

Act 20 and Special Education

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Today's Agenda

- overview of Act 20
- how Act 20 relates to special education
- options for providing reading instruction to students with an IEP and a personal reading plan
- Q & A

Act 20 Overview

Act 20 Requirements

- creation of office of literacy AKA (Wisconsin Reading Center) within DPI
- creation of council on early literacy curricula
- established literacy coaching program in schools
- mandates employment of a reading specialist in each school district
- describes components of early literacy curricula and instructional materials that comply with the act
- prohibits 3 cuing as an instructional practice
- mandates professional development in early reading instruction
- requires reading readiness assessment
- requirements for personal reading plans and interventions
- parental notification

Act 20 Curriculum and Instruction

Act 20 states that all Wisconsin schools are required to provide science-based early literacy instruction in both universal and intervention settings.

Science-based early literacy instruction is systematic and explicit and consists of:

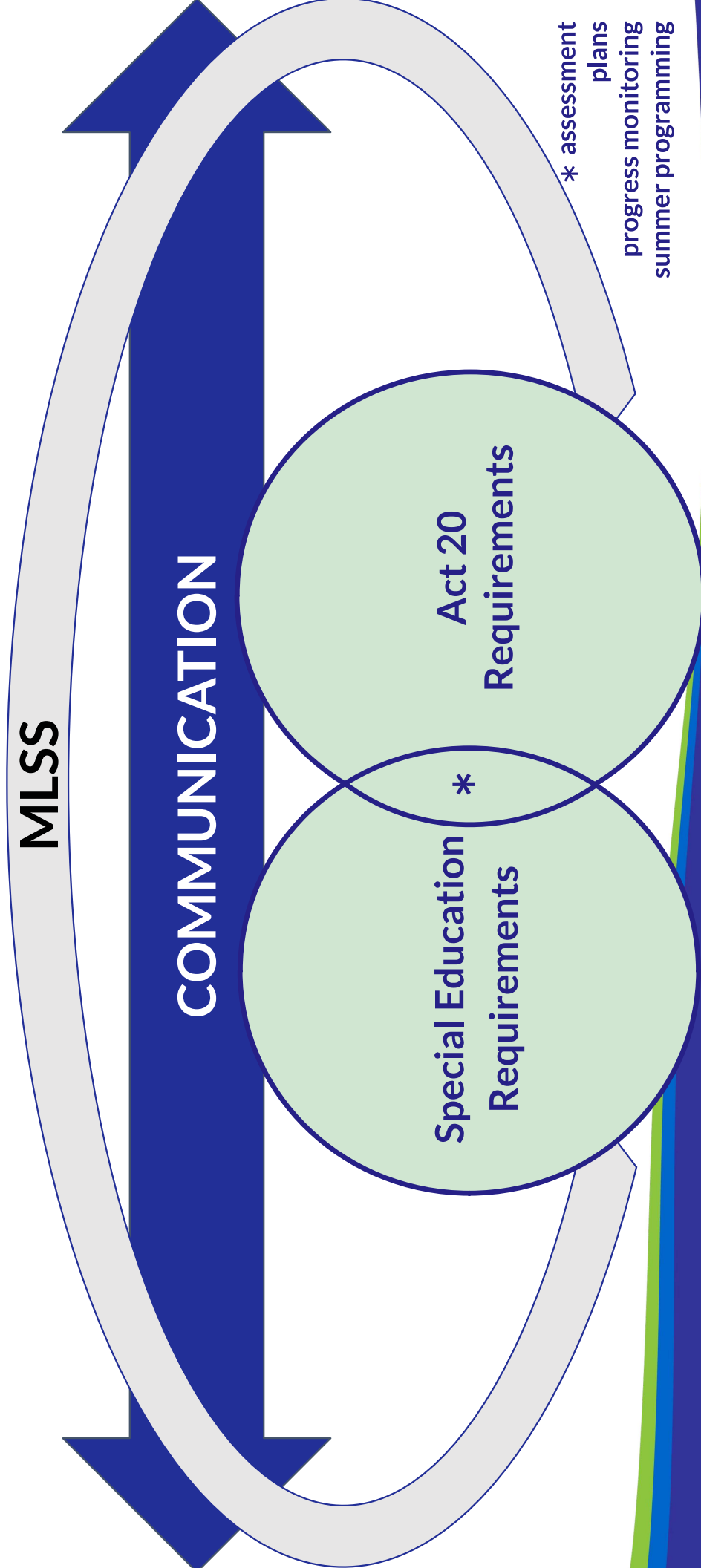
- Phonological awareness
- Phonemic awareness
- Phonics
- Building background knowledge
- Oral language development
- Vocabulary building
- Instruction in writing
- Instruction in comprehension
- Reading fluency

