

Report on Assessment Data

As required by Wis. Stat. § 118.016(7) and Wis. Stat. §118.016(8)(b)

November 30, 2025

Wisconsin Department of Public Instruction

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Introduction

Purpose of the Report

Wis. Stat. § 118.016(7) requires a school board to report for each school and the school district and the operator of an independent charter school to report for the independent charter school:

- The number of pupils who were identified as at-risk* as a result of a fundamental skills or universal screening assessment administered in the previous school year (Wis. Stat. §§ 118.016(7)(a-b))
- The number of pupils who were below the 25th percentile on a diagnostic assessment administered in the previous school year (Wis. Stat. § 118.016(7)(c))
- The names of the diagnostic assessments used to assess pupils in the previous school year (Wis. Stat. § 118.016(7)(d))
- The number of pupils enrolled in 5-year-old kindergarten to 3rd grade who began receiving interventions during the previous school year, by grade (Wis. Stat. § 118.016(7)(e))
- The total number of pupils enrolled in 5-year-old kindergarten to 3rd grade who received interventions under a personal reading plan during the previous school year (Wis. Stat. § 118.016(7)(f))
- The number of pupils enrolled in 5-year-old kindergarten to 3rd grade who exited interventions during the previous school year, by grade (Wis. Stat. § 118.016(7)(g))
- The number of pupils for whom a referral under s. 115.777 was made during the previous school year based on diagnostic assessment results provided to a parent under sub. (4) (a). ((Wis. Stat. § 118.016(7)(g))

Wis. Stat. §118.016(8)(b) requires the Department of Public Instruction (DPI) to compile information received under Wis. Stat. § 118.016(7) and submit a report to the appropriate standing committees of the legislature annually by November 30th.

This report and a downloadable file with grade, school, ad district data are available at https://dpi.wi.gov/wi-reads/act-20-annual-reporting.

The following report fulfills DPI's statutory requirement.

*Statute refers to students as "at-risk" and defines at-risk as below the 25th percentile on the fundamental skills or universal screening assessment. Rather than at-risk, the department will describe students as "below the 25th percentile".

Data Definitions for Wis. Stat. § 118.016(7)

Wis. Stat. § 118.016(7) requires school boards and operators of independent charter schools to report about early literacy screening, personal reading plans, diagnostic assessment, and special education referrals. "Statutory language and plain language equivalent" (Table 1) provides important information about each reporting requirement.

When the table below refers to a "column titled. . ." it is referring to the spreadsheet of school and district reporting available at. . .

Table 1. Statutory language and related important information

Statutory Language	Important Information
The number of pupils who were below the 25th percentile in a fundamental skills or universal screening assessment administered in the previous school year (Wis. Stat. §§ 118.016(7)(a-b))	This data is reported in the column titled "NUM_SCREENING < 25TH". aimswebPlus, selected through a bid process that followed state requirements, is used as the early literacy screening assessment in 4K – 3rd grade. More information about aimswebPlus is available on the Pearson/Wisconsin website available at https://www.pearsonassessments.com/campaign/aimswebplus-wisconsin.html Statute refers to early literacy screening in 4K as a "fundamental skills screening assessment." In 5K – 3rd grade, statute refers to early literacy screening as a "universal screening assessment". When a student is at the 25th percentile, 75% of their peers scored higher than them on the assessment. Students are counted as below the 25th percentile once annually. In the rare cases where the effects of a student's disability invalidate the screener, the IEP team can decide to advance the student to diagnostic assessment. Students for whom this applied do not appear in screening results. In 5K – 3rd grade, students are screened fall, midyear, and spring. In 4K, students are screened in fall and spring. For 2024 – 2025 only, 5K – 3rd grade screening began midyear and 4K screening was required in spring only.

