

Milton Middle School

SOARING Grant Reflection Presentation





ADVICE

HELP

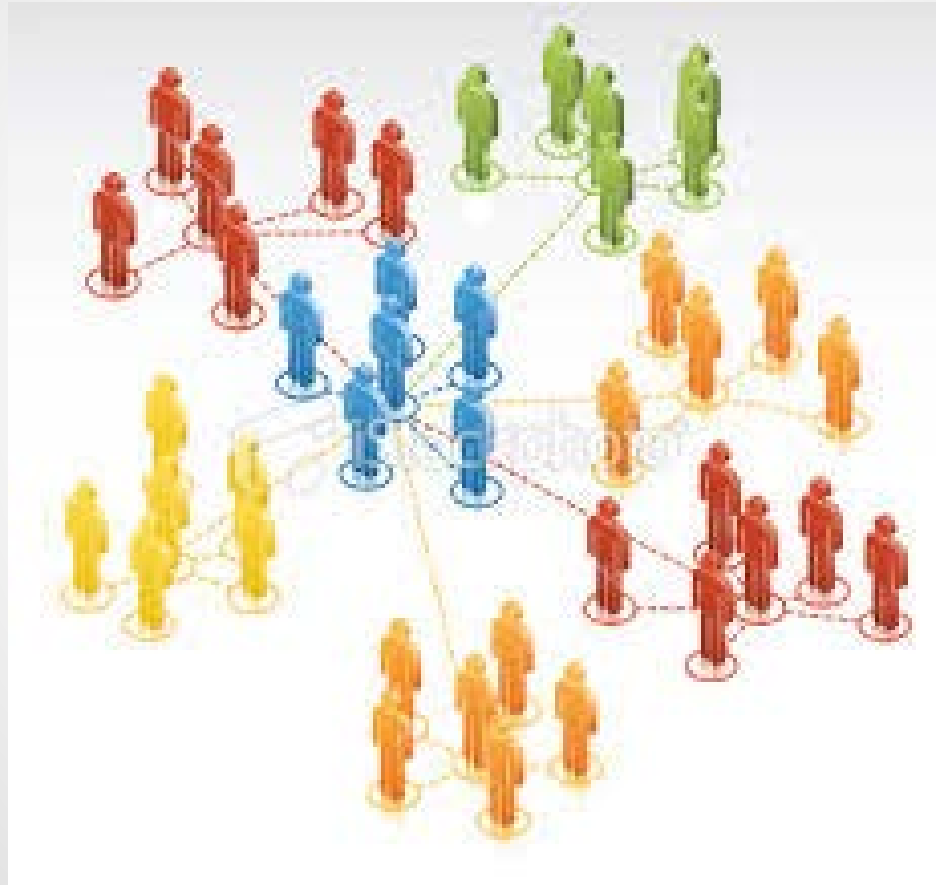
SUPPORT

TIPS

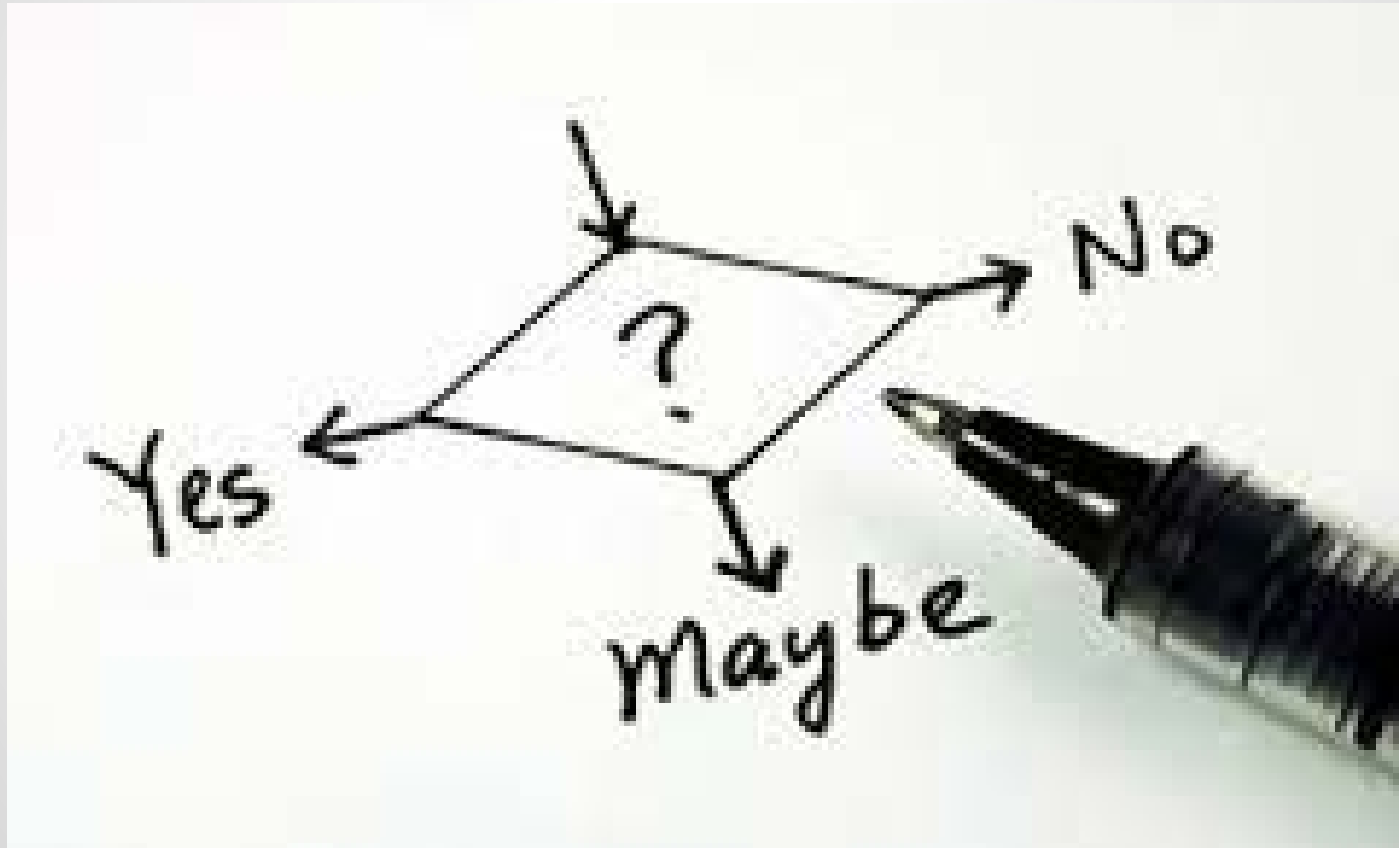
ASSISTANCE

GUIDANCE

Students were tracked



No Screening Assessments



Language of Blame

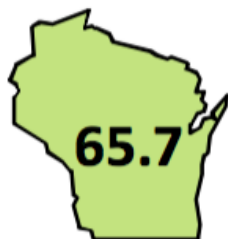




Milton Mid | Milton

School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	67.1/100		67.4/100	
Reading Achievement	31.6/50		30.7/50	
Mathematics Achievement	35.5/50		36.7/50	
Student Growth	45.1/100		53.7/100	
Reading Growth	22.0/50		25.0/50	
Mathematics Growth	23.1/50		28.7/50	
Closing Gaps	59.5/100		64.5/100	
Reading Achievement Gaps	31.7/50		33.2/50	
Mathematics Achievement Gaps	27.8/50		31.3/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	91.1/100		88.8/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	77.7/80		74.6/80	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	13.4/20		14.2/20	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators

Test Participation Lowest Group Rate (goal $\geq 95\%$)

Total Deductions: 0

Goal met: no deduction

Evidence/Root Causes 2013-2017

Root cause:

- Leadership turnover (principal, student services)
- Change in philosophy, expectations and support resulting from leadership change
- Special education pull-out class students did not have access to grade level curriculum standards
- Lack of a universal Literature/ Language curriculum
- Little collaboration between regular education and special education teachers

Goals and Benchmarks, 2013-2017

School Strategic Goal:

