



PALS-K and PALS I Spring Scores Report 2015-2016

Key Findings

1. Overall, 83% of MMSD kindergarteners met the spring summed score benchmark on the PALS-K. This was a one percentage point increase from the 2014-2015 academic year.
2. MMSD kindergarteners met the spring Beginning Sound Awareness subtest benchmark at the highest rates and met the Concept of Word-List benchmark at the lowest rates.
3. The Concept of Word-List subtest had the highest increase in students meeting the benchmark, with a one percentage point increase. The Letter Sounds subtest was the only subtest that had a lower percent of students meeting the benchmark in the 2015-16 academic year.
4. A higher percent of kindergarten female students scored above the summed score benchmark and all subtest benchmarks than male students on the PALS-K. Female students had an average summed score of 91.6, while male students had an average summed score of 89.3.
5. MMSD students taking the PALS I met the spring Spelling Inventory subtest benchmark at the highest rates and met the Concept of Word-List benchmark at the lowest rates.
6. White students had the highest average Summed Score of 50.7 on the PALS I, while African Americans had the lowest average Summed Score of 37.9.
7. There are similar differences among student demographic groups on the PALS-K Español and the PALS I Español, with students identifying as White having a higher average summed score than African American and Hispanic students and students identified as Special Education having the lowest average summed score across all demographic groups.

The Phonological Awareness Literacy Screening (PALS) is a mandatory, statewide universal screening assessment designed to identify students who are behind in their acquisition of fundamental literacy skills. The 2015-16 school year was the fourth year MMSD universally administered the PALS-K to Kindergarteners. It was also the third year that MMSD administered the PALS I-3 to first graders. This report divides the PALS-K and PALS I separately because the formats of the tests are very different.

MMSD also offers the PALS Español to students in Kindergarten through 2nd grade. All students in a DBE or DLI classroom are administered the PALS Español examination. This report breaks down the PALS-K and PALS-I sections to include the PALS Español iteration of the tests. The Appendix contains more information on the PALS assessment.

PALS-K Background

PALS-K is composed of six required tasks and one optional task, each of which provides teachers with a picture of how students are progressing in specific areas of literacy. Classroom teachers individually administer the majority of the PALS-K screening, but some tasks can be given in small groups of five or fewer students. PALS-K includes a benchmarked summed score to show whether a student has the basic skills necessary to continue learning to read. The benchmarks for the PALS-K are intentionally set to be low to identify students that are performing much lower than expected.

PALS-K Spring Scores – Student Breakdown

Overall, 83% of MMSD Kindergarteners met the spring PALS-K summed score benchmark, an increase of one percentage points from the 2014-15 academic year. Although there are some racial gaps in the percent of students meeting the overall and subtest benchmarks, there were no noticeable decreases in average summed scores and percent of students meeting benchmarks among racial/ ethnic groups. White students had the highest percent of students meeting the summed score benchmark and all subtest benchmarks, while African American students had the lowest percent of students meeting the summed score benchmark and all but one of the subtest benchmark. The percent of

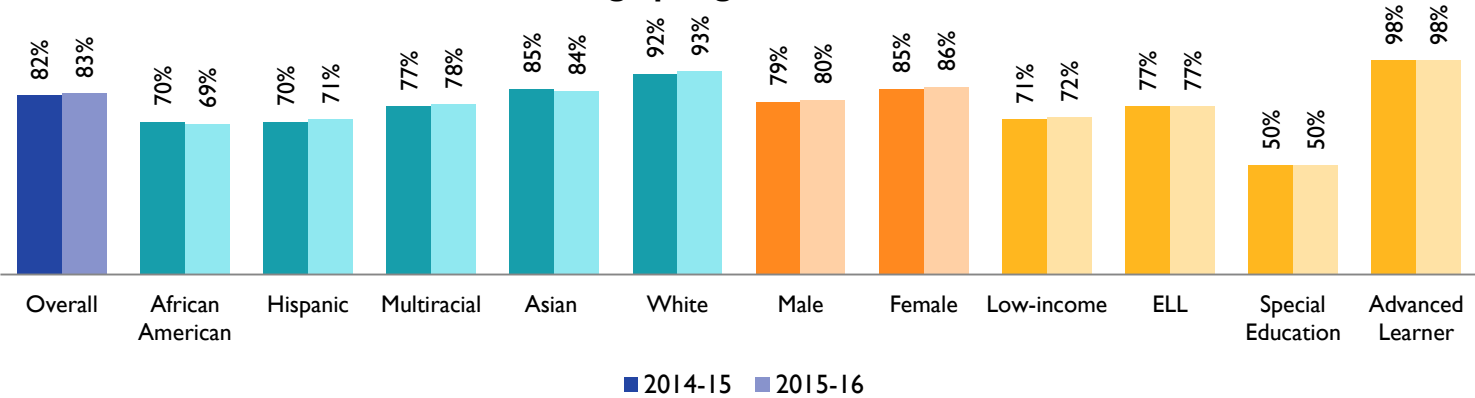


students meeting the summed score benchmark for White and African American students were 93% and 69%, respectively. The largest racial gap in the percent of students meeting a subtest benchmark score was in the Concept of Word – List subtest, where 78% of white students met benchmark and 47% of African American students met the benchmark.

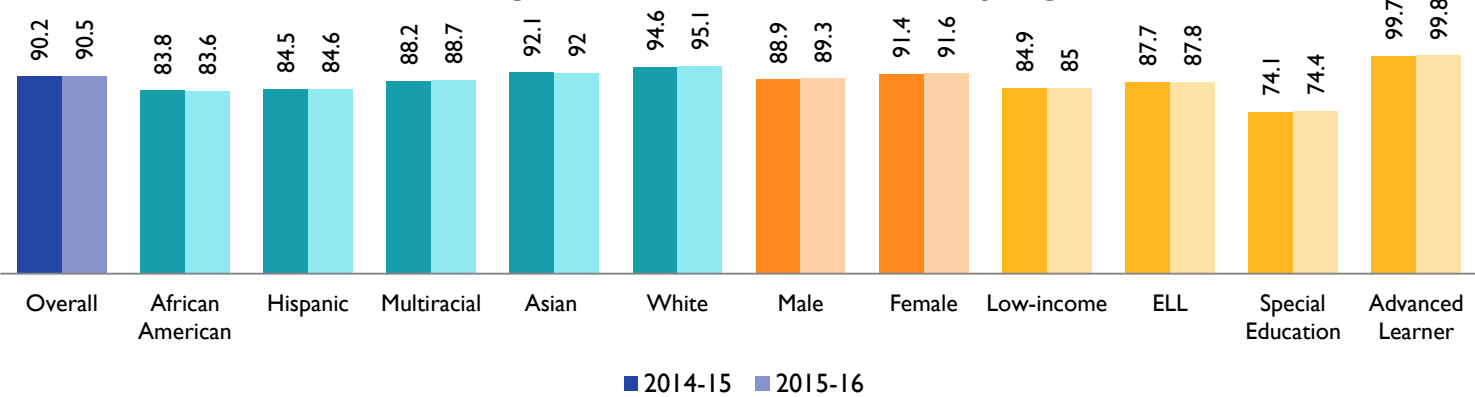
The overall average summed score for MMSD kindergarteners was 90.5, an increase of 0.3 points from the 2014-15 academic year. The largest difference in average summed score was between African American students and white students, who scored an average of 83.6 and 95.1, respectively. Students identifying as Hispanic/Latino, multiracial, and White had an increase in average summed scores, while students identifying as African American and Asian had a decrease in average summed scores. These changes in scores translated to a one percent increase or decrease in the percent of students meeting the summed score benchmark. Students identifying as White were the only racial/ethnic group that registered the same or an increase in average score across all subtests.

Overall, a higher percent of females met the summed score benchmark and all subtest benchmarks than males. Female students also had higher average summed scores and subtest scores than male students. Female and male students showed an increase in the average summed score and an increase in all average subtest scores. Students identified as advanced learner had the highest average scores of all demographic groups on all subtests. Students identified as special education had the lowest average scores of all demographic groups on all subtests.

Percent of Students Meeting Spring PALS-K Summed Score Benchmark



Average Summed Score on PALS-K Spring





Percent of Students that Meet PALS-K Spring Score Benchmarks

	Summed Score		Rhyme Awareness		Beginning Sound Awareness		Alphabet Recognition-Lowercase		Letter Sounds		Spelling Inventory		Concept of Word - List	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
<i>Benchmark</i>	81	81	9	9	9	9	24	24	20	20	12	12	7	7
Overall	82%	83%	88%	88%	94%	94%	89%	89%	87%	87%	87%	87%	63%	64%
<i>Race and Ethnicity</i>														
African American	70%	69%	81%	80%	87%	87%	82%	81%	75%	75%	74%	75%	46%	47%
Hispanic/Latino	70%	71%	74%	74%	91%	90%	80%	81%	78%	78%	81%	81%	44%	47%
Multiracial	77%	78%	87%	89%	94%	93%	87%	87%	81%	81%	84%	84%	54%	57%
Asian	85%	84%	83%	83%	94%	94%	93%	94%	93%	92%	89%	88%	69%	69%
White	92%	93%	96%	96%	97%	97%	95%	95%	94%	94%	95%	95%	76%	78%
<i>Gender</i>														
Male	79%	80%	87%	87%	92%	92%	88%	88%	84%	85%	85%	85%	61%	63%
Female	85%	86%	88%	88%	95%	95%	91%	91%	89%	89%	90%	90%	65%	66%
<i>Low-income Status</i>														
Low-income	71%	72%	80%	80%	90%	90%	83%	83%	78%	78%	79%	79%	47%	48%
Not low-income	93%	93%	95%	95%	97%	97%	96%	96%	95%	95%	95%	95%	79%	80%
<i>English Language Learner Status</i>														
ELL	77%	77%	77%	77%	93%	93%	86%	86%	85%	84%	85%	84%	55%	56%
Not ELL	84%	85%	91%	91%	94%	94%	90%	91%	87%	88%	88%	88%	65%	67%
<i>Special Education Status</i>														
Special education	50%	50%	65%	64%	75%	75%	72%	72%	62%	63%	60%	60%	31%	31%
No special education	86%	87%	90%	90%	96%	96%	91%	91%	90%	89%	90%	91%	66%	68%
<i>Advanced Learners</i>														
Non-Advanced learner	81%	82%	87%	87%	93%	93%	89%	89%	86%	86%	86%	87%	60%	62%
Advanced learner	98%	98%	98%	98%	100%	100%	98%	98%	98%	98%	98%	98%	95%	95%

**Green text indicates that the percent of students meeting the benchmark is equal to or greater than the overall percent of students. The table's subsections are ordered from low to high on the percent of students meeting the 2016 spring benchmark.



