



State of Wisconsin
Department of Public Instruction

Elizabeth Burmaster, State Superintendent

DPI Reading Report
WSRA Executive Committee Meeting: July 2006

New Wisconsin Promise Conference

The DPI New Wisconsin Promise Conference is January 9-10, 2007, at Monona Terrace, Madison. Proposals are due September 15, 2006. Featured speakers include: Rick and Becky DuFour and Douglas Reeves. This year will include a pre-conference on January 8, 2007, at Monona Terrace featuring Rick and Becky DuFour with their session titled, Building the Collaborative Culture of a Professional Learning Community, and J.P. Leary and Adrienne Thunder conducting a workshop titled, Teaching for Change: Recognizing and Overcoming Stereotypical Representations. Find information at http://www.dpi.state.wi.us/nwp/index_conf07.html.

Into the Book

Into the Book is a multimedia learning tool designed to improve students' reading comprehension, as well as their ability to think and learn across the curriculum. The project focuses on eight learning strategies:

- Using prior knowledge
- Making connections
- Questioning
- Visualizing
- Inferring
- Summarizing
- Evaluating
- Synthesizing
- Using strategies together

The final project will include:

- "Into the Book" public television series (nine, fifteen-minute, student episodes targeting students in grades K-3)
- "Behind the Lesson" public television series (nine, ten-minute, professional development episodes targeting elementary teachers)
- An interactive Web site

The "Into the Book" student episodes feature an extraordinary classroom where students use powerful learning strategies to enter the world of the story. Programs show student viewers how to use these strategies when reading literary, informational, or everyday text. They'll also model real-life applications of the strategies. Short video clips from the programs will be incorporated into the online materials, providing easy access to teachers. See short clips from "Into the Book" at http://reading.ecb.org/teacher/visualizing/visual_studentvideo.html.

In the professional development programs, "Behind the Lesson", elementary teachers demonstrate how they are using these strategies effectively with their students. Programs combine actual classroom footage with dialogue and personal reflection on instructional practices. Mike Ford, Professor of Reading Education and

Associate Dean at UW-Oshkosh, hosts the “Behind the Lesson” professional development programs. See clips from “Behind the Lesson” at http://reading.ecb.org/teacher/visualizing/visual_teachervideo.html.

Both “Into the Book” and “Behind the Lesson” will air statewide on Wisconsin Public Television. Schools can obtain these series free of charge by recording the telecasts and retaining the recordings for later use. Both series will be available for a nominal fee from ECB’s Tape Dubbing Service after their initial broadcast in fall 2006.

The Web site is a pilot representing a small portion of the materials proposed for the site. It currently provides teacher resources including video clips and an interactive student activity for the strategy of visualizing. The Web resources are also free and can be found at <http://reading.ecb.org>.

This project was developed by the Wisconsin Educational Communications Board in partnership with the Wisconsin Department of Public Instruction and a team of Wisconsin educators. It is produced by Wisconsin Public Television and the Agency for Instructional Technology.

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Responsive Education for All Children (REACH) Initiative

The Department of Public Instruction is pleased to announce the Responsive Education for All Children (REACH) Initiative. REACH is a refinement and expansion of the highly successful Early Ongoing Collaboration and Assistance (EOCA) and Reading Excellence and Demonstration of Success (READS) Initiatives. REACH will help realize Superintendent Elizabeth Burmaster’s New Wisconsin Promise by supporting school communities as they establish and sustain the capacity to make systemic improvement needed to reduce barriers to learning and enable all students to experience academic success. REACH will also provide a framework for the permissive use of 15% IDEA Early Intervening Services funds and for implementation of the “response to instruction” (RtI) process set forth by IDEA 2004. During the coming year, REACH will establish the following components:

- 1) Regional Centers - Funds have been set aside to support professional development and technical assistance centers in involving all CESAs organized in four statewide regions.
- 2) LEA and Consortium Incentive Grants - Current READS and EOCA grant funding ceased on June 30, 2006. Wisconsin LEAs and CESAs are eligible to apply for REACH grants to support action plans that enhance high quality multi-tier educational options in Wisconsin elementary and secondary schools. Grants will be directed toward improving literacy or math achievement and/or social emotional and behavioral goals. Grants are available in the following categories:
 - District Continuous Improvement Focused Monitoring (CIFMS) Grants- (CIFMS schools only)
 - District Incentive Grants
 - Multi-district CESA Consortium Grants
 - Mentor-only Grants- \$0 (Priority- schools identified as having disproportionate special education identification)
 - EOCA Transition Grants

The annual grant cycle begins each spring when applicants complete the required application forms and submit them to DPI. Grants are reviewed and awarded in summer. REACH grant application guidelines and materials are posted at <http://www.dpi.wi.gov/reach/>.

