Spring 2018 Assessment Data

August 9, 2018

MPS

MILWAUKEE
PUBLIC SCHOOLS

Presenter:
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Dr. Keith P. Posley
Interim Superintendent

FIVE PRIORITIES FOR SUCCESS

Improve District and School Culture

Ensure Fiscal Responsibility and Transparency

Increase Academic Achievement and Accountability

Develop Our Staff

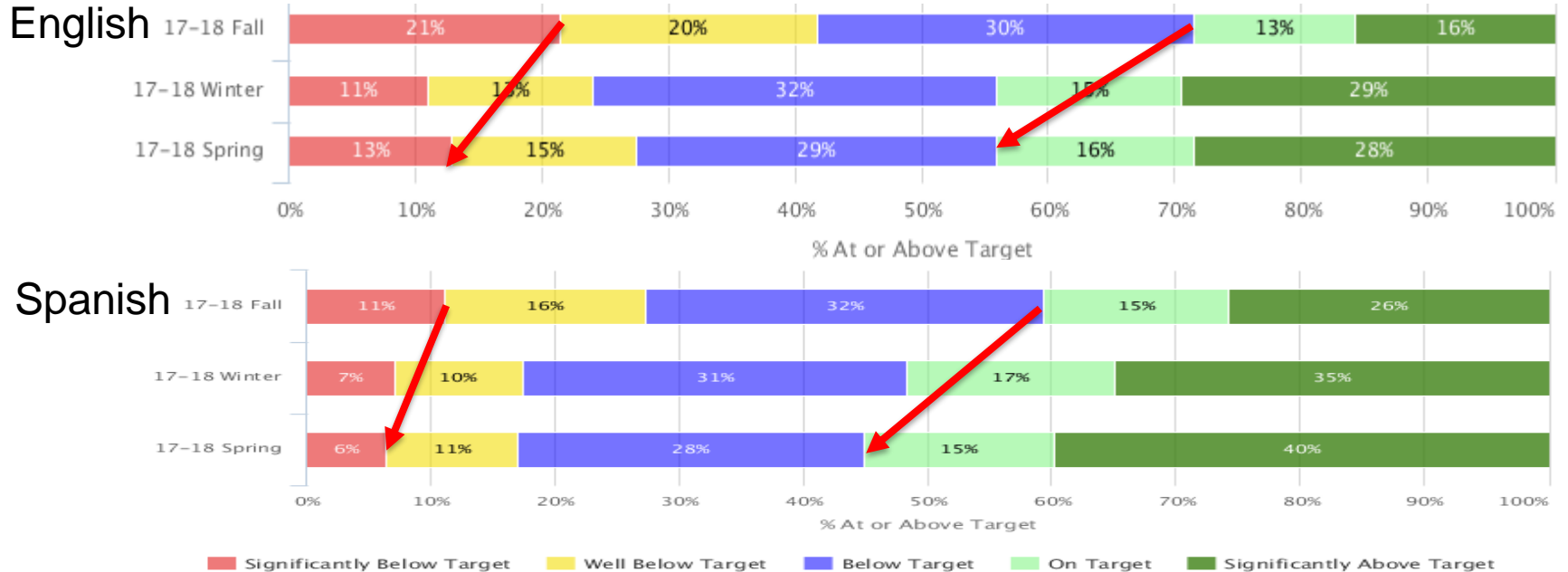**Strengthen Communication and Collaboration**