Students with disabilities in Milton Middle School will match or exceed the state average for students with disabilities on the 2015 Smarter Balanced reading assessment.

- *Collect additional reading data on all students (reading iep goals)*
- *Plan professional development activities based data analysis*
- *Map instructional practices, resources, frameworks and culturally responsive practices - determine common formative assessments in lit/lang*

Strategies 2013-2017

Chosen strategies, progression and rationale for strategies	How did you engage stakeholders?	What professional Development and/or coaching was needed to support the strategies?	How did the team assess the effectiveness of strategies or implementation?
Co-teaching	Data review; research	Summer PD; co-observation; peer observation/reflection, CRISS, KU	Star data, teacher reflection, student connectedness survey, CFAs
Screening assessments	District directive	District Star PD	Review development and purpose of Star
Data focus	Data dive days; Cesa support	Modeled data analysis	Supported informal assessments/SLO goals
Scheduling shift	Included team in conversations	Common planning time increased common conversations	Student and staff survey
Release Time	After school - data days/planning	Guided work time scripted	Star, staff survey
Coaching	Teacher request, Cesa probes, research	Workshops, building coaching	Teacher feedback, scripted guided input

Barriers we overcame 2013-2017



Resources for Engagement 2013-2017

DPI Discretionary Grant Partners	Additional Resources/Partnerships
CESA2 RSN	CRISS - Elkhorn School District
	Power of Two
	Co-Teach!

