

<https://bit.ly/EMLSSEarlyReading>

# Utilizing an EMLSS to Realize the Promises of Act 20



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# Resources for this Session



Link to Slides:

<https://bit.ly/EMLSSEarlyReading>

[Link to Document](#)



# Improve Early Literacy Outcomes

**GOAL:** Improve early literacy outcomes

**WHY:** Third grade reading success predicts later reading success

**WHY:** Reading is necessary for participation in a democratic society

**HOW:** Utilize an EMLSS

**HOW:** Ensure your EMLSS meets the requirements of Act 20

# Objectives

Situate the requirements of Act 20 within Wisconsin's Framework for an Equitable Multi-Level System of Supports (EMLSS)

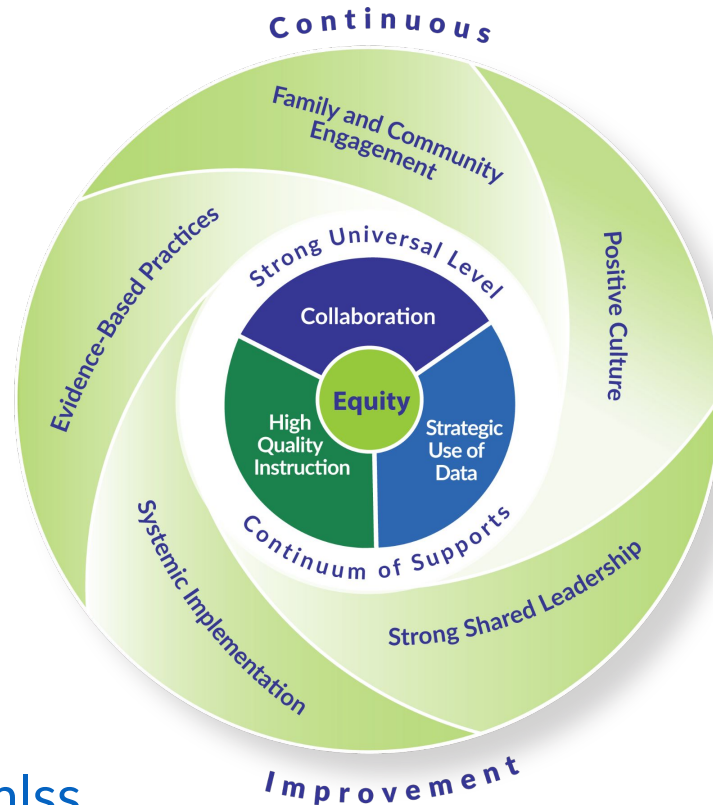
- How to use an EMLSS to meet the immediate needs of students not yet meeting expectations while strengthening **universal instruction** to ensure fewer students are in need of intervention
- Emphasis on collaboration, high-quality instruction, and strategic use of data



# Identifying Roles and Responsibilities

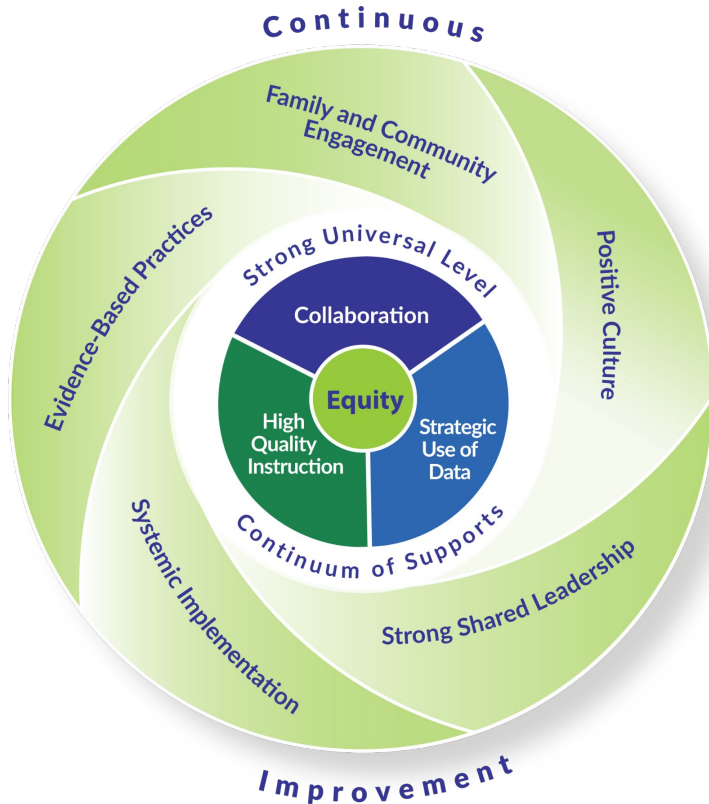
- ✓ **Leader**: I am accountable for this work. I am confident and competent and can lead the work in this area for my school or district.
- ✓ **Collaborator**: I am responsible for helping to move this work forward. I should be at the table when planning, implementing and making decisions in this area.
- ✓ **Stay Informed**: I need to know what is happening in this area because it impacts my role.
- ✓ **Learn More**: I may be asked or directed to play a role in this area, but I don't have the expertise.