Spring Assessments

- Universal Screener – STAR is used in K5 through grade 10
  - Reading
  - Math

- PALS – Foundational reading assessment in grades K4 – 2

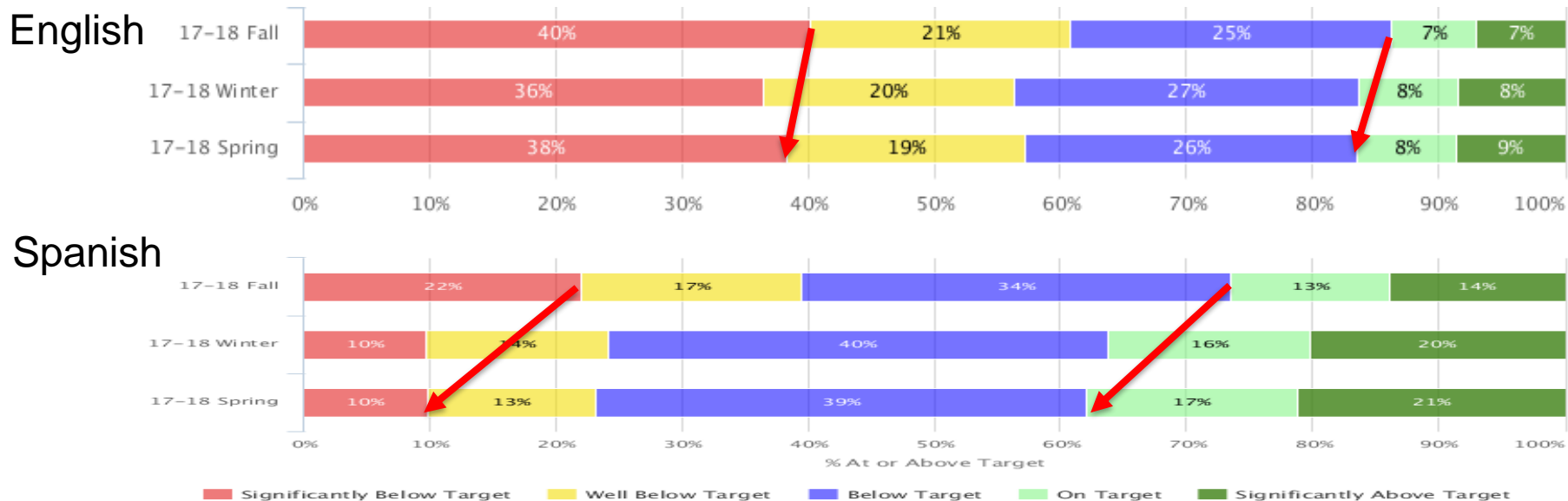- Both Assessments are given in English or Spanish

Early Literacy

English

17–18 Fall	21% / 20% / 30% / 13% / 16%
17–18 Winter	11% / 13% / 32% / 15% / 29%
17–18 Spring	13% / 15% / 29% / 16% / 28%

% At or Above Target

Spanish

17–18 Fall	11% / 16% / 32% / 15% / 26%
17–18 Winter	7% / 10% / 31% / 17% / 35%
17–18 Spring	6% / 11% / 28% / 15% / 40%

% At or Above Target

■ Significantly Below Target ■ Well Below Target ■ Below Target ■ On Target ■ Significantly Above Target

1,682 more students were on-target since fall in early literacy and
797 fewer students were significantly below target on STAR.

Reading

English

17–18 Fall	40%	21%	25%	7%	7%
17–18 Winter	36%	20%	27%	8%	8%
17–18 Spring	38%	19%	26%	8%	9%

Spanish

17–18 Fall	22%	17%	34%	13%	14%
17–18 Winter	10%	14%	40%	16%	20%
17–18 Spring	10%	13%	39%	17%	21%

% At or Above Target

Significantly Below Target   Well Below Target   Below Target   On Target   Significantly Above Target

1,572 more students were on-target since fall in reading and
1,928 fewer students significantly below target on STAR.

