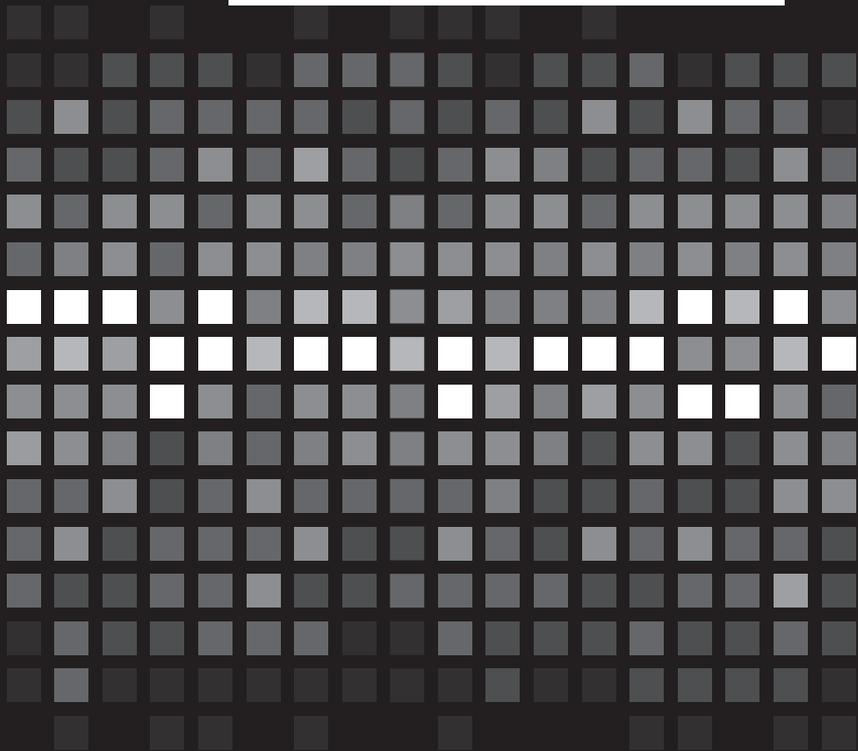




MILWAUKEE
PUBLIC SCHOOLS

A Parent Guide to the Standards-based Report Card

ELEMENTARY/K-8 SCHOOLS



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

Ruth Maegli
Chief Academic Officer



MILWAUKEE
PUBLIC SCHOOLS

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NONDISCRIMINATION NOTICE

It is the policy of the Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

For section 118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, WI 53201-2181

For section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: Jeff Molter, 504/ADA Coordinator for Students, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, WI, 53216. (414) 438-3677 TTD: (414) 475-8139

Dear Parents/Guardians,

As Milwaukee Public Schools (MPS) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partners.

This is especially true as the district continues to implement more rigorous standards for what every child should know and be able to do in each subject area and grade level. The Common Core State Standards, to which MPS' Comprehensive Literacy Plan and Comprehensive Math/Science Plan are aligned, set high expectations. Achieving these career- and college-ready standards requires continuous monitoring of progress and additional support targeted to those who need it.

Like teachers, parents need accurate and meaningful information about student strengths, challenges and performance to better understand and support student learning.

To that end, MPS has developed this report card that is directly connected to the Common Core State Standards. The Standards-based Report Card, which MPS began implementing in 2010–11, has been viewed by parents, families and teachers as a positive step in better communicating what students are expected to learn at each grade level — and in providing information about their child's work habits, behavior and effort. Parents may also view videos in English, Spanish and Hmong to better understand the report cards at mpsmke.com/reportcards.

All schools participate in the use of the Standards-based Report Card. This report card is different from report cards you might be used to. Students in grades K–8 do not receive a letter grade for each subject.

The Standards-based Report Card:

- Clarifies and reinforces consistent high expectations for students and schools.
- Helps teachers, students and families focus on standards throughout the year.
- Provides specific feedback on progress to the standards so students, families and teachers can work together to set meaningful goals for improvement.

Based on the information in the Standards-based Report Card, additional support at home and school can reinforce the concepts and knowledge that students learn.

This document is designed to help you better understand your child's report card. Please make good use of this document and bring it to parent-teacher conferences. It will be especially helpful come report card time. Please contact your child's school if you have additional questions.

Sincerely,



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



Ruth Maegli
Chief Academic Officer

Components of a Standards-based System

There are four essential components of a standards-based teaching, learning, assessment and reporting system:



- ① **Content Standards** – describe what a student should know and be able to do at a given grade level.
- ② Standards-based **Curriculum** – the teaching plan to ensure that **Instruction** targets the content standards.
- ③ **Assessments** – measurements to see if students have met the content standards for their grade level.
- ④ **Standards-based Report Card** – allows teachers to communicate a student’s progress on content standards at specific points in the year.

