



A black and white photograph of a young girl with light-colored hair, smiling and resting her chin on her hand. She is wearing a white t-shirt with the words "RIGHT ON" printed on it. The background is slightly blurred, showing what appears to be a classroom setting with shelves.

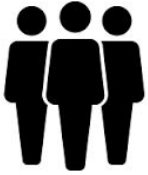

MILL VALLEY ELEMENTARY 2017-18 QUALITY REPORT



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District and School Demographics


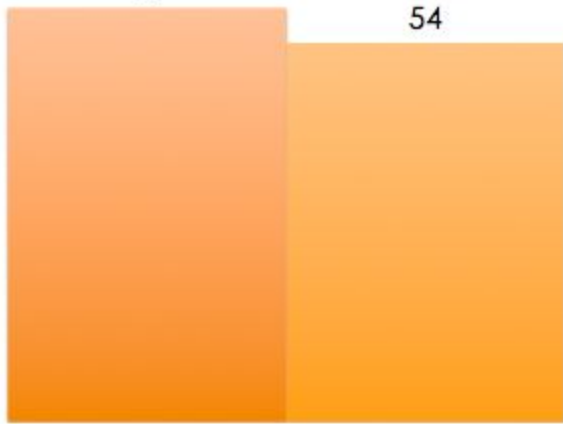
| | | |
|-----------------------------------|--|---|
| |  |  |
| Total Student | 4,894 (34th largest) | 373 |
| Students with a disability | 9.3% | 8.3% |
| Economically Disadvantaged | 8.7% | 8.8% |
| Race/Ethnicity- Non-white | 9.5% | 8.0% |

| | |
|--|--|
|  |  |
| Total Staff | 40 |
| Total Certified Teachers | 23 |

| | | |
|------------------------|---|--|
| Attendance Rate |  |  |
| 2012-13 | 94.9% | 96.7% |
| 2013-14 | 95.0% | 96.9% |
| 2014-15 | 94.7% | 96.7% |
| 2015-16 | 94.9% | 97.3% |
| 2016-17 | 94.0% | 96.6% |
| 2017-18 | *Not yet released | 96.5% |

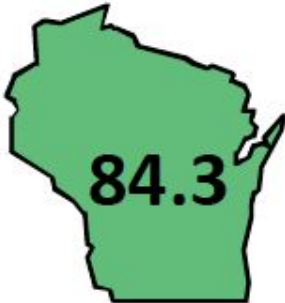

Celebrations

| Student Engagement | | | | |
|--|--|---|---|---|
| PBIS Recognition | Construction Complete | Jump Rope for Heart | Personalized Learning | Student Rounding |
|  <p>MV Recognized by DPI's RtI Center for their outstanding PBIS process (Silver)</p> |  <p>As part of the process, roughly 23 staff members and 55% of our student population moved mid-year and we didn't miss one ounce of learning.</p> |  <p>Raised \$18,000 For Jump Rope for Heart.</p> |  <p>80% of classroom teachers are trained in personalized learning.</p> |  <p>Principals rounded with 100% of students during recess or lunch.</p> |

|  | <p style="text-align: center;">Parent Engagement</p> <ul style="list-style-type: none"> • Rounding with Parents via the phone • Rounding with the PTO at Monthly Meetings • Asking, "What has gone well this school year?" and "How else can I support your child's learning?" | | | | | |
|---|--|---------|------------|----------|----|-------------|
| | <p style="text-align: center;">Continuous Improvement</p> <p>Median SGP for STAR Math and STAR Reading exceeding goal of 50 for Spring 2017</p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Subject</th> <th>Median SGP</th> </tr> </thead> <tbody> <tr> <td>Math SGP</td> <td>59</td> </tr> <tr> <td>Reading SGP</td> <td>54</td> </tr> </tbody> </table> </div> <p style="text-align: center;">■ Math SGP ■ Reading SGP</p> | Subject | Median SGP | Math SGP | 59 | Reading SGP |
| Subject | Median SGP | | | | | |
| Math SGP | 59 | | | | | |
| Reading SGP | 54 | | | | | |

| | |
|---|--|
|  | <p style="text-align: center;">Highly Effective Personnel</p> <p style="text-align: center;">95% of certified and support staff retained.</p> |
|---|--|

District and School Report Card Ratings

| District | Mill Valley |
|---|---|
| <p>Overall Score</p>  <p>★★★★★</p> <p>Significantly Exceeds Expectations</p> | <p>Overall Score</p>  <p>★★★★★</p> <p>Significantly Exceeds Expectations</p> |

