



MILWAUKEE
PUBLIC SCHOOLS

Literacy Progress and Plans

January 16, 2025

SASI Committee

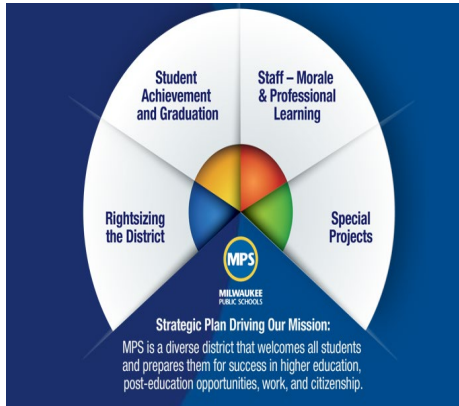
Mr. Eduardo Galván
Interim Superintendent

Success = Alignment & Connection

MPS Strategic Plan

Academic Standard of Care

Ambitious Instruction



1. Build positive relationships with students and families.
2. Know what each student needs in each content area.
3. Conduct formative assessments regularly.
4. Differentiate instruction for students.
5. Instruct students at or above grade level.
6. Utilize scaffolding for students above and below grade level.
7. Design instruction using the content standards.
8. Use district-adopted/endorsed materials during instruction.
9. Center learning around student interests, voice, and choice.
10. Design learning experiences for students that are inquiry-based.



ONE Initiative!

Vision for Literacy

Our vision is to create a positive culture of reading where high-quality reading instruction and teacher-student interactions happen every day in every classroom.

K-12 Reading Goal

Prepare all students to read at grade level.



An evidence-based approach to literacy has informed our work before and since Act 20.

Status of Literacy in MPS

Brigance Screens III - K3, K4, and K5 (fall 2024)

57% within or above normal range in Language

53% in fall 2023

STAR Early Literacy - Grade 1 (fall 2024)

12.5% on or above target

11% in fall 2023

STAR Reading - Grades 2-10 (fall 2024)

18% on or above target

12% in fall 2023

WI Forward - Grades 3-8 (2023-24 School Year)

23% advanced or meeting in English Language Arts

14.7% in 2022-23*

ACT - Grade 11 (2023-24 School Year)

14.7 average score in English Language Arts

15.1 in 2022-23



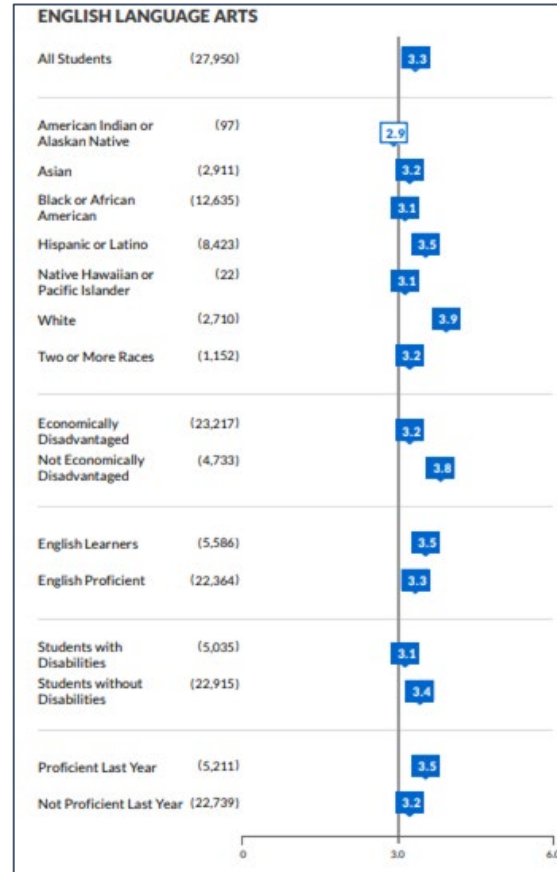
Status of Literacy in MPS

District Report Card - Value Added 2023-24

Value-added scores cover an approximately 0-6 range.

Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses.

Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.