The Standards-based Report Card does not give a traditional letter grade (A, B, C, D, U). Instead, proficiency levels are given for each standard taught and assessed during that marking period.

Academic Proficiency Scale	
AD	Advanced
PR	Proficient
BA	Basic
MI	Minimal

Definitions of Proficiency Levels

Elementary students have three standards-based reporting periods. For the first two reporting periods, students are evaluated based on expected progress at that particular point in the school year. Students who receive a “PR” or “Proficient” are performing *at* the level expected for their grade level at this point in the school year. Students receiving “BA” or “Basic” are performing *below* the level expected for their grade level at this point in the school year.

In the third and final reporting period, the Report Card proficiency level reflects a student’s achievement of grade-level standards in all content areas. The grading scale aligns with proficiency levels used on the Wisconsin Forward Exam. Proficiency levels are defined as:

Advanced (AD)	The student consistently exceeds grade-level expectations on standards as demonstrated by a body of evidence that shows depth of understanding and flexible application of grade-level concepts.
Proficient (PR)	The student consistently meets grade-level expectations on standards as demonstrated by a body of evidence that shows independent understanding and application of grade-level concepts.
Basic (BA)	The student performs just below grade-level expectations on standards as demonstrated by a body of evidence that shows incomplete/inconsistent understanding and application of grade-level concepts.
Minimal (MI)	The student performs far below grade-level expectations on standards as demonstrated by a body of evidence that shows limited understanding and application of grade-level concepts.

Special Student Populations and the Standards-based Report Card

Students with Special Needs: All students must be graded according to grade-level standards, in line with their peers, on the grade-level report card. Proficiency levels given on the Standards-based Report Card must be based on expectations for that grade level. This means any student performing below grade level *cannot* receive a **PR**-Proficient or **AD**-Advanced in any content area, including reading. For students with special needs, the IEP Progress Report informs parents about their child’s progress toward IEP goals and is included with the mailing of every report card. Students whose IEP includes modified standards will receive an alternate report card based on alternate standards. See the specific handbook that accompanies the alternate report card.

Early Childhood Scale and Explanation: Students in grades K3 and K4 are assessed based on the Wisconsin Model Early Learning Standards (WMELS). Students are evaluated based on expected developmentally appropriate progress at that particular point in the school year. The performance scale summarizes, at that point in time, the frequency of behavioral and academic benchmarks.

Students in the Bilingual Program are Spanish-speaking students working to achieve the skills of understanding, speaking, reading and writing in two languages, one of which is English. The goal is greater success in Spanish and English, along with the understanding of customs and values of the cultures associated with the two languages being taught. The premise is to foster continued development and retention of a child’s literacy skills in his or her native language and to utilize the language as a vehicle for exploring and acquiring a second language.

Students in the Bilingual Program are graded according to grade-level standards in line with their peers on the grade-level report card.

There will be an additional line in the reading section that states, “Your child has transitioned to reading in English” with a Yes or No indicator.

English Language Learners (ELL): Milwaukee Public Schools recognizes the continuum of language development within the four areas of listening, speaking, reading and writing with six English language proficiency levels. These levels describe a learner’s progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. Students’ English language proficiency levels fall within this continuum.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

All English language learners (ELL) must acquire the English skills necessary for academic success and ultimately for success in a global, multicultural and multilingual society. Consequently, ELL students are graded according to grade-level standards in line with their peers on the grade-level report card.

Students Learning a World Language

World language courses are designed to prepare students for citizenship in a multicultural, multilingual global community. These courses promote proficiency in languages along with knowledge of cultures and literature. The standards in world language courses include:

- **Interpersonal** – Active negotiation of meaning among individuals
- **Interpretive–Reading** – Interpretation of meaning, including cultural, that occurs in reading
- **Interpretive–Listening** – Interpretation of meaning, including cultural, that occurs in listening
- **Presentational–Writing** – Creation of written messages that facilitates interpretation by an audience
- **Presentational–Speaking** – Creation of oral messages that facilitates interpretation by an audience

How to Read Key Parts of the Report Card

The report card lists the standards within each subject/content area. On the Standards-based Report Card, students do not receive an overall grade in each subject/content area but instead are graded on each standard.