Average PALS-K Spring Scores by Student Group

	Summed Score		Rhyme Awareness		Beginning Sound Awareness		Alphabet Recognition-Lowercase		Letter Sounds		Spelling Inventory		Concept of Word - List	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Benchmark	81	81	9	9	9	9	24	24	20	20	12	12	7	7
Overall	90.2	90.5	9.3	9.3	9.5	9.5	24.9	24.9	23.1	23.1	16.4	16.6	6.9	7.0
<i>Race & Ethnicity</i>														
African American	83.8	83.6	8.9	8.8	9.1	9.1	24.2	24.1	21.4	21.4	14.6	14.6	5.5	5.5
Hispanic/Latino	84.5	84.6	8.6	8.6	9.4	9.3	24.2	24.1	21.7	21.7	15.1	15.2	5.5	5.6
Multiracial	88.2	88.7	9.3	9.4	9.5	9.5	24.6	24.7	22.3	22.4	16.0	16.1	6.2	6.4
Asian	92.1	92.0	9.1	9.1	9.5	9.6	25.4	25.4	23.8	23.7	16.8	16.8	7.4	7.4
White	94.6	95.1	9.8	9.8	9.8	9.8	25.4	25.4	24.2	24.3	17.6	17.8	7.9	8.0
<i>Gender</i>														
Male	88.9	89.3	9.2	9.3	9.4	9.5	24.7	24.8	22.7	22.8	16.1	16.2	6.7	6.8
Female	91.4	91.6	9.4	9.4	9.6	9.6	25.1	25.0	23.4	23.5	16.8	16.9	7.1	7.2
<i>Low-income Status</i>														
Low-income	84.9	85.0	8.9	8.9	9.3	9.3	24.3	24.3	21.7	21.7	15.0	15.1	5.6	5.7
Not low-income	95.3	95.7	9.7	9.7	9.8	9.8	25.5	25.5	24.4	24.5	17.8	17.9	8.2	8.3
<i>English Language Learner Status</i>														
ELL	87.7	87.8	8.8	8.8	9.4	9.4	24.7	24.7	22.6	22.6	15.8	15.8	6.4	6.4
Not ELL	91.0	91.3	9.5	9.5	9.6	9.6	25.0	25.0	23.2	23.3	16.7	16.8	7.0	7.2
<i>Special Education Status</i>														
Special education	74.1	74.4	7.9	7.9	8.1	8.2	22.8	22.8	19.1	19.2	12.0	12.0	4.2	4.2
Not special education	92.1	92.3	9.5	9.5	9.7	9.7	25.2	25.1	23.5	23.6	17.0	17.1	7.2	7.3
<i>Advanced Learners</i>														
No-Advanced learner	89.5	89.9	9.3	9.3	9.5	9.5	24.8	24.8	22.9	23.0	16.2	16.4	6.7	6.8
Advanced learner	99.7	99.8	9.9	9.9	10.0	10.0	25.7	25.7	25.5	25.5	19.2	19.2	9.5	9.5

**Green text indicates that the average score of students was equal to or greater than the benchmark. The table's subsections are ordered from low to high on average Entry Level summed scores in 2016.

PALS-K Spring Scores – School Breakdown

Overall, 15 of the 28 elementary schools in this report had the same rate or an increase in the percent of students meeting the summed score benchmark and 18 schools showed the same or an increase in average summed score. In 2015-16, 13 schools had average scores that were above the benchmark scores for all subtests. There was some variance on average summed score and benchmarks schools among the elementary schools in this report. The lowest average summed score was 78.6, while the highest was 96.8.



Percent of Students that Meet PALS-K Spring Score Benchmarks

	Summed Score		Rhyme Awareness		Sound Awareness		Alphabet Recognition Lowercase		Letter Sounds		Spelling Inventory		Concept of Word - List	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Benchmark	81	81	9	9	9	9	24	24	20	20	12	12	7	7
Overall	82%	83%	88%	88%	94%	94%	89%	89%	87%	87%	87%	87%	63%	64%
East High														
Lake View	77%	74%	70%	72%	93%	93%	88%	90%	77%	79%	88%	83%	33%	46%
Emerson	77%	74%	90%	88%	94%	95%	86%	83%	81%	78%	82%	77%	56%	55%
Sandburg	91%	78%	86%	82%	98%	89%	97%	86%	98%	87%	95%	84%	72%	61%
Mendota	80%	80%	93%	90%	94%	93%	90%	88%	81%	80%	88%	88%	50%	53%
Hawthorne	88%	83%	81%	81%	94%	94%	90%	89%	94%	89%	92%	88%	54%	53%
Lindbergh	79%	86%	90%	88%	88%	91%	88%	91%	85%	88%	88%	95%	42%	57%
Lapham	87%	89%	93%	89%	100%	96%	93%	93%	93%	94%	92%	93%	75%	78%
Gompers	94%	93%	98%	95%	98%	97%	95%	96%	95%	97%	98%	97%	89%	86%
Lowell	95%	95%	98%	96%	97%	98%	89%	91%	94%	93%	95%	96%	70%	73%
La Follette														
Glendale	54%	59%	70%	80%	91%	88%	70%	70%	61%	64%	63%	70%	26%	33%
Allis	75%	72%	80%	75%	91%	90%	81%	81%	79%	80%	84%	83%	54%	57%
Schenk	73%	80%	82%	86%	93%	97%	82%	89%	78%	86%	82%	89%	49%	59%
Kennedy	73%	84%	83%	86%	91%	95%	86%	90%	81%	89%	79%	89%	44%	65%
Elvehjem	92%	92%	93%	95%	99%	98%	95%	96%	93%	92%	93%	92%	67%	70%
Memorial High														
Falk	78%	75%	75%	79%	86%	88%	87%	85%	82%	80%	82%	82%	47%	46%
Crestwood	82%	76%	88%	87%	90%	91%	93%	89%	86%	81%	88%	82%	68%	64%
Orchard Ridge	79%	78%	94%	94%	96%	96%	85%	85%	87%	87%	87%	82%	53%	55%
Muir	82%	83%	86%	90%	91%	94%	91%	90%	88%	88%	92%	91%	63%	65%
Stephens	85%	84%	86%	89%	96%	96%	93%	93%	90%	88%	88%	88%	74%	72%
Huegel	83%	85%	91%	91%	94%	93%	88%	90%	87%	89%	85%	87%	69%	72%
Olson	84%	87%	91%	90%	95%	95%	92%	92%	90%	90%	91%	94%	56%	59%
Chavez	91%	93%	87%	88%	95%	96%	93%	95%	93%	95%	95%	96%	69%	74%
West High														
Leopold	60%	67%	62%	75%	57%	72%	72%	81%	66%	75%	57%	67%	34%	43%
Thoreau	68%	71%	85%	83%	93%	92%	83%	85%	74%	73%	75%	77%	54%	57%
Midvale	81%	76%	89%	87%	95%	92%	91%	87%	88%	82%	84%	81%	50%	51%
Franklin	91%	91%	94%	94%	96%	97%	94%	93%	94%	94%	92%	93%	81%	81%
Shorewood	95%	93%	97%	98%	99%	99%	98%	98%	97%	93%	97%	95%	81%	85%
Van Hise	93%	96%	94%	94%	97%	98%	93%	95%	97%	98%	93%	96%	83%	86%

**Green text indicates that the percent of students meeting the benchmark is equal to or greater than the overall percent of students.

The table's subsections are ordered from low to high on the percent of students meeting the 2016 spring benchmark.

Nuestro Mundo Elementary had too few students taking the PALS-K in 2015 & 2016. A majority of their students took the PALS-K Español.