Math
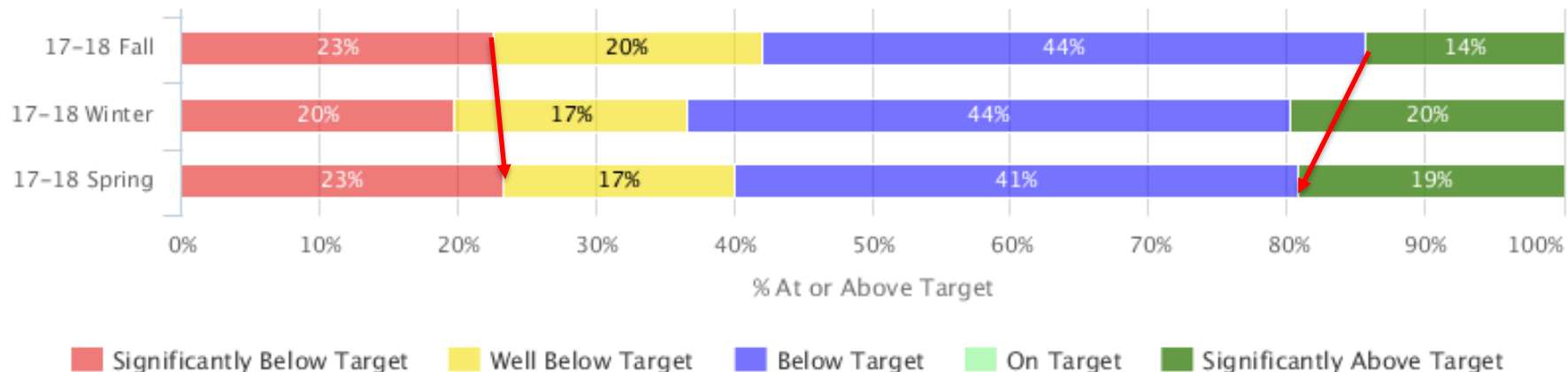
English and Spanish assessments are reported together since the math content and skills assessment are the same in both languages.

2,232 more students were on-target since fall in math.

2018-19

- Better align STAR benchmarks to State assessment proficiency levels
  - Increase students meeting grade-level proficiency
  - Focus on ESSA goals
 - Monitor data to improve report cards

STAR Early Literacy and STAR Reading

Performance Category on STAR	Percentile Rank Ranges in 2018-19 school year	Predicts to WI Forward and ACT Suite
Significantly Below Target	1-10	Below Basic
Well Below Target	11-25	
Below Target	26-59	Basic
On Target	**60-74**	Proficient and Above

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STAR Math

| Performance Category	Percentile Rank Ranges in 2018-19 school year	Predicts to WI Forward and ACT Suite
Significantly Below Target	1-10	Below Basic
Well Below Target	11-39	
Below Target	**40**-74	Basic
At or Above Target	**75 and up**	Proficient and Above

