



MILWAUKEE
PUBLIC SCHOOLS

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Mid-Year Student Performance Update

Darienne B. Driver, Ed.D., Superintendent of Schools

Ruth Maegli, Chief of Academics

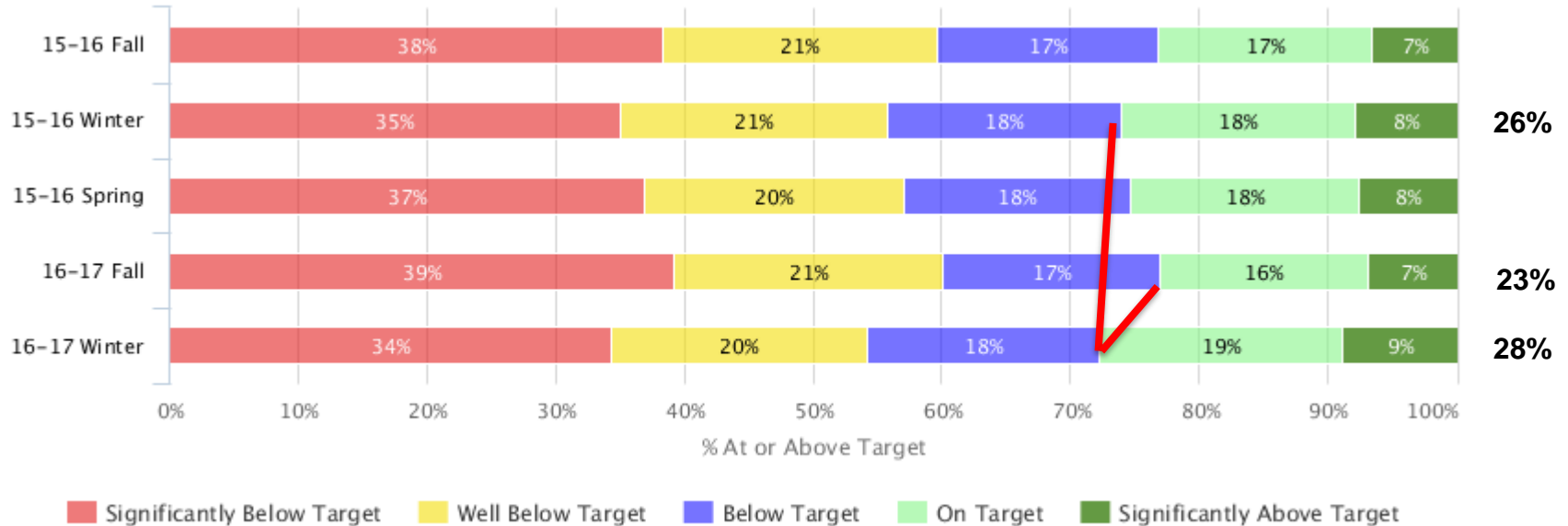
Melanie Stewart, Ph.D., Director of Student Performance & Improvement

March 14, 2017

Universal Screening

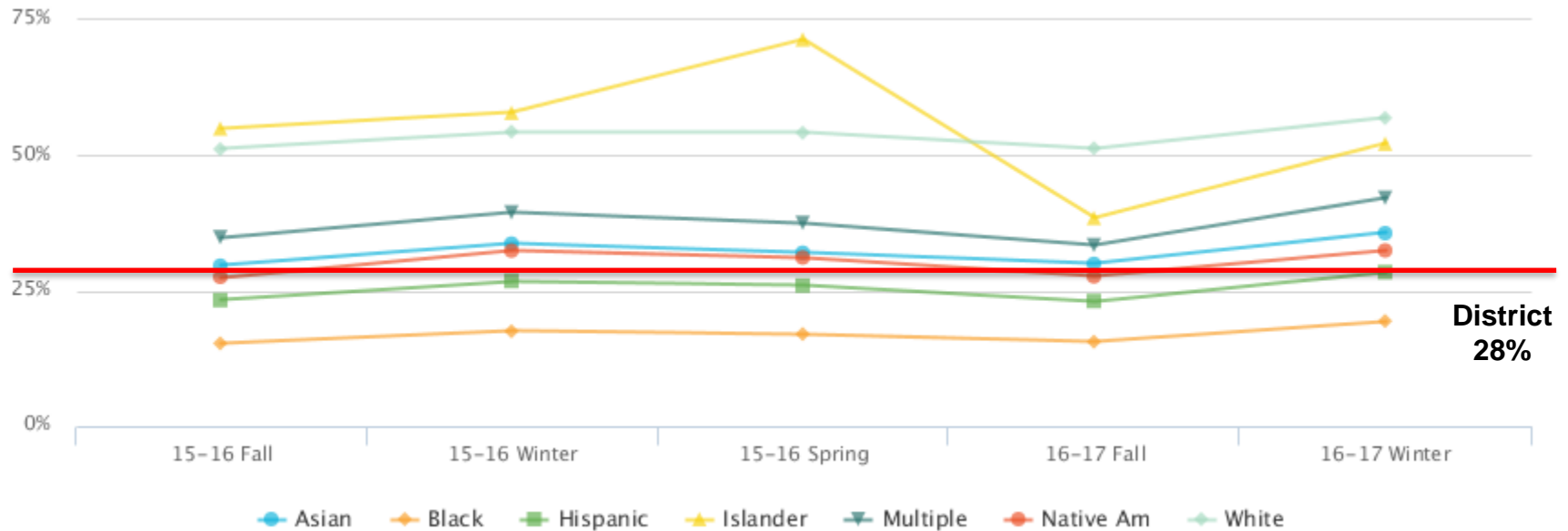
- As part of Response to Intervention, MPS assesses our students in K5 through grade 10 three times a year in Math, Early Literacy and/or Reading
- This data helps us to track student progress, impact instruction, and predict performance on other state assessments
- Most students take the STAR assessment in English or Spanish
- German and French Immersion schools use assessments in the language of instruction

STAR Reading – All Screening



Student performance in reading improved with the number of students “on-target” increasing by 5% from fall to winter – 1,844 more students are on target!