Successes to celebrate 2013-2017

Successes due to having the Grant

Lit-Lang and special education teachers embrace and advocate for shift to co-teaching because they believe (and have data to support) and improved outcomes for students resulting from:

- exposure to grade level content
- teachers co-planning to meet the needs of their students

Student belonging and connectedness data

Improved relationship with Student Services at District level and building Admin and SPED teams

Language - teams do not talk language of blame, owning what they control

Opportunities for growth 2017-2020

Scaling up co-teaching as a tool to build staff capacity and support proportional representation

Scaling up math co-teaching

Promote efficacy of staff - *Strengthen skills of special education teachers in order to strengthen all staff skills*

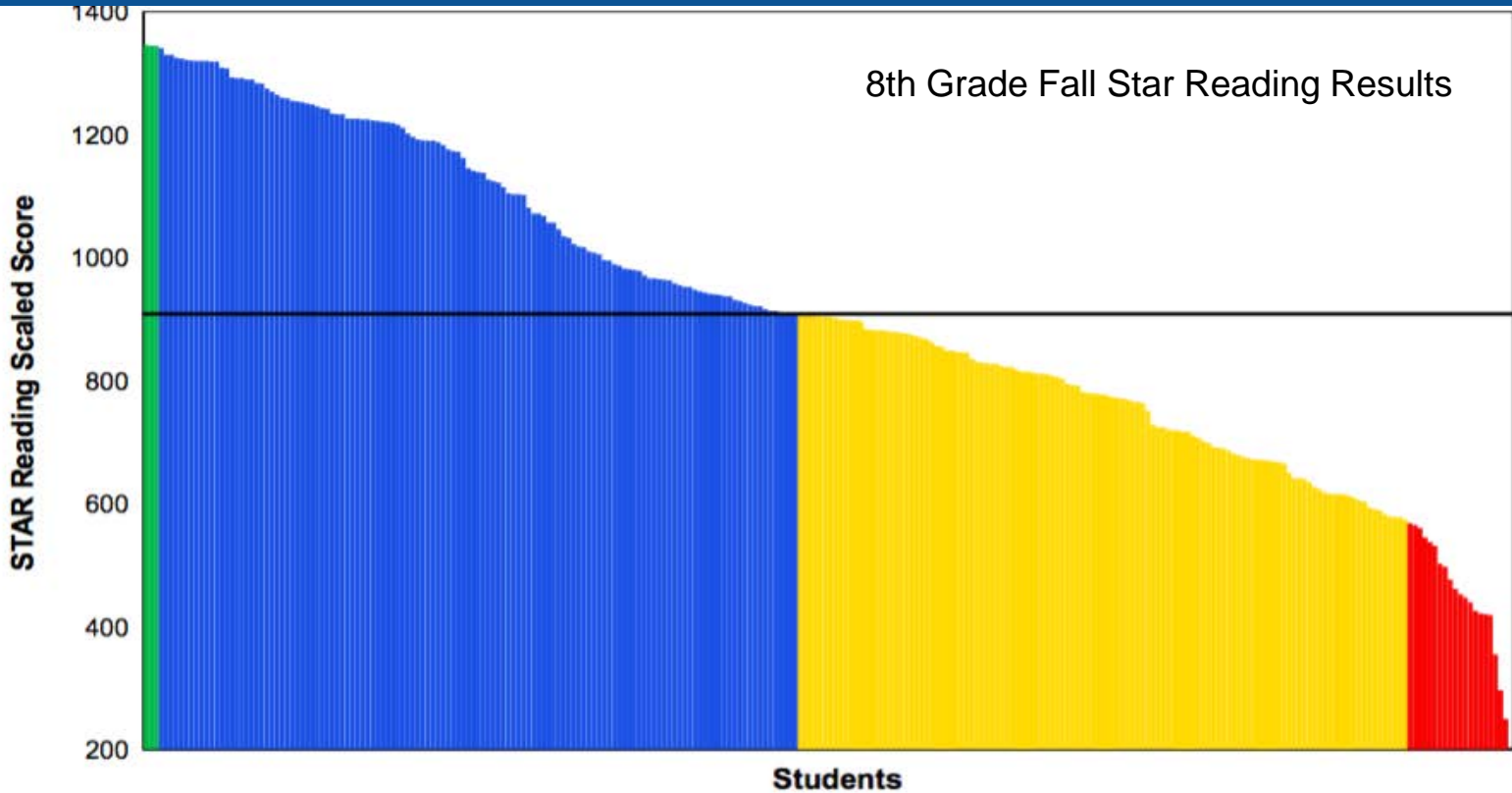
Create continuity to the goals/initiatives of Curriculum & Instruction

Decision rules for determining students who might need other types of service models