Percent of Students Meeting Benchmark on PALS
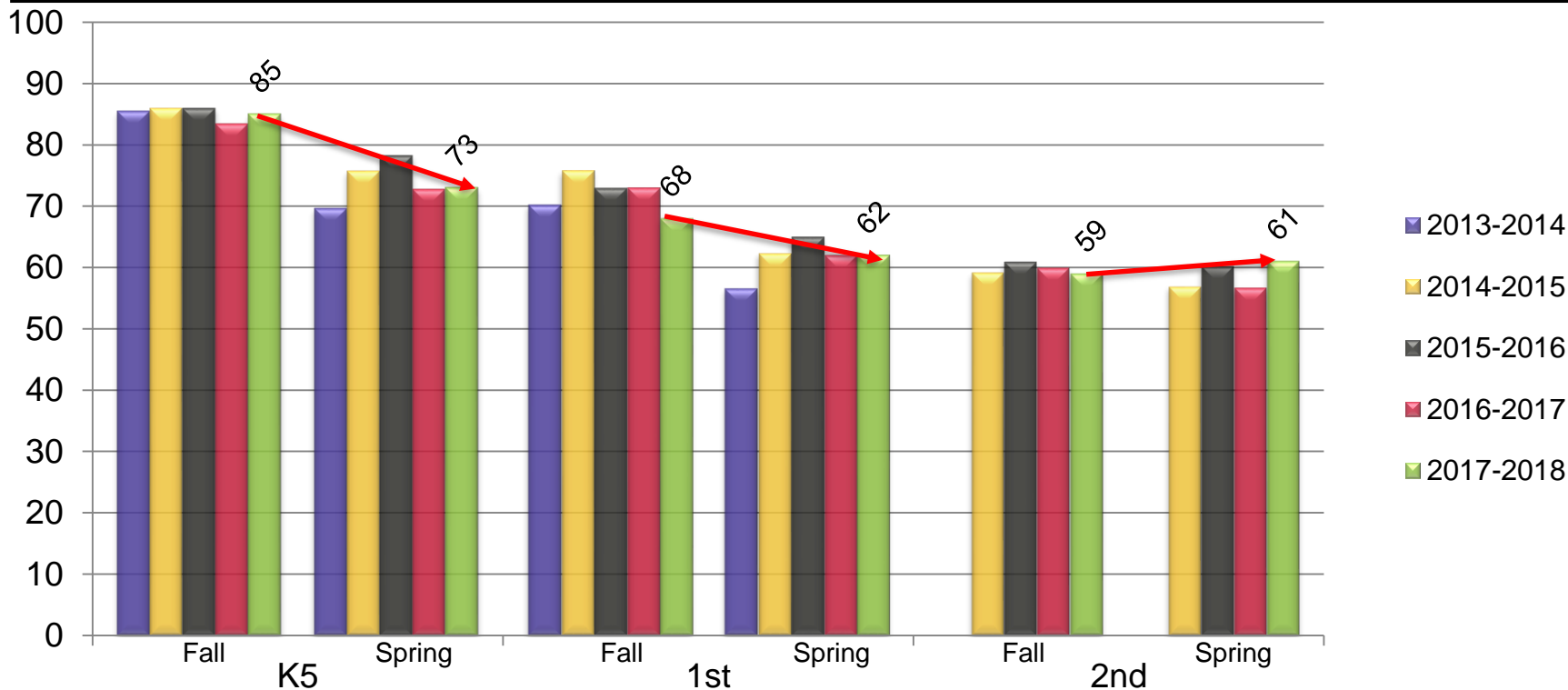
Fewer students met the benchmark on PALS in K5 and 1st grade from fall to spring.