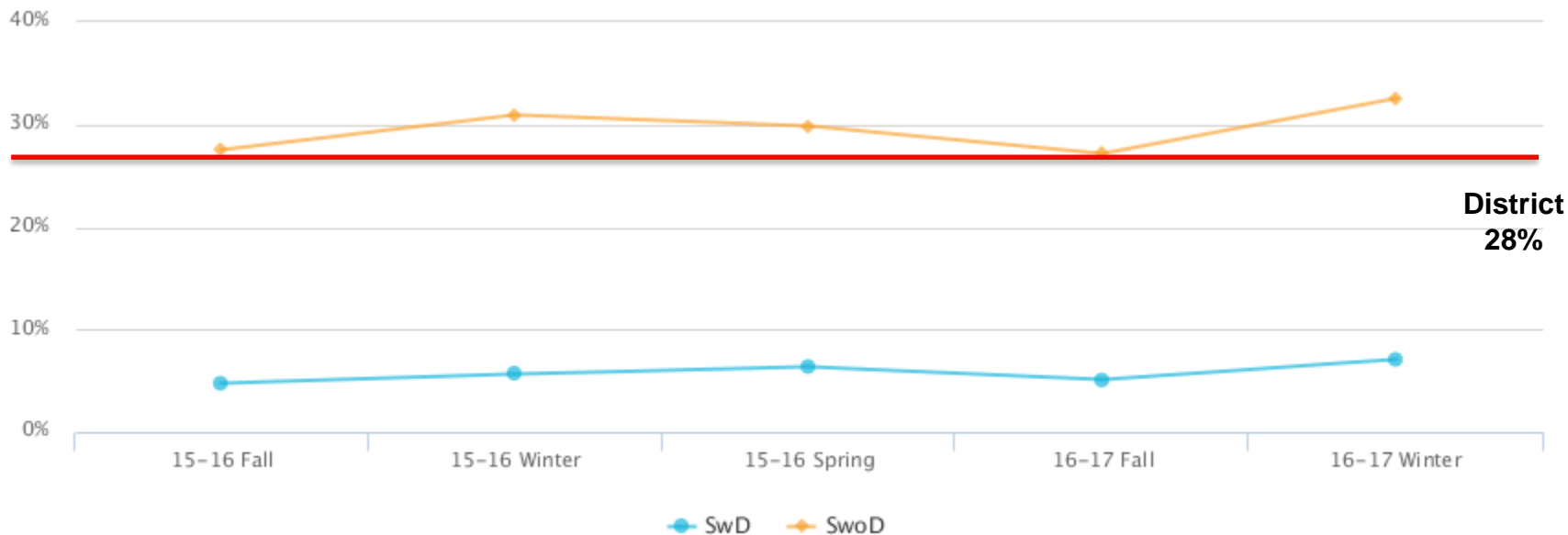
STAR Reading by Ethnicity



**District
28%**

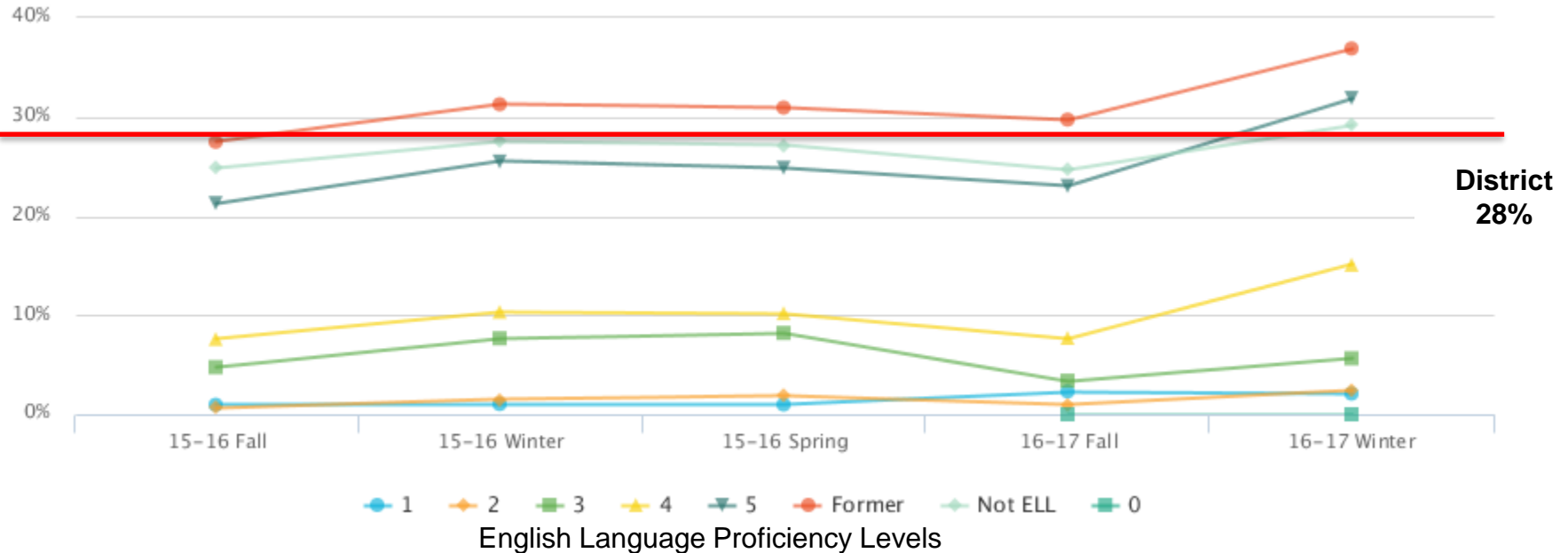
There are fewer Black students on target in reading than any of the other ethnic groups (19%).

