

Memorandum

To: School District of Milton Board of Education

From: Heather Slosarek, Director of Curriculum and Instruction

Date: February 13, 2017

Subject: Mid-Year Curriculum Update & Discussion of UW Remedial Report

Purpose

In partnership with the building administration and staff, the C&I Department and coordinators have been working collaboratively to support continuous improvements to our educational system. The team has used the District Strategic Plan, analysis of student learning data, and needs identified by district staff to prioritize the projects listed below. This memorandum serves as a brief mid-year update on some ongoing and future projects, which can be clarified or discussed in a more comprehensive presentation in future committee meetings.

In the second part of the memorandum, please see clarifications on the UW Remedial Report, including background information on the report, a deeper look into data from the Milton Class of 2015, and the connection between the UW Remedial Report and existing curricular and programming updates the district was already pursuing prior to the release of the report.

If you have questions or seek further information on any of the items presented below, please feel free to contact me at any time. I welcome all discussions and suggestions on how we can improve curriculum and instruction to meet the needs of all our students!

2016-2017 Curriculum Committee Mid-Year Update

Universal Curriculum & Instruction

Mathematics Curriculum: Gr. K-5 is currently in Year 2 of the implementation of Math Expressions curriculum, which will be upgraded to a new version with more resources in the 2017-2018 school year. Gr. 6-8 is in Year 3 of the implementation of Big Ideas Math curriculum, developing decision rules for subject-level acceleration and pathways. Gr. 9 is in Year 2 of the implementation of Big Ideas Algebra, and Gr. 10 is in Year 1 of the implementation of Big Ideas Geometry. The MHS Math Department is eager to continue the sequence with the addition of Big Ideas Algebra 2 in the 2017-2018 school year.

Reading Curriculum: PreK teachers are beginning to focus on early literacy behaviors in their classrooms, guiding young student readers. Gr. K-6 are in Year 2 of consistent implementation of Jan Richardson's Guided Reading model to support instructional level reading. The team is focusing lesson planning on word work and comprehension strategies, providing students with equal exposure to fiction and nonfiction texts. All K-6 teachers have access to Guided Reading bookrooms and Reading A-Z materials to support all levels and interests. Gr. 7-12 are in Year 2 of focused disciplinary literacy initiatives, emphasizing choice books and close reading strategies to support engagement and advanced comprehension of texts across all disciplines.

Writing Curriculum: The 2016-2017 Gr. K-5 Writing Project Team is entering their third unit in Lucy Calkins' Units of Study, which will be fully implemented in all Gr. K-5 classrooms in the 2017-2018 school year. The Writing Project Team was developed to experience the curriculum for a full year, while creating internal tools and coaching models for staff. All staff outside the project team continue to focus on alignment to their writing standards. Gr. 7-12 staff have spent the last two years analyzing the new ACT Writing assessment, while the MHS English Department just attended the High School to College Writing Symposium at UW-Madison to support student acquisition of college-ready writing skills.

Science Curriculum: Gr. K-3 teachers are in Year 1 of teaching consistent life, physical, and earth/space units using Science A-Z and other supplemental resources across all elementary buildings. Gr. 6-12 teachers are finishing a year and a half of research into the Next Generation Science Standards, updated curriculum and the development of a new science scope and sequence. They are piloting the chosen NGSS-aligned curriculum, HMH Science Dimensions, this semester, with implementation of Gr. 6-8 Integrated Science and Gr. 9 Biology set to launch in the 2017-2018 school year. There will more specific updates regarding this exciting change in an upcoming Curriculum Committee Meeting.

Supplemental Instruction & Programming

Core Intervention Teams: All buildings have established Core Intervention Teams, who analyze student screening data in reading and mathematics and determine appropriate placement of students in Tier 1 differentiation groups, Tier 2 (Selected) interventions or Tier 3 (Intensive) interventions. Teams meet on a monthly basis to review student progress.

Title I Literacy Enhancements: Using Title I funds, the district added two literacy coach positions for Milton East Elementary and Milton West Elementary. These positions will support strengthening universal instruction, while providing coaching to classroom teachers on supporting Title I identified students who are struggling in reading.

PRISM Plan Updates: The PRISM Team is working to update the PRISM Program Plan to reflect more consistent decision rules for gifted and talented identification and placement into Tier 2 or 3 programs. The team has focused on implementing more growth mindset activities, while expanding pull-out programming options to more academic subjects and areas of giftedness. Additionally, the team has explored options for administering an aptitude test to support better decision making.

