students to be tested on alternate achievement standards. IDEA further requires Individualized Education Plan (IEP) teams to clearly document specific reasons why students can't participate in the general education curriculum, general education environment, and state and local general education assessments before a student with a disability can receive an alternative curriculum or be educated in a setting other than the general classroom.

In Wisconsin, the State Superintendent is clearly committed to the vision of providing a quality education to every student resulting in all students meeting high standards, including students with disabilities. In fact, one element of the New Wisconsin Promise is “to improve student outcomes, build supportive learning environments, provide quality staff, and promote collaborative partnerships for students with disabilities, birth to adulthood.”

A quality education is one that addresses the social, cognitive, emotional, and physical needs of diverse learners. Meeting the goal of providing quality education to every student is not easy. Children come to our schools with diverse backgrounds and needs. As student diversity increases, so do the challenges schools face to be responsive to all students. Supporting the success of students with disabilities is dependent on educators who are committed to providing high quality instruction along with needed accommodations and supports.

Students with disabilities are **students** first; their disability is only one aspect of their individuality. Like all students, students with disabilities need to participate in a high quality, rigorous curriculum that is standards-based, culturally-relevant, and appropriately differentiated. General and special educators have important roles in the success of students with disabilities and must work together. There are many ways general and special educators can collaborate to ensure success for students with disabilities. Most obvious is collaboration around instructional planning, implementation, and evaluation. Also important is the role both general and special educators play in the development of IEPs that serve as a guide for both general and special education services provided to students with disabilities. Finally, both general and

special educators play an important role in enlisting parent involvement and support, a role that research has identified as an important catalyst to student achievement.

The Action Options described in the remainder of this section apply to all educators who work together on behalf of students with disabilities: general and special education teachers, support staff who work with them, and administrators who provide leadership and resources.

Action Options: District and School Capacity

Systems and structures that support the success of students with disabilities

Support of student learning starts with a district-wide vision and strong district and building leadership directed at achieving high standards for **ALL** students. School districts that accomplish the following have the capacity to provide high quality instruction to students with disabilities:

- Establish and advance a common district wide vision for expected student outcomes that includes students with disabilities—all students achieve high standards.
- Establish a professional learning community that promotes collaborative learning and reflection on instruction by providing scheduled time and resources for on-going professional development.
- Expect staff to participate in professional development activities directed at enhancing the outcomes of struggling students, including students with disabilities.
- Provide opportunities for special and general educators to participate together in school improvement activities: include special education staff in data retreats, professional development, development of common classroom assessments, and other school-improvement activities.
- Examine and refine the scope and sequence of instruction to ensure general and special education teachers work toward common standards and benchmarks. All staff, including teachers of students with disabilities, must be familiar with and use the Wisconsin Model Academic Standards, the WKCE Assessment Frameworks for Reading, Mathematics, and Science, and the Wisconsin Educator Standards. These documents can be found at: <http://dpi.wi.gov/standards/>, <http://dpi.wi.gov/oea/wkce.html>, and <http://www.dpi.wi.gov/tepd/standards.html>.
- Examine curriculum and instructional approaches used with all students, including students with disabilities, to determine if they are evidence-based.
- Establish system-wide policies and procedures for universal screening for academic and behavioral risk indicators and make interventions available to all students who are not meeting expectations, not just students with disabilities.
- Provide supplemental professional development on topics relevant to students with specific disabilities, such as strategies for working with students in the autism spectrum, low vision, using sign-language, specific assistive technology devices, etc.
- Provide time for general and special educators to work together to develop, implement, and monitor student IEPs.
- Provide training and on-going mentoring in effective co-teaching strategies. Administrators and teachers must recognize that co-teaching is hard work. Staff must continuously work on co-teaching relationships for them to be effective.
- Establish an array of parent involvement options and actively seek the involvement of parents of students with disabilities in activities that are not exclusively about students with disabilities.

Action Options: Access to Instruction

Instruction, accommodations, and supports that enhance the ability of students with disabilities to achieve at high levels and participate in the general education curriculum and environment to the greatest extent possible.

Decades of research have resulted in a better understanding of what is needed to effectively teach students with disabilities and other students who struggle in school. What works for all students most often works for students with disabilities. Students with disabilities, in particular, depend on consistent access to high quality instruction and supports in order to meet standards.

In general, access to instruction means students with disabilities are provided with:

- High quality instruction.
- Instruction needed to meet the same benchmarks and standards expected of all students.
- Instruction needed to effectively use general education text.
- Support needed to acquire and demonstrate acquisition of content standards expected of all students.
- Meaningful and, to the greatest reasonable extent, independent participation in the general education environment.
- Appropriate testing accommodations.