STAR Reading by Disability



There are fewer students with disabilities on target than their non disabled counterparts (7.0%). Our largest performance gap is between students with and without disabilities (25.3%).

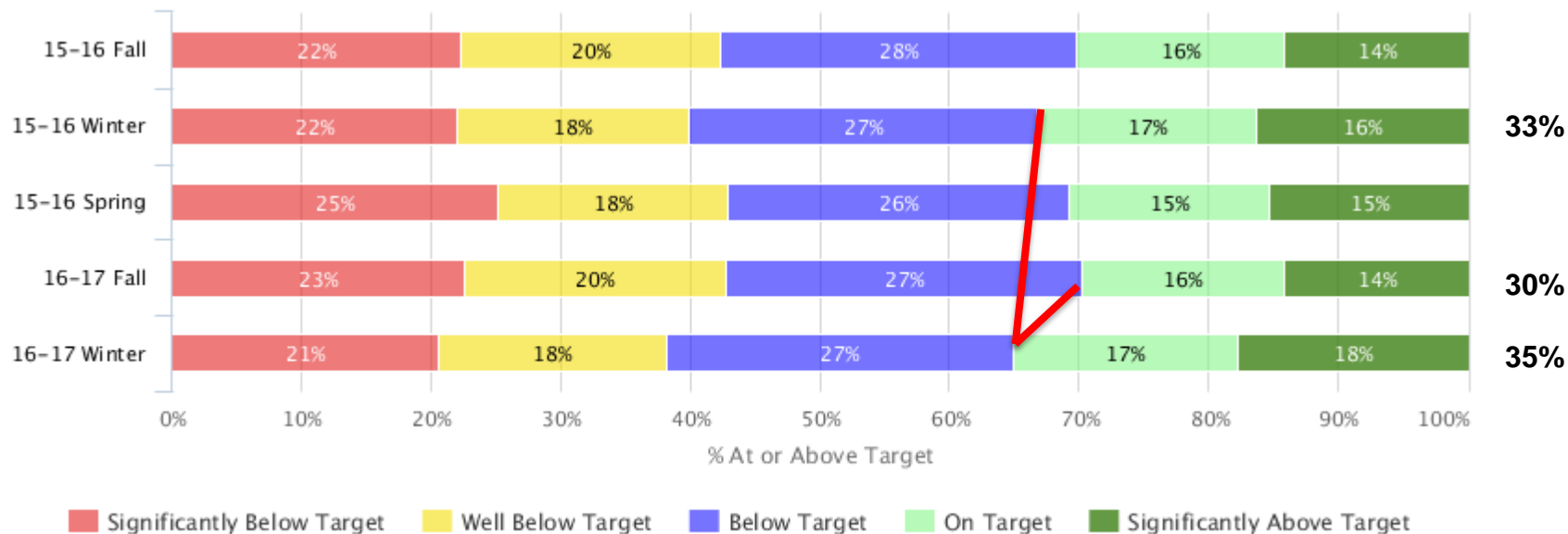
STAR Reading by English Language Learners



Former English Language Learners and ELP 5 students have a higher percentage of students on target (36.7% and 55.8%) than students with English as their first language (31.6%).

