

# BOB KULP

STATE REPRESENTATIVE • 69<sup>TH</sup> ASSEMBLY DISTRICT

**TO:** Assembly Committee on Education

**FROM:** State Representative Bob Kulp, 69<sup>th</sup> Assembly District

**DATE:** February 12, 2020

**RE:** Support for Assembly Bill 603, Assembly Bill 604, Assembly Bill 632 and Assembly Bill 635

Thank you Chairman Thiesfeldt and fellow committee members for holding a public hearing on Assembly Bill 603 ("AB 603"), Assembly Bill 604 ("AB 604"), Assembly Bill 632 ("AB 632") and Assembly Bill 635 ("AB 635"). I appreciate having the opportunity to express my support for these bills:

- AB 603 relates to publishing Foundations of Reading Test ("FORT") scores;
- AB 604 relates to programs to identify & address pupils with dyslexia in public schools;
- AB 632 relates to assessments to evaluate reading readiness; and
- AB 635 requires each cooperative educational service agency ("CESA") to employ a dyslexia specialist.

More than 2 million American children receive special educational treatment because of dyslexia which is a common learning disorder that negatively affects a person's ability to read. Wisconsin's reading scores have fallen to 34th in the country. However, Wisconsin is one of only seven states that has not yet implemented some form of dyslexia educational programming.

Wisconsin cannot afford to leave dyslexic students behind. The dyslexia guidebook bill (Assembly Bill 110) that was recently signed into law as 2019 Wisconsin Act 86 is a good start, but more can be done to tackle this issue. As Chair of the 2018 Legislative Council Study Committee on the Identification and Management of Dyslexia, I received input from people across the state. As many of you know, I've introduced a package of dyslexia bills which are the product of those discussions and input. Introduction of the dyslexia bills coincided with the Governor's declaration of October as Dyslexia Awareness Month.

One of the bills included in the dyslexia package is AB 603 that relates to publishing FORT scores. FORT was passed by the state legislature in 2011. To qualify for a licensure as a special education teacher, a reading teacher, or reading specialist an applicant must receive a passing score of 240 or higher on the Wisconsin FORT. Any licensed teacher wanting to add one or more of these areas to their license must also pass the test. The Department of Public Instruction ("DPI") collects the test scores. However, DPI has no current requirement to publish these scores. AB 603 would require DPI to publish those test scores annually on their website.

REPRESENTING WISCONSIN'S 69<sup>TH</sup> ASSEMBLY DISTRICT

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A second bill included in the dyslexia package is AB 604 that relates to programs to identify and address pupils with dyslexia in public schools. Currently, few school districts are addressing the dyslexia problem. AB 604 would require school district boards to adopt dyslexia related policies. Under this bill, school district boards would be allowed to choose or develop a program that works best for their schools.

A third bill included in the dyslexia package is AB 632 that relates to assessments to evaluate reading readiness. Currently, each school board and operator of an independent charter school must annually assess the reading readiness of children from kindergarten through the second grade. Currently, chapter 118.016 of the statutes addresses assessments in reading readiness. However, current statutes lack enough specific categories in which to identify an individual with a reading disability. AB 632 adds language to chapter 118.016 that includes not just phonemic awareness but rapid automatized naming, letter-word reading, and picture-naming vocabulary. By adding these methods of screening our schools will be able to catch a reading problem at an earlier age.

A fourth bill included in the dyslexia package is AB 635 that requires each CESA to employ a dyslexia specialist. The 2018 Legislative Council Study Committee on the Identification and Management of Dyslexia identified in their recommendations to the state legislature that a dyslexia specialist position should be created. The individual would be tasked with assisting school districts in developing and maintaining dyslexia programs. AB 635 creates a dyslexia specialist at each CESA based upon this recommendation. The bill defines a dyslexia specialist as an individual who meets specific criteria, including that the individual has at least five years' experience in screening, identifying, and treating dyslexia and related conditions and that the individual has received advanced training in various topics related to dyslexia and related conditions. A dyslexia specialist at the CESAs will offer a valuable resource of dyslexia related information for parents and schools.

AB 603, AB 604, AB 632 and AB 635 aim to give parents and teachers more tools than are currently available in order to help kids learn to read. I think that is a goal that everyone can get behind.

Thank you again Mr. Chairman for scheduling the public hearing today on these bills. I am happy to answer any questions you may have.

**STATE SENATOR KATHY BERNIER**  
TWENTY-THIRD SENATE DISTRICT



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**From: Senator Kathy Bernier**  
**To: The Assembly Committee on Education**

**Re: Testimony on Assembly Bill 632**  
**Relating to: assessments to evaluate reading readiness.**

**Date: February 11, 2020**

Chairman Thiesfeldt and members of the committee, thank you for hearing Assembly Bill 632 today. I am grateful to be working with Representative Kulp on this important bill to help all of our kids by proactively identifying students with dyslexia and other reading conditions before they derail the child's education.

In too many cases, reading impairments like dyslexia are not identified until a child has reached third or fourth grade. And in many cases, the challenges are only discovered after a child has fallen so far behind and is so demoralized that their love of learning is threatened or entirely extinguished.

Current law requires schools to annually assess the reading readiness of children from four-year-old kindergarten through second grade by evaluating phonemic awareness (recognizing and manipulating sounds in spoken language) and letter sound knowledge. However, assessments that only meet these minimum requirements do not give educators enough information to identify a reading disorder.

Assembly Bill 632 specifies that the assessment must evaluate whether a student possesses age-appropriate skills in phonological and phonemic awareness, as well as rapid automatized naming, letter-word reading, and picture-naming vocabulary. By including these specific skill categories, we will give educators the information they need to identify a reading problem at an earlier age and make sure that every student has a chance to succeed.

I hope you will join me, Representative Kulp and parents, students and educators across Wisconsin in supporting this change by voting yes on this bill.



**STATE SENATOR KATHY BERNIER**  
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**From: Senator Kathy Bernier**  
**To: The Assembly Committee on Education**

**Re: Testimony on Assembly Bill 635**  
**Relating to:** requiring each cooperative educational service agency to employ a dyslexia specialist.

**Date: February 11, 2020**

Chairman Thiesfeldt and members of the committee, thank you for hearing Assembly Bill 635 today. I am pleased to be working alongside Representative Kulp on behalf of families and educators across Wisconsin who feel alone as they try to help a child with dyslexia.

One of the biggest challenges facing families and teachers of a child with dyslexia is a lack of resources on this critical issue. The 2018 Legislative Council Study Committee on the Identification and Management of Dyslexia identified this shortfall and recommended that a statewide dyslexia specialist be hired to assist school districts in preparing for and proactively meeting the needs of students with dyslexia. Assembly Bill 635 would act on this recommendation and would create a dyslexia specialist at each cooperative educational service agency (CESA). The bill specifies that a specialist must have at least five years of experience screening, identifying and treating dyslexia and related conditions and has received advanced training in reading disorders.

Providing dyslexia specialists at each CESA will provide a desperately needed resource for our schools, teachers and parents as they work to help each and every child succeed in school and realize their full potential. Please join me in supporting this valuable piece of legislation by voting yes on Assembly Bill 635.



**Assembly Committee on Education  
February 12, 2020**

**Department of Public Instruction Testimony  
Assembly Bills 603, 604, 632**

In order to discuss reading, it is important to know the instruments we use to evaluate performance. At the state level, we have two specific markers we use in looking at state-wide performance in reading, the National Assessment of Educational Progress (NAEP) and the Forward Exam.

NAEP is given to a sample of students. The main NAEP test is a survey assessment that provides state results for grades 4 and 8 in odd-numbered years. It provides results for populations and groups of students. It is not designed to provide individual student, school, or district results.

The Forward Exam is designed to gauge how well individual students are doing in relation to the Wisconsin Academic Standards. These results are combined for school, district, and state level results. The Forward Exam is administered in the spring of each school year in grades 3 through 8 in English Language Arts (ELA) and mathematics. ELA is not just reading, rather it encompasses reading, writing, language, and listening.

Wisconsin's results on the 2019 National Assessment of Educational Progress (NAEP), remained statistically unchanged for public school students in tested subjects and grade levels, in a year when the nation saw significant declines on three out of four measures. At the same time, Wisconsin's Forward Exam showed a decrease in ELA performance.

When we delved deeper into the data we saw that reading results on the Forward Exam declined slightly across groups. Further, our scores continued to reflect a wider gap between the performance of black and white students than any other state or jurisdiction except one, the District of Columbia.

As State Superintendent Carolyn Stanford Taylor said recently, "our outcomes, especially in reading, are not where we want them to be. We have spent a significant amount of time analyzing the reading data, looking at the research on reading, and examining the instructional materials being used and alignment with state standards. We are making changes. We believe it is important that the role of explicit and systematic phonics is present in the teaching of foundational reading skills. These changes will be reflected over the coming months in the supports and best practices we provide."

The Department of Public Instruction (DPI) is also focusing on the following ways to improve instruction for all students by focusing on five priority areas moving forward:

1. Effective instruction: Each student is taught by teachers using materials and practices that are high-quality, evidence-based, and culturally responsive;
2. School and instructional leadership: Each student's needs are met in schools led by high quality effective educators;
3. Family and community engagement: Each student attends a school that authentically engages with families, communities and libraries;
4. Safe and supported students: Each student learns in an environment that promotes social, emotional and physical well-being and removes barriers to learning; and
5. Meaningful relationships with students: Each student has a meaningful connection with at least one caring adult in their school.

Significantly, the state requires a number of actions by school districts related to reading. For instance:

1. Each district is required to employ a district reading specialist, someone who has specialized knowledge of reading and whose statutorily defined responsibilities include developing and implementing a district reading plan, acting as a resource to classroom teachers to support implementation of the district reading plan, working with administrators to implement the district reading plan, conducting an annual evaluation of the reading curriculum, and coordinating the reading curriculum with other reading programs and support services across the district. (Wis. Stat. § 118.015)
2. Districts are required to administer an assessment of reading readiness to every student in grades 4K through 2. This assessment is meant to identify the reading needs of students so that teachers can design appropriate and effective reading instruction for each student. (Wis. Stat. § 118.016 (1)(a))
3. Districts must identify those students in grades K through 4 with weaknesses in language and background experiences that may result in reading failure as identified by the reading readiness assessment, the state summative assessment, and/or classroom performance, and then provide additional reading interventions to those students. (Wis. Stat. § 121.02 (1)(c))
4. Wisconsin also confers a specialized reading teacher license. Teachers with that specialized license are able to facilitate reading-focused classes and provide additional reading supports or interventions. (PI 34 .070)

DPI supports school districts in understanding and implementing the aforementioned requirements. We also delineate expectations through a rigorous standards adoption process. Academic standards specify what students should know and be able to do in the classroom and are adopted locally by each school board. While the current English Language Arts standards include reading foundational skills articulated from 5K through grade 5, these are currently under review and open for public comment.

### **Assembly Bill 603**

AB 603 requires the department to publish the Foundations of Reading Test Scores.

The department already publishes these scores. We have provided a copy of our last educator preparation program report. These reports can also be found at <https://dpi.wi.gov/licensing/epp>.

We would recommend a change to the bill related to the publication dates to align with the timeframe within which we receive the scores. We currently publish all educator preparation data in an annual report that provides detailed breakdowns of educator preparation program information for a single school year. All the data is aligned to that year.

The last report, of which you have a copy, is the 2018 report covering the 2016-17 school year. The 2019 report, covering the the 2017-18 school year will be published this December.

### **Assembly Bill 604**

This bill requires local school boards to develop or adopt a program to identify and address pupils with dyslexia, no later than one year after the effective date of the bill. The bill poses implications for Federal Title I funding for schools, teachers, parent choice, and special education in ways that lead DPI to oppose this bill.

Compliance with the bill would require initial development or purchase of a suitable program, training, and implementation costs, along with ongoing maintenance of the program. It is not known at this time whether an existing product, suitable for identifying and addressing pupils with dyslexia, would be available to school boards to adopt in order to be in compliance with the bill. The very broad language could cover a number of existing reading instruction interventions already in place in schools.

Many of the current reading interventions are paid for in part or whole with federal Title I funds. Title I funds are subject to supplement not supplant requirements. Essentially this means that Title I funds must be supplemental to funds, absent federal funds, a school would receive.

Thus, if this program were required by state law, schools would have to receive or identify state or local funds to implement it. They would be unable to use federal Title I funds. The implications could be great if a district is currently using a program that meets the requirements of this bill, and is no longer able to use Title I funds to support the reading interventions employed in the school.

Additionally, the bill does not address the following issues:

- Educators are trained to identify reading deficits, not necessarily dyslexia.
- The bill is unclear what grade bands the assessment would apply to.



- It is unclear if families could opt their children out of the identification process, and if parent permission would be required to participate in the program.
- There may be conflicts with federal special education law due to individualized nature of services if a student is in special education, laws around assessment for special education needs, and allowances for parents to opt out of services.

### **Assembly Bill 632**

A number of changes have been made to reading readiness assessment requirements in state statutes in the last decade. Most recently in 2015 the biennial budget moved the state away from a single statewide screener. It changed the reading readiness assessment requirement so school districts and independent charter schools could choose their own reading screener to annually assess the reading readiness of students in grades 4K - 2. Whichever assessment is chosen, students must still be evaluated for phonemic awareness and letter sound knowledge.

The 2015 budget further required the department to reimburse school districts for the assessment chosen and prorate payments if costs exceeded the funds available. Last year school districts and independent charter schools received reimbursement for \$1,713,410. The most frequently used assessments used were PALS, MAP, STAR, Aimsweb, and Fastbridge. PALS, MAP, and STAR are the most common assessments.

The bill, beginning in the 2020-21 school year, would make additional changes to the reading readiness assessment chosen by school districts and independent charter schools for students in grades 4K-2. It would add a requirement for a voluntary questionnaire about reading difficulties in a student's family history and further specify criteria that the assessment chosen must meet. Those criteria include age-appropriate skills in phonological and phonemic awareness, rapid automatized naming, letter-word reading, and picture-naming vocabulary.

The effect of the new criteria would be to eliminate most options for school districts and independent charter schools in the selection of a reading readiness assessment. The department has only been able to find one assessment that is commercially available that meets the requirements of the bill, the Predictive Assessment of Reading (PAR). The PAR is currently used by only one school district in the state. Therefore, every other school district and independent charter school in the state would have to change their assessment of reading readiness and train their teachers in the use of a new assessment.

DPI recommends maintaining current law requirements. Schools are required to test for phonemic awareness and letter sound knowledge and are required to provide intervention and support based on the outcomes of those tests. Tests that meet this requirement are chosen by school districts and independent charter schools to meet the needs of their students. Teachers are currently trained in how to use the assessment chosen by their school district or independent charter school and how that assessment should be used to inform instruction.

A full copy of our testimony on the Senate companion to this bill with additional details is attached.

**Attachments**

- 2018 Education Preparation Program Report.
- 2019 Senate Bill 578

Senate Committee on Universities, Technical Colleges, Children and Families  
January 22, 2020

### Statement in Opposition to Senate Bill 578

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#### **Background:**

A number of changes have been made to reading readiness assessment requirements in state statutes in the last decade.

In 2011, Wisconsin Act 166, a product of Governor Walker's Read to Lead Taskforce, required each school board and governing body of each independent charter school to administer an appropriate, valid, and reliable assessment of literacy fundamentals selected by the Department of Public Instruction (DPI) to assess the reading readiness of kindergartners beginning in the 2012-13 school year. The assessment had to assess whether a pupil possessed phonemic awareness and letter sound knowledge. Results of the assessment were required to be shared with parents.

Using this assessment, if a student was found to be at risk of reading difficulty they were required to be provided with interventions or remedial reading services. Wisconsin Statutes 121.02 (1)(c) requires that the interventions or services provided shall be scientifically based and shall address all areas in which the pupil is deficient in a manner consistent with the state standards in reading and language arts.

The DPI was appropriated \$800,000 for the 2013-14 school year to provide the assessment. The Phonological Awareness Literacy Screening (PALS) was chosen as the statewide assessment. PALS was chosen as a research-based screening, diagnostic, and progress monitoring tool. Wisconsin teachers used PALS to identify students at risk of developing reading difficulties, diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targeted students' needs. Student data collected from PALS provided a direct means of matching literacy instruction to specific literacy needs.

The 2013 biennial budget provided additional funding for the assessment and expanded the reading readiness assessment chosen by the DPI to grades 4K - 1 in the 2013-14 school year and 4K - 2 in the 2014-15 school year. The three main PALS assessments used are described below.

- PALS-PreK - Phonological Awareness Literacy Screening for Preschool measured:
  - name writing,
  - alphabet knowledge,
  - beginning sound awareness,
  - print and word awareness, and
  - rhyme awareness,



- PALS-K (for 5K students) - Phonological Awareness Literacy Screening for Kindergarten measured:
  - phonological awareness,
  - alphabet knowledge,
  - knowledge of letter sounds,
  - spelling,
  - concept of word, and
  - word recognition in isolation.
- PALS 1-3 (for grades 1 and 2) - Phonological Awareness Literacy Screening for first through third grades measured:
  - spelling,
  - word knowledge,
  - letter sounds,
  - oral reading in context,
  - alphabet knowledge, and
  - phonemic awareness.

The 2015 biennial budget moved the state away from a single statewide screener. It changed the *reading readiness assessment requirement so school districts and independent charter schools* could choose their own reading screener to annually assess the reading readiness of students in grades 4K - 2. Whichever assessment is chosen, students must still be evaluated for phonemic awareness and letter sound knowledge. The budget further required the department to reimburse school districts for the assessment chosen and prorate payments if costs exceeded the funds available.

Last year school districts and independent charter schools received reimbursement for \$1,713,410. The most frequently used assessments used were PALS, MAP, STAR, Aimsweb, and Fastbridge. PALS, MAP, and STAR are the most common assessments.

### **Analysis of SB 578**

The bill, beginning in the 2020-21 school year, would make additional changes to the reading readiness assessment chosen by school districts and independent charter schools for students in grades 4K-2. It would add a requirement for a voluntary questionnaire about reading difficulties in a student's family history and further specify criteria that the assessment chosen must meet. Those criteria include age-appropriate skills in phonological and phonemic awareness, rapid automatized naming, letter-word reading, and picture-naming vocabulary.

The effect of the new criteria would be to eliminate all options for school districts and *independent charter schools in the selection of a reading readiness assessment*. The department has only been able to find one assessment that is commercially available that meets the requirements of the bill, the Predictive Assessment of Reading (PAR).

The PAR is currently used by only one school district in the state. Therefore, every other school district and independent charter school in the state would have to change their assessment of reading readiness and train their teachers in the use of a new assessment.

### **Recommendation**

The DPI recommends maintaining current law requirements.

Schools are required to test for phonemic awareness and letter sound knowledge and are required to provide interventions and supports based on the outcomes of those tests. Tests that meet this requirement are chosen by school districts and independent charter schools to meet the needs of their students. Teachers are currently trained in how to use the assessment chosen by their school district or independent charter school and how that assessment should be used to inform instruction.

DPI supports schools in whichever assessment they select, including PAR, as a local control choice.



# 2018

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## Annual Report on Educator Preparation Programs

December 2019

**Wisconsin Department of Public Instruction**  
Carolyn Stanford Taylor, State Superintendent  
Madison, Wisconsin



# 2018 Annual Report on Educator Preparation Programs

Developed by  
**Beth Giles**  
Department of Public Instruction



**Wisconsin Department of Public Instruction**  
Carolyn Stanford Taylor, State Superintendent  
Madison, Wisconsin

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DECEMBER 2019 Wisconsin Department of Public Instruction

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Wisconsin Statutes 115.28(7)(g), require the Wisconsin Department of Public Instruction (DPI) to report on the state's educator preparation programs (EPPs). The report must include information on program completers and their first time pass rates on required performance assessments. *Additionally, the DPI is including selected licensure and short-term employment data for EPP completers.* This report uses EPP completer data; licensure exam results (Praxis II; the American Council for the Teaching of Foreign Language (ACTFL); Foundations of Reading Test; and edTPA); and short-term employment data. Future reports will include continuous employment trends by graduate cohorts.

## **Definitions**

**EPP completers** are unduplicated counts of candidates who have completed an approved educator preparation program (traditional or alternative route) and all requirements for licensure between September 1, 2016, and August 31, 2017, and are eligible for licensure in Wisconsin.

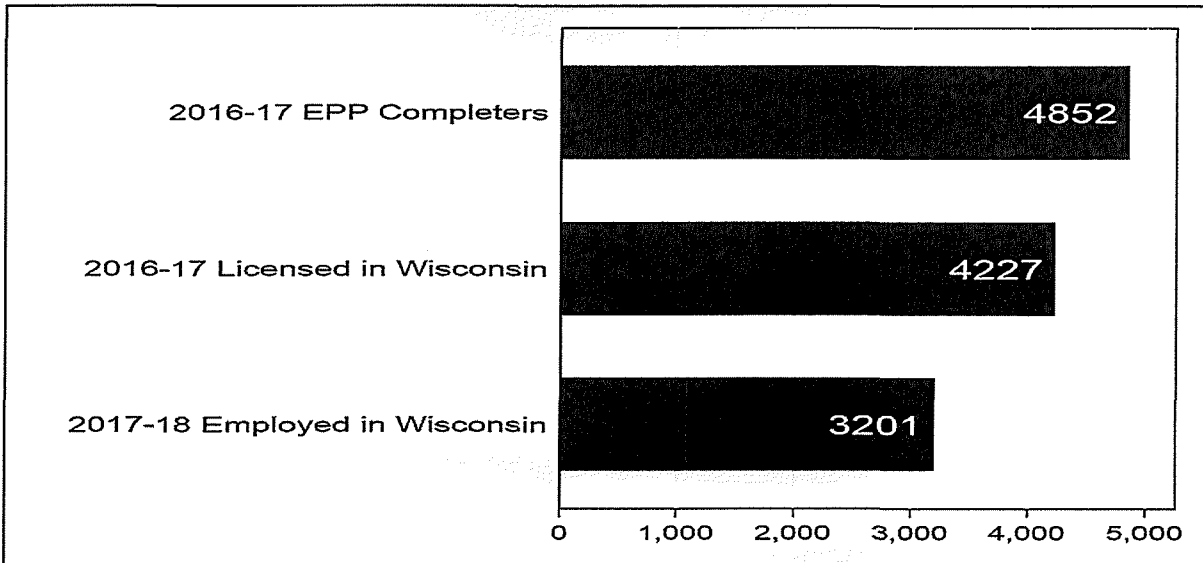
**Licensed in Wisconsin** refers to 2016-17 EPP completers who received one or more Wisconsin teaching licenses between December 1, 2016, and August 31, 2017, after successfully completing an educator preparation program.

**Note:** Some program completers do not seek Wisconsin licensure because they move to another state, seek employment in a private school, or work in a non-education field.

**Employed in Wisconsin** refers to EPP completers (based on the definition above) from 2016-17 who were employed in public schools in Wisconsin during the 2017-18 year. These data do not include EPP completers who are employed in another state or in Wisconsin private schools because those employers do not report to DPI.

Between September 1, 2016, and August 31, 2017, 4,852 candidates completed a Wisconsin educator preparation program. This represents a 1.1% decrease from the number of completers in 2015-16 (4,905). A large majority (87.1%) of EPP completers applied for and received a Wisconsin license, and nearly two-thirds (66.0%) were employed in a Wisconsin public school during the 2017-18 school year.

**Figure 1. EPP Completers in Wisconsin**



**Table 1. Educator Preparation Programs**

| Preparation Program Type              | EPP Completers 2016-17 | Licensed in Wisconsin 2016-17 |                               | Employed in Wisconsin 2017-18 |                               |
|---------------------------------------|------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
|                                       | Number                 | Number                        | Percent of Program Completers | Number                        | Percent of Program Completers |
| Public Universities & Tribal Colleges | 2,785                  | 2,453                         | 88.1%                         | 1,797                         | 64.5%                         |
| Private Colleges & Universities       | 1,732                  | 1,461                         | 84.4%                         | 1,112                         | 64.2%                         |
| Alternative Route                     | 335                    | 313                           | 93.4%                         | 292                           | 87.2%                         |
| <b>Total</b>                          | <b>4,852</b>           | <b>4,227</b>                  | <b>87.1%</b>                  | <b>3,201</b>                  | <b>66.0%</b>                  |

This table reports data from Wisconsin Educator Preparation Programs (Endorsed Candidates for Licensure) for the period of September 1, 2016 to August 31, 2017.

Figure 2. Percentage of Program Completers by EPP Type (2016-17)

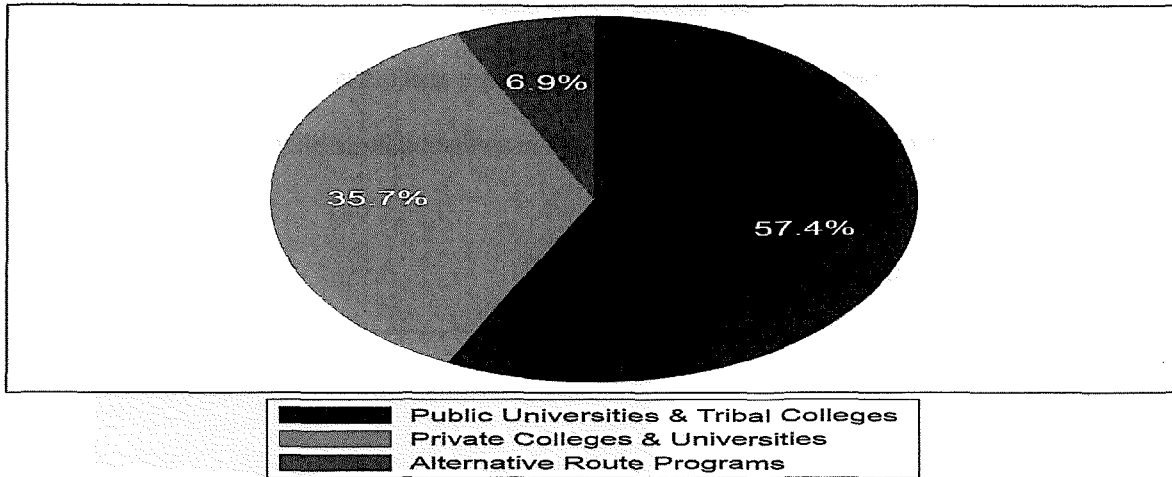


Figure 3. Percentage of Endorsements by License Type (2016-17)

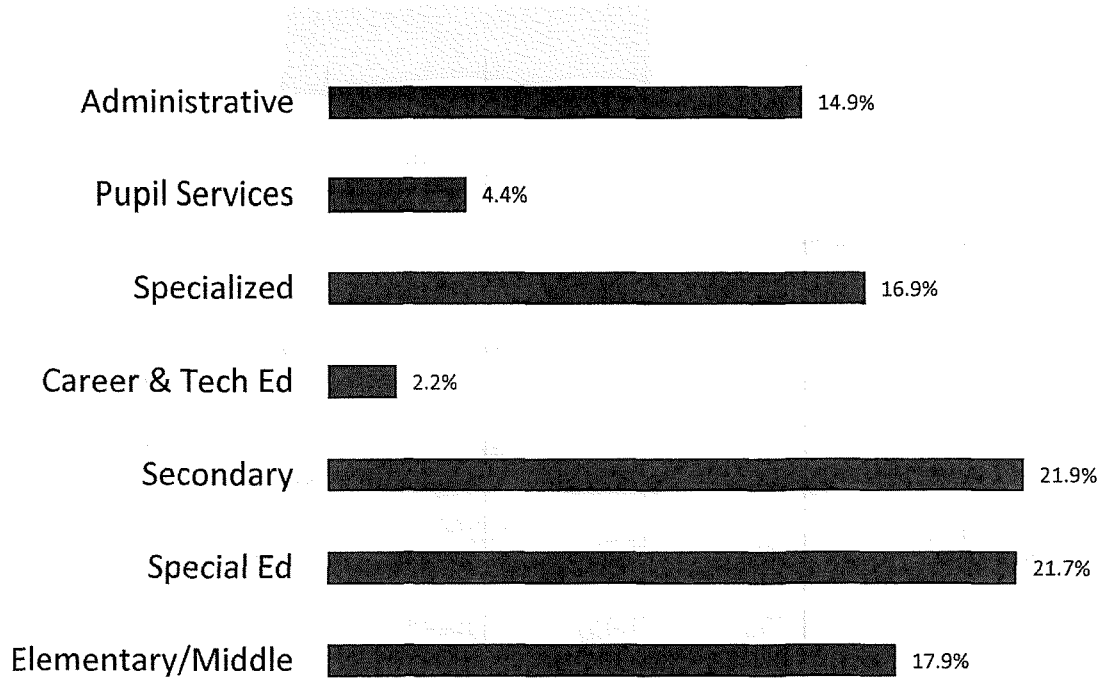


Figure 2. Number of License Endorsements Produced by EPP and License Type (2016-17)

| Educator Preparation Program (EPP) Type | Total        | Elem/Middle  | Spec Ed      | Secondary    | CTE        | Specialized  | Pupil Service | Admin        |
|---|--------------|--------------|--------------|--------------|------------|--------------|---------------|--------------|
| Public Universities & Tribal Colleges   | 4,933        | 988          | 1,248        | 1,214        | 151        | 856          | 246           | 230          |
| Private Colleges & Universities         | 2,459        | 414          | 317          | 421          | 2          | 428          | 103           | 774          |
| Alternative Route                       | 519          | 15           | 154          | 96           | 21         | 56           | 0             | 177          |
| <b>Total</b>                            | <b>7,911</b> | <b>1,417</b> | <b>1,719</b> | <b>1,731</b> | <b>174</b> | <b>1,340</b> | <b>349</b>    | <b>1,181</b> |

Note: Program completers can be endorsed for multiple licenses. Consequently, Wisconsin produced 3,059 more endorsements for licensure (7,911) than program completers (4,852) in 2016-17.

Table 3. Percentage of Licenses Endorsed by EPP and License Type (2016-17)

| Educator Preparation Program (EPP) Type | Total         | Elem/Middle   | Spec Ed       | Secondary     | CTE           | Specialized   | Pupil Service | Admin         |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Public Universities & Tribal Colleges   | 62.4%         | 69.7%         | 72.6%         | 70.1%         | 86.8%         | 63.9%         | 70.5%         | 19.5%         |
| Private Colleges & Universities         | 31.1%         | 29.2%         | 18.4%         | 24.3%         | 1.2%          | 31.9%         | 29.5%         | 65.5%         |
| Alternative Route                       | 6.6%          | 1.1%          | 9.0%          | 5.6%          | 12.1%         | 4.2%          | 0.0%          | 15.0%         |
| <b>Total</b>                            | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> |

Table 4. Number of Subject Area/Position License Endorsements by EPP Type (2016-17)

| Wisconsin Endorsements for Initial Teaching Licenses 2016-17   | State Total  | Public       | Private    | Alternative |
|--|--------------|--------------|------------|-------------|
| Regular Education - Early Adolescence (EA)                     | 3            | 3            | 0          | 0           |
| Regular Education - Early Childhood (EC)                       | 211          | 170          | 38         | 3           |
| Regular Education - Early Childhood-Middle Childhood (EC-MC)   | 339          | 233          | 102        | 4           |
| Regular Education - Middle Childhood-Early Adolescence (MC-EA) | 864          | 582          | 274        | 8           |
| <b>Total Elementary/Middle Licenses</b>                        | <b>1,417</b> | <b>988</b>   | <b>414</b> | <b>15</b>   |
| Cross Categorical Special Education                            | 601          | 351          | 145        | 105         |
| Deaf or Hard of Hearing  | 8            | 8            | 0          | 0           |
| Emotional Behavior Disabilities                                | 123          | 106          | 4          | 13          |
| Intellectual Disabilities                                      | 190          | 178          | 3          | 9           |
| Special Education  | 381          | 283          | 81         | 17          |
| Specific Learning Disabilities                                 | 266          | 226          | 30         | 10          |
| Speech and Language Pathology                                  | 147          | 93           | 54         | 0           |
| Visual impairment  | 3            | 3            | 0          | 0           |
| <b>Total Special Education Licenses</b>                        | <b>1,719</b> | <b>1,248</b> | <b>317</b> | <b>154</b>  |
| English  | 294          | 195          | 95         | 4           |

|  |              |              |              |            |
|--|--------------|--------------|--------------|------------|
| Mathematics                                      | 293          | 208          | 74           | 11         |
| Science  | 456          | 279          | 105          | 72         |
| Social Studies                                   | 688          | 532          | 147          | 9          |
| <b>Total Secondary Licenses</b>                  | <b>1,731</b> | <b>1,214</b> | <b>421</b>   | <b>96</b>  |
| Agriculture                                      | 15           | 14           | 0            | 1          |
| Business Education                               | 31           | 14           | 2            | 15         |
| Family and Consumer Education                    | 17           | 17           | 0            | 0          |
| Marketing Education                              | 12           | 9            | 0            | 3          |
| Technology Education                             | 99           | 97           | 0            | 2          |
| <b>Total CTE Licenses</b>                        | <b>174</b>   | <b>151</b>   | <b>2</b>     | <b>21</b>  |
| Art  | 63           | 48           | 8            | 7          |
| English as a Second Language                     | 677          | 344          | 306          | 27         |
| Health   | 109          | 101          | 8            | 0          |
| Music  | 214          | 140          | 63           | 11         |
| Physical Education                               | 170          | 157          | 13           | 0          |
| Theater/Dance                                    | 15           | 10           | 5            | 0          |
| World Languages                                  | 92           | 56           | 25           | 11         |
| <b>Total Specialized Licenses</b>                | <b>1,340</b> | <b>856</b>   | <b>428</b>   | <b>56</b>  |
| School Counselor                                 | 182          | 79           | 103          | 0          |
| School Nurse                                     | 2            | 2            | 0            | 0          |
| School Psychologist                              | 42           | 42           | 0            | 0          |
| School Psychologist Non-Renewable                | 66           | 66           | 0            | 0          |
| School Social Worker                             | 57           | 57           | 0            | 0          |
| <b>Total Pupil Services Licenses</b>             | <b>349</b>   | <b>246</b>   | <b>103</b>   | <b>0</b>   |
| Athletics Co-curricular Programs                 | 1            | 0            | 1            | 0          |
| Career and Technical Education Coordinator       | 7            | 7            | 0            | 0          |
| Children at Risk Coordinator                     | 1            | 0            | 1            | 0          |
| Dean of Students                                 | 1            | 0            | 1            | 0          |
| Director of Instruction                          | 305          | 28           | 239          | 38         |
| Director of Special Education and Pupil Services | 145          | 39           | 70           | 36         |
| Gifted and Talented Coordinator                  | 7            | 7            | 0            | 0          |
| Instructional Technology Coordinator             | 3            | 1            | 2            | 0          |
| Principal  | 495          | 84           | 320          | 91         |
| Reading Specialist                               | 134          | 42           | 92           | 0          |
| School Business Administrator                    | 18           | 12           | 3            | 3          |
| Superintendent                                   | 64           | 10           | 45           | 9          |
| <b>Total Administrative Licenses</b>             | <b>1,181</b> | <b>230</b>   | <b>774</b>   | <b>177</b> |
| <b>Grand Total Licenses</b>                      | <b>7,911</b> | <b>4,933</b> | <b>2,459</b> | <b>519</b> |

Note: Program completers can be endorsed for multiple licenses. Consequently, Wisconsin produced 3,059 more endorsements for licensure (7,911) than program completers (4,852) in 2016-17.