Average PALS-K Spring Scores by School

	Summed Score		Rhyme Awareness		Sound Awareness		Alphabet Recognition Lowercase		Letter Sounds		Spelling Inventory		Concept of Word - List	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Benchmark	81	81	9	9	9	9	24	24	20	20	12	12	7	7
Overall	90.2	90.5	9.3	9.3	9.5	9.5	24.9	24.9	23.1	23.1	16.4	16.6	6.9	7.0
East High														
Sandburg	94.5	85.8	9.2	8.7	9.8	9.0	25.4	23.5	24.8	22.3	17.7	15.8	7.5	6.5
Emerson	87.1	86.0	9.4	9.4	9.5	9.6	24.4	24.2	22.2	21.8	15.4	14.8	6.2	6.1
Lake View	84.9	86.7	8.5	8.7	9.6	9.5	24.4	24.7	21.7	22.3	15.5	15.7	5.1	5.8
Mendota	88.9	88.9	9.5	9.4	9.6	9.6	25.1	25.1	22.5	22.6	16.2	16.2	5.9	6.0
Hawthorne	89.8	89.2	9.0	9.0	9.5	9.5	25.0	25.0	23.5	23.4	16.5	16.2	6.3	6.2
Lindbergh	87.6	90.6	9.4	9.3	9.0	9.3	25.3	25.2	22.6	23.3	15.9	16.9	5.5	6.4
Lapham	94.4	94.8	9.6	9.4	9.9	9.6	25.3	25.2	24.3	24.5	17.6	18.0	7.7	8.0
Lowell	93.7	94.8	9.8	9.7	9.8	9.9	25.0	25.4	23.7	23.9	17.7	18.1	7.7	7.8
Gompers	97.4	96.8	9.9	9.8	9.9	9.9	25.5	25.5	24.9	24.9	18.7	18.4	8.5	8.4
La Follette														
Glendale	76.9	78.6	8.7	9.0	9.3	9.2	23.2	22.9	19.1	19.3	12.7	13.4	4.0	4.7
Allis	85.9	85.5	8.9	8.7	9.3	9.3	23.9	23.8	21.7	21.7	15.9	15.7	6.2	6.2
Schenk	85.7	89.8	8.9	9.3	9.5	9.7	24.4	24.9	21.2	22.5	16.2	17.0	5.5	6.3
Kennedy	85.6	91.0	9.0	9.2	9.2	9.5	24.4	24.9	22.3	23.5	15.1	16.9	5.5	7.0
Elvehjem	94.1	94.6	9.7	9.7	9.8	9.8	25.5	25.5	24.3	24.3	17.4	17.6	7.5	7.6
Memorial High														
Falk	86.7	86.2	8.7	8.8	9.2	9.2	24.5	24.5	22.8	22.5	16.0	15.8	5.6	5.4
Crestwood	90.3	87.9	9.3	9.2	9.5	9.4	24.9	24.5	23.1	22.3	16.4	15.7	7.0	6.9
Orchard Ridge	89.9	89.8	9.7	9.7	9.7	9.7	25.1	24.9	23.0	23.0	16.3	16.3	6.2	6.3
Huegel	90.4	91.4	9.5	9.5	9.4	9.5	25.0	25.1	23.0	23.2	16.1	16.5	7.4	7.6
Olson	90.0	91.5	9.3	9.3	9.7	9.7	24.9	25.2	23.1	23.6	16.4	16.9	6.6	6.9
Muir	90.6	91.6	9.1	9.2	9.3	9.4	24.8	24.9	23.2	23.5	17.1	17.2	7.0	7.3
Stephens	92.0	92.0	9.4	9.4	9.8	9.7	25.0	25.1	23.9	23.8	16.0	16.0	7.9	7.8
Chavez	93.4	94.7	9.4	9.3	9.7	9.7	25.3	25.4	23.8	24.1	17.6	18.0	7.6	8.0
West High														
Leopold	77.1	81.1	6.9	8.1	6.7	8.0	23.1	23.9	20.1	21.1	12.6	13.5	4.3	5.0
Thoreau	84.4	85.3	9.1	9.1	9.5	9.5	24.6	24.9	21.1	21.2	13.9	14.4	6.1	6.2
Midvale	88.8	87.5	9.4	9.3	9.5	9.4	25.1	24.8	23.3	22.6	15.6	15.5	5.8	5.9
Franklin	94.8	95.2	9.6	9.7	9.7	9.7	25.5	25.4	24.3	24.3	17.5	17.7	8.2	8.4
Shorewood	94.3	96.1	9.7	9.7	9.8	9.8	25.2	25.4	24.3	24.7	17.0	17.9	8.3	8.6
Van Hise	96.9	96.7	9.8	9.9	9.9	9.9	25.7	25.7	24.7	24.4	18.4	18.2	8.4	8.6

**Green text indicates that the average score of students was equal to or greater than the benchmark.

The table's subsections are ordered from low to high on average Entry Level summed scores in 2016.

Nuestro Mundo Elementary had too few students taking the PALS-K in 2015 & 2016. A majority of their students took the PALS-K Español.

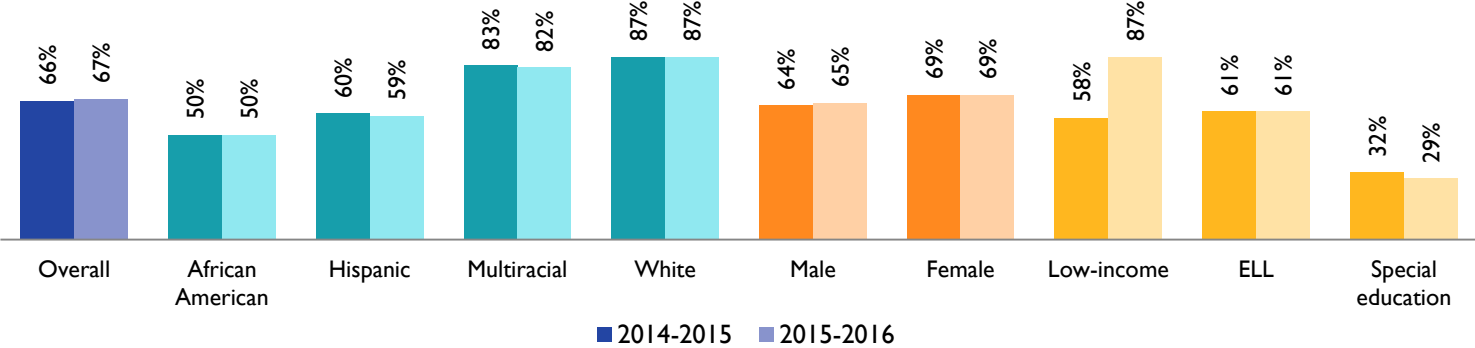


PALS-K Español Spring Scores – Student Breakdown

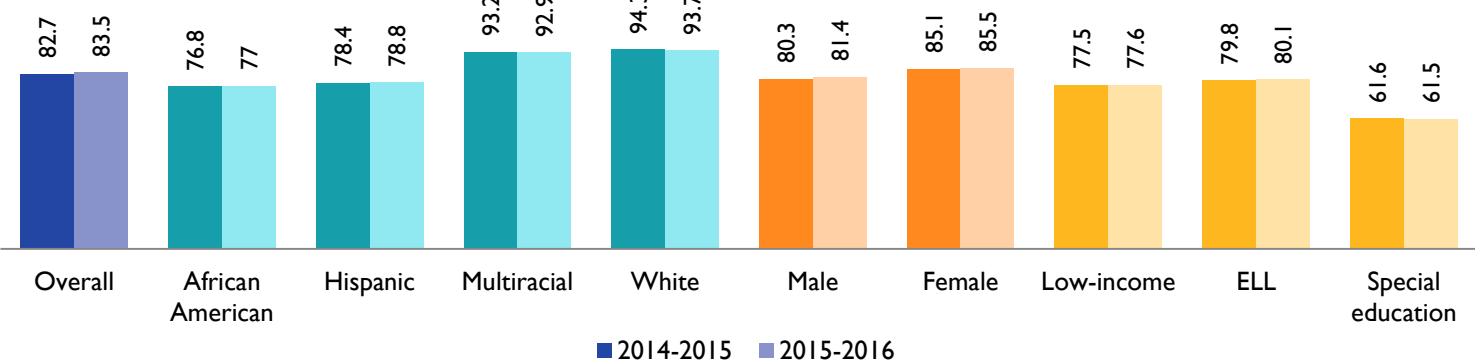
Overall, 67% of students taking the PALS-K Español met the summed score benchmark, which was a one percentage point increase from the year before. Students taking the PALS-K Español met the Alphabet Recognition subtest benchmark at the lowest rate, while they met the Sound Awareness and Spelling Inventory subtest benchmarks at the highest rate. The overall averages on each subtest either increased or stayed the same between the 2014-15 and 2015-16 school years. Hispanic students represented the largest tested racial/ethnic population, with over 60% of students taking the PALS-K Español identifying as Hispanic or Latino.

There were differences in average scores and the percent of students meeting subtest benchmarks within student demographic groups. Students taking the PALS-K Español and identifying as White had the highest average summed score and percent of students meeting the summed score benchmark, with 87% of students meeting the benchmark in 2015-16. Students identifying as African American had the lowest average summed score and percent of students meeting the summed score benchmark, with 50% of students meeting the summed score benchmark in 2015-16. Hispanic students had the second lowest average score on the summed score benchmark and second lowest percent of students meeting the summed score benchmark, with 59% meeting the benchmark. A lower percent of low-income students achieved benchmarks in all subtests than not low-income students. Similarly, a lower percent of English Language Learners and students identifying as special education achieved the benchmark score on all subtest on the PALS-K Español. Students identifying as Special Education had the lowest average summed score and percent of students meeting the summed score benchmark across all student demographic groups, with 29% of students meeting the summed score benchmark.

Percent of Students Meeting Spring PALS-K Español Summed Score Benchmark



Average Summed Score on PALS-K Español - Spring





Percent of Students that Meet PALS-K Español Spring Score Benchmarks

	Summed Score		Rhyme Awareness		Beginning Sound Awareness		Alphabet Recognition-Lowercase		Letter Sounds		Spelling Inventory		Concept of Word - List	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Benchmark	81	81	9	9	9	9	24	24	20	20	12	12	7	7
Overall	66%	67%	68%	72%	82%	84%	43%	46%	83%	83%	83%	84%	60%	61%
<i>Race and Ethnicity</i>														
African American	50%	50%	86%	83%	91%	88%	27%	29%	86%	83%	73%	71%	50%	50%
Hispanic/Latino	60%	59%	54%	58%	75%	76%	38%	41%	77%	77%	77%	78%	49%	49%
Multiracial	83%	82%	83%	82%	92%	94%	67%	65%	100%	94%	100%	100%	83%	82%
White	87%	87%	97%	98%	98%	98%	56%	56%	95%	95%	98%	97%	89%	87%
<i>Gender</i>														
Male	64%	65%	69%	72%	81%	82%	37%	41%	81%	81%	79%	81%	61%	62%
Female	69%	69%	67%	72%	83%	85%	49%	50%	85%	85%	87%	86%	59%	60%
<i>Low-income Status</i>														
Low-income	58%	57%	56%	58%	75%	75%	37%	39%	78%	77%	76%	77%	47%	47%
Not low-income	83%	82%	90%	92%	96%	96%	54%	55%	94%	92%	96%	94%	84%	82%
<i>English Language Learner Status</i>														
ELL	61%	61%	56%	59%	76%	77%	41%	44%	80%	79%	80%	80%	51%	52%
Not ELL	75%	77%	89%	91%	93%	93%	46%	49%	89%	89%	89%	90%	74%	76%
<i>Special Education Status</i>														
Special education	32%	29%	39%	43%	58%	57%	16%	14%	65%	63%	58%	60%	32%	31%
No special education	71%	72%	72%	75%	85%	86%	46%	49%	86%	85%	86%	86%	63%	64%

**Green text indicates that the percent of students meeting the benchmark is equal to or greater than the overall percent of students. The table's subsections are ordered from low to high on the percent of students meeting the 2016 spring benchmark. The number of students identifying as Advanced Learner taking the PALS-K Español was too low to report their scores.