By definition, students with disabilities have difficulty acquiring skills and behaviors, independently using learned skills and behaviors when needed, or have trouble with both acquisition and application of knowledge, skills, and behavior. While the terms used to describe effective instructional practices differ across studies, a review of the research yields a surprisingly consistent and short list of essential teaching routines that enhance both acquisition and use of “learning behaviors” and thus lead to improved student outcomes. These can be summarized within the following categories:

Skill instruction—Explicit instruction and guided practice in basic academic and behavioral capabilities needed to accomplish a given task.

Strategy instruction—Explicit instruction and guided practice in the cognitive processes, procedures, and steps needed to accomplish a skill, including self-monitoring of success.

Generalization training—A sequence moving from guided practice, independent practice, and eventually independent selection and use of academic, social/emotional, and behavior skills and strategies under a variety of conditions and environments.

Most students with disabilities respond well to explicit teaching strategies paired with minor modifications to curriculum materials, reasonable accommodations, supplementary aids, and services. Both specialized instruction and reasonable accommodations are most often needed to allow for meaningful participation in general education. Within the context of high quality instruction for students with disabilities, curricular and instructional adaptations are seen as a bridge to skill development, not a substitute for intensive instruction in the skills and strategies that students need to become independent learners. For a small number of students who have significant disabilities, it may be necessary to significantly modify, adapt, or expand the curriculum and instruction in order to provide access to general education standards. (See Wisconsin’s Extended Grade-Band Standards at <http://dpi.wi.gov/sped/assmt-extstd.html>) Decisions about the amount and type of special education services including specialized instruction, supplementary aids, and services, and supports for personnel must be made on an individual basis, and be based upon individualized educational evaluations.

One thing is certain, all students need to be able to use many instructional strategies to learn within the general education curriculum. This is no different for students with disabilities. Consistent with instructional planning for any group of students or individual student, educators must address curriculum,

instruction, environment, and individual student (learner) factors when planning, implementing, and evaluating the effectiveness of instruction for students with disabilities. These considerations, when combined with the essential teaching routines of skill instruction, strategy instruction, and generalization training, are likely to result in meaningful access to instruction for students with disabilities.

The following recommendations are provided as specific examples of strategies that enhance student achievement. They are meant to guide general practices for students whose disability has a mild to moderate impact on their ability to participate effectively in the general classroom. This list of action options is not intended to be a complete list of strategies for working with students with disabilities. Most of the strategies offered promote success with *all* students and are especially valuable in supporting the learning of students with identified learning and behavioral challenges.

Curriculum: The content of instruction. What a student needs to learn.

- Identify key learner behaviors (academic skills, social skills, study skills, etc.) that are expected of students, including students with disabilities, within the curriculum in use.
- Analyze the scope and sequence of the general curriculum with respect to where students with disabilities, or other special needs, may need additional supports or supplemental instruction.
- Develop IEPs that reflect state and local standards and benchmarks; clearly describe how the student’s disabilities affect progress in the general curriculum, and identify special education services and supports needed to allow the student to work toward meeting general education standards.
- Provide specially designed programming aligned with the general curriculum to the greatest degree possible.
- Use supplemental curriculum materials specifically designed to help students acquire general education content, and meet the standards and benchmarks that apply to all students.
- Use replacement curriculum when an IEP team determines the student can’t meaningfully participate in the general education curriculum. Alternate academic curriculum should be aligned with DPI extended Grade Band Standards (see <http://www.dpi.wi.gov/sped/assmt-extstd.html>).
- Provide multiple options for formative assessment of curricular acquisition; provide students with different ways to demonstrate their knowledge, and various means of scoring/grading.
- Use grade level benchmarks as well as IEP goals for students with disabilities.
- Provide materials that reflect and respect student diversity.

Instruction: Academic, social/emotional and physical strategies, supports, and accommodations that allow students to meaningfully participate in the general education curriculum, including nonacademic and extra-curricular activities such as:

- Review the IEP of each student. Know the specific needs of individual students and the resource personnel and technology needed to meet them.
- Provide students with disabilities the opportunity to learn to use text to gain meaning; do not replace explicit reading instruction with modifications or accommodations.
- Explicitly teach pro-social skills (e.g., cooperating with others, listening, asking for help).
- Pre-teach or re-teach curricular content and provide additional guided practice before, after, or as appropriate, during class time.
- Provide extended learning opportunities to increase a student’s rate of learning. Provide supplemental (additional) instruction in general education content using enhanced content or teaching strategies. This is an appropriate activity for general education extra help time and special education resource time. Traditional remediation is usually insufficient in helping students increase their rate of learning.