# Equitable Multi-Level Systems of Supports



<https://dpi.wi.gov/emlss>

# Improve Early Literacy Outcomes for All Children



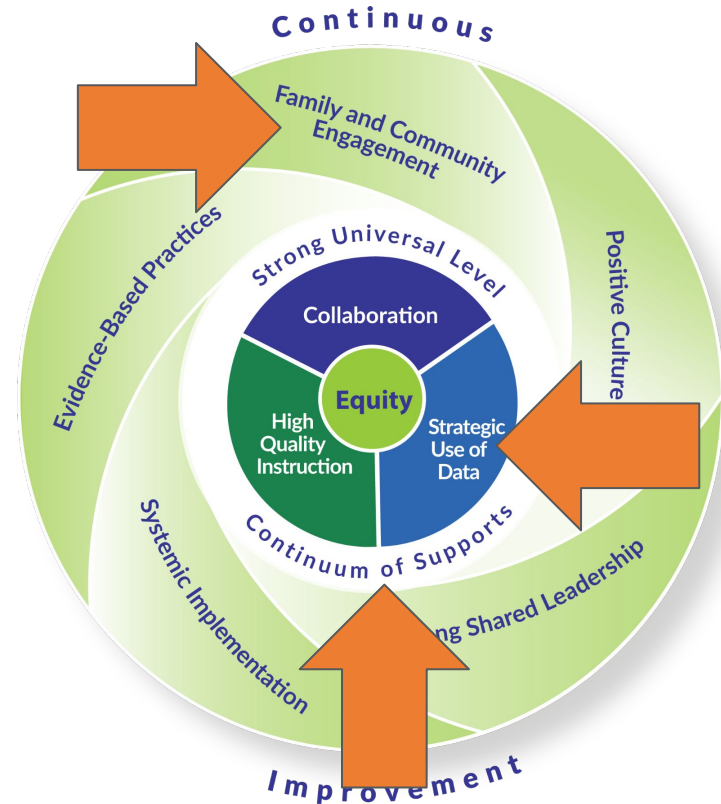
Use an **Equitable Multi-level System of Supports (EMLSS)** to meet the immediate needs of students not yet meeting expectations while strengthening universal instruction to ensure fewer students are in need of intervention.

<https://dpi.wi.gov/emlss>

# Components of Act 20

- Screening
- Diagnostic assessment
- Personal reading plan
- Progress monitoring
- Family notification
- District early literacy remediation plan

