



MILWAUKEE
PUBLIC SCHOOLS

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.

Spring Assessment Results

Darienne B. Driver, Ed.D., Superintendent

Ruth Maegli, Chief of Academics

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

June 20, 2017

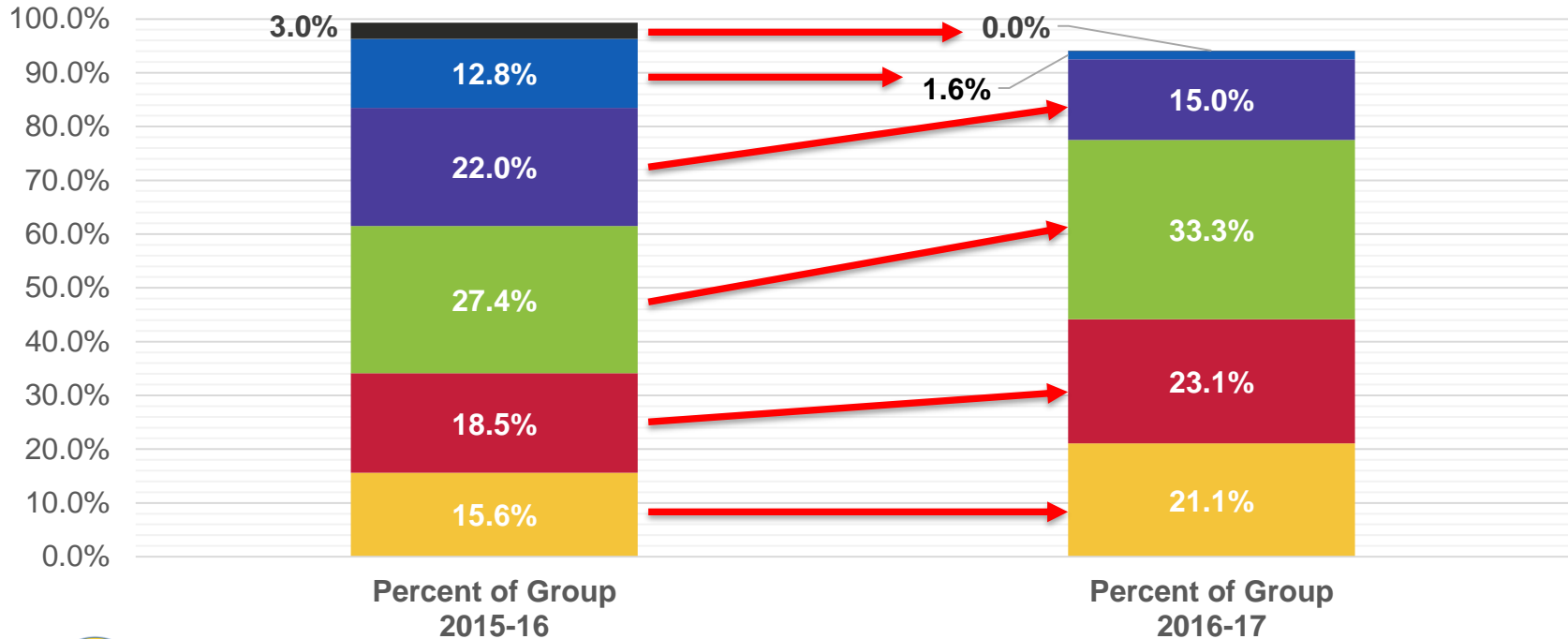
ACCESS for ELLs[®]

- ACCESS for ELLs[®] measures the English Proficiency of students that are English Learners (ELs) in the district
- Annually, all ELs are required to be assessed for their acquisition of English

Change for 2016-17

- To meet language demands of college and career readiness standards, the WIDA consortium has raised the bar for language proficiency on the ACCESS for ELLs[®]

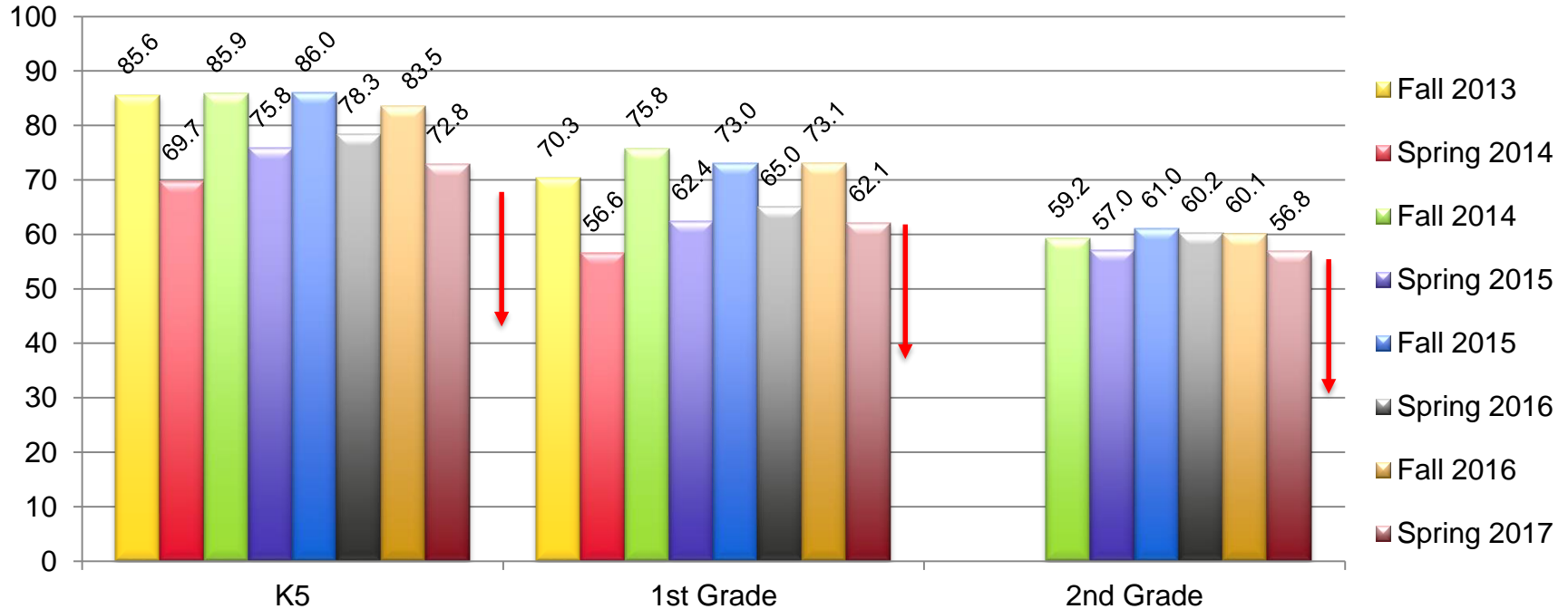
Results



Accountability

- The Every Student Succeeds Act requires states to determine performance standards for:
 - Growth in English Proficiency
 - Becoming English Proficient
 - Proficiency of ELLs in English Language Arts and Math

