



**EXECUTIVE ORDER # 22**

**Relating to the Creation of the Governor's  
Read to Lead Task Force**

**WHEREAS**, the number one priority for children in grades kindergarten through third grade is to learn to read; and

**WHEREAS**, one third of all Wisconsin students cannot read at a basic level and two thirds of all African American students in our state cannot read at a basic level, which is the lowest rate in the nation; and

**WHEREAS**, in approximately ten years, Florida, through state reading law reforms, has improved from one of the lowest ranked states in the nation to one of the highest and in doing so achieved a much smaller racial achievement gap than Wisconsin; and

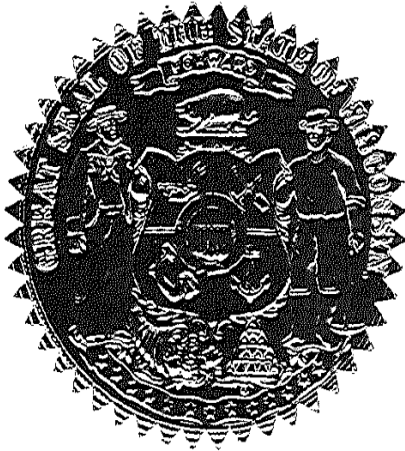
**WHEREAS**, it is critical to have initiatives that will empower teachers, districts, and parents—not lawmakers—with the ability to decide how best to teach reading and explore ways to provide teachers and parents with better tools to identify young struggling students and address why they are struggling and how to overcome those challenges; and

**WHEREAS**, a task force comprised of current and former teachers, researchers, legislators, and advocates will help guide future legislation that focuses less on mandating how reading should be taught and more on results.

**NOW THEREFORE, I, SCOTT WALKER**, Governor of the State of Wisconsin, by virtue of the power vested in me by Wis. Stat. §14.019, do hereby order the following:

1. The creation of the Governor's Read to Lead Task Force ("Task Force"); and
2. The Task Force shall be comprised of the Governor or his designee, State Superintendent Tony Evers, Senator Luther Olson, Representative Steve Kestell, Representative Jason Fields, Mara Brown, Kathy Champeau, Steve Dykstra, Michele Erickson, Marcia Henry, Rachel Lander, Tony Pedriana, Linda Pils, and Mary Read; and
3. The Chairperson shall be the Governor or his designee, and the Vice-Chairperson shall be State Superintendent Tony Evers; and
4. The Task Force shall adhere to the following guidelines while it studies and makes recommendations for future legislation, which focuses less on mandating how reading should be taught and more on results:
  - a. While any accountability measure must enforce basic standards, all promotion decisions must be made in concert with teachers and parents; and

- b. Any proposal must encourage parental involvement to the greatest degree possible and must ultimately be designed with the interests of children in mind; and
  - c. A student must be given multiple opportunities on a number of different assessments to prove he or she can read before not being promoted; and
  - d. The results of one high-stakes test must not be a basis for non-promotion; and
  - e. A limit must be set on how many times a student can be held back, so no student will be held in third grade indefinitely; and
  - f. Any retention policy must be delayed in its implementation so no student is retained who has not had the benefit of being in the new system for multiple years; and
5. Direct the Departments of Administration and Public Instruction and any other state agency as necessary to assist the Task Force with administrative and support services; and
6. Direct the Department of Administration, in accordance with Wisconsin Statute § 20.505(4)(c) and other relevant statutory or non-statutory provisions, to provide the Task Force with such sums of money as are necessary for the Task Force to carry out its duties; and
7. The Task Force must submit a final report on its findings and recommendations to the Governor, and the Task Force shall dissolve when its final report is accepted



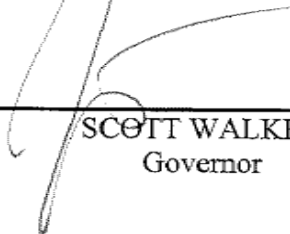
By the Governor:

*Douglas La Follette*

DOUGLAS LA FOLLETTE

Secretary of State

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison this thirty-first day of March, in the year two thousand eleven.

  
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SCOTT WALKER  
Governor