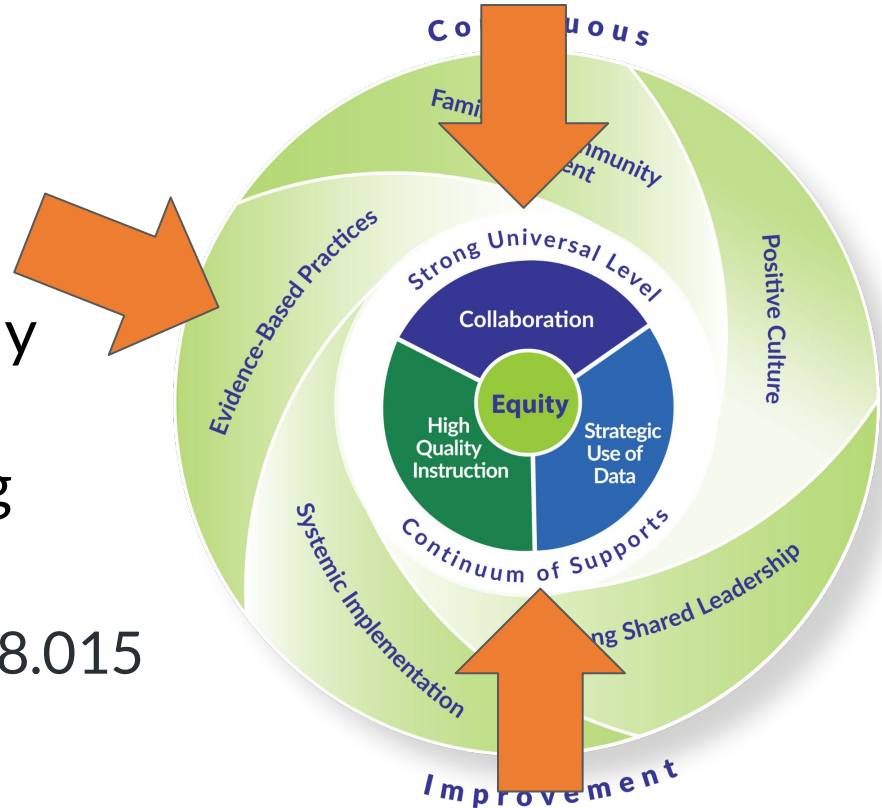
Wis. Stat. §§ 118.016



# Components of Act 20

- Explicit and systematic instruction to include nine areas of science-based early literacy instruction
- Prohibition of three-cueing

Wis. Stat. §§ 118.015



# Components of Act 20

- Grade 3 to 4 promotion policy
- Teacher and administrator professional learning training
- Statewide literacy coaching program
- Updates to educator preparation programs (EPPs)
- Reporting requirements



# EMLSS with Special Education Evaluation in Mind

## Academic areas of concern

basic reading skill

reading fluency

reading comprehension

## Grade-level focus

4K-grade 3

- Parent/Caregiver notification and permissions
- Definition of intervention
- Progress monitoring requirements
- Definition of adequate rate of progress

# Act 20 Parent Notification Requirements

- Provide parents and families with results of the reading readiness screener no later than 15 days after the assessment is scored, in an understandable format
- Diagnostic reading assessment notifications should include the child's score in each of the literacy skills assessed along with a plain language description of those skills and the score that would indicate whether a child is at risk of challenges with reading development.
- If student is identified at-risk via diagnostic reading assessment, parents must be provided:
  - Information about how to make a special education referral
  - Description of common indicators/characteristics of dyslexia
  - Information about interventions and accommodations

# Act 20 Interventions

“Intervention” means an intervention that is all of the following:

1. Explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the area of deficit that targets the specific needs of the pupil without presuming prior skills or knowledge of the pupil.
2. Individualized instruction to meet the specific needs of a pupil in a setting that uses intensive, highly concentrated instruction methods and materials that maximize pupil engagement.
3. Instruction that incorporates the simultaneous use of 2 or more sensory pathways during teacher presentations and pupil practice.

# Comprehensive SE Evaluations when SLD is Being Considered

“Intervention” means the systematic use of a technique, program or practice designed to improve learning or performance in specific areas of pupil need.

“Intensive interventions” means interventions used with individual or small groups of pupils, focusing on single or small numbers of discrete skills, with substantial numbers of instructional minutes in addition to those provided to all pupils.

# Act 20 Progress Monitoring

For purposes of determining whether a pupil demonstrates an inadequate rate of progress...determine whether the pupil is likely to demonstrate grade-level skills by the end of the school year by assessing one of the following:

1. For a pupil enrolled in 5-year-old kindergarten, nonword or nonsense word fluency and phoneme segmentation fluency.
2. For a pupil enrolled in 1st, 2nd, or 3rd grade, oral reading fluency.