Percent of Students Meeting Benchmark on PALS

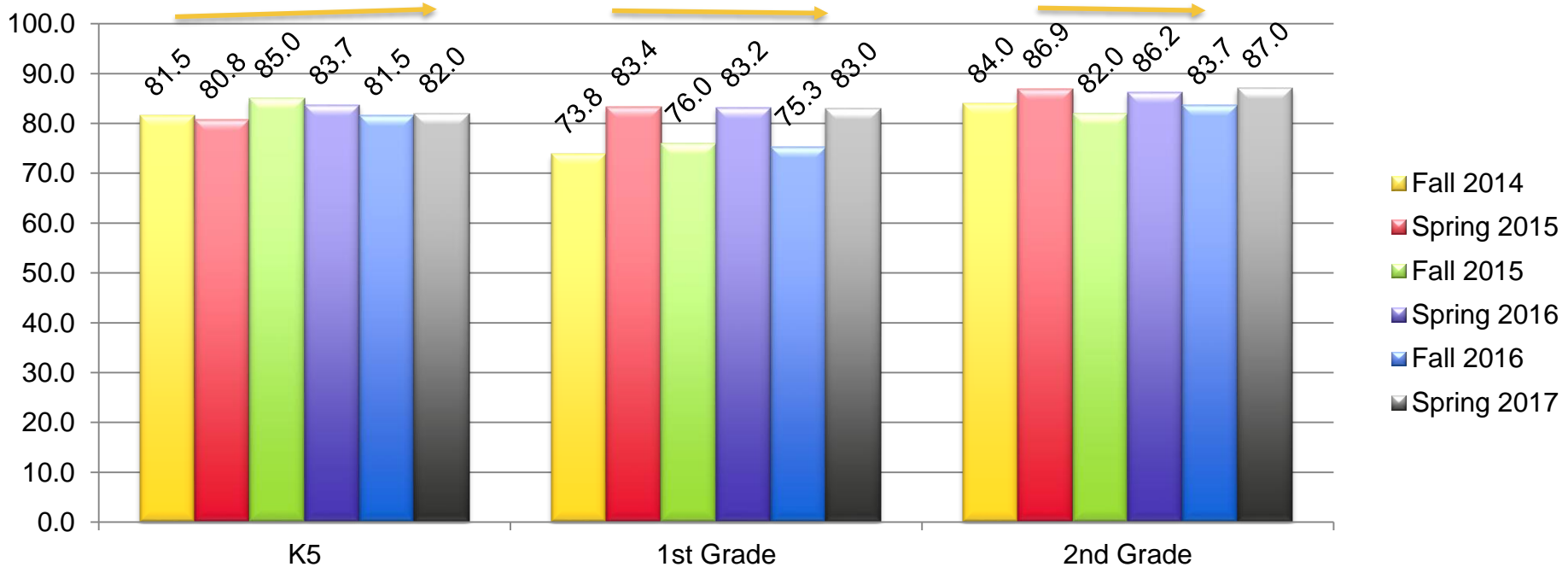


*14-15 and more recent results does not include PALS Español

Spring results are slightly lower with fewer students meeting the benchmark compared to the previous spring.