Average PALS-K Español Spring Scores by Student Group

	Summed Score		Rhyme Awareness		Beginning Sound Awareness		Alphabet Recognition-Lowercase		Letter Sounds		Spelling Inventory		Concept of Word - List	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Benchmark	81	81	9	9	9	9	24	24	20	20	12	12	7	7
Overall	82.7	83.5	8.3	8.5	8.8	8.9	19.8	20.0	22.0	22.0	17.3	17.5	6.4	6.6
<i>Race and Ethnicity</i>														
African American	76.8	77.0	9.0	9.0	8.9	8.8	15.8	16.4	21.5	21.5	15.3	15.1	6.3	6.2
Hispanic/Latino	78.4	78.8	7.7	7.8	8.4	8.5	19.3	19.2	21.2	21.2	16.3	16.5	5.5	5.6
Multiracial	93.2	92.9	9.2	9.3	9.6	9.7	22.4	22.6	23.8	23.2	20.1	20.0	7.9	7.9
White	94.3	93.7	9.8	9.8	9.9	9.9	21.9	22.0	23.9	23.7	20.1	19.8	8.7	8.6
<i>Gender</i>														
Male	80.3	81.4	8.3	8.4	8.5	8.7	18.6	19.1	21.6	21.7	16.7	17.0	6.5	6.7
Female	85.1	85.5	8.4	8.6	9.1	9.2	20.9	20.9	22.4	22.3	17.9	17.9	6.3	6.5
<i>Low-income Status</i>														
Low-income	77.5	77.6	7.7	7.8	8.4	8.4	18.7	18.7	21.1	21.0	16.1	16.2	5.5	5.5
Not low-income	92.4	92.0	9.5	9.6	9.6	9.7	21.7	21.9	23.6	23.4	19.6	19.3	8.3	8.2
<i>English Language Learner Status</i>														
ELL	79.8	80.1	7.8	7.9	8.5	8.6	19.6	19.4	21.5	21.4	16.7	16.8	5.7	5.9
Not ELL	87.6	88.8	9.3	9.4	9.4	9.5	20.1	20.8	22.8	22.9	18.3	18.4	7.6	7.7
<i>Special Education Status</i>														
Special education	61.6	61.5	6.0	6.2	6.6	6.8	14.6	13.7	18.5	18.4	12.3	12.8	3.6	3.6
No special education	85.4	85.9	8.6	8.7	9.1	9.2	20.4	20.7	22.4	22.4	18.0	18.0	6.8	6.9

**Green text indicates that the average score of students was equal to or greater than the benchmark.
 The table's subsections are ordered from low to high on average Entry Level summed scores in 2016.
 The number of students identifying as Advanced Learner taking the PALS-K Español was too low to report their scores.



Percent of Students that Meet PALS-K Español Spring Score Benchmarks by School

	Summed Score		Rhyme Awareness		Beginning Sound Awareness		Alphabet Recognition-Lowercase		Letter Sounds		Spelling Inventory		Concept of Word - List	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Benchmark	81	81	9	9	9	9	24	24	20	20	12	12	7	7
Overall	66%	67%	68%	72%	82%	84%	43%	46%	83%	83%	83%	84%	60%	61%
East High														
Lowell	60%	-----	47%	-----	67%	-----	27%	-----	73%	-----	73%	-----	60%	-----
Hawthorne	-----	67%	-----	44%	-----	67%	-----	67%	-----	89%	-----	78%	-----	56%
Sandburg	82%	69%	82%	66%	91%	88%	36%	28%	91%	94%	100%	97%	73%	75%
La Follette														
Allis	65%	-----	76%	-----	94%	-----	35%	-----	94%	-----	94%	-----	59%	-----
Nuestro Mundo	-----	59%	-----	70%	-----	87%	-----	20%	-----	72%	-----	85%	-----	59%
Glendale	71%	86%	61%	79%	100%	98%	57%	70%	82%	93%	93%	98%	61%	74%
Memorial High														
Falk	41%	-----	41%	-----	55%	-----	55%	-----	86%	-----	64%	-----	18%	-----
Orchard Ridge	75%	-----	83%	-----	83%	-----	58%	-----	75%	-----	92%	-----	58%	-----
Stephens	23%	35%	38%	35%	46%	43%	15%	17%	31%	43%	38%	61%	23%	17%
Chavez	100%	95%	90%	90%	100%	100%	100%	100%	100%	95%	100%	95%	100%	95%
West High														
Lincoln	67%	-----	83%	-----	83%	-----	17%	-----	92%	-----	83%	-----	50%	-----
Leopold	-----	53%	-----	68%	-----	70%	-----	57%	-----	80%	-----	68%	-----	36%
Midvale	85%	78%	100%	82%	100%	93%	54%	38%	100%	90%	85%	90%	77%	78%

**Green text indicates that the percent of students meeting the benchmark is equal to or greater than the overall percent of students.

*----- indicates either data suppression due to low number of students (FERPA) or missing data for the year.

The table's subsections are ordered from low to high on average Entry Level summed scores in 2016.



Average PALS-K Español Spring Scores by School

	Summed Score		Rhyme Awareness		Beginning Sound Awareness		Alphabet Recognition-Lowercase		Letter Sounds		Spelling Inventory		Concept of Word - List	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Benchmark	81	81	9	9	9	9	24	24	20	20	12	12	7	7
Overall	82.7	83.5	8.3	8.5	8.8	8.9	19.8	20.0	22.0	22.0	17.3	17.5	6.4	6.6
East High														
Lowell	72.1	-----	6.2	-----	7.1	-----	17.8	-----	19.3	-----	15.5	-----	6.1	-----
Hawthorne	-----	81.0	-----	7.4	-----	8.1	-----	22.6	-----	21.2	-----	15.1	-----	6.6
Sandburg	90.1	84.2	8.6	7.9	9.3	9.1	21.3	18.2	23.5	22.4	19.6	19.0	7.8	7.7
La Follette														
Allis	85.5	-----	9.1	-----	9.7	-----	17.8	-----	23.1	-----	18.8	-----	7.1	-----
Nuestro Mundo	-----	78.3	-----	8.5	-----	8.9	-----	16.5	-----	20.7	-----	17.3	-----	6.5
Glendale	88.0	92.2	8.0	8.8	9.8	9.7	21.8	23.6	23.0	23.2	18.6	19.1	6.9	7.9
Memorial High														
Falk	72.0	-----	7.0	-----	7.7	-----	19.5	-----	21.0	-----	13.8	-----	3.1	-----
Orchard Ridge	85.3	-----	8.8	-----	8.9	-----	22.4	-----	21.3	-----	17.4	-----	6.3	-----
Stephens	58.5	63.5	7.2	6.7	7.2	7.0	13.8	15.8	16.3	17.3	11.7	14.2	2.5	2.6
Chavez	100.4	99.9	9.4	9.4	9.7	9.8	27.2	27.4	24.5	24.1	20.4	20.0	9.2	9.3
West High														
Lincoln	84.1	-----	9.1	-----	8.8	-----	18.0	-----	22.8	-----	18.3	-----	7.1	-----
Leopold	-----	78.4	-----	8.3	-----	8.4	-----	20.9	-----	21.7	-----	14.9	-----	4.3
Midvale	90.5	88.1	9.8	9.1	9.8	9.4	20.9	19.3	23.2	23.2	18.8	19.0	8.1	8.1

**Green text indicates that the average score of students was equal to or greater than the benchmark.
 *----- indicates either data suppression due to low number of students (FERPA) or missing data for the year.
 The table's subsections are ordered from low to high on average Entry Level summed scores in 2016.



PALS I Spring Background

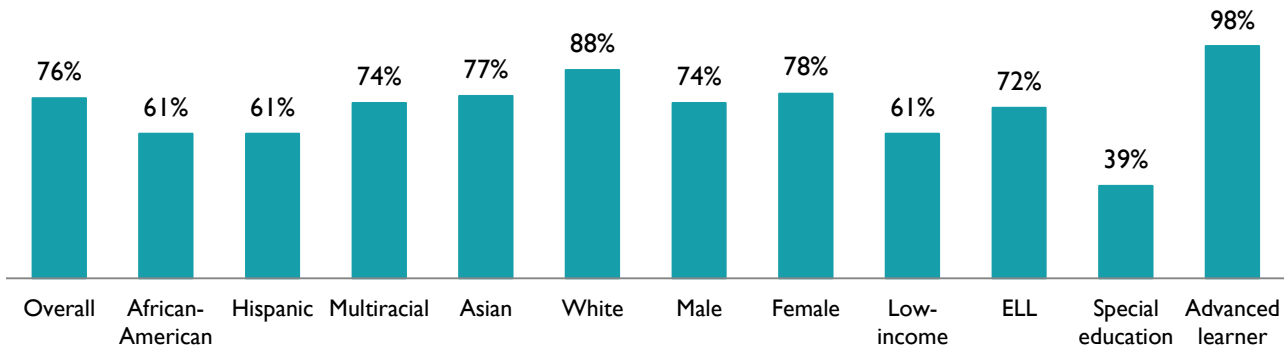
PALS I is composed of ten tasks divided into four levels of examination: the Entry level, Level A, level B, and Level C. During spring, the Entry level is composed of two required tasks, combining to create a benchmarked summed score. Level A is made of two optional tasks. Level B is composed of three tasks, combining to create a benchmarked summed score. Level B is administered to students unable to read more than 75 percent of the words on the preprimer word list in the Entry Level. Level C is composed of two tasks and is only administered when a student fails to meet the Level B summed score benchmark. PALS I is used to measure a child’s knowledge of important literacy fundamentals and can be used to identify specific areas where the student needs additional instruction. The Appendix contains more information on the PALS I Assessment