- Provide instructions and expectations for all assignments in multiple formats, including written and oral. Verbalize what is written on the board or text provided to the student.
- Teach alternate strategies needed to meet standards such as different approaches to teaching math algorithms, special text editing strategies, behavior management tools such as self-talk, anger management, etc.
- Provide students with disabilities access to differentiated instruction within the general education environment including scaffolding, flexible grouping, learning/interest centers, manipulatives, varying the length of time for a student to master content, and encouraging advanced learners to pursue topics in greater depth.
- Identify difficulties early and intervene; regularly assess students to determine if they are meeting learning goals; adjust instruction or support services if students are not meeting the goals. Consider reviewing and revising the IEP if significant changes to the student's program are needed.
- Involve students in monitoring their own progress using clearly defined performance standards and charting.
- Provide strategy cards or rubrics that remind students of the processes or steps needed to complete a task or desired behavior.
- Appropriately provide encouragement, gentle/polite reminders, and verbal prompts.
- Demonstrate patience and provide appropriate "wait-time." Give students time to express themselves; do not interrupt or try to fill in gaps.
- Provide access to assistive technology and other accommodations such as a text reader to facilitate reading comprehension and efficient assignment completion and large print or Braille text. Remember that assistive technology and accommodation are used to increase, maintain, or improve the functional capabilities of an individual with disabilities. Often, assistive technology and other appropriate accommodations allow a student with a disability to function more independently.
- Directly teach test preparation and test-taking skills.
- Provide testing accommodations that do not invalidate the assessment including appropriate accommodations for participation in statewide and district assessments. The link to the Assessment Guidelines and Accommodations Matrix can be found at <http://www.dpi.wi.gov/sped/assessmt.html>.

Environment: Academic, social/emotional, and physical strategies, supports, and accommodations that allow students to effectively participate in the general education environment.

- Ensure students with disabilities have access to the general education curriculum by providing instruction in the general education classroom to the greatest degree possible. Education in special education environments should occur only when an IEP team determines the student requires an alternate environment in which to learn. For the most part, instruction or support provided in special education classrooms should supplement instruction in general education, not replace it.
- Provide access to accommodations within the environment in which it is needed; do not limit access to adapted materials and assistive technology to special education resource rooms or other sites outside the regular classroom unless that is where non-disabled students are expected to access materials needed to complete work or the student's IEP team specifies access should occur only in a specific environment.
- Provide areas in which students can work quietly as well as collaborate with others.

- Provide specialized seating, equipment, or tools needed so the student can complete assigned work.
- Examine the impact of seating assignments on students. Consider peer models, visual stimulation, ability to move easily about the classroom, classroom distracters such as excessive noise, and so forth. Provide preferential seating for students who have difficulty attending, or who need frequent monitoring.
- Provide clear academic and behavioral expectations including specific routines that allow students to get help when the teacher is not available.
- Create “engagement”—connect students to the learning situation so that time on task and opportunities to respond are increased.
- When it appears that a student needs assistance, ask if you can help. Accept a “no thank you” graciously. Then follow up in private.

Learner

- Educational programming in general and special education environments should be designed with individuals as well as groups in mind.
- Develop IEPs that are individualized and address the needs of the student for whom they are developed.
- Academic and behavioral interventions should be proactive and designed to enhance positive student outcomes for the individual student; evaluate and adjust strategies if they are not effective in realizing academic or behavioral change.
- Data used to make educational decision about a student’s curriculum, instruction, or learning environment should be student-specific, timely, reliable, and valid. All factors should be considered including cognitive, social/emotional and behavioral, medical, and other relevant information.
- Be aware of any impulse to speak slower or louder, or to avoid communicating with a particularly challenging student.
- Parent involvement of students with disabilities should be sought, welcomed, and needs to be student specific.

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Websites Specific to Students With Disabilities

American Speech-Language-Hearing Association provides services for professionals in audiology, speech-language pathology, and speech and hearing sciences. This includes information on AYP and how it affects speech-language therapy. <http://www.asha.org/default.htm>

Association of College Educators of the Deaf and Hard of Hearing developed this site as a resource for new and existing teachers involved in the education of deaf and hard-of-hearing students. <http://www.deafed.net>

Autism Society of America provides sources of information, research, and reference on autism. <http://www.autism-society.org>

Council for Exceptional Children provides information on professional development opportunities, research findings, and special education publications for teachers, parents, administrators, and other educational personnel. The Council Website includes links to subdivisions that address specific interest areas related to working with students with disabilities including learning disabilities, behavioral disorders, visual impairments, culturally and linguistically diverse populations, and many more. <http://www.cec.sped.org>

Federal Resource Center for Special Education sponsored by the federal Office of Special Education Programs (OSEP) offers regionally based consultation, information services, technical assistance, training, and product development relevant to the improvement of education programs, practices, and policies that affect children and youth with disabilities. <http://www.rrfcnetwork.org/>

LD Online is an interactive guide to learning disabilities for parents, teachers, and children. <http://www.ldonline.org>

National Association of Directors of Special Education provides information and resources on policies and practices related to improving educational services and outcomes for students with disabilities. <http://www.nasdse.org/>

National Center for Learning Disabilities (NCLD) provides information, resources, and news about learning disabilities. <http://www.nclld.org>