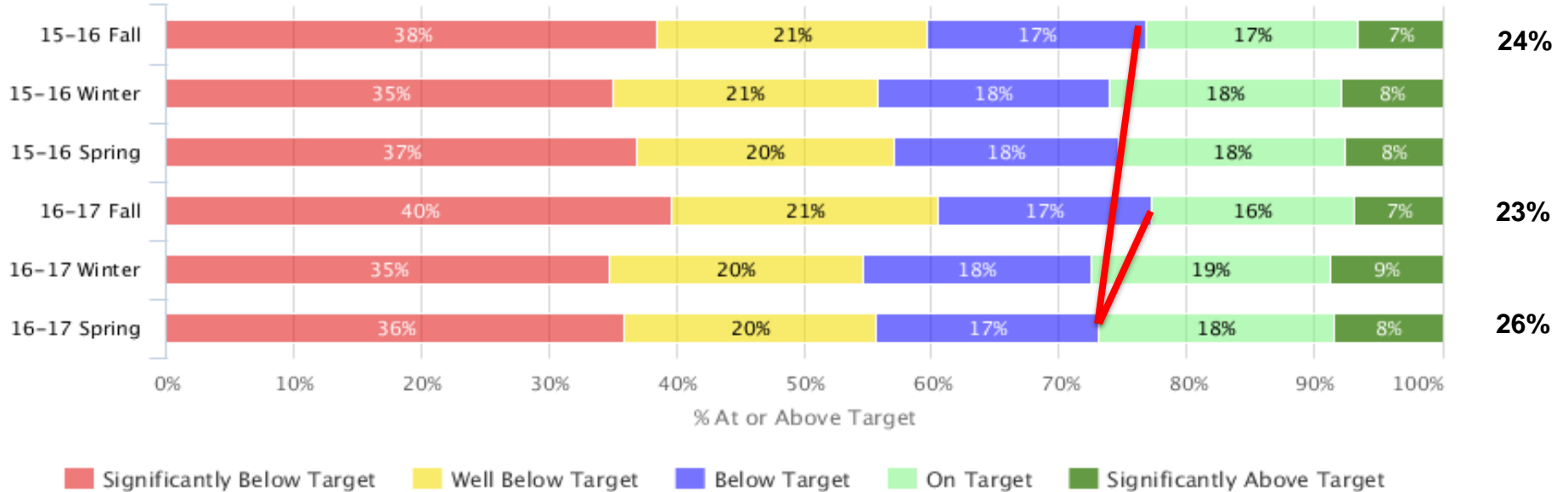


Percent of Students Meeting Benchmark PALS Español



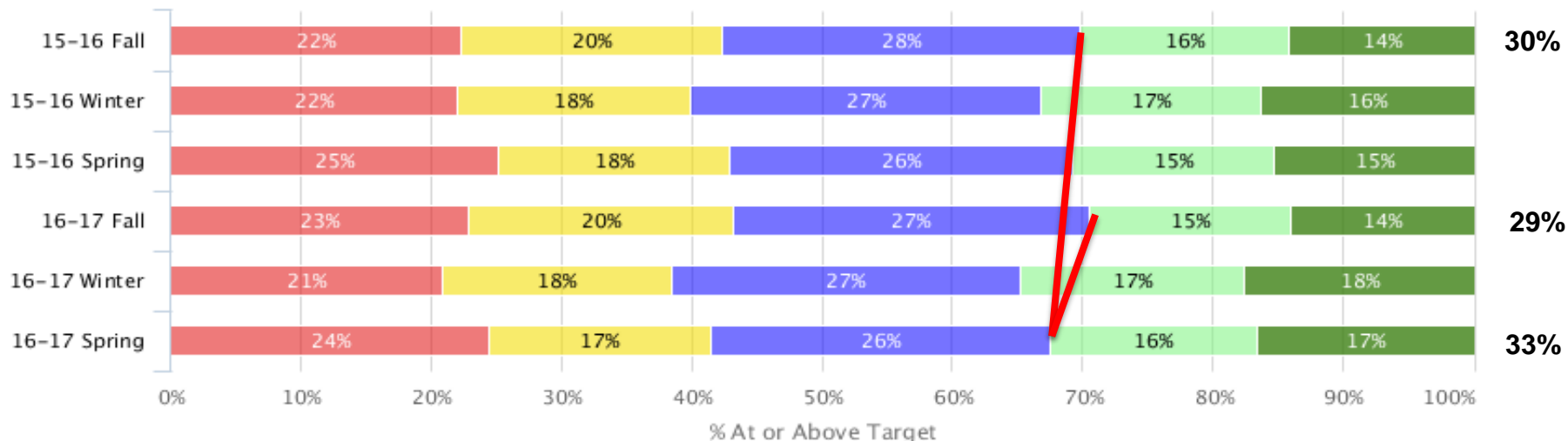
Data shows an increase in the number of student meeting the benchmark from fall to spring, but little gains on improving the percent meeting benchmark in spring

STAR Reading – All Screening



Student performance in grade 2 and above reading improved with the number of students “on-target” increasing by 3% from fall to spring – 1,341 more students are on target!

STAR Math – All Screening

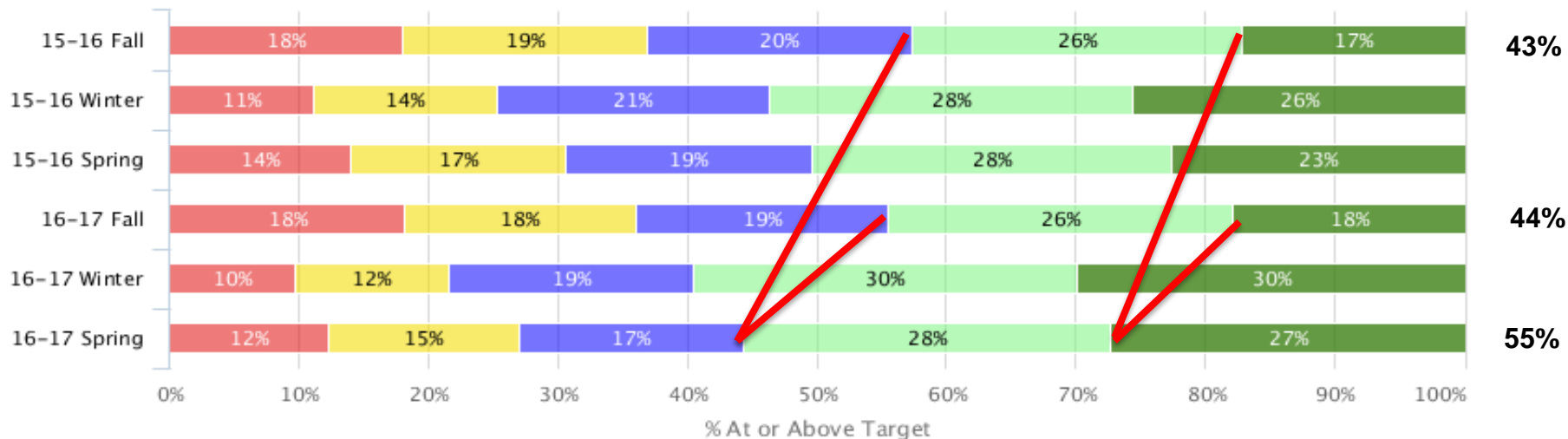


■ Significantly Below Target
 ■ Well Below Target
 ■ Below Target
 ■ On Target
 ■ Significantly Above Target

Student performance in grade 1 and above math improved with the number of students “on-target” increasing by 4% from fall to spring – 960 more students are on target!



Early Literacy – All Screening



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

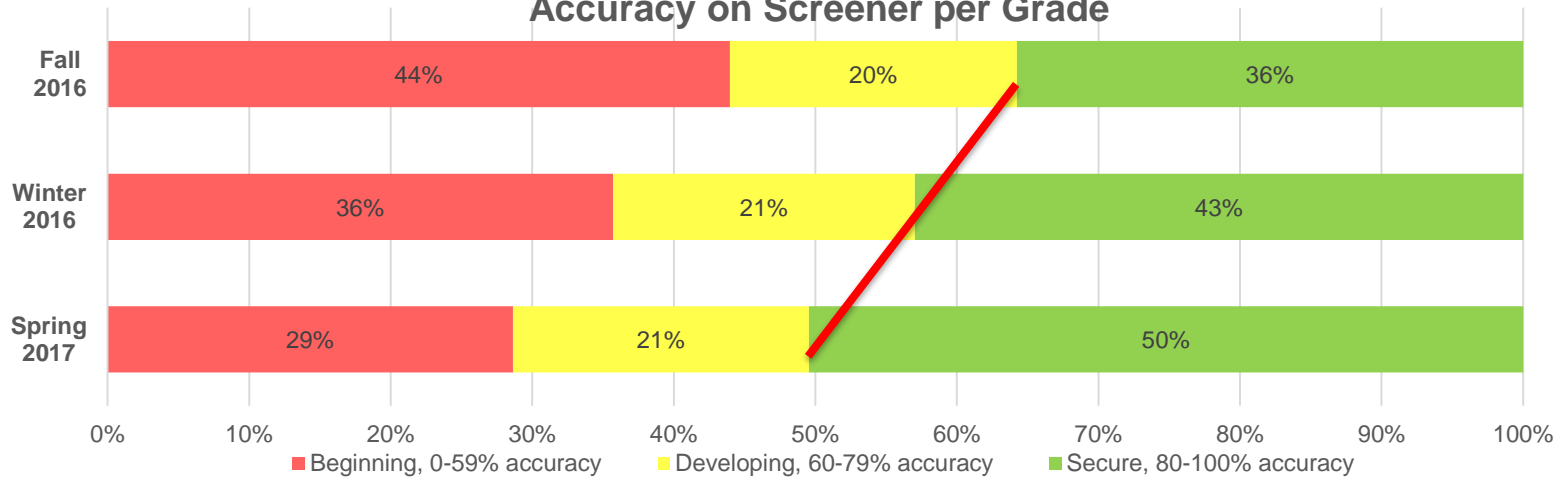
Student performance in kindergarten and grade 1 Early Literacy improved with the number of students “on-target” increasing by 11% from fall to spring – 1,100 more students are on target!