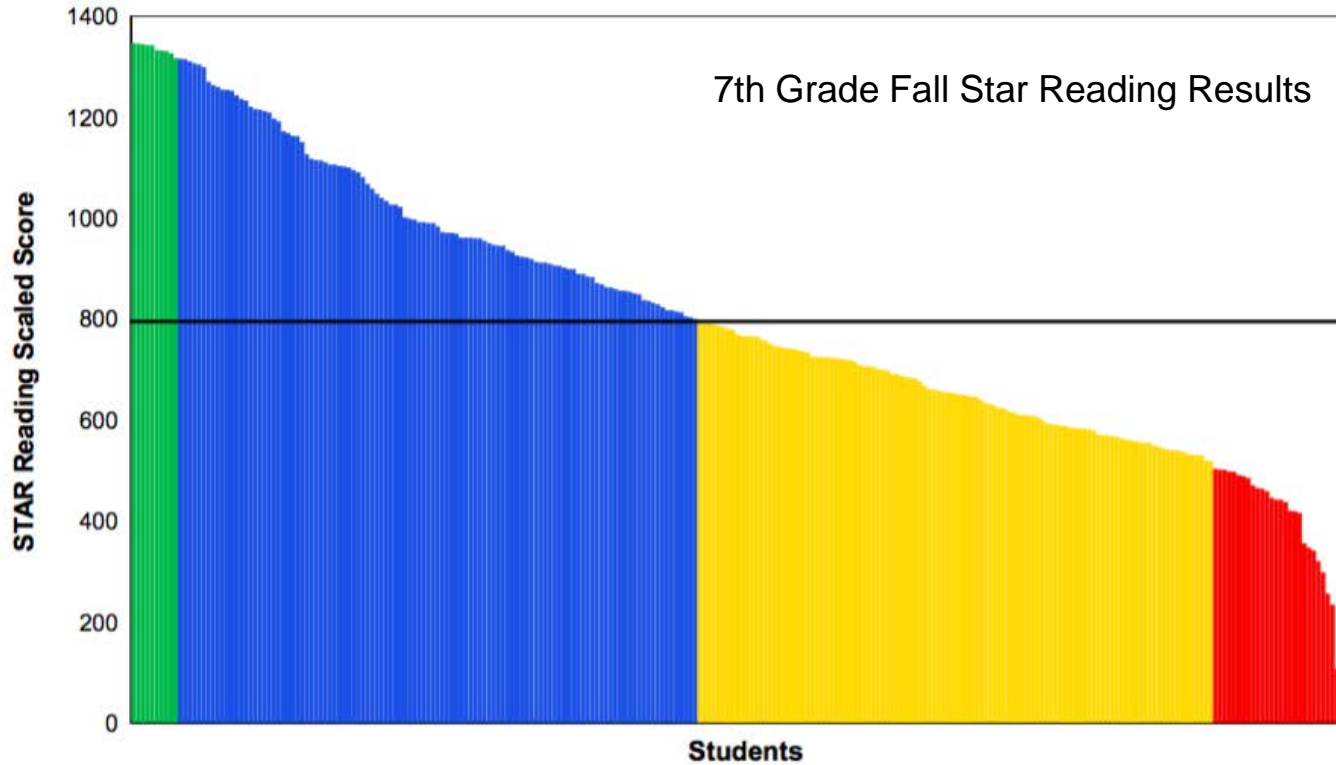
The story our
data tells in
2017

8th Grade Fall Star Reading Results




Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ Extension ■ Universal	At/Above 1343 SS	At/Above 95 PR	3	1%
	At/Above 908 SS	At/Above 50 PR	127	47%
Category Total			130	48%

7th Grade Fall Star Reading Results



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ Extension ■ Universal	At/Above 1317 SS	At/Above 95 PR	10	4%
	At/Above 795 SS	At/Above 50 PR	111	43%
Category Total			121	47%

D/F LIST 2015-2016



7th Grade	Quarters 1 and 2	Quarter 3	Quarter 4
# of Ds and Fs	314	167	198
# of students	79	70	81
% of class	27%	24%	28%