ELL Plan Updates: The ELL Team has joined the CESA 2 Title III Consortium this year. The team has concentrated on hosting more family engagement events throughout the 2016-2017 school year, providing further ELL PD opportunities for staff and connecting with other departments like the Reading and Instructional Technology Departments to enhance experiences for ELL students.

Instructional Technology: The Instructional Technology Team has continued classroom-level support for students and teachers throughout the school year. The team has promoted new apps such as Book Creator and Explain Everything as strong instructional tools for increasing student engagement, creativity and achievement. The team will be rolling out a creative Technology Training Grid to support staff PD needs in all major strands of education.

District Assessments & Use of Data

STAR Screening: Gr. 2-12 teachers are in Year 3 of using STAR Reading & STAR Math to screen students' growth and proficiency three times a year. Gr. K-1 teachers are in Year 1 of using STAR Early Literacy, in addition to their established Literacy Binder assessments, to screen students' early literacy and numeracy development.

Next Step Guided Reading Assessment: Gr. 1-3 teachers are in Year 1 of using Jan Richardson's Next Step Guided Reading Assessment to assess students' foundational literacy skills and levels, as a replacement of the minimal benchmarking assessment used in years past. Gr. 4-6 teachers are in Year 2 of using the assessment, which helps teachers learn more about their students as individual readers through whole group comprehension and running records assessments.

State Standardized Assessments: For the first time in three years, the state standardized assessments are the same as last school year. Students in Gr. 3-8 will take the WI Forward Exam. Students in Gr. 9 and 10 will take the ACT Aspire Exam, with Gr. 10 students adding the WI Forward Exam in Social Studies. Students in Gr. 11 will take the ACT and ACT WorkKeys. All Special Education ID students will take the DLM alternative exam, and ELL students just finished Year 2 of taking the ACCESS for ELLs 2.0 exam. Students in Gr. 4 were chosen to take the NAEP test, which was administered earlier this month.

eduCLIMBER: The district continues to expand its use of eduCLIMBER, which houses all standardized assessment, STAR screening, district benchmark, and some Gr. K-6 math common summative assessment data. This year, the district has added student tagging and ELL Individual Learning Plans to the system.

Professional Development

Professional Development Days: The six full-day professional development days have been divided into two sessions for C&I and programming, one session on trauma-sensitive classroom training, and one session for building-related trainings. Gr. K-5 trainings have focused on math curriculum fidelity, learning progressions, discourse and guided instruction, as well as literacy guided reading training, running records calibration training, and comprehension strategies. Gr. 7-12 and Gr. K-12 elective trainings have focused on course alignment and mapping, learning progressions and the Gradual Release of Responsibility instructional model.

Guided Reading Training: In conjunction with the Gr. K-6 implementation of Guided Reading, the district has invested Title II funds to bring a national Guided Reading trainer in to the district seven times throughout the school year. The trainer, Julie Allsworth, comes for 3-Day increments, working in the K-6 teachers to plan, model and support Guided Reading instruction within the school day.

LLI Training: One of the district's best reading interventions in Leveled Literacy Intervention (LLI), which is used in Gr. K-8 for one-on-one or small group reading intervention. The district utilized Title I funds to bring a national Level Literacy Intervention (LLI) trainer in to the district for six days to provide all teachers and paraprofessionals with consistent training on using the intervention to fidelity. With this training, the district has

more professionals able to administer interventions, increasing the number of LLI groups and students serviced in the Gr. K-8 buildings.

Apple Professional Learning: As part of the new Apple lease, the district obtained sixteen 3-day workshops with two Apple Professional Learning specialists. The specialists have been working closely with our Instructional Technology Team members, specifically our Tech Integrators, to provide job-embedded professional development and coaching to teachers in all buildings during the school day.

Some Ongoing Projects

Course Organizer Routine (Course Mapping): All Gr. 6-12 teachers, in addition to Gr. K-12 elective teachers, are working on developing Course Organizers for each of their respective courses. The course organizers consist of sections including course questions, course standards, critical concepts, course unit map, community principles, learning rituals and performance options, which provide students with a road map for their learning in a course. It is the C&I Department's goal to complete these organizers in time for the 2017-2018 school year to support the development of a comprehensive curriculum guide for the district to replace outdated curriculum cards.

K-3 Standards-Based Report Card: After years of research, committee meetings, and curriculum evaluations, the district has chosen to pilot a new K-3 standards-based report card this school year. The pilot seeks to propel the district forward towards a more comprehensive and up-to-date method of reporting that better communicates students' progress to parents. District and K-3 administration will be seeking input from staff and families at the end of the 2016-2017 school year.