Act 20 Key Resources

- [Wisconsin Reads & Act 20 FAQ](#)
- [Act 20: Students with IEPs](#)
- [2023 Wisconsin Act 20](#)
- [Dyslexia and Related Conditions Guidebook](#)
- [Dyslexia and Specific Learning Disabilities](#)
- [The Role of Medical and Clinical Information in Special Education Evaluation and IEP Development](#)

Act 20 & Special Education

Interacting System Components



Act 20 Assessment Requirements

- Reading readiness screener for all 4K-3rd grade students (2x/year for 4K, 3x/year 5K-3rd)
 - Parents notified within 15 days of completing screener
- Screener selected by DPI - Aimsweb Plus
- Diagnostic Reading Assessment for students <25th percentile on screener (within 10 days of screener, before 2nd Friday in November)
- Diagnostic reading assessment also required if requested by parent and child has characteristics of dyslexia (within 20 days of request).

Special Education Evaluation and Assessment

- Depending on the specific disability category, standardized tests are not always required when determining eligibility for special education.
- Various assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the student, including information provided by the parent.
- The public agency must not use any single measure or assessment as the sole criterion for determining eligibility for special education.
- For some disability categories, a formal assessment is required. For instance, an individually administered intelligence test is required when determining an intellectual disability.

Act 20 Personal Reading Plan Requirements

Any child K-3 who scores <25th percentile on screener must have personal reading plan. Plan must include:

- Child's specific early literacy skill deficiencies as identified by the screener
- Goals and benchmarks
- How progress will be monitored
- Description of interventions and services
- Programming to be used by instructors
- Strategies that parents can use to help student
- Any additional services available to accelerate early literacy skill development

Parents receive a copy of PRP and progress updates.

Individualized Education Plan Requirements

IEPs Must Include:

- A statement of the child's present levels of academic achievement and functional performance ...
- A statement of measurable annual goals, including academic and functional goals ...
- A description of—
 - How the child's progress toward meeting the annual goals ... will be measured; and
 - When periodic reports on the progress the child is making toward meeting the annual goals ... will be provided;

[IDEA Sec. 300.320 Definition of individualized education program](#)

IEP Requirements Continued

- A statement of the special education and related services and supplementary aids and services,
- A statement of the program modifications or supports for school personnel that will be provided ...
- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities ...
- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments ...
- The projected date for the beginning of the services and modifications ... and the anticipated frequency, location, and duration of those services and modifications.”

Progress Monitoring: PRP

To exit a personalized reading plan, a child must demonstrate adequate rate of progress in reading development according to grade-specific measures.

- 5K: adequate rate of progress is measured by nonword or nonsense word fluency and phoneme segmentation fluency.
- Grades 1-3: adequate rate of progress is measured by oral reading fluency
- Grade 3 only: must also score at proficient level on state summative assessment / Forward Exam in area of reading

Act 20 Summer Requirements

“The school board or operator of the charter school ... [shall] do all of the following for a pupil promoted to 4th grade who had a personal reading plan ... during the 3rd grade and who is not considered to have completed the personal reading plan ...

- Provide the pupil with intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency.
- Notify the pupil's parent or guardian, in writing, that the pupil did not complete the personal reading plan ... and include a description of the intensive instructional services and supports that will be provided to the pupil to remediate the identified areas of reading deficiency.
- Provide the pupil with an intensive summer reading program each summer until the pupil scores at grade-level in reading on a summative assessment.”

Summer Requirements: Exceptions

“Good cause” exceptions:

- Bilingual Learners and children with IEPs for whom relevant reading assessments are not appropriate
- Child who scores proficient on alternative state assessment (Dynamic Learning Maps)
- Child who received intensive interventions for 2 or more school years or has an IEP or 504 plan AND has been retained in grades 5K, 1, 2 or 3

Extended School Year

“Each public agency must ensure that extended school year services are available as necessary to provide FAPE ... Extended school year services must be provided only if a child’s IEP Team determines, on an individual basis, ... that the services are necessary for the provision of FAPE to the child.”

[Sec. 300.106 Extended school year services](#)

Options for Reading Instruction

Act 20: Early Literacy Instruction

- All students receive universal instruction.
- Act 20 defines science-based early literacy instruction as systematic explicit instruction in phonological awareness, phonemic awareness, phonics, building background knowledge, oral language development, vocabulary building, instruction in writing, instruction in comprehension, and reading fluency.
- Students who score below the 25th percentile on the universal screener receive additional instruction (intervention) in the areas targeted in the personal reading plan, as identified by diagnostic reading assessment.

Special Education

- For a student who is eligible for special education, the IEP describes the services that will be provided to address all the student's disability-related needs (DRNs) so the student can access, engage, and make progress in age or grade level general education curriculum, activities, and environments; and make progress toward their IEP goals.
- Special education requires specially designed instruction (SDI).
- [Six Areas of Academic and Functional Skill](#)

Specially Designed Instruction

SDI is a type of intensive intervention provided to every student with an IEP. Other IEP services include supplementary aids and services, related services, and program modifications or supports for school staff. The provision of SDI is key to ensuring students receive a free appropriate public education (FAPE) in the least restrictive environment.