3) Support for Implementation - A network of highly trained mentors will provide on-site technical assistance to help schools develop and implement action plans that lead to sustainable school improvement. LEAs receiving REACH grants will receive mentor support. High quality professional development materials and related products will be made available to all Wisconsin schools. The EOCA framework will serve as the foundation for technical assistance and support.

4) Family and Community Partnerships - Partnerships with Wisconsin Institutions of Higher Education, the Department of Health and Family Services, federally-funded parent education organizations, and other organizations and DPI initiatives will enhance the quality of technical assistance.

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Response to Intervention (RtI)

The Individuals with Disabilities Education Act (IDEA) 2004 refers to the "use of a process that determines if (a) child responds to scientific, research-based intervention as part of . . . evaluation procedures" for specific learning disabilities. Sec. 614 (a)(6)(B). This process is described in the professional literature as "response to intervention" (RtI). Districts that use RtI as part of the evaluation process for SLD should consider the guidance provided by e-mail on March 1, 2006. Link to the e-mail message at <http://www.dpi.state.wi.us/sped/rti.html>.

RtI is the practice of providing high quality instruction/intervention matched to student needs in general education and using learning rate over time and level of performance to make important educational decisions. Goals of RtI include early intervention and prevention to enhance outcomes for children by providing access to increasingly intense supports, eliminating a "wait to fail" system, and linking instruction to progress monitoring. RtI also supports more accurate and defensible determinations of disability eligibility and services. RtI includes the use of reliable, valid decision procedures and helps address the issue of "poor or inadequate" instruction. Implementation of RtI requires three essential components:

- Multi-tiered models of instruction/intervention
- A problem solving process
- An integrated data collection and analysis system

RtI is an integrated approach that includes general, remedial, and special education. Effective implementation requires collaboration to develop a unified educational delivery system in schools and districts. The No Child Left Behind Act and the Individuals with Disabilities Education Act (IDEA) 2004 require measurable, improved student outcomes and support the development of RtI systems.

The State Superintendent has identified a stakeholder task force to make recommendations on how "response to intervention" relates to eligibility criteria for specific learning disabilities and the relationship between "response to intervention" and early intervening services (EIS). Under IDEA 2004, LEAs are permitted to expend up to 15% of IDEA flow-through funds to develop coordinated, early intervening services. EIS should address the needs of students K-12, with emphasis on K-3, and are intended for students who are not disabled but who need additional academic or behavioral assistance. EIS funds are intended to supplement the No Child Left Behind Act (NCLB). The task force is scheduled to meet throughout the 2005-06 school year.

Introduction to RtI

<http://www.dpi.state.wi.us/sped/rti.html>

Resources

<http://www.dpi.state.wi.us/sped/rti-resrcs.html>

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Adequate Yearly Progress (AYP)

Find the AYP Primer, a two-page summary, that describes NCLB requirements, how AYP works in Wisconsin, the AYP formula, and links to additional resources at <http://www.dpi.wi.gov/esea/pdf/aypprimer.pdf>. The longer, more in-depth, Explanatory Notes: Annual Review of School and District Performance 2005-2006, is at http://www.dpi.wi.gov/oea/doc/ayp_explanatory5-06.doc

Each year under the federal education law No Child Left Behind (NCLB), all Wisconsin public schools and districts must meet the state's four AYP objectives:

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

Test Participation — 95% of all students enrolled in the tested grade(s) 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)* and for English Language Learners (WAA-ELL). 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 67.5%.

Mathematics — A school or district must achieve a proficiency index of 47.5%.

Find additional information and the methods used to determine if each objective has been met at <http://www.dpi.wi.gov/oea/annrww06.html>.

Reading First

Reading First is a part of the No Child Left Behind Act of 2001 (Title I, Part B, Subpart 1). Reading First is designed to assist schools in establishing reading programs for students in kindergarten through grade 3. Wisconsin funds 60 schools. Link to the Reading First main page at <http://dpi.wi.gov/title1/rdngfirst.html>

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