PALS I Spring Scores – Student Breakdown

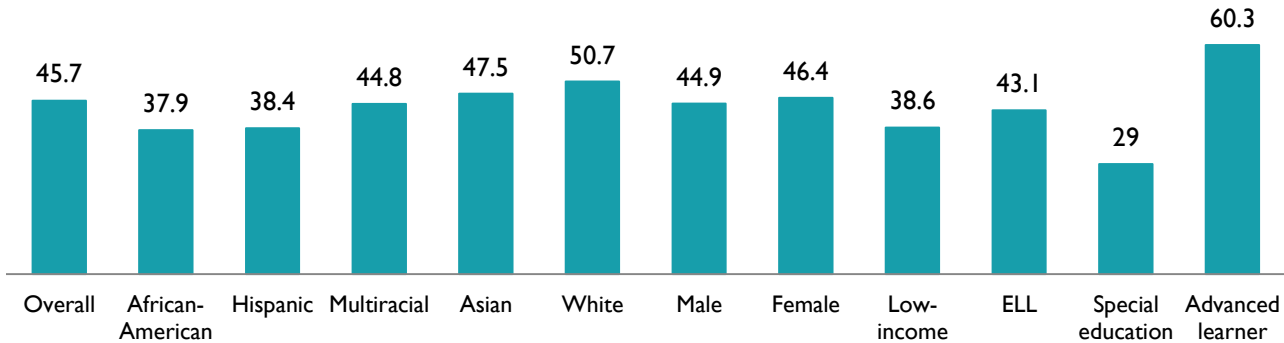
Overall, 76% of MMSD first graders met the spring Entry Level summed score benchmark. The largest difference in the percent of students meeting the summed score benchmark was between students identifying as White and students identifying as African American and Hispanic. The average summed score of MMSD first graders was 45.7, which was higher than the summed score benchmark of 35. All racial/ethnic groups had average scores that were higher than the summed score benchmark. Students in special education had an average summed score that was below the benchmark.

The average scores for all Level B tasks are lower than the benchmark. As referred to in the Appendix, only students that read less than 75% of the pre-primer word list take the Level B tasks. As such, higher performing students taking the PALS I are less likely to take the Level B tasks, which may have impacted the average scores.

Percent of Students Meeting Spring PALS I Summed Score Benchmark



Average Spring PALS I Summed Score



Percent of Students that Meet PALS I Spring Score Benchmarks by Student Group

	Entry Level Summed Score		Spelling Inventory		Word Recognition		Level B Summed Score		Alphabet Recognition		Letter Sounds		Concept of Word		Blending		Sound-to-Letter	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Benchmark	35	35	20	20	15	15	74	74	26	26	24	24	24	24	12	12	28	28
Overall	76%	76%	81%	81%	70%	70%	16%	15%	50%	50%	46%	46%	20%	20%	67%	69%	48%	49%
<i>Race and Ethnicity</i>																		
Hispanic/Latino	61%	61%	67%	68%	54%	53%	12%	10%	50%	50%	48%	46%	17%	16%	79%	79%	55%	56%
African American	61%	61%	67%	67%	54%	54%	12%	13%	50%	50%	40%	43%	16%	19%	65%	67%	42%	43%
Multiracial	74%	74%	80%	79%	67%	66%	18%	16%	46%	42%	36%	33%	24%	21%	29%	38%	50%	50%
Asian	78%	77%	81%	80%	73%	73%	23%	25%	35%	43%	61%	55%	23%	25%	67%	71%	42%	43%
White	88%	88%	91%	91%	81%	81%	23%	21%	56%	55%	52%	50%	26%	23%	71%	72%	51%	53%
<i>Gender</i>																		
Male	75%	74%	80%	79%	69%	68%	13%	12%	47%	48%	39%	39%	16%	17%	67%	70%	44%	47%
Female	78%	78%	82%	83%	71%	71%	20%	19%	55%	53%	55%	55%	24%	24%	67%	68%	54%	54%
<i>Low-income Status</i>																		
Low-income	62%	61%	68%	68%	55%	54%	16%	15%	50%	50%	46%	46%	19%	19%	67%	69%	48%	49%
Not low-income	90%	90%	93%	93%	84%	84%	18%	16%	48%	48%	48%	46%	24%	24%	68%	68%	52%	53%
<i>English Language Learner Status</i>																		
ELL	72%	72%	76%	76%	64%	64%	14%	13%	44%	46%	54%	52%	19%	19%	72%	73%	48%	50%
Not ELL	78%	78%	83%	83%	72%	72%	17%	16%	52%	52%	43%	43%	20%	20%	65%	67%	48%	49%
<i>Special Education Status</i>																		
Special education	39%	39%	46%	47%	35%	35%	5%	5%	31%	31%	23%	24%	8%	9%	47%	48%	33%	33%
Not special educ.	81%	81%	85%	85%	74%	74%	25%	22%	63%	62%	61%	59%	29%	28%	88%	89%	64%	64%
<i>Advanced Learners</i>																		
Non-Adv. Learner	73%	73%	78%	78%	66%	66%	16%	15%	50%	50%	46%	46%	20%	20%	68%	70%	49%	50%
Advanced Learner	98%	98%	99%	99%	97%	97%	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

**Green text indicates that the percent of students meeting the benchmark is equal to or greater than the overall percent of students.

*----- indicates data suppression due to the low number of students (FERPA).

The table's subsections are ordered from low to high on the percent of students meeting the 2016 spring benchmark.



Average PALS I Spring Scores by Student Group

	Summed Score		Spelling Inventory		Word Recognition		Oral Reading Comprehension		Level B Summed Score		Alphabet Recognition		Letter Sounds		Concept of Word		Blending		Sound-to-Letter	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Benchmark	35	35	20	20	15	15	-----	-----	74	74	26	26	24	24	24	24	12	12	28	28
Overall	45.6	45.7	30.3	30.3	15.3	15.3	4.8	4.8	60.3	60.9	23.6	23.7	21.0	21.2	16.7	17.0	13.4	13.6	24.5	24.8
<i>Race and Ethnicity</i>																				
African American	37.8	37.9	24.9	24.9	13.0	13.0	4.6	4.6	60.4	62.3	23.9	24.2	20.9	21.5	16.4	17.3	12.6	12.8	24.4	25.2
Hispanic/Latino	38.4	38.4	25.4	25.5	13.0	12.9	4.6	4.5	60.8	60.7	23.5	23.5	20.9	20.9	17.2	17.2	15.3	15.4	25.8	26.0
Multiracial	44.8	44.8	30.0	30.0	14.8	14.8	4.9	4.9	53.6	53.4	22.8	22.7	19.3	19.4	14.8	14.0	9.2	10.3	22.6	22.1
Asian	47.5	47.5	31.7	31.6	15.9	15.9	4.0	4.0	59.8	60.8	22.7	23.2	21.3	20.9	17.8	18.2	12.8	13.1	24.5	24.4
White	50.7	50.7	33.7	33.8	17.0	16.9	5.1	5.2	61.9	61.9	23.9	24.0	22.0	21.9	17.1	17.1	14.1	14.1	23.8	23.9
<i>Gender</i>																				
Male	44.9	44.9	29.9	29.9	15.0	15.0	4.8	4.8	58.2	59.4	23.4	23.6	20.2	20.5	16.0	16.4	13.2	13.5	23.7	24.4
Female	46.4	46.4	30.7	30.8	15.7	15.7	4.7	4.8	62.9	62.9	23.9	23.9	22.1	22.1	17.7	17.7	13.7	13.7	25.7	25.4
<i>Low-income Status</i>																				
Low-income	38.6	38.6	25.5	25.5	13.1	13.1	4.6	4.6	59.8	60.5	23.5	23.7	20.8	21.0	16.5	16.8	13.2	13.4	24.5	24.8
Not low-income	52.2	52.2	34.8	34.8	17.4	17.4	5.0	5.0	62.6	62.6	23.9	24.0	22.1	21.8	17.9	17.8	14.3	14.4	24.4	24.5
<i>English Language Learner Status</i>																				
ELL	43.2	43.1	28.6	28.6	14.6	14.5	4.3	4.3	60.7	61.1	23.3	23.4	21.3	21.3	17.2	17.4	14.4	14.6	25.2	25.4
Not ELL	46.5	46.5	30.9	30.9	15.6	15.6	4.9	4.9	60.1	60.7	23.7	23.9	20.9	21.1	16.5	16.8	13.0	13.1	24.2	24.4
<i>Special Education Status</i>																				
Special education	28.8	29.0	19.3	19.4	9.5	9.6	4.4	4.4	52.5	53.0	21.7	21.9	18.2	18.4	13.4	13.5	10.7	10.8	19.3	19.3
Not special educ.	47.8	47.8	31.7	31.8	16.1	16.1	4.8	4.8	66.6	66.8	24.9	24.9	23.0	22.9	19.5	19.6	16.2	16.3	29.8	29.9
<i>Advanced Learners</i>																				
Non-Adv. learner	43.5	43.6	28.8	28.8	14.8	14.8	4.8	4.8	60.6	61.2	23.7	23.8	21.1	21.3	16.8	17.1	13.5	13.7	24.8	24.9
Advanced learner	60.3	60.3	41.0	41.1	19.3	19.2	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

**Green text indicates that the average score of students was equal to or greater than the benchmark.

*----- indicates data suppression due to the low number of students (FERPA).

The table's subsections are ordered from low to high on average Entry Level summed scores in 2016.