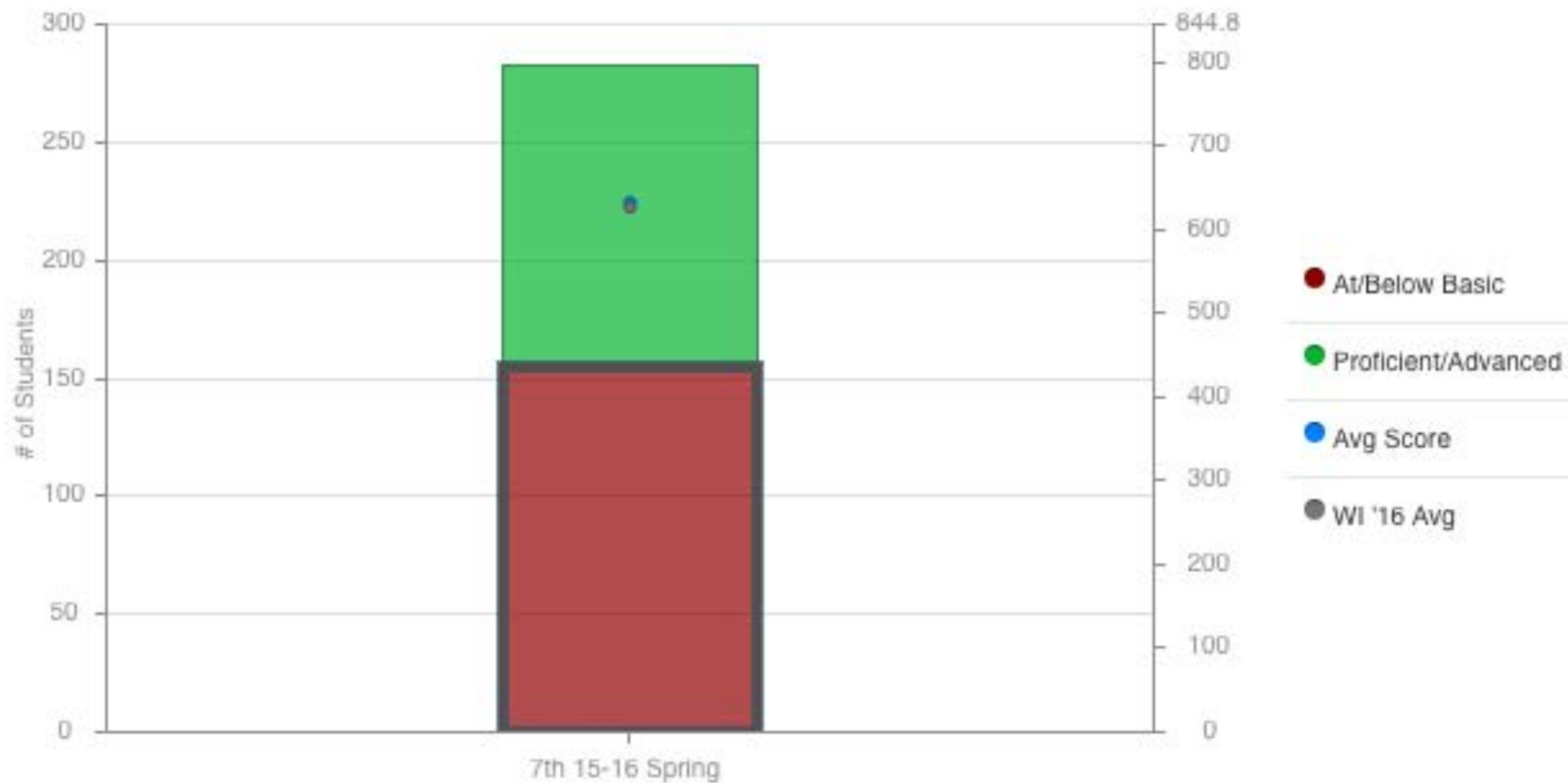
7th Grade	Quarters 1 and 2	Quarter 3	Quarter 4
# of Ds and Fs	261	174	167
# of students	77	65	71
% of class	30%	25%	27%