Progress Update (K4)

	Leaders	Teachers	Students
What are we monitoring?	All schools have a high quality K4 program that uses Frog Street	Consistent use of language interactions during play after attending Play Clinic PD	Growth in language development and early literacy skills
How are we monitoring?	ECERS-3 Observations Frog Street Walkthroughs	Checks for Understanding Coaching data	Brigance Screens III aimswebPlus
What are we learning?	<ul style="list-style-type: none"> • 21 of 40 schools met quality goal on ECERS-3 • Coached schools scored +1.30 points higher • 57% use Morning Message in Frog Street 	<ul style="list-style-type: none"> • Knowledge of strategies 90% • Application of strategies 81% • Individualization to child 84% • Consistent use of strategies in classroom 95% among coached teachers 	<ul style="list-style-type: none"> • Scored 12 points higher than students in non-participating rooms after 4 months • Need for K4 data beyond requirements
How are we responding?	Coach schools below goal Monitor quality in spring Support and revisit schools	Offer more Play Clinics annually and expand access with Bilingual Play Clinic and Play Clinic Part 2	Collect additional data points using aimswebPlus

Progress Update (K5-8)

	Leaders	Teachers	Students																					
What are we monitoring?	Principal participation in Language Essentials for Teachers of Reading & Spelling (LETRS) training for Administrators	<ul style="list-style-type: none"> Teacher participation in LETRS training Small group instruction training & implementation 	Progress towards reading proficiency.																					
How are we monitoring?	<ul style="list-style-type: none"> Attendance consistency 	<ul style="list-style-type: none"> Attendance consistency Surveys/classroom observations 	<ul style="list-style-type: none"> STAR Early Literacy STAR aimswebPlus Wisconsin Forward 																					
What are we learning?	A systems approach is needed to create, implement, and maintain a high-quality literacy program aligned with the science of reading.	<ul style="list-style-type: none"> Checks for understanding questions need to be developed. Modeling is needed 	<table> <thead> <tr> <th></th> <th><u>Fall 23</u></th> <th><u>Fall 24</u></th> </tr> </thead> <tbody> <tr> <td>STAR EL</td> <td>11%</td> <td>13%</td> </tr> <tr> <td>STAR</td> <td>12%</td> <td>18%</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <th></th> <th><u>SPR 23</u></th> <th><u>SPR 24</u></th> </tr> <tr> <td>STAR EL</td> <td>26%</td> <td>31%</td> </tr> <tr> <td>STAR</td> <td>12%</td> <td>15%</td> </tr> </tbody> </table>		<u>Fall 23</u>	<u>Fall 24</u>	STAR EL	11%	13%	STAR	12%	18%					<u>SPR 23</u>	<u>SPR 24</u>	STAR EL	26%	31%	STAR	12%	15%
	<u>Fall 23</u>	<u>Fall 24</u>																						
STAR EL	11%	13%																						
STAR	12%	18%																						
	<u>SPR 23</u>	<u>SPR 24</u>																						
STAR EL	26%	31%																						
STAR	12%	15%																						
How are we responding?	<ul style="list-style-type: none"> Make-up sessions as needed Debriefing meetings LETRS best practice document 	<ul style="list-style-type: none"> Make-up sessions as needed CFU have been developed Ongoing small group instruction training 	<ul style="list-style-type: none"> Continued focus on small group instruction Strengthen grade level instruction. 																					

Progress Update High School

	Leaders	Teachers	Students
What are we monitoring?	Literacy Instructional Leadership	<ul style="list-style-type: none"> • Implementation of the myPerspectives curriculum • Reading intervention teacher support 	Progress towards reading proficiency.
How are we monitoring?	Check-ins to engage in conversations with leaders to discuss literacy-related concerns and celebrate successes.	<ul style="list-style-type: none"> • Activity in the online platform • Classroom observations • Monthly meetings 	<ul style="list-style-type: none"> • STAR • PreACT • ACT
What are we learning?	Systems need to be in place to support the implementation of the myPerspectives curriculum and reading intervention classes.	myPerspectives Baseline Data Dec 10: 112 active teachers 2,897 Active students	STAR Fall 2024 - 17.5 2023-24 PreACT - 13.1 <small>average PreACT Score</small> ACT - 14.7 <small>average ACT score</small>
How are we responding?	An implementation checklist has been created to help leaders identify key components of implementation	<ul style="list-style-type: none"> • MPS and Savvas Coaches provide coaching, lesson planning, and modeling. 	<ul style="list-style-type: none"> • Ensuring our ELA curriculum aligns with state standards • Providing ongoing professional development.

Expected Outcomes and Growth

If we keep our focus on...

- Curriculum implementation and robust early literacy and language assessment
- Teacher training and application of new learning (LETRS, ECERS, small group instruction, oral language)
- Support for High School Reading Intervention Teachers

Then we expect to see...

- At least 50% of all students meeting proficiency on Brigance, aimswebPlus, and STAR by 2028, in line with the Strategic Plan
- Teachers implementing rigorous and inclusive literacy instruction on walkthroughs and observations
- Students gain the skills needed to grow toward reading proficiently across content areas.



**MILWAUKEE
PUBLIC SCHOOLS**

**Thank
You!**