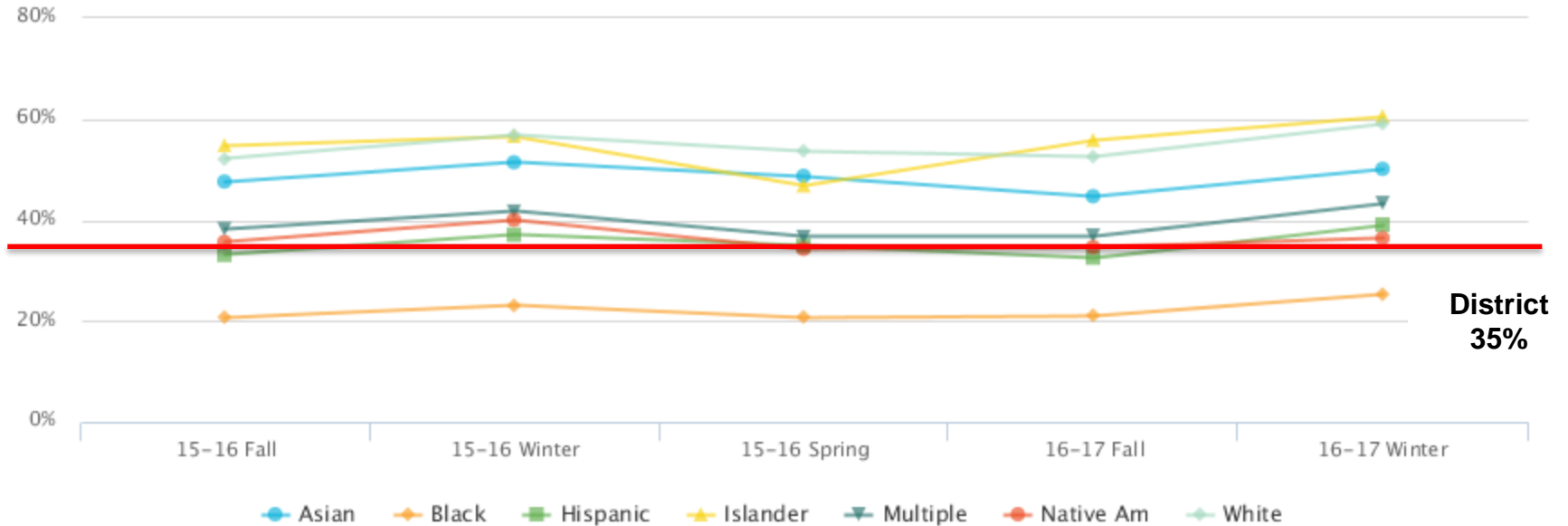


STAR Math – All Screening



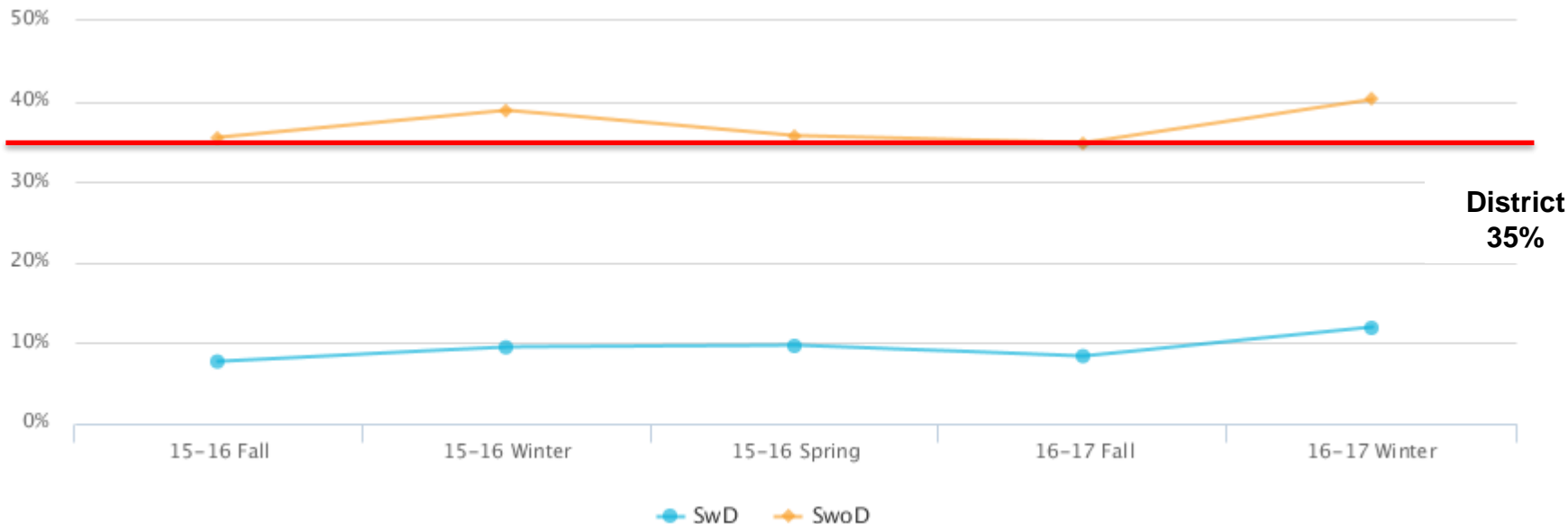
Student performance in Math improved with the number of students “on-target” increasing by 5% from fall to winter – 2,350 more students are on target!

STAR Math by Ethnicity



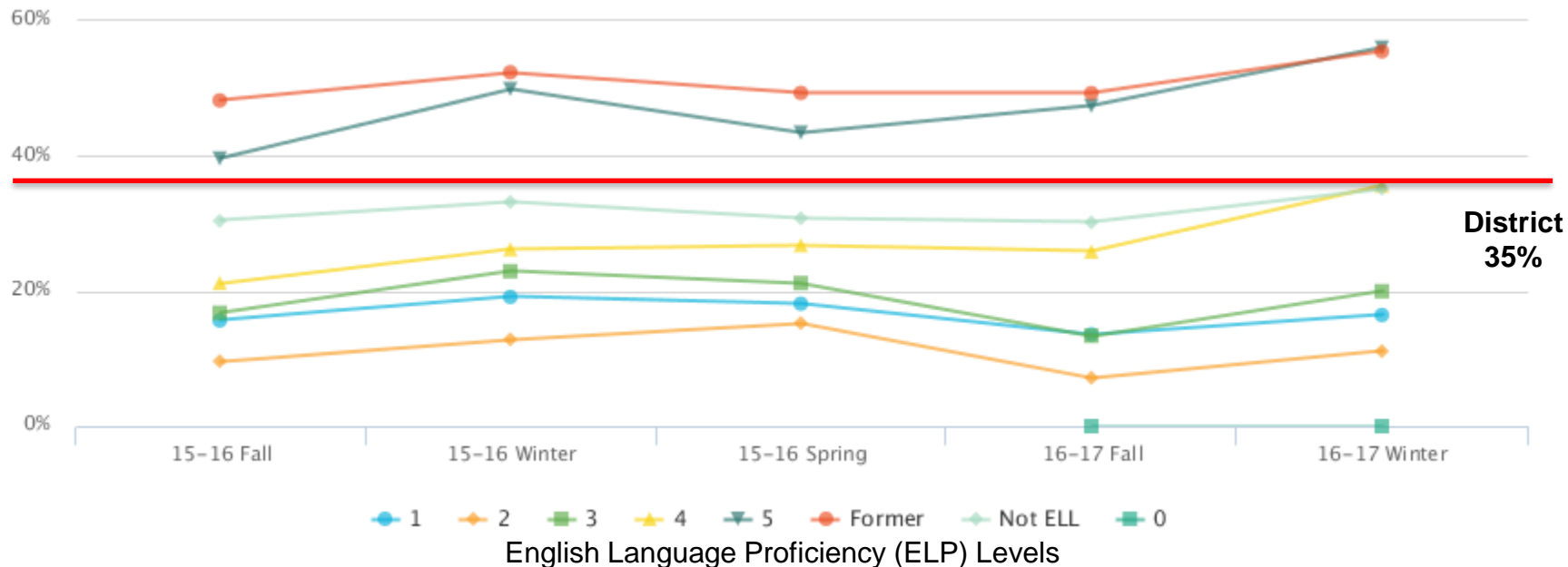
There are fewer Black students on target in math than any of the other ethnic groups (19.3%).