English Language Arts Milton Middle School By Grade

Wisconsin Forward Exam



Forward Performance Level ▾

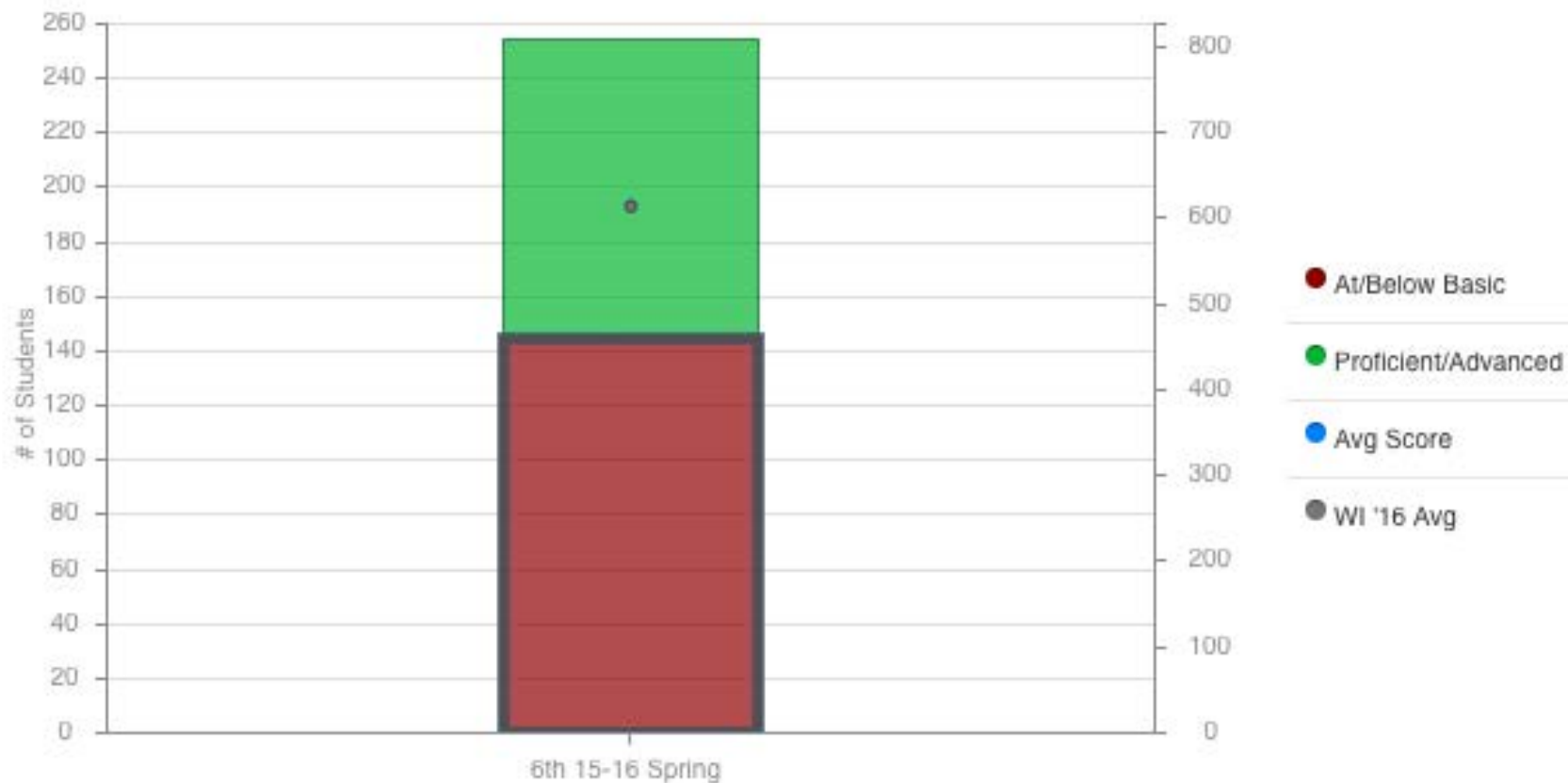


English Language Arts Northside Intermediate School By Grade

Wisconsin Forward Exam



Forward Performance Level ▼

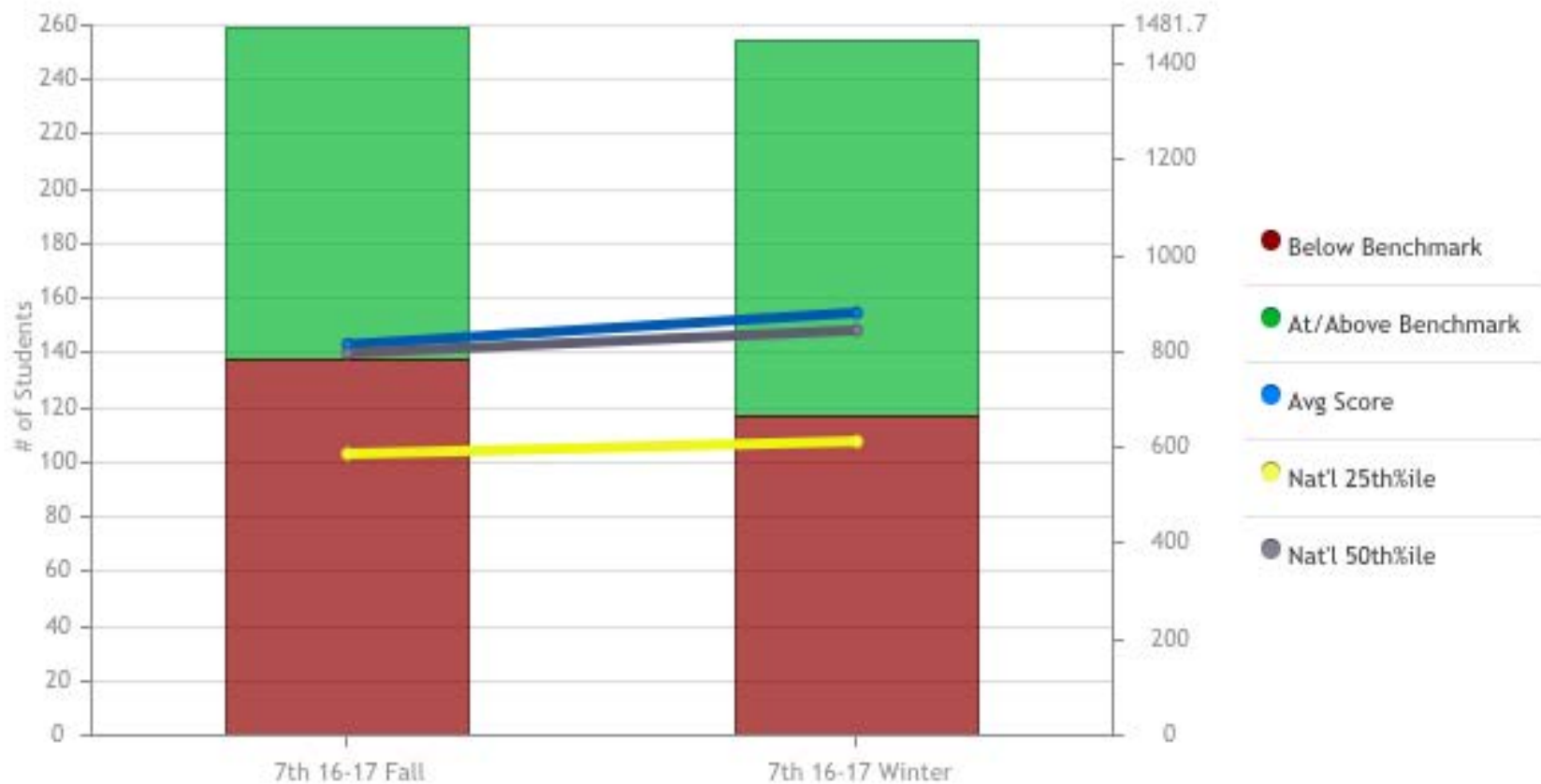


STAR Reading Milton Middle School By Grade

STAR



STAR Default ▾

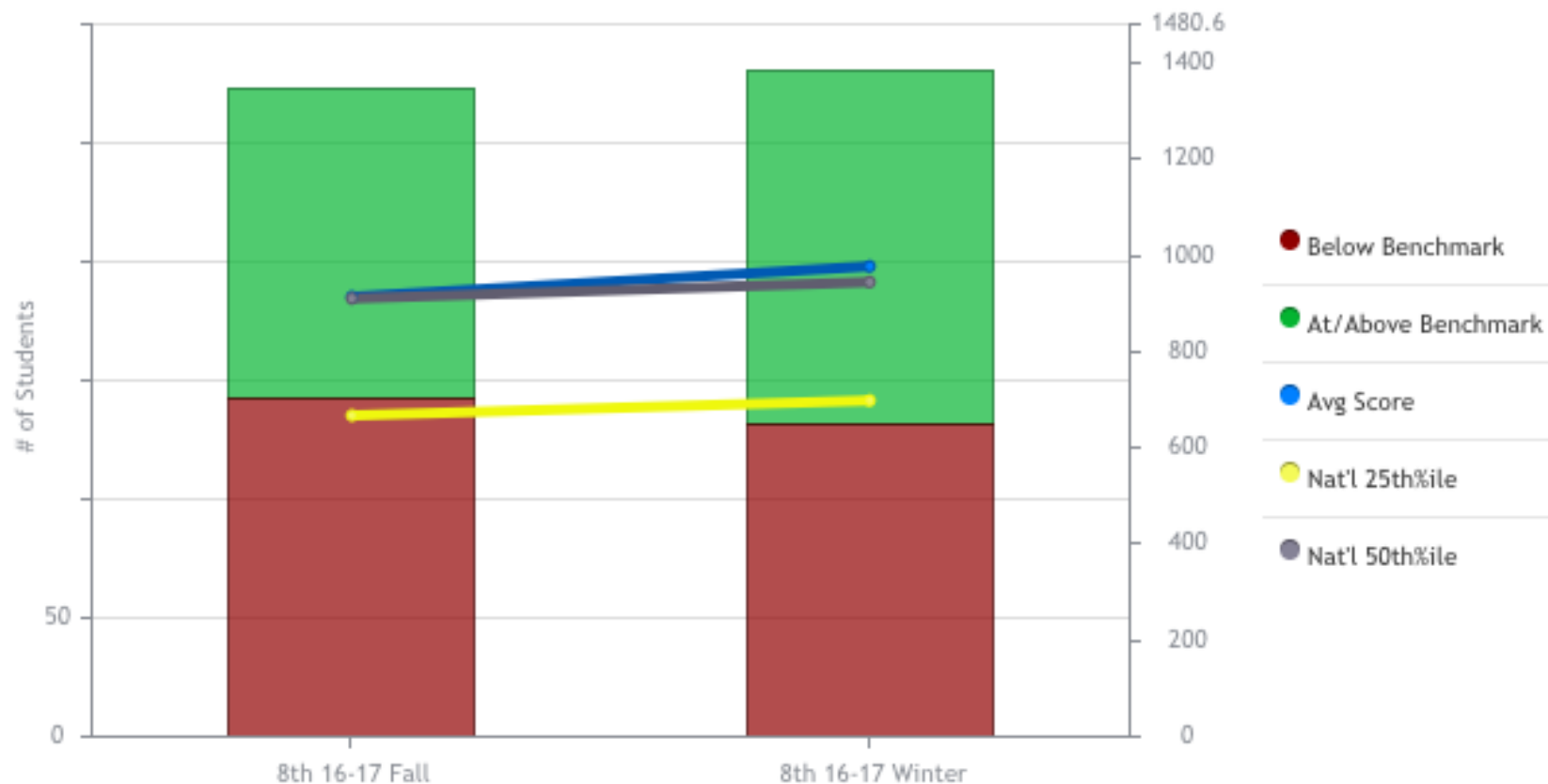


STAR Reading Milton Middle School By Grade

STAR



STAR Default ▾



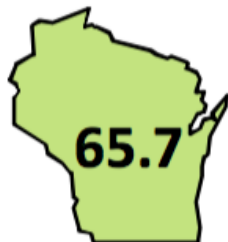
Overall Measures



Milton Mid | Milton

School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Meets Expectations

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Student Achievement	67.1/100		67.4/100	
Reading Achievement	31.6/50		30.7/50	
Mathematics Achievement	35.5/50		36.7/50	
Student Growth	45.1/100		53.7/100	
Reading Growth	22.0/50		25.0/50	
Mathematics Growth	23.1/50		28.7/50	
Closing Gaps	59.5/100		64.5/100	
Reading Achievement Gaps	31.7/50		33.2/50	
Mathematics Achievement Gaps	27.8/50		31.3/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	91.1/100		88.8/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	77.7/80		74.6/80	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	13.4/20		14.2/20	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)

Total Deductions: 0

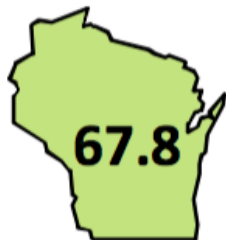
Goal met: no deduction



Milton Mid | Milton