STAR Summary by Grade Level

- Kindergarten Early Literacy growth improved with 30% more students on target by the end of the year!
- First grade student gains in Early Literacy were seen with 10% more children in top quartile!
- All grades levels (2 – 10) made progress in reading from fall to spring, with more students on-target or above!
- First and second grade students are making the strongest progress in math from fall to spring meeting the district goal for attainment.

STAR Spanish - Reading

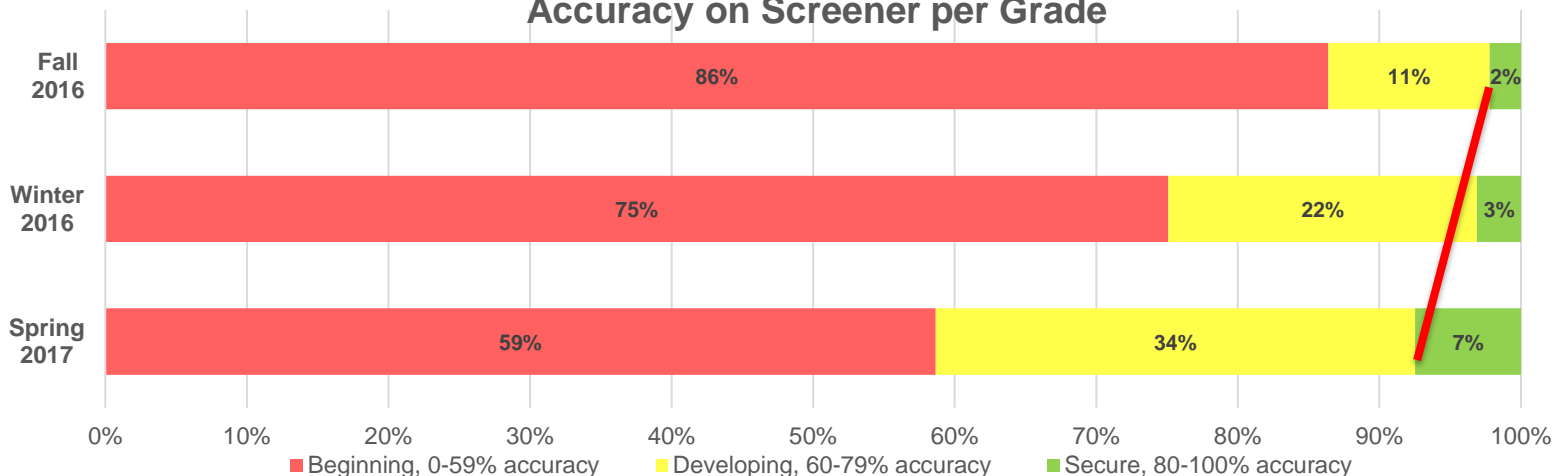
STAR Spanish 2016-2017 Screenings Reading Accuracy on Screener per Grade



Student performance in Spanish Reading improved with the number of students “on-target” increasing by 14% from fall to spring – 621 more students are on target!

STAR Spanish - Math

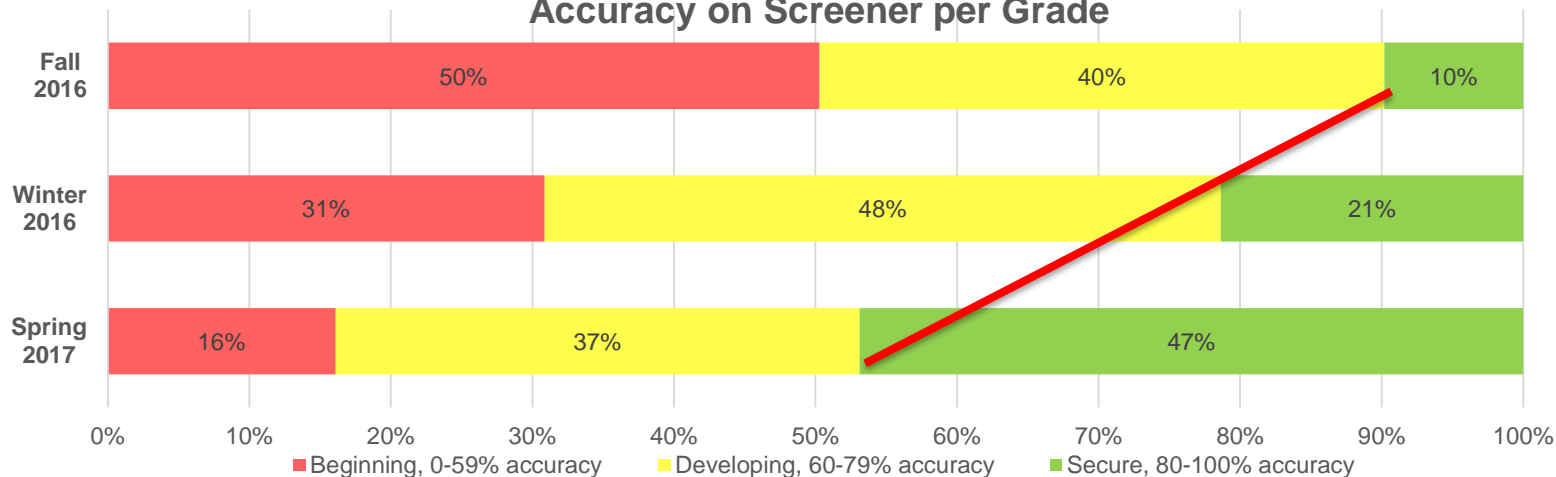
STAR Spanish 2016-2017 Screenings Math Accuracy on Screener per Grade



Student performance in Spanish Math improved with the number of students “on-target” increasing by 5% from fall to spring – 172 more students are on target!