Statutory Language	Important Information
The names of the diagnostic assessments used to assess pupils in the previous school year (Wis. Stat. § 118.016(7)(d))	This data is reported in the column titled "DIAGNOSTIC_ASSESSMENTS". Statute requires that diagnostic assessment includes all specific literacy subskills enumerated in Wis. Stat. § 118.016 (phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, oral vocabulary, rapid naming, phonological awareness, word recognition, spelling, vocabulary, listening comprehension, oral reading fluency, and reading comprehension). In addition, the diagnostic assessment(s) must have a sensitivity rate of at least 70% and a specificity rate of at least 80%. It must also include a growth measure. Districts reported what diagnostic assessment(s) they use that meet the requirements above. For more information about diagnostic assessment, visit https://dpi.wi.gov/wi-reads/early-literacy-assessment-and-act-20#Diagnostic%20assessment.
The number of pupils who were below the 25th percentile on a diagnostic assessment administered in the previous school year (Wis. Stat. § 118.016(7)(c))	This data is reported in the column titled "NUM_DIAGNOSTIC < 25TH". In 5K – 3rd grade, any student below the 25th percentile on the screener must be administered a diagnostic assessment. In addition, Wis. Stat. §118.016(3)(b)3 allows for a parent/caregiver to request a diagnostic assessment at any time. Districts reported, by school and grade-level, the number of students who were below the 25th percentile on a diagnostic assessment requested by a parent/caregiver.
The number of pupils enrolled in 5-year-old kindergarten to 3rd grade who began receiving interventions during the previous school year, by grade (Wis. Stat. § 118.016(7)(e)) The total number of pupils enrolled in 5-year-old kindergarten to 3rd grade who received interventions under a personal reading plan	These three statutory requirements are about personal reading plans. In 5K – 3rd grade, any student below the 25th percentile on the screener must have a personal reading plan (see Wis. Stat. § 118.016(5(a)1 for what must be included in a personal reading plan). Districts reported, by school and grade-level, the following: • The number of students who began a personal reading plan (in the column titled "NUM_BEGAN_PRP") • The number of students who had a personal reading plan (in the column titled "NUM_HAD_PRP") • The number of students who exited a personal reading plan (in the column titled "NUM_EXITED_PRP")

Statutory Language	Important Information
during the previous school year (Wis. Stat. § 118.016(7)(f))	The 2025 report includes data from the 2024 – 2025 school year – the first-time screening and personal reading plans were required. Therefore, for 2024 – 2025 only, the number of students who had a personal reading plan also began a personal reading plan. Wis. Stat. § 118.016(5)(d) lists specific exit criteria or plan completion for the 3rd grade personal reading plan. The school and family must agree the student met the goals of the personal reading plan and the student must meet or exceed expectations on the reading portion of the 3rd grade Wisconsin Forward. In 5K – 2nd grade, exit criteria or plan completion is determined locally. DPI supports related to personal reading plans are available at https://dpi.wi.gov/wi-reads/act-20-resources#Personal%20Reading%20Plan.
The number of pupils enrolled in 5-year-old kindergarten to 3rd grade who exited interventions during the previous school year, by grade (Wis. Stat. § 118.016(7)(g))	
The number of pupils for whom a referral under s. 115.777 was made during the previous school year based on diagnostic assessment results provided to a parent under sub. (4) (a). ((Wis. Stat. § 118.016(7)(g))	This is reported in a column titled "NUM_REFERRAL". When diagnostic assessment results are communicated to parents/caregivers, the results are accompanied by directions about how to request a special education evaluation. Districts reported, by school and grade-level, the number of referrals that were made because parents receiving information about how to request a special education referral alongside diagnostic assessment results. The number in the report is the number of referrals made; the report does not include the number of students who received special education services because of the referral.

Data Collection for Wis. Stat. § 118.016(7)

Wis. Stat. § 118.016(7) requires a school board to report for each school and the school district and the operator of an independent charter school.

2025 is the first-time school boards and operators of independent charter schools were required to submit information for Wis. Stat. § 118.016(7). The department took the following steps to ensure ease of reporting and accuracy of data.

1. **Explained the reporting requirements.** In March 2025, information about reporting requirements was shared at "Reporting Requirements". The site includes a narrated slide presentation, an infographic, examples and non-examples, and guidance. The site was shared in EdLeaders Dispatch, the Early Literacy Newsletter, and the District Assessment Coordinator (DAC) Digest.
2. **Designed a system for secure data collection.** The data required by Wis. Stat. §§ 118.016(7)(c-h) is not already collected by schools and districts in a uniform manner. Therefore, the department designed a secure application (app) or portal for submissions. The application is called "Growing Readers"; it is part of "EarlyRead" in WISEsecure. WISEsecure is a platform districts and independent charter schools are accustomed to using for reporting to DPI.
3. **Data collection.** On May 15, 2025, districts and independent charter school WISEdata coordinators were given access to Growing Readers. The WISEdata coordinator in each district was directed to grant access to the District Assessment Coordinator (DAC) or their designee. Growing Readers accepted submissions through July 15, as statute requires responses by July 15.
4. **Support for data collection.** Because Wis. Stat. § 118.016(7) is a new requirement, the department hosted office hours from late-May through mid-July. Districts and independent charter schools were invited to visit office hours for one-on-one support to submit data.
5. **Reminders about data collection.** Beginning in early July, districts and independent charter schools who had not yet completed required reporting began receiving personalized reminders (emails and/or phone calls).