**Table 5. Number of License Endorsements by Subject Area/Position for Public Educator Preparation Programs**

| <b>Wisconsin Endorsements for Initial Teaching Licenses 2016-17</b> | <b>State Total-Public</b> | <b>College of Menominee Nation</b> | <b>UW-Eau Claire</b> | <b>UW-Green Bay</b> | <b>UW-La Crosse</b> | <b>UW-Madison</b> | <b>UW-Milwaukee</b> | <b>UW-Oshkosh</b> | <b>UW-Parkside</b> | <b>UW-Platteville</b> | <b>UW-River Falls</b> | <b>UW-Stevens Point</b> | <b>UW-Stout</b> | <b>UW-Superior</b> | <b>UW-Whitewater</b> |
|---|---------------------------|------------------------------------|----------------------|---------------------|---------------------|-------------------|---------------------|-------------------|--------------------|-----------------------|-----------------------|-------------------------|-----------------|--------------------|----------------------|
| Regular Education - Early Adolescence (EA)                          | 3                         | 0                                  | 0                    | 0                   | 0                   | 0                 | 0                   | 0                 | 0                  | 3                     | 0                     | 0                       | 0               | 0                  | 0                    |
| Regular Education - Early Childhood (EC)                            | 170                       | 0                                  | 9                    | 0                   | 0                   | 23                | 45                  | 0                 | 1                  | 0                     | 5                     | 29                      | 20              | 0                  | 38                   |
| Regular Education - Early Childhood-Middle Childhood (EC-MC)        | 233                       | 1                                  | 0                    | 17                  | 38                  | 0                 | 0                   | 76                | 0                  | 47                    | 25                    | 1                       | 7               | 20                 | 1                    |
| Regular Education - Middle Childhood-Early Adolescence (MC-EA)      | 582                       | 0                                  | 104                  | 27                  | 68                  | 63                | 37                  | 62                | 2                  | 0                     | 37                    | 78                      | 0               | 28                 | 76                   |
| <b>Total Elementary/Middle Licenses</b>                             | <b>988</b>                | <b>1</b>                           | <b>113</b>           | <b>44</b>           | <b>106</b>          | <b>86</b>         | <b>82</b>           | <b>138</b>        | <b>3</b>           | <b>50</b>             | <b>67</b>             | <b>108</b>              | <b>27</b>       | <b>48</b>          | <b>115</b>           |
| Cross Categorical Special Education                                 | 351                       | 0                                  | 26                   | 0                   | 18                  | 51                | 18                  | 53                | 0                  | 7                     | 0                     | 59                      | 20              | 5                  | 94                   |
| Deaf or Hard of Hearing   | 8                         | 0                                  | 0                    | 0                   | 0                   | 0                 | 8                   | 0                 | 0                  | 0                     | 0                     | 0                       | 0               | 0                  | 0                    |
| Emotional Behavior Disabilities                                     | 106                       | 0                                  | 30                   | 0                   | 0                   | 0                 | 0                   | 10                | 0                  | 7                     | 0                     | 26                      | 0               | 0                  | 33                   |
| Intellectual Disabilities   | 178                       | 0                                  | 62                   | 0                   | 0                   | 8                 | 0                   | 17                | 0                  | 7                     | 0                     | 22                      | 16              | 0                  | 46                   |
| Special Education   | 283                       | 0                                  | 15                   | 0                   | 16                  | 4                 | 46                  | 36                | 0                  | 15                    | 12                    | 42                      | 5               | 6                  | 86                   |
| Specific Learning Disabilities                                      | 226                       | 0                                  | 109                  | 0                   | 0                   | 0                 | 0                   | 26                | 0                  | 7                     | 0                     | 35                      | 0               | 0                  | 49                   |
| Speech and Language Pathology                                       | 93                        | 0                                  | 20                   | 0                   | 0                   | 21                | 17                  | 1                 | 0                  | 0                     | 4                     | 22                      | 0               | 0                  | 8                    |
| Visual impairment   | 3                         | 0                                  | 0                    | 0                   | 0                   | 0                 | 0                   | 0                 | 0                  | 3                     | 0                     | 0                       | 0               | 0                  | 0                    |
| <b>Total Special Ed Licenses</b>                                    | <b>1,248</b>              | <b>0</b>                           | <b>262</b>           | <b>0</b>            | <b>34</b>           | <b>84</b>         | <b>89</b>           | <b>143</b>        | <b>0</b>           | <b>46</b>             | <b>16</b>             | <b>206</b>              | <b>41</b>       | <b>11</b>          | <b>316</b>           |
| English   | 195                       | 0                                  | 32                   | 11                  | 12                  | 22                | 32                  | 23                | 2                  | 5                     | 16                    | 19                      | 0               | 5                  | 16                   |
| Mathematics   | 208                       | 0                                  | 36                   | 4                   | 29                  | 11                | 24                  | 30                | 0                  | 6                     | 13                    | 18                      | 5               | 4                  | 28                   |
| Science   | 279                       | 0                                  | 24                   | 13                  | 23                  | 39                | 69                  | 17                | 1                  | 8                     | 26                    | 35                      | 1               | 9                  | 14                   |
| Social Studies  | 532                       | 0                                  | 45                   | 18                  | 45                  | 72                | 66                  | 98                | 3                  | 30                    | 29                    | 97                      | 1               | 7                  | 21                   |
| <b>Total Secondary Licenses</b>                                     | <b>1,214</b>              | <b>0</b>                           | <b>137</b>           | <b>46</b>           | <b>109</b>          | <b>144</b>        | <b>191</b>          | <b>168</b>        | <b>6</b>           | <b>49</b>             | <b>84</b>             | <b>169</b>              | <b>7</b>        | <b>25</b>          | <b>79</b>            |
| Agriculture   | 14                        | 0                                  | 0                    | 0                   | 0                   | 0                 | 0                   | 0                 | 0                  | 5                     | 9                     | 0                       | 0               | 0                  | 0                    |
| Business Education  | 14                        | 0                                  | 0                    | 0                   | 0                   | 0                 | 0                   | 0                 | 0                  | 0                     | 0                     | 0                       | 6               | 0                  | 8                    |
| Family and Consumer Education                                       | 17                        | 0                                  | 0                    | 0                   | 0                   | 0                 | 0                   | 0                 | 0                  | 0                     | 0                     | 14                      | 3               | 0                  | 0                    |

|  |            |          |           |           |           |            |           |            |          |           |           |           |           |           |           |
|--|------------|----------|-----------|-----------|-----------|------------|-----------|------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Marketing Education                              | 9          | 0        | 0         | 0         | 0         | 0          | 0         | 0          | 0        | 0         | 0         | 0         | 5         | 0         | 4         |
| Technology Education                             | 97         | 0        | 10        | 0         | 0         | 2          | 18        | 17         | 0        | 7         | 0         | 0         | 9         | 1         | 33        |
| <b>Total CTE Licenses</b>                        | <b>151</b> | <b>0</b> | <b>10</b> | <b>0</b>  | <b>0</b>  | <b>2</b>   | <b>18</b> | <b>17</b>  | <b>0</b> | <b>12</b> | <b>9</b>  | <b>14</b> | <b>23</b> | <b>1</b>  | <b>45</b> |
| Art  | 48         | 0        | 2         | 1         | 3         | 6          | 14        | 3          | 0        | 1         | 3         | 0         | 12        | 1         | 2         |
| English as a Second Language                     | 344        | 0        | 17        | 5         | 8         | 98         | 40        | 74         | 0        | 6         | 9         | 33        | 44        | 0         | 10        |
| Health   | 101        | 0        | 2         | 0         | 15        | 1          | 0         | 12         | 0        | 12        | 10        | 25        | 1         | 6         | 17        |
| Music  | 140        | 0        | 36        | 2         | 7         | 7          | 12        | 16         | 0        | 13        | 11        | 9         | 0         | 6         | 21        |
| Physical Education                               | 157        | 0        | 6         | 1         | 24        | 5          | 0         | 15         | 0        | 24        | 15        | 10        | 0         | 13        | 44        |
| Theater/Dance                                    | 10         | 0        | 3         | 0         | 0         | 0          | 4         | 1          | 0        | 0         | 0         | 0         | 0         | 0         | 2         |
| World Languages                                  | 56         | 0        | 14        | 3         | 16        | 6          | 6         | 5          | 0        | 0         | 2         | 2         | 0         | 0         | 2         |
| <b>Total Specialized Licenses</b>                | <b>856</b> | <b>0</b> | <b>80</b> | <b>12</b> | <b>73</b> | <b>123</b> | <b>76</b> | <b>126</b> | <b>0</b> | <b>56</b> | <b>50</b> | <b>79</b> | <b>57</b> | <b>26</b> | <b>98</b> |
| School Counselor                                 | 79         | 0        | 0         | 0         | 0         | 0          | 10        | 12         | 0        | 2         | 27        | 0         | 17        | 3         | 8         |
| School Nurse                                     | 2          | 0        | 0         | 0         | 0         | 2          | 0         | 0          | 0        | 0         | 0         | 0         | 0         | 0         | 0         |
| School Psychologist                              | 42         | 0        | 4         | 0         | 11        | 3          | 1         | 0          | 0        | 0         | 11        | 0         | 10        | 0         | 2         |
| School Psychologist Non-Renewable                | 66         | 0        | 17        | 0         | 12        | 0          | 16        | 0          | 0        | 0         | 0         | 0         | 12        | 0         | 9         |
| School Social Worker                             | 57         | 0        | 0         | 0         | 0         | 37         | 20        | 0          | 0        | 0         | 0         | 0         | 0         | 0         | 0         |
| <b>Total Pupil Services Licenses</b>             | <b>246</b> | <b>0</b> | <b>21</b> | <b>0</b>  | <b>23</b> | <b>42</b>  | <b>47</b> | <b>12</b>  | <b>0</b> | <b>2</b>  | <b>38</b> | <b>0</b>  | <b>39</b> | <b>3</b>  | <b>19</b> |
| Athletics Co-curricular Programs                 | 0          | 0        | 0         | 0         | 0         | 0          | 0         | 0          | 0        | 0         | 0         | 0         | 0         | 0         | 0         |
| Career & Tech Educ Coordinator                   | 7          | 0        | 0         | 0         | 0         | 0          | 0         | 0          | 0        | 0         | 0         | 0         | 7         | 0         | 0         |
| Children at Risk Coordinator                     | 0          | 0        | 0         | 0         | 0         | 0          | 0         | 0          | 0        | 0         | 0         | 0         | 0         | 0         | 0         |
| Dean of Students                                 | 0          | 0        | 0         | 0         | 0         | 0          | 0         | 0          | 0        | 0         | 0         | 0         | 0         | 0         | 0         |
| Director of Instruction                          | 28         | 0        | 0         | 0         | 0         | 7          | 10        | 0          | 0        | 0         | 8         | 0         | 0         | 3         | 0         |
| Director of Special Education and Pupil Services | 39         | 0        | 22        | 0         | 0         | 4          | 12        | 1          | 0        | 0         | 0         | 0         | 0         | 0         | 0         |
| Gifted and Talented Coordinator                  | 7          | 0        | 0         | 0         | 0         | 0          | 0         | 0          | 0        | 0         | 0         | 0         | 0         | 0         | 7         |
| Instructional Technology Coordinator             | 1          | 0        | 0         | 0         | 0         | 0          | 0         | 0          | 0        | 0         | 0         | 0         | 1         | 0         | 0         |
| Principal  | 84         | 0        | 0         | 0         | 2         | 10         | 19        | 39         | 0        | 1         | 9         | 0         | 0         | 4         | 0         |
| Reading Specialist                               | 42         | 0        | 5         | 0         | 0         | 2          | 2         | 14         | 0        | 1         | 5         | 2         | 8         | 0         | 3         |
| School Business Administrator                    | 12         | 0        | 0         | 0         | 0         | 0          | 2         | 0          | 0        | 0         | 0         | 0         | 0         | 0         | 10        |
| Superintendent                                   | 10         | 0        | 0         | 0         | 0         | 3          | 3         | 0          | 0        | 0         | 0         | 0         | 0         | 4         | 0         |
| <b>Total Administrative Licenses</b>             | <b>230</b> | <b>0</b> | <b>27</b> | <b>0</b>  | <b>2</b>  | <b>26</b>  | <b>48</b> | <b>54</b>  | <b>0</b> | <b>2</b>  | <b>22</b> | <b>2</b>  | <b>16</b> | <b>11</b> | <b>20</b> |

|                                       |       |   |     |     |     |     |     |     |   |     |     |     |     |     |     |
|---------------------------------------|-------|---|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|
| <b>Total Licenses Endorsed Public</b> | 4,933 | 1 | 650 | 102 | 347 | 507 | 551 | 658 | 9 | 217 | 286 | 578 | 210 | 125 | 692 |
|---------------------------------------|-------|---|-----|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----|

**Table 6. Number of License Endorsements by Subject Area/Position for Private Educator Preparation Programs**

| <b>Wisconsin Endorsements for Initial Teaching Licenses 2016-17</b> | <b>State Total-Private</b> | <b>Alverno College</b> | <b>Beloit College</b> | <b>Cardinal Stritch University</b> | <b>Carroll University</b> | <b>Carthage University</b> | <b>Concordia University</b> | <b>Edgewood College</b> | <b>Lakeland College</b> | <b>Lawrence University</b> | <b>Maranatha Baptist University</b> | <b>Marian University</b> | <b>Marquette University</b> | <b>Milwaukee School of Engineering</b> | <b>Mount Mary University</b> | <b>National Louis University - WI</b> | <b>Northland College</b> | <b>Ripon College</b> | <b>Silver Lake College</b> | <b>St. Norbert College</b> | <b>Viterbo University</b> | <b>Wisconsin Lutheran College</b> |
|---|----------------------------|------------------------|-----------------------|------------------------------------|---------------------------|----------------------------|-----------------------------|-------------------------|-------------------------|----------------------------|-------------------------------------|--------------------------|-----------------------------|--|------------------------------|---------------------------------------|--------------------------|----------------------|----------------------------|----------------------------|---------------------------|-----------------------------------|
| Regular Education - Early Adolescence (EA)                          | 0                          | 0                      | 0                     | 0                                  | 0                         | 0                          | 0                           | 0                       | 0                       | 0                          | 0                                   | 0                        | 0                           | 0                                      | 0                            | 0                                     | 0                        | 0                    | 0                          | 0                          | 0                         | 0                                 |
| Regular Education - Early Childhood (EC)                            | 38                         | 0                      | 0                     | 2                                  | 0                         | 0                          | 7                           | 8                       | 0                       | 0                          | 0                                   | 0                        | 0                           | 0                                      | 0                            | 0                                     | 0                        | 0                    | 5                          | 0                          | 16                        | 0                                 |
| Regular Education - Early Childhood-Middle Childhood (EC-MC)        | 102                        | 9                      | 0                     | 32                                 | 14                        | 0                          | 0                           | 4                       | 1                       | 0                          | 9                                   | 3                        | 0                           | 0                                      | 5                            | 0                                     | 0                        | 2                    | 0                          | 9                          | 6                         | 8                                 |
| Regular Education - Middle Childhood-Early Adolescence (MC-EA)      | 274                        | 23                     | 5                     | 34                                 | 14                        | 24                         | 37                          | 17                      | 4                       | 0                          | 5                                   | 9                        | 43                          | 0                                      | 3                            | 0                                     | 5                        | 4                    | 4                          | 20                         | 6                         | 17                                |
| <b>Total Elementary/Middle Licenses</b>                             | <b>414</b>                 | <b>32</b>              | <b>5</b>              | <b>68</b>                          | <b>28</b>                 | <b>24</b>                  | <b>44</b>                   | <b>29</b>               | <b>5</b>                | <b>0</b>                   | <b>14</b>                           | <b>12</b>                | <b>43</b>                   | <b>0</b>                               | <b>8</b>                     | <b>0</b>                              | <b>5</b>                 | <b>6</b>             | <b>9</b>                   | <b>29</b>                  | <b>28</b>                 | <b>25</b>                         |
| Cross Categorical Special Education                                 | 145                        | 3                      | 0                     | 32                                 | 5                         | 32                         | 10                          | 15                      | 0                       | 0                          | 0                                   | 14                       | 0                           | 0                                      | 0                            | 0                                     | 0                        | 0                    | 3                          | 0                          | 27                        | 4                                 |
| Deaf or Hard of Hearing   | 0                          | 0                      | 0                     | 0                                  | 0                         | 0                          | 0                           | 0                       | 0                       | 0                          | 0                                   | 0                        | 0                           | 0                                      | 0                            | 0                                     | 0                        | 0                    | 0                          | 0                          | 0                         | 0                                 |
| Emotional Behavior Disabilities                                     | 4                          | 1                      | 0                     | 3                                  | 0                         | 0                          | 0                           | 0                       | 0                       | 0                          | 0                                   | 0                        | 0                           | 0                                      | 0                            | 0                                     | 0                        | 0                    | 0                          | 0                          | 0                         | 0                                 |
| Intellectual Disabilities   | 3                          | 1                      | 0                     | 1                                  | 0                         | 0                          | 0                           | 0                       | 0                       | 0                          | 0                                   | 0                        | 0                           | 0                                      | 0                            | 0                                     | 0                        | 0                    | 1                          | 0                          | 0                         | 0                                 |
| Special Education   | 81                         | 1                      | 0                     | 0                                  | 16                        | 1                          | 42                          | 8                       | 0                       | 0                          | 0                                   | 2                        | 0                           | 0                                      | 0                            | 0                                     | 0                        | 0                    | 8                          | 0                          | 0                         | 3                                 |
| Specific Learning Disabilities                                      | 30                         | 1                      | 0                     | 8                                  | 0                         | 0                          | 0                           | 0                       | 0                       | 0                          | 1                                   | 14                       | 0                           | 0                                      | 0                            | 0                                     | 0                        | 0                    | 1                          | 0                          | 0                         | 5                                 |
| Speech & Language Pathology   | 54                         | 0                      | 0                     | 0                                  | 0                         | 0                          | 0                           | 0                       | 0                       | 0                          | 0                                   | 0                        | 54                          | 0                                      | 0                            | 0                                     | 0                        | 0                    | 0                          | 0                          | 0                         | 0                                 |
| Visual Impairment   | 0                          | 0                      | 0                     | 0                                  | 0                         | 0                          | 0                           | 0                       | 0                       | 0                          | 0                                   | 0                        | 0                           | 0                                      | 0                            | 0                                     | 0                        | 0                    | 0                          | 0                          | 0                         | 0                                 |

|                                      |     |    |   |    |    |    |    |    |    |    |    |    |    |   |    |   |    |   |    |    |     |    |
|--------------------------------------|-----|----|---|----|----|----|----|----|----|----|----|----|----|---|----|---|----|---|----|----|-----|----|
| <b>Total Special Ed Licenses</b>     | 317 | 7  | 0 | 44 | 21 | 33 | 52 | 23 | 0  | 0  | 1  | 30 | 54 | 0 | 0  | 0 | 0  | 0 | 13 | 0  | 27  | 12 |
| English                              | 95  | 8  | 1 | 5  | 7  | 5  | 6  | 9  | 1  | 2  | 7  | 0  | 26 | 0 | 1  | 0 | 0  | 1 | 1  | 9  | 1   | 5  |
| Mathematics                          | 74  | 4  | 1 | 3  | 5  | 4  | 15 | 1  | 1  | 1  | 2  | 1  | 12 | 0 | 0  | 0 | 1  | 2 | 2  | 12 | 6   | 1  |
| Science                              | 105 | 9  | 0 | 7  | 7  | 7  | 7  | 11 | 1  | 4  | 4  | 2  | 27 | 0 | 2  | 0 | 4  | 0 | 1  | 5  | 2   | 5  |
| Social Studies                       | 147 | 20 | 1 | 8  | 2  | 6  | 9  | 6  | 4  | 4  | 5  | 4  | 27 | 0 | 3  | 0 | 5  | 5 | 2  | 8  | 9   | 19 |
| <b>Total Secondary Licenses</b>      | 421 | 41 | 3 | 23 | 21 | 22 | 37 | 27 | 7  | 11 | 18 | 7  | 92 | 0 | 6  | 0 | 10 | 8 | 6  | 34 | 18  | 30 |
| Agriculture                          | 0   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| Business Education                   | 2   | 0  | 0 | 0  | 0  | 0  | 2  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| Family and Consumer Education        | 0   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| Marketing Education                  | 0   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| Technology Education                 | 0   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| <b>Total CTE Licenses</b>            | 2   | 0  | 0 | 0  | 0  | 0  | 2  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| Art                                  | 8   | 3  | 0 | 0  | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 1  | 1  | 0   | 0  |
| English as a Second Language         | 306 | 13 | 0 | 18 | 1  | 1  | 57 | 73 | 1  | 4  | 0  | 12 | 1  | 0 | 7  | 0 | 0  | 1 | 8  | 2  | 107 | 0  |
| Health                               | 8   | 0  | 0 | 0  | 2  | 5  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 1 | 0  | 0  | 0   | 0  |
| Music                                | 63  | 0  | 0 | 0  | 0  | 15 | 0  | 2  | 2  | 17 | 1  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 1  | 14 | 6   | 5  |
| Physical Education                   | 13  | 0  | 0 | 0  | 2  | 7  | 0  | 0  | 0  | 0  | 0  | 2  | 0  | 0 | 0  | 0 | 0  | 2 | 0  | 0  | 0   | 0  |
| Theater/Dance                        | 5   | 0  | 1 | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0 | 0  | 0 | 0  | 1 | 0  | 0  | 1   | 0  |
| World Languages                      | 25  | 0  | 0 | 4  | 0  | 1  | 2  | 1  | 0  | 2  | 0  | 1  | 4  | 0 | 0  | 0 | 0  | 1 | 0  | 5  | 1   | 3  |
| <b>Total Specialized Licenses</b>    | 428 | 16 | 1 | 22 | 6  | 30 | 60 | 76 | 3  | 24 | 1  | 15 | 6  | 0 | 7  | 0 | 0  | 6 | 10 | 22 | 115 | 8  |
| School Counselor                     | 103 | 0  | 0 | 0  | 0  | 0  | 61 | 0  | 22 | 0  | 0  | 0  | 8  | 0 | 12 | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| School Nurse                         | 0   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| School Psychologist                  | 0   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| School Psychologist Non-Renewable    | 0   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| School Social Worker                 | 0   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| <b>Total Pupil Services Licenses</b> | 103 | 0  | 0 | 0  | 0  | 0  | 61 | 0  | 22 | 0  | 0  | 0  | 8  | 0 | 12 | 0 | 0  | 0 | 0  | 0  | 0   | 0  |
| Athletics Co-curricular Programs     | 1   | 0  | 0 | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 0  | 0   | 0  |

|  |              |            |          |            |            |            |            |            |           |           |           |            |            |           |           |          |           |           |           |           |            |           |          |
|--|--------------|------------|----------|------------|------------|------------|------------|------------|-----------|-----------|-----------|------------|------------|-----------|-----------|----------|-----------|-----------|-----------|-----------|------------|-----------|----------|
| Career and Technical Education Coordinator       | 0            | 0          | 0        | 0          | 0          | 0          | 0          | 0          | 0         | 0         | 0         | 0          | 0          | 0         | 0         | 0        | 0         | 0         | 0         | 0         | 0          | 0         | 0        |
| Children at Risk Coordinator                     | 1            | 0          | 0        | 0          | 0          | 0          | 0          | 1          | 0         | 0         | 0         | 0          | 0          | 0         | 0         | 0        | 0         | 0         | 0         | 0         | 0          | 0         | 0        |
| Dean of Students                                 | 1            | 0          | 0        | 0          | 0          | 0          | 0          | 1          | 0         | 0         | 0         | 0          | 0          | 0         | 0         | 0        | 0         | 0         | 0         | 0         | 0          | 0         | 0        |
| Director of Instruction                          | 239          | 19         | 0        | 52         | 29         | 0          | 33         | 19         | 0         | 0         | 0         | 15         | 7          | 0         | 0         | 3        | 0         | 0         | 17        | 0         | 45         | 0         | 0        |
| Director of Special Education and Pupil Services | 70           | 0          | 0        | 21         | 0          | 0          | 0          | 7          | 0         | 0         | 0         | 22         | 0          | 0         | 0         | 0        | 0         | 0         | 6         | 0         | 14         | 0         | 0        |
| Gifted and Talented Coordinator                  | 0            | 0          | 0        | 0          | 0          | 0          | 0          | 0          | 0         | 0         | 0         | 0          | 0          | 0         | 0         | 0        | 0         | 0         | 0         | 0         | 0          | 0         | 0        |
| Instructional Technology Coordinator             | 2            | 0          | 0        | 1          | 0          | 0          | 0          | 1          | 0         | 0         | 0         | 0          | 0          | 0         | 0         | 0        | 0         | 0         | 0         | 0         | 0          | 0         | 0        |
| Principal  | 320          | 21         | 0        | 49         | 28         | 2          | 61         | 14         | 0         | 0         | 0         | 23         | 6          | 14        | 0         | 3        | 0         | 0         | 27        | 0         | 72         | 0         | 0        |
| Reading Specialist                               | 92           | 8          | 0        | 27         | 3          | 0          | 27         | 4          | 0         | 0         | 0         | 0          | 0          | 0         | 0         | 0        | 0         | 0         | 0         | 0         | 23         | 0         | 0        |
| School Business Administrator                    | 3            | 0          | 0        | 0          | 0          | 0          | 0          | 2          | 0         | 0         | 0         | 1          | 0          | 0         | 0         | 0        | 0         | 0         | 0         | 0         | 0          | 0         | 0        |
| Superintendent                                   | 45           | 0          | 0        | 13         | 0          | 0          | 0          | 9          | 0         | 0         | 0         | 8          | 0          | 0         | 0         | 3        | 0         | 0         | 0         | 0         | 12         | 0         | 0        |
| <b>Total Administrative Licenses</b>             | <b>774</b>   | <b>48</b>  | <b>0</b> | <b>163</b> | <b>60</b>  | <b>2</b>   | <b>121</b> | <b>59</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>69</b>  | <b>13</b>  | <b>14</b> | <b>0</b>  | <b>9</b> | <b>0</b>  | <b>0</b>  | <b>50</b> | <b>0</b>  | <b>166</b> | <b>0</b>  | <b>0</b> |
| <b>Total Licenses Endorsed Private</b>           | <b>2,459</b> | <b>144</b> | <b>9</b> | <b>320</b> | <b>136</b> | <b>111</b> | <b>377</b> | <b>214</b> | <b>37</b> | <b>35</b> | <b>34</b> | <b>133</b> | <b>216</b> | <b>14</b> | <b>33</b> | <b>9</b> | <b>15</b> | <b>20</b> | <b>88</b> | <b>85</b> | <b>354</b> | <b>75</b> | <b>0</b> |

**Table 7. Number of License Endorsements by Subject Area/Position for Alternative Route Educator Preparation Programs**

| Wisconsin Endorsements for Initial Teaching Licenses 2016-17 | Alternative             |              |                    |                    |                     |                    |   |   |   |   | eduCATE-WI | MTEC | Urban Education Fellows |
|--|-------------------------|--------------|--------------------|--------------------|---------------------|--------------------|---|---|---|---|------------|------|-------------------------|
|  | State Total-Alternative | ACT! Program | CESA 1 N2W Program | CESA 1 PBL Program | CESA 6 RITE Program | CESA 7 TDC Program |   |   |   |   |            |      |                         |
| Regular Education - Early Adolescence (EA)                   | 0                       | 0            | 0                  | 0                  | 0                   | 0                  | 0 | 0 | 0 | 0 | 0          | 0    | 0                       |
| Regular Education - Early Childhood (EC)                     | 3                       | 0            | 0                  | 0                  | 0                   | 0                  | 0 | 0 | 0 | 0 | 3          | 0    | 0                       |

|  |     |    |   |    |    |   |    |    |   |
|--|-----|----|---|----|----|---|----|----|---|
| Regular Education - Early Childhood-Middle Childhood (EC-MC)   | 4   | 0  | 0 | 0  | 0  | 0 | 0  | 4  | 0 |
| Regular Education - Middle Childhood-Early Adolescence (MC-EA) | 8   | 0  | 0 | 3  | 0  | 0 | 0  | 5  | 0 |
| <b>Total Elementary/Middle Licenses</b>                        | 15  | 0  | 0 | 3  | 0  | 0 | 0  | 12 | 0 |
| Cross Categorical Special Educ. Deaf or Hard of Hearing        | 105 | 0  | 0 | 11 | 44 | 7 | 28 | 15 | 0 |
| Emotional Behavior Disabilities                                | 0   | 0  | 0 | 0  | 0  | 0 | 0  | 0  | 0 |
| Intellectual Disabilities                                      | 13  | 0  | 0 | 0  | 1  | 0 | 12 | 0  | 0 |
| Special Education  | 9   | 0  | 0 | 0  | 1  | 0 | 8  | 0  | 0 |
| Specific Learning Disabilities                                 | 17  | 0  | 0 | 0  | 6  | 2 | 1  | 8  | 0 |
| Speech and Language Pathology                                  | 10  | 0  | 0 | 0  | 2  | 0 | 8  | 0  | 0 |
| Visual Impairment  | 0   | 0  | 0 | 0  | 0  | 0 | 0  | 0  | 0 |
| <b>Total Special Ed Licenses</b>                               | 154 | 0  | 0 | 11 | 54 | 9 | 57 | 23 | 0 |
| English  | 4   | 0  | 0 | 0  | 0  | 0 | 4  | 0  | 0 |
| Mathematics  | 11  | 1  | 0 | 0  | 1  | 1 | 7  | 1  | 0 |
| Science  | 72  | 27 | 0 | 2  | 4  | 1 | 38 | 0  | 0 |
| Social Studies   | 9   | 0  | 0 | 0  | 0  | 0 | 9  | 0  | 0 |
| <b>Total Secondary Licenses</b>                                | 96  | 28 | 0 | 2  | 5  | 2 | 58 | 1  | 0 |
| Agriculture  | 1   | 0  | 0 | 0  | 0  | 0 | 0  | 1  | 0 |
| Business Education   | 15  | 0  | 0 | 0  | 2  | 0 | 13 | 0  | 0 |
| Family and Consumer Education                                  | 0   | 0  | 0 | 0  | 0  | 0 | 0  | 0  | 0 |
| Marketing Education  | 3   | 0  | 0 | 0  | 0  | 0 | 3  | 0  | 0 |
| Technology Education   | 2   | 0  | 0 | 0  | 0  | 0 | 2  | 0  | 0 |
| <b>Total CTE Licenses</b>                                      | 21  | 0  | 0 | 0  | 2  | 0 | 18 | 1  | 0 |
| Art  | 7   | 0  | 0 | 0  | 0  | 0 | 7  | 0  | 0 |
| English as a Second Language                                   | 27  | 0  | 0 | 3  | 4  | 0 | 6  | 14 | 0 |
| Health   | 0   | 0  | 0 | 0  | 0  | 0 | 0  | 0  | 0 |
| Music  | 11  | 0  | 0 | 0  | 2  | 0 | 9  | 0  | 0 |
| Physical Education   | 0   | 0  | 0 | 0  | 0  | 0 | 0  | 0  | 0 |

|   |            |           |          |           |           |           |            |           |          |
|---|------------|-----------|----------|-----------|-----------|-----------|------------|-----------|----------|
| Theater/Dance                                     | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| World Languages                                   | 11         | 0         | 0        | 0         | 2         | 0         | 9          | 0         | 0        |
| <b>Total Specialized Licenses</b>                 | <b>56</b>  | <b>0</b>  | <b>0</b> | <b>3</b>  | <b>8</b>  | <b>0</b>  | <b>31</b>  | <b>14</b> | <b>0</b> |
| School Counselor                                  | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| School Nurse                                      | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| School Psychologist                               | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| School Psychologist Non-Renewable                 | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| School Social Worker                              | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| <b>Total Pupil Services Licenses</b>              | <b>0</b>   | <b>0</b>  | <b>0</b> | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>0</b> |
| Career and Technical Education Coordinator        | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| Director of Instruction                           | 38         | 0         | 0        | 0         | 0         | 0         | 38         | 0         | 0        |
| Director of Special Education and Pupil Services  | 36         | 0         | 0        | 0         | 0         | 0         | 36         | 0         | 0        |
| Gifted and Talented Coordinator                   | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| Instructional Technology Coordinator              | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| Principal   | 91         | 0         | 0        | 0         | 0         | 0         | 91         | 0         | 0        |
| Reading Specialist                                | 0          | 0         | 0        | 0         | 0         | 0         | 0          | 0         | 0        |
| School Business Administrator                     | 3          | 0         | 0        | 0         | 0         | 0         | 3          | 0         | 0        |
| Superintendent                                    | 9          | 0         | 0        | 0         | 0         | 0         | 9          | 0         | 0        |
| <b>Total Administrative Licenses</b>              | <b>177</b> | <b>0</b>  | <b>0</b> | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>177</b> | <b>0</b>  | <b>0</b> |
| <b>Total Licenses Endorsed Alternative Routes</b> | <b>519</b> | <b>28</b> | <b>0</b> | <b>19</b> | <b>69</b> | <b>11</b> | <b>341</b> | <b>51</b> | <b>0</b> |



# Licensure Assessments

As required under Wisconsin Statutes 115.28(7)(g), this report includes information on candidates' first-time and overall pass rates on required licensure tests (i.e., Praxis II, American Council on the Teaching of Foreign Language (ACTFL), the Foundations of Reading Test for Wisconsin, and edTPA). Testing data summarized below include candidates who were enrolled in educator preparation programs and took tests between September 1, 2016, and August 31, 2017. Students are not considered program completers or endorsed for licensure until they have passed all required assessments for their licensure/subject area. As a result, there are more test-takers than program completers for most educator preparation programs.

## Praxis II Assessments

The Praxis II Assessment, administered by the Education Testing Service (ETS), is required for candidates in all subjects (except for World Languages—see below) who apply for Wisconsin licensure. A complete listing of Praxis II subject area tests used in Wisconsin can be found on the ETS website (<http://www.ets.org/Praxis/wi/requirements>). All applicants for Regular and Special Education licensure must complete the Elementary Education or Middle School Content assessment, while those seeking licensure in subject areas at the middle and high school level must pass the Praxis II assessment for their subject area.