National Research Center on Learning Disabilities provides an array of resources to help educators, policymakers, and parents understand the complexity and importance of making sound decisions regarding whether a child has a specific learning disability. <http://www.nrclld.org/>

U.S. Department of Education, Office of Special Education Programs is the Department of Education office site for oversight and federal information about the education of students with disabilities. <http://www.ed.gov/about/offices/list/OSERS/OSEP/index.html>

Websites on High Quality Instruction

Collaborative for Academic, Social and Emotional Learning publishes and disseminates information on what works in social and emotional learning, and works closely with educational leaders to bridge science and practice by putting research and theory into action in real world settings. <http://www.casel.org/>

Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. <http://www.fcrr.org/>

IDEA Partnership sponsored by the Department of Education, reflects the collaborative work of more than 55 national organizations, technical assistance providers, and state and local organizations, and agencies related to improving outcomes for students and youth with disabilities. Topics covered include

academic and nonacademic barriers to achievement, Response to Intervention (RtI), post-secondary transition, and student outcomes. The site includes and numerous links to resources and opportunities to participate in a community of practice. <http://www.ideapartnership.org/>

Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. <http://www.interventioncentral.org>

IRIS Center for Training Enhancements provides high-quality resources for college and university faculty, and professional development providers about students with disabilities. <http://iris.peabody.vanderbilt.edu/aboutthecenter.html>

Oregon Reading Initiative Big Ideas in Beginning Reading and Oregon Reading First provides a variety of resources to help schools achieve the goal of all children being readers by the end of third grade <http://oregonreadingfirst.uoregon.edu> and <http://reading.uoregon.edu/>

National Center on Student Progress Monitoring funded by the Department of Education provides downloadable articles, PowerPoint presentations, FAQs, and links to additional resources about student progress monitoring, curriculum-based measurement, applying decision making to IEPs, and other researched based topics designed to inform and assist audiences in implementing student progress monitoring at the classroom, building, local, or state level. <http://www.studentprogress.org>

National Institute for Literacy is a federal agency that provides leadership on literacy issues, including the improvement of reading instruction for children, youth, and adults. <http://www.nifl.gov/>

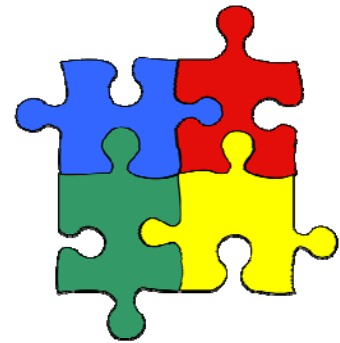
National Technical Assistance Center on Positive Behavioral Interventions and Supports funded by the Department of Education Office of Special Education Programs provides information and technical support about behavioral and discipline systems needed for successful learning and social development of students. <http://www.pbis.org/>

Vaughn Gross Center for Reading and Language Arts provides resources on scientifically based research and instruction related to improving reading and mathematics instruction for all students, especially struggling readers, English language learners, and special education students. <http://www.texasreading.org/utcrla/>

US Dept. of Ed. NCLB Homepage provides links to other federally funded efforts related to implementing NCLB. The section labeled “Proven Methods” includes links to many sites with resources for educators. <http://www.ed.gov/nclb/>

What Works Clearinghouse sponsored by the U.S. Department of Education’s Institute of Education Sciences collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies) in wide variety of curriculum areas. <http://ies.ed.gov/ncee/wwc/>.

Instructional Strategies that Support the Success of English Language Learners



For additional information on this section contact jacqueline.irbarren@dpi.wi.gov.

Overview

Although the average time needed to acquire social English skills is two to three years, acquisition of academic English proficiency, essential for full academic parity with English-speaking peers, usually takes five to seven years. Students with strong academic or primary language backgrounds will typically transition more quickly (approximately four to five years). Conversely, students with weak academic or primary language backgrounds may take up to eight to ten years to reach full academic parity. Students who enter high school as new arrivals to the United States have a particularly difficult time accruing academic credits while attempting to gain the necessary academic English proficiency. A student arriving at age 16, with no prior exposure to English, will not be likely to reach full English proficiency or academic parity before graduation. This should not be viewed as a problem per se, as many university and technical colleges offer English as a Second Language (ESL). The goal in high school should be to provide for accelerated English literacy development while providing the key concepts and skills necessary to graduate and move into postsecondary preparation programs or pre-employment career-related education.

For a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit: http://dpi.wi.gov/ssos/ayp_handbook.html.

While it is important to keep realistic timelines in mind when considering how long support may be needed, there is evidence that the process can be accelerated to some degree if adequate support is provided and innovative methodologies are used. Successful bilingual/ESL support programs around the country are taking students from beginner to near native English proficiency and academic parity with grade-level peers within four to six years.