# Progress Monitoring: When Considering SLD Criteria

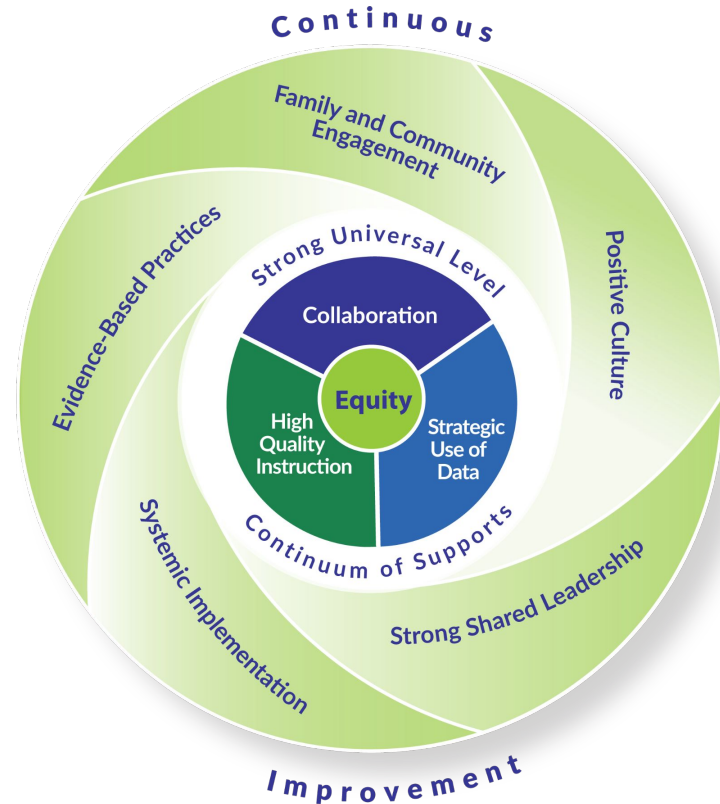
Rate of progress during intensive intervention is insufficient when any of the following are true:

- the rate of progress of the referred child is the same or less than that of his or her same-age peers;
- the referred child's rate of progress is greater than that of his or her same-age peers but will not result in the referred child reaching the average range of his or her same-age peer's achievement for that area of potential disability in a reasonable period of time;
- the referred child's rate of progress is greater than that of his or her same-age peers, but the intensity of the resources necessary to obtain this rate of progress cannot be maintained in general education.

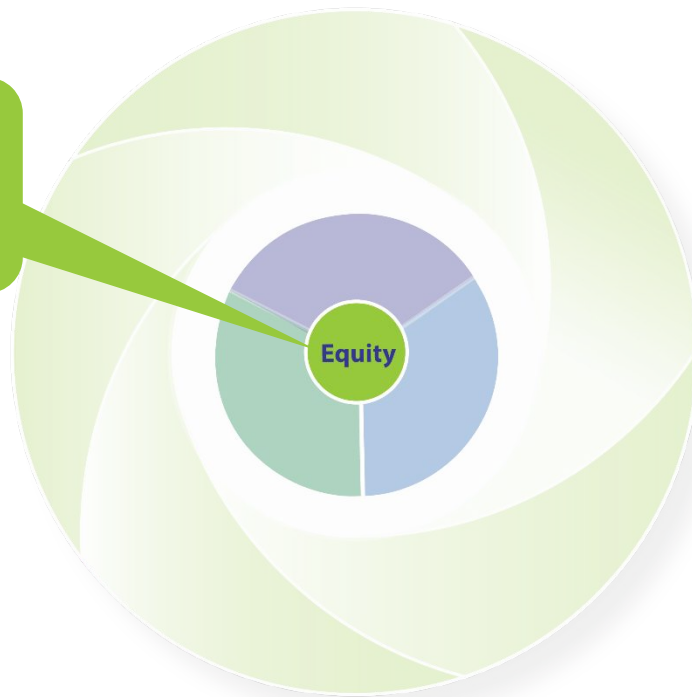
# Equitable Multi-Level System of Supports

Build/refine your EMLSS with *at least* the following in mind:


- Act 20
- Special Education evaluation



**EQUITY** is at the center of the framework and is embedded into all other key features.



**We want to challenge and change inequitable access, opportunity, and outcomes experienced by learners currently underserved in Wisconsin.**



Key Features Reading-Specific Expectations Connection to Act 20	What to Look For Questions to ask and evidence to gather  <i>Modified from statements in the <a href="#">Framework doc</a></i>	Local Evidence
<b>Equity</b>  Equity is not specifically mentioned in Act 20; however, Wisconsin has pervasive racial achievement gaps particularly for Black students and indigenous students.	<ul style="list-style-type: none"> <li>● Become self-aware</li> <li>● Examine the impact of systems, structures, policies, and practices on learners and families</li> <li>● Believe that all learners can and will achieve at high levels</li> <li>● Understand that all learners have a unique worldview</li> <li>● Know and respect the communities</li> <li>● Lead, model, and advocate for equity</li> <li>● Accept the responsibility for learner success</li> <li>● Use practices, curriculum, and policies that respect the identities and cultures of learners and families served by schools</li> </ul>	

What should be included in your EMLSS to ensure that improving early literacy outcomes advances equity while meeting the requirements of Act 20?