Parental Involvement Comparison

	Act 20	IEP
Parents Can...	be informed of PRP be involved in developing PRP	deny evaluation consent revoke consent for SE services
Parents Can't...	opt out of screener or DRA	choose special education supports and services "a la carte"

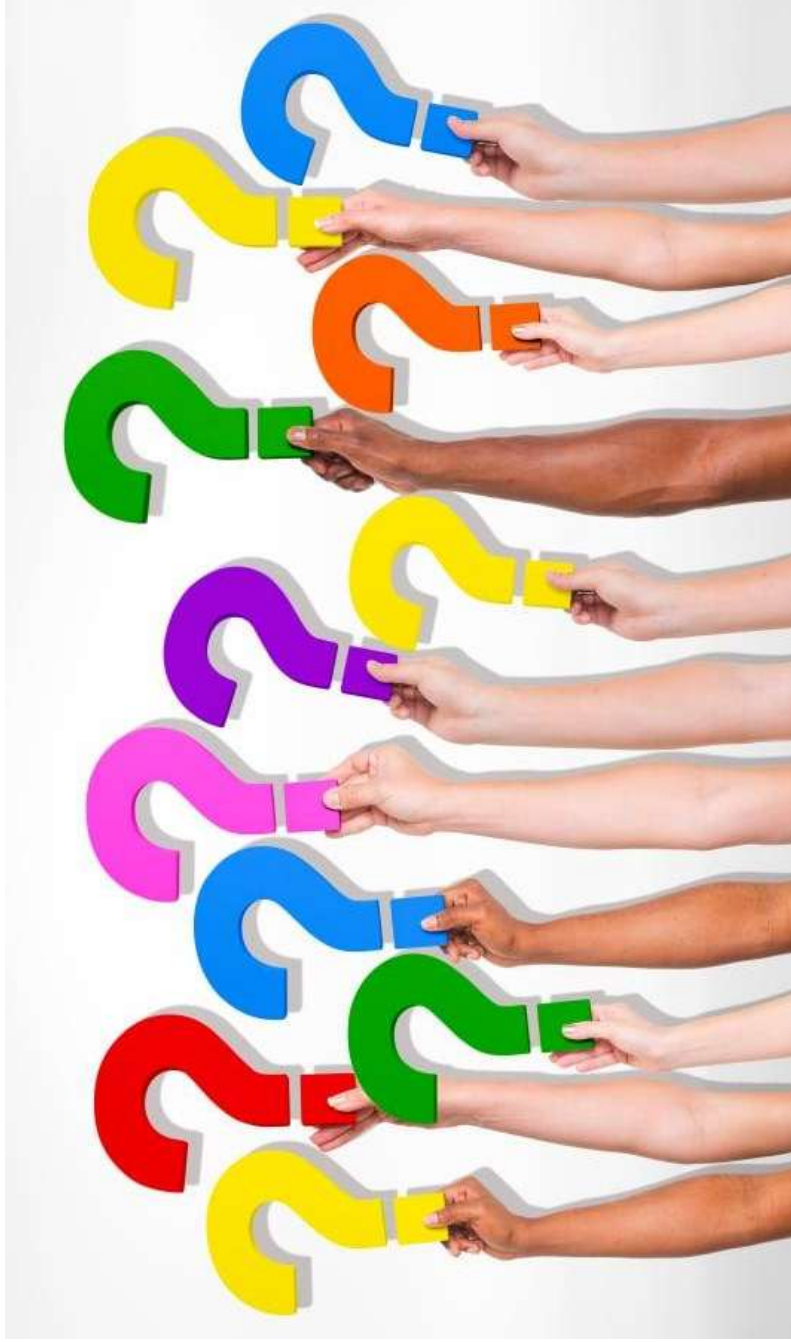
Incorporating Plans (PRP & IEP)

- School districts can decide whether or not to combine the PRPs with IEPs for students who have both.
- If the PRP is not part of the IEP make sure the PRP does not reference special ed. services not in the IEP or state the services differently than they are written in the IEP.
- If the PRP is part of the IEP make sure that the IEP meets all requirements of a PRP under Act 20.

Who is Responsible for Creating and Implementing the PRP for a Student with an IEP?

- Take a collaborative approach.
- Include a special education teacher as one member of the team creating PRPs.
- Educators who teach 5K-grade 3 reading can create and implement the PRP for a student with an IEP.
- Consider who is most qualified to deliver the needed instruction.
- Do not assume that all interventions for all students with IEPs will be provided by special education teachers.
- If a student's PRP is part of their IEP, and the intervention is listed as specially designed instruction, the instruction must be delivered by an educator [licensed to provide specially designed instruction](#).

Questions



Contact Information



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