

**ADMINISTRATIVE POLICIES OF THE
MILWAUKEE PUBLIC SCHOOLS**

**ADMINISTRATIVE POLICY 7.11
READING**

(1) FUTURE READING ADOPTIONS

(a) Future reading adoptions for elementary schools should reflect the district's reading curriculum and research findings and provide choices, allowing schools to select from a recommended list of programs, materials, and approaches.

(b) The adopted reading program or materials should reflect the district's reading curriculum, developed by a broad base of school staff.

(2) ASSESSMENT OF PROGRESS

~~(a) Assessment of students' reading progress should place less emphasis on assessment of isolated skills and integrate reading, writing, thinking, speaking, and listening, including formal and informal measures in accordance with the district's assessment policy.~~

~~(b) The district should move towards a program which:~~

- ~~• places less emphasis on assessment of isolated skills~~
- ~~• integrates reading, writing, thinking, speaking and listening~~
- ~~• emphasizes independent reading of a variety of reading materials.~~

All grades K4-3 students must be annually assessed in early literacy skills using the fundamental skills screening assessment selected by the Wisconsin Department of Public Instruction. Students enrolled in four-year-old kindergarten must be assessed at least two times per year on phonemic awareness and letter sound knowledge. Students in five-year-old kindergarten through 3rd grade must be assessed three times per year on phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary. The first test should happen within 45 calendar days of the school year's start, the second in the middle of the term, and the third 45 days before the end of the school year.

Students identified as "at-risk", scoring below the 25th percentile on the screener, must be administered a diagnostic reading assessment within 10 days after the reading readiness screener and no later than the 2nd Friday of November. Additionally, it is required that students identified as "at-risk" are given a personal reading plan that includes specific early literacy skill deficiencies, goals and benchmarks to measure progress, plan for monitoring progress, interventions and services that will be provided, the programming using science-based early reading instruction that will be used by staff to provide reading instruction to the student.

If a student is suspected of having dyslexia, a diagnostic reading assessment must also be administered within 20 days of the request. All assessment results and personal reading plans must be provided to parents/guardians. Additionally, the district's policy on promotion must include reading achievement criteria for promoting students from third grade to fourth grade.

(a) THIRD-GRADE READING

All elementary schools shall be held accountable for all their children being able to read on grade level by the third grade.

Services and support are required for students struggling with reading but the policy does not compel schools to retain students in third grade who are reading below grade level. The following should be provided to students who have a personal reading plan in place in third grade but have not completed the plan: (1) intensive instructional services; (2) progress monitoring; (3) supports to remediate identified areas of deficiency; and (4) an intensive summer reading program every summer until the student scores at grade level in reading.

Students in a bilingual program will perform based on biliteracy trajectories, which account for their holistic performance in each language.

History: Revised 2-22-95, 6-26-96

Previous Coding: Admin. Policy IGAK, prior to May 1995; Admin. Policy 9.11, May 1995-August 1996

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