**Table 8. Praxis II Pass Rates - Statewide (2016-17)**

| Test Name                                | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|--|----------------------------------|---|--|--|
| Agriculture                              | 30                               | 29  | 96.7%  | 96.7%  |
| Art: Content Knowledge                   | 64                               | 48  | 75.0%  | 87.3%  |
| Business Education: Content Knowledge    | 28                               | 27  | 96.4%  | 100.0%                                       |
| Elementary Education: Content Knowledge  | 644                              | 485   | 75.3%  | 83.1%  |
| English Language Arts: Content Knowledge | 189                              | 170   | 89.9%  | 93.9%  |
| English to Speakers of Other Languages   | 293                              | 291   | 99.3%  | 93.3%  |

|                                       |      |     |        |        |
|---------------------------------------|------|-----|--------|--------|
| Family and Consumer Sciences          | 21   | 18  | 85.7%  | 95.2%  |
| General Science: Content Knowledge    | 118  | 108 | 91.5%  | 92.9%  |
| Health Education                      | 104  | 95  | 91.3%  | 97.2%  |
| Marketing Education                   | 13   | 12  | 92.3%  | 100.0% |
| Mathematics: Content Knowledge        | 143  | 72  | 50.3%  | 64.3%  |
| Middle School: Content Knowledge      | 1096 | 930 | 84.9%  | 90.1%  |
| Music: Content Knowledge              | 103  | 98  | 95.1%  | 97.1%  |
| Physical Education: Content Knowledge | 127  | 120 | 94.5%  | 96.1%  |
| Professional School Counselor         | 200  | 186 | 93.0%  | 95.6%  |
| School Psychologist                   | 58   | 58  | 100.0% | 100.0% |
| Social Studies: Content Knowledge     | 175  | 161 | 92.0%  | 94.1%  |
| Speech-Language Pathology             | 79   | 77  | 97.5%  | 98.8%  |
| Technology Education                  | 18   | 17  | 94.4%  | 100.0% |
| Theatre                               | 8    | *   | *      | *      |

\*Results suppressed for tests with fewer than 10 test-takers.

**Table 9. Praxis II Pass Rates - Statewide by Gender (2016-17)**

| Gender | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|--------|----------------------------------|---|--|--|
| Female | 2,670                            | 2,249   | 84.2%  | 89.3%  |
| Male   | 841                              | 758   | 90.1%  | 92.9%  |

**Table 10. Praxis II Pass Rates - Statewide by Ethnicity (2016-17)**

| Ethnicity          | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|--------------------|----------------------------------|---|--|--|
| Asian              | 74                               | 44  | 59.5%  | 64.2%  |
| Black              | 64                               | 26  | 40.6%  | 41.5%  |
| Hispanic           | 100                              | 58  | 58.0%  | 62.9%  |
| Native             | 20                               | 12  | 60.0%  | 60.0%  |
| Other/Multi-Racial | 91                               | 56  | 61.5%  | 61.2%  |
| White              | 3,162                            | 2,751   | 87.0%  | 92.1%  |

**Table 11. Praxis II Pass Rates - Statewide by Ethnicity and Gender (2016-17)**

| Ethnicity          | Gender | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|--------------------|--------|----------------------------------|---|--|--|
| Asian              | Female | 55                               | 31  | 56.4%  | 55.9%  |
| Asian              | Male   | 19                               | 0   | 0.0%   | 0.0%   |
| Black              | Female | 45                               | 21  | 46.7%  | 43.3%  |
| Black              | Male   | 19                               | 0   | 0.0%   | 18.2%  |
| Hispanic           | Female | 82                               | 50  | 61.0%  | 64.9%  |
| Hispanic           | Male   | 18                               | 4   | 22.2%  | 27.3%  |
| Native             | Female | 19                               | 11  | 57.9%  | 57.9%  |
| Native             | Male   | *                                | *   | 0.0%   | 0.0%   |
| Other/Multi-Racial | Female | 71                               | 38  | 53.5%  | 52.4%  |
| Other/Multi-Racial | Male   | 20                               | 6   | 30.0%  | 28.6%  |
| White              | Female | 2,398                            | 2,052   | 85.6%  | 91.4%  |
| White              | Male   | 764                              | 696   | 91.1%  | 94.0%  |

\*Results suppressed for tests with fewer than 10 test-takers.

**Table 12. Praxis II Pass Rates by EPP and Content Area (2016-17)**

| EPP  | Test Name                                | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|--|--|----------------------------------|---|--|--|
| ACT! (Alternative Careers in Teaching Program) | General Science: Content Knowledge       | 6                                | *   | *  | *  |
| ACT! (Alternative Careers in Teaching Program) | Mathematics: Content Knowledge           | 2                                | *   | *  | *  |
| Alverno College                                | Art: Content Knowledge                   | 2                                | *   | *  | *  |
| Alverno College                                | Elementary Education: Content Knowledge  | 15                               | 12  | 80.0%  | 80.0%  |
| Alverno College                                | English Language Arts: Content Knowledge | 2                                | *   | *  | *  |
| Alverno College                                | General Science: Content Knowledge       | 0                                | *   | *  | *  |
| Alverno College                                | Mathematics: Content Knowledge           | 0                                | *   | *  | *  |
| Alverno College                                | Middle School: Content Knowledge         | 16                               | 13  | 81.3%  | 81.0%  |
| Alverno College                                | Social Studies: Content Knowledge        | 2                                | *   | *  | *  |
| Beloit College                                 | English Language Arts: Content Knowledge | 1                                | *   | *  | *  |
| Beloit College                                 | General Science: Content Knowledge       | 1                                | *   | *  | *  |
| Beloit College                                 | Middle School: Content Knowledge         | 2                                | *   | *  | *  |
| Beloit College                                 | Social Studies: Content Knowledge        | 1                                | *   | *  | *  |
| CESA 1   | Elementary Education: Content Knowledge  | 4                                | *   | *  | *  |
| CESA 1   | Mathematics: Content Knowledge           | 1                                | *   | *  | *  |
| CESA 1   | Middle School: Content Knowledge         | 8                                | *   | *  | *  |
| CESA 6   | Elementary Education: Content Knowledge  | 2                                | *   | *  | *  |
| CESA 6   | English to Speakers of Other Languages   | 3                                | *   | *  | *  |
| CESA 6   | Mathematics: Content Knowledge           | 0                                | *   | *  | *  |
| CESA 6   | Middle School: Content Knowledge         | 18                               | 15  | 83.3%  | 91.7%  |
| CESA 6   | Technology Education                     | 2                                | *   | *  | *  |
| CESA 7   | Health Education                         | 1                                | *   | *  | *  |
| CESA 7   | Mathematics: Content Knowledge           | 1                                | *   | *  | *  |
| CESA 7   | Middle School: Content Knowledge         | 1                                | *   | *  | *  |
| Cardinal Stritch University                    | Art: Content Knowledge                   | 2                                | *   | *  | *  |
| Cardinal Stritch University                    | Elementary Education: Content Knowledge  | 20                               | 15  | 75.0%  | 75.0%  |
| Cardinal Stritch University                    | General Science: Content Knowledge       | 3                                | *   | *  | *  |
| Cardinal Stritch University                    | Mathematics: Content Knowledge           | 3                                | *   | *  | *  |
| Cardinal Stritch University                    | Middle School: Content Knowledge         | 37                               | 31  | 83.8%  | 84.2%  |
| Cardinal Stritch University                    | Social Studies: Content Knowledge        | 4                                | *   | *  | *  |
| Carroll University                             | Elementary Education: Content Knowledge  | 11                               | 9   | 81.8%  | 90.9%  |
| Carroll University                             | Health Education                         | 8                                | *   | *  | *  |
| Carroll University                             | Mathematics: Content Knowledge           | 2                                | *   | *  | *  |

|                             |  |    |    |       |       |
|-----------------------------|--|----|----|-------|-------|
| Carroll University          | Middle School: Content Knowledge         | 15 | 13 | 86.7% | 10*   |
| Carroll University          | Music: Content Knowledge                 | 2  | *  | *     | *     |
| Carroll University          | Physical Education: Content Knowledge    | 9  | *  | *     | *     |
| Carroll University          | Social Studies: Content Knowledge        | 3  | *  | *     | *     |
| Carthage College            | Art: Content Knowledge                   | 1  | *  | *     | *     |
| Carthage College            | Elementary Education: Content Knowledge  | 3  | *  | *     | *     |
| Carthage College            | English Language Arts: Content Knowledge | 2  | *  | *     | *     |
| Carthage College            | General Science: Content Knowledge       | 1  | *  | *     | *     |
| Carthage College            | Health Education                         | 4  | *  | *     | 8*    |
| Carthage College            | Mathematics: Content Knowledge           | 7  | *  | *     | *     |
| Carthage College            | Middle School: Content Knowledge         | 32 | 28 | 87.5% | 90.9% |
| Carthage College            | Music: Content Knowledge                 | 2  | *  | *     | *     |
| Carthage College            | Physical Education: Content Knowledge    | 8  | *  | *     | *     |
| Carthage College            | Social Studies: Content Knowledge        | 3  | *  | *     | *     |
| College of Menominee Nation | Elementary Education: Content Knowledge  | 2  | *  | *     | *     |
| Concordia University        | Art: Content Knowledge                   | 1  | *  | *     | *     |
| Concordia University        | Elementary Education: Content Knowledge  | 15 | 10 | 66.7% | 93.3% |
| Concordia University        | English to Speakers of Other Languages   | 14 | 13 | 92.9% | 92.9% |
| Concordia University        | General Science: Content Knowledge       | 2  | *  | *     | *     |
| Concordia University        | Mathematics: Content Knowledge           | 3  | *  | *     | *     |
| Concordia University        | Middle School: Content Knowledge         | 29 | 26 | 89.7% | 93.3% |
| Concordia University        | Music: Content Knowledge                 | 1  | *  | *     | *     |
| Concordia University        | Physical Education: Content Knowledge    | 3  | *  | *     | *     |
| Concordia University        | Professional School Counselor            | 52 | 45 | 86.5% | 91.1% |
| Concordia University        | Social Studies: Content Knowledge        | 1  | *  | *     | *     |
| Edgewood College            | Art: Content Knowledge                   | 1  | *  | *     | *     |
| Edgewood College            | Business Education: Content Knowledge    | 1  | *  | *     | *     |
| Edgewood College            | Elementary Education: Content Knowledge  | 10 | 4  | 40.0% | 60.0% |
| Edgewood College            | English Language Arts: Content Knowledge | 11 | 10 | 90.9% | 83.3% |
| Edgewood College            | English to Speakers of Other Languages   | 50 | 46 | 92.0% | 92.0% |
| Edgewood College            | General Science: Content Knowledge       | 2  | *  | *     | *     |
| Edgewood College            | Mathematics: Content Knowledge           | 3  | *  | *     | *     |
| Edgewood College            | Middle School: Content Knowledge         | 29 | 24 | 82.8% | 84.4% |
| Edgewood College            | Music: Content Knowledge                 | 1  | *  | *     | *     |
| Edgewood College            | Social Studies: Content Knowledge        | 6  | *  | *     | *     |
| Lakeland University         | English to Speakers of Other Languages   | 1  | *  | *     | *     |
| Lakeland University         | Mathematics: Content Knowledge           | 1  | *  | *     | *     |
| Lakeland University         | Middle School: Content Knowledge         | 2  | *  | *     | *     |

|                              |  |    |    |        |        |
|------------------------------|--|----|----|--------|--------|
| Lakeland University          | Professional School Counselor            | 34 | 32 | 94.1%  | 100.0% |
| Lakeland University          | Social Studies: Content Knowledge        | 0  | *  |        | *      |
| Lawrence University          | Elementary Education: Content Knowledge  | 2  | *  | *      | *      |
| Lawrence University          | English Language Arts: Content Knowledge | 2  | *  | *      | *      |
| Lawrence University          | General Science: Content Knowledge       | 2  | *  | *      | *      |
| Lawrence University          | Music: Content Knowledge                 | 9  | *  | *      | *      |
| Lawrence University          | Social Studies: Content Knowledge        | 5  | *  | *      | *      |
| Maranatha Baptist University | Elementary Education: Content Knowledge  | 6  | *  | *      | *      |
| Maranatha Baptist University | English Language Arts: Content Knowledge | 3  | *  | *      | *      |
| Maranatha Baptist University | Mathematics: Content Knowledge           | 2  | *  | *      | *      |
| Maranatha Baptist University | Middle School: Content Knowledge         | 6  | *  | *      | *      |
| Maranatha Baptist University | Music: Content Knowledge                 | 1  | *  | *      | *      |
| Maranatha Baptist University | Social Studies: Content Knowledge        | 1  | *  | *      | *      |
| Marian University            | Elementary Education: Content Knowledge  | 9  | *  | *      | *      |
| Marian University            | General Science: Content Knowledge       | 1  | *  | *      | *      |
| Marian University            | Mathematics: Content Knowledge           | 1  | *  | *      | *      |
| Marian University            | Middle School: Content Knowledge         | 19 | 17 | 89.5%  | 90.5%  |
| Marian University            | Music: Content Knowledge                 | 1  | *  | *      | *      |
| Marian University            | Social Studies: Content Knowledge        | 1  | *  | *      | *      |
| Marquette University         | English Language Arts: Content Knowledge | 7  | *  | *      | *      |
| Marquette University         | General Science: Content Knowledge       | 2  | *  | *      | *      |
| Marquette University         | Mathematics: Content Knowledge           | 2  | *  | *      | *      |
| Marquette University         | Middle School: Content Knowledge         | 28 | 22 | 78.6%  | 86.7%  |
| Marquette University         | Professional School Counselor            | 7  | *  | *      | *      |
| Marquette University         | Social Studies: Content Knowledge        | 10 | 10 | 100.0% | 100.0% |
| Marquette University         | Speech-Language Pathology                | 6  | *  | *      | *      |
| Milwaukee Teacher Educ Ctr   | Elementary Education: Content Knowledge  | 10 | 9  | 90.0%  | 90.0%  |
| Milwaukee Teacher Educ Ctr   | General Science: Content Knowledge       | 2  | *  | *      | *      |
| Milwaukee Teacher Educ Ctr   | Mathematics: Content Knowledge           | 0  | *  |        | *      |
| Milwaukee Teacher Educ Ctr   | Middle School: Content Knowledge         | 18 | 16 | 88.9%  | 81.8%  |
| Mount Mary University        | Art: Content Knowledge                   | 1  | *  | *      | *      |
| Mount Mary University        | Elementary Education: Content Knowledge  | 4  | *  | *      | *      |
| Mount Mary University        | English Language Arts: Content Knowledge | 2  | *  | *      | *      |
| Mount Mary University        | Middle School: Content Knowledge         | 2  | *  | *      | *      |
| Mount Mary University        | Professional School Counselor            | 13 | 12 | 92.3%  | 10*    |
| Northland College            | Elementary Education: Content Knowledge  | 5  | *  | *      | *      |
| Northland College            | General Science: Content Knowledge       | 2  | *  | *      | *      |

|                     |  |     |     |        |        |
|---------------------|--|-----|-----|--------|--------|
| Northland College   | Mathematics: Content Knowledge           | 1   | *   | *      | *      |
| Northland College   | Middle School: Content Knowledge         | 9   | *   | *      | *      |
| Northland College   | Social Studies: Content Knowledge        | 0   | *   | *      | *      |
| Ripon College       | Elementary Education: Content Knowledge  | 4   | *   | *      | *      |
| Ripon College       | English Language Arts: Content Knowledge | 2   | *   | *      | *      |
| Ripon College       | General Science: Content Knowledge       | 1   | *   | *      | *      |
| Ripon College       | Health Education                         | 2   | *   | *      | *      |
| Ripon College       | Mathematics: Content Knowledge           | 1   | *   | *      | *      |
| Ripon College       | Middle School: Content Knowledge         | 3   | *   | *      | *      |
| Ripon College       | Physical Education: Content Knowledge    | 2   | *   | *      | *      |
| Ripon College       | Social Studies: Content Knowledge        | 1   | *   | *      | *      |
| Ripon College       | Theatre                                  | 1   | *   | *      | *      |
| Silver Lake College | Elementary Education: Content Knowledge  | 4   | *   | *      | *      |
| Silver Lake College | English Language Arts: Content Knowledge | 1   | *   | *      | *      |
| Silver Lake College | Mathematics: Content Knowledge           | 0   | *   | *      | *      |
| Silver Lake College | Middle School: Content Knowledge         | 4   | *   | *      | *      |
| Silver Lake College | Music: Content Knowledge                 | 2   | *   | *      | *      |
| St. Norbert College | Art: Content Knowledge                   | 1   | *   | *      | *      |
| St. Norbert College | Elementary Education: Content Knowledge  | 13  | 12  | 92.3%  | 92.3%  |
| St. Norbert College | English Language Arts: Content Knowledge | 4   | *   | *      | *      |
| St. Norbert College | English to Speakers of Other Languages   | 3   | *   | *      | *      |
| St. Norbert College | Mathematics: Content Knowledge           | 2   | *   | *      | *      |
| St. Norbert College | Middle School: Content Knowledge         | 15  | 13  | 86.7%  | 93.3%  |
| St. Norbert College | Music: Content Knowledge                 | 5   | *   | *      | *      |
| St. Norbert College | Social Studies: Content Knowledge        | 10  | 9   | 90.0%  | 100.0% |
| UW-Eau Claire       | Art: Content Knowledge                   | 2   | *   | *      | *      |
| UW-Eau Claire       | Elementary Education: Content Knowledge  | 17  | 12  | 70.6%  | 94.1%  |
| UW-Eau Claire       | English Language Arts: Content Knowledge | 21  | 19  | 90.5%  | 10*    |
| UW-Eau Claire       | English to Speakers of Other Languages   | 16  | 16  | 10*    | 10*    |
| UW-Eau Claire       | General Science: Content Knowledge       | 4   | *   | *      | *      |
| UW-Eau Claire       | Health Education                         | 9   | *   | *      | *      |
| UW-Eau Claire       | Mathematics: Content Knowledge           | 13  | 6   | 46.2%  | 73.3%  |
| UW-Eau Claire       | Middle School: Content Knowledge         | 116 | 105 | 90.5%  | 96.7%  |
| UW-Eau Claire       | Music: Content Knowledge                 | 14  | 14  | 100.0% | 100.0% |
| UW-Eau Claire       | Physical Education: Content Knowledge    | 10  | 9   | 90.0%  | 90.0%  |
| UW-Eau Claire       | School Psychologist                      | 7   | *   | *      | *      |
| UW-Eau Claire       | Social Studies: Content Knowledge        | 14  | 14  | 100.0% | 100.0% |



|               |  |    |    |        |        |
|---------------|--|----|----|--------|--------|
| UW-Eau Claire | Speech-Language Pathology                | 15 | 14 | 93.3%  | 10*    |
| UW-Eau Claire | Theatre                                  | 3  | *  | *      | *      |
| UW-Green Bay  | Art: Content Knowledge                   | 3  | *  | *      | *      |
| UW-Green Bay  | Elementary Education: Content Knowledge  | 26 | 23 | 88.5%  | 96.2%  |
| UW-Green Bay  | English Language Arts: Content Knowledge | 13 | 11 | 84.6%  | 92.9%  |
| UW-Green Bay  | English to Speakers of Other Languages   | 2  | *  | *      | *      |
| UW-Green Bay  | General Science: Content Knowledge       | 4  | *  | *      | *      |
| UW-Green Bay  | Mathematics: Content Knowledge           | 8  | *  | *      | *      |
| UW-Green Bay  | Middle School: Content Knowledge         | 27 | 22 | 81.5%  | 92.9%  |
| UW-Green Bay  | Music: Content Knowledge                 | 7  | *  | *      | *      |
| UW-Green Bay  | Social Studies: Content Knowledge        | 7  | *  | *      | *      |
| UW-La Crosse  | Art: Content Knowledge                   | 2  | *  | *      | *      |
| UW-La Crosse  | Business Education: Content Knowledge    | 1  | *  | *      | *      |
| UW-La Crosse  | Elementary Education: Content Knowledge  | 33 | 33 | 10*    | 10*    |
| UW-La Crosse  | English Language Arts: Content Knowledge | 14 | 14 | 10*    | 10*    |
| UW-La Crosse  | English to Speakers of Other Languages   | 7  | *  | *      | *      |
| UW-La Crosse  | General Science: Content Knowledge       | 9  | *  | *      | *      |
| UW-La Crosse  | Health Education                         | 16 | 15 | 93.8%  | 100.0% |
| UW-La Crosse  | Mathematics: Content Knowledge           | 9  | *  | *      | *      |
| UW-La Crosse  | Middle School: Content Knowledge         | 66 | 60 | 90.9%  | 94.2%  |
| UW-La Crosse  | Music: Content Knowledge                 | 5  | *  | *      | *      |
| UW-La Crosse  | Physical Education: Content Knowledge    | 26 | 26 | 100.0% | 100.0% |
| UW-La Crosse  | School Psychologist                      | 11 | 11 | 100.0% | 100.0% |
| UW-La Crosse  | Social Studies: Content Knowledge        | 14 | 13 | 92.9%  | 92.9%  |
| UW-Madison    | Art: Content Knowledge                   | 3  | *  | *      | *      |
| UW-Madison    | Elementary Education: Content Knowledge  | 20 | 20 | 100.0% | 100.0% |
| UW-Madison    | English Language Arts: Content Knowledge | 14 | 14 | 100.0% | 100.0% |
| UW-Madison    | English to Speakers of Other Languages   | 83 | 82 | 98.8%  | 98.8%  |
| UW-Madison    | General Science: Content Knowledge       | 9  | *  | *      | *      |
| UW-Madison    | Mathematics: Content Knowledge           | 19 | 13 | 68.4%  | 71.4%  |
| UW-Madison    | Middle School: Content Knowledge         | 68 | 65 | 95.6%  | 98.6%  |
| UW-Madison    | Music: Content Knowledge                 | 4  | *  | *      | *      |
| UW-Madison    | Physical Education: Content Knowledge    | 1  | *  | *      | *      |
| UW-Madison    | School Psychologist                      | 3  | *  | *      | *      |
| UW-Madison    | Social Studies: Content Knowledge        | 19 | 19 | 100.0% | 100.0% |
| UW-Madison    | Speech-Language Pathology                | 6  | *  | *      | *      |
| UW-Madison    | Theatre                                  | 1  | *  | *      | *      |

|                |  |    |    |        |        |
|----------------|--|----|----|--------|--------|
| UW-Milwaukee   | Art: Content Knowledge                   | 16 | 12 | 75.0%  | 84.2%  |
| UW-Milwaukee   | Elementary Education: Content Knowledge  | 84 | 47 | 56.0%  | 64.3%  |
| UW-Milwaukee   | English Language Arts: Content Knowledge | 18 | 15 | 83.3%  | 84.2%  |
| UW-Milwaukee   | English to Speakers of Other Languages   | 40 | 36 | 90.0%  | 97.6%  |
| UW-Milwaukee   | General Science: Content Knowledge       | 11 | 11 | 100.0% | 100.0% |
| UW-Milwaukee   | Mathematics: Content Knowledge           | 11 | 5  | 45.5%  | 57.1%  |
| UW-Milwaukee   | Middle School: Content Knowledge         | 73 | 61 | 83.6%  | 84.7%  |
| UW-Milwaukee   | Music: Content Knowledge                 | 9  | 9  | 10*    | 10*    |
| UW-Milwaukee   | Professional School Counselor            | 16 | 15 | 93.8%  | 10*    |
| UW-Milwaukee   | School Psychologist                      | 13 | 13 | 10*    | 10*    |
| UW-Milwaukee   | Social Studies: Content Knowledge        | 12 | 12 | 10*    | 10*    |
| UW-Milwaukee   | Speech-Language Pathology                | 28 | 27 | 96.4%  | 10*    |
| UW-Milwaukee   | Theatre                                  | 2  | *  | *      | *      |
| UW-Oshkosh     | Art: Content Knowledge                   | 3  | *  | *      | *      |
| UW-Oshkosh     | Elementary Education: Content Knowledge  | 74 | 57 | 77.0%  | 83.8%  |
| UW-Oshkosh     | English Language Arts: Content Knowledge | 8  | *  | *      | *      |
| UW-Oshkosh     | English to Speakers of Other Languages   | 25 | 22 | 88.0%  | 88.0%  |
| UW-Oshkosh     | General Science: Content Knowledge       | 6  | *  | *      | *      |
| UW-Oshkosh     | Health Education                         | 12 | 11 | 91.7%  | 92.3%  |
| UW-Oshkosh     | Mathematics: Content Knowledge           | 8  | *  | *      | *      |
| UW-Oshkosh     | Middle School: Content Knowledge         | 74 | 58 | 78.4%  | 89.5%  |
| UW-Oshkosh     | Music: Content Knowledge                 | 2  | *  | *      | *      |
| UW-Oshkosh     | Physical Education: Content Knowledge    | 20 | 18 | 90.0%  | 95.2%  |
| UW-Oshkosh     | Professional School Counselor            | 17 | 17 | 100.0% | 100.0% |
| UW-Oshkosh     | Social Studies: Content Knowledge        | 19 | 18 | 94.7%  | 100.0% |
| UW-Parkside    | Art: Content Knowledge                   | 1  | *  | *      | *      |
| UW-Parkside    | Elementary Education: Content Knowledge  | 1  | *  | *      | *      |
| UW-Parkside    | English Language Arts: Content Knowledge | 3  | *  | *      | *      |
| UW-Parkside    | General Science: Content Knowledge       | 1  | *  | *      | *      |
| UW-Parkside    | Mathematics: Content Knowledge           | 3  | *  | *      | *      |
| UW-Parkside    | Middle School: Content Knowledge         | 5  | *  | *      | *      |
| UW-Parkside    | Music: Content Knowledge                 | 3  | *  | *      | *      |
| UW-Platteville | Agriculture                              | 10 | 9  | 90.0%  | 90.0%  |
| UW-Platteville | Art: Content Knowledge                   | 4  | *  | *      | *      |
| UW-Platteville | Elementary Education: Content Knowledge  | 64 | 5* | 78.1%  | 89.4%  |
| UW-Platteville | English Language Arts: Content Knowledge | 12 | 10 | 83.3%  | 91.7%  |
| UW-Platteville | English to Speakers of Other Languages   | 3  | *  | *      | *      |

|                  |  |    |    |        |        |
|------------------|--|----|----|--------|--------|
| UW-Platteville   | General Science: Content Knowledge       | 6  | *  | *      | *      |
| UW-Platteville   | Health Education                         | 3  | *  | *      | *      |
| UW-Platteville   | Mathematics: Content Knowledge           | 4  | *  | *      | *      |
| UW-Platteville   | Middle School: Content Knowledge         | 8  | *  | *      | *      |
| UW-Platteville   | Music: Content Knowledge                 | 5  | *  | *      | *      |
| UW-Platteville   | Physical Education: Content Knowledge    | 5  | *  | *      | *      |
| UW-Platteville   | Professional School Counselor            | 1  | *  | *      | *      |
| UW-Platteville   | Social Studies: Content Knowledge        | 6  | *  | *      | *      |
| UW-Platteville   | Technology Education                     | 9  | *  | *      | *      |
| UW-River Falls   | Agriculture                              | 18 | 18 | 100.0% | 100.0% |
| UW-River Falls   | Art: Content Knowledge                   | 4  | *  | *      | *      |
| UW-River Falls   | Business Education: Content Knowledge    | 1  | *  | *      | *      |
| UW-River Falls   | Elementary Education: Content Knowledge  | 20 | 16 | 80.0%  | 90.5%  |
| UW-River Falls   | English Language Arts: Content Knowledge | 9  | *  | *      | *      |
| UW-River Falls   | English to Speakers of Other Languages   | 5  | *  | *      | *      |
| UW-River Falls   | General Science: Content Knowledge       | 3  | *  | *      | *      |
| UW-River Falls   | Health Education                         | 9  | *  | *      | *      |
| UW-River Falls   | Mathematics: Content Knowledge           | 5  | *  | *      | *      |
| UW-River Falls   | Middle School: Content Knowledge         | 33 | 27 | 81.8%  | 92.1%  |
| UW-River Falls   | Music: Content Knowledge                 | 4  | *  | *      | *      |
| UW-River Falls   | Physical Education: Content Knowledge    | 8  | *  | *      | *      |
| UW-River Falls   | Professional School Counselor            | 23 | 21 | 91.3%  | 87.5%  |
| UW-River Falls   | School Psychologist                      | 7  | *  | *      | *      |
| UW-River Falls   | Social Studies: Content Knowledge        | 5  | *  | *      | *      |
| UW-Stevens Point | Art: Content Knowledge                   | 0  | *  | *      | *      |
| UW-Stevens Point | Business Education: Content Knowledge    | 1  | *  | *      | *      |
| UW-Stevens Point | Elementary Education: Content Knowledge  | 30 | 20 | 66.7%  | 66.7%  |
| UW-Stevens Point | English Language Arts: Content Knowledge | 10 | 8  | 80.0%  | 90.9%  |
| UW-Stevens Point | English to Speakers of Other Languages   | 26 | 23 | 88.5%  | 88.5%  |
| UW-Stevens Point | Family and Consumer Sciences             | 16 | 14 | 87.5%  | 93.8%  |
| UW-Stevens Point | General Science: Content Knowledge       | 11 | 9  | 81.8%  | 100.0% |
| UW-Stevens Point | Health Education                         | 16 | 16 | 100.0% | 100.0% |
| UW-Stevens Point | Mathematics: Content Knowledge           | 9  | *  | *      | *      |
| UW-Stevens Point | Middle School: Content Knowledge         | 80 | 69 | 86.3%  | 92.3%  |
| UW-Stevens Point | Music: Content Knowledge                 | 10 | 9  | 90.0%  | 100.0% |
| UW-Stevens Point | Physical Education: Content Knowledge    | 8  | *  | *      | *      |
| UW-Stevens Point | Social Studies: Content Knowledge        | 9  | *  | *      | *      |

|                  |  |     |    |        |        |
|------------------|--|-----|----|--------|--------|
| UW-Stevens Point | Speech-Language Pathology                | 24  | 24 | 100.0% | 100.0% |
| UW-Stevens Point | Technology Education                     | 1   | *  | *      | *      |
| UW-Stout         | Art: Content Knowledge                   | 6   | 5  | 83.3%  | 83.3%  |
| UW-Stout         | Business Education: Content Knowledge    | 9   | *  | *      | *      |
| UW-Stout         | Elementary Education: Content Knowledge  | 35  | 22 | 62.9%  | 82.9%  |
| UW-Stout         | Family and Consumer Sciences             | 5   | *  | *      | *      |
| UW-Stout         | General Science: Content Knowledge       | 6   | *  | *      | *      |
| UW-Stout         | Health Education                         | 1   | *  | *      | *      |
| UW-Stout         | Marketing Education                      | 7   | *  | *      | *      |
| UW-Stout         | Mathematics: Content Knowledge           | 0   | *  | *      | *      |
| UW-Stout         | Middle School: Content Knowledge         | 19  | 14 | 73.7%  | 83.3%  |
| UW-Stout         | Professional School Counselor            | 26  | 25 | 96.2%  | 96.2%  |
| UW-Stout         | School Psychologist                      | 10  | *  | *      | *      |
| UW-Stout         | Technology Education                     | 4   | *  | *      | *      |
| UW-Superior      | Art: Content Knowledge                   | 2   | *  | *      | *      |
| UW-Superior      | Elementary Education: Content Knowledge  | 25  | 22 | 88.0%  | 96.0%  |
| UW-Superior      | English Language Arts: Content Knowledge | 4   | *  | *      | *      |
| UW-Superior      | General Science: Content Knowledge       | 2   | *  | *      | *      |
| UW-Superior      | Health Education                         | 2   | *  | *      | *      |
| UW-Superior      | Mathematics: Content Knowledge           | 2   | *  | *      | *      |
| UW-Superior      | Middle School: Content Knowledge         | 46  | 38 | 82.6%  | 95.7%  |
| UW-Superior      | Music: Content Knowledge                 | 3   | *  | *      | *      |
| UW-Superior      | Physical Education: Content Knowledge    | 5   | *  | *      | *      |
| UW-Superior      | Professional School Counselor            | 6   | *  | *      | *      |
| UW-Superior      | Social Studies: Content Knowledge        | 1   | *  | *      | *      |
| UW-Whitewater    | Art: Content Knowledge                   | 3   | *  | *      | *      |
| UW-Whitewater    | Business Education: Content Knowledge    | 6   | *  | *      | *      |
| UW-Whitewater    | Elementary Education: Content Knowledge  | 44  | 32 | 72.7%  | 80.9%  |
| UW-Whitewater    | English Language Arts: Content Knowledge | 18  | 16 | 88.9%  | 100.0% |
| UW-Whitewater    | English to Speakers of Other Languages   | 13  | 11 | 84.6%  | 84.6%  |
| UW-Whitewater    | General Science: Content Knowledge       | 9   | *  | *      | *      |
| UW-Whitewater    | Health Education                         | 21  | 20 | 95.2%  | 100.0% |
| UW-Whitewater    | Marketing Education                      | 4   | *  | *      | *      |
| UW-Whitewater    | Mathematics: Content Knowledge           | 11  | 5  | 45.5%  | 54.5%  |
| UW-Whitewater    | Middle School: Content Knowledge         | 122 | 91 | 74.6%  | 87.4%  |
| UW-Whitewater    | Music: Content Knowledge                 | 7   | *  | *      | *      |
| UW-Whitewater    | Physical Education: Content Knowledge    | 22  | 21 | 95.5%  | 95.5%  |

|                            |  |    |    |        |        |
|----------------------------|--|----|----|--------|--------|
| UW-Whitewater              | Professional School Counselor            | 5  | *  | *      | *      |
| UW-Whitewater              | School Psychologist                      | 7  | *  | *      | *      |
| UW-Whitewater              | Social Studies: Content Knowledge        | 13 | 11 | 84.6%  | 92.3%  |
| UW-Whitewater              | Speech-Language Pathology                | 0  | *  | *      | *      |
| UW-Whitewater              | Technology Education                     | 1  | *  | *      | *      |
| Viterbo University         | Art: Content Knowledge                   | 2  | *  | *      | *      |
| Viterbo University         | Business Education: Content Knowledge    | 1  | *  | *      | *      |
| Viterbo University         | Elementary Education: Content Knowledge  | 13 | 10 | 76.9%  | 76.9%  |
| Viterbo University         | English Language Arts: Content Knowledge | 1  | *  | *      | *      |
| Viterbo University         | General Science: Content Knowledge       | 1  | *  | *      | *      |
| Viterbo University         | Mathematics: Content Knowledge           | 2  | *  | *      | *      |
| Viterbo University         | Middle School: Content Knowledge         | 19 | 16 | 84.2%  | 90.0%  |
| Viterbo University         | Music: Content Knowledge                 | 3  | *  | *      | *      |
| Viterbo University         | Social Studies: Content Knowledge        | 2  | *  | *      | *      |
| Viterbo University         | Theatre                                  | 1  | *  | *      | *      |
| Wisconsin Lutheran College | Art: Content Knowledge                   | 1  | *  | *      | *      |
| Wisconsin Lutheran College | Elementary Education: Content Knowledge  | 16 | 15 | 93.8%  | 100.0% |
| Wisconsin Lutheran College | English Language Arts: Content Knowledge | 4  | *  | *      | *      |
| Wisconsin Lutheran College | General Science: Content Knowledge       | 1  | *  | *      | *      |
| Wisconsin Lutheran College | Mathematics: Content Knowledge           | 1  | *  | *      | *      |
| Wisconsin Lutheran College | Middle School: Content Knowledge         | 17 | 17 | 100.0% | 100.0% |
| Wisconsin Lutheran College | Music: Content Knowledge                 | 2  | *  | *      | *      |
| Wisconsin Lutheran College | Social Studies: Content Knowledge        | 4  | *  | *      | *      |
| eduCATE-WI                 | Agriculture                              | 2  | *  | *      | *      |
| eduCATE-WI                 | Art: Content Knowledge                   | 3  | *  | *      | *      |
| eduCATE-WI                 | Business Education: Content Knowledge    | 8  | *  | *      | *      |
| eduCATE-WI                 | Elementary Education: Content Knowledge  | 2  | *  | *      | *      |
| eduCATE-WI                 | English Language Arts: Content Knowledge | 2  | *  | *      | *      |
| eduCATE-WI                 | English to Speakers of Other Languages   | 2  | *  | *      | *      |
| eduCATE-WI                 | General Science: Content Knowledge       | 8  | *  | *      | *      |
| eduCATE-WI                 | Marketing Education                      | 2  | *  | *      | *      |
| eduCATE-WI                 | Mathematics: Content Knowledge           | 5  | *  | *      | *      |
| eduCATE-WI                 | Middle School: Content Knowledge         | 12 | 12 | 100.0% | 93.3%  |
| eduCATE-WI                 | Music: Content Knowledge                 | 1  | *  | *      | *      |
| eduCATE-WI                 | Social Studies: Content Knowledge        | 1  | *  | *      | *      |
| eduCATE-WI                 | Technology Education                     | 1  | *  | *      | *      |

\*Results suppressed for tests with fewer than 10 test-takers.