Human Growth & Development: In the next month, the district will be convening members of the staff and community in a Human Growth and Development Committee. The committee will review WI DPI grade level objectives for Human Growth and Development curriculum, review and acquire updated resources, and determine appropriate program scope and sequencing for the 2017-2018 school year. Further information will be coming in the next week or two.

2015 UW System Legislated Remedial Report

Background of the UW Remedial Report

In accordance with Chapter 36.65 of the Wisconsin State Statutes, the University of Wisconsin System was required to “determine the high schools with more than 6 students who, based on their performance on placement tests in the preceding 12 months, [were] required to take remedial courses in English and mathematics.” In the full report, the Board of Regents cites that beyond its internal use to “ensure that all new freshmen possess the necessary competencies to succeed in higher education,” they are “working with high schools to align curricula and develop precollege intervention programs.” [Full Report: [Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention, and Graduation September 2015](#)].

The University of Wisconsin System consists of 26 campuses, including local campuses UW-Madison, UW-Whitewater, and UW-Rock County. Campus admissions requirements significantly vary among UW System institutions, weighing high school performance (class rank, rigor of coursework, cumulative GPA, number of Advanced Placement courses, trends in grades), ACT/SAT scores, and nonacademic factors (leadership, involvement, talent, accomplishments, community service and diversity of backgrounds and experiences). [[See all UW System Admissions Requirements](#)]. Once admitted, students face further evaluation (placement tests) and admissions requirements based on their reported major to appropriately determine the pathway towards their desired degree.

In an April 2013 Remedial Education Report, Senior Vice President for Academic & Student Affairs, Mark Nook stated “there are significant variations” on which scores/sub-scores from the placement exam are used by each campus, citing “there are no two campuses in the UW System that use the same method for determining placement into remedial math and English.” Further, “According to the Center of Placement Testing, the variation among institutions is such that if the cutoff score for one of the comprehensive institutions were used to place all students who took the math placement test, about 4% of the UW System incoming class would be required to take remedial math. If the cutoff score for another comprehensive institution were used, over 40% would be required to take remedial math.” Thusly, student placement in remedial courses depends both on their performance on the placement exam and where they enroll, so the information in the UW Remedial Report does not provide an “apples to apples” comparison across Wisconsin high schools.

While the report should not be used for comparison among schools, it does provide another lens to advance local constructive conversations and action plans towards increased student preparations for college readiness and reduced remediation. As reported in prior Curriculum Committee Meetings, Strategic Planning updates, and School Board Meetings in the past three years, the School District of Milton has already made comprehensive and systematic improvements to curriculum, instruction, assessment and programming in literacy and mathematics based on other district-gathered data prior to the release of this specific report. The C&I Department, building administration and staff will utilize the report among other established data points to evaluate these programming changes over time.

The UW Remedial Report was shared with school districts’ boards and administration through the Wisconsin Department of Public Instruction on September 20, 2016, referencing “Fall 2015 Immediate New Freshmen from Wisconsin High Schools.” The report does not provide disaggregated data such as names of students required to take remedial courses or the schools they attended.

According to the report, among the 112 students from the Milton graduating Class of 2015 who attended school within the UW System immediately following graduation, 24 students (21.4%) were required to take a remedial mathematics course and 16 students (14.3%) were required to take a remedial English course.

School District of Milton: Class of 2015

Among the 237 students who graduated from Milton High School in Spring 2015, 168 students (70.8%) enrolled in postsecondary education systems. Per the Wisconsin Information System for Education (WISEdash) secure portal, 106 students attended a four-year university. Among those students, 20 students attended out-of-state universities, 16 students attended private universities (8 in-state, 8 out-of-state), and 78 students attended a UW System four-year university (Please see Table 1).

Table 1: Breakdown of Milton Class of 2015 Enrollment in 4-Year UW-System Universities

University	Total Enrolled
UW-Whitewater	27
UW-La Crosse	10
UW-Madison	10
UW-Platteville	10
UW-Stevens Point	5
UW-Milwaukee	4
UW-Oshkosh	4
UW-Eau Claire	3
UW-Stout	3
UW-Green Bay	2
Total	78

Per the Wisconsin Information System for Education (WISEdash) secure portal, 61 students attended a two-year college. Among those students, 37 students attended UW-Rock County, 16 students attended Blackhawk Technical College, 4 students attended Madison Area Technical College, and 4 students attended other schools. Additionally, 1 student attended a “less than 2 year” school that was included in the postsecondary report.