Percent of Students that Meet PALS I Spring Score Benchmarks by School

Benchmark	Entry Level Summed Score		Spelling Inventory		Word Recognition		Level B Summed Score		Alphabet Recognition		Letter Sounds		Concept of Word		Blending		Sound-to-Letter	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Benchmark	35	35	20	20	15	15	74	74	26	26	24	24	24	24	12	12	28	28
Overall	76%	76%	81%	81%	70%	70%	16%	15%	50%	50%	46%	46%	20%	20%	67%	69%	48%	49%
<i>East High</i>																		
Emerson	55%	54%	61%	63%	51%	50%	0%	0%	52%	44%	37%	31%	0%	0%	50%	43%	38%	29%
Sandburg	56%	57%	59%	61%	59%	60%	----	----	----	----	----	----	----	----	----	----	----	----
Mendota	71%	64%	78%	71%	56%	53%	27%	30%	58%	50%	58%	50%	45%	50%	80%	50%	20%	50%
Lake View	67%	65%	72%	71%	62%	57%	----	----	----	----	----	----	----	----	----	----	----	----
Lindbergh	66%	68%	79%	78%	48%	49%	0%	0%	78%	74%	89%	78%	0%	0%	100%	100%	100%	50%
Gompers	72%	71%	76%	75%	64%	65%	0%	0%	50%	38%	17%	13%	17%	13%	80%	86%	40%	29%
Hawthorne	82%	81%	84%	83%	78%	77%	18%	25%	45%	58%	64%	67%	27%	33%	83%	83%	50%	67%
Lapham	82%	85%	93%	93%	67%	71%	----	----	----	----	----	----	----	----	----	----	----	----
Lowell	88%	86%	92%	90%	89%	87%	----	----	----	----	----	----	----	----	----	----	----	----
<i>La Follette</i>																		
Glendale	53%	52%	66%	61%	50%	51%	----	----	----	----	----	----	----	----	----	----	----	----
Allis	69%	68%	75%	74%	63%	63%	0%	0%	8%	9%	0%	0%	0%	0%	15%	27%	0%	0%
Schenk	74%	71%	80%	81%	61%	59%	0%	17%	55%	50%	52%	57%	17%	17%	----	----	----	----
Kennedy	77%	78%	83%	85%	61%	62%	25%	24%	79%	86%	59%	62%	21%	24%	88%	94%	67%	65%
Elvehjem	80%	81%	84%	84%	78%	78%	----	----	----	----	----	----	----	----	----	----	----	----
<i>Memorial High</i>																		
Falk	55%	63%	57%	66%	53%	54%	7%	8%	33%	29%	20%	29%	0%	0%	38%	36%	46%	45%
Huegel	73%	71%	75%	75%	70%	68%	0%	10%	57%	70%	29%	30%	29%	30%	67%	78%	83%	89%
Orchard Ridge	82%	80%	85%	84%	74%	72%	42%	31%	58%	53%	75%	59%	50%	31%	86%	91%	86%	91%
Olson	84%	82%	89%	87%	77%	75%	11%	21%	40%	53%	30%	33%	11%	21%	80%	73%	60%	47%
Muir	84%	83%	86%	83%	72%	73%	----	----	----	----	----	----	----	----	----	----	----	----
Chavez	82%	84%	84%	87%	76%	77%	7%	0%	43%	30%	36%	50%	21%	10%	86%	90%	69%	67%
Crestwood	85%	85%	91%	88%	78%	78%	----	----	----	----	----	----	----	----	----	----	----	----
Stephens	88%	86%	90%	89%	82%	81%	25%	0%	33%	29%	17%	0%	25%	25%	50%	50%	25%	50%
<i>West High</i>																		
Midvale	46%	48%	54%	56%	43%	48%	10%	0%	36%	38%	36%	50%	10%	0%	80%	75%	50%	75%
Leopold	69%	72%	72%	78%	61%	65%	17%	20%	42%	50%	42%	40%	15%	20%	55%	67%	36%	44%
Shoreau	77%	78%	80%	82%	71%	70%	44%	38%	67%	60%	83%	90%	44%	38%	----	----	----	----
Shorewood	90%	87%	94%	90%	84%	80%	25%	20%	25%	30%	75%	70%	25%	40%	----	----	----	----
Franklin	91%	90%	93%	92%	84%	83%	----	----	----	----	----	----	----	----	----	----	----	----
Van Hise	90%	91%	91%	92%	90%	91%	----	----	----	----	----	----	----	----	----	----	----	----

**Green text indicates that the percent of students meeting the benchmark is equal to or greater than the overall percent of students.

*---- indicates data suppression due to the low number of students (FERPA).

The table's subsections are ordered from low to high on the percent of students meeting the 2016 spring benchmark.



Average PALS I Spring Scores by School

	Entry Level Summed Score		Spelling Inventory		Word Recognition		Comprehension		Level B Summed Score		Alphabet Recognition		Letter Sounds		Concept of Word		Blending		Sound-to-Letter	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Benchmark	35	35	20	20	15	15	----	----	74	74	26	26	24	24	24	24	12	12	28	28
Overall	45.6	45.7	30.3	30.3	15.3	15.3	4.8	4.8	60.3	60.9	23.6	23.7	21.0	21.2	16.7	17.0	13.4	13.6	24.5	24.8
<i>East High</i>																				
Emerson	36.2	36.4	23.5	23.8	12.7	12.6	6.0	5.0	53.6	52.1	23.7	23.3	20.7	20.2	13.9	13.6	12.4	11.4	23.5	21.7
Lake View	39.0	38.6	25.2	25.3	13.8	13.3	4.6	4.5	----	----	----	----	----	----	----	----	----	----	----	----
Sandburg	39.9	39.8	25.3	25.2	14.6	14.6	5.0	5.1	----	----	----	----	----	----	----	----	----	----	----	----
Mendota	41.4	39.9	27.7	26.5	13.7	13.4	4.4	4.5	64.9	62.5	24.3	23.9	21.7	21.1	19.5	17.5	13.2	11.8	21.2	22.3
Lindbergh	40.7	41.2	27.6	28.0	13.1	13.3	5.1	5.2	62.0	57.5	25.7	25.4	25.1	24.3	13.0	13.0	19.5	16.8	38.0	28.0
Gompers	44.6	43.0	30.2	28.9	14.4	14.0	4.3	4.3	52.7	53.1	21.8	22.6	15.5	15.6	15.3	14.9	15.2	15.3	26.8	22.7
Hawthorne	45.9	45.9	29.7	29.8	16.1	16.1	4.0	3.9	63.3	65.0	23.4	24.0	21.8	21.8	18.1	19.3	15.8	15.5	24.2	26.3
Lowell	50.2	49.2	32.7	32.1	17.5	17.1	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Lapham	49.7	50.7	33.8	34.5	15.9	16.2	5.0	5.0	----	----	----	----	----	----	----	----	----	----	----	----
<i>La Follette</i>																				
Glendale	35.2	35.1	23.8	23.3	11.4	11.8	4.8	5.0	----	----	----	----	----	----	----	----	----	----	----	----
Allis	40.7	40.9	26.7	27.0	14.0	13.9	4.6	4.4	42.3	44.5	19.3	20.1	14.8	15.1	8.2	10.1	6.5	7.8	10.2	11.9
Schenk	42.9	42.3	28.3	28.2	14.5	14.2	5.0	5.0	59.7	59.5	25.2	24.8	22.7	23.0	14.3	13.8	11.4	15.4	----	----
Kennedy	43.7	44.5	29.5	29.9	14.2	14.6	4.3	4.6	66.0	68.0	24.7	25.3	22.8	23.7	18.4	19.0	16.5	16.4	30.0	29.7
Elvehjem	48.4	48.7	32.3	32.5	16.1	16.1	5.3	5.2	----	----	----	----	----	----	----	----	----	----	----	----
<i>Memorial High</i>																				
Falk	36.3	38.1	23.8	25.0	12.5	13.1	6.0	4.5	51.8	51.9	20.9	20.9	18.1	18.6	12.8	13.2	9.6	9.3	21.6	21.4
Huegel	42.7	42.3	27.3	27.2	15.5	15.1	4.6	4.4	61.3	66.9	24.7	25.3	19.6	21.7	17.0	19.9	12.5	14.7	29.7	30.1
Orchard Ridge	48.1	46.7	32.1	31.4	15.9	15.3	5.0	4.9	70.3	67.7	25.3	24.8	23.4	22.7	21.5	20.4	16.1	16.6	35.4	34.2
Chavez	48.1	48.9	32.0	32.4	16.2	16.5	4.2	4.4	67.9	68.5	25.0	25.0	22.1	23.1	20.7	20.4	15.9	16.8	29.4	28.7
Muir	48.6	48.9	32.7	32.9	15.9	16.0	4.3	5.0	----	----	----	----	----	----	----	----	----	----	----	----
Olson	51.3	49.6	34.8	33.6	16.5	16.0	5.1	5.1	66.0	66.6	24.8	25.0	22.1	22.2	18.8	19.1	16.0	14.7	30.5	28.0
Crestwood	50.9	50.0	34.4	33.6	16.5	16.4	5.8	5.8	----	----	----	----	----	----	----	----	----	----	----	----
Stephens	51.2	51.1	34.2	34.4	17.0	16.8	5.1	4.7	55.0	51.3	23.3	23.0	18.3	17.0	16.3	15.3	11.0	11.0	20.0	21.0
<i>West High</i>																				
Midvale	34.6	36.0	23.0	23.6	11.6	12.4	----	----	62.6	61.6	23.9	23.5	21.8	22.4	17.4	15.8	13.8	14.1	23.1	27.9
Leopold	40.1	42.1	26.4	27.8	13.7	14.3	4.9	4.9	53.8	59.8	21.0	22.7	18.2	19.6	15.0	17.5	11.9	14.0	18.4	21.4
Thoreau	47.5	48.1	32.2	32.6	15.3	15.4	5.2	5.5	66.2	66.5	24.3	23.9	23.8	23.8	18.9	19.6	11.8	13.2	----	----
Shorewood	50.8	49.5	33.7	32.8	17.0	16.6	5.2	5.2	55.3	63.5	19.0	22.5	19.0	21.1	17.3	19.9	9.0	13.4	----	----
Van Hise	52.3	53.1	34.3	34.9	18.1	18.2	4.8	4.9	----	----	----	----	----	----	----	----	----	----	----	----
Franklin	53.2	53.1	35.5	35.4	17.7	17.7	4.4	4.4	----	----	----	----	----	----	----	----	----	----	----	----

**Green text indicates that the average score of students was equal to or greater than the benchmark.

*---- indicates data suppression due to the low number of students (FERPA).