School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	67.9/100		67.3/100	
Reading Achievement	31.9/50		30.5/50	
Mathematics Achievement	36.0/50		36.8/50	
Student Growth	44.3/100		55.7/100	
Reading Growth	24.9/50		28.0/50	
Mathematics Growth	19.4/50		27.7/50	
Closing Gaps	67.4/100		66.5/100	
Reading Achievement Gaps	35.4/50		34.0/50	
Mathematics Achievement Gaps	32.0/50		32.5/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	91.5/100		89.3/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	77.7/80		74.9/80	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	13.8/20		14.4/20	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)

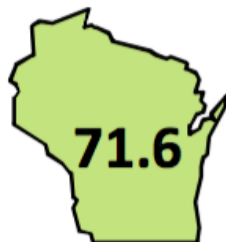
Total Deductions: 0

Goal met: no deduction



Milton Middle
Milton | Public - All Students
 School Report Card | 2015-16 | Summary

Overall Score



Meets Expectations

Overall Accountability Ratings	Score
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Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Does Not Meet Expectations	43-52.9 ★☆☆☆☆

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	68.9/100		66.6/100	
English Language Arts (ELA) Achievement	36.5/50		33.6/50	
Mathematics Achievement	32.5/50		33.0/50	
Student Growth	54.6/100		66.0/100	
English Language Arts (ELA) Growth	34.9/50		33.0/50	
Mathematics Growth	19.7/50		33.0/50	
Closing Gaps	72.8/100		64.1/100	
English Language Arts (ELA) Achievement Gaps	38.9/50		32.4/50	
Mathematics Achievement Gaps	33.9/50		31.7/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	86.5/100		87.5/100	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	74.4/80		74.7/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	12.1/20		12.8/20	

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)

Total Deductions: 0

Goal met: no deduction

Points of Pride

Our **Closing the Gap** efforts have improved **13%** moving from below the state average to above.

The bulk of the movement is seen in Reading

Multiple factors including implementing co-teaching in both 7th and 8th grade Literature and Language blocks boosting reading **34%**.

Points of Pride

Our **Student Growth** scores have improved **10%**, although we are still hovering below the state average.

The bulk of the movement is seen in Reading

Multiple factors including implementing co-teaching in both 7th and 8th grade Literature and Language blocks boosting reading **26%**.

The system we want to be in 2022

- State report card
- Student connectedness survey
- Teacher satisfaction survey
- Staff mindset
- District continuity

Sustainability Plan 2017-2022

Data days continued to be supported reading (special education for one year; building budget after one year - reading)

Classroom libraries continued to be supported by building budget

Start up math co-teaching supported by special ed