STAR Spanish – Early Literacy

STAR Spanish 2016-2017 Screenings
Early Literacy
Accuracy on Screener per Grade



Student performance in Spanish Early Literacy improved with the number of students “on-target” increasing by 37% from fall to spring – 492 more students are on target!

Spring Assessment Results

Milwaukee Board of School Directors

Mark Sain, District 1, President
Larry Miller, District 5, Vice President
Wendell J. Harris, Sr., District 2
Michael Bonds, Ph.D., District 3
Annie Woodward, District 4
Luis A. Báez (Tony), Ph.D., District 6
Paula Phillips, District 7
Carol Voss, District 8
Terrence Falk, At-Large

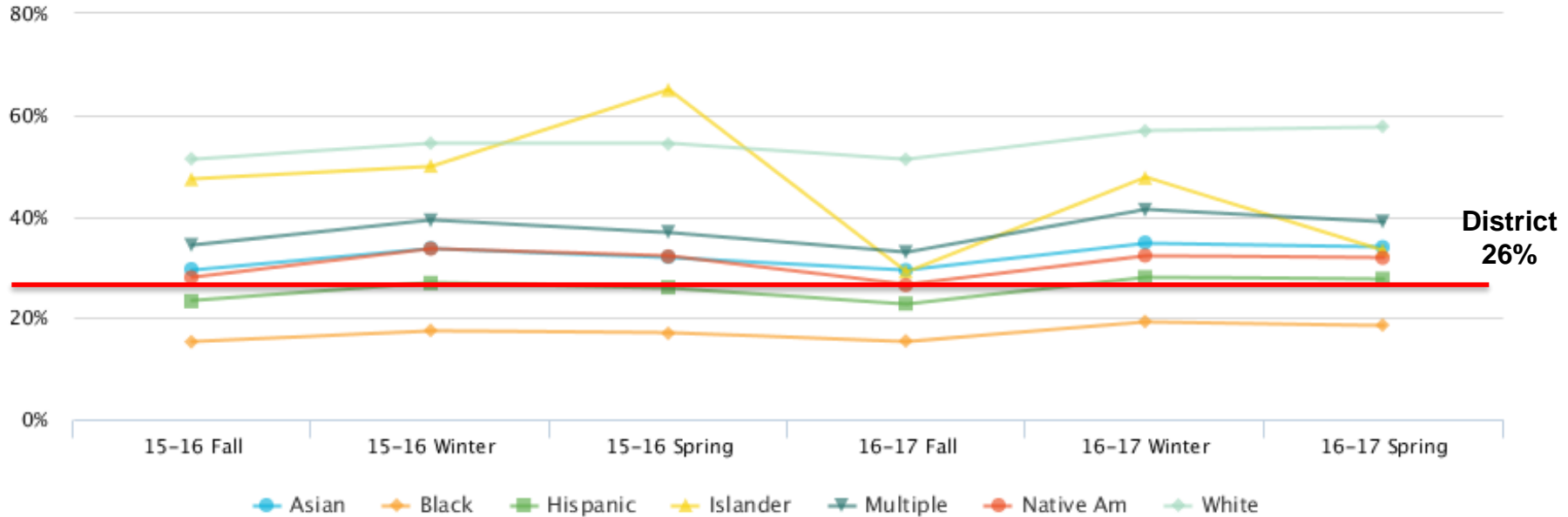
MPS Senior Team

Darienne B. Driver, Ed.D., Superintendent of Schools
Gina Spang, P.E., Chief of Staff
Tonya Adair, Chief Innovation & Information Officer
Ruth Maegli, Chief Academic Officer
Himanshu Parikh, Acting Chief Human Resources Officer
Keith Posley, Ed.D., Chief School Administration Officer
Wendell Willis, Chief Operations Officer
Sue Saller, Manager, Superintendent's Initiatives
Ashley Lee, Special Assistant to the Superintendent