STAR Math by Disability



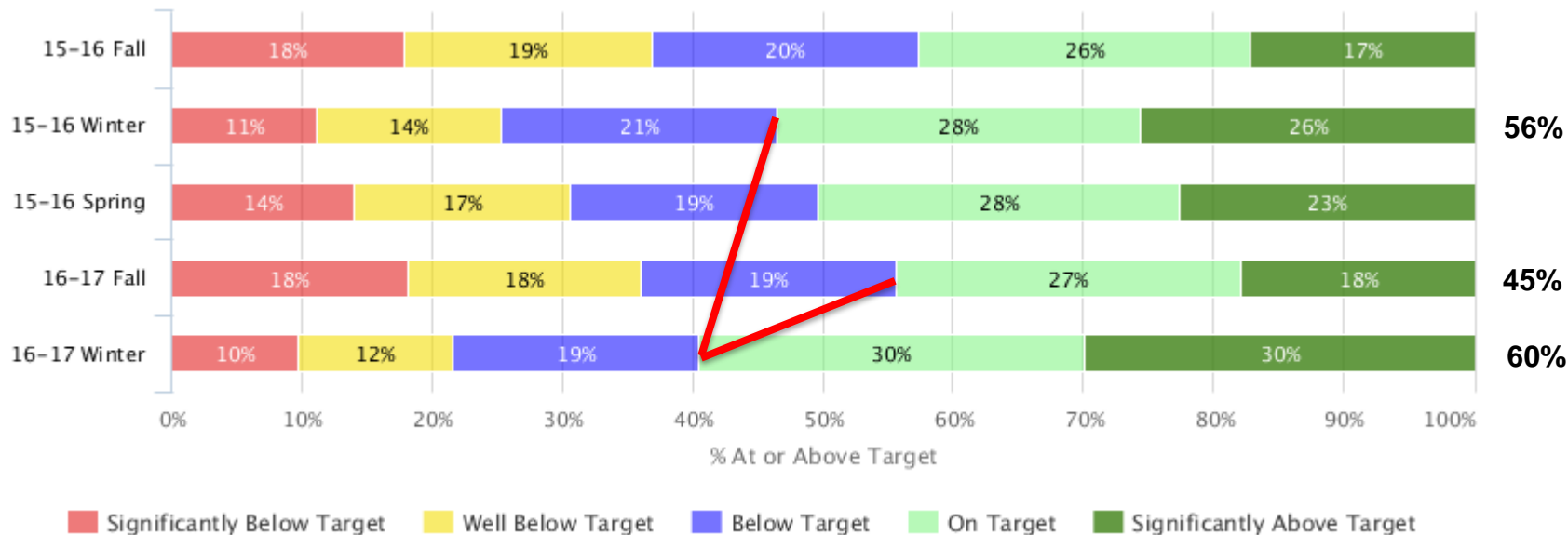
There are fewer students with disabilities on target than their non-disabled counterparts (11.7%). Our largest performance gap is between students with and without disabilities (28.4%).

STAR Math by English Language Learners



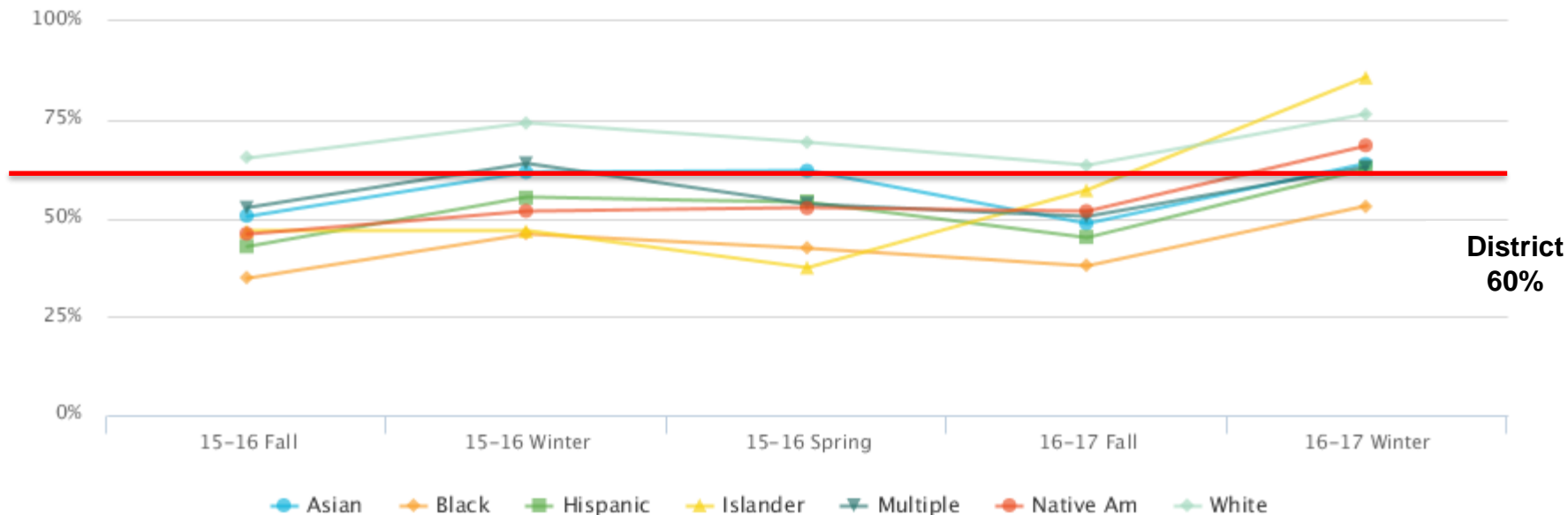
Former English Language Learners and ELP 5 students have a higher percentage of students on target (55% and 55.8%) than students with English as their first language (35%).