The UW Remedial Report includes students attending all four-year universities in the UW System (Table 1), as well as those attending two-year universities (UW-Rock County). One may note that there is a discrepancy of three students between the UW Remedial Report (total of 112) and the information provided in the WISEdash secure portal (total of 115). The district is unable to cross-check student names between the reports to determine the cause of the discrepancy.

Based on data provided by the WISEdash portal, 163 students (69%) from the Milton Class of 2015 took the ACT exam. Unlike current high school students, the Class of 2015 were not required to take the ACT as part of the state standardized testing system. The class averaged a Composite score of 22.1, a Mathematics score of 21.7, an English score of 21.2 and a Reading score of 22.8. Given these test results, 126 students (77.3%) were determined to be “college ready” based on ACT benchmarks, while 37 students (22.7%) were determined to be “below college ready” based on ACT benchmarks.

Among the students who did not meet ACT readiness benchmarks, 11 students were accepted into a four-year UW university (4 to UW-Platteville, 3 to UW-Whitewater, and 1 each to UW-Milwaukee, UW-Oshkosh, UW-Stevens Point, and UW-Stout), 1 student attended an out-of-state four-year university, 1 student attended an in-state four-year private university, 12 students attended UW-Rock County, 6 students attended various technical colleges, and 6 students did not have a post-secondary school listed.

All students graduating from Milton High School in Spring 2015 were required to take 4.0 English credits and 2.0 mathematics credit for graduation. Of the 237 graduates, 10 students completed two years of math, 40 students completed three years of math and 187 completed four years of math. This includes students who received instruction through specially-designed instruction and alternative programming options to meet graduation requirements.

Throughout the thirteen years that the Class of 2015 went through the School District of Milton system, there were significant changes at the national, state, and local levels that impacted their education: evolution from state standards to national academic standards (Common Core State Standards), introduction of state assessment accountability measurements with nationally-normed proficiencies at more than three grade levels, changes with the Elementary and Secondary Education Act (ESEA), development of Response to Intervention programs supporting a new Specific Learning Disabilities (SLD) rule, curriculum adoption and alignment to more rigorous college and career readiness standards, a surge of the Internet and 21st Century professions, a national recession, the local Janesville General Motors Plant closing, and increased numbers in the community's low socioeconomic status numbers, to name a few.

The district's C&I Department has been, and continues to be, thoughtful and diligent in addressing this changing infrastructure in a systematic and systemic way – making decisions based on the District's Strategic Plan, prioritizing curriculum updates in the budget, using multiple student data points to drive decision making, investing in strong professional development opportunities for staff, and, most importantly, evaluating existing programming and developing future programming to better support the growth and achievement of all learners in the School District of Milton from Pre-Kindergarten to graduation.

School District of Milton: Review of Programming Improvements

Throughout the last 3-5 years, the School District of Milton C&I Department has invested significant time and resources in strengthening universal curriculum and programming. The district has embraced the Wisconsin DPI's mission, *Every Child a Graduate, College and Career Ready*, through the development of our student-centered District Strategic Plan, application of the Educator Effectiveness Model, implementation of the Academic and Career Plan and adoption of the Strategic Assessment System. The following section cites key updates to our mathematics and literacy programs.

Mathematics: Curriculum

Five Years Ago	Today
5+ curricular programs used across Gr. K-12; not closely aligned to the CCSSM.	1 curricular program used across Gr. K-10 (Gr. K-5 Math Expressions & Gr. 6-10 Big Ideas Math) with Gr. 11 Big Ideas Algebra 2 adding next year; very closely aligned to CCSSM.

Continued Work: SDM will continue to refine the highly-aligned curriculum to meet varying needs of students with the emphasis on how students interact with math, not accumulate math facts. Additionally, SDM will be closely monitoring transitions among buildings to support continuity of instruction within learning progressions.

Mathematics: Supporting Needs

Five Years Ago	Today
Recognition that some students needed additional support beyond the classroom, with little structure in place for teachers to support additional instruction.	Use of WIN/ELT (Gr. K-6) and Math Interventions (Gr. 4-10) to support students needing more instruction or support; Dreambox to support all Gr. K-6 students at individual levels; multiple supplemental resources available for teachers to use to support all student levels (low-high); updated high school courses including Intermediate Algebra, Shop Math, AP Probability & Statistics to support different ACP pathways.