The table's subsections are ordered from low to high on average Entry Level summed scores in 2016.

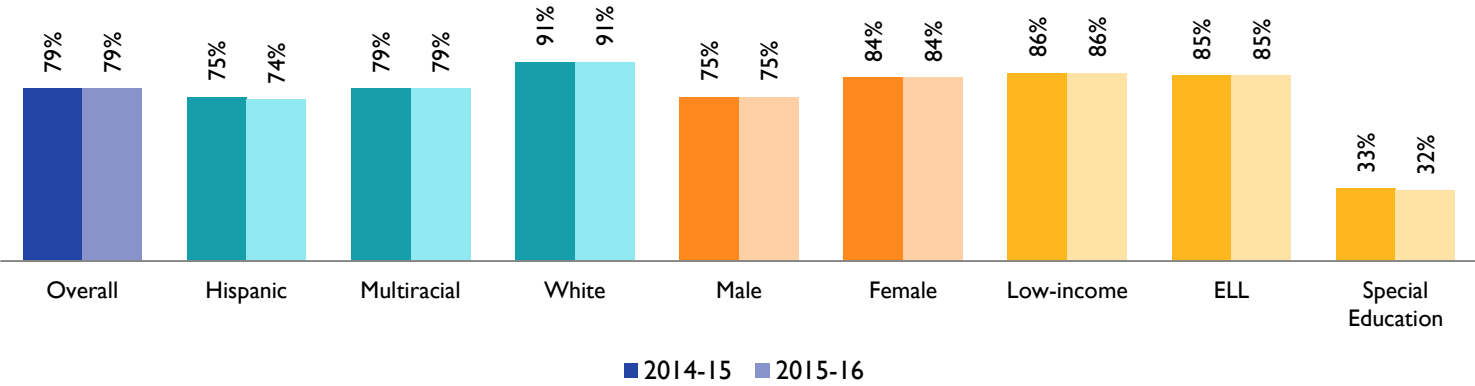


PALS I Español Spring Scores – Student Breakdown

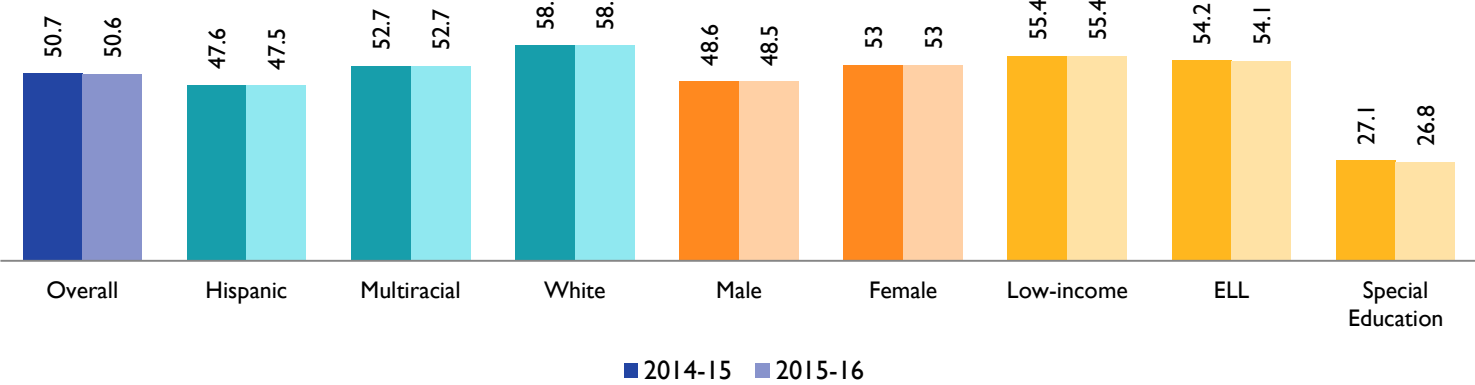
Overall, 79% of students taking the PALS I Español met the summed score benchmark, maintain the same percent of students meeting the summed score benchmark from the prior school year. Students taking the PALS I Español maintained the same percent of students meeting the summed score benchmark from the previous year across all summed score and subtest benchmarks.

There were differences in average scores and percent of students meeting the benchmark scores across the different student demographic groups. Students identifying as Hispanic/Latino had the lowest percent of students meeting the summed score benchmark among all racial/ethnic groups at 74%. Students identifying as White had the highest percent of students meeting the summed score benchmark, at 91%. A higher percent of females achieved benchmarks in all subtests on the PALS I Español than males, except the Level B summed score benchmark. Low-income students had lower average subtest scores and a lower percent of students meeting benchmarks on all subtests. Students identified as special education had lower average scores on all subtests than non-special education students and had the lowest average composite score and percent of students meeting the summed score benchmark among all student demographic groups, with 32% meeting the summed score benchmark in 2015-16.

Percent of Students Meeting Spring PALS I Español Summed Score Benchmark



Average Summed Score on PALS I Español - Spring





Percent of Students that Meet PALS I Español Spring Score Benchmarks by Student Subgroup

	Entry Level Summed Score		Spelling Inventory		Word Recognition		Level B Summed Score		Alphabet Recognition		Letter Sounds		Concept of Word		Blending		Sound-to-Letter	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Benchmark	35	35	20	20	15	15	74	74	26	26	24	24	24	24	12	12	28	28
Overall	79%	79%	85%	85%	66%	66%	3%	3%	8%	8%	42%	42%	0%	0%	0%	0%	27%	27%
<i>Race/Ethnicity</i>																		
Hispanic/Latino	75%	74%	81%	81%	62%	61%	4%	4%	11%	11%	43%	43%	0%	0%	0%	0%	29%	29%
Multiracial	79%	79%	88%	88%	70%	70%	0%	0%	0%	0%	67%	67%	0%	0%	0%	0%	0%	0%
White	91%	91%	95%	95%	78%	78%	0%	0%	0%	0%	43%	43%	0%	0%	0%	0%	20%	20%
<i>Gender</i>																		
Male	75%	75%	83%	82%	61%	61%	5%	5%	6%	6%	38%	37%	0%	0%	0%	0%	22%	21%
Female	84%	84%	88%	88%	71%	71%	0%	0%	11%	11%	47%	49%	0%	0%	0%	0%	33%	34%
<i>Low Income</i>																		
Low-income	74%	74%	81%	81%	62%	61%	2%	2%	7%	7%	41%	41%	0%	0%	0%	0%	26%	26%
Not low-income	86%	86%	90%	90%	71%	71%	6%	6%	13%	13%	44%	44%	0%	0%	0%	0%	28%	28%
<i>English Language Learner</i>																		
ELL	76%	75%	82%	82%	62%	62%	2%	2%	10%	10%	42%	42%	0%	0%	0%	0%	30%	30%
Not ELL	85%	85%	89%	89%	71%	71%	6%	6%	5%	5%	41%	41%	0%	0%	0%	0%	9%	9%
<i>Special Education</i>																		
Special education	33%	32%	48%	47%	25%	24%	5%	5%	8%	8%	24%	24%	0%	0%	0%	0%	17%	17%
Not special educ.	84%	83%	89%	88%	70%	69%	2%	2%	9%	9%	49%	49%	0%	0%	0%	0%	32%	32%

**Green text indicates that the percent of students meeting the benchmark is equal to or greater than the overall percent of students. The table's subsections are ordered from low to high on the percent of students meeting the 2016 spring benchmark.



Average PALS I Español Spring Scores by Student Group

	Entry Level Summed Score		Spelling Inventory		Word Recognition		Level B Summed Score		Alphabet Recognition		Letter Sounds		Concept of Word		Blending		Sound-to-Letter		
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	
Benchmark	35	35	20	20	15	15	74	74	26	26	24	24	24	24	12	12	28	28	
Overall	50.7	50.6	36.1	36.1	14.5	14.4	55.9	56.1	17.1	17.3	21.9	21.9	17.4	17.5	7.2	7.1	21.7	21.8	
<i>Race/Ethnicity</i>																			
Hispanic/Latino	47.6	47.5	33.7	33.6	13.8	13.7	56.5	56.8	17.5	17.7	21.9	21.9	17.4	17.4	7.1	7.1	21.8	21.9	
Multiracial	52.7	52.7	37.9	37.9	14.8	14.8	42.0	42.0	15.5	15.5	24.0	24.0	14.0	14.0	6.0	6.0	10.0	10.0	
White	58.2	58.3	41.9	41.9	16.4	16.4	54.4	54.4	15.0	15.0	21.9	21.9	19.6	19.6	8.6	8.6	23.8	23.8	
<i>Gender</i>																			
Male	48.6	48.5	34.7	34.6	14.0	13.9	54.2	54.4	16.4	16.5	21.8	21.8	17.2	17.2	6.9	6.8	21.7	21.8	
Female	53.0	53.0	37.7	37.7	15.1	15.1	58.6	59.1	18.1	18.3	22.1	22.1	17.8	18.0	7.6	7.6	21.7	21.8	
<i>Low Income</i>																			
Low-income	47.1	46.9	33.2	33.2	13.7	13.6	56.3	56.6	17.3	17.5	21.8	21.8	17.5	17.5	7.0	6.9	21.4	21.5	
Not low-income	55.4	55.4	39.9	39.9	15.6	15.5	54.4	54.4	16.7	16.7	22.1	22.1	17.4	17.4	7.8	7.8	22.7	22.7	
<i>English Language Learner</i>																			
ELL	48.3	48.2	34.1	34.1	14.0	13.9	56.4	56.7	17.8	18.0	21.8	21.8	17.2	17.2	7.1	7.0	22.2	22.3	
Not ELL	54.2	54.1	39.0	38.9	15.3	15.2	54.3	54.3	15.1	15.1	22.0	22.0	18.4	18.4	7.7	7.7	19.3	19.3	
<i>Special Education</i>																			
Special education	27.1	26.8	19.3	19.2	7.3	7.1	53.6	53.6	15.3	15.3	20.8	20.8	16.7	16.7	6.6	6.6	20.5	20.5	
Not special educ.	52.9	52.8	37.7	37.7	15.2	15.1	57.0	57.3	17.9	18.1	22.3	22.4	17.8	17.9	7.5	7.4	22.3	22.4	

**Green text indicates that the average score of students was equal to or greater than the benchmark. The table's subsections are ordered from low to high on average Entry Level summed score in 2016.