Short-Term Action Options

Make sure that English language learners have access to English-speaking peers

Teachers can facilitate English access by assigning and rotating English-speaking “peer buddies.” Peer buddies can assist in vocabulary acquisition by using dual language dictionaries or thematic picture dictionaries to create a context for conversation. They can also help recent arrivals adjust to the school culture or re-explain difficult “teacher talk.” Using several peer buddies over time allows for wider participation and sharing in both the privilege and responsibility of assisting the newcomer.

Teachers should not force production of English before students are ready

Avoid overcorrection of attempts to speak English, as this likely will lead students to be self-conscious about their speech and to practice less. Teachers should instead continue to model clearly spoken, correct English for their students without interrupting the normal flow of the conversation.

Utilize various sources of literature to inspire learning and literacy

For English Language Learners who have reached a second- or third-grade reading level in English, illustrations or comic books can provide an excellent supplemental literacy development tool. Search for text that is at an appropriate reading level, while equivalent in content and student interests for their chronological age. Children can often guess the meanings of unfamiliar words by looking at the illustrations; therefore, less time is lost looking up new words in dictionaries.

Respect the student’s primary language and culture

Schools should send home a strong message that the family language and culture represent valuable assets to be preserved as students learn English and master new content in English. Additionally, schools should not prevent students from using their primary languages during the school day, even when bilingual instruction cannot be offered. Two or more students speaking the same language can be an effective way to share content information learned in classes and can provide an important break from English, particularly for recent arrivals.

Ensure that educators and parents are familiar with English language learner levels

Level 1—Beginning/Preproduction (World-Class Instructional Design and Assessment (WIDA) level = Entering)

A pupil shall be classified level 1 if the pupil does not understand or speak English, with the exception of a few isolated words or expressions.



Level 2—Beginning/Production (WIDA level = Beginning)

A pupil shall be classified level 2 if all of the following criteria are met:

- a) The pupil understands and speaks conversational and academic English with hesitancy and difficulty.
- b) The pupil understands parts of lessons and simple directions.
- c) The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3—Intermediate (WIDA level = Developing)

A pupil shall be classified level 3 if all of the following criteria are met:

- a) The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
- b) The pupil is post-emergent, developing reading comprehension and writing skills in English.
- c) The pupil’s English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4—Advanced Intermediate (WIDA level = Expanding)

A pupil shall be classified level 4 if all of the following criteria are met:

- a) The pupil understands and speaks conversational English without apparent difficulty but understands and speaks academic English with some hesitancy.
- b) The pupil continues to acquire reading and writing skills in content areas needed to achieve grade-level expectations with assistance.

Level 5—Advanced (WIDA level = Bridging)

A pupil shall be classified level 5 if all of the following criteria are met:

- a) The pupil understands and speaks conversational and academic English well.
- b) The pupil is near proficient in reading, writing, and content area skills needed to meet grade-level expectations.
- c) The pupil requires occasional support.

Level 6—Formerly Limited English Proficient/Now Fully English Proficient

A pupil shall be classified level 6 if all of the following criteria are met:

- a) The pupil was formerly limited English proficient and is now fully English proficient.
- b) The pupil reads, writes, speaks, and comprehends English within academic classroom settings.

Level 7—Fully English Proficient/Never Limited English Proficient

The student was never classified as limited English proficient and does not fit the definition of a limited English proficient student outlined in either state or federal law.

Use the following charts to guide your instruction and support for limited English proficient students

Chart 1: Grades PK-2

	Levels 1-2	Levels 2-3	Levels 4-5
<p>Classroom teacher (Note: Developmentally appropriate primary classes are usually very good environments for social English acquisition.)</p>	<ul style="list-style-type: none"> • Honor silent period • Encourage peer buddies • Use real objects • Use picture books • Alternate assessment and modified grading 	<ul style="list-style-type: none"> • Children’s story/picture books on tape • Storytelling activities • Language experience approach • Alternate assessment and modified grading 	<ul style="list-style-type: none"> • Children’s story/picture books on tape • Storytelling activities • Language experience approach
<p>Bilingual teacher or aide (Note: Self-contained bilingual teachers also function as classroom teachers and ESL providers.)</p>	<ul style="list-style-type: none"> • Strengthen the connection with primary language and culture • Preteach/teach class themes /content in primary language 	<ul style="list-style-type: none"> • Primary language literacy development • Language experience approach in primary language 	<ul style="list-style-type: none"> • Primary language literacy development • Preteach/teach class themes /content in primary language
<p>English as a Second Language teacher</p>	<ul style="list-style-type: none"> • Total physical response • Language experience approach • Communicative-based methodologies 	<ul style="list-style-type: none"> • Same as levels 1-2 plus the following: • Preteach class themes in English using sheltered-English methodologies • Literacy development in English 	<ul style="list-style-type: none"> • Preteach class themes in English using sheltered-English methodologies • Literacy development in English
<p>Title I or supplemental academic support program</p>	<ul style="list-style-type: none"> • Total physical response • Language experience approach • Communicative-based methodologies 	<ul style="list-style-type: none"> • Preteach class themes • Literacy development 	<ul style="list-style-type: none"> • Preteach class themes • Literacy development
<p>Parents</p>	<ul style="list-style-type: none"> • Provide a language-rich home environment by involving children in conversations and household routines in the home language • When possible, read to children in the home language, or paraphrase English picture books into the home language • Ask children about their school day, what they learned, and if they have homework 	<ul style="list-style-type: none"> • Same as levels 1-2 	<ul style="list-style-type: none"> • Same as levels 1-2
<p>Administrator and counselor</p>	<ul style="list-style-type: none"> • Secure translators for parent meetings and written materials going home • Welcome parents to all school events and provide translators • Promote alternate assessment and modified grading 	<ul style="list-style-type: none"> • Same as levels 1-2 	<ul style="list-style-type: none"> • Same as levels 1-2