Early Literacy – All Screening



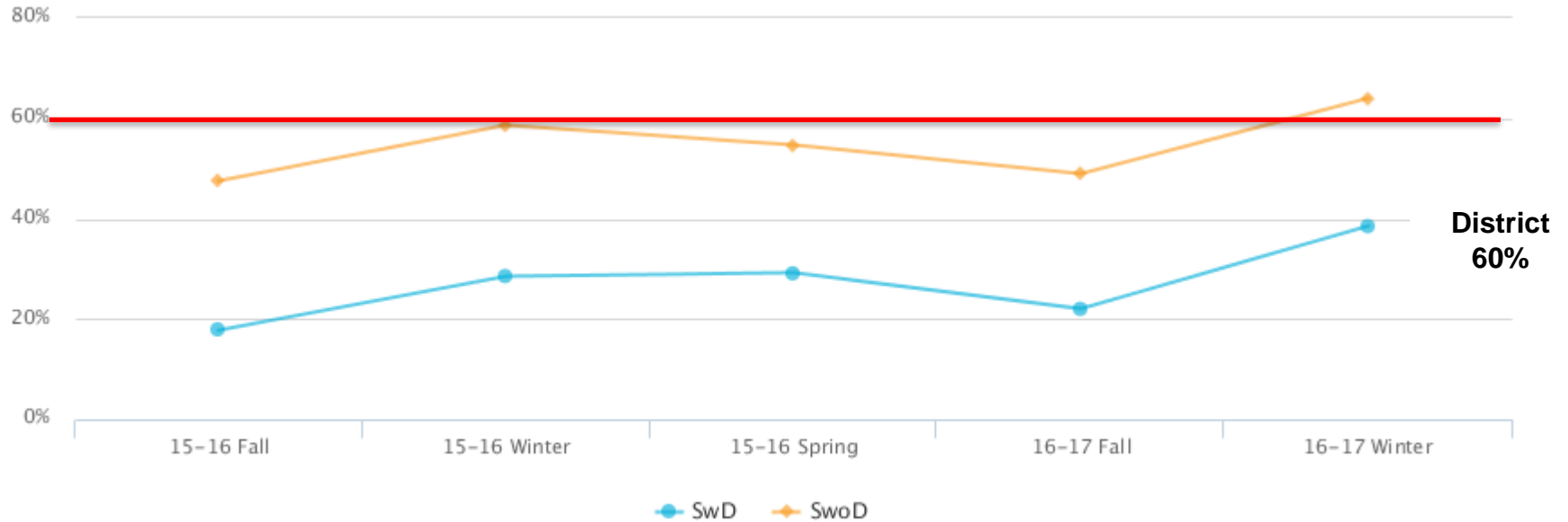
Student performance in Early Literacy improved with the number of students “on-target” increasing by 15% from fall to winter – 1,306 more students are on target!

STAR Early Literacy by Ethnicity



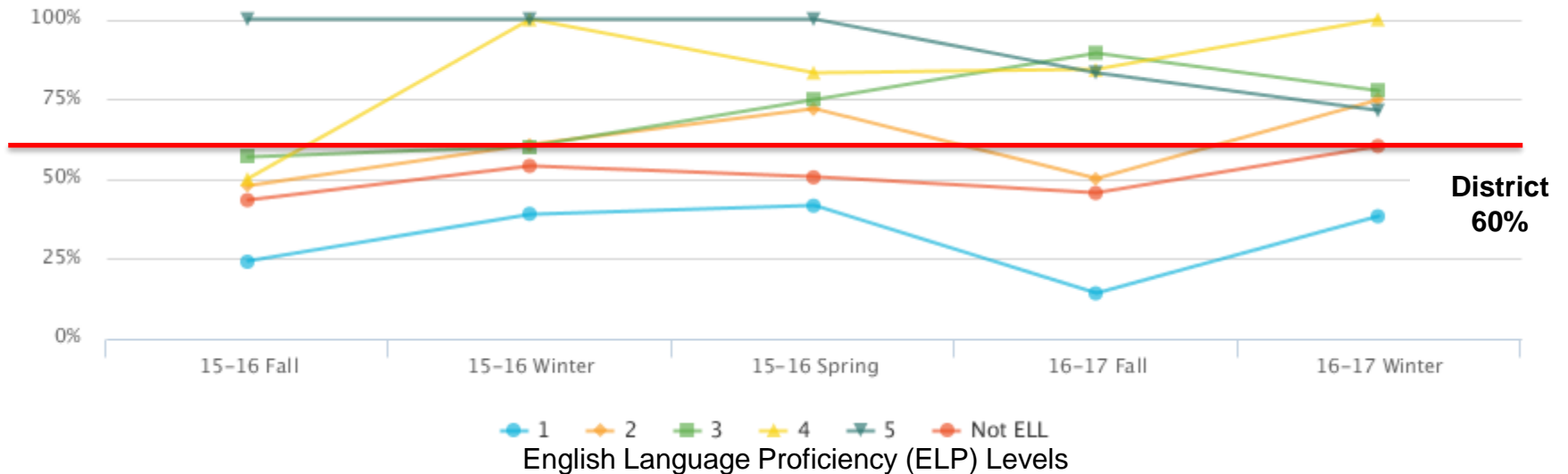
There are fewer Black students on target in early literacy than any of the other ethnic groups (52.9%).