Using this Report

In addition to the important information about each data point shared on pages 2 – 4, the department offers the following to support understanding and use of the data included in this report.

Information about understanding and using the report for specific audiences – such as parents/caregivers, educators and administrators, school boards, and the general public – is available at https://dpi.wi.gov/wi-reads/act-20-annual-reporting.

Screening

- For 2024 – 2025, screening in 5K – 3rd grade occurred in midyear and spring and screening in 4K occurred in spring only. In subsequent years, students in 4K will be screened in fall and spring. Students in 5K – 3rd grade will be screened fall, midyear, and spring.
- Schools and districts could choose to screen students in English, Spanish, or both English and Spanish. The DPI suggests screening students in their language of instruction. Data about student screening performance combines scores for all students, including those screened in Spanish.
- Primarily, screening tasks – mostly 1 – 2-minute tasks – are administered one-on-one with a teacher and a student. In 2nd and 3rd grades, students complete a vocabulary screening subtest on the computer.
- Statute enumerates what early literacy skills are to be assed in 4K

Importance of multiple data sources

- Statute requires that 5K – 3rd grade early literacy instruction be explicit and systematic instruction in nine areas of science-based early literacy without using three-cueing. Early literacy screening, included in this report, provides a snapshot of five of the nine areas. Therefore, the screening data in this report should be used in combination with other school and district early literacy data to develop a full understanding of a school or district's early literacy systems.
- The data in this report includes all students and is not disaggregated. Because Wisconsin has persistent achievement disparities in reading, the data in this report should be used in combination with other school and district early literacy data that can be disaggregated.

Statewide Data Summary for 2024 - 2025

Statute requires districts to report data at the school and grade levels. Data submitted by districts was used to create the statewide data summary.

The response rate for the reporting requirement was 98% (428 out of 437 local education agencies or LEAs).

The full report by district, school, and grade level is available at https://dpi.wi.gov/wi-reads/act-20-annual-reporting.

Table 2. Number of Pupils Below the 25th Percentile on Fundamental Skills or Universal Screening Assessments

Grade	Number	% of Total Enrollment
4-year-old Kindergarten	3,869	8.6
5-year-old Kindergarten	21,979	41.7
1st	25,296	46.8
2nd	22,477	40.3
3rd	23,793	41.6
Total	97,414	36.8

Table 3. Number of Pupils Below the 25th Percentile on Diagnostic Assessments Requested by Parents/Caregivers

Grade	Number	% of Total Enrollment
5-year-old Kindergarten	60	0.1
1st	106	0.2
2nd	182	0.3
3rd	145	0.3
Total	493	0.2

Table 4. Diagnostic Assessments Used to Assess Pupils

Assessment Name	Publisher	Number of Schools
aimswebPlus	Pearson	918
FastBridge/Star	Renaissance Learning	526
i-Ready	Curriculum Associates	221
HMH Amira	Houghton Mifflin Harcourt	61
MAP Fluency	Houghton Mifflin Harcourt	25

Table 5. Number of Pupils Who Began Receiving Interventions

Grade	Number	% of Total Enrollment
5-year-old Kindergarten	19,832	37.6
1st	23,600	43.6
2nd	20,940	37.5
3rd	21,856	38.2
Total	86,228	39.2

Number of Pupils Who Received Interventions

Due to school year 2024-25 being the first year that screening and personal reading plans were required, the total number of students with a personal reading plan under Act 20 is identical to the number of students who began a reading plan under Act 20 provided in Table 5.

Table 6. Number of Pupils Who Exited Interventions

Grade	Number	% of Total Enrollment
5-year-old Kindergarten	3,838	7.3
1st	2,760	5.1
2nd	2,774	5.0
3rd	2,687	4.7
Total	12,059	5.5

Table 7. Number of Pupils for Whom a Referral was Made Based on Diagnostic Assessment Results Provided to a Parent

Grade	Number	% of Total Enrollment
Kindergarten	8	<0.1
1st	17	<0.1
2nd	15	<0.1
3rd	19	<0.1
Total	59	<0.1

District and School Level Data

District and school level data can be downloaded at https://dpi.wi.gov/wi-reads/act-20-annual-reporting.

For privacy reasons, data from districts and schools with fewer than 20 students has been redacted.