Continued Work: SDM will continue assessing learning progression strands that provide students with greater challenges and barriers, seeking additional resources and programming opportunities to close the gaps. SDM plans to increase teacher expertise with tools/approaches to help students be prepared for grade level work. SDM will expand RtI processes to match resources and needs within each building.

Mathematics: Data Tools

Five Years Ago	Today
Curriculum-based summative assessments; annual standardized assessment data.	STAR Math screener for Gr. 1-12; CCSS-aligned curriculum-based formative and summative assessments; Dreambox proficiency reports; Core Intervention Teams attempting to lead teachers through data-driven decision-making to develop differentiation groups.

Continued Work: SDM will support teachers becoming well-versed in all forms of data with equal balance of normed, classroom summative and classroom formative data. SDM will encourage teachers' independent use of data for reporting, developing differentiation groups, making intervention decisions, and developing programming.

Mathematics: Teacher Knowledge

Five Years Ago	Today
Professional development occurred in varying degrees, depending on building administration's choice of topic; major PD happened at external conferences for selected staff members.	Gr. K-12 teachers have completed multiple standards unpacking meetings, year-long PD related to the new curriculum including learning progression discussions on key standards (place value, operations, etc.), continued PD supporting areas such as differentiation and discourse from Gr. K-3 and Gr. 4-6 math coaches.

Continued Work: SDM teachers will continue to build a strong understanding of the learning progressions, with PD refining practices and incorporating STEM themes in mathematics lessons.

Mathematics: High School

Five Years Ago	Today
2.0 credits of mathematics required for graduation, including Algebra 1 & Geometry; standard electives and progression of courses; no formal interventions or math supports; limited student data or reports on college and career readiness.	3.0 credits of mathematics required for graduation, including Algebra 1, Geometry, and a third elective course; updated high school courses including Intermediate Algebra, Shop Math, AP Probability & Statistics to support different ACP pathways; formal interventions for Algebra 1 and Geometry with certified teachers; Support for Success tutoring and Learning Center Math Lab available all class periods; multiple data points tracked in eduCLIMBER; UW placement exam review sessions (beginning in Spring 2017)

Continued Work: MHS will continue to closely monitor student growth and achievement in mathematics based on the strategic assessment system. Students will be guided towards correct course selection through the course recommendation system and support from the MHS Counseling Office. Academic and Career Plans will be utilized to align students' high school course selection with post-secondary plans, including college admissions requirements, placement test support, and job readiness.

Literacy: Curriculum

Five Years Ago	Today
Balanced Literacy Framework with a variety of English, reading, writing, word work, and vocabulary curricular resources, depending on building or grade level; focus on identified grade level anchor books in English classrooms.	Balanced Literacy Framework supported by consistent Scholastic and Literacy Footprints Guided Reading bookroom sets and Reading A-Z licenses for all Gr. K-6 buildings; choice book and literacy circles collections, 20 teachers implementing Lucy Calkins' Unit of Study for full implementation next year; expanded culturally responsive book collections in Gr. K-8; disciplinary literacy among multiple departments at all grade levels.

Continued Work: SDM will continue to build CCSS-aligned ELA, reading, and writing curriculum within the district-established Balanced Literacy Framework.

Literacy: Supporting Needs

Five Years Ago	Today
Gr. K-8 reading interventions (Reading Recovery, Title I, etc.) at varying degrees of staffing support; minimal literacy coaching for classroom teachers; recognition that some students needed additional support beyond the classroom (outside of the limited intervention slots), with little structure in place for teachers to support additional instruction; no Gr. 9-12 reading interventions.	Use of WIN/ELT (Gr. K-6) and Reading Interventions (Gr. K-12) to support students needing more instruction or support; multiple supplemental resources available for teachers to use to support all student levels (low-high); increased interventionist and coaching staffing at K-3, NIS, and MMS; co-taught MMS Social Studies courses; and formal reading interventions at MHS; and multiple data points tracked in eduCLIMBER.

Continued Work: SDM will continue assessing learning progression strands that provide students with greater challenges and barriers, seeking additional resources and programming opportunities to close the gaps. SDM plans to increase teacher expertise with tools/approaches to help students be prepared for grade level work. SDM will expand RtI processes to match resources and needs within each building.

Literacy: Teacher Knowledge

Five Years Ago	Today
Professional development occurred in varying degrees, depending on building administration's choice of topic; major PD happened at external conferences for selected staff members.	Gr. K-12 teachers have completed multiple standards unpacking meetings, multi-year PD related to guided reading and disciplinary literacy including learning progression discussions on key standards (point of view, writing, etc.), continued PD supporting areas such as comprehension strategies, text complexity, and reading/writing connections supporting by literacy coaches and leaders.