The Measure

Accountability report cards include - and scores are comprised of - outcomes in four priority areas: student achievement measures reading and mathematics performance of students in each school, compared to state and national standards; student growth describes how much student knowledge of reading and mathematics in the school changes from year to year; closing gaps shows how the performance of student groups experiencing statewide gaps in achievement and graduation is improving in the school; on-track to graduation and postsecondary readiness indicates the success of students in the school in achieving educational milestones that predict postsecondary success. Performance on three student engagement indicators is also reported. These three indicators affect student success and school effectiveness: test participation rate, with a goal of 95 percent test participation for all students and each subgroup; absenteeism rate, with a goal of 13 percent or less; and dropout rate, with a goal of six percent or less. Districts/schools receive report card ratings annually.

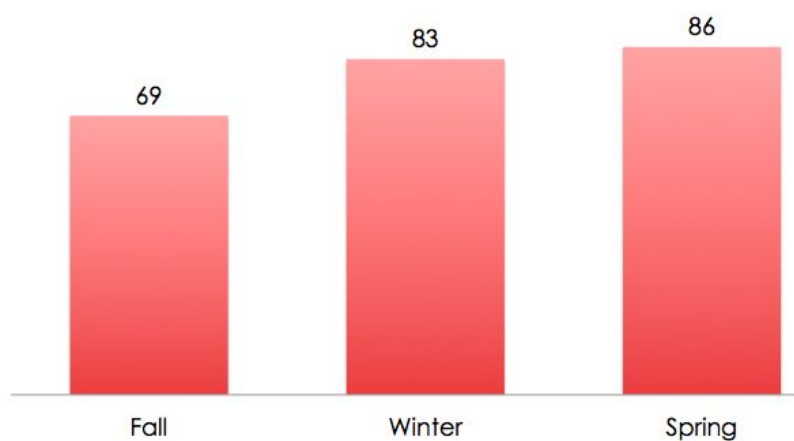


Our Vision

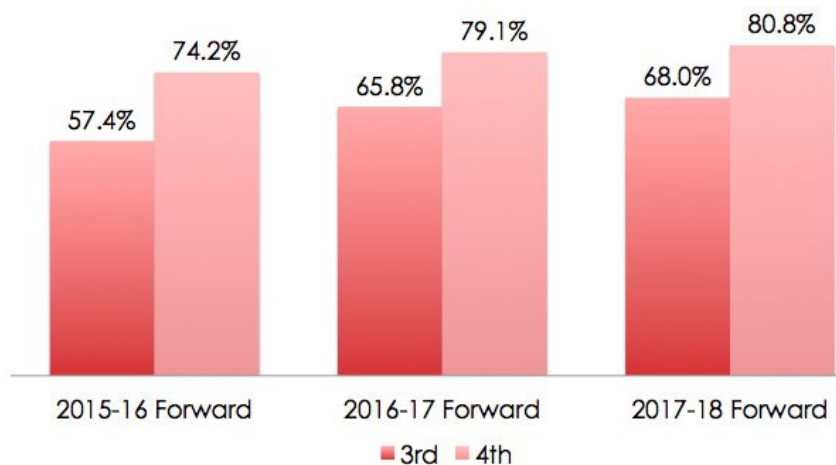
Muskego-Norway School District (MNS) believes strongly in the mission of EVERY student learning, growing, and succeeding. We also believe strongly in our vision of being the district of choice in southeastern WI. To this end, we focus adult efforts on exemplary teaching and learning, highly effective personnel, continuous improvement, and sound stewardship of resources. We measure our efforts and track our success to grow every student in their academic literacy, engagement in learning, and readiness for college and careers.

Reading Achievement and WSAS Assessments

STAR Reading Achievement - Students At or Above 50th Percentile



Percent Proficient and Advanced in the Area of Reading/ELA on WSAS



The Measure

For grades 3rd-4th, the reading achievement represents the percent of MNS students in each grade who scored proficient or above on the state



assessment (WSAS). Over the past three years, the WSAS has transitioned from WKCE to BADGER and then once again, it transitioned to the Forward Exam in 2015-16. The WKCE was a multiple choice and short answer paper pencil assessment, with an 8th grade only writing prompt. Like the Badger Exam, the Forward Exam is a computer administered assessment. The Forward Exam included multiple-choice questions, short answer questions, and a writing prompt in the ELA section.

Our Vision

MNS believes that reading skills are foundational to our mission of every student, learning, growing and succeeding and will continue to strive for 100% proficiency in reading.