# What should your EMLSS include?

*from the Equity “What to look for?”*

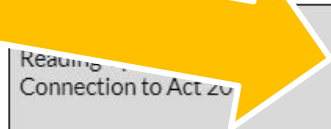
- Use practices, curriculum, and policies that respect the identities and cultures of learners and families served by schools

*From Wis. Stat. §§ 118.015*

Curricula and/or instructional materials must include systematic and explicit instruction in all nine areas of science-based early literacy and may not include three-cueing.

Is following the requirements of Act 20 sufficient?





Reading Connection to Act 20	<b>What to Look For</b> Questions to ask and evidence to gather  <i>Modified from statements in the <a href="#">Framework doc</a></i>	Local Evidence
<b>Strong Universal Level</b>  Act 20 requires explicit and systematic instruction in nine areas of science-based early literacy instruction: phonological awareness, phonemic awareness, phonics, building background knowledge, oral language development, vocabulary building, instruction in writing, instruction in comprehension, and reading fluency. In addition, universal instruction and <u>intervention</u> , <u>instruction</u> cannot include the use of three-cueing.	<ul style="list-style-type: none"> <li>• Every learner experiences good first teaching based on high academic and behavioral expectations in an environment conducive to learning</li> <li>• Educators use agreed-upon evidence-based and culturally responsive classroom management, curriculum, instruction, and assessment practices with fidelity</li> <li>• Practices are supported and refined through coaching and by reviewing data in collaboration with learners, families, and peers</li> <li>• Academic, behavioral, social, and emotional wellness are proactively promoted for all</li> <li>• Meets the needs of at least 80% of learners (both overall and for disaggregated populations)</li> </ul>	

What should be included in your EMLSS to ensure that universal instruction *and* continuum of supports improves early literacy outcomes while meeting the requirements of Act 20?

# What should your EMLSS include?

*from the Strong Universal Level “What to look for?”*

Educators use agreed-upon evidence-based and culturally responsive classroom management, curriculum, instruction, and assessment practices with fidelity

*From Wis. Stat. §§ 118.015*

Curricula and/or instructional materials must include systematic and explicit instruction in all nine areas of science-based early literacy and may not include three-cueing.

Is following the requirements of Act 20 sufficient?



# Discussion

Choose one of the following key features:

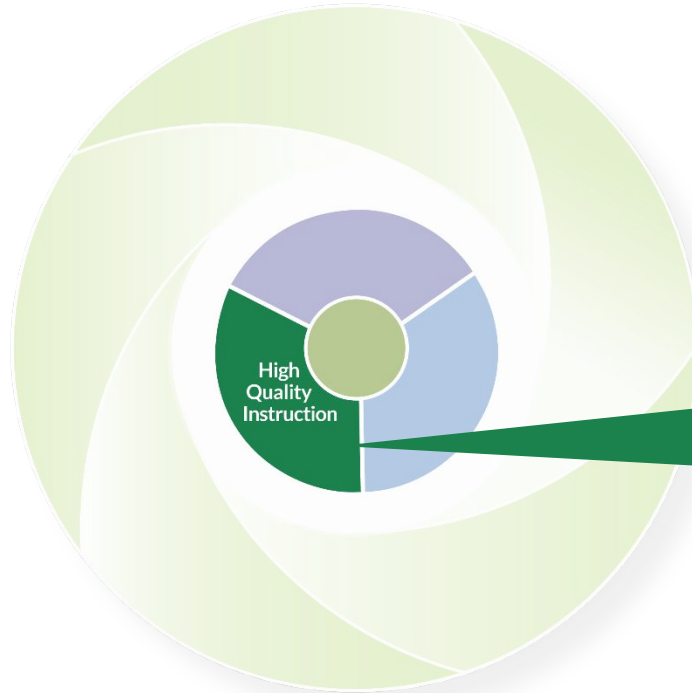
- High-Quality Instruction
- Collaboration
- Strategic Use of Data



Review the description of the key feature along with Act 20 requirements.

Identify what should be present in your EMLSS to advance early literacy *and* meet the requirements of Act 20.