Percent of Students that Meet PALS I Español Spring Score Benchmarks by School

	Entry Level Summed Score		Spelling Inventory		Word Recognition		Level B Summed Score		Alphabet Recognition		Letter Sounds		Concept of Word		Blending		Sound-to-Letter	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Benchmark	35	35	20	20	15	15	74	74	26	26	24	24	24	24	12	12	28	28
Overall	79%	79%	85%	85%	66%	66%	3%	3%	8%	8%	42%	42%	0%	0%	0%	0%	27%	27%
East																		
Hawthorne	41%	33%	53%	47%	35%	33%	13%	13%	25%	38%	25%	38%	0%	0%	0%	0%	50%	63%
Sandburg	76%	76%	85%	85%	54%	53%	0%	0%	11%	11%	79%	79%	0%	0%	0%	0%	9%	9%
La Follette																		
Glendale	78%	77%	82%	81%	65%	64%	0%	0%	0%	0%	13%	11%	0%	0%	0%	0%	0%	0%
Nuestro Mundo	84%	85%	92%	93%	72%	72%	9%	9%	7%	7%	56%	56%	0%	0%	0%	0%	56%	56%
Memorial																		
Stephens	62%	64%	68%	70%	49%	50%	0%	0%	8%	8%	15%	17%	0%	0%	0%	0%	15%	17%
Chavez	81%	82%	81%	82%	86%	87%	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
West																		
Leopold	77%	77%	83%	82%	65%	65%	0%	0%	0%	0%	7%	8%	0%	0%	0%	-----	13%	14%
Midvale	88%	86%	92%	92%	73%	71%	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

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*----- indicates data suppression due to the low number of students (FERPA).

The table's subsections are ordered from low to high on the percent of students meeting the 2016 spring benchmark.



Average PALS I Español Spring Scores by School

	Entry Level Summed Score		Spelling Inventory		Word Recognition		Level B Summed Score		Alphabet Recognition		Letter Sounds		Concept of Word		Blending		Sound-to-Letter	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Benchmark	35	35	20	20	15	15	74	74	26	26	24	24	24	24	12	12	28	28
Overall	50.7	50.6	36.1	36.1	14.5	14.4	55.9	56.1	17.1	17.3	21.9	21.9	17.4	17.5	7.2	7.1	21.7	21.8
East																		
Hawthorne	30.5	28.0	21.6	19.5	8.9	8.5	62.3	64.3	21.8	22.5	20.6	21.5	19.9	20.3	7.4	7.9	26.9	27.9
Sandburg	48.5	48.4	35.2	35.3	13.3	13.1	55.1	55.1	17.0	17.0	23.8	23.8	17.5	17.5	8.2	8.2	21.3	21.3
La Follette																		
Glendale	46.9	46.7	32.0	31.8	14.9	14.8	47.9	49.3	9.5	11.0	20.8	20.9	17.6	17.4	6.8	6.4	16.5	17.3
Nuestro Mundo	54.5	54.6	39.2	39.2	15.3	15.3	63.5	63.5	20.3	20.3	22.8	22.8	21.6	21.6	7.8	7.8	27.1	27.1
Memorial																		
Stephens	39.1	40.6	27.9	29.0	10.5	10.8	50.9	51.4	17.2	17.6	19.8	19.7	11.5	11.3	5.5	5.3	16.2	15.9
Chavez	56.9	57.1	40.0	40.1	16.9	16.9	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
West																		
Leopold	49.7	49.4	35.3	35.1	14.4	14.3	51.9	52.6	14.6	15.5	20.1	19.9	17.2	17.2	6.8	-----	21.0	21.1
Midvale	55.4	55.0	39.7	39.5	15.5	15.4	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

**Green text indicates that the average score of students was equal to or greater than the benchmark.

*----- indicates data suppression due to the low number of students (FERPA).

The table's subsections are ordered from low to high on average Entry Level summed scores in 2016.



Appendix I: Phonological Awareness Literacy Screening

Description

Researchers at the University of Virginia developed the Phonological Awareness Literacy Screening (PALS) as an assessment designed to identify students who are relatively behind in their acquisition of fundamental literacy skills and to provide educators a direct means of matching literacy instruction to the specific literacy needs of their students. PALS for kindergarten (PALS-K) 1st through 3rd grade (PALS I-3) are scientifically-based reading assessments for classroom teachers to use with their students. The primary purpose is to identify students who perform below expectations.

In April 2012, the State of Wisconsin passed legislation requiring the use of an early literacy screener to all 5K students enrolled in a Wisconsin district or charter school. DPI selected PALS to fill this requirement for a statewide, universal screener. PALS-K aligns with both the Common Core State Standards (CCSS) and the Wisconsin Model Early Learning Standards (WMELS). Additionally, PALS-K works in conjunction with the district's Response to Intervention (Ptl) framework, providing a baseline for each student and target areas in which a student may need additional intervention.

Tasks

PALS-K is composed of six required tasks and one optional task. The majority of the PALS-K screening is administered individually, but a few of the tasks can be given in small groups of five or fewer students. The tasks are:

- **Rhyme Awareness** - From three pictures, students are asked to identify a picture that rhymes with the target picture. There are a total of ten items for this task.
- **Beginning Sound Awareness** - From three pictures, students are asked to identify pictures that have the same beginning sound as the target picture. There are a total of ten items for this task.
- **Alphabet Knowledge** - Students are asked to name the 26 lower-case letters of the alphabet.
- **Letter Sounds** - Students are asked to produce the letter sounds of 23 upper-case letters of the alphabet, as well as three digraphs.
- **Spelling** - Students spell five consonant-vowel-consonant words, receiving credit for phonetically acceptable substitutions.
- **Concept of Word** - Students are taught a rhyme in advance of assessing their concept of word. PALS-K assesses a student's concept of word by using a picture sheet of the rhyme, as well as pointing and word identification in a small book, and a word list.
- **Word Recognition in Isolation (Optional)** - Students identify a list of words at the Pre-primer, Primer, and First-Grade level.

PALS I-3 is composed of four Levels of test administration. The levels and their tasks are:

Entry Level (*Mandatory*)

- **Spelling** – Students are asked to spell lists of words representing phonics features necessary to be successful at each grade level.
- **Word Recognition in Isolation** – Students are given a list of word lists for each grade to gauge the students' progress.

Level A: Oral Reading in Context (*Optional in the Spring*)

- **Fluency** – PALS includes a fluency guide which assesses students' oral reading fluency. Students' oral reading is scored on a 3-point scale according to their phrasing and expression.
- **Comprehension** – After reading a passage out loud, students answer a set of multiple-choice comprehension questions about the passage.

Level B: Alphabetics (*Only when a student read less than 75% of pre-primer word list*)

- **Alphabet Recognition** – Students are asked to identify the 26 lower-case letters of the alphabet.
- **Letter Sounds** – Students are asked to produce the sounds of 23 letters, as well as three digraphs.
- **Concept of Word** – Students are asked to identify words in a memorized rhyme as well as use context to identify individual words within a given line of text.

Level C: Phonemic Awareness (*Only when a student has not met Level B Benchmark*)

- **Blending** – Students are asked to blend individual phonemes together to come up with a word. Items move from two-phoneme words to four-phoneme words.
- **Sound-to-Letter** – Students are asked to segment a word into phonemes and identify the letter that represents the beginning, middle, or ending phoneme in that word.

Benchmarks

PALS includes a summed score, which is benchmarked to show whether a student has met a level of minimum competency. Meeting the summed score benchmark implies that the student has met a level of minimum competency, and not that the student is on grade level or will be at grade level by the end of the year. In addition, a student could meet the summed score benchmark, but not have met all individual task benchmarks or still be on the borderline in some tasks/skills. The benchmarks are set purposefully low to prevent over-identification of students in need of intervention.

Administration

In 2015-16 academic year, MMSD administered PALS twice (fall and spring) to all students in 4K, kindergarten, first grade, and second grade. In addition, the district offered an optional mid-year screening in late January-early February.

Generally, it is recommended that classroom teachers administer the screening to each student, since they will be able to obtain the most accurate and informative results because of their relationship with the student. All PALS-K tasks, with the exception of the optional Word Recognition in Isolation task, are un-timed. Typically, it takes about 25-30 minutes per student to administer the complete assessment.

The Rhyme Awareness and Beginning Sound Awareness tasks are administered in small groups of five or fewer students. Students who perform below expectation in groups then take the test in an individual format. The Alphabet Knowledge, Letter Sounds, Concept of Word, and optional Word Recognition in Isolation tasks are administered individually. The Spelling task can be administered either in small groups or individually.

Since state law requires the administration of PALS as a universal screener for all 4K-2 students, there is no opt-out provision in the statute, and therefore schools and districts should make every effort to screen all students, including students with disabilities.

Uses of Results

MMSD uses PALS for a variety of purposes, including:

1. To identify students who need additional literacy support;
2. To tailor instruction appropriately based on what students know and what they are ready to learn;
3. To monitor progress for schools and the district via the Data Dashboard; and
4. To set district goals and track progress on School Improvement Plans (SIPs), once PALS 2 administration occurs.