Continued Work: SDM teachers will continue to build a strong understanding of the learning progressions, with PD refining practices and incorporating the Balanced Literacy Framework into all literacy lessons.

Literacy: Data Tools

Five Years Ago	Today
Curriculum-based summative assessments; Scholastic Reading Inventory (SRI); standardized assessment data.	STAR Early Literacy screener for Gr. K-1; STAR Reading screener for Gr. 1-12; CCSS-aligned curriculum-based formative and summative assessments; Gr. K-6 Literacy Binder Assessments; Core Intervention Teams providing differentiation and intervention grouping facilitation.

Continued Work: SDM will support teachers becoming well-versed in all forms of data with equal balance of normed, classroom summative and classroom formative data. SDM will encourage teachers' independent use of data for reporting, developing differentiation groups, making intervention decisions, and developing programming.

Literacy: High School

Five Years Ago	Today
4.0 credits of English required for graduation, including English 9, English 10, and four semesters of English electives; no formal interventions or reading supports; limited student data or reports on college and career readiness.	4.0 credits of English required for graduation, including English 9, English 10, English 11 (or the Honors/AP leveled course) and two semesters of English electives; formal reading interventions; multiple data points tracked in eduCLIMBER; disciplinary literacy emphasis across all departments

Continued Work: MHS will continue to closely monitor student growth and achievement in literacy based on the strategic assessment system. Students will be guided towards correct course selection through the course recommendation system and support from the MHS Counseling Office. Academic and Career Plans will be utilized to align students' high school course selection with post-secondary plans, including college admissions requirements, placement test support, and job readiness.

Memorandum Summary and Conclusions

- The School District of Milton acknowledges the need for continuous improvements to literacy and mathematics curriculum, based on both internal and external data.
- After analysis of literacy and mathematics data, the C&I Department determined that a PreK-12 systematic and systemic approach towards K-12, CCSS-aligned curriculum and learning progressions, standards-based assessments, consistent and focused staff professional development and coaching, and more universal and supplemental programming options would have a greater impact on student growth/achievement.
- The C&I Department, building administration, and teaching staff have prioritized significant improvements to curriculum, supplemental programming, teacher knowledge and training, and use of data tools throughout the past three to five years.
- The School District of Milton will not be able to measure the full impact of these systematic changes until the year 2028; however, the district will continue to make data-driven adjustments to support students who are on existing educational pathways amidst the changes.
- The Gr. K-12 Math Department has been engaged in programming discussions to foster students' engagement in mathematics – focusing on depth of understanding and application versus breadth of content.
- The Gr. K-12 English/Literacy Department has been engaged in programming discussions to foster students' engagement in reading and writing across all departments – focusing on depth of comprehension and articulation of thinking through writing.
- The School District of Milton's implementation of the national and state initiatives including ESSA, Educator Effectiveness, Academic and Career Plan, and the Strategic Assessment System will support more successful transitions from PreK-12 to postsecondary schools.
- The UW Remedial Report does not provide an "apples to apples" comparison across Wisconsin high schools, because student placement in remedial courses depends both on their performance on the placement exam and where they enroll in school.
- The lack of specificity in the UW Remedial Report does not allow for the report to be used independently to determine actionable items. Rather, the report should and has been used in conjunction with other performance and achievement data to justify, modify or validate decisions made at the PreK-12 level.
- The School District of Milton celebrates the many accomplishments of the Class of 2015, including their strong performance on the ACT exam (77.3% of students taking the exam meeting college ready benchmarks) and high enrollment in postsecondary institutions (71.8% of the graduating class), acknowledging many students pursuing successful military and career pathways beyond those identified in the report.
- The School District of Milton commends the UW System for working in partnership with Wisconsin high schools to create bridges towards college readiness for all students, especially those who may not have viewed postsecondary education as an option.
- The School District of Milton administration and staff will continue to use the District Strategic Plan, including the pursuit of a one-year and five-year postsecondary survey, to drive decision making for improvement in student learning outcomes, skill development, college and career readiness, character development and sense of community.
- The School District of Milton values its instructional leaders and classroom teachers, who strive every day to improve educational opportunities for all students in Milton.

References

University of Wisconsin System (2013) *Remedial Education Report*. Madison, WI.

University of Wisconsin System (2015) *Report on Remedial Education in the UW System: Demographics, Remedial Completion, Retention, and Graduation*. Madison, WI.