Grade 04 MILWAUKEE PUBL **GRADE 04 REPORT CARD 2014-2015** Page 1 of 3

<p>Student: Student Sample Student ID: 88888888 School: ANY SCHOOL Teacher: Sager, Teacher Generated on: 1/26/2014 01:21:07 PM</p>	<p style="text-align: center; font-size: 2em; border: 2px solid black; border-radius: 50%; padding: 5px; display: inline-block;">F</p>	<p style="text-align: center;">Grade Level – Proficiency levels are based on grade-level expectations for all students.</p>
<p style="text-align: center;">1, 2, 3, F reporting periods – Students and parents receive this report in December, April and June. The fourth column marked F reflects Final proficiency levels.</p>	<p style="text-align: center;">Effort – The first line on each content area, except physical education, is Effort. This indicates how hard a student is working in this specific content area.</p>	<p style="text-align: center;">Additional content areas and the Personal/Social Development section are on page two of the Report Card along with teacher comments for each of the three marking periods.</p>

To: Parent/Guardian of Sample Student
 1111 S. Sample Street
 Milwaukee, WI 53000

Frequently Asked Questions about the Standards-based Report Card

Why did MPS change to a Standards-based Report Card?

MPS is aligning classroom instruction, evaluation and feedback to the rigorous and more challenging Common Core State Standards to improve teaching and learning. The Standards-based Report Card reflects Common Core State Standards and provides meaningful, standards-specific assessment and feedback to engage students and families in monitoring student progress.

The Standards-based Report Card allows MPS to communicate with parents and students about grade-level standards. It identifies student progress levels with regard to the standards and identifies areas of strength and weakness where additional time and effort are needed to meet expectations at a particular point in the school year. The report card helps students, teachers and families to transition to the Common Core State Standards language and expectations.

Other efforts to embrace Common Core State Standards include classroom assessments based on standards, student and parent conferences, and STAR, the district's universal screener/benchmark assessment, to support more differentiated instruction and identify students for additional supports. These strategies create opportunities for individual instructors and groups of teachers to reflect on student learning and their own practice.

How did MPS include parent and teacher feedback in the process?

Focus groups and surveys of teachers and parents were used to collect data from pilot schools, and these responses guided revisions. Parents reported high levels of satisfaction with the amount and type of information.

Is MPS the only district making the change to a Standards-based Report Card?

Many large districts across the nation have pursued Standards-based Report Cards, including Charlotte-Mecklenburg, North Carolina; Denver, Colorado; San Diego, California; and local districts such as Shorewood and Wauwatosa.

Will some groups of students be graded differently on this Report Card?

The MPS commitment is to teach each child to achieve the same high standards. Therefore, the proficiency levels given on the Standards-based Report Card must be consistent with expectations for that grade level for *all* students (including students with special needs and English language learners). This means any student performing *below* grade level cannot receive a **PR**—Proficient or **AD**—Advanced in any content area, including reading.

AD: Advanced , exceeding grade-level expectations
PR: Proficient , meeting grade-level expectations
BA: Basic , just below grade-level expectations
MI: Minimal , far below grade-level expectations

How will this Report Card show the effort a child is giving to schoolwork?

An **Effort** line has been added to show student work habits in each subject area. This allows teachers to keep nonacademic factors (neatness, promptness, work completion, etc.) separate from the academic assessment for each standard. Teachers can indicate high effort for struggling students or low effort for high-performing students. Each student will receive a mark for **Effort** in each content area (except physical education). Teachers will use the same proficiency levels for both academics and effort.

AD: Advanced	PR: Proficient	BA: Basic	MI: Minimal
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Are there any other scales used on this Report Card, and what do they mean?

The Personal/Social Development section is aligned to the Positive Behavioral Interventions and Supports (PBIS) system used in MPS schools. This system teaches students to make good choices and then acknowledges those positive decisions. It uses a frequency scale to report on how often students are choosing positive classroom behaviors.

For K3/K4 and some areas of the K5 Report Card the frequency scale is used to show developmental progress on Wisconsin Early Learning Model Standards. Here is the Frequency Scale:

1 — Seldom	2 — Sometimes	3 — Usually	4 — Always/Exemplary
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Grade-level Standards

Milwaukee Public Schools has developed a one-stop website for parents to see the specific grade-level standards in each content area. These include the Common Core State Standards in reading, math and English/language arts, along with standards in science, health, social studies, art, music, physical education and instructional technology.

Visit **mps.milwaukee.k12.wi.us/en/Families/Education-Resources/Academic-Expectations.htm** or click on *Families*, then *Academic Expectations* at the MPS website to see the standards. If you do not have access to the Internet at home, you can see the site on a smartphone or by visiting your local library branch or school.

These grade-level standards can be an excellent tool to help you work with your student to remain on track for academic success!

For additional questions, please contact your child's school.



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