There was a slight increase in the percent of students meeting benchmark from fall to spring in Grade 2, indicating gap closing.
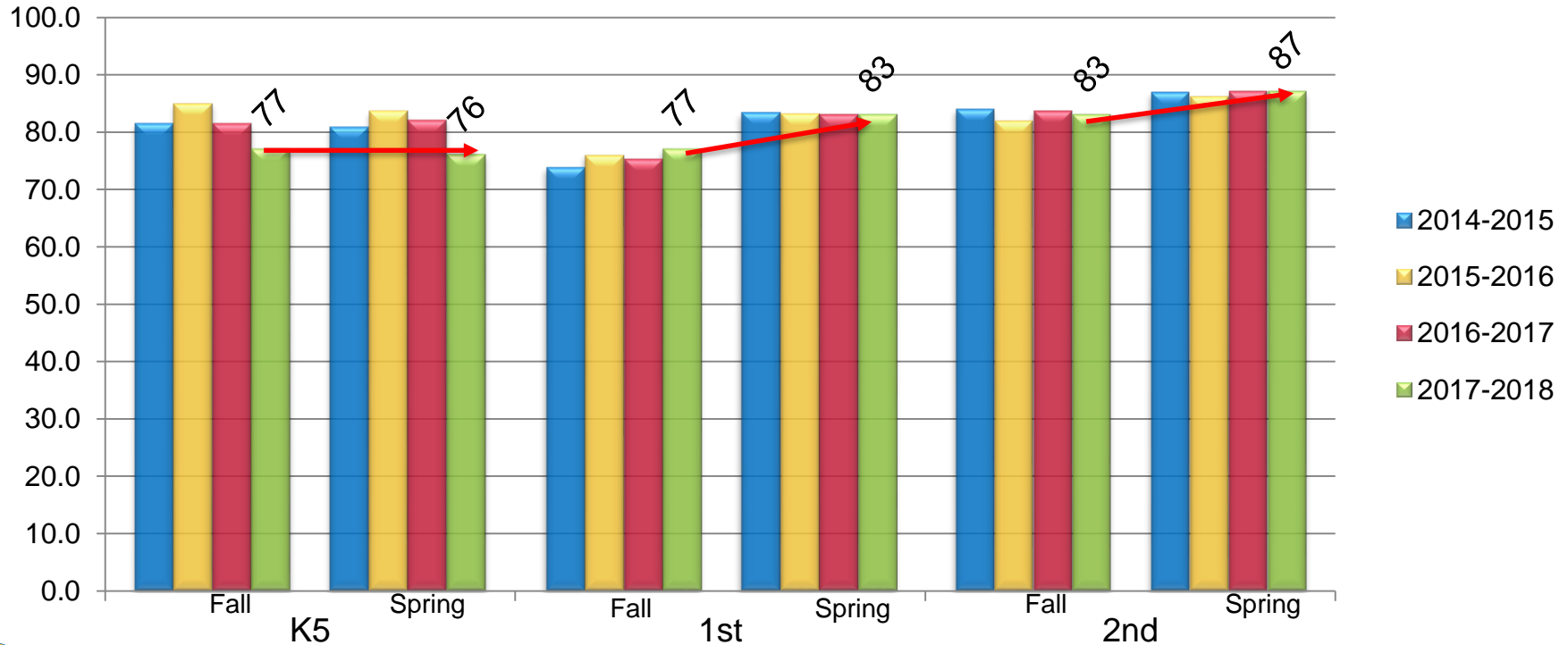