## American Council on the Teaching of Foreign Languages (ACTFL) Assessments

The ACTFL is required for all world language teacher candidates enrolled in Wisconsin educator preparation programs beginning September 2011. To learn more about Wisconsin-approved world language assessments, go to the Language Testing International (LTI) website (<http://www.languageTesting.com>).

**Table 13. ACTFL Pass Rates - Statewide (2016-17)**

| Language            | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|---------------------|----------------------------------|---|--|--|
| French              | 4                                | *   | *  | *  |
| German              | 1                                | *   | *  | *  |
| Spanish             | 13                               | 13  | 100%   | 100%   |
| All Other Languages | 1                                | *   | *  | *  |

ACTFL Pass Rates by EPP for 2015-16 is unavailable due to the small number of test takers statewide. The data disaggregated by EPP would have provided statistically unreliable indicators.

## Wisconsin Foundations of Reading Test

The Wisconsin Foundations of Reading Test (FORT) assesses proficiency and depth of understanding of reading and writing development. Applicants for initial licensure as an elementary (grades K-5, EC, EC-MC, MC-EA), special education, or reading teacher; or as a reading specialist, must receive a passing score on FORT. Any licensed teacher wanting to add one or more of these areas to their license must also pass the test. For more information, see the Wisconsin Foundations of Reading Test web page from Pearson (<http://www.wi.nesinc.com/Home.aspx>).

Please note that the first three columns of data in the tables below refer to candidates who took the required test for the first time between September 1, 2016, and August 31, 2017. The final column includes candidates who first took the test prior to September 1, 2016, *and also took it* between September 2016 and August 2017. Therefore, the pass rate for “Any Attempt” may be higher or lower than the first-time pass rate.

**Table 14. FORT Pass Rates - Statewide (2016-17)**

| EPP      | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|----------|----------------------------------|---|--|--|
| All EPPs | 2,806                            | 1,885   | 67%  | 75%  |

**Table 15. FORT Pass Rates - Statewide by Gender (2016-17)**

| Gender     | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|------------|----------------------------------|---|--|--|
| Female     | 2,462                            | 1,703   | 69%  | 77%  |
| Male       | 327                              | 171   | 52%  | 65%  |
| Undeclared | 17                               | 11  | 65%  | 89%  |



**Table 16. FORT Pass Rates - Statewide by Ethnicity (2016-17)**

| Ethnicity       | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|-----------------|----------------------------------|---|--|--|
| Asian           | 50                               | 26  | 52%  | 64%  |
| Black           | 46                               | 19  | 41%  | 43%  |
| Hispanic        | 87                               | 46  | 53%  | 58%  |
| Multiracial     | 43                               | 24  | 56%  | 67%  |
| Native American | 11                               | 6   | 55%  | 53%  |
| Other           | 18                               | 12  | 67%  | 73%  |
| Undeclared      | 36                               | 28  | 78%  | 82%  |
| White           | 2,515                            | 1,724   | 69%  | 77%  |

**Table 17. FORT Pass Rates - Statewide by Ethnicity and Gender (2016-17)**

| Ethnicity       | Gender     | Number of First-time Test Takers | Number of Candidates Passing on First Attempt | Percent of Candidates Passing on First Attempt | Percent of Candidates Passing on Any Attempt |
|-----------------|------------|----------------------------------|---|--|--|
| Asian           | Female     | 44                               | 22  | 50%  | 64%  |
|                 | Male       | 6                                | *   | *  | *  |
| Black           | Female     | 39                               | 18  | 46%  | 47%  |
|                 | Male       | 7                                | *   | *  | *  |
| Hispanic        | Female     | 72                               | 38  | 53%  | 57%  |
|                 | Male       | 14                               | 8   | 57%  | 60%  |
|                 | Undeclared | 1                                | *   | *  | *  |
| Multiracial     | Female     | 35                               | 21  | 60%  | 70%  |
|                 | Male       | 8                                | *   | *  | *  |
| Native American | Female     | 11                               | 6   | 55%  | 56%  |
|                 | Male       | 0                                | *   | *  | *  |
| Other           | Female     | 15                               | 10  | 67%  | 80%  |
|                 | Male       | 3                                | *   | *  | 40%  |
| Undeclared      | Female     | 24                               | 20  | 83%  | 80%  |
|                 | Male       | 8                                | *   | *  | *  |
|                 | Undeclared | 4                                | *   | *  | *  |
| White           | Female     | 2,222                            | 1,568   | 71%  | 79%  |
|                 | Male       | 281                              | 149   | 53%  | 68%  |
|                 | Undeclared | 12                               | 7   | 58%  | 85%  |

\*Results suppressed for tests with fewer than 10 test-takers.

**Table 13. FORT Pass Rates - by EPP (2016-17)**

| <b>EPP</b>                                   | <b>Number of First-time Test Takers</b> | <b>Number of Candidates Passing on First Attempt</b> | <b>Percent of Candidates Passing on First Attempt</b> | <b>Percent of Candidates Passing on Any Attempt</b> |
|--|---|--|---|---|
| Alverno College                              | 59                                      | 50   | 85%   | 81%   |
| Beloit College                               | 0                                       | *  | *   | *   |
| CESA 1 N2W (New to Wisconsin)                | 2                                       | *  | *   | *   |
| CESA 1 PBL (Proficiency Based Licensure)     | 13                                      | 8  | 62%   | 47%   |
| CESA 6 RITE (Residency in Teacher Education) | 33                                      | 23   | 70%   | 76%   |
| CESA 7 TDC (Teacher Development Center)      | 6                                       | *  | *   | *   |
| Cardinal Stritch University                  | 89                                      | 63   | 71%   | 79%   |
| Carroll University                           | 55                                      | 34   | 62%   | 75%   |
| Carthage College                             | 44                                      | 23   | 52%   | 70%   |
| College of the Menominee Nation              | 1                                       | *  | *   | *   |
| Concordia University                         | 157                                     | 112  | 71%   | 75%   |
| Edgewood College                             | 47                                      | 32   | 68%   | 75%   |
| Lakeland University                          | 8                                       | *  | *   | *   |
| Lawrence University                          | 1                                       | *  | *   | *   |
| MTEC (Milwaukee Teacher Education Center)    | 25                                      | 17   | 68%   | 71%   |
| Maranatha Baptist University                 | 14                                      | 14   | 100%  | 95%   |
| Marian University                            | 38                                      | 27   | 71%   | 81%   |
| Marquette University                         | 34                                      | 27   | 79%   | 94%   |
| Mount Mary University                        | 8                                       | *  | *   | *   |
| NORDA, Inc. Project Teaching                 | 2                                       | *  | *   | *   |
| Northland College                            | 5                                       | *  | *   | *   |
| Ripon College                                | 6                                       | *  | *   | *   |
| Silver Lake College                          | 13                                      | 9  | 69%   | 74%   |
| St. Norbert College                          | 32                                      | 19   | 59%   | 66%   |
| UW-Eau Claire                                | 179                                     | 130  | 73%   | 89%   |
| UW-Green Bay                                 | 66                                      | 38   | 58%   | 63%   |
| UW-La Crosse                                 | 113                                     | 84   | 74%   | 85%   |
| UW-Madison                                   | 110                                     | 86   | 78%   | 85%   |

|                               |     |     |     |     |
|-------------------------------|-----|-----|-----|-----|
| UW-Milwaukee                  | 116 | 71  | 61% | 65% |
| UW-Oshkosh                    | 204 | 131 | 64% | 77% |
| UW-Parkside                   | 21  | 14  | 67% | 71% |
| UW-Platteville                | 62  | 38  | 61% | 73% |
| UW-River Falls                | 85  | 60  | 71% | 84% |
| UW-Stevens Point              | 167 | 84  | 50% | 61% |
| UW-Stout                      | 75  | 53  | 71% | 82% |
| UW-Superior                   | 74  | 47  | 64% | 78% |
| UW-Whitewater                 | 202 | 116 | 57% | 74% |
| Viterbo University            | 149 | 125 | 84% | 86% |
| Wisconsin Lutheran<br>College | 45  | 29  | 64% | 81% |
| eduCATE-WI                    | 35  | 20  | 57% | 67% |

\*Results suppressed for tests with fewer than 10 test-takers.

## edTPA

The edTPA is a pre-service teacher performance assessment. To complete the edTPA, teacher candidates:

- choose a learning segment of 3-5 lessons in one class,
- collect artifacts (lesson plans, instructional materials, teaching videos, assessments, and sample student work),
- write commentaries in response to prompts in the subject-specific edTPA handbook, and
- submit their artifacts and commentaries for professional scoring.

Scorers rate candidate performance in planning, instruction, and assessment using rubrics in the edTPA handbooks. Handbooks have either 13, 15, or 18 rubrics, and the respective passing scores are 32, 38, and 45. For more information on the edTPA, please see

<https://dpi.wi.gov/tepd/ep/edtpa>.

**Table 19. edTPA Pass Rates - Statewide (2016-17)**

| Rubrics    | Number of Test Takers | Percent of Candidates Passing on First Attempt |
|------------|-----------------------|--|
| 13 Rubrics | 64                    | 95%  |
| 15 Rubrics | 2,653                 | 96%  |

**Table 20. edTPA Pass Rates – by EPP (2016-17)**

| EPP  | Rubrics    | Number of Test Takers | Percent of Candidates Passing on First Attempt |
|--|------------|-----------------------|--|
| ACT! (Alternative Careers in Teaching Program) | 15 Rubrics | 6                     | *  |
| Alverno College                                | 15 Rubrics | 58                    | 95%  |
| Beloit College                                 | 15 Rubrics | 7                     | *  |
| CESA 1 PBL (Proficiency Based Licensure)       | 15 Rubrics | 12                    | 83%  |
| CESA 6 RITE (Residency in Teacher Education)   | 13 Rubrics | 3                     | *  |
| Cardinal Stritch University                    | 15 Rubrics | 27                    | 100%   |
| Carroll University                             | 13 Rubrics | 4                     | *  |
| Carthage College                               | 15 Rubrics | 77                    | 99%  |
|  | 15 Rubrics | 34                    | 100%   |
|  | 13 Rubrics | 1                     | *  |

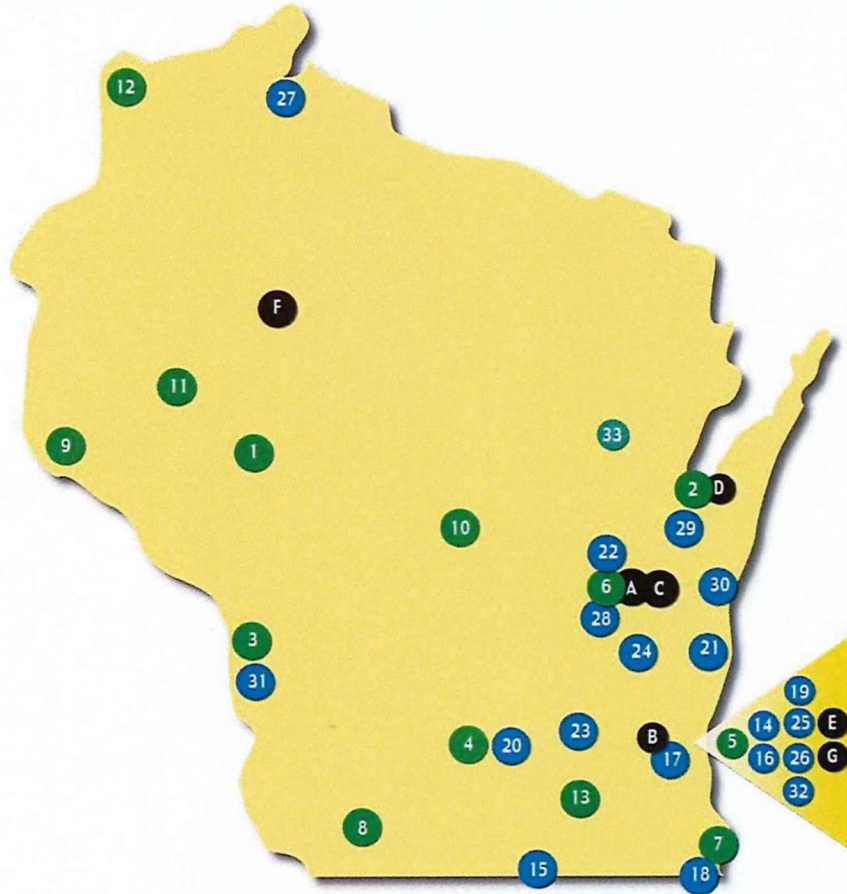
|   |            |     |      |
|---|------------|-----|------|
|   | 15 Rubrics | 61  | 90%  |
| College of the Menominee Nation           | 15 Rubrics | 2   | *    |
| Concordia University                      | 13 Rubrics | 1   | *    |
|   | 15 Rubrics | 62  | 98%  |
| Edgewood College                          | 13 Rubrics | 2   | *    |
|   | 15 Rubrics | 47  | 91%  |
| Lakeland University                       | 15 Rubrics | 9   | *    |
| Lawrence University                       | 13 Rubrics | 1   | *    |
|   | 15 Rubrics | 16  | 94%  |
| MTEC (Milwaukee Teacher Education Center) | 15 Rubrics | 21  | 90%  |
| Maranatha Baptist University              | 15 Rubrics | 22  | 95%  |
| Marian University                         | 13 Rubrics | 1   | *    |
|   | 15 Rubrics | 23  | 100% |
|   | 13 Rubrics | 2   | *    |
| Marquette University                      | 15 Rubrics | 88  | 95%  |
| Mount Mary University                     | 15 Rubrics | 9   | *    |
| Northland College                         | 15 Rubrics | 2   | *    |
| Ripon College                             | 13 Rubrics | 1   | *    |
|   | 15 Rubrics | 14  | 86%  |
| Silver Lake College                       | 15 Rubrics | 11  | 91%  |
| St. Norbert College                       | 13 Rubrics | 4   | *    |
|   | 15 Rubrics | 49  | 98%  |
| UW-Eau Claire                             | 13 Rubrics | 8   | *    |
|   | 15 Rubrics | 224 | 96%  |
| UW-Green Bay                              | 13 Rubrics | 2   | *    |
|   | 15 Rubrics | 80  | 94%  |
| UW-La Crosse                              | 13 Rubrics | 8   | *    |
|   | 15 Rubrics | 184 | 97%  |
| UW-Madison                                | 13 Rubrics | 6   | *    |
|   | 15 Rubrics | 165 | 99%  |
| UW-Milwaukee                              | 13 Rubrics | 5   | *    |
|   | 15 Rubrics | 201 | 98%  |
| UW-Oshkosh                                | 13 Rubrics | 1   | *    |
|   | 15 Rubrics | 192 | 97%  |
| UW-Parkside                               | 15 Rubrics | 11  | 91%  |
| UW-Platteville                            | 15 Rubrics | 96  | 94%  |
| UW-River Falls                            | 15 Rubrics | 133 | 97%  |
| UW-Stevens Point                          | 13 Rubrics | 2   | *    |
|   | 15 Rubrics | 173 | 92%  |
| UW-Stout                                  | 15 Rubrics | 86  | 90%  |
| UW-Superior                               | 15 Rubrics | 64  | 98%  |
| UW-Whitewater                             | 13 Rubrics | 2   | *    |
|   | 15 Rubrics | 244 | 98%  |
| Viterbo University                        | 13 Rubrics | 1   | *    |

|                               |            |    |      |
|-------------------------------|------------|----|------|
|                               | 15 Rubrics | 24 | 100% |
| Wisconsin Lutheran<br>College | 15 Rubrics | 39 | 100% |
| eduCATE-WI                    | 13 Rubrics | *  | 100% |
|                               | 15 Rubrics | 46 | 93%  |

\*Results suppressed for tests with fewer than 10 test-takers.

Figure 14. Headquarter location of Wisconsin Educator Preparation Programs

Headquarter Location of Wisconsin Educator Preparation Programs



**Public Universities (UW System)**

- 1. UW - Eau Claire
- 2. UW - Green Bay
- 3. UW - La Crosse
- 4. UW - Madison
- 5. UW - Milwaukee
- 6. UW - Oshkosh
- 7. UW - Parkside (Kenosha)
- 8. UW - Platteville
- 9. UW - River Falls
- 10. UW - Stevens Point
- 11. UW - Stout (Menomonie)
- 12. UW - Superior
- 13. UW - Whitewater

**Private Colleges/Universities**

- 14. Alverno College, Milwaukee
- 15. Beloit College, Beloit
- 16. Cardinal Stritch University, Milwaukee
- 17. Carroll University, Waukesha
- 18. Carthage College, Kenosha
- 19. Concordia University, Mequon
- 20. Edgewood College, Madison
- 21. Lakeland College, Sheboygan
- 22. Lawrence University, Appleton
- 23. Maranatha Baptist University, Watertown
- 24. Marian University, Fond du Lac
- 25. Marquette University, Milwaukee
- 26. Mount Mary University, Milwaukee
- 27. Northland College, Ashland

- 28. Ripon College, Ripon

- 29. St. Norbert College, De Pere
- 30. Silver Lake College, Manitowoc
- 31. Viterbo University, La Crosse
- 32. Wisconsin Lutheran College, Milwaukee

**Public Tribal College**

- 33. College of Menominee Nation

**Alternative Route Programs**

- A. ACT! Alternative Careers in Teaching
- B. CESA 1: Proficiency Based Licensure
- C. CESA 6: Residency in Teacher Education
- D. CESA 7: Teacher Development Center
- E. Milwaukee Teacher Education Center
- F. NORDA, Inc.
- G. Urban Education Fellows Program

February 12, 2020

RE: AB603, AB604, AB632, AB635

Representatives and Assembly Education Committee Members,

My name is Nancy Dressel. I am an educator and have served in various instructional and leadership roles in K-12 public schools in northwestern WI for the past 20 years. I am a mom of 3 seemingly typical, but neurodiverse children. I have served my community as a school board member and I served the state of Wisconsin as a community member on the WI Legislative Council Study Committee on the Identification and Management of Dyslexia. I am also dyslexic.

As I followed testimony regarding dyslexia related legislation over the last couple years, I have not heard discussion about the strengths of dyslexia. Dr. Sally Shaywitz of the Yale Center for Dyslexia & Creativity describes dyslexia as an "island of weakness surrounded by a sea of strengths". This genetic neurological difference, which causes different parts of the brain to be used for word recognition, also contributes to noticeable strengths in reasoning, critical thinking, creativity, and problem-solving. I am going to attempt to use the classic dyslexic strength of "big picture thinking" to illustrate the importance of legislation you are considering today.

First, I am hoping you will participate in a brief simulation with me. Please read the sentence in large print below:

**The bottob line it thit it doet exitt, no bitter whit nibe teotle give it (i.e. ttecific leirning ditibility, etc). In fict, icoording to Tilly Thyiwitz (2003) itt trevilence it ictually one in five children, which it twenty tercent.**

What was your experience reading this sentence like? Was it slower than usual? Did you stop to pronounce individual words, skip words that didn't make sense, or go back and read words again? Did you notice your heart rate increase? Did you feel frustrated, confused, or anxious? Did you feel pressed for time? Did you find yourself wondering how your fellow representatives were doing? Did you find yourself thinking "I can't do this", "What is wrong with me?", or "I'm dumb."

The format of the text in the sentence was designed to make you manually decode each word. You briefly experienced the labor intensive thinking process struggling readers and dyslexic learners like myself and two of my children can experience when reading. By contrast, skilled readers have developed neural pathways that make word identification automatic allowing them to focus the majority of their time and energy on thinking about and responding to what they read.

While I was intimately familiar with the consistently inconsistent pronunciation and spelling that is easily visible in dyslexic learners, I did not understand the impact of the additional time and energy required to synthesize letters and sounds in words until I pursued a full reading assessment as an adult. It confirmed some things I always knew about by myself:

- I can understand and apply what I hear at high levels.
  - Oral Language Comprehension - 87th percentile
- I understand much less of what I read.
  - Reading Comprehension - 53rd percentile
- I read very slowly and it takes a lot of energy.



- My Rapid Symbolic Naming - 2nd percentile
- Reading Fluency - 4th percentile.

Learning the discrepancy between my ability to think, comprehend, and decode words quickly helped me understand that my normal is not the typical experience of my peers. I have a severe phonological processing disorder called dyslexia, 96% of adults read more accurately and quickly than I do. The knowledge of my specific strengths and the extreme discrepancies of my reading disability has empowered me to seek workplace accommodations and intentionally use free technology tools which in turn allow me to more consistently accomplish professional and personal goals AND have time and energy to invest in my mental and physical health.

Automatic word recognition is like an escalator to reading comprehension. Much like the role legislation played in adding ramps and elevators to increase equitable access to learning spaces, dyslexia legislation is necessary to ensure equitable access to learning for 20% of learners.

Along the way to addressing physical barriers to learning we have discovered that accommodations like ramps and elevators are not only beneficial for individuals with physical disabilities, they are beneficial for everyone. Similarly, the legislation being considered today is necessary to ensure that dyslexic learners in Wisconsin have equitable access to learning AND this legislation will benefit ALL learners. Extensive scientific research verifies that reading instructional practices that are effective for dyslexic learners are also effective for ALL learners, including:

- low socioeconomic learners
- English as a second language learners
- and learners with other language based learning disabilities.

I currently serve as an instructional coach and curriculum specialist at a middle school. I support qualified, experienced, caring, committed educators in designing and implementing instruction and assessment and then reflecting on assessment results to identify next steps when students do or do not learn.

I regularly observe learners, teachers, administrators and parents who are overwhelmed, frustrated, concerned, and confused about how to improve student learning, address student behavior, alleviate youth struggles with mental illness and make the complex educational system work for more learners.

Then, I go home, to help my dyslexic children rejuvenate and rebuild themselves, exhausted from trying to learn in educational systems that do not currently understand, acknowledge, or accommodate their brains.

A linchpin at the center of the systemic challenges my colleagues and I face and the individual challenges struggling readers face is an awareness and understanding of neuroscience -- specifically the science of reading and dyslexia.

Educators and instructional leaders across the state of WI are working tirelessly to learn about and implement Equitable Multi-Level Systems of Supports, professional learning communities, social emotional learning, along with culturally responsive, trauma sensitive, and universal design for learning practices. All of this work is LESS efficient and effective without a common accurate understanding of the science of reading, dyslexia, and how systematic, explicit, multi-sensory reading instructional methods support ALL learners in learning to read. WI schools are doing the best they can with the knowledge, skills, and resources they currently have. My own post-secondary preparation in elementary education and school administration, along with my feverish pursuit of

continuous professional learning did not prepare me to understand my own reading disability or respond to my children's struggles to learn to read. I first learned about dyslexia from a referral from my child's optometrist.

The legislation being considered today will empower instructional leaders and educators systematically address the unique needs of dyslexic learners AND to improve literacy outcomes for ALL learners. This legislation will have a positive impact on all other education improvement efforts. Specifically:

AB604 -Relating to: programs to identify and address pupils with dyslexia in public schools

- Honors WI's tradition of local control
- requires school systems ensure that existing Multi-Level Systems of Supports are equitable for dyslexic learners
- Required school systems to meet current federal and state special educational laws for the most common specific learning disability by identifying, appropriately intervening, and accommodating mild to severe dyslexia within classroom, intervention, and special education systems.
- Ensure input from stakeholders

\*Note - improved understanding of dyslexia and the science of reading leads to adjustments in instructional scope, sequence, and method. It benefits ALL learners in learning to read. It does not require specific instructional resources. It is also important to understand that although dyslexic learners can learn to accurately decode text. Their speed of reading contributes to a life-long disability that requires appropriate accommodations throughout their post-secondary education and within their workplace. Unidentified learning disabilities increase risk of mental illness, substance abuse, and incarceration.

AB632-Relating to: assessments to evaluate reading readiness

- screen all students for ALL foundational skills necessary for automatic word recognition, reading fluency, and reading comprehension
- improve alignment of reading instruction and intervention with needs of individual learners
- Empower educators with assessment data necessary to address gaps in word recognition and reading fluency
- readily identify signs of dyslexia
- Optional family history supports identification of dyslexia in AB 604

\*Note - providers of universal screening assessments commonly used WI schools like NWEA MAPS and Fastbridge Learning have responded to the national demand created by dyslexia legislation in 42 other states by further developing assessments and training to screen for and identify dyslexia. K-12 schools in WI have internal frameworks in place to immediately begin using additional reading readiness assessment data to monitor and adjust instruction.

AB635-Relating to: requiring each cooperative educational service agency to employ a dyslexia specialist.

- Ensure that knowledgeable support is available in each region of the state to support instructional leaders and educators in implementing the science of reading and understanding of dyslexia

\*Note - historically, advances in neuroscience have driven the need for increased expertise in educational systems to support student learning. In WI, CESAs have been leaders in providing specialized support for various disabilities like autism consultants, speech therapists, occupational therapist. Dyslexia is a specific learning disability. The expertise of Dyslexia Specialist is necessary to provide equitable access to learning for dyslexic learners and will positively impact reading outcomes for all students.

AB603 -Relating to: publishing Foundations of Reading Test scores

- Further define current accountability measures for teacher preparation programs
- Ensure pre-service teachers are better prepared to teach reading

Dyslexia has cost my family over a lifetime of not understanding our neurology, countless doctor appointments, meetings with teachers, significant time investment in learning, \$2,500 for private dyslexia evaluations, and an intimate understanding of the severity of youth mental illness and lead to the personal choice to leave a profession I love in order to have the necessary time and energy to address my children's reading instruction and mental health needs at home.

Dyslexia not only impacts reading, it robs a dyslexic learner of time and energy, hinders them from working from their strengths, and for 60% of dyslexic learners, contributes to secondary struggles with mental health.

Lack of understanding of how the brain learns to read and dyslexia robs our educational system of the opportunity to meet the WI vision of public instruction: Every Child a Graduate, College and Career Ready, contributes to high illiteracy rates, it leaves 20% of Wisconsin learners more vulnerable to secondary consequences like mental illness and incarceration.

I believe in the instructional leaders and educators in WI schools. With your legislative leadership, they will be able to systematically apply increased understanding of dyslexia and the science of reading more readily than imagined. Some have already begun and are already seeing gains. This work will not only positively impact reading achievement, but also improve achievement in all academic areas, reduce disruptive classroom behaviors, and decrease youth mental illness.

Your support of AB110 Relating to: developing a guidebook related to dyslexia and related conditions was a historic and monumental first step. Policy matters. AB 110 along with AB603, AB604, AB632, and AB635 are necessary to ensure equitable access to learning and health for dyslexic learners and will contribute to improved literacy and health for ALL Wisconsin learners.

Sincerely,

Nancy Dressel  
985 198th Ave  
Somerset, WI 54025  
[ncdressel@gmail.com](mailto:ncdressel@gmail.com)



To: Representative Jeremy Thiesfeldt, Chair  
Members of the Assembly Committee on Education

From: Kathy Champeau

Date: Wednesday, February, 12, 2020

Re: **Assembly Bills 604, 632 and 635**

Thank you for the opportunity to testify on the following bills: AB-604, AB-632 and AB-635.

Before I begin my testimony on these bills, I would like to make you aware that the recent ACT results show Wisconsin's reading scores have gone up on the ACT test, which requires 100% participation. In fact, Wisconsin and Utah are tied for leading the country in ACT scores for those states requiring 100% student participation.

The Wisconsin State Reading Association registers in opposition to AB-604, which directs school boards to develop or adopt a program to identify and address pupils with dyslexia. The decision to oppose this bill in no way suggests that WSRA does not care about meeting students' literacy needs, especially those students who might be identified as having dyslexia.

Here is why WSRA opposes AB-604. This proposed bill:

- Duplicates present federal and state legislation, which then places more emphasis on one type of learning disability that might represent only 3% of the student population and diminish attention paid to other disabilities
- Preempts the completion of a dyslexia guidebook which is intended to provide information to parents and local district educators for thoughtful decisions on the issue of dyslexia, and
- Creates more confusion for educators/administrators in local districts trying to meet the reading needs of all of their students, including dyslexics, which is a *reading* difficulty.

**Evidence:**

Duplication of Federal/State Legislation/Administrative Rule

- <https://dpi.wi.gov/sped/program/specific-learning-disabilities/criteria/federal-definition-criteria>
  - a. Federal law has identified dyslexia as a specific learning disability. 34 CFR 300.8

- b. Federal law has identified a comprehensive detailing for determining the existence of a specific learning disability, which includes by law, dyslexia. 34 CFR 300.309-300.11
- [http://docs.legis.wisconsin.gov/code/admin\\_code/pi/11/36/6](http://docs.legis.wisconsin.gov/code/admin_code/pi/11/36/6)
  - a. State Law Ch. PI 11 identifies an *even more* extensive process for determining the existence of a specific learning disability which includes dyslexia.
- <https://docs.legis.wisconsin.gov/statutes/statutes/121/II/02>
  - a. State Law Ch. 121, School Finance Standards, Subchapter General Aid 121.02 School district standards, provides for remedial reading services in grades K-4 with specific guidelines.
- <https://dpi.wi.gov/reading/statutory-requirements>
  - a. Administrative Rule standard c

This administrative rule is to: 1. identify students with weaknesses in language and background experiences that may result in reading failure; 2. prevent and remedy reading failures by providing instruction appropriate to the developmental stage of the child; and 3. provide instruction in grades K-4 that builds upon the child's oral language, reading, and writing.

#### Questions to ask:

1. Why would legislation be created that calls for a duplication of services that already have extensive processes as defined by federal and state law, and in addition, diminish attention away from other disabilities?
2. Why would legislation be created to preempt very recent legislation, ACT 86, that calls for the development of a dyslexia guidebook intended to help parents and educators make thoughtful decisions in the best interest of children with dyslexia/reading difficulties?
3. Why would legislation be created to add confusion to existing laws and rules?
4. What does the Assembly Education Committee project as the percentage of children in Wisconsin who have dyslexia? 3% or 20%? Nationally the projection varies greatly. This would be critical to know.
5. What are the hidden costs of this bill?

#### Side effects

1. This bill burdens the system with additional rules, which essentially duplicate existing rule and law. Currently in schools, there is much confusion over this topic because of the flurry of bills being proposed that appear to contradict existing laws.
2. This bill elevates one disability throughout the state without any local guidelines and problem-solving to provide equitable services to all students.
3. This bill could elevate students with dyslexia over other students regardless of the level of need resulting in the possibility of children who have greater reading needs not being serviced.



## Decoding Dyslexia Wisconsin

Katie Kasubaski State Lead/Legislative Coordinator  
Kari Baumann Advocacy Coordinator  
Claudine Kavanagh Education Coordinator

February 12, 2020

RE: AB601 requiring an online dyslexia awareness training for school district employees  
AB604 programs to identify and address pupils with dyslexia in public schools  
AB632 assessments to evaluate reading readiness  
AB635 requiring each cooperative educational service agency to employ a dyslexia specialist

*Dear Representatives:*

*Decoding Dyslexia WI is a mostly parent-led volunteer grassroots organization of over 600 members. We work throughout the state to raise dyslexia awareness and empower families to support their family members with dyslexia, as dyslexia has no social or economic boundaries. Parents come to our organization looking for resources for struggling readers that they expected to find in the public school system. On any given day, we receive inquiries from members including signs of dyslexia, dyslexia testing and assessment procedures, Federal special needs law, and proper remediation programs for their children with dyslexia that these families were unable to have addressed in their schools.*

*We support AB603 publishing Foundations of Reading Test scores. The WI Department of Instruction is already required to release FoRT scores per **WI Statute 115.28 (7g) (b)** which states that starting in the 2013-14 school year, the DPI collect Foundations of Reading Test scores by program annually and prominently display the first attempt passage rates of students. The Department of Instruction has not posted any passage rates until compelled to do so through an open records request. On January 28, 2020, the DPI released six years of FoRT data dating back to 2013. Jim Zellmer from [schoolinfosystems.org](http://schoolinfosystems.org) claims that the DPI has allowed thousands of teachers who failed the exam to remain instructing children in literacy. It is clear that the DPI needs clear guidance on what it means to publish something annually, and this bill would give a specific date for the DPI to release test scores. As parents, we have very little assurance that our teachers who teach reading to children are qualified to teach specific components of reading instruction such as phonemic awareness (segmenting letter sounds “snap” into /s/ /n/ /ă/ /p/) and phonics (sound to letter association “n” says /n/). Skills such as these are included in the test. Federal Every Student Succeeds Act (ESSA) lists essential components of reading as explicit and systematic instruction in— (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies (20 U.S.C. 1414(b)(5)(A)).*

*We support AB604 programs to identify and address pupils with dyslexia because we hear from many concerned parents whose schools do not have a policy for children with dyslexia. School boards across our state set standards and work on implementing state requirements, but there is no state guidance for school districts to have a dyslexia policy. Some school boards are beginning to take look at how to help students with dyslexia, but most will never write a policy regarding identification and implementation of interventions for children with dyslexia unless required to do so. In and around our state too many*



children are being unidentified as having a learning difference. Directing each school board to have a policy to identify children with dyslexia is consistent with 34 CFR § 300.111 also known as Child Find. <https://sites.ed.gov/idea/regs/b/b/300.111>

We also support AB632 requiring assessments to evaluate for reading readiness. This bill will provide school districts with the essential information to identify students who lack the skills required for proficient and independent reading. This bill would assess for the (4) pre-reading and reading skills necessary for positive growth for ALL readers, and that are currently lacking in many districts. According to the Wisconsin State Journal from October 31, 2019, Wisconsin has the widest racial achievement gap in the nation. Is this a headline we want to keep seeing in Wisconsin, or are we ready to begin actively screening children for indicators of poor reading skills? We know that when struggling readers are identified early, targeted interventions for those areas can begin before the achievement gap is too large to effectively close. The added skills of picture naming and rapid automatized naming are included as an additional assessment tool used to find children at risk for reading failure, but not necessarily as something that is expected to be remediated.