Chart 2: Grades 3-5

	Levels 1-2	Levels 2-3	Levels 4-5
Classroom teacher	<ul style="list-style-type: none"> • Honor silent period • Encourage peer buddies • Use real objects • Use picture books • Alternate assessment and modified grading • Cooperative learning 	<ul style="list-style-type: none"> • Children’s story/picture books on tape • Storytelling activities • Language experience approach • Alternate assessment and modified grading • Cooperative learning 	<ul style="list-style-type: none"> • Storytelling activities • Language experience approach • Cooperative learning • Comic books/visually supported content books • Testing accommodations and modified grading, as needed
Bilingual teacher or aide (Note: Self-contained bilingual teachers also function as classroom teachers and ESL providers.)	<ul style="list-style-type: none"> • Strengthen the connection with primary language and culture • Preteach/teach class themes /content in primary language • Print exposure/literacy development in primary language 	<ul style="list-style-type: none"> • Primary language literacy development • Language experience approach in primary language • Preteach/teach key concepts and skills in primary language 	<ul style="list-style-type: none"> • Primary language literacy development • Language experience approach in primary language • Preteach/teach key concepts and skills in primary language
English as a Second Language teacher	<ul style="list-style-type: none"> • Total physical response • Language experience approach • Communicative-based methodologies 	<ul style="list-style-type: none"> • Same as levels 1-2 plus the following: • Preteach key concepts, skills, and academic language in English • Literacy development in English 	<ul style="list-style-type: none"> • Preteach key concepts, skills, and academic language in English using sheltered-English methodologies • Literacy development in English
Title I or supplemental academic support program	<ul style="list-style-type: none"> • Total physical response • Language experience approach • Communicative-based methodologies 	<ul style="list-style-type: none"> • Preteach key concepts, skills, and academic language • Literacy development 	<ul style="list-style-type: none"> • Preteach key concepts, skills, and academic language • Literacy development
Parents	<ul style="list-style-type: none"> • Provide a language-rich home environment by involving children in conversations and household routines in the home language • When possible, read to children in the home language or paraphrase English picture books into the home language. • Ask children about their school day, what they learned, and if they have homework 	<ul style="list-style-type: none"> • Same as levels 1-2 	<ul style="list-style-type: none"> • Same as levels 1-2
Administrator and counselor	<ul style="list-style-type: none"> • Secure translators for parent meetings and written materials going home • Welcome parents to all school events and provide translators • Promote alternate assessment and modified grading • Encourage involvement in extracurricular activities • Use Individualized Student Record Plan (IRP) 	<ul style="list-style-type: none"> • Same as levels 1-2 	<ul style="list-style-type: none"> • Same as levels 1-2 plus the following • Promote testing accommodations and modified grading, as needed