Student Engagement

2017-18 Goal 4.43 or higher



4.34

Spring 2017



4.31

Spring 2018

Mill Valley Elementary:

0

1

2

3

4.31

5



The Measure

A student survey is administered to students annually in spring. MNS values student perception on their engagement in their learning. The results are reported on a 0-5 point scale (low-high).

Our Vision

Student engagement is an important measure for us as a building. As a way to monitor our progress during the year, we complete "rounding" with students, asking them to identify the strengths and areas for improvement, as well as to give continuous input to the action plan for improving our school's learning environment.

Student Growth

Student Growth Percentile on STAR Assessment

Median SGP **GOAL**

35 40 45 **50** 55 60 65

Average Median SGP **ACHIEVED**

35 40 45 **51** 55 60 65 70

The Measure

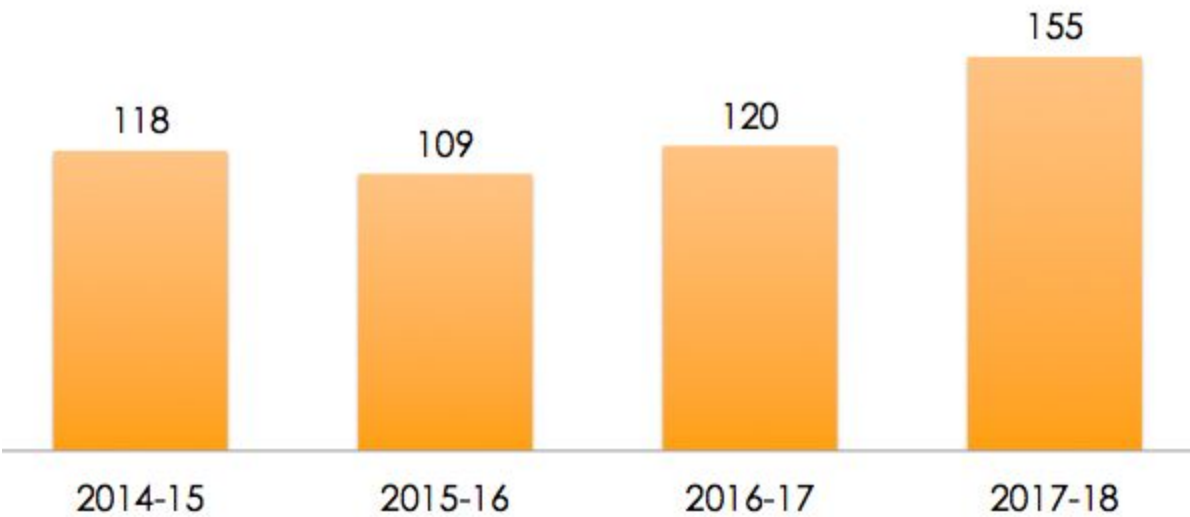
A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with similar scaled score on a STAR assessment at the beginning of the year. SGP is reported on a 1-99 scale with the lower numbers indicating lower relative growth and the higher numbers indicating higher relative growth with an average range of 35-65.

Our Vision

In order to meet our mission of every student learning, growing and succeeding, MNS believes all students can demonstrate an SGP of 35 or higher.



Summer Learning Academy



The Measure
Participation in MNS' Summer Learning Academy represents the number of students engaged in educational activities through such district offerings. Summer learning loss, sometimes called summer slide, can affect all students. Studies show that students who do not engage in educational activities during the summer typically score lower on

assessments and may lose an estimated two-three months of prior learning.

Our Vision

In order to meet our mission of every student learning, growing and succeeding, MNS believes providing summer educational opportunities will help students close learning gaps, help maintain student engagement, and help maintain or improve skills.

Parent Satisfaction Survey 2017-18 Goal 4.30 or higher



4.35
Spring 2017



4.51
Spring 2018

The Measure

Muskego-Norway parents are surveyed annually (spring) to assess their perception and experiences with our district and staff. Survey questions include a broad range of topics from parent perceptions of safety, academic rigor, building/learning environment, effective staff, district/school decision making, and the parent/school relationship. Survey results lead to the crafting of intervention plans which are implemented at the school level to address areas in need of specific improvement. The results are reported on a 0-5 point scale (low-high).



Our Vision

MNS believe that achieving our district mission is a shared responsibility which includes students, parents, schools and the community. High levels of parent satisfaction are associated with greater parental involvement as well as increased student outcomes.



Goal Setting

100% of Mill Valley students
set, monitored and reported out on reading goals.