Finally, we support AB635 to have all CESAs hire a dyslexia specialist to assist the school districts they represent. Children with dyslexia, teachers, and families with dyslexic children need an empathetic resource to help school districts understand dyslexia and be able to effectively teach struggling readers. This legislation will effectively create a resource to school districts in every region of the state, which is currently noticeably absent. ALL children deserve to be taught in a way that can provide growth and understanding. Currently many districts are moving forward with ineffective teaching practices and not providing a Free and Appropriate Education due largely to myths of dyslexia and the lack of information on teaching practices that align with the science of reading and are known to not only help struggling readers, but support ALL readers.

Thank you for taking the time to hold a hearing on something as critical as literacy skills for children who are the most vulnerable to reading failure. We have some very valid concerns that WI Statutes are being ignored as well as Federal regulations which were put in place to ensure that our children receive the highest quality education that is possible. We believe that AB601, AB604, AB632 and AB635 are a starting point to bring change in Wisconsin for children with dyslexia.

Sincerely,  
Decoding Dyslexia-WI  
decodingdyslexiawi@gmail.com

Hello,

Please Help Me-

**My son is currently 14** and will be a freshman next year. He is a bright young man with a current **reading level at the 3rd grade**. He is **unable to understand phonics, use capitalization or punctuation**. All of the tests given to him consistently support his 3rd grade reading level. However, per the guidelines of the state, he must use books at his grade level not his reading level. When I asked how he was going to graduate the reply was "**oh very few kids don't graduate from -----school, we will find a way to push him through**".

We had our son tested at **age 12** through a Pediatric Neuropsychologist and **dyslexia was identified**. It now **became our problem to find a solution** since it is not recognized in the schools. Here is what we have discovered in our area for dyslexia support.

1. In- person reading programs: average \$380.00 a month
2. Brain training program: \$10,000 for a 9 month period
3. Visual therapy: Not covered by insurance.
4. Home online programs hourly: \$70.00- \$100.00/ hourly up to 100 hours
5. Home online programs per month: \$295.00- \$400.00 per month

To get through school he is offered reading support. Texts are read to him, tests altered, and he types through a computer but yet he is going to be "**pushed through**" to achieve a diploma. **Is life going to adapt to dyslexic?**

School forgets this is an issue to him so when story problems are his math homework, I read one to him and cross out the rest writing "**edited by mom**" on the top of the page. When I receive the email that he did not participate in his science lab I ask "**did he use a 3rd grade book**" the answer is always **no**. When I receive the phone call that he did not turn in his written report for English, I reply he **can't write a sentence how is he support to do a report**. My question to you **is a job going to be receptive to 'edited by mom'?**

**Dyslexia** is more than a reading problem. Its **strips away self-esteem** and **inhibits opportunities**. We support him to thrive despite his disability and encourage him to find ways to **adapt** but **why should he have too** when programs are available to **help him**.

-email sent to Decoding Dyslexia WI from a concerned parent



1-3-19

wave at

I was knocked down by a Wisconsin-  
dells water park. Well we went  
camping.

It was stress when I was  
working stranger things it but it  
was very exciting show to watch.

the brebe I ate in Florida  
Sensell beach was amazing and  
so good.

Running I can do well but  
I wont do marathons or any training  
like that.

My phone is something I wont  
live ~~need~~ without

Testimony 2/12/2020

Having a child diagnosed with dyslexia can be a traumatic experience. Parents, teachers and the student are all perplexed because we in Wisconsin, know little about dyslexia. Dyslexia must not continue to be avoided or over looked. The good news is this pattern of “passing the child over” and or using ineffective intervention strategies can change. And, while dyslexia can make reading more difficult, **with the right instruction, almost all individuals with dyslexia can learn to read accurately and independently at grade level.**

In public school settings, where many teachers are NOT knowledgeable about this condition, **students with dyslexia are often provided the wrong kind of reading intervention which is a wasted expense of time and money.** We cannot throw more money into education without attaching badly needed **state wide awareness of dyslexia and professional development for our inservice and pre-service teachers.** Often students with dyslexia are overlooked and are even considered lazy, unmotivated or stupid. We all pay for this ignorance within our educational system and the accepted practice of “passing the buck”. Students who do not learn to read often add to our Wisconsin fiscal problems of an inadequate work force, and/or become a low economic statistic or even a prison statistic.

Dyslexia is a neurological condition caused by a different wiring of the brain. Research indicates that dyslexia has no relationship to intelligence. Individuals with dyslexia are neither more nor less intelligent than the general population. But some say the way individuals with dyslexia think can actually be an asset in achieving success. There is no cure for dyslexia and **individuals with dyslexia can learn to read but must be provided instruction that includes a deep understanding of the English language structure beginning with phonemic awareness skills and explicit, multi-sensory, strictly structured phonics instruction from a highly qualified instructor.**

Parents who have children diagnosed with dyslexia in Wisconsin need to seek out reading instruction that is based upon a systematic and explicit understanding of language structure, including phonics. This reading instruction goes by many names, Structured Literacy, Orton- Gillingham, Simultaneous Multisensory Instruction, Explicit Phonics, and others. Parents must demand that these scientific reading interventions and highly qualified instructors be available in their schools.

Ann Malone, ICALP, MS-SLP

PLEASE Support 603, 604, 1632, 1635

Websites and other information:

- **[www.dyslexiaida.org](http://www.dyslexiaida.org)** International Dyslexia Association free fact sheets and information for teachers, parents and administrators
- **[www.decodingdyslexiawi.org](http://www.decodingdyslexiawi.org)**
- Wisconsin Reading Coalition **[www.wisconsinreadingcoalition.org](http://www.wisconsinreadingcoalition.org)**
- **[www.ALTAread.org](http://www.ALTAread.org)**
- **[www.thereadingleague.org](http://www.thereadingleague.org)**  
**[www.wisconsinreadingcoalition.org](http://www.wisconsinreadingcoalition.org)**  
**[readingleagewisconsin@gmail.com](mailto:readingleagewisconsin@gmail.com)**.
- **[www.wi.dyslexiaida.org](http://www.wi.dyslexiaida.org)**
- **[www.madison-cdc.org](http://www.madison-cdc.org)**

Testimony in support of:

AB 604: Relating to programs to identify and address pupils with dyslexia in public schools  
AB 635: Relating to requiring each cooperative educational service agency to employ a dyslexia specialist.

AB 632 Relating to assessments to evaluate reading readiness.

Submitted by:  
Heather Haigler  
Delavan, WI

Dear Chair Thiesfeldt, Vice-Chair Kitchens, and members of the Assembly Committee on Education

My name is Heather Haigler and I live in Delavan, WI. My son, Wesley, was diagnosed with dyslexia in early June of 2019 just after his 7<sup>th</sup> birthday. Prior to diagnosis, our son spent 2 years working with a reading specialist in our previous school district without making progress. He was recommended for grade retention twice. We were shamed for not doing enough at home while spending countless hours reading and doing homework through tears and frustration with no progress. My son said such horrible things about himself, I can't even bare repeating them now. He barely qualified for his IEP despite being completely unable to read at the end of 1st grade. We pulled our kids out of the district following the IEP eligibility meeting.

I cannot begin to describe my relief when I met my son's current special education teacher. I was concerned about the intervention he'd receive and how it would impact private instruction. I told her he has dyslexia and had started Orton-Gillingham tutoring over the summer, but we were switching to an online tutor using the Wilson Reading System. She smiled and at first I thought my eyes were playing tricks on me, but it was genuine. She said "Yes! That is exactly what he needs." All of the stress I had been carrying left my body in an instant and I struggled to hold myself upright. His special education teacher also uses the Wilson Reading System. We mainly stick with decodable text for practice, but he was able to read a level 'I', which was the annual goal his previous district listed in his IEP, in October. She switched from teaching high school students to elementary this year and I can not be more grateful for her timing. Unfortunately, the elementary school is split into an upper and lower in 2 different towns and our son will be at a different school next year where they do not currently have a teacher trained in the Wilson Reading System.

My daughter, Jocelyn, is 9 years old and in the 3rd grade. She is scheduled for formal testing next month. She is still on grade level and her teachers and reading specialist believe it is a comprehension issue despite her difficulty with decoding. She will need structured literacy intervention either way since she can't comprehend what she can't read and it is impacting other subject areas.

It is imperative that you support AB 604 and AB 635. Schools currently favor what they consider to be "slow learners" with their wait and see approach and children with dyslexia are being left behind without appropriate identification and intervention. The current testing used to determine service

eligibility for dyslexic students is inadequate and relies on failure to guide instruction and pass off coping mechanisms as reading. I question the motives of any person or organization that believes that a group of children need to be sacrificed for others to be successful. Wisconsin educators need the training and support necessary to identify needs and teach all children to read.

Please also support AB 632. My son has a deficit in rapid automatized naming (RAN). A RAN deficit can present as poor behavior or appear as though the child is not cooperating. I struggle to manage the resulting guilt from my failure to recognize this key component of his struggle.

Thank you for your consideration.

Testimony in support of:

AB 604: Relating to programs to identify and address pupils with dyslexia in public schools

AB 635: Relating to requiring each cooperative educational service agency to employ a dyslexia specialist.

Submitted by:

Jonathan Haigler

Delavan, WI

Dear Chair Thiesfeldt, Vice-Chair Kitchens, and members of the Assembly Committee on Education

My name is Jonathan Haigler and I live in Delavan, WI. My son has dyslexia. There is a lot I didn't know or understand about dyslexia, and I'm still learning today. We are here today to offer some insight into our challenges but more specifically, how difficult this specific learning disability is for my son.

It is truly exciting to see that the state of Wisconsin has decided to create a guidebook for schools, but we need to keep going... The next bills are going to give the teachers the tools they need to help our children succeed. The way I look at it is the guide book is just the how too. I know there isn't a person in this room that would go to a physician, give them a book on how to perform heart surgery, and expect a successful quadruple bypass.

So our story began before 4K. I noticed something wasn't right when trying to teach my son to write his name. I know there is a certain degree of error that is acceptable in child development, but when you have a child who knows how to spell their own name verbally and write the letters individually, but their written name looks like misplaced scribble, something is not right.

The teachers in school would tell us that; "he wasn't ready to learn, just yet", or that "he will come into his own", couldn't be farther away from the truth. My son was a sponge, and loved to learn hands on. Especially math, despite dyscalculia. It wasn't perfect, and the numbers would get transposed. I would show him the cool things that we could accomplish working in the garage by building stuff out of wood using numbers. He couldn't wait to have us teach him something new as long as it wasn't reading or writing.

We had a child that loves to learn and wants to go to school change into a child that is verbally upset and fakes sick just to stay home from school. The school wanted to retain my son in 4K and we declined. In 5K he started reading and math intervention.

5K showed very little progress. The teachers would tell us to "start" reading to our son at home. Little did they know my wife would spend hours with our son every night with the same material or homework the school would send home.

First grade, more reading and math intervention. No progress. I don't think you understand. School wants to retain him again. My wife finds a specialist, not cheap by the way, to evaluate my son. Dyslexia. So now what?

The last day of school we have an IEP meeting. We told them that our son has dyslexia, only my son's general education teacher would mention or acknowledge the word Dyslexia. I wonder if they were trained not to. The school claimed that at the end of first grade he could read a Guided Reader level D which is appropriate for the end of kindergarten. Our testing put him at a preschool reading level.

Fortunately for us, we are able to switch schools, and afford after school tutoring. As of today, my son is in the middle of second grade attending Turtle Creek Elementary where his reading intervention teacher is using the Wilson reading system. His daily after school tutor is also using the Wilson reading system. Wow, what a difference. But, next year because our district is broken up he will be in a new school. So we don't know if we will start all over again because what are they going to use to teach with? We need those bills!

So you get to hear me talk about the problems regarding our son, but what you don't get to see the countless hours of work after school. The tears. The absolute frustration of a 7 year old. Shouldn't a 7 year old be a 7 year old? This isn't meant to be a job. Dyslexia exists. We need these laws to help our kids, and thousands of kids throughout Wisconsin.

Thank you for your time.

Ladies and Gentlemen of the Education Committee,

Thank you for the opportunity to testify in FAVOR for bills AB603, AB604, AB632, and AB635.

My name is Kimberlee Coronado I live in Waukesha County and I have four children. I have been married to my dyslexic husband for 24 years. At least 3, perhaps even all four of our children have dyslexia. I am here today to tell you that our schools need a kick in the arse to be quite frank.

I am here advocating for my husband, my late father and my children. These members of my family were not "college, career, or community" ready by today's standards. THEY are the left behind children. They are apart of the 1 in every 5 classmates who have a learning disability, in our schools today.

In fact, our school boards do not even have a well-defined idea of what it means to be college, career, or community ready!! According to the premier feedback and data analyst company, Panorama Education, who surveyed School Boards across the country "How does your district define college and career readiness?" **#1 Finding "A great majority of districts have a working definition of college and career readiness.** 41% replied that they use a combination of their states definition and their districts own definition; 32% replied they use their own state's definition; 15% replied "we do not have a definition"; 11% replied " Our district created its own definition" This means even when provided a Federal Definition Through ESSA, 26% of School Boards are using fluid interpretations of College, Career, and Community Readiness" **#2 Finding "Most districts feel they cannot easily know who is off track, and they are not taking effective action"** Furthermore, the survey provided opportunity for districts to ask questions. Districts asked, "What does it mean for a student to be "ready"? "How do we personalize school around each child's goals?" Finally, Districts asked, "How do we reorganize schools to enable this?" (Being College, Career, and Community ready)

As a parent with lived experience raising multiple children different abilities, I hear story after story that echoes our story. The system has allowed our students to fail for way too long. The amount of data available which shows our students in Wisconsin need earlier intervention, just makes my stomach churn. According to National Assessment of Education Progress Report in 2017, 65% of WI 4<sup>th</sup> grade students do not read at grade level. Students with disabilities continue to have the worst scores in Wisconsin. Only 11% are proficient or advanced and a full 76% are below basic, indicating they do not have the skills necessary to navigate print in school or daily life. This does not include those students with severe cognitive disabilities.

Where did we go wrong? How did we fail so many students? We send our children to school to learn to read and write. Our teachers need to be specifically trained to know how to teach all students how to read and write. We need to provide that kick in the arse to school boards to make meaningful change so that EVERY STUDENT LEARNS TO READ and does not get left behind. We need to be assessing the progress of each reader and put an end to forcing students to fail for way to long before they receive early intervention. It is much easier for a child to catch up in Kindergarten because it takes 4x longer to catch up after 3<sup>rd</sup> grade. We need to assist families and school board with the same parent and school resource information so that all students are college, career, and community ready.

I ask that you vote in FAVOR for bills AB603, AB604, AB632, and AB635.

Thank You,

Kimberlee Coronado

200 Tenny Avenue

Waukesha, WI 53186

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**Website**

<http://wi.dyslexiaida.org>

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**IDA-WI**

International Dyslexia Association Wisconsin Branch

To: Wisconsin Assembly Education Committee

Re: Support of AB 603, 604, 632, 635

The International Dyslexia Association-WI Branch is in favor of the above-named bills. We support the bills for the following reasons:

**Support for AB 603-relating to the publishing of FORT scores**

Prompt posting of passage rates for the WI-FORT or Foundations of Reading Test is needed for informational purposes for prospective students trying to decide which campus to attend. Students should be able to choose schools based on their successful FORT passage rates. This information needs to be accessible annually. In the past DPI has NOT published the scores and in fact has lagged behind in their publication of the scores by about three years. Reporting of the scores should have begun in 2015. DPI will be required to publish the passage rates annually by October 31st instead of the current wording of the law that states the annual reporting of the passage rates.

**Support for AB 604 - relating school boards to have a program in place to identify and address pupils with dyslexia**

This legislation will require school boards to have an established policy on identifying and addressing the unique needs of those with dyslexia. Dyslexia is a learning disability that is characterized by word recognition difficulties. Treatment of dyslexia is through a systematic and explicit approach of phonemic awareness, decoding and reading fluency. By providing a specific course of treatment for students with dyslexia, teachers and parents will know what to expect when their child is diagnosed with dyslexia. By not having an understanding of dyslexia nor a treatment plan, many students with dyslexia receive inadequate and inappropriate interventions which often delay the child's progress. It is hoped that each district would design a program to address the unique needs of the dyslexic student.

**Support for AB 632 relating to improving existing reading readiness screening**

This bill improves the existing reading readiness screening which minimally requires screening for letter names and phonemic awareness. Under the proposed bill, each school must assess pupils in four-year-old kindergarten through 2nd grade for reading readiness and existing or potential reading difficulties. This can be accomplished through a voluntary questionnaire about reading difficulties in the pupil's family history. Difficulties with reading and/or dyslexia are inherited. There is about a 40% chance of siblings having dyslexia or reading issues. Up to 49% of parents of children with dyslexia may also have it. School districts that have this information early on would know that a potential for reading difficulties or even a learning disability in reading (dyslexia) may exist. Currently 36 states have some sort



Additionally, the bill requires the use of an appropriate, standardized, norm-referenced, valid and reliable assessment of skills. The assessment will evaluate whether a pupil possesses age appropriate skills in all of the following areas:

- a. Phonological and phonemic awareness
- b. Rapid Automatized Naming (RAN)
- c. Letter word reading
- d. Picture naming vocabulary

Research from 1986 that continues today confirms that highly reliable and valid predictions of future reading skills are found from these four assessments. The use of rapid automatized naming may tell a teacher if the student is slow in naming objects or colors. The purpose of this test is not to remediate the slow naming but to alert the teacher to the possibility that the child may have naming difficulties which in turn will be reflected in the child's ability to name letter/sounds/words rapidly. It is for informational purposes only.

By adding the family history questionnaire and requiring a standardized and norm-referenced assessment with include a more in-depth analysis of reading readiness skills beyond the current minimal skills, students at-risk of reading failure will be identified sooner. Early identification and interventions increase the success rate for students. **In fact, one meta-analysis by neuroscientist Nadine Gaab showed that up to 70 percent of at-risk children who receive educational intervention in kindergarten or first grade become proficient readers. Early identification and intervention are key.** There are some that oppose a more intense screener arguing that these screeners over identify or give false positives. A child will not be harmed if he/she is falsely identified and it is certainly a better practice than under-identifying.

Wisconsin's 4th grade scores on National Assessment Educational Progress NAEP of 2019 indicated that 34% of Wisconsin students are below basic in reading. This percentage can be improved with earlier identification and treatment.

### **Support for 635 relating to requiring each CESA to have a dyslexia specialist**

The need for a dyslexia specialist at each CESA couldn't be greater. There are about 37,000 children with a primary **disability** of SLD in **Wisconsin**. (DPI website) An estimated 90% of students referred for special education are referred for reading difficulties. (Bender, 2007 Cited in Howard, Albe-Morgan, & Konrad (2017) Exceptional Children: An Introduction to Special Education. Pearson)

Individuals that are highly trained having received advanced training, and are knowledgeable on dyslexia and related conditions using interventions that are scientifically based is truly needed. As you may be aware, the current teacher preparation programs statewide are inadequate. Teachers are not trained using evidenced based instructional practices as required in statute. Teacher preparation programs DO NOT provide teachers with the knowledge on identification and remediation of students with dyslexia or related conditions. Students with characteristics of dyslexia are not identified early on due to the teachers' lack of training. Students then fall further and further behind. The downward spiral continues for students until they are referred for special education. However once in special education, they most likely will continue the downward spiral, since the special education teachers have also not learned evidenced based instructional strategies. I speak from personal experience as I received my reading specialist certificate four years ago. None of my training was in evidenced based (brain based) instructional approaches. The term dyslexia was mentioned once in two years of classes.

CESAs are able to provide professional development to districts. A dyslexia specialist for each CESA will provide districts with a resource to answer questions on dyslexia and related conditions, model interventions and assessments, and consult with parents, teachers, and administrators. Other states have dyslexia specialists at various levels. Some are at the state level, some at the cooperative agency level, and some are at the district level.

In Wisconsin, the Learning Disability position for DPI has been vacant since last spring. Who do parents and teachers ask if they have questions about Learning Disabilities? I urge you to seriously consider the need for a dyslexia specialist for each CESA. A highly trained individual is needed and would be welcomed in every Wisconsin district and CESA.

The time is now to move Wisconsin students forward and to give them protections under the law. Thank you for your consideration.

Donna Hejtmanek  
Legislative Chair for the International Dyslexia Association-WI  
8443 Little Horsehead Hill Road  
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715-525-2259

# Wisconsin Student Assessment System - Results for Public School Students (Grades 3-8)

## Percentage of Students Scoring Proficient and Advanced on the Forward and Dynamic Learning Maps Assessments

|                                | Third Grade |       |       | Fourth Grade |       |       |         | Fifth Grade |       |       | Sixth Grade |       |       | Seventh Grade |       |       | Eighth Grade |       |       |         |
|--------------------------------|-------------|-------|-------|--------------|-------|-------|---------|-------------|-------|-------|-------------|-------|-------|---------------|-------|-------|--------------|-------|-------|---------|
|                                | Enrolled    | ELA   | Math  | Enrolled     | ELA   | Math  | Science | Enrolled    | ELA   | Math  | Enrolled    | ELA   | Math  | Enrolled      | ELA   | Math  | Enrolled     | ELA   | Math  | Science |
| <b>2016-17</b>                 |             |       |       |              |       |       |         |             |       |       |             |       |       |               |       |       |              |       |       |         |
| <b>All Students (Public)</b>   | 62,021      | 42.2% | 48.5% | 62,770       | 46.9% | 44.1% | 51.2%   | 61,562      | 46.6% | 44.9% | 61,469      | 45.4% | 43.8% | 62,342        | 43.5% | 39.2% | 61,621       | 40.8% | 34.5% | 47.2%   |
| American Indian                | 696         | 25.6% | 29.6% | 782          | 27.4% | 24.4% | 30.3%   | 735         | 25.9% | 21.8% | 743         | 25.4% | 23.4% | 737           | 25.9% | 19.0% | 751          | 20.9% | 14.8% | 26.5%   |
| Asian                          | 2,488       | 38.9% | 47.1% | 2,457        | 42.7% | 42.2% | 43.8%   | 2,446       | 42.5% | 44.6% | 2,373       | 46.9% | 48.2% | 2,348         | 47.4% | 41.4% | 2,280        | 42.7% | 39.2% | 45.1%   |
| Black                          | 6,045       | 13.7% | 16.2% | 5,970        | 16.0% | 12.0% | 16.4%   | 5,854       | 15.9% | 12.2% | 5,623       | 15.0% | 11.2% | 5,643         | 15.4% | 8.1%  | 5,470        | 13.4% | 7.7%  | 12.9%   |
| Hispanic                       | 7,980       | 25.2% | 29.5% | 7,955        | 29.1% | 23.5% | 31.3%   | 7,831       | 30.2% | 26.3% | 7,305       | 27.2% | 23.0% | 7,234         | 26.5% | 19.3% | 7,158        | 24.3% | 16.4% | 26.6%   |
| Pacific Islander               | 53          | 32.1% | 34.0% | 44           | 29.5% | 25.0% | 38.6%   | 52          | 42.3% | 38.5% | 63          | 41.3% | 34.9% | 45            | 48.9% | 28.9% | 46           | 45.7% | 30.4% | 39.1%   |
| White                          | 42,235      | 49.9% | 57.3% | 43,064       | 55.4% | 53.3% | 60.9%   | 42,357      | 54.9% | 53.7% | 43,235      | 52.9% | 52.0% | 44,322        | 50.2% | 46.9% | 44,078       | 47.4% | 41.2% | 55.5%   |
| Two or More                    | 2,501       | 41.5% | 44.7% | 2,471        | 42.4% | 37.5% | 45.5%   | 2,271       | 39.5% | 36.6% | 2,096       | 40.3% | 37.1% | 1,988         | 38.7% | 32.6% | 1,800        | 35.3% | 27.8% | 41.8%   |
| Unknown Race                   | 23          | 17.4% | 30.4% | 27           | 18.5% | 22.2% | 22.2%   | 16          | 25.0% | 18.8% | 31          | 35.5% | 19.4% | 25            | 44.0% | 36.0% | 38           | 39.5% | 28.9% | 36.8%   |
| English Language Learner       | 5,618       | 17.4% | 23.2% | 4,652        | 13.0% | 12.3% | 15.0%   | 3,491       | 7.6%  | 10.1% | 2,848       | 5.2%  | 6.6%  | 2,704         | 4.2%  | 4.1%  | 2,631        | 4.1%  | 3.9%  | 5.7%    |
| English Proficient             | 56,378      | 44.6% | 51.0% | 58,090       | 49.6% | 46.7% | 54.1%   | 58,050      | 49.0% | 47.0% | 58,590      | 47.3% | 45.6% | 59,613        | 45.3% | 40.8% | 58,951       | 42.5% | 35.9% | 49.0%   |
| Unknown ELL Status             | 25          | 16.0% | 32.0% | 28           | 17.9% | 21.4% | 25.0%   | 21          | 23.8% | 19.0% | 31          | 35.5% | 19.4% | 25            | 44.0% | 36.0% | 39           | 38.5% | 28.2% | 35.9%   |
| Students with Disabilities     | 8,951       | 18.3% | 23.4% | 9,219        | 18.5% | 18.9% | 24.7%   | 9,036       | 14.9% | 15.9% | 8,650       | 11.9% | 12.3% | 8,732         | 11.6% | 9.4%  | 8,605        | 10.0% | 6.3%  | 13.7%   |
| Students without Disabilities  | 53,041      | 46.2% | 52.7% | 53,516       | 51.8% | 48.5% | 55.8%   | 52,510      | 52.1% | 49.9% | 52,785      | 50.9% | 49.0% | 53,584        | 48.7% | 44.1% | 52,973       | 45.8% | 39.1% | 52.6%   |
| Unknown Disability Status      | 29          | 20.7% | 31.0% | 35           | 14.3% | 17.1% | 22.9%   | 16          | 25.0% | 18.8% | 34          | 32.4% | 17.6% | 26            | 42.3% | 34.6% | 43           | 39.5% | 27.9% | 34.9%   |
| Economically Disadvantaged     | 27,165      | 25.3% | 30.8% | 26,874       | 29.1% | 25.3% | 33.3%   | 25,946      | 28.4% | 26.3% | 24,367      | 26.5% | 24.0% | 23,964        | 25.5% | 20.1% | 23,068       | 23.3% | 16.2% | 28.0%   |
| Not Economically Disadvantaged | 34,833      | 55.3% | 62.2% | 35,869       | 60.3% | 58.2% | 64.7%   | 35,600      | 60.0% | 58.4% | 37,071      | 57.8% | 56.9% | 38,353        | 54.8% | 51.2% | 38,515       | 51.4% | 45.5% | 58.7%   |
| Unknown Economic Status        | 23          | 17.4% | 30.4% | 27           | 18.5% | 22.2% | 22.2%   | 16          | 25.0% | 18.8% | 31          | 35.5% | 19.4% | 25            | 44.0% | 36.0% | 38           | 39.5% | 28.9% | 36.8%   |
| <b>2017-18</b>                 |             |       |       |              |       |       |         |             |       |       |             |       |       |               |       |       |              |       |       |         |
| <b>All Students (Public)</b>   | 61,178      | 40.0% | 50.2% | 62,275       | 44.2% | 45.0% | 50.8%   | 63,149      | 44.3% | 46.3% | 61,900      | 42.9% | 44.2% | 61,862        | 44.8% | 38.9% | 62,696       | 36.9% | 36.3% | 48.2%   |
| American Indian                | 683         | 23.4% | 29.4% | 690          | 25.2% | 23.2% | 30.0%   | 743         | 23.0% | 26.1% | 728         | 21.8% | 19.6% | 743           | 27.6% | 19.0% | 740          | 19.0% | 16.7% | 29.1%   |
| Asian                          | 2,655       | 38.3% | 49.4% | 2,477        | 42.9% | 45.3% | 45.3%   | 2,469       | 41.2% | 47.7% | 2,447       | 43.8% | 45.9% | 2,344         | 48.9% | 43.4% | 2,368        | 40.2% | 42.1% | 46.3%   |
| Black                          | 5,956       | 12.8% | 16.6% | 5,941        | 13.1% | 11.7% | 16.3%   | 5,945       | 14.0% | 13.0% | 5,719       | 13.1% | 11.4% | 5,549         | 15.7% | 8.8%  | 5,598        | 10.4% | 7.4%  | 13.0%   |
| Hispanic                       | 7,936       | 22.2% | 30.4% | 8,138        | 26.8% | 25.2% | 30.9%   | 8,109       | 27.8% | 27.6% | 7,843       | 25.8% | 24.6% | 7,471         | 28.7% | 20.5% | 7,395        | 20.4% | 17.5% | 26.8%   |
| Pacific Islander               | 50          | 32.0% | 50.0% | 54           | 37.0% | 35.2% | 42.6%   | 40          | 37.5% | 27.5% | 48          | 43.8% | 33.3% | 58            | 37.9% | 25.9% | 49           | 36.7% | 20.4% | 38.8%   |
| White                          | 41,197      | 48.1% | 59.8% | 42,314       | 52.5% | 54.3% | 60.4%   | 43,221      | 52.4% | 55.2% | 42,682      | 50.7% | 53.0% | 43,435        | 51.7% | 46.3% | 44,401       | 43.4% | 43.4% | 56.9%   |
| Two or More                    | 2,664       | 34.6% | 41.4% | 2,622        | 40.6% | 39.3% | 46.8%   | 2,588       | 40.2% | 38.6% | 2,398       | 36.0% | 35.8% | 2,218         | 39.6% | 32.0% | 2,085        | 31.2% | 29.4% | 42.7%   |
| Unknown Race                   | 37          | 18.9% | 37.8% | 39           | 33.3% | 38.5% | 43.6%   | 34          | 26.5% | 38.2% | 35          | 45.7% | 31.4% | 44            | 13.6% | 13.6% | 60           | 43.3% | 36.7% | 53.3%   |
| English Language Learner       | 5,742       | 16.6% | 27.2% | 5,680        | 19.2% | 19.6% | 22.6%   | 4,732       | 11.5% | 15.7% | 3,466       | 6.2%  | 8.1%  | 2,970         | 6.6%  | 5.5%  | 2,801        | 3.2%  | 4.4%  | 6.9%    |
| English Proficient             | 55,371      | 42.4% | 52.6% | 56,533       | 46.7% | 47.6% | 53.6%   | 58,360      | 47.0% | 48.8% | 58,375      | 45.1% | 46.4% | 58,840        | 46.8% | 40.6% | 59,835       | 38.5% | 37.8% | 50.1%   |
| Unknown ELL Status             | 65          | 12.3% | 27.7% | 62           | 29.0% | 25.8% | 30.6%   | 57          | 17.5% | 24.6% | 59          | 32.2% | 22.0% | 52            | 11.5% | 13.5% | 60           | 26.7% | 21.7% | 33.3%   |
| Students with Disabilities     | 9,161       | 15.8% | 23.7% | 9,088        | 17.5% | 19.0% | 25.0%   | 9,189       | 14.3% | 16.6% | 8,833       | 10.5% | 11.4% | 8,566         | 11.5% | 8.7%  | 8,853        | 8.6%  | 6.8%  | 14.4%   |
| Students without Disabilities  | 51,980      | 44.3% | 54.9% | 53,148       | 48.7% | 49.5% | 55.2%   | 53,926      | 49.5% | 51.4% | 53,032      | 48.3% | 49.7% | 53,252        | 50.2% | 43.7% | 53,783       | 41.6% | 41.1% | 53.7%   |
| Unknown Disability Status      | 37          | 18.9% | 37.8% | 39           | 33.3% | 38.5% | 43.6%   | 34          | 26.5% | 38.2% | 35          | 45.7% | 31.4% | 44            | 13.6% | 13.6% | 60           | 43.3% | 36.7% | 53.3%   |
| Economically Disadvantaged     | 28,073      | 24.1% | 32.5% | 28,540       | 27.2% | 26.8% | 33.7%   | 28,135      | 27.1% | 28.3% | 26,935      | 25.3% | 25.2% | 25,522        | 27.3% | 20.7% | 25,192       | 20.7% | 18.3% | 29.6%   |
| Not Economically Disadvantaged | 33,068      | 53.5% | 65.2% | 33,696       | 58.5% | 60.5% | 65.3%   | 34,980      | 58.2% | 60.8% | 34,930      | 56.5% | 58.9% | 36,296        | 57.2% | 51.7% | 37,444       | 47.9% | 48.3% | 60.7%   |
| Unknown Economic Status        | 37          | 18.9% | 37.8% | 39           | 33.3% | 38.5% | 43.6%   | 34          | 26.5% | 38.2% | 35          | 45.7% | 31.4% | 44            | 13.6% | 13.6% | 60           | 43.3% | 36.7% | 53.3%   |