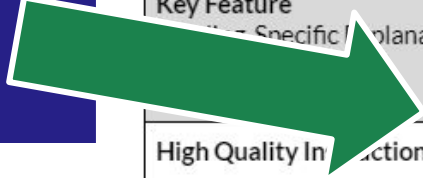


Through **HIGH QUALITY INSTRUCTION**, academic, behavioral, social and emotional teaching and supports are delivered.



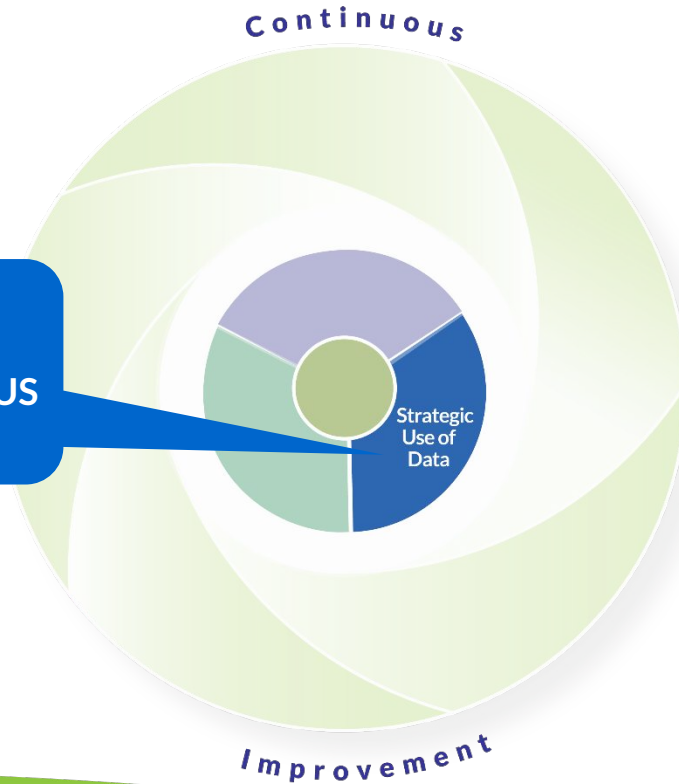
**EMLSS**  
Equitable Multilevel Systems of Supports

Key Feature Specific Explanation	What to Look For Questions to ask and evidence to gather  <i>Modified from statements in the <a href="#">Framework doc</a></i>	Local Evidence
<p><b>High Quality Instruction</b></p> <p>Act 20 requires explicit and systematic instruction in nine areas of science-based early literacy instruction: phonological awareness, phonemic awareness, phonics, building background knowledge, oral language development, vocabulary building, instruction in writing, instruction in comprehension, and reading fluency. In addition, in both universal instruction and intervention, instruction cannot include the use of three-cueing.</p>	<ul style="list-style-type: none"> <li>• Instruction is based on grade-level academic standards, behavioral expectations, and social emotional learning competencies valued by the community and that lead to college, career, and community readiness</li> <li>• Academic, behavioral, social, and emotional curriculum are rigorous, relevant and aligned to values and standards</li> <li>• Teaching practices use high leverage evidence based and agreed upon instructional frameworks that develop learners' academic, behavioral, social, and emotional knowledge, skills, and habits</li> <li>• Teaching strategies are differentiated, universally designed, and culturally responsive</li> <li>• Instruction is delivered in well-managed settings where learners feel safe, supported and proud to be themselves</li> <li>• Learner identities are positively represented in curricular materials and throughout the physical environment</li> <li>• Messages of high expectations and care for each learner are conveyed</li> <li>• Instruction is designed and delivered with understanding</li> </ul>	