Additional Data Slides

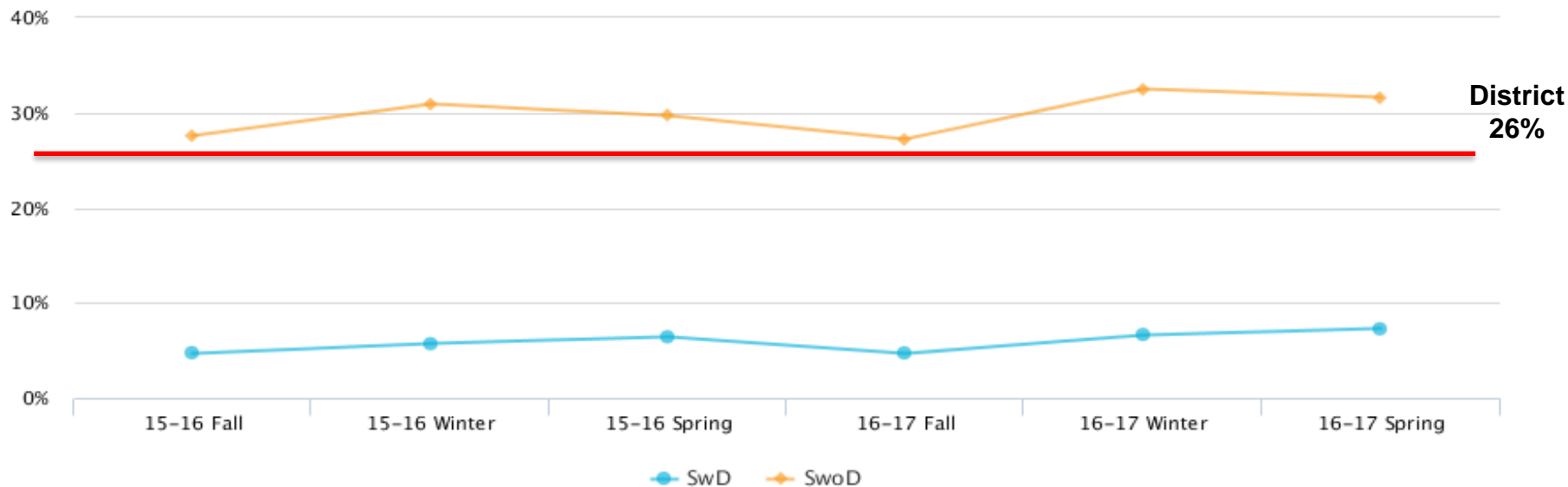
Demographic Performance on STAR

STAR Reading by Ethnicity



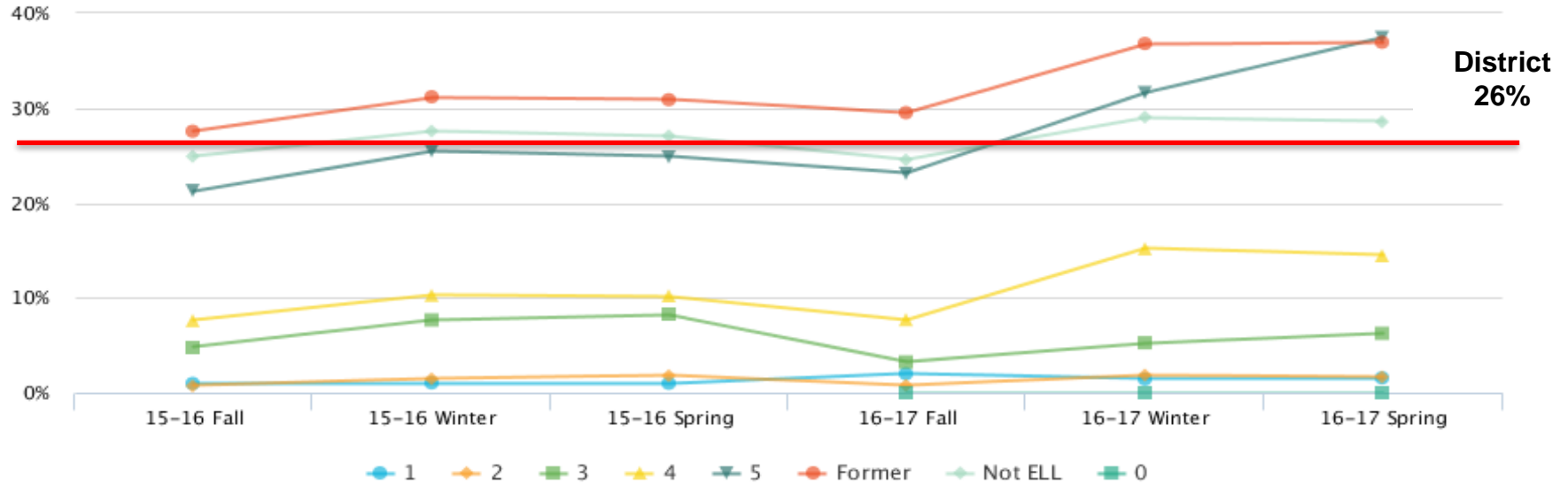
There are fewer Black students on target in reading than any of the other ethnic groups (18.6%).

STAR Reading by Disability



There are fewer students with disabilities on target than their non disabled counterparts (7.3%). Our largest performance gap is between students with and without disabilities (24.3%).

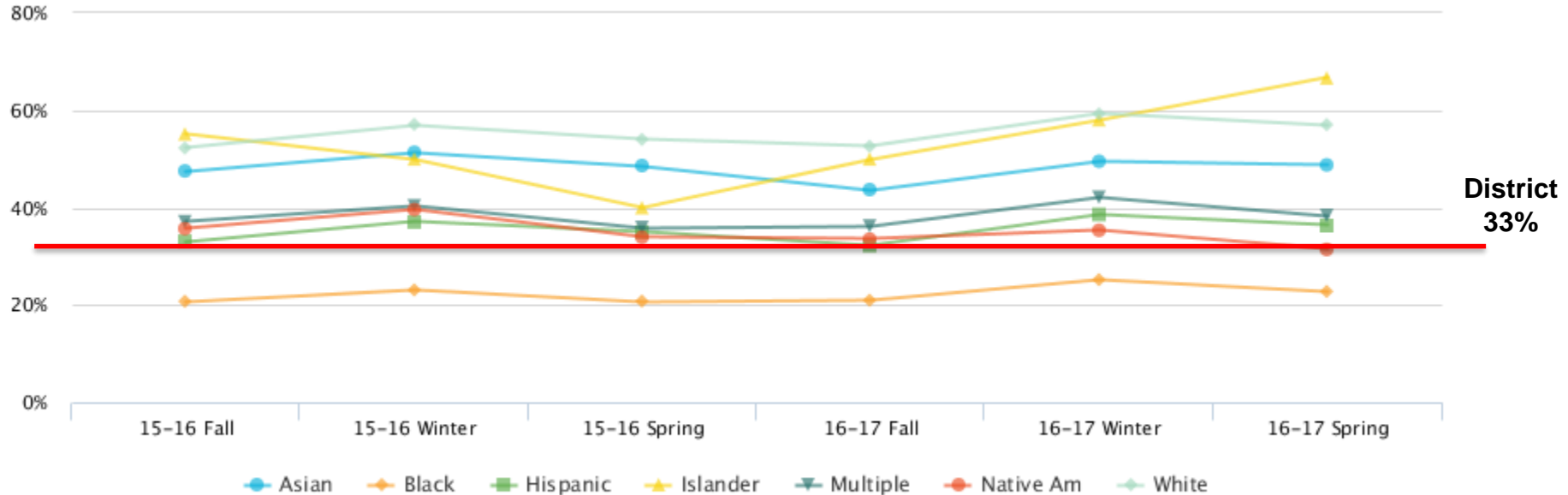
STAR Reading by English Language Learners