# ACT Plus Writing and Dynamic Learning Maps Performance

|   | 2016-17       |                  |            |                 |             |                  |                |                     | 2017-18       |                  |            |                 |             |                  |                |                     |
|---|---------------|------------------|------------|-----------------|-------------|------------------|----------------|---------------------|---------------|------------------|------------|-----------------|-------------|------------------|----------------|---------------------|
|   | Student Count | Composite Score* | ELA Score* | ELA Proficiency | Math Score* | Math Proficiency | Science Score* | Science Proficiency | Student Count | Composite Score* | ELA Score* | ELA Proficiency | Math Score* | Math Proficiency | Science Score* | Science Proficiency |
| <b>All Students (Public and Choice)</b> |               |                  |            |                 |             |                  |                |                     |               |                  |            |                 |             |                  |                |                     |
| All Students                            | 66,624        | 20.0             | 18.3       | 39.1%           | 19.9        | 35.0%            | 20.4           | 31.1%               | 66,336        | 19.7             | 18.1       | 36.7%           | 19.8        | 33.8%            | 20.1           | 30.8%               |
| American Indian                         | 728           | 17.2             | 15.1       | 17.6%           | 17.1        | 13.2%            | 17.6           | 11.5%               | 719           | 17.2             | 15.1       | 17.2%           | 17.3        | 14.3%            | 17.7           | 14.3%               |
| Asian                                   | 2,398         | 19.9             | 18.5       | 38.2%           | 20.3        | 35.9%            | 20.3           | 28.1%               | 2,471         | 19.8             | 18.3       | 36.3%           | 20.4        | 36.3%            | 20.3           | 29.6%               |
| Black                                   | 6,264         | 15.5             | 13.7       | 9.7%            | 15.8        | 5.7%             | 15.9           | 4.5%                | 6,065         | 15.5             | 13.9       | 9.5%            | 15.8        | 5.6%             | 15.7           | 3.9%                |
| Hispanic                                | 6,859         | 17.1             | 15.6       | 20.2%           | 17.3        | 14.4%            | 17.6           | 12.3%               | 7,507         | 17.1             | 15.6       | 18.7%           | 17.3        | 14.3%            | 17.5           | 12.0%               |
| Pacific Islander                        | 60            | 19.2             | 17.8       | 33.3%           | 19.3        | 26.7%            | 19.1           | 26.7%               | 52            | 18.9             | 16.9       | 26.9%           | 18.9        | 32.7%            | 19.6           | 26.9%               |
| White                                   | 48,620        | 20.9             | 19.2       | 46.0%           | 20.8        | 42.2%            | 21.3           | 37.8%               | 47,581        | 20.6             | 18.9       | 43.4%           | 20.7        | 40.8%            | 21.0           | 37.7%               |
| Two or More                             | 1,632         | 19.9             | 18.2       | 37.1%           | 19.4        | 30.6%            | 20.2           | 28.1%               | 1,837         | 19.4             | 17.8       | 33.6%           | 19.2        | 27.7%            | 19.7           | 26.4%               |
| Unknown Race                            | 63            | 16.0             | 13.3       | 6.3%            | 16.1        | 6.3%             | 16.7           | 6.3%                | 104           | 21.2             | 18.6       | 43.3%           | 21.3        | 45.2%            | 21.2           | 41.3%               |
| English Language Learners               | 1,711         | 13.6             | 11.1       | 2.0%            | 15.0        | 2.5%             | 14.4           | 1.4%                | 2,265         | 14.2             | 11.8       | 2.3%            | 15.2        | 2.4%             | 15.0           | 1.5%                |
| English Proficient                      | 64,850        | 20.2             | 18.4       | 40.1%           | 20.0        | 35.9%            | 20.5           | 31.9%               | 63,978        | 19.9             | 18.3       | 37.9%           | 20.0        | 34.9%            | 20.3           | 31.9%               |
| Unknown ELL Status                      | 63            | 16.0             | 13.3       | 6.3%            | 16.1        | 6.3%             | 16.7           | 6.3%                | 93            | 21.2             | 18.6       | 45.2%           | 21.5        | 47.3%            | 21.3           | 44.1%               |
| Students with Disabilities              | 8,299         | 15.3             | 12.9       | 9.3%            | 15.7        | 6.3%             | 15.9           | 6.7%                | 8,340         | 15.2             | 12.2       | 8.6%            | 15.6        | 5.7%             | 16.0           | 7.1%                |
| Students without Disabilities           | 58,261        | 20.6             | 18.9       | 43.3%           | 20.4        | 39.1%            | 20.9           | 34.6%               | 57,892        | 20.3             | 18.7       | 40.7%           | 20.3        | 37.8%            | 20.6           | 34.2%               |
| Unknown Disability Status               | 64            | 15.9             | 13.2       | 6.3%            | 16.1        | 6.3%             | 16.6           | 6.3%                | 104           | 21.2             | 18.6       | 43.3%           | 21.3        | 45.2%            | 21.2           | 41.3%               |
| Economically Disadvantaged              | 21,819        | 17.1             | 15.2       | 18.0%           | 17.3        | 14.5%            | 17.6           | 12.9%               | 23,777        | 17.1             | 15.3       | 17.7%           | 17.3        | 14.6%            | 17.6           | 13.2%               |
| Not Economically Disadvantaged          | 44,742        | 21.3             | 19.6       | 49.4%           | 21.1        | 45.1%            | 21.6           | 40.0%               | 42,455        | 21.1             | 19.5       | 47.3%           | 21.1        | 44.5%            | 21.4           | 40.7%               |
| Unknown Economic Status                 | 63            | 16.0             | 13.3       | 6.3%            | 16.1        | 6.3%             | 16.7           | 6.3%                | 104           | 21.2             | 18.6       | 43.3%           | 21.3        | 45.2%            | 21.2           | 41.3%               |
| <b>Public School Students</b>           |               |                  |            |                 |             |                  |                |                     |               |                  |            |                 |             |                  |                |                     |
| All Students                            | 65,180        | 20.0             | 18.3       | 39.3%           | 20.0        | 35.4%            | 20.4           | 31.5%               | 64,646        | 19.8             | 18.1       | 37.0%           | 19.9        | 34.2%            | 20.2           | 31.3%               |
| American Indian                         | 723           | 17.2             | 15.1       | 17.4%           | 17.1        | 13.3%            | 17.6           | 11.6%               | 713           | 17.2             | 15.1       | 17.1%           | 17.3        | 14.4%            | 17.7           | 14.1%               |
| Asian                                   | 2,373         | 19.9             | 18.5       | 38.3%           | 20.3        | 35.9%            | 20.3           | 28.2%               | 2,420         | 19.9             | 18.3       | 36.5%           | 20.4        | 36.5%            | 20.3           | 29.9%               |
| Black                                   | 5,725         | 15.5             | 13.7       | 9.6%            | 15.8        | 5.6%             | 15.9           | 4.6%                | 5,488         | 15.4             | 13.7       | 9.3%            | 15.8        | 5.6%             | 15.6           | 4.1%                |
| Hispanic                                | 6,363         | 17.1             | 15.6       | 19.9%           | 17.3        | 14.4%            | 17.6           | 12.4%               | 6,884         | 17.0             | 15.5       | 18.4%           | 17.3        | 14.1%            | 17.5           | 12.1%               |
| Pacific Islander                        | 57            | 19.1             | 17.6       | 33.3%           | 19.3        | 26.3%            | 19.2           | 26.3%               | 52            | 18.9             | 16.9       | 26.9%           | 18.9        | 32.7%            | 19.6           | 26.9%               |
| White                                   | 48,280        | 20.9             | 19.1       | 45.9%           | 20.8        | 42.2%            | 21.3           | 37.8%               | 47,190        | 20.6             | 18.9       | 43.4%           | 20.7        | 40.8%            | 21.0           | 37.7%               |
| Two or More                             | 1,596         | 19.9             | 18.2       | 36.8%           | 19.4        | 30.7%            | 20.2           | 28.0%               | 1,795         | 19.4             | 17.8       | 33.6%           | 19.2        | 27.8%            | 19.7           | 26.7%               |
| Unknown Race                            | 63            | 16.0             | 13.3       | 6.3%            | 16.1        | 6.3%             | 16.7           | 6.3%                | 104           | 21.2             | 18.6       | 43.3%           | 21.3        | 45.2%            | 21.2           | 41.3%               |
| English Language Learners               | 1,655         | 13.6             | 11.1       | 2.1%            | 15.0        | 2.6%             | 14.4           | 1.5%                | 2,166         | 14.2             | 11.7       | 2.4%            | 15.1        | 2.4%             | 15.0           | 1.5%                |
| English Proficient                      | 63,462        | 20.2             | 18.5       | 40.4%           | 20.1        | 36.3%            | 20.6           | 32.3%               | 62,387        | 20.0             | 18.3       | 38.2%           | 20.0        | 35.3%            | 20.3           | 32.3%               |
| Unknown ELL Status                      | 63            | 16.0             | 13.3       | 6.3%            | 16.1        | 6.3%             | 16.7           | 6.3%                | 93            | 21.2             | 18.6       | 45.2%           | 21.5        | 47.3%            | 21.3           | 44.1%               |
| Students with Disabilities              | 8,268         | 15.3             | 12.9       | 9.3%            | 15.7        | 6.2%             | 15.9           | 6.7%                | 8,300         | 15.2             | 12.2       | 8.6%            | 15.6        | 5.7%             | 16.0           | 7.1%                |
| Students without Disabilities           | 56,848        | 20.6             | 19.0       | 43.8%           | 20.5        | 39.6%            | 21.0           | 35.1%               | 56,242        | 20.3             | 18.8       | 41.1%           | 20.4        | 38.4%            | 20.7           | 34.8%               |
| Unknown Disability Status               | 64            | 15.9             | 13.2       | 6.3%            | 16.1        | 6.3%             | 16.6           | 6.3%                | 104           | 21.2             | 18.6       | 43.3%           | 21.3        | 45.2%            | 21.2           | 41.3%               |
| Economically Disadvantaged              | 20,975        | 17.1             | 15.2       | 18.0%           | 17.3        | 14.6%            | 17.7           | 13.1%               | 22,681        | 17.1             | 15.3       | 17.6%           | 17.3        | 14.6%            | 17.6           | 13.3%               |
| Not Economically Disadvantaged          | 44,142        | 21.3             | 19.7       | 49.5%           | 21.2        | 45.3%            | 21.7           | 40.2%               | 41,861        | 21.1             | 19.5       | 47.5%           | 21.2        | 44.8%            | 21.5           | 41.0%               |
| Unknown Economic Status                 | 63            | 16.0             | 13.3       | 6.3%            | 16.1        | 6.3%             | 16.7           | 6.3%                | 104           | 21.2             | 18.6       | 43.3%           | 21.3        | 45.2%            | 21.2           | 41.3%               |
| <b>Choice School Students</b>           |               |                  |            |                 |             |                  |                |                     |               |                  |            |                 |             |                  |                |                     |
| All Students                            | 1,444         | 17.9             | 16.5       | 26.6%           | 17.8        | 19.0%            | 17.9           | 15.7%               | 1,690         | 17.9             | 16.9       | 25.8%           | 17.8        | 18.2%            | 18.0           | 14.9%               |
| American Indian                         | 5             | 19.2             | 19.0       | 40.0%           | 17.0        | 0.0%             | 20.4           | 0.0%                | 6             | 17.6             | 18.8       | 33.3%           | 15.8        | 0.0%             | 18.4           | 33.3%               |
| Asian                                   | 25            | 18.2             | 16.4       | 28.0%           | 19.3        | 40.0%            | 18.3           | 20.0%               | 51            | 17.6             | 16.1       | 23.5%           | 18.4        | 27.5%            | 18.5           | 17.6%               |
| Black                                   | 539           | 15.8             | 14.2       | 10.9%           | 16.2        | 6.7%             | 15.9           | 3.5%                | 577           | 16.1             | 15.0       | 10.9%           | 16.2        | 5.5%             | 16.1           | 2.6%                |
| Hispanic                                | 496           | 17.1             | 16.1       | 23.2%           | 17.2        | 14.1%            | 17.2           | 10.1%               | 623           | 17.3             | 16.5       | 22.8%           | 17.4        | 15.6%            | 17.5           | 10.6%               |
| Pacific Islander                        | 3             | 19.3             | 20.7       | 33.3%           | 19.3        | 33.3%            | 17.3           | 33.3%               | -             | -                | -          | -               | -           | -                | -              | -                   |
| White                                   | 340           | 21.9             | 20.5       | 53.5%           | 21.1        | 43.5%            | 21.8           | 41.5%               | 391           | 21.4             | 20.1       | 52.2%           | 20.7        | 39.9%            | 21.4           | 39.1%               |
| Two or More                             | 36            | 20.4             | 19.5       | 50.0%           | 19.3        | 27.8%            | 20.6           | 30.6%               | 42            | 18.8             | 18.1       | 31.0%           | 18.0        | 21.4%            | 18.1           | 14.3%               |
| Unknown Race                            | -             | -                | -          | -               | -           | -                | -              | -                   | -             | -                | -          | -               | -           | -                | -              | -                   |
| English Language Learner                | 56            | 13.9             | 11.6       | 0.0%            | 14.9        | 0.0%             | 14.7           | 0.0%                | 99            | 14.6             | 13.1       | 2.0%            | 15.5        | 2.0%             | 15.5           | 1.0%                |
| English Proficient                      | 1,388         | 18.0             | 16.7       | 27.7%           | 17.9        | 19.8%            | 18.0           | 16.4%               | 1,591         | 18.1             | 17.1       | 27.3%           | 18.0        | 19.2%            | 18.1           | 15.7%               |
| Unknown ELL Status                      | -             | -                | -          | -               | -           | -                | -              | -                   | -             | -                | -          | -               | -           | -                | -              | -                   |
| Students with Disabilities              | 31            | 15.9             | 13.3       | 3.2%            | 16.9        | 12.9%            | 16.7           | 6.5%                | 40            | 14.9             | 13.1       | 5.0%            | 15.4        | 0.0%             | 15.7           | 0.0%                |
| Students without Disabilities           | 1,413         | 17.9             | 16.6       | 27.1%           | 17.8        | 19.2%            | 17.9           | 15.9%               | 1,650         | 17.9             | 16.9       | 26.3%           | 17.9        | 18.7%            | 18.0           | 15.2%               |
| Unknown Disability Status               | -             | -                | -          | -               | -           | -                | -              | -                   | -             | -                | -          | -               | -           | -                | -              | -                   |
| Economically Disadvantaged              | 844           | 16.8             | 15.5       | 18.5%           | 16.9        | 12.1%            | 16.9           | 8.9%                | 1,096         | 17.1             | 16.1       | 20.7%           | 17.2        | 14.9%            | 17.3           | 18.4%               |
| Not Economically Disadvantaged          | 600           | 19.3             | 17.9       | 38.0%           | 19.0        | 28.8%            | 19.4           | 25.3%               | 594           | 19.2             | 18.2       | 35.2%           | 18.9        | 24.4%            | 19.2           | 23.9%               |
| Unknown Economic Status                 | -             | -                | -          | -               | -           | -                | -              | -                   | -             | -                | -          | -               | -           | -                | -              | -                   |

\*ACT "score" data includes only those students who participated in the spring statewide ACT administration.

ACT "proficiency" data includes students who participated in ACT, DLM, and 11th-graders who did not participate in the statewide assessment.



## Wisconsin 4<sup>th</sup> Grade Reading Results on the 2017 National Assessment of Educational Progress (NAEP)

### Main takeaways from the 2017 NAEP 4<sup>th</sup> grade reading exam:

- Wisconsin’s score was 220, below the national average of 222
- Wisconsin score statistically declined from 2015
- Wisconsin scores have been statistically flat since 1992
- Wisconsin ranked 34<sup>th</sup> nationally, compared to 25<sup>th</sup> in 2015
- All Wisconsin racial, economic status, and disability status sub-groups perform below the national average for that sub-group
- Wisconsin African-American students rank 49<sup>th</sup> among black students in the country and Wisconsin white students rank 41<sup>st</sup> (behind Alabama and Mississippi) among white students
- Wisconsin has a gap of 32 points between white and black students, the fifth largest in the country; this gap represents approximately 3 grade levels
- Wisconsin ranks 31<sup>st</sup> in the country for the percentage of students at proficient or advanced
- 35% of Wisconsin 4<sup>th</sup> graders score proficient or advanced, down from 37% in 2015
- 51.7% of Wisconsin 4<sup>th</sup> graders were proficient or advanced on the 2016-17 Wisconsin Forward exam, raising the question of whether Wisconsin is again starting to move away from the NAEP scale in scoring its own state tests
- Milwaukee is 25<sup>th</sup> of 26 national urban districts, with a 30 point white/black gap

### Proficiency Rates and Performance Gaps

Overall, 8% of Wisconsin 4<sup>th</sup> graders are advanced, 27% are proficient, 31% are basic, and 34% are below basic. Nationally, 9% of students are advanced, 27% are proficient, 31% are basic, and 32% are below basic.

|   |   |   |  |
|---|---|---|--|
| <b>Below Basic</b><br><i>Missing Basic Skills</i> | <b>Basic</b><br><i>Incomplete Mastery</i> | <b>Proficient</b><br><i>Solid Performance</i> | <b>Advanced</b><br><i>Superior Performance</i> |
|---|---|---|--|

National 4<sup>th</sup> Grade Reading 2017



Wisconsin 4<sup>th</sup> Grade Reading 2017





As is the case around the country, some student groups in Wisconsin perform better than others, though only English Language Learners outperform their national peer group. Several Wisconsin groups are contrasted below.

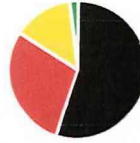
White Students



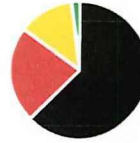
Asian Students



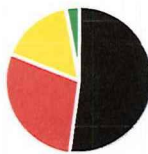
Hispanic Students



Black Students



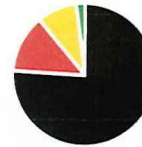
Low SES students



ELL

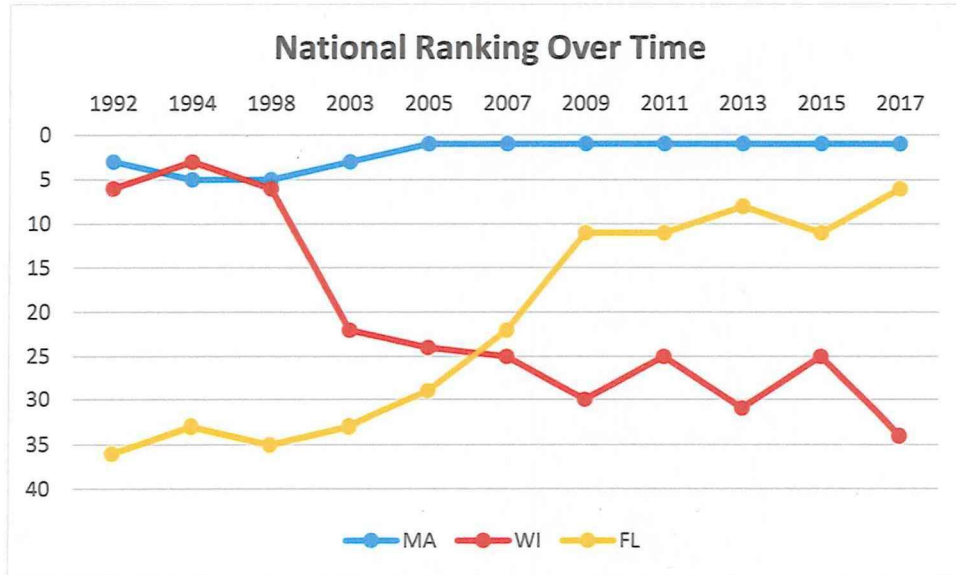


Students w/ Disability



Subgroups can be broken down by race, gender, economic status, and disability status. 41% of white students are proficient or advanced, versus 34% of Asian students, 16% of Hispanic students and 15% of African-American students. 37% of girls are proficient or advanced, compared to 33% of boys. Among students who do not qualify for a free or reduced lunch, 46% are proficient or advanced, while the rate is only 19% for those who qualify. Among students without disabilities, 39% are proficient or advanced, while students with disabilities continue to have the worst scores in Wisconsin. Only 11% of them are proficient or advanced, and a full 76% are below basic, indicating that they do not have the skills necessary to navigate print in school or daily life. It is important to remember that this group does *not* include students with severe cognitive disabilities.

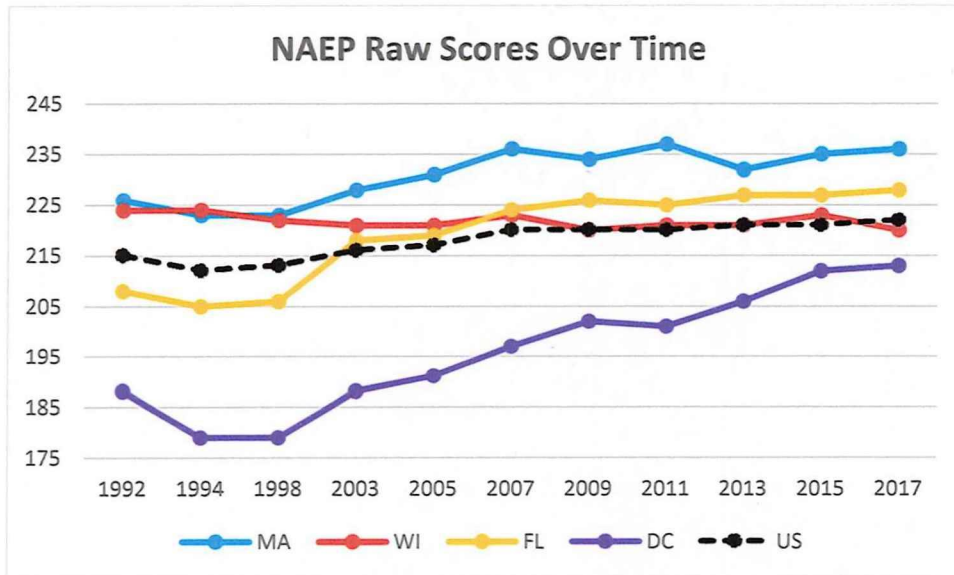
When looking at gaps between sub-groups, keep in mind that a difference of 10 points on the NAEP equals approximately one grade level in performance. Average scores for Wisconsin sub-groups, in descending order, range from 231 (not eligible for free/reduced lunch) to 226 (white students and students without disabilities), 223 (females), 222 (non-English Language Learners), 219 (Asian), 217 (males), 203 (eligible for free/reduced lunch), 201 (Hispanic), 194 (African-American), 191 (English Language Learners), and 177 (students with disabilities). There is a gap of more than three grade levels between white and black 4th graders, and almost five grade levels between 4<sup>th</sup> graders with and without disabilities.



### State Ranking Over Time

Wisconsin 4<sup>th</sup> graders rank 34<sup>th</sup> out of 52 jurisdictions that took the 2017 NAEP exam. In the past decade, our national ranking has seen some bumps up or down, but the overall trend since 1998 is a decline in Wisconsin's national ranking (we were 3<sup>rd</sup> in 1994). Our change in national ranking is entirely due to increases in scores in other jurisdictions that are passing us by. As noted on the next page, Wisconsin's own scores have been flat since 1992.





### Scores Viewed Over Time

The graph above shows NAEP raw scores over time. Wisconsin's 4<sup>th</sup> grade average score in 2017 is 220, which is statistically lower than 2015 and statistically unchanged from 1992. It is statistically lower than the current national score (222). The national score, as well as scores in Massachusetts, Florida, Washington, D.C., and other jurisdictions, have seen statistically significant increases since 1992, while Wisconsin has remained flat.

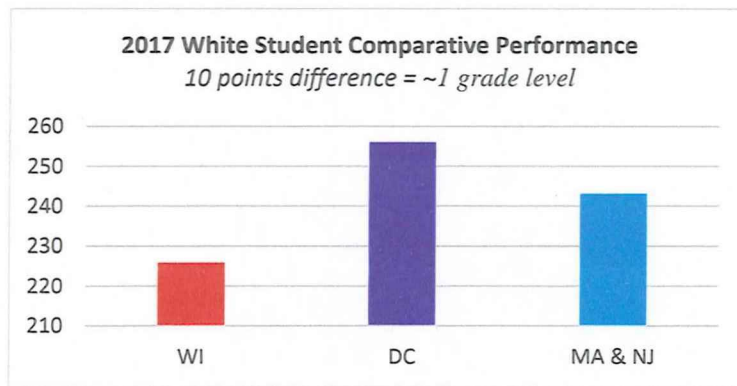
### The Positive Effect of Wisconsin Demographics

Compared to many other jurisdictions, Wisconsin has proportionately fewer students in the lower performing sub-groups (students of color, low-income students, etc.). This demographic reality allows our state to have a higher average score than another state with a greater proportion of students in the lower performing sub-groups, even if all or most of that state's sub-groups outperform their sub-group peers in Wisconsin. If we readjusted the NAEP scores to balance demographics between jurisdictions, Wisconsin would rank lower than 34<sup>th</sup> in the nation. When we did this demographic equalization analysis in 2009, Wisconsin dropped from 30<sup>th</sup> place to 43<sup>rd</sup> place nationally.

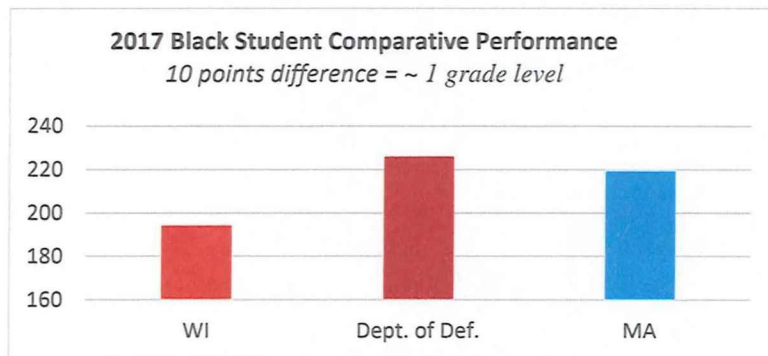
## Wisconsin Sub-Groups Compared to their National Peers

Robust clinical and brain research in reading has provided a roadmap to more effective teacher preparation and student instruction, but Wisconsin has not embraced this pathway with the same conviction and consistency as many other states. Where change has been most completely implemented, such as Massachusetts and Florida, the lowest students benefitted the most, but the higher students also made substantial gains. It is important that we come to grips with the fact that whatever is holding back reading achievement in Wisconsin is holding it back for everyone, not just poor or minority students. Disadvantaged students suffer more, but everyone is suffering, and the more carefully we look at the data, the more obvious that becomes.

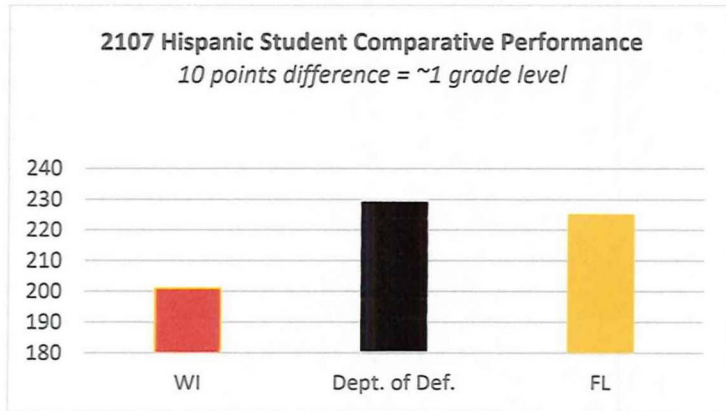
10 points difference on a NAEP score equals approximately one grade level. Comparing Wisconsin sub-groups to their highest performing peers around the country gives us an indication of the potential for better outcomes here.



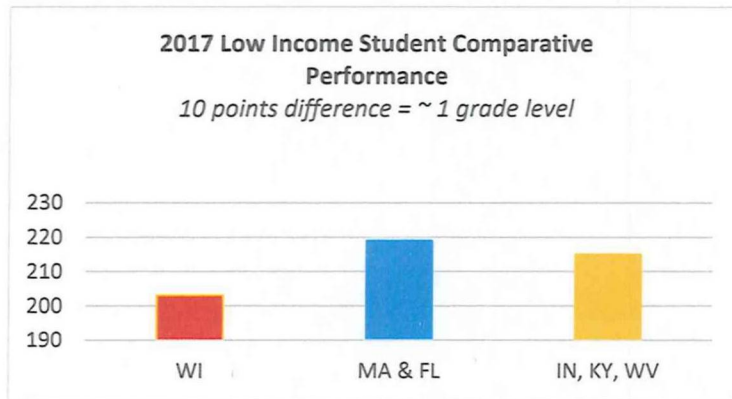
White students in Wisconsin (score 226) are approximately 3 years behind white students in Washington, D.C. (score 256), and 1.7 years behind white students in Massachusetts and New Jersey (score 243).



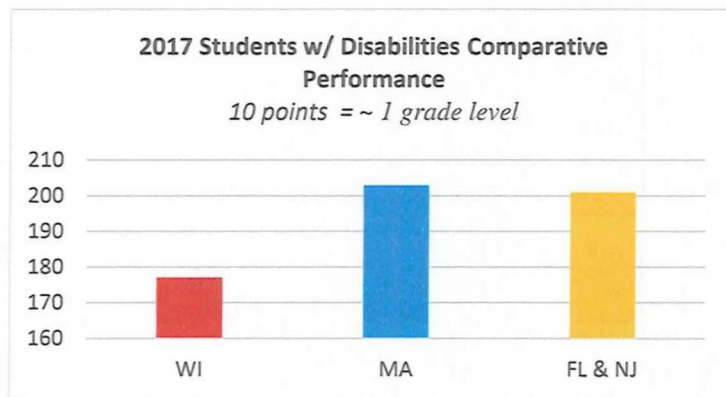
African-American students in Wisconsin (score 194) are more than 3 years behind African-American students in Department of Defense schools (score 226), and approximately 2.5 years behind African-American students in Massachusetts (score 219). They are nearly a year behind their peers in Alabama and Mississippi.



Hispanic students in Wisconsin (201) are almost 3 years behind their peers in Department of Defense schools (229) and about 2.4 years behind their peers in Florida (225).



Wisconsin students who qualify for free or reduced lunch (203) perform approximately 1.6 years behind similar students in Massachusetts and Florida (219) and 1.2 years behind those in Indiana, Kentucky, and West Virginia (215).



Wisconsin students with disabilities (177) perform approximately 2.6 years behind similar students in Massachusetts (203) and 2.4 years behind those in Florida and New Jersey (201).

tests in ELA, which includes English, reading and writing; mathematics; and science did so on Feb. 27.

A make-up day for those who missed regular testing was offered March 20.

Overall, the state’s public and private choice school students had a composite score of 19.7 on a scale of one to 36, down three-tenths of a point from 2016-17. On subtests for 2017-18, scores for all students were 18.1 in ELA, 19.8 in mathematics, and 20.1 in science. Those scores fall in the WSAS basic proficiency level. The 1,690

| Wisconsin’s ACT Performance Level Scale Score Ranges |             |       |            |          |
|--|-------------|-------|------------|----------|
|  | Below Basic | Basic | Proficient | Advanced |
| ELA  | 1-14        | 15-19 | 20-27      | 28-36    |
| Math   | 1-16        | 17-21 | 22-27      | 28-36    |
| Science  | 1-17        | 18-22 | 23-27      | 28-36    |

private school choice students who took ACT tests in 2017-18 posted small point gains from the prior year in ELA and science. Test score results tend to fluctuate more with smaller groups of students.

###

**NOTES:** Tables that provide additional information about WSAS performance follow. Information on public school performance is available by school and by district on the [WISEdash Public Portal, http://wisedash.dpi.wi.gov/](http://wisedash.dpi.wi.gov/). Data on the Milwaukee, Racine, and Wisconsin Parental Choice Programs can be found on the [Parental Choice Program data page, https://dpi.wi.gov/assessment/parental-choice-program/data](https://dpi.wi.gov/assessment/parental-choice-program/data). This news release is available electronically at <https://dpi.wi.gov/sites/default/files/news-release/dpinr2018-87.pdf>.

### Family Income for Choice Eligibility – 2017-18

Program Eligibility Based on Income for a Family of Four with Married Parents

| Federal Free Meals | Federal Reduced-Price Meals | Milwaukee Choice (MPCP) | Racine Choice (RPCP) | Statewide Choice (WPCP) |
|--------------------|-----------------------------|-------------------------|----------------------|-------------------------|
| \$31,980           | \$45,510                    | \$79,900                | \$79,900             | \$51,955                |

**NOTE:** For the Wisconsin Student Assessment System, public school students whose family income falls within the guidelines for free or reduced-price school meals are considered economically disadvantaged.



February 9, 2020

Dear Representative Thiesfeldt and Members of the Assembly Education Committee:

My name is Kathy Kline, and I live in Madison. I am urging you to support AB 603, AB 604, AB 632 and AB 635 to help improve the lives of Wisconsin children with dyslexia and their families.

My two children are elementary students in the Madison Metropolitan School District (MMSD). My son is in fourth grade and has struggled to read since kindergarten. He comes from a stable, two-parent family, and we have read to him daily since birth. He has an incredible vocabulary, and he comprehends what is read to him orally. But he could not decode words—he could not make any sense of words in print. And it frustrated him immensely.

Finally, the summer before third grade, we had him tested privately. We found out that he has dyslexia. We also found out that his school was not able to offer him the type of instruction that he needed. So I quit my job and started tutoring him at home—seven days a week, for 45 minutes to an hour—using a structured literacy program that explains how the English language works. When we started, he couldn't read words like "end" and "scrap." A year later, he is now almost a grade-level reader. This is currently what it takes to remediate a child with dyslexia when they are at least two grade levels behind in reading—time, money and parents who happen to realize that the reading program at school is not working for their child.

If my son had been screened in kindergarten for dyslexia and received appropriate early intervention, I likely would not have had to quit my job, which provided the health insurance benefits for my family and a pension for me. Our family wouldn't have had to spend thousands of dollars on reading curriculum, testing and lawyer fees for my son's countless IEP meetings. And my son would have been spared years of intense frustration and feelings of hopelessness.

Wisconsin ranks 34<sup>th</sup> in reading proficiency, and we should all find that unacceptable. In my school district, only 41% of our MMSD fourth graders scored as proficient readers on last year's Forward Exam. Not all struggling readers have dyslexia, but they all benefit from explicit instruction to understand how sounds in our language connect to letters in a word. Many Wisconsin schools aren't incorporating the decades of peer-reviewed scientific research on how our brains learn to read. As a result, many of the young people in Wisconsin are being disenfranchised because their public schools are not teaching them to be proficient readers. We need to change this with science-based reading instruction, well-trained teachers and an unwavering commitment to every child in this state becoming literate citizens.

Sincerely,



Kathleen S. Kline  
466 Clifden Drive  
Madison, WI 53711

Dear Representatives,

I am here today to be the voice for my 7 year old daughter Remiah. I noted tendencies of dyslexia in my daughter starting at 4 years old. Although I did not know at the time that this is what it was called. It began with word retrieval issues that eventually lead to reading struggles as she became school age. I took her to professionals seeking out help for her. I began with her primary care physician, who told me all kids learn differently and that she would eventually get it.

Once she began school I reached out to her teachers and her speech and language pathologist. Both mentioned that although they were concerned, she was a young kindergartner, and all kids learn at their own pace. She would eventually get it. All of these professionals recognized there was a problem, but none of them could quite put their finger on exactly what it was or how to help her. So they resorted to telling me that she would eventually get it.

In kindergarten I paid for our own private testing through a neuropsychologist at children's hospital who mentioned the possibility of dyslexia. However, they said Remiah was too young to diagnose. They diagnosed her with no specific learning disability. This non-diagnosis cost us more than \$4,000, not including our missed time from work and travel.

In first grade her teacher was concerned with her struggles in reading and recommended she be tested by the school for a learning disability. I readily accepted the offer in hopes to find answers to best help my child. Once again she was found to have no learning disability, but the LD teacher mentioned the possibility of dyslexia. She then followed up by the letting me know that our school does not test for dyslexia.

As we enter 2<sup>nd</sup> grade my daughter is far below grade level in reading. I am convinced my daughter is dyslexic but children's hospital neuropsychology told me they will not test for dyslexia until the end of second grade. I am put on a waiting list. Frustrated by my inability to get a diagnosis or dyslexia appropriate help for my daughter by the school, I began to search for an Orton Gillingham tutor. I found this to be a very difficult task. The ones I found were both too far from my home and way more than I could afford. I was able to find a private Barton tutor about 30 minutes from my home that was more affordable. We began two days a week working with a Barton tutor. I also began researching other places that can test for dyslexia that could get us in sooner than Children's hospital. I found a new clinic that was willing to test her. Finally, in January of 2020 midway through second grade we have our diagnosis. Three and a half years after I began my search of what I can do to help my daughter.

And so now we sit. Finally, a diagnosis of dyslexia, but a school with no dyslexia professionals, trained teachers or programs to help her. We are left with a mountain of medical bills to pay

off between the two clinics it took to get a diagnosis. We balance our budget each month to figure in paying for private tutors.

My daughter has had to back down from after school sports and activities she enjoyed. Twice a week when she's done with school, she still has another hour of learning to go to two days a week. An hour of learning that takes 30 minutes to get to and another 30 minutes to get back home. This adds 2 hours onto her day. She's 7. This is asking a lot of a 7 year old child. It's asked of her because we have a school that has no idea what to do with a dyslexic child.

If these laws had been in place for my daughter 3 years ago, my daughter would have had teachers trained in dyslexia awareness, trained to identify and address children with dyslexia. She would have had teacher's trained in advance structured literacy, giving my daughter a chance of learning to read in a way that has been proven to work for dyslexic children. She would have had a *dyslexia specialist in her district to be a support to her teachers on how to best help her*. My daughter would have had a chance rather than just crossing our fingers and hoping she would eventually just get it.