Staff Engagement

2017-2018 Goal Maintain a 4.3 or higher



4.60

(Fall 2016)



4.53

(Spring 2017)



4.14

(Spring 2018)



The Measure

Building administrators and department leads at the ESC receive feedback from staff two times per year (December and May) through an Employee Engagement survey created by the Studer organization (1-5 scale). Research would indicate that a more engaged/satisfied workforce the greater opportunity there is to attract and retain high impact employees. MNS values gaining feedback through this means and more importantly places emphasis on administrators creating action plans that support realization of reaching/maintaining a "highly" engaged workforce.

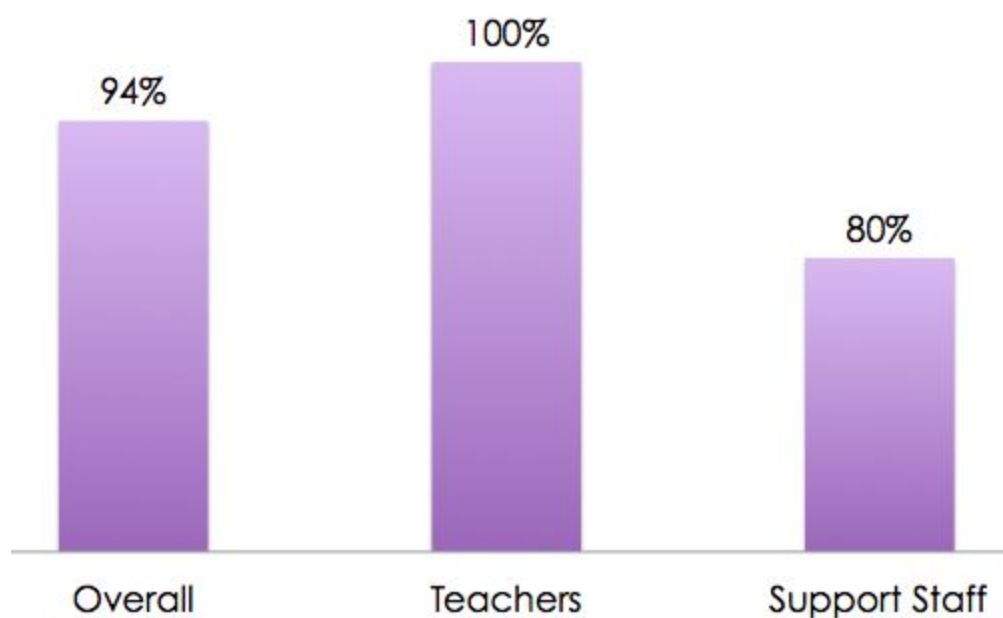
Our Vision

Quality education depends on high quality staff. For us to continue to grow academically, we need a talented and engaged workforce. We want to be a "destination workplace," so as staff retire or leave, we can attract the best educators and support staff. It is critical to note that while previously, the action plan for addressing workforce engagement landed solely with administrators, during the upcoming year, it will be a shared responsibility of all employees, as outlined by the staff who contributed to our action plan.



Retention of Staff

Percentage of Staff Retained
2016-17 Goal 90%



The Measure

While our employee engagement survey could be a predictor of MNS's ability to retain highly qualified staff, we also look toward responses tied to the in-person exit survey, when staff resign, as a means to support opportunities for growing staff retention. The measure factors out retirements, terminations, resignations of ineffective staff, those leaving for a promotion unavailable in MNS, and those relocating



or situations out of the district's control from July 1st through June 30th of the following year.

Our Vision

MNS looks to retain 90% of staff who are offered employment for the following year.

Safety & Security

Safety walks occur monthly.



The Measure

Safety walks are done on a monthly basis. The custodian makes connections with students in the cafeteria during lunch and informs staff of any areas that need improvement. Custodians support students entering and exiting the building each and every day to ensure it is done in a safe and welcoming manner.

Our Vision

MNS believes safety initiatives are critical to providing a safe environment, conducive to learning, where students and faculty can be prepared for emergencies and operate in an environment free from hostility and disruptions which can negatively impact the educational process.



Custodial Work Requests

Number of Work Requests

479

Average time to close a Request

11 hours



The Measure

The Building and Grounds department work order requests and the average amount of time to close a request is monitored for each school. Once a year the Building and Grounds department deploys as staff satisfaction survey as part of the continuous improvement process.

Our Vision

MNS believes in efficient work processes resulting in high staff satisfaction results for all stakeholders.
MNS believes in providing clean learning environments for students and staff.