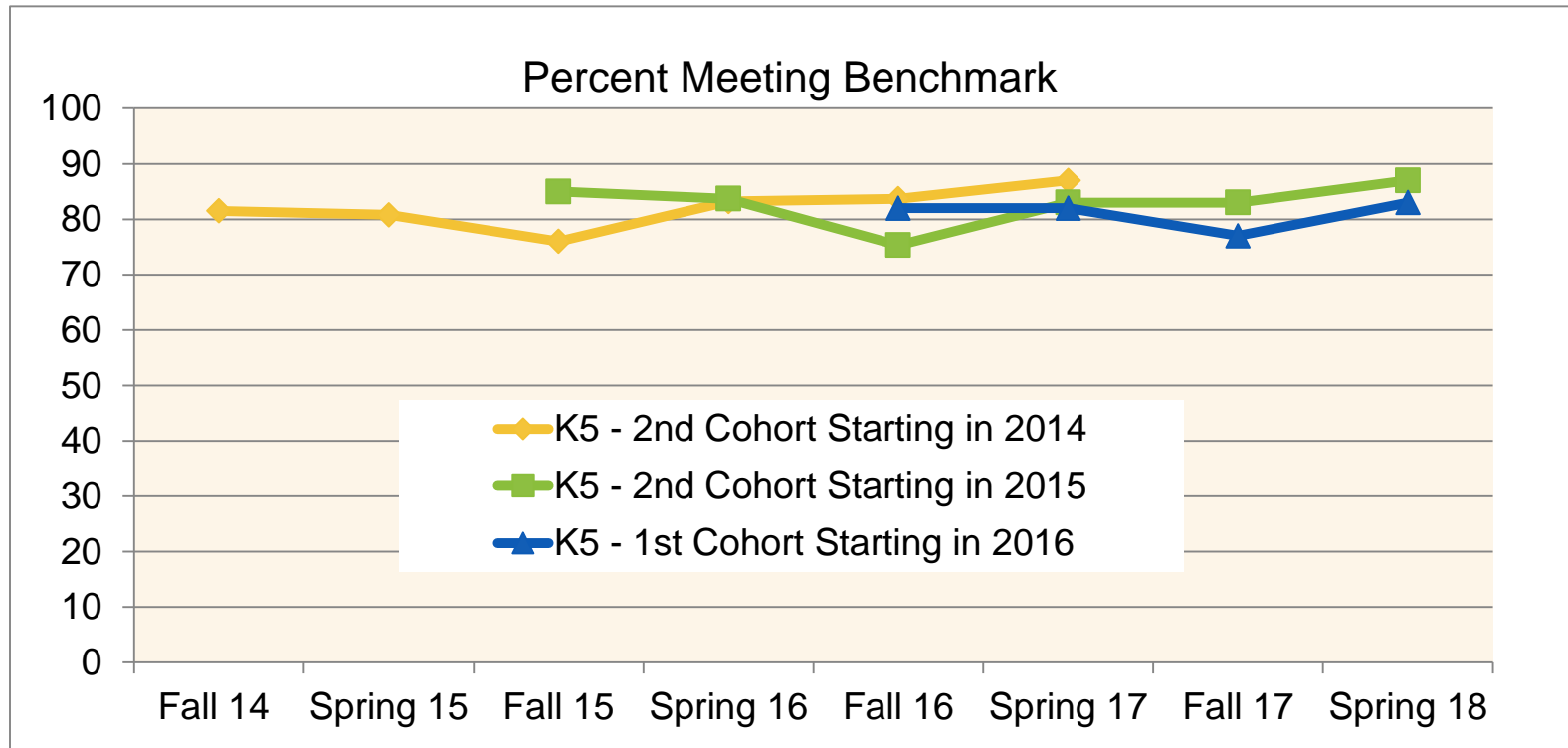
PALS Cohort Data
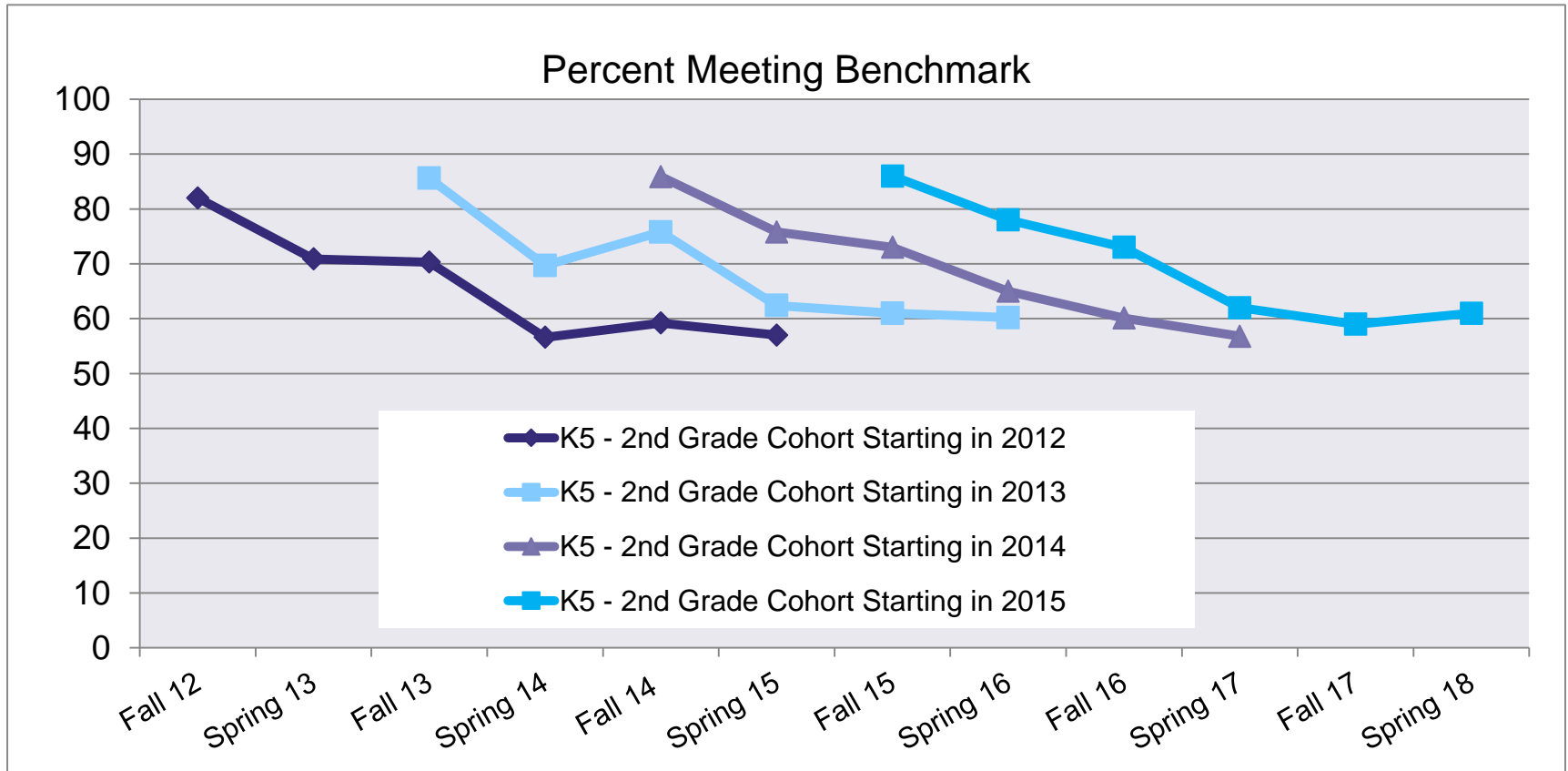
Percent of Students Meeting Benchmark
PALS Español