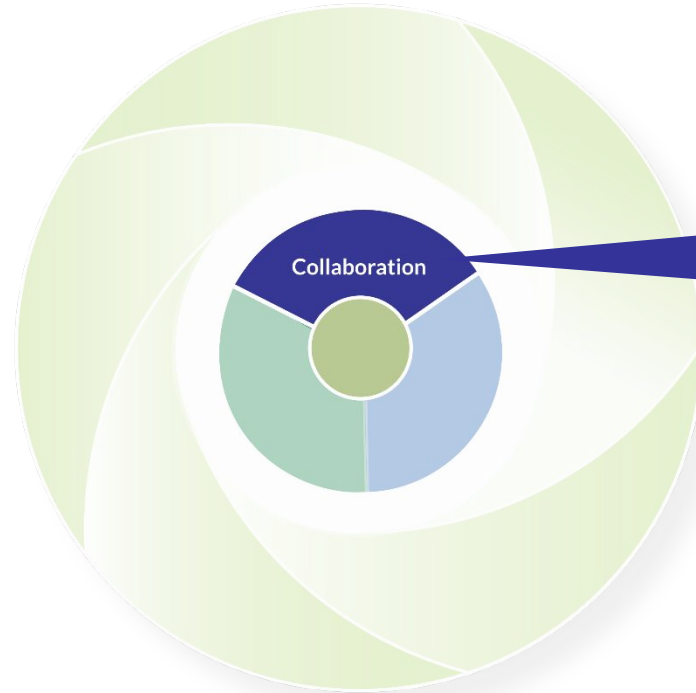


What should be included in your EMLSS to ensure that high quality instruction improves early literacy outcomes while meeting requirements of Act 20?

We believe in the  
**STRATEGIC USE OF  
DATA for CONTINUOUS  
IMPROVEMENT.**







**COLLABORATION** to  
make the complex work  
of system change  
possible...



**EMLSS**  
Equitable Multilevel Systems of Supports



What to Look For Questions to ask and evidence to gather <i>Modified from statements in the <a href="#">Framework doc</a></i>	Local Evidence
<p><b>Collaboration</b></p> <p>Collaboration is not specifically mentioned in Act 20.</p>	<ul style="list-style-type: none"><li>• Occurs through intentionally designed linked implementation team structures and shared goals: within and across teams; across the district; across settings; at and across levels of support; among diverse stakeholders; across programs; and beyond the school system</li><li>• Depends on fluid team structure and regular flow of information among and across teams</li><li>• Emphasizes family and community engagement</li><li>• Staff collaboration includes:<ul style="list-style-type: none"><li>○ Structures to exchange information, share expertise, and problem-solve</li><li>○ Peer accountability</li><li>○ Culturally competent team members committed to equity</li></ul></li><li>• Learner collaboration includes:<ul style="list-style-type: none"><li>○ Actively seeking learner voice at individual and system levels</li><li>○ Providing choice</li></ul></li></ul>

What should be included in your EMLSS to ensure that strategic use of data improves early literacy outcomes while meeting requirements of Act 20?

# Possible Next Steps

- **Linked teams:**

Assembly a team (or use an existing team) to examine and improve your EMLSS with Act 20 in mind

Consider what communication systems need to be in place so all teams that touch early literacy have the information they need



# Objectives

Situate the requirements of Act 20 within Wisconsin's Framework for an Equitable Multi-Level System of Supports (EMLSS)

- How to use an EMLSS to meet the immediate needs of students not yet meeting expectations while strengthening universal instruction to ensure fewer students are in need of intervention
- Emphasis on collaboration, high-quality instruction, and strategic use of data



# Bonus Links

Sign up for the [early literacy listserv](#),  
which includes Act 20 updates



# Act 20 and Students with IEPs

<https://dpi.wi.gov/wi-reads/act-20-students-ieps>

Act 20 and Child Find

Assessment

Personal Reading Plans and IEPs



# Resources for Act 20 Implementation

## Resources

Sample parent/caregiver letters

Curriculum

District Early Literacy Remediation Plan

Sample Family History Survey

Personal Reading Plan Toolkit



# Screening via aimswebPlus

[DPI's informational page](#) (screening and diagnostic assessment)

[DAC Digest](#)

[WI-specific Pearson page](#)



# Diagnostic Assessment

<https://dpi.wi.gov/wi-reads/early-literacy-assessment-and-act-20>



# Funding

- Summary judgement in lawsuit about the Governor's veto power:
  - Stated DPI has the right to the remaining funds set aside for Act 20 work
  - Stated that the Joint Committee on Finance is the body with the authority to give those funds to DPI; that body has not yet scheduled a meeting to approve giving the funds to DPI



# What's Next

- Continued guidance about students with unique needs (such as non-verbal communication, blindness or impaired vision, or deaf or hard of hearing)
- Address challenges with spring assessment window
- 2024 - 2025 reporting requirements
- Professional learning about schools or classrooms with high numbers of students benefiting from a personal reading plan
- Early 2025: Updated curriculum list