Senators, I am here today to ask that you give incoming kindergarteners a chance that my daughter was not given. It's also not too late for my daughter. She's only 7, so early in her school career, and she is SO smart. I'm asking that you give her a chance to receive the free and **appropriate** education that this country promises its citizens. As of right now she is not offered the appropriate reading education a dyslexic child deserves.

Thank you for taking the time to consider my daughter's needs today. I encourage you to pass all 4 of these laws being presented in the dyslexia package this afternoon to better help the 1 in 5 dyslexic students going through the public school systems in our state.

Sincerely,

Rachel Koefel

930 Shepherds Dr

West Bend, WI 53090

To: Representative Thiesfeldt, Chair  
Members, Assembly Education Committee

From: Kathy Champeau, WSRA Legislative Committee Chair  
Deborah Cromer, WSRA President

Date: Wednesday, February 12, 2020

Re: Opposition to AB 635: Requiring CESAS to employ a dyslexia specialist.

The Wisconsin State Reading Association's mission focuses on developing expertise to help all children achieve high levels of literacy. Because overseeing reading demands a depth and breadth of knowledge, WSRA does not support AB 635. The proposed legislation clearly excludes a licensed reading specialist who has a depth and breadth of literacy knowledge, including experience teaching children with reading difficulties from holding this position. This experience includes dyslexia. Reading instruction requires that teachers need to know how to create the conditions for children to learn all of the dimensions of reading as well as how to be responsive to individual differences. This is why teaching and learning licensure is critical. A school psychologist and a speech and language pathologist are not required by licensure and training to hold a reading specialist license nor a teaching and learning license.

Children who experience reading difficulties exhibit varied individual profiles. There are many factors that impact their learning and knowledge of these factors are critical to successfully teaching children who have difficulties. Reading specialists and reading teachers, by licensure, need to understand the complexities of literacy learning and how to meet individual student needs. They not only have critical reading backgrounds but also are licensed teachers with knowledge of pedagogy including the many factors that impact learning, including dramatic variation in contexts of teaching and learning and in student populations in challenging classrooms or school conditions. Reading specialists hold administrative licenses and their backgrounds include knowledge of literacy research. WSRA wonders why professionals with reading expertise, teaching and learning would be excluded from this position by law.

Wisconsin Statute 118.015 requires each district to have a reading specialist whose responsibilities include: developing and implementing a K-12 reading curriculum; acting as a resource person to classroom teachers; work with administrators to support and implement the reading curriculum; conduct an annual evaluation of the reading curriculum; and coordinate the reading curriculum with other reading programs and other support services within the school district in grade K through 12. In other words, a district reading specialist must have a depth and breadth of knowledge to understand the complexities of literacy learning K-12. This position requires time and resources to successfully carry out these responsibilities.

A reading specialist also holds a reading teacher license. A reading teacher must demonstrate the following:

- (a) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.
- (b) Two years of successful regular classroom teaching experience.
- (c) Proficiency in the teaching of reading that includes a clinical program teaching reading in all of the



following:

1. Developmental reading for pupils in the early childhood through adolescent level.
2. Assessment and instructional techniques for readers with special needs.
3. Language development.
4. Learning disabilities.
5. Content area reading.
6. Literature for children or adolescents.

Questions to consider:

1. What are the related conditions that AB 635 is referring to under 116.03 (c)?
2. What specific scientific interventions and treatments does this law refer to and what are the research studies to prove their efficacy for all students identified as having dyslexia?
3. The term multisensory is used in this law. What specifically constitutes multisensory approaches and what is the research that shows the efficacy of the multisensory approaches this bill refers to?
4. In section 116.03 (b) what specifically does the legislation mean by screening, identifying and treating dyslexia? Because many reading teachers do teach and provide effective methodologies to children who are dyslexic, does that mean that somehow their license and the extensive training they receive does not qualify them for teaching children who have significant difficulties?

Suggestions:

1. The NAEP and the Forward exams are frequently used by some to indicate that all Wisconsin schools are deficient in meeting the needs of their students. The results are publicly available. WSRA suggests that to better understand the complexity of literacy learning and services in Wisconsin, further data collection would be informative:
  - a. It would be helpful if we studied and collected data around the students in public schools receiving help from dyslexia clinics around the state. The screening scores at grade levels 4K – 2<sup>nd</sup> grade could be collected as well as their 3<sup>rd</sup> through 8<sup>th</sup> grade scores on the Forward Exam. This would give us a more in depth and longitudinal look at the levels of proficiency of these students.
  - b. For decades, many special education teachers have used the Orton-Gillingham program to teach students with specific learning disabilities. A research study to determine how well these students are doing on the state reading test would be informative. This could be an ongoing longitudinal study. It would be important to document their adaptations and the conditions of their test taking environment.
  - c. The conditions for instruction could be documented. How many students receive the gold standard of one on one intervention, how often and for how long? These are important variables in instruction. If students in dyslexia clinics are serviced in group settings, how many students are in a group?
  - d. The NAEP is a test of complex comprehension. It would be helpful to understand how dyslexia clinics address complex comprehension in their approach.

To: Representative Thiesfeldt, Chair  
Members, Assembly Education Committee

From: Kathy Champeau, WSRA Legislative Committee Chair  
Deborah Cromer, WSRA President

Date: Wednesday, February 12, 2020

Re: Opposition to Assembly Bill 632: Modifying Reading Readiness Assessments

Thank you for the opportunity to speak today and for the opportunity to address 2019 AB 632 about literacy screening and assessment. As representatives of the Wisconsin State Reading Association (WSRA) we share the common goal of improving literacy learning for Wisconsin students. With this goal in mind, WSRA opposes AB 632 that in essence mandates a particular screener for reading difficulties and/or severely limits the choices for Wisconsin students in 4K-second grade without any appreciable gain. Our concerns with the legislation as proposed:

- During the past eight years the legislature has modified the early literacy screening assessment twice, and this legislation proposes to modify it for a third time.
- Does not take into account the expertise of local school districts, the decisions they have already made, and the time and resources they have expended to develop knowledge around the screeners they have already chosen and utilized over the past several years.
- Disrupts the longitudinal data schools have been collecting to establish trends and inform decision-making.
- Replaces local expertise of school districts and establishes a new state mandate in both policy and procurement criteria.
- The new procurement criteria further restrict the choice of screeners. Identifying how many vendors exist today that could meet these new criteria might be beneficial for the Committee to understand. The concern is that one vendor or only a very few meet the new criteria. Further, under current legislation, there is nothing preventing local school districts from selecting the type of screener this state legislation would mandate.
- A review of the literature finds a scarcity of evidence supporting the remediation of naming speed. Studies that have trained children with slow naming speed found short term gains that were not sustained over time (Kirby, et al. 2010 ). Thus, there remains significant doubt as to whether it is possible to increase naming speed; even if it were possible, it is unknown whether such gain would result in long term improved reading performance. (Norman & Wolf, 2012.)
- This new type of instrument yields little if any additional instructional value for teachers – meaning teachers will be unable to use the results of the new criteria to plan instruction. Instructional value must be a primary goal of assessment. (Elliott & Gregorenko, 2014; Scanlon & Vellutino 1996, 1997; Georgiou, Parrila, Manolitsis, and Kirby, 2011.)
- Peer reviewed studies support that phonemic awareness and letter knowledge continue to be the most reliable predictors for reading success. The constructs proposed in this legislation are arguably less potent measures and in the specific case of naming speed, instructionally meaningless, especially for preschool and kindergarten aged children. Given the consistent

reliability of phonemic awareness and letter knowledge, it is unnecessary to add additional measures that are costly, time consuming, and possess little educative value.

- Studies show a focus on building vocabulary alone is insufficient for improving later outcomes not only in literacy but in oral language. A vocabulary screener could erroneously be assessing language difference and not language disorder.
- The USDOE in their 2015 Testing Action Plan reported that we should not be relying too much on test results to judge students, teachers or schools, stating: "Assessments provide critical information about student learning, but no single assessment should ever be the sole factor in making an educational decision about a student, an educator, or a school." In this report the USDOE states that critical information from actual student performance in the classroom is needed. An overemphasis on screeners as the most important tool for identifying children that struggle is not supported by research.
- Teachers can identify those students who are experiencing reading difficulties. What is needed are adequate resources for school districts to continue to improve professional literacy learning, particularly in light of lifetime licenses, revision of FoRT requirements for SPED teachers, and the expansion of licenses to K-9.
- Districts need adequate resources to hire more reading teachers instead of what some districts struggle with, a forced choice of reducing class size at the expense of reading teachers/specialists.
- Privacy regarding voluntary collection of sensitive family data is a concern as there are unique family histories and situations. The reliability of the data collected is at question as is how this data will help instruct the individual child.

#### Questions to consider:

1. What outcomes does this legislation seek to achieve, and is there evidence to support achieving those goals?
2. Which vendor(s) existing in the marketplace today can meet the newly proposed criteria?
3. There are other predictors of reading achievement including concepts about print, writing one's name, and oral language. How and why were the criteria in this proposed legislation selected?
4. Bilingual learners are overrepresented in special education: How will that be addressed? How will schools assess bilingual learners with these measures and what will results indicate for potential reading disabilities for bilingual learners?
5. Cultural bias in testing is a real concern for assessing minority groups. Is there potential for cultural bias in a picture-naming test? Which populations might be put further at risk?
6. How does this new legislation consider the concerns raised by the U.S. Department of Education that there is too much needless testing, too much redundancy in testing, too much emphasis placed on a single test, and too much instructional time lost to testing?
7. If assessment is to be valuable to meet the individual needs of students, then classroom teachers need to be the instrument of such assessment to inform their daily expert decision-making for children. How would this new screening criteria accomplish that?
8. What would be the privacy considerations that need to be in place for collection of any family histories of learning difficulties, voluntary or otherwise, and how would this information be

used? What kind of information would be collected, anecdotal or formal documentation? Does it change the instructional implications for a child with reading difficulties?

9. Does the new licensure change which expands teacher certification to span grades kindergarten through ninth grade teachers benefit first graders where literacy learning is so critical? Does this new licensure expansion help teachers know more about literacy instruction in the primary grades?
10. At which grade levels do students have access to highly qualified, licensed reading teachers in school districts? School districts are often faced with the hard decision of, do they raise class size and hire reading teachers or do they keep class size manageable and hire a classroom teacher instead? WSRA members have heard of many stories where this forced choice is the norm.
11. At which schools do classroom teachers, paraprofessionals, and volunteers act as reading interventionists because districts do not have the resources available to hire reading teachers?
12. Which districts allocate enough resources, time and money, to have continued professional literacy learning opportunities for their teachers across the grade levels to expand expertise for the diverse needs of their students? What happens when districts don't provide for continued learning in literacy?
13. In a state where teacher shortages have been cited for the need to change licensure requirements, once we have identified students at risk of reading difficulties, do we have enough highly qualified reading teachers and reading specialists to service our Wisconsin students across the grade levels, but particularly in primary grades? It is not unusual for schools who do not qualify for Title 1 funding to have limited or no reading teachers or reading specialists working with children with reading difficulties. Even Title I schools may not have reading teachers.

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Dear Members of the Committee on Education,

First, I'd like to thank you for taking the time to read my testimony. It expresses the need for and importance of AB 604 and AB 635, and why I support them. A dyslexia specialist and programs to identify and address pupils with dyslexia could have made a difference for our son. The dyslexia characteristics my son portrayed were undeniable. Or so they would have been to someone knowledgeable on dyslexia and knew what to look for when it came to characteristics. Had we known 7 years ago at the beginning of our son's school career, what we know now, I'd be telling a different story. As a parent, you always fear the unknown. The fear of not knowing 'why' turned into a nightmare. This letter is our story, my son's story, simplified.

Our son is 12, in the 6<sup>th</sup> grade and he reads at a 2nd-grade level. Two years ago, we received a diagnosis of severe dyslexia. The road we've traveled has been tough. He knows he's behind his peers. His struggles were profound in Kindergarten. As his classmates learned their alphabet, the sounds each letter made he wasn't even able to recall the letters or their sounds. Regardless of the suggestions made by the school and practice, we put in; things weren't clicking. School has never been easy for him. He's always struggled. Unfortunately, rather than addressing the reason or why he didn't progress, we were often met with "he's a boy", "he'll get there", "he's not far enough behind", "there's no reason for concern at this time", "he's not trying hard enough", "boys are slower learners", or "your son is his own roadblock". Those phrases will forever haunt me because there were, in fact, reasons for concern. The impact those comments have played in our son's learning, confidence, emotions, social skills, and independence is upsetting.

If it was up to the school, our son's learning difference never would have been properly addressed. He would have continued to live the harsh reality of undiagnosed dyslexia. We're still dealing with the repercussion of not addressing his learning difference when the school first told us that he wasn't progressing like his classmates. Dyslexia was never mentioned by the district. My husband and I came across dyslexia by determination, persistence and a lot of self-education. We wanted to figure out 'why' our son couldn't learn or make any progress in school. When we mentioned our thoughts of dyslexia to the school (principal, classroom, school psychologist and Assistant Director of Special Ed for our district) that we were having our son evaluated, there was no support. All we received was a simple response of "We don't recognize dyslexia." A dyslexia specialist and screening could have prevented this. Our son's story would be different if acknowledged early. My son suffers emotionally, has anxiety, low self-confidence and is 4 years behind his peers. My hope for others is that early identification happens, a specialist is available to assist families/schools and that dyslexia is addressed in school. I don't want others to go through the hell we have experienced.

My son currently sees a private tutor. Thankfully, by implementing proper instruction following the science of reading, he's making progress. Progress is slow, but it is progress, something he wasn't making prior. A learning difference should not escalate into a disability. We can avoid that from happening by supporting both AB 604 and AB 635. The past, present, and future all deserve this. Let's change the way this story ends. I ask you to please support these bills.

A mother who holds on to hope for the future,

Nicole Van Ooyen  
1041 W Glendale Ave  
Appleton, WI 54914  
920-680-1710

To whom it may concern,

I am sending my testimony to show a need for the services provided in the bills AB 603, AB 604, AB 632 and AB 635. I hope you approve these, especially 604 which regards to identifying and implementing programs to help kids with dyslexia and AB 635 which requires each CESA to deploy a dyslexia specialist. Here is our experience thus far as parents of a 6yo who is likely dyslexic. My son is a first grader. He is a summer baby and in WI that means he is either started on time and young for his class or held back and made to be the oldest. As he is quite tall and perfectly mature for his age, we trusted the school to be able to provide education sufficient for all children who were meant to be in that class while knowing some would be a full year older, maybe more if they were also held back. What we found was we are still questioning ourselves in this second year of actual school- should we have him repeat a grade? Should we provide extra tutoring? What are the areas he is struggling in? We have asked the school for this information and as you will see, this is very limited.

The public school he is in is a "choice" school and my son has received Tier 2 interventions in reading since K. Overall, we have seen him "making progress" on all report cards or still at "limited progress" for most areas. Recently, we have noted a familial link regarding dyslexia and saw that our child was very likely dyslexic, or showing signs enough to prompt us to figure out how to test for it and assess his skills/needs. Things that I would figure out through a variety of resources as red flags were pushing us to move forward in assessing. I thought, as a parent, the school district screened kids for dyslexia in school, and was told this is not the case. I had asked his teacher and reading teacher, very explicitly, multiple times throughout K and 1<sup>st</sup> grade if they had any concern that he may be dyslexic. Again, no screening was done thus he was never identified as possibly dyslexic. The only answer I was given was "we encourage you to talk to your pediatrician." Had we had a dyslexia specialist in our region (4) I feel I would be much more supported in this journey. Our primary care provider did not know where or how to go about testing for dyslexia and eventually found that we have a learning and development center in our healthcare organization. To assess for and diagnose dyslexia, we may need to pay \$1000 here to providers that should be covered by medical insurance, but are not, on a year and a half wait list. Tutoring is also not covered (through the learning center at my healthcare organization) and a list of "testing professionals" led us to another private place in our area. Schoolhouse Tutoring can assess our son for \$1200 including behavior issues as well as learning disorders. They can write up an official diagnosis as well if we wish, to help support an IEP or legal rights in his future. Private tutors and moms who have kids with learning disabilities have been our greatest supports thus far, but I should not have to pay privately for my child to receive an education that children without learning disorders can achieve in any classroom. Our concerns were confirmed with a cognitive skills assessment (\$150) we had done at a private place called Natural Learning Solutions, which showed huge gaps (1y 8m) for our kid in his word attack and phonics skills as well as auditory processing. In my short 4 months of understanding dyslexia and school support, I have come to know that a diagnosis by a medical professional does not translate directly into services provided by the school. The school also does not have to accept any diagnosis we obtain, thus, we may end up spending a lot of money on something that really means nothing to the school. Unless the school does their own assessment, they can't, for example, just provide my son Orton-Gillingham based instruction, even though it is the absolute best for dyslexic kiddos. In addition, he has many needs in learning that stem from not forming his baseline of literacy, likely due to dyslexia and the way in which his classes were taught. If only a program was developed that was specific for children with dyslexia to learn their best...All through K the focus was on sight words and the ABC's. To me, a person needs to know the ABC's well before jumping to words, and the whole-language based approach is not helpful for most kids as we see the decline of reading abilities in our WI kids. A dyslexia specialist in each district should help create the foundation, those programs and instructional resources, from which students learn, knowing what happens when support is not given the right way in the very early years.

Now, as a parent, I trust the school can assist us in our needs here. I also know the earlier one is provided support in learning, the better the outcome. Technically, we are probably a year behind in support. I brought the screening results to the school and asked to talk to a school psychologist as well so we could start, what I thought, would be an assessment done by the school. When I brought my concerns to school, noting that the screening test we did, the signs we see, and the support he is getting at school coupled with his STAR assessment (which "all first grade teachers have chosen to disregard here at our school" – he landed in the severe intervention category),

the discussion with teachers and school psychologist resoundingly reflected that "he'll probably grow out of it," "he just needs to focus," "he's not bad enough" and "we don't assess all kids or everyone would have a need." I repeatedly asked how they know where my son's needs are, and was met with blank, cold stares and basically told he won't qualify for special education, because he is doing "ok enough, though still at least 6 months behind his peers" so we don't assess unless he is failing and needs 2 tier 3, more intense, interventions, and he won't be provided those interventions because he is making some progress. As a parent, I also know I am not comfortable waiting to see if he grows out of it; the assessment via the school is my right to request, and a perfect opportunity to capture his abilities-whether he is lacking anywhere (and set up ways for the school to support him, for us to help at home) or is really doing just fine. In my, small, non-educational focused nurse mind, if there is a problem, you find the root cause and treat all aspects, you don't just fix the broken bone of a dehydrated diabetic, you fix the dehydration, the low blood sugar, and the broken bone. I just do not understand how I can have this concern, that could affect EVERY aspect of my child's future, and have absolutely no resources in the school I am at. I am lucky to have family who works in the education field and can help support me on this journey, as well as resources noted below that I found on my own.

I was encouraged by the Decoding Dyslexia WI page to talk to the DPI rep for my area who was more than helpful and connected me to the district head of student services (over the special education dept) who again was more than happy to help me and made things very simple. He made it clear to the school psychologist that this is indeed an assessment they must provide and that I was requesting from the school a comprehensive evaluation of my child's needs as a learner. I thought things would go smoothly after asking for this assessment and having his help, but they did not. Nothing is easy as a parent who is educated on some, but not all of the needs our kiddos have. I can only imagine the struggles of kids who do not have a parent like me to question things. I was asked by the school psychologist, after I sent in a official referral request letter (which she at first, again, blew off) as guided by Decoding Dyslexia WI advocates, for exactly which areas I needed him to be tested in-OT, Speech, etc-what are the concerns that validate each therapy? I was cold-called in the end of a workday with two people on speakerphone trying to assess my request. Mind you, this was the point of the meeting I had set up the week prior, to talk about our needs and what I assumed would be a plan to move forward with assessment. I felt distraught, crazy, like I was making things up at this point because the red flags that seem so obvious to us, were not listened to by the staff when I did share them, they also were not reflected with teachers until I mentioned them, and it became clear the teachers truly have ZERO knowledge of dyslexia! They couldn't answer me on whether they thought he was dyslexic or not because they do not know anything about it! WHAT! How do we have college educated teachers who know nothing about learning disorders? This proves a clear need for a dyslexia expert in each region, who is accessible by all parents and oversees the screening of all children for potential learning disabilities. All children should also be screened, with an actual screening tool (it is my understanding the "screening" does not have to be an actual test of any sort), and supported accordingly. My son is in the 10-25% of learners and this is apparently the hardest age to figure out whether they do grow out of issues or whether there are greater needs. Not once was an assessment discussed, progress made known to us as parents in the intervention he was getting, or ideas to improve his weak areas at home, because they do not know his weak areas! We struggle every, single, day to manage the 5 page reading assignment he has consisting of short, repetitive words a kid his age should know. We watch him excel in so many areas, only to come crashing down the second he needs to do something he is likely truly unable to do. Here we sit, a month into the official "request for assessment process" and will be waiting for likely a full 60 days to receive assessment results, coordinated by the person we have been instructed to trust and use as a resource and confidant for this entire situation, the school psychologist who has blown off every word thus far. I have come to understand she is struggling to understand this request as it is not typical that red flags are raised at home and not as much at school (while school does agree once I bring them up, but only if I do and also point out the connection to dyslexia). I have come to learn this is very typical of dyslexia families. Without pushing the issue, my child would absolutely fall behind, and many in his class will likely as well if none of their parents push for this.

Now, imagine my experience had the school noted in K that my child was amazingly creative but potentially dyslexic, that they screened him routinely in November, for example and it showed he was indeed lacking skills that are common in dyslexics like phonemic awareness. Then, they told us things we saw on the screener we just paid \$150 for. On top of that, they explained it all well and offered resources for us to use to help

him at home and in our future. Instead, we fight, day by day, because the world of education is apparently an us (parents) against them (school) situation where we need to try to educate ourselves with resources only some are able to find.

Please, for the love of my sanity and the future of all children, pass these bills. It seems much easier to do that than retrain all educators and change college curriculum to bring more awareness in this area!

Thank you,

Gabby Hansen



January 21, 2020

Dear Representatives:

I am here today to give testimony in support to AB603, AB604, AB632 and AB635. I have a 10-year son who was going into the 5<sup>th</sup> grade at a public school in Door County, and he was only reading at a pre-kindergarten reading level, despite the schools offered interventions. I feel the school was not supporting my son in the best capacity to meet his needs. Like the saying goes, "you can't help what you don't know." Dyslexia is a learning-based disability, and our educators, administrators and school boards need access to resources for our children I feel AB604, AB632 and AB635 will be a great step in providing a resource.

This school year 2019-2020; I made the decision to pull my son from the public education system and relocate him to Illinois for private tutoring. The program we had enrolled him in was \$19,000 for an 8-week intervention. My son grew 1 grade level in 8 weeks, I repeat 1 grade levels in 8 weeks. We then were blessed to receive a partial scholarship through the same program for another 19 weeks. We were traveling back and forth from Door County to North Illinois weekly. He has finished the scholarship term and will finish at a 3<sup>rd</sup> grade reading level. He still needs continued support to continue the growth, so we are hoping the school district will work with us after they have seen the positive impact this has on his growth. Many people have asked me if the amount of money and time away from home was worth it. To that I say; what if you couldn't read a menu at a restaurant, drive a car because you couldn't read the road signs, play your favorite video game because it had instructions on screen that you couldn't read? What if you were afraid of sleepovers and playdates because your friends could do things you couldn't? What if you were so depressed because you felt stupid and useless? Now what if that was your child, what would you give up helping them? Yes, it was all worth it. I have seen firsthand what an effective reading instruction, that meets the needs of a struggling reader can do. My son's mental health has improved along with his ability to read.

My son was diagnosed with dyslexia in the 1<sup>st</sup> grade from an outside source, but he had signs way before we received the medical diagnosis. AB632 would help schools identify reading readiness in young readers, it can help identify students who do not have the four pre-reading and reading skills necessary for reading growth. Once identified the child could receive proper instruction early so the potential of failure is minimal to none. I have been working very closely with my school board and student learning committee. They have begun to make great steps forward in helping kids like my son and many others, which is why I fully support AB604.

With the current State of Wisconsin reading crisis, we need to move forward and help to identify, address, and intervene quickly and effectively to help all children meet their potential.

Thank you so much for your time,

Kari Baumann

2231 County Q Baileys Harbor Wi 54202

Gibraltar School District

Kari8292@gmail.com

February 12, 2020

Good afternoon, Chairman Thiesfeldt and members of the Assembly Education Committee:

There is a quote taken from a novel by Rita Mae Brown (but often attributed to Einstein) that goes something like this: *"Insanity is doing the same thing over and over again and expecting different results."* From where I sit, that is the current state of literacy in Wisconsin. Insanity. Dyslexia and related reading struggle have been in my family tree for GENERATIONS. It truly saddens me that some in my family never did learn to read and write proficiently, and have suffered the long term effects of that including anxiety and depression, poverty, under- or unemployment, and substance abuse, even though they were/are still successful in their own ways. And others, like two of my five children -- who may be less severe cases, but still suffer believing they aren't "smart enough, because they can't read, spell or write fluently" -- have learned to compensate despite the lack of identification, remediation, and ongoing support from their public schools. Something has got to change.

Our public education system is a public trust. Parents, like me, feel betrayed and under-represented. It has been implied by schools in which our children are enrolled that it is largely our fault that our kids can't read proficiently. That we didn't read to them enough, that our environment isn't literature rich enough, or we aren't involved enough. But when we do get involved -- when we approach teachers, administrators, and school boards with our concerns -- we are told we need to trust the experts and the professionals. When will our concerns be taken seriously? When will the insanity stop? At the very least we -- all parents, regardless of education, status, income or ability -- need to be able to trust that our children will learn to read. Reading is the one subject that has decades of research from a variety of disciplines from cognitive and neuroscience to psychology that shows us explicitly how and what to teach to help children be successful, but rarely does the evidence make it into the classroom. We know reading is essential to EVERYTHING we do, and yet, as we have seen and heard repeatedly from multiple sources, 60% of our fourth graders STILL cannot read proficiently, including my own children and many of the children and families represented here today! For generations schools have tried the same things, or variations of the same things. It's not working. It didn't work for my grandfather's generation, and it is not working for my children.

I have been here from the beginning. I sat in the very first Legislative Study Committee that was formed to address dyslexia and was there when ACT 86 was signed by the Governor last week. I have spoken to many of you personally, and others have received emails and phone calls from me over the years. The thing I hear repeatedly is that this issue is complicated, that we need to be more involved locally, and that the bills are not "good enough." I understand that this feels complicated, but anything worth doing is never easy. Doing something about improving literacy in Wisconsin is the RIGHT THING TO DO, even if it is complicated and less than perfect. I continue to encourage you to do what we can to make legislation better and keep this conversation going! I am in support of the following bills, believing they will significantly improve reading proficiency throughout our state for this generation and generations to come:

**AB 603** related to the publishing of the Foundation of Reading Test scores. Recently an Open Records request released the results of hundreds of FoRT scores. While the results were largely discouraging, I am a proponent of the FoRT because we need high standards for our teachers. We do not expect a

doctor or a lawyer who fails their qualifying exam to be able to practice. The same should be true of our teachers. Publishing the results holds our Teacher Education Programs accountable for the knowledge base they are teaching to our pre-service teachers and should be an instructive tool for constant reflection and growth as a program devoted to teaching the foundational skills for effective teaching of Reading.

**AB 604** related to each school board developing or adopting a program to identify and address students with dyslexia. I believe it is imperative for each school board to take the work of identification and intervention of students with dyslexia and other reading struggles seriously. This one bill alone could change the trajectory for our State in years to come and help end generational poverty and underemployment due to poor reading skills. It's time.

**AB 632** related to assessments to evaluate reading readiness is critical to identify students who struggle with the phonological components or automatic processing of language from an early age. Screening is a necessary first step in remediating reading struggle; and we know that the earlier we can intervene, the better our success.

**AB 635** related to each CESA hiring a Dyslexia Specialist. I support this measure because I find it to be an instrumental complement to the recent passing of ACT 86, the Dyslexia Guidebook. A Dyslexia Specialist can help provide school districts with better awareness of dyslexia and its signs, as well as provide ongoing resource and training to teachers that allow for more effective intervention for those who struggle with which is inarguably the most essential skill one will ever achieve: Reading.

Thank you for your time and consideration. Please consider representing parents who need support and resources to help their children who are struggling.

Christi Hunter

1280 Promontory Dr.

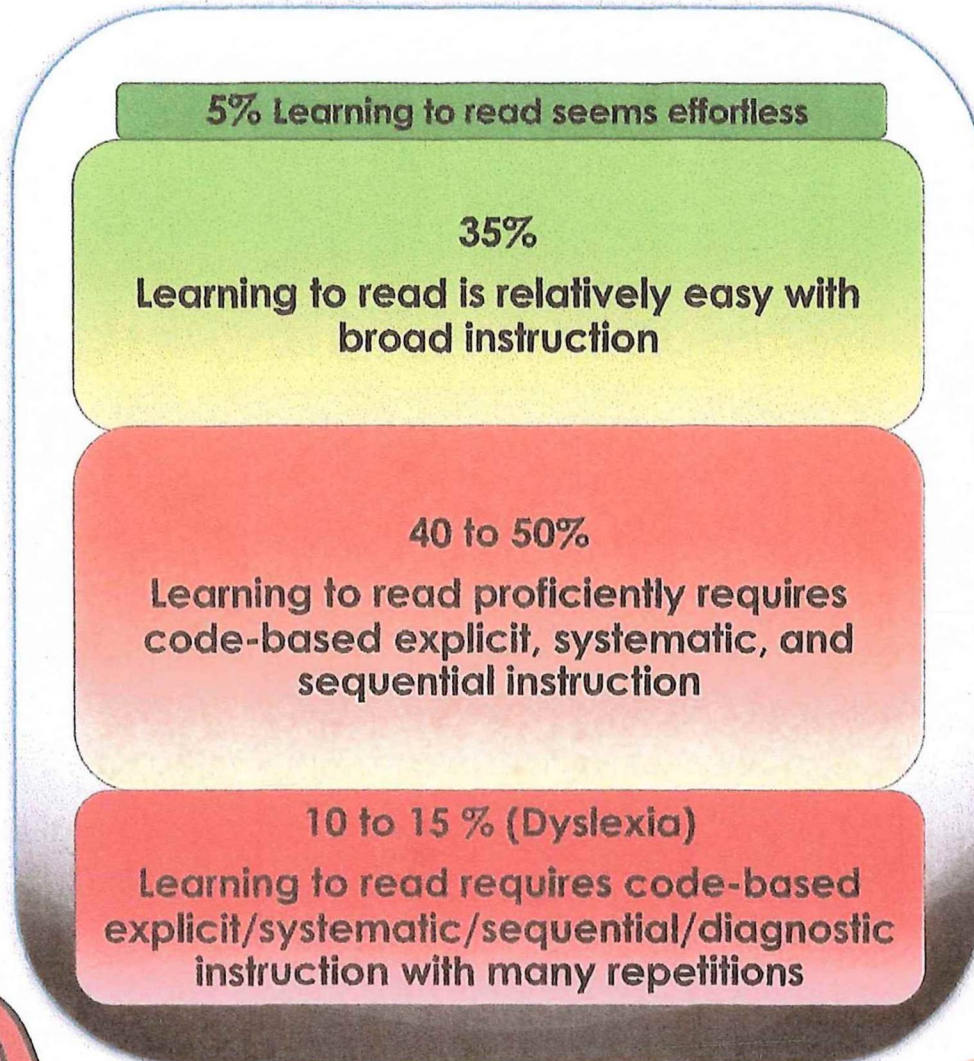
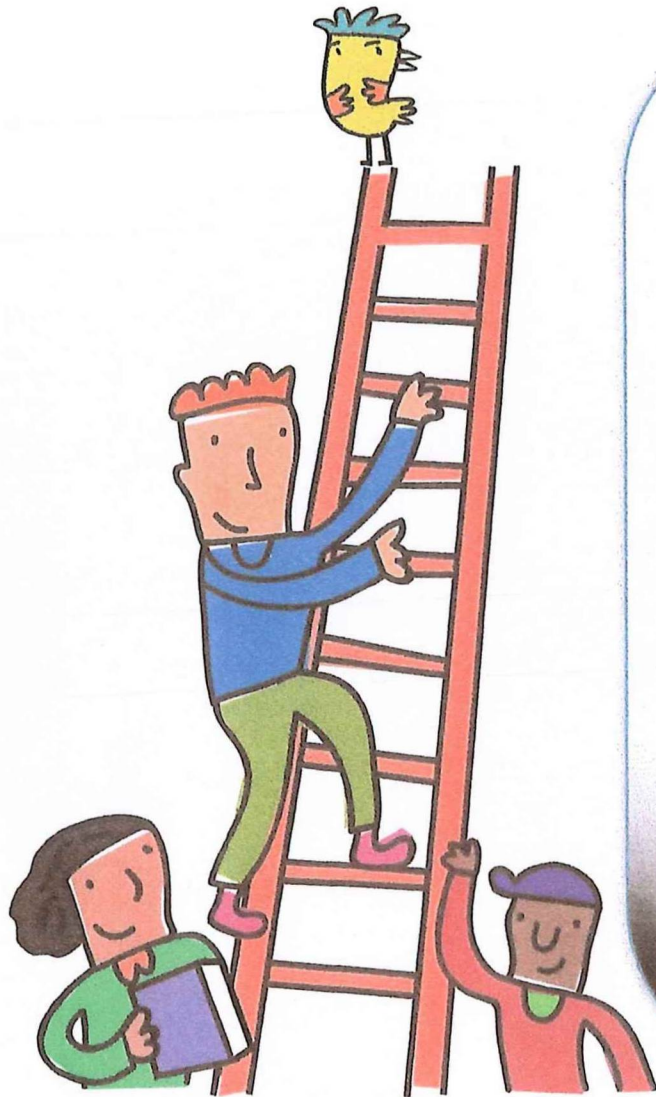
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[lexcelread@gmail.com](mailto:lexcelread@gmail.com)

Decoding Dyslexia-Wisconsin, parent and advocate

# The Ladder of Reading



**5% Learning to read seems effortless**

**35%**  
**Learning to read is relatively easy with broad instruction**

**40 to 50%**  
**Learning to read proficiently requires code-based explicit, systematic, and sequential instruction**

**10 to 15 % (Dyslexia)**  
**Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions**

Advantaged by a structured literacy approach

Structured literacy approach essential

[www.nancyyoung.ca](http://www.nancyyoung.ca)

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Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)





# What is STRUCTURED LITERACY? A primer by Nancy Young (nancyyoung.ca)

A structured approach to teaching the structure of written text that is **explicit, systematic & cumulative** and encompasses:

|                    |   |
|--------------------|---|
| <b>Phonology</b>   | Awareness of the sound structures within spoken language underlies reading and spelling mastery, from awareness of individual words and syllables to the individual speech sounds (phonemes) within words. Explicit instruction/practice strengthens <b>phonemic awareness</b> , from identification and segmentation to the higher-level skill of phoneme manipulation.  |
| <b>Orthography</b> | Reading (decoding) and spelling (encoding) require <b>knowledge of the written code</b> . Written symbols (graphemes) which represent the phonemes in spoken words are taught in a sequence (read-aloud materials aligned as needed), addressing features such as allowable grapheme positions, syllable types, word origin, and the rationale for certain spellings.   |
| <b>Morphology</b>  | As well as learning about phonemes and graphemes, learning about <b>the units of meaning – morphemes – in words</b> underlies reading/spelling mastery. This includes understanding words can be made up of just one or combined units of meaning (e.g. adding one or more affixes to a free or bound base), possibly resulting in changed grapheme pronunciation.  |
| <b>Syntax</b>      | Reading and writing proficiently requires knowing that words can be arranged in various ways. Instruction addresses <b>parts of speech</b> (e.g. verb, noun, preposition), how written words are organized into <b>sentences and paragraphs</b> in different <b>forms of text</b> , and the role of <b>punctuation</b> . Writing is a vital part of reading instruction, building from the foundational stages. |
| <b>Semantics</b>   | Instruction focuses on the <b>many different meanings that words can represent</b> in various forms of text. As reading and writing skills grow, vocabulary and background knowledge are continually built up. Comprehension (both spoken and written language) is steadily developed and strengthened. A <b>rich language learning environment</b> grounds all learning.                                       |

PHONICS

## Sources:

Wolf (2009), Kilpatrick (2015), IDA (2018)

Links to these resources and additional supporting resources for educators and parents can be found at [www.nancyyoung.ca](http://www.nancyyoung.ca)

Nancy's book *Secret Code Actions™* contains Clues, Alerts and Detective Enrichment relating to the above skills PLUS creative actions and games offer ways to enhance any program of instruction by weaving in specific movements for code-based concepts during lessons and/or practice sessions. Children need to move more; moving while learning can make code mastery more engaging and fun for all ages and stages. A win-win!