English Language Proficiency Levels

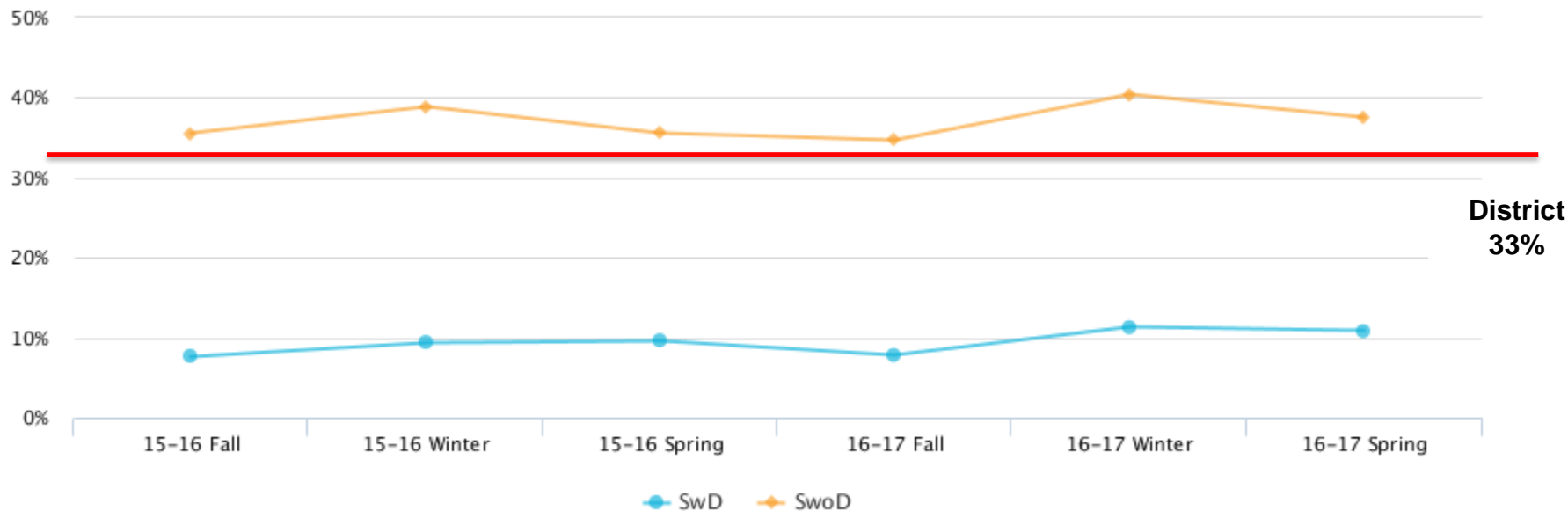
Former English Language Learners, ELP 5, English as their first language students have a higher percentage of students on target (36.9%, 36.9%, and 28.5%)

STAR Math by Ethnicity



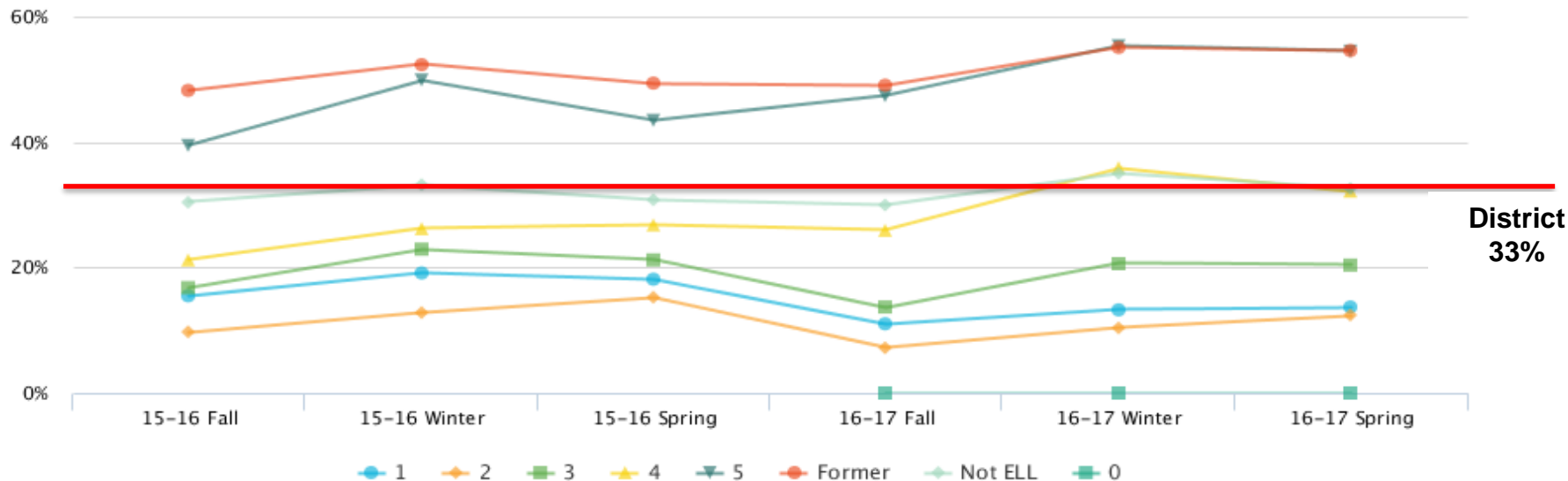
There are fewer Black and Native American students on target in math than any of the other ethnic groups (22.8% and 31.4%).

STAR Math by Disability



There are fewer students with disabilities on target than their non-disabled counterparts (10.8%). Our largest performance gap is between students with and without disabilities (37.5%).

