



School District of Milton
*Opportunity · Achievement
Community*

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SCHOOL DISTRICT OF MILTON PRESS RELEASE

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Date: November 21, 2017

School District of Milton School Accountability Report Card Information

The School District of Milton is pleased to share its 2016-2017 School Accountability Report Card data with our community. The School District of Milton earned four stars on the state report card from the Wisconsin Department of Public Instruction, issued for the 2016-2017 school year. Based on the star rating, the School District of Milton “Exceeds Expectations” for educating students. Notably, all four of the district’s elementary schools, including the two Title I-designated schools, maintained their rating of “Significantly Exceeds Expectations”, while Milton High School showed great growth moving within 1.1 points of the “Exceeds Expectations” designation.

Report cards are issued based on four priority areas: student achievement in English Language Arts (ELA) and mathematics; district/school growth in ELA and mathematics; closing gaps among special populations in ELA, mathematics and graduation rates; and measures of on-track and postsecondary readiness in graduation rate, attendance rate, 3rd grade ELA achievement and 8th grade mathematics achievement. While school and district report cards provide information to the community, they do not represent the full picture of work happening in each of the schools.

School District of Milton Director of Curriculum and Instruction, Heather Slosarek, commented on the results within the district’s report card by stating, “We continue to utilize the report card data to evaluate our recent programming updates and alignment in the areas of mathematics and literacy across the 4K-12 buildings. While we are impressed with our students’ achievement and readiness scores, we continue to explore ways to foster further student growth and close achievement gaps for our various student subgroups. Two of our primary focus areas are closing the gaps to achieve the third grade literacy proficiency and eighth grade mathematics proficiencies to ensure that students meet their critical checkpoints for foundational learning. While we have made strides toward our literacy proficiencies with a focus on guided reading and aligned writing, we continue to explore options to help students reach middle school mathematics benchmarks, which are not only lower in Milton, but across the state. We hope our

changes to academic pacing, instructional minute allocations, and standards alignment support greater growth in this area.”

As in other years, the 2016-2017 report cards continue to be revised to provide stronger measurements for school improvement. Changes to the 2016-2017 report cards from previous years include: an overall rating for schools in the private school choice program, two types of private school report cards, removal of test participation from the student engagement indicators and adjusted scoring mechanisms for district growth.

Most notably, growth is no longer based on Student Growth Percentiles (SGPs), which were calculated from student-level growth scores. Instead, it is now a school-based growth measure based on value-added scores. As with the SGPs, value-added scores measure how rapidly students are gaining knowledge and skills from year to year, focusing on the pace of improvement in student performance. Specifically, value-added calculations are designated to identify and measure the difference between expected growth and actual growth for a group of students. The value-added approach is explained in more detail on the DPI website.

The 2016-2017 report cards draw from test participation and performance data in the following assessments: Wisconsin Forward Exam, Badger Exam, ACT plus Writing, ACT Aspire, Dynamic Learning Maps (DLM), Wisconsin Knowledge and Concepts Examination (WKCE), and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). Because the report cards use multiple years of data, multiple assessments are incorporated.

With the evolution of the system, Wisconsin DPI has cautioned districts and communities in comparing growth scores for the same school or district across different report card years. Both the calculations and other small refinements to the value-added model make the data points incomparable. Given the multiple assessments and legislative changes, making comparisons of school and district performance to prior report cards are inadvisable.

Overall, the School District of Milton is pleased to continue to seeing improvements to its students’ growth and achievement levels through the implementation of more aligned curriculum, investment in staff professional development and adoption of a student-centered approach to instruction and assessment. Slosarek notes, “Each year, we are seeing students make greater strides towards the increased proficiency expectations of the standards and state assessment system. We are confident that our emphasis on alignment will continue to show gains in district/school growth and closing the gaps.”

Superintendent Tim Schigur commented on the release of state report cards saying, “I’m extremely proud of all our students, staff, and families. While there is always room for improvement, the work being done in our school district to ensure student learning is maximized is evidenced in our state report cards. The results are something we can all celebrate!”