Find out more, and see specific examples, at [www.SecretCodeActions.com](http://www.SecretCodeActions.com)

## Written Testimony

2/12/2020

My name is Jayne Black I have dyslexia and my dyslexia was not diagnosed until my son's was when he was in 2<sup>nd</sup> grade. I have lived every possible circumstance and have lived with the effects of not getting diagnosed until I was an adult a journey NO one should ever have to live. Today I am the President of a national program called Creative Kids Rock – my program creates awareness about dyslexia and celebrates the creative artistic gifts of children with dyslexia. I would love to say no child today lives my story but they do. The guidebook Act 86 was a powerful first step but our work continues to be a voice for these children.

- **I am in support of all of the AB603-AB604-AB632-AB635 – All of these bills would of significantly changed by life and my son's. I would have received the identification and correct help I needed instead of waiting for 32 years to find out I was smart and could of done anything with my life. I ask you to Please support the passing of these bills.**

**My Written testimony for the:**

**Hearing February 12, 2020 at 1-5pm 417 North (GAR Hall)**

**Public hearing for the following dyslexia related bills:**

- **AB603 -Relating to: Publishing Foundations of Reading Test Scores**

Teachers, including Special Ed and Reading Specialist in Wisconsin who are going to work with students K-2<sup>nd</sup> Grade have to take this 100 question multiple choice exam and have a 3.0 GPA (on a 4.0) scale to take the test also getting a 240 or higher on the test to pass. Currently these scores do not have to be published on a specific date – This law would change that we should have it public knowledge the failure rate and scores and how we relate to other states. Not releasing these scores keeps parents in the dark.

<https://docs.legis.wisconsin.gov/2019/related/proposals/ab603.pdf>

- **AB604-Relating to programs to identify and address pupils with dyslexia in Public Schools**

This bill requires a school board to develop or adopt a program to identify and address pupils with dyslexia. ---This currently does not exist! There is no "program" in public schools that is used to identify the 1 in 5 children with dyslexia.

<file:///C:/Users/jayne/OneDrive/Documents/ab604.pdf>

- **AB632- Relating to assessment to evaluate reading readiness**

The current law states:

Current law requires that the reading readiness assessment selected by the school district or operator of the independent charter school must evaluate whether a pupil possesses phonemic awareness and letter sound knowledge.

**AB632 would change that to additionally add an extremely more comprehensive evaluation.**

<https://docs.legis.wisconsin.gov/2019/related/proposals/ab632.pdf>

**Under the bill, beginning in the 2020-21 school year, each school board and operator of an independent charter school must assess pupils in four-year-old kindergarten through second grade for reading readiness and reading difficulties using an assessment selected by the school board or operator of the independent charter school and a voluntary**



questionnaire about reading difficulties in a pupil's family history. **The bill further specifies that the assessment selected by the school board or operator of the independent charter school must evaluate whether a pupil possesses age-appropriate skills in phonological and phonemic awareness, rapid automatized naming, letter-word reading, and picture-naming vocabulary.**

- **AB635 Relating to: requiring each Cooperative Educations Service Agency (CESA) to employ a Dyslexia Specialist**  
<https://docs.legis.wisconsin.gov/2019/related/proposals/ab635>

This bill would provide the 1 in 5 children with dyslexia a Specialist in the field of dyslexia. Our teachers are not specialist they do not have the training that children with dyslexia need. They were not trained in dyslexia and having a specialist to work with our school systems to provide our teachers with the knowledge and support they need would benefit them and our children. Our children need a Specialist currently we have nothing like this for them. Even special education teachers in the school system do not have to be a specialist in knowing how to correctly remediate a child with dyslexia. This would be a complete game changer instead of our children slipping through the cracks we could finally truly get them the help and support they all need. Please think of the damage we are doing with out all of the above bills in so many ways including Wisconsin Reading scores which need dramatic improvement.

**highest amount have dyslexia with the majority being undiagnosed**

- Juvenile delinquents –
- High school drop outs
- Drug & Alcohol abusers
- Suicide's committed
- Low Self Esteem
- Struggle with Mental health

Please support the above bills and give the 1 in 5 children sitting in classrooms every day the knowledge, support and resources they need to be successful in school and life.

Sincerely

Jayne Black

President of CreativeKidsRock.org

Dear Mr. Chairman and Honorable committee members,

I am writing to share how the legislation AB603, AB604, AB632, and AB635 would help my family.

We live in Sturgeon Bay, Wisconsin and have a second grader who was diagnosed with dyslexia last year through two private evaluations. The first happening in Illinois, which was not seen as a valid diagnosis because it was through a private company, Lindamood Bell (LMB), and the second through a speech pathologist in Wisconsin, which was seen as valid by our school district. This diagnosis has led to 504 services and now an IEP. Both had to be paid for out of pocket and have not been reimbursed in any way.

Our youngest son had been having difficulty with reading, which has been documented by school staff, since 4K. We had been in Title 1 with little to no progress. And at the middle of 1st grade, we were at our wits end with what we could do. I found LMB through a search on a local parent group on Facebook. Surprisingly, they were having a talk in our area the weekend that I happened to be searching for answers. Two weeks after that meeting, we went to their offices in the Chicago area and were tested. Without that randomly timed talk, we would most likely still be searching for answers.

Having a program to identify kids in school (AB604), much like mandatory hearing and eye tests, would have been helpful and would have stopped this cost from incurring, as well as reduce the time between noticing problems and working toward a solution.

Since then we have paid for outside tutoring and have had to research options on our own with no help from the school as to whom would be best types of teachers and which curriculum would teach our child to read. A dyslexia specialist (AB635) would be most appreciated, especially one who has knowledge of how the brain learns to read (the current neuroscience) as well as what dyslexia looks like both in the brain and how it manifests in the classroom. And I also ask that this Dyslexia Specialist would have resources to help parents (and teachers) to make decisions on the best course of action for those who are having trouble learning to read.

I respectfully ask for your help in educating all children in how to read. It is a necessary building block for all education.

Please vote in favor of bills AB603, AB604, AB632, and AB635.

Sincerely,  
Morgan Mann

Sturgeon Bay, Wisconsin



To whom it may concern,

I'm writing to ask you to please consider this package of laws to provide screening and supports to dyslexic students and their families. As an educator and a parent trying to navigate the support system for a dyslexic child, I believe having more information for teachers and parents would be very beneficial. I am extremely hopeful to see more legislation to support dyslexic learners, including CESA and classroom support to help teachers meet the needs of dyslexic students.

My daughter is dyslexic, and it has been a struggle to get her the help she needs at school. She has wonderful teachers that recognize her issues, and strive to support her, but more support is needed for teachers to ensure that they know how best to help dyslexic learners and that they have the time to devote to helping students that learn differently.

I've shed many tears on this journey with my daughter, who is a bright young lady with a promising future. When I read about the passing of the dyslexia guidebook, and the potential laws about screening for dyslexia and properly training teachers, I shed tears again - tears of happiness and relief that someday it may be easier for children and their families to find support and answers for help with dyslexia.

After years of attending regular SSIT meetings about my daughter's limited progress, the school is finally testing my daughter. However, they've already shared that regardless of these test results, there isn't much they expect they can do to help her. We are hoping to be able to take test results to outside dyslexia clinics to get her more support. This has been such a struggle for my family, and my heart breaks for other young children enduring this whose parents don't have the experience with educational system that I do. I've often felt at a loss throughout this process, and I can only imagine how much worse this feeling is when you don't know where to go for help.

Please consider passing these laws, as they will help dyslexic students, like my daughter, have a brighter future. Thank you for supporting our children.

Sincerely, Beth Harms

February 12, 2020

Dear WI Assembly Committee on Education,

Hi, my name is Lake and I am dyslexic. If these bills had been passed years ago they could have helped me. But that didn't happen so my mom had to tutor me.

It has been a real struggle. Trying to get by in school with out much help from anyone at school. But here I am going to Public School and I am doing well because my mother takes the time and patience to tutor me. It is hard for me to do the tutoring after school, I do it twice a week. After 7 hours of being at school it hurts my head to do more work being tutored.

Now hopefully the generations after me with dyslexia will be screened and have the proper help they need.

So please support these bills (AB603, AB604, AB632, AB635) so they can be made into law. And what happened to me won't happen to other children.

Thank you,  
Lake Sauter Sargent  
24255 State Hwy 13  
Bayfield, WI 54814

February 11, 2020

Dear WI Assembly Committee on Education,

Thank you for reading my testimony. I am the mother of an 11 year old boy who is now excelling with dyslexia. This was not the case 5 years ago. It was only through the volunteer generosity of a local organization that I was able to have him screened and then I was trained to tutor him myself at no cost. The organization Lake Superior Tutoring Center for Dyslexic Children and Adults based in Iron River, WI lends out all the materials I need for tutoring for FREE (funded by donations and grants).

We are an exception to the norm, I am able and willing to tutor my child, many families are not. Many families do not even realize that the difficulties their child faces stems from dyslexia.

When I asked my local school principal how they help and support kids with dyslexia I was told that there was not a large enough population that deemed them address it. It is believed that 1 in 5 people on the planet are dyslexic. That is 6 children in a classroom of 30.

The Public School could not offer me any information, support or ideas on how to help my child. I am grateful that fate interceded and that we found the Lake Superior Tutoring Center for Dyslexic Children and Adults. The school never told me they were a resource.

Currently my son tests at grade level and does not qualify for help outside of the classroom. This is because of the tutoring I do with him multiple times a week. At a meeting we had with his teachers and the principal last year I asked if he fell behind would they then give him help. I sarcastically suggested I could stop tutoring him and then maybe he would qualify for support. They seriously said back to me "Oh no don't do that". And I would never do that! I have the ability and tools to help my son while the school does not have the tools, funding or training to help him. AB604 could change that future for so many kids!

This all leads to why I strongly urge you to support:

AB603 - Relating to: publishing Foundation of Reading Test scores.

AB604 - Relating to: programs to identify and address pupils with dyslexia in Public Schools.

AB632 - Relating to: assessments to evaluate reading readiness.

AB635 - Relating to: requiring each Cooperative Educational Service Agency (CESA) to employ a Dyslexia Specialist.

AB604 could have an incredible impact for families with children with dyslexia. Requiring all Wisconsin School Boards to screen and provide a plan to teach students with dyslexia. Children with learning differences have better long term outcomes when screened at younger ages.

AB635 requires that the Board of Control of each CESA district in Wisconsin would employ a dyslexia specialist. CESA fills education gaps and provides professional development in their regions.

If both of these tools had been available years ago when I spoke with our local school they would have been educated and aware of how to help us or where to direct us for support.

Thank you for your time and again please SUPPORT these bills.

Jennifer Sauter Sargent  
Mother to Lake Sauter Sargent 11 years old  
24255 State Hwy 13  
Bayfield, WI 54814

Feb. 12, 2020

To whom it may concern,

I am writing in regards to the upcoming discussion of the four bills relating to dyslexia, bills AB603, AB604, AB632 and AB635. Every single one of these bills is extremely important to those children with dyslexia and those families, teachers, paraprofessionals and tutors who are effected by dyslexia daily. Let me explain to you how our family has been impacted by the lack of legislation advocating for these children to get the help that they absolutely need to be successful at such a basic necessary life skill level of reading.

Our story begins with our second born son, Vince. He is and always has been our sweetest, most sincere, caring child. He is exceptionally talented at using his creativity and ingenuity and thrives off of hands on or auditory learning. He has been highlighted with exceptional character qualities at school and always praised for his hard work and great attitude.

However, when it come to academics and speech and literacy in particular, Vince has struggled from day one. Initially, we had him evaluated from the Birth to 3 program for speech concerns. He was passed on through stating that his speech issues were due to having an older brother, and perhaps he was doing too much talking for him.

The following year he was enrolled in our local public school in Baldwin, Wi for 4k. Encouraged by the system to enroll him due to speech concerns so he could get the daily help if needed. Despite this information prior to even starting the school year, he wasn't actually fully evaluated for speech and nor were speech therapy sessions initiated until well into the school year. speech therapy seemed to help some, but conferences with the teachers showed us he continually was at a begining or developing level even up until the end of the 4k year. He had trouble with identifying shapes, letters and numbers, couldn't count to 10, or recite the abc's fully and definitely could not recite the days of the week or hand write his name. Knowing that Vince had just turned 4 in July just prior to the 4k school year starting in August, and that Vince had difficulty saying every day words and sounds. As parents, we chalked it up to him being "all boy" and young for his grade. There was never any additional screening for a learning disability, much less any screening or mention of dyslexia. since we were slightly concerned of where he was at, at the end of his 4k year and questioned both the teachers and the principal of the elementary school about repeating 4k. It was highly suggested to not repeat 4k due to potential psychological issues because of repeating a grade, to instead enroll him in a full 5 days a week 5k program if we didn't want him to go onto kindergarten just yet. Unfortunately we complied and as the 5k year progressed Vince struggled with identifying letters, sounds, patterns etc and then this is when he started presenting with frustration and anxiety due to the impending learning to read process progressed. Of course as new concepts were introduced, he greatly struggled with ideas of learning and memorizing sight words, because he was still having issues identifying the letters and sounds of the letters. themselves!

Early on in 5k he was referred to a Title One program, initially we declined because we were told such interventions weren't necessary in 5k, because 5k doesn't participate in state

mandated testing. Then eventually we complied to it in hopes that he would find some sort of help that he was needing to make those connections in literacy. This is the year we began to see anxiety, frustration and crying from Vince when associated with school and especially at the thought of any literacy. Again, at conferences, we would ask if there was something that was being missed, but it was always met with phrases like, "he will catch up" or "keep reading to him at home". At one point during a 5k conference we asked about dyslexia symptoms and it was dismissed.

Similar situations continued through Kindergarten and 1st grade. Each year met with a new teacher and new hopes that Vince would be able to turn a corner and it would start to "click" when it came to literacy. He continued to be in a Title One class for reading assistance in Kindergarten, but for whatever reason he was not placed in one in first grade. As the years moved along, despite Vince continuing to be a hard worker with excellent character, his anxiety, frustration and crying at school especially during literacy escalated. He would cry at home daily at the thought of having an upcoming reading test at school. During testing or reading in kindergarten and first grade he would get the point of having a beat red face, shutting down and not able to do the task at hand. Reading aloud was torture for Vince, but still encouraged daily by teachers. He was terrified at not knowing the words, or taking longer to sound out words he "already should have known", his confidence declined again as he would try so hard to not make any mistakes during these read out loud sessions, but sadly it was inevitable to happen. It began to crush him. First grade was a very very long year for our son. First grade should be full of discovering new adventures and having fun learning new words and concepts.

At the end of 1st grade, we had some conversations again with the teachers about dyslexia symptoms. Inquiring about this and recent reading scores showing he was around the 6th percentile for benchmark state testing. We had conversations with other staff at his school asking why he wasn't put into a Title One program for such extremely low scores. We again in both kindergarten and first grade expressed our concern for his symptoms and his emotional reactions during testing time and reading. Never once was this met with a possibility of these symptoms being from dyslexia or another learning disorder. Vince was just shoved along to the next grade again.

Now fast forward to this current school year. They started him in a Title One program for reading assistance. Vince enjoyed going to Title. After seeing little progress in his reading improvement and still hearing of frustration from Vince when it came to literacy, we questioned the content of the program itself. We discovered the program to help kids learn to read better consisted of them having the children guess at words or look at pictures of the story to figure out words they didn't know. They would read a story as a group, then (try) individually, then with the teacher to test reading speed and then would as a group come up with some sentences about the story's content. I questioned sheets that would come home from Title containing sentences perfectly spelled and beautifully written. It turns out they were copied down from sentences written down on the classroom whiteboard. How is this learning? How is this encouraging the phonics and structured rules of our English language. Copying work

and guessing at unknown words is surely not a treatment for someone who struggles with learning and using basic concepts to read.

Eventually we pulled him out of Title One due to scheduling issues. It came to our attention that Title One was offered for Vince at the end of his daily math instruction. Meaning he would miss valuable time in his math group, to go participate in a worthless class like Title One. Other options that were offered was missing the beginning (instructional portion) of his math class, or missing an entire recess to make up for the missed math time, in order to attend Title One for reading. How is missing a core class or a vital recess for an elementary age child even an option??? Those are ridiculous options to try to fix the reading issue.

As Vince began failing Math tests, due to not being able to read the story problem questions we knew it was time for some drastic changes. Thankfully, a friend had shared a post about decoding dyslexia and it prompted me to call her and find out she was also having some of the same ongoing issues for years with her 2nd grader son, and how she had started doing some research and then eventually paying for twice weekly tutoring for his dyslexic symptoms.

After having years of frustration and difficulties of getting no where for Vince, combined with a new lack of trust in the education system when it came to the Title One program as a sole option for Vince's reading struggles, we asked for a meeting with his teacher and now with the Director of Pupil Services to ask, again, about his dyslexia symptoms and red flags. Since then, Vince has started private tutoring and has tested at a poor or very poor levels proving he is indeed not at the level of instruction of a second grader and desperately needs help now. Depending on the different testing, he tested at a kindergartner, or beginning of first grade level for all testing with his private tutor. This is alarming!!! Working along side the director of student services with his school and Vince's literacy teacher, we had him pulled out of Title One and was supposed to begin daily instruction of the Orton Gillingham multi-sensory based curriculum, known as Sonday, in place of Title One instruction. Several months later, several emails, phone calls, running back and forth to tutor sessions weekly we are still wondering how much Vince's school is actually implementing of the Sonday system. Our tutor, recently did more reading level evaluations on Vince, and he is still showing at a kindergarten/first grade reading level. We were told we would have a re-check of his progress at his school, come February to see how these new interventions at school and our out of pocket tutoring sessions once a week are helping or not. Despite yet another e-mail sent today, we are still waiting to hear if a meeting will be scheduled and where Vince's progress is at. It is very very frustrating both for us, but especially daily for Vince.

As parents we feel like fish out of water in this whole process. We have also felt like our hands are tied behind our backs as well, as we really have no idea on what the process is nor were we really freely given much information on how it works when a child is needing more than the traditional classroom setting. We have asked time and time again about concerns regarding our son's reading abilities. We are not educators ourselves, and trusted the system to do well with our struggling boy. It failed again over these past several years without any real answers in sight for Vince during his 5 full days a week of instruction that he is receiving at his public school. These kids and their families need help. These kids need a voice.

Let's pause for a second and reference the medical field for a moment- when a patient is diagnose with something significant, they are assigned a care team to walk them through the process of endless appointments, treatments and restorations to help fix the "problem" that was found. A whole team of medical personnel with expertise is given to them at their right hand. Dyslexics in Wisconsin have NO CARE TEAM. These children and families are trying find appropriate instruction and guidance for their children with dyslexia symptoms, but are instead left to navigate this endless process alone and it is not working! There absolutely needs to be early screening for dyslexia through the public education system and a clear intervention laid out on how we can help these students become successful as well. Instead, these children are being left behind. And they get further behind year after year on such a basic life skill year after year, eventually effecting multiple areas of their lives. These children are not receiving the structured, sequential, multi-sensory based curriculum that is needed to help them learn a necessary life skill of learning to read! Instead, schools are purchasing these curriculum programs, as Baldwin-Woodville School District did, trained staff in how to implement it but for whatever reason decided to let the curriculum sit on the shelf and collect dust until we pushed and pushed and advocated for something different for our frustrated and struggling son, Vince. There has to be reformation and accountability demanded back from our schools in Wisconsin.

Let's hold on for another moment and look at the state of Mississippi. Despite being one of the poorest states in our nation, it recently had the highest reading scores on state testing NATION WIDE! These Mississippi schools are testing and evaluating their students at an early age of 4k, for early signs of dyslexia. Then they employ early intervention and utilize a structured, sequential, multi-sensory based reading curriculum across the board to all types of learning students. These results prove to the nation the value these science based curriculum possess and the power and success it gives to all students of all learning types or socio-economical backgrounds. Wisconsin dyslexic students are being left behind and it isn't right. We, as tax payers, already pay thousands of dollars in taxes to pay for these schools. Every child deserves the right to learn and be given the same academic opportunities as another. Wisconsin needs to provide true science based accommodations as a part of the right to a free education within 4k-12th grade. Wisconsin students need to be screened early for dyslexia to ensure early intervention for their needs. Requiring CESA to deploy a dyslexia specialist would give both educational staff and parents a valuable resource to help navigate the options that are best for dyslexic children. Parents should not have to hire a private tutor just so our children have a fighting chance at learning how to read!

It is time for Wisconsin to step up and prove to it's citizens that every individual matters. If the appropriate value is added back into the school systems towards helping dyslexics get the help they need, it will only in return give Wisconsin a brighter future for all!

Thank you  
Jonica Heebink  
jheebink111@gmail.com  
Baldwin, WI



February 10, 2020  
Education Committee Members

Dear Assembly Members,

My name is Misty Powers and I live in Sturgeon Bay Wisconsin, located in Door County. I am a mother of 4 children. My youngest child, Brooke has been struggling academically since the 2nd grade. Brooke is now in the 5th grade. For years I've had conferences with the teachers to try and figure out why reading and writing are so difficult for my daughter. Never once was dyslexia mentioned to me by any staff from our school district. Starting in the beginning of this school year Brooke could not complete any of her homework. So when I started googling her symptoms, dyslexia came up. I found an organization that would do a screening for dyslexia. It was very pricey but worth trying to figure out why she was not achieving her full potential academically. Brooke's screening demonstrated signs of dyslexia in her reading and writing. Brooke has below average phonemic decoding skills in the 16th percentile (about 84% of her peers decoding at a higher level than she is). I feel if Brooke would have had an assessment to evaluate reading readiness (AB632) 3 years ago the current gap wouldn't be as wide now. This is why I fully support AB604 Identifying and addressing pupils with dyslexia in Public Schools and AB632 assessments to evaluate reading readiness.

Brooke is still not receiving the proper help in our school district. I have reached out several times to our school board members. I have personally spoken to a school board member that stated there is no help in our district for dyslexia. I also received an email from a school board member that stated they have been talking about dyslexia but until it is passed through legislation no action will be taken. This is why AB604 would be so beneficial to my daughter's success in education. I support AB604!

We just started tutoring using a scientific evidenced based program (Barton Reading) which is costing my family over \$600.00 a month. I've had to get a 2nd job to help support the cost. Please move these bills forward to help bring our youngest learners to a higher level of achievement by screening for dyslexia soon enough and by adding a specialist to help guide our public schools in the appropriate direction. I also fully support AB635 requiring each CESA to employ a Dyslexia Specialist.

Thank you so much for your time.

Sincerely yours,

Misty Powers  
1223 Oregon St.  
Sturgeon Bay, WI

mistypowers4@yahoo.com

RE: AB 604, AB 632, AB 635

I am writing as a parent of a recently diagnosed child with dyslexia in support of Assembly Bills 604, 632 & 635.

Although my son is only 8, I have already struggled for literally years trying to understand the issue with his reading and to help him. I received no help from the school – the very place that is supposed to be teaching him how to read. I stumbled on “dyslexia” by chance after I watched my son flip an “E” for a “3” but I still did not know dyslexia was a reading issue. When I said the word “dyslexia” to his teacher at conferences, she threw up her hands and pushed herself back from the table and did not say a word. The year is 2020 and this behavior must change. We need your help to make that change happen.

There were plenty of red flags that the school should have responded to. In hindsight, I understand them now, but I did not see it them. The school saw them (or should have seen them), yet they remained silent. Why? How can concealing this information (or not understanding the information) benefit the child? It doesn't. It seriously harms the child. Fortunately, I figured the problem out myself, but many parents do not.

What did the school see (or should have seen), but remained silent about?

First, after a full year of 4K AND then a full year of Kindergarten, my son scored in the “High Risk of Reading Failure in Decodable Real Words” and “High Risk of Reading Failure for Word Segmenting.” After 2 years of formal schooling and very few missed days, a child without a disability should have aced these tests. Why didn't I do something at that time? Because the school never gave me these results. I received them in October of 2019, nearly 2 ½ years after the tests were administered and only after insisting the school provide them to me. This was a HUGE missed opportunity on the part of the school to do the right thing.

Unfortunately it does not end there. On to first grade. At the beginning of the year, he was somehow reading in the 19<sup>th</sup> percentile but wilted to the 16<sup>th</sup> percentile by winter. At the end of First Grade, my son scored in the 10<sup>th</sup> percentile. His scores were falling like a lead balloon and this type of regression is typical of a dyslexic child. Another red flag. There is more I can say, but clearly there are often plenty of early signs.

Having a dyslexia specialist in each CESA area to help train teachers, evaluating children for reading readiness early and having programs to identify children early all would have helped our family and reduced the unnecessary struggles that we had to endure. Please support these bills for the children in Wisconsin's future.

Sincerely,

Robyn Jensen  
W12172 757th Ave  
River Falls, WI

February 10, 2020

To Whom it May Concern,

I am writing to inform you of the dire need to pass bills AB604 and AB635.

Our bright and creative son, Luke struggled to grasp letter identification and sounds and reading stemming back to pre-k. We were told by our school to give him time to catch up and keep doing what we were doing. Despite multiple failed interventions in Title I and us doing everything we could at home, our son still could not read. It seemed as though our school did not know how to help our son because they did not have the necessary education or guidance to reach him.

Luke had no confidence, a lot of anxiety about school and dreaded going to school. The last straw for me was when Luke came home and asked me if he was the worst reader in his class and he told me his biggest wish was to learn to read. That is when I researched and found private tutoring for our son.

During our journey, we have noticed a huge lack of help for children with dyslexia. It seems the state of Wisconsin as a whole is quite behind in the identification and appropriate intervention for our children with dyslexia within the school system. Based on a tremendous amount of research over the years, we know our dyslexic students need a multi-sensory, structured, systematic, sequential and explicit approach to learn to read. Luke and all kids like him have a right to a free education, so why are we paying thousands of dollars per year for private tutoring so our son can learn to read?

Luke has been attending private tutoring two times per week for the past 7 months. Now, Luke's confidence in himself, which was once non-existent, is beginning to emerge and though he is still about one year behind, he can read. We will continue to advocate for Luke within the school system and continue private tutoring twice per week for as long as we need to ensure Luke gets the education he deserves.

I often wonder where Luke would be today had his dyslexia been identified and had he gotten the appropriate intervention in kindergarten. If our schools had the education and guidance needed, I know they could reach our children with dyslexia and teach them to read. I know Luke is not alone, there are so many children our school systems are letting down and failing. I ask you, if changes are not made in our schools now, what future do these children have?

Passing these bills would ensure our son gets the free education he deserves. This would change his life and the lives of many other children by allowing them to reach their full potential in life and not have dyslexia hold them back.

Sincerely,

Emily Jansen

February 3, 2019

Re Bill Numbers: AB603, AB604, AB632, AB635

Dear Representatives/Committee Members,

My name is Kelly Lawry and I am the mother of eight-year old triplet girls who are dyslexic. Aven, Bria and Stevie are currently in second grade and were diagnosed as being dyslexic at the end of first grade (in March 2019). We had the girls evaluated by an external psych because we weren't getting any support from their school while the girls continued to struggle and lose confidence every single day. Once they were diagnosed, the school was forced to provide "some" support, however not a single teacher had been trained in OG nor did they even know how to teach children with dyslexia. We have gotten the girls outside tutoring support, sent them to an intensive 9-week summer program with Lindamood-Bell and have continued after school tutoring totally over \$70,000, with no end in sight. This past year we moved and changed schools for our girls in hopes that they could receive a better education and support...

We are now in a new school district and the administration and teachers are wonderful and very supportive. Our girls are getting additional support, however, the teachers and administration are still not prepared with curriculum or training that they need to truly teach and support children with dyslexia. Many teachers have never been trained or know how to teach children with dyslexia.

Your support of all of these bills will be the start of supporting all children with dyslexia. Specifically, here is how one of the bills will help:

- AB604, in particular is extremely important and could be a huge win for all students in Wisconsin with dyslexia. The bill would require each school board in Wisconsin to develop or adopt a program to screen for and then provide appropriate instruction and intervention to students who have been identified as having dyslexia. This would have saved many tears, sadness and confidence with our girls if this would have been available to them earlier in their education. But having the appropriate instruction and interventions now will benefit them and so many others who have struggled for years.

Please support these bills and allow Wisconsin be a place where all children can get the right kind of education.

Regards,  
Kelly Lawry

Spoken Testimony

2-12-20

RE: AB603, AB604, AB632, AB635

Decoding Dyslexia WI

Thank you, Chairman Thiesfeldt, for holding this hearing. We could talk to you today about how important each of these bills is to our members of Decoding Dyslexia WI. We could tell you that the Department of Education is already required to release Foundations of Reading Test Scores per WI Statute 115.28(7g)(b), but that they have not released any passage rates since they started tracking data in the 2013-14 school year until an open records request in 2019. They finally released the data which was published January 28, 2020 for the years 2013-2019. AB 603 would give DPI a specific deadline to publish FoRT passage rate.

We could tell you how the Federal Government passed ESSA (Every Student Succeeds ACT) in 2015 and every school in WI is required to implement the components including the 5 essential components of reading (1) phonemic awareness, (2) phonics, (3), vocabulary, (4) reading fluency, including oral reading skills, and (5) reading comprehension strategies. ( 20 U.S.C. 1414(b)(5)(A)) The FoRt is one way to show proficiency in these skills.

We could tell you how WI schools are required through Federal Child Find law (34 CFR Sec. 300.111) to identify all children with disabilities who might require special education services ages birth-21. Children with reading disabilities are not actively identified in school as required. AB604 would require a school board to have a program to identify students with dyslexia within their school district helping them achieve seeking out students with reading disabilities. AB632 would be a start to identifying these children and AB635 a CESA specialist in every CESA would help support districts.

We could sit here today and remind you some of the laws put in place to protect vulnerable children in WI are being ignored by school districts, but we represent parents and families in WI who are, on a daily basis, having their valid concerns swept under the carpet or actively blocked by some in the schools. Here is one story we received just yesterday!

Feb. 12, 2020

Re: AB603, AB604, AB632, AB635

Dear Representatives:

Our son, Ian, is 9.5 years old at Westwood Elementary in De Pere. He is in third grade and was held back in 4K. He was born two months early. We went through testing through a Bellin psychologist to test for anxiety and ADHD because his Bellin counselor felt there was more than just his anxiety. We were blown away to find out he has dyslexia, dysgraphia, and dyscalculia. After learning more about the significant learning disorders, all of his academic problems made sense. We are frustrated that he has gone through two years of 4K, kindergarten, first, second, and now third without any catch from his school. Each year, teachers assuming he is not working hard to learn. At this time, he has to go through the rigorous evaluations again through school because he was never placed in services or interventions. We were told by his home room teacher that he might not receive support from school because "he might be smart". This whole process has been one barrier after another while teaching those we are working at the school about dyslexia (and we haven't even touched on the dysgraphia and dyscalculia yet!). Our schools need to have the tools to know about dyslexia and other significant learning disorders so they can screen early on and give proper instruction and interventions. Please support these bills. We and our child depend on it. Our community's children depend on it.

Kate and Aaron Bodart  
1136 Grant Street  
De Pere 54115

[katebodart@gmail.com](mailto:katebodart@gmail.com)

Chairperson Thiesfeldt and the Assembly Education Committee:

I, Tracy Maxwell, am submitting this written testimony as the parent of a severely dyslexic high schooler and as a former classroom teacher that now serves as a dyslexia consultant to schools and families in southern Wisconsin.

February 5, 2020 was a historic date in Wisconsin. With the signing of ACT 86 into law, dyslexia will now officially be recognized by our state. The recognition of dyslexia by our state and our public school system was unfortunately **not** initially part of our son's dyslexia journey. The signing of the dyslexia guidebook into law is proof that progress is being made. Recognizing dyslexia in Wisconsin and in our public schools is a crucial first step. So what's next?

#### **AB604**

**With the passing of AB604**, requiring local school districts to adopt a program to identify and address students with dyslexia, students with dyslexia would be identified early in their education, and appropriate measures would be taken to reach and appropriately teach students with this learning difference.

**Without the passing of AB604**, students, like our son, will continue to fall through the cracks of our educational system. Most will not qualify for special education services, as dyslexics are bright learners that compensate well and their struggles can go quietly undetected. What will be detected is their anxiety and growing frustration with school.

**Without the passing of AB604**, students, like our son, who DO qualify for special education services, will hit another wall when they are confronted with the reality that most reading specialists and special education teachers in our districts have not been trained in effective teaching strategies for students with dyslexia.

**Without the passing of AB604**, there is no guarantee that classroom teachers will receive the necessary training to reach and successfully teach 15-20% of their students who sit before them each day. Without appropriate training, these teachers will continue to be set up for failure when it comes to reaching our dyslexic student population.

**Without the passing of AB604**, parents, like myself, will desperately search for qualified professionals outside of their own public school systems to teach their children to read after their school day is over. That is IF they can find a professional that has an opening available, and IF they have the financial resources to make it happen.

**Without the passing of AB604**, ACT 86 (a Guidebook for Dyslexia and Related Conditions) will have information available with no plan of action to have a direct impact on our dyslexic students. This leaves our teaching professionals with solid information, but no tools or training to put this information into action.

But,

**With the passing of AB604** we are committing to developing an action plan that will hold school districts responsible for identifying our dyslexic students and providing them with the free and appropriate education that supports their learning differences.

Thank you for your time. I respectfully urge you to vote in favor of AB604, as well as AB603, AB632, and AB635.

Submitted by:  
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