STAR Early Literacy by Disability



There are fewer students with disabilities on target than their non-disabled counterparts (38.0%). Our largest performance gap is between students with and without disabilities (26.0%).

STAR Early Literacy by English Language Learners



Only English Language Learners with an English Proficiency of 1 have fewer students performing on target (38.2%). English Language Learners with ELP 3 or 5 did not progress compared to their peers.

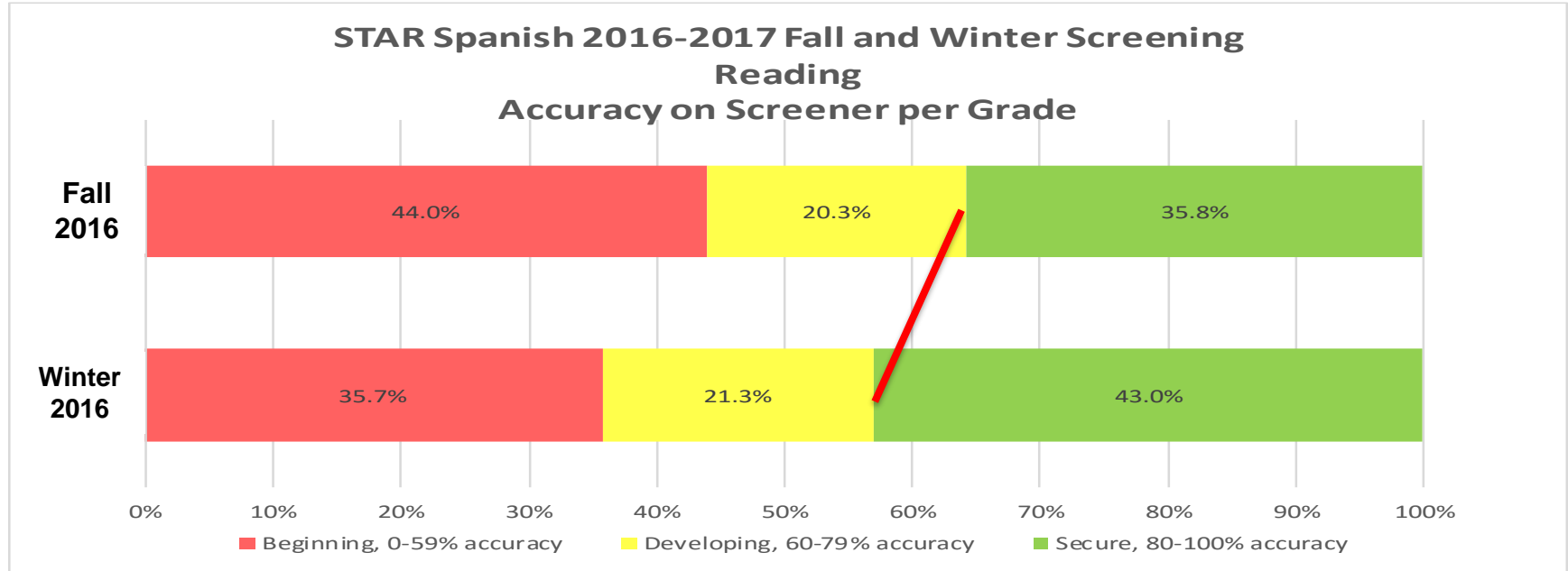
STAR Summary by Grade Level

- Both K5 and grade 1 students made strong progress in early literacy from fall to winter.
- While all grade levels made progress in reading from fall to winter, the higher the grade level, the fewer students that are on target.
- First grade students are making strong progress in math, with 26% of students on target in fall and 57% on-target in winter.
- Increases in the percentage of students on target in math are more modest as the grades increase.

STAR Spanish

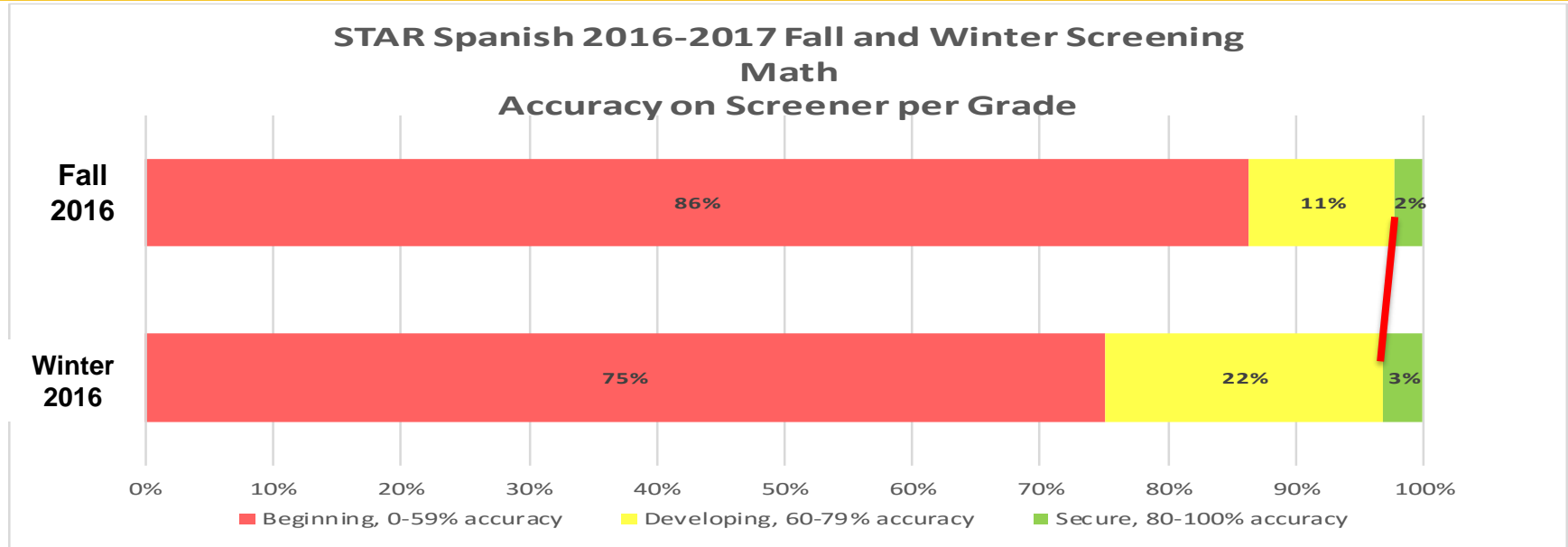
- Students in our bilingual schools use STAR Spanish assessments for universal screening:
 - Early Literacy Spanish – K5 and grade 1
 - Reading Spanish – grades 2 to 8
 - Math Spanish – grades 1 to 8
- Bilingual schools mark progress of students in both English and Spanish Reading after grade 3.
- STAR Math in Spanish is used by many English Language Learners to better access the assessment without language barriers.
- Rather than the percentage of students “on-target”, STAR Spanish reports percent mastery