Students in our bilingual program show growth and gap closure in 1st and 2nd grades, with more students meeting the spring benchmark then met the benchmark in fall.

PALS Español Cohort Data

Percent Meeting Benchmark

Next Steps

Academic Focus: Reading, Writing, and Math

Student Achievement

Climate and Culture

Attendance and Enrollment

Reading

Goal: All students reading at grade level.

Reading Vision: Focus on ensuring high quality reading practices happen every day in each classroom. The goal is to create a culture for reading and a community of readers.

Essential Skills: Wisconsin Standards and CCSS for Reading that include **Decoding** (explicit, systematic instruction based on developmental sequence, systematic word study, and Interactive read aloud); **Vocabulary Acquisition and Use** (direct, explicit Instruction of words in context, teaching specific context clues, directly teaching word learning strategies, and connecting new concepts/meanings to prior knowledge); **Comprehension** (scaffolding and building background knowledge, building oracy (discourse)/language experience approach, **access** to culturally and linguistically diverse literature and Informational text, physical/active response to text, and reading aloud); **Fluency** (speed, accuracy, and prosody/expression for literature and informational text)

Effective Strategies: High quality - instructional practices aligned to standards, rigor, and the essential components of reading. Utilize formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement.

Professional development will focus on differentiated, tiered support for the identified skills and strategies and will be aligned with the SIP.

Writing

Goal: Increase ACT writing scores at Gr. 11.

Writing Vision: Create a culture for writing that promotes communities of culturally and linguistically diverse writers.

Essential Skills:
Wisconsin Standards, CCSS and content standards for writing with a specific focus on:
- Applying the **writing process**: planning, drafting, editing, revising
- Supporting writing with **evidence** from multiple perspectives
- Writing for a range of tasks (rhetorical analysis, argumentative, informative, and narrative), purposes, and audiences.
- Using academic and discipline specific vocabulary
- **Building writing stamina**
- Summarizing, note-taking, paraphrasing

Effective Strategies:
- Provide explicit instruction that uses a process approach to writing
- Plan for repeated practice and scaffolded support
- Provide students with ongoing timely descriptive feedback through conferencing
- Utilize formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement.
- Continue to implement the Essential 6 Framework for Literacy for writing in the content areas.

Professional development will focus on tiered support for the identified skills and strategies and will be aligned with the SIP.

Math

Goal: Increase pass rate for Algebra in 9th Gr.

Math Vision: Focus on mathematical proficiency for each and every student. The goal is to create a culture that maximizes learning of mathematics through high quality instruction.

Essential Skills:
- Wisconsin Standards for Mathematics with a specific focus on:
  - Operations and Algebraic Thinking/Expressions & Equations/ Functions/Algebra
  - Geometry
  - Measurement & Data/Statistics & Probability
- Standards for Mathematical Practice with a specific focus on:
  - **#1:** Make sense of problems and persevere in solving them
  - **#3:** Construct viable arguments and critique the reasoning of others
  - **#5:** Use appropriate tool strategically
  - **#6:** Attend to precision

Effective Strategies:
- Use high quality-instructional resources aligned to the Wisconsin Academic Standards to plan and implement effective, engaging mathematics instruction
- Utilize formative, interim, and summative assessment and feedback to increase student understanding and raise student achievement
- Emphasize math vocabulary and student discourse within the context of math instruction

Professional development will focus on tiered support for the identified skills and strategies and will be aligned with the SIP.

Ambitious Instruction - Focus on academic and content vocabulary

Thank you.

Presenters:

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Keith P. Posley, Ed.D., *Interim Superintendent*