Chart 3: Grades 6-8

	Levels 1-2	Levels 2-3	Levels 4-5
Classroom teacher (Note: LA = language arts)	<ul style="list-style-type: none"> • Honor silent period • Encourage peer buddies • Use real objects and props in class presentations • Alternate assessment and modified grading • Use semantic mapping activities 	<ul style="list-style-type: none"> • Children’s story/picture books on tape (LA) • Language experience approach (LA) • Cooperative learning • Alternate assessment and modified grading • Semantic mapping • Visually supported content-area texts 	<ul style="list-style-type: none"> • Children’s story/picture books on tape (LA) • Language experience approach (LA) • Cooperative learning • Comic books (LA) • Testing accommodations and modified grading, as needed • Semantic mapping
Bilingual teacher or aide (Note: Self-contained bilingual teachers also function as classroom teachers and ESL providers.)	<ul style="list-style-type: none"> • Strengthen the connection with primary language and culture • Preteach/teach class themes/content in primary language 	<ul style="list-style-type: none"> • Primary language literacy development • Language experience approach in primary language 	<ul style="list-style-type: none"> • Primary language literacy development • Preteach/teach key concepts and skills in primary language
English as a Second Language teacher	<ul style="list-style-type: none"> • Total physical response • Language experience approach • Communicative-based methodologies 	<ul style="list-style-type: none"> • Same as levels 1-2 plus following: • Preteach key concepts, skills, and academic language in English using sheltered-English methodologies • Literacy development in English 	<ul style="list-style-type: none"> • Preteach key concepts, skills, and academic language using sheltered-English methodologies • Literacy development in English
Title I or supplemental academic support program	<ul style="list-style-type: none"> • Total physical response • Language experience approach • Communicative-based methodologies 	<ul style="list-style-type: none"> • Preteach key concepts, skills, and academic language in English • Literacy development in English 	<ul style="list-style-type: none"> • Preteach key concepts, skills, and academic language in English • Literacy development in English
Parents	<ul style="list-style-type: none"> • Provide a language-rich home environment by involving children in conversations and household routines in the home language • Encourage maintenance of reading skills in the home language • Ask children about their school day, what they learned, and if they have homework 	<ul style="list-style-type: none"> • Same as levels 1-2 	<ul style="list-style-type: none"> • Same as levels 1-2
Administrator and counselor	<ul style="list-style-type: none"> • Secure translators for parent meetings and written materials going home • Welcome parents to all school events and provide translators • Encourage involvement in extracurricular activities • Set up study halls with peer tutoring • Encourage nongraded learning • Participate in creating Individualized Student Record Plan (IRP) 	<ul style="list-style-type: none"> • Same as levels 1-2 plus the following: • Encourage pass/fail grading 	<ul style="list-style-type: none"> • Same as levels 1-2 plus the following: • Encourage letter grades consistent with IRP goals • Promote testing accommodations and modified grading as needed

Chart 4: Grades 9-12

	Levels 1-2	Levels 2-3	Levels 4-5
Classroom teacher (Note: LA = language arts)	<ul style="list-style-type: none"> • Honor silent period • encourage peer buddies • Use real objects and props in class presentations • Alternate assessment and modified grading • Use semantic mapping activities • Cooperative learning • Children’s story/picture books on tape 	<ul style="list-style-type: none"> • Children’s story/picture books and books on tape (LA) • Language experience approach (LA) • Cooperative learning • Alternate assessment and modified grading • Semantic mapping • Visually supported content-area texts 	<ul style="list-style-type: none"> • Children’s story/picture books on tape (LA) • Language experience approach (LA) • Cooperative learning • Comic books (LA) • Testing accommodations and modified grading, as needed • Semantic mapping • Visually supported content-area texts
Bilingual teacher or aide	<ul style="list-style-type: none"> • Strengthen connection with primary language and culture • Preteach/teach class themes/content in primary language 	<ul style="list-style-type: none"> • Primary language literacy development • Language experience approach in primary language 	<ul style="list-style-type: none"> • Primary language literacy development • Preteach/teach key concepts and skills in primary language
English as a Second Language teacher	<ul style="list-style-type: none"> • Total physical response • Language experience approach • Communicative-based methodologies 	<ul style="list-style-type: none"> • Same as levels 1-2 plus the following: • Preteach key concepts/skills/academic language in English using sheltered-English methodologies • Literacy development in English 	<ul style="list-style-type: none"> • Preteach key concepts, skills, and academic language in English using sheltered-English methodologies • Literacy development in English
Title I or supplemental academic support program	<ul style="list-style-type: none"> • Total physical response • Language experience approach • Communicative-based methodologies 	<ul style="list-style-type: none"> • Preteach key concepts, skills, and academic language in English • Literacy development in English 	<ul style="list-style-type: none"> • Preteach key concepts, skills, and academic language in English • Literacy development in English
Parents	<ul style="list-style-type: none"> • Provide a language-rich home environment by involving children in conversations and household routines in the home language • Encourage maintenance of reading skills in the home language • Ask adolescents about their school day, what they learned, and if they have homework 	<ul style="list-style-type: none"> • Same as levels 1-2 	<ul style="list-style-type: none"> • Same as levels 1-2
Administrator and counselor (Note: Carefully consider course placement issues with respect to language proficiency. If a bilingual program exists, content classes can be taught in the native language. If not, follow order for course introduction proposed here and remember that content-based ESL support must be provided either by sheltering the instruction or preteaching key concepts, skills, and language.)	<ul style="list-style-type: none"> • Secure translators for parent meetings and written materials to home • Welcome parents to all events/have translators • Encourage involvement in extracurricular activities • Set up study halls with peer tutoring • Encourage nongraded learning • Participate in creating Individualized Student Record Plan (IRP) • Schedule into most nonacademic courses, BL/ESL, and math • Alternate assessment and modified grading 	<ul style="list-style-type: none"> • Same as levels 1-2 plus the following: • Encourage pass/fail grading • Schedule into most nonacademic courses, BL/ESL, and math • Introduce science and modified language arts • Alternate assessment and modified grading 	<ul style="list-style-type: none"> • Same as levels 1-2 plus the following: • Encourage letter grades consistent with IRP goals • Promote testing accommodations and modified grading as needed • Schedule into nonacademic courses, BL/ESL, and math • Science and modified language arts • Social studies