STAR Spanish - Reading



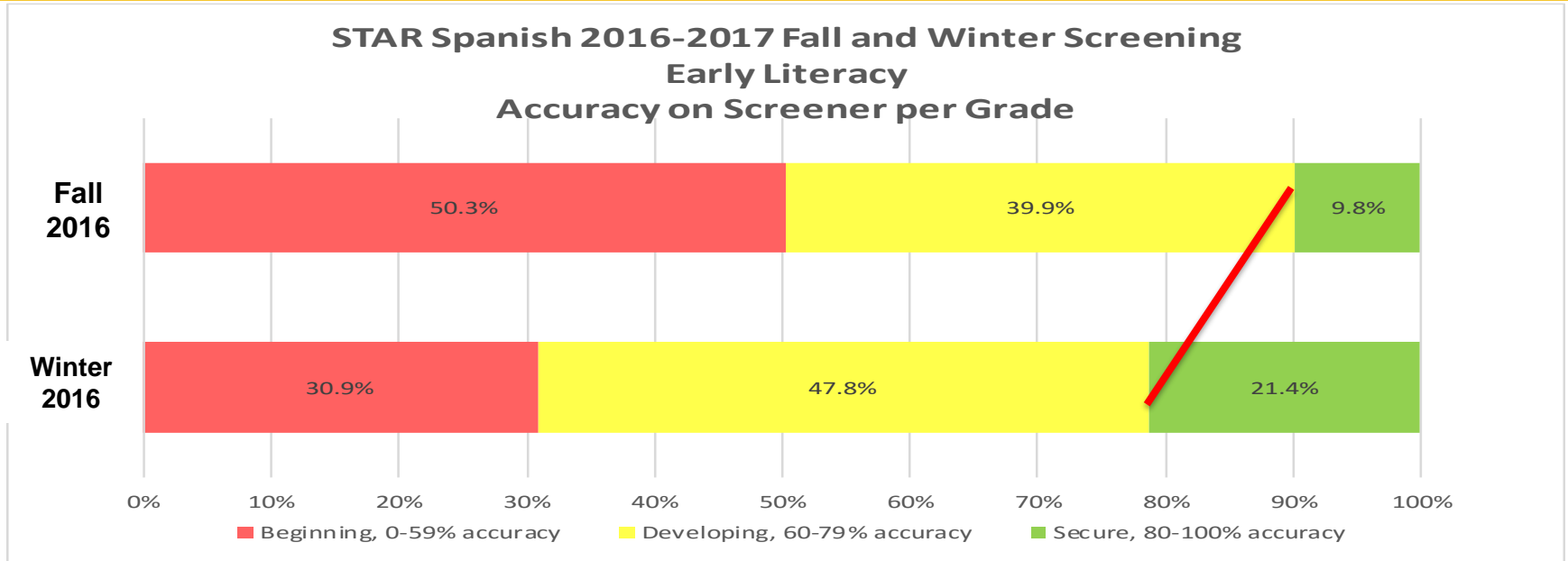
Student performance in Spanish Reading improved with the number of students “on-target” increasing by 7.2% from fall to winter – 225 more students are on target!

STAR Spanish - Math



Student performance in Spanish Math improved with the number of students “on-target” increasing by 1.0% from fall to winter – 332 more students are on target!

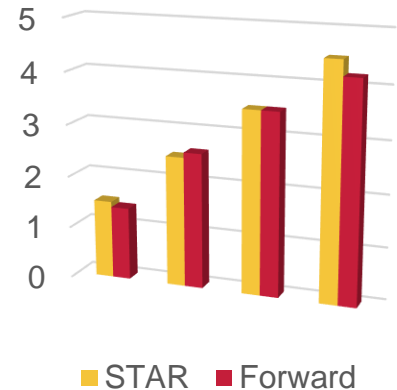
STAR Spanish – Early Literacy



Student performance in Spanish Early Literacy improved with the number of students “on-target” increasing by 11.6% from fall to winter – 156 more students are on target!

District STAR Data Review

- Next fall, MPS will use new proficiency targets on STAR to better predict students' performance on Forward Exam and ACT Aspire.
- This is similar to when the state increases cut scores for proficiency levels on the state test.
- Fewer students will meet the new “on-target” score on STAR in fall.
- This change will provide us better knowledge of which students need support to meet state proficiency levels.



Mid-Year Student Performance Update

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