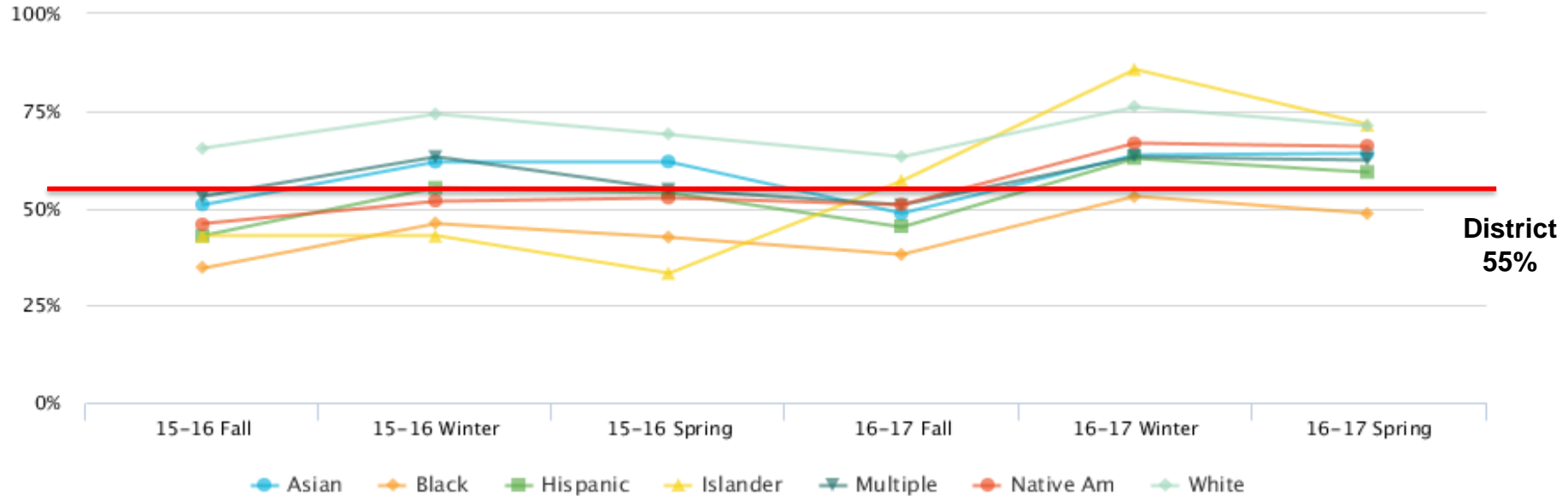
STAR Math by English Language Learners



English Language Proficiency (ELP) Levels

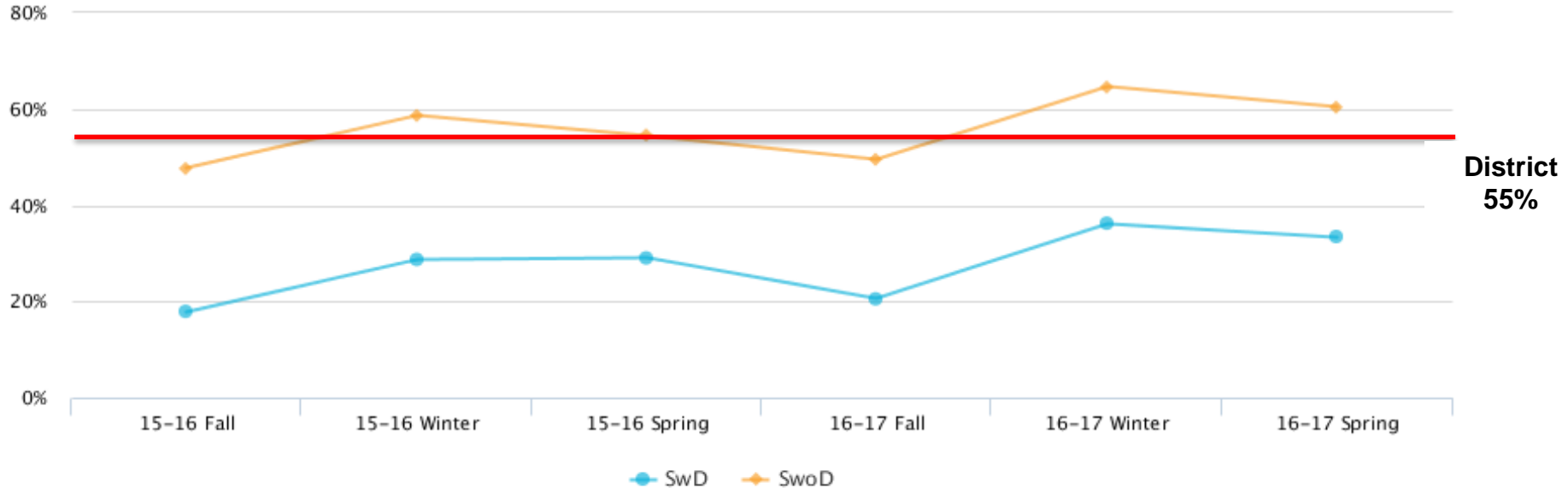
Former English Language Learners and ELP 5 students have a higher percentage of students on target (55% and 54%) than students with English as their first language (33%).

STAR Early Literacy by Ethnicity



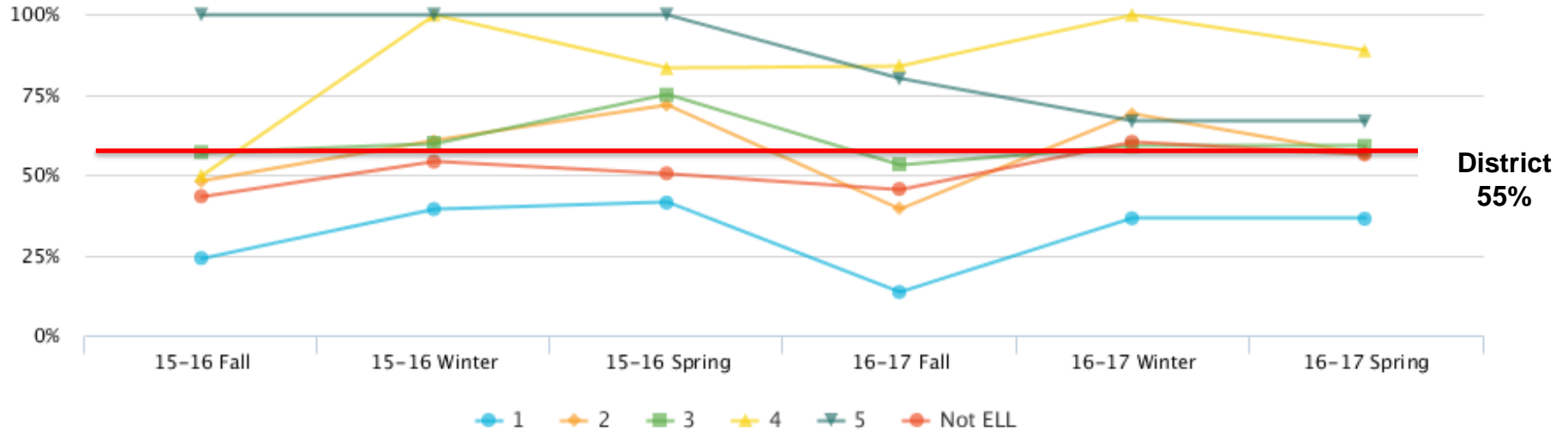
There are fewer Black students on target in early literacy than any of the other ethnic groups (48.6%).

STAR Early Literacy by Disability



There are fewer students with disabilities on target than their non-disabled counterparts (33.5%). Our largest performance gap is between students with and without disabilities (26.9%).

STAR Early Literacy by English Language Learners



Former English Language Proficiency Level 5, English as their first language students have a higher percentage of students on target (36.9%, and 56.4%)