Charts developed by Tim Boals, Wisconsin Department of Public Instruction

Long-Term Action Options

Be aware of the options you have to best serve your population of English language learners

Both English as a Second Language (ESL) and bilingual programs are supported by the Department of Public Instruction. Know the difference between the methods of these two programs, and ensure that your school develops a program that best serves your students. ESL is the teaching of English and academic content to students who are ELL students. Bilingual education encompasses any of a number of approaches that use to varying degrees the language of the child and English in the teaching of academic content and literacy skills.

Ensure that teachers utilize a variety of student-centered methodologies with English language learners

Cooperative or small-group learning, thematic instruction, and integrated approaches to language arts enhance the context for learning for ELL students. Storytelling activities, for example, provide a wonderful vehicle to integrate English language learners into the classroom. Students can use drawings and actions to support the stories they tell in either English or their native language.



Encourage the use of content-based sheltered English methodologies in the classroom

Sheltered English instruction teaches language through content by contextualizing the English but maintaining the crucial academic content and concepts. Sheltered strategies will benefit not only second language learners, but also any student who is struggling with class material. The guiding principle for sheltering English is to keep the standards for academic content and skill development as high as possible while simplifying the language, making it more accessible to students. Beyond the obvious example of avoiding complex syntax and vocabulary, language simplification usually involves creating enhanced contexts in which language and content are presented. Teachers enhance context by providing visual props, hands-on learning experiences, drawings, pictures, graphic organizers, and small-group learning opportunities.

Utilize a balanced approach to literacy instruction

A balanced approach is just as important for ELL as it is for students with English as their primary language. This includes a combination of teaching techniques such as systematic and explicit reading instruction with consistent feedback, guided reading, teaching learning strategies, and free reading. A combination of both teacher-directed and experiential techniques may be used according to the student's individual learning profile. Supplement these techniques with children's picture books/storybooks, both in print versions and on tape. Audio-taped versions of children's books are particularly helpful as second language learners can listen to the spoken English, follow the printed words, and use the pictures to facilitate meaning. Children's storybooks are now available in CD-ROM versions that offer an audio component, good visual support, and bilingual versions. Such strategies should be used in conjunction with other bilingual/ESL strategies, not as the sole strategy for language acquisition.

Integrate a priori teaching into your supports for English language learners

A priori teaching requires support staff to stay at least a week ahead of regular classroom teachers, pre-teaching the most important concepts, language, and skills soon to be presented within the regular class. This bolsters student prior knowledge of the topics and the specific language needed to make sense of what is taught in the regular classroom. Teachers using a priori teaching utilize the same highly visual, hands-on methods described earlier but simply make sure they are preteaching what their students will need for the following week. This is far more effective than a "mop-up" model of helping students after they have already fallen behind. There is no question that a priori teaching requires careful collaboration

and, often, significant restructuring of support services. For those who do it, however, the testimonials of increased academic comprehension are compelling.

Ensure that all staff members are receiving professional development directed at supporting the success of English language learners

It is important that all staff members receive training in language acquisition, cultural awareness, and instructional strategies for ELL students. Consider structuring professional development around strengthening educational staff in the following areas: student-centered instruction, content-based sheltered English instruction (e.g., Cognitive Academic Language Learning Approach [CALLA] or Sheltered Instructional Observation Protocol [SIOP]), balanced literacy instruction, a priori teaching, and alternate assessments.

Information drawn from Wisconsin Department of Public Instruction: (2003), “Best Practice Considerations When Serving Limited-English Proficient (LEP) Students in K-12 Public Schools.” For full text, visit <http://dpi.wi.gov/ell/doc/bestprct.doc>.

Resources for Instructional Strategies that Support the Success of English Language Learners

Web Sites

Center for Applied Linguistics provides information on language, culture, bilingual/ESL education, SIOP (Sheltered Instructional Observation Protocol), and literacy.

<http://www.cal.org>

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) collects, analyzes, synthesizes, and disseminates information about language instruction educational programs for ELLs and related programs.

<http://www.ncela.gwu.edu>

U.S. Department of Education, Office for English Language Acquisition identifies major issues affecting the education of ELLs, and assists and supports state and local systemic reform efforts that emphasize high academic standards, school accountability, professional training, and parent involvement.

<http://www.ed.gov/offices/OELA/>

Wisconsin Department of Public Instruction: Bilingual/English as a Second Language (ESL) Program assists school districts serving ELLs so they become proficient in English while achieving academically.

<http://www.dpi.wi.gov/ell/resources-ta.html>

Teachers of English to Speakers of Other Languages (TESOL) is a professional association for English Language Educators.

<http://www.tesol.org>