Designing a School Report Card

School & District Accountability Design Team

- DPI engaged education stakeholders, including elected leaders, via the School & District Accountability Design Team (Aug. – Dec. 2011).
- Design Team Purpose:

  To design a fair and accurate accountability system that measures the growth and attainment of all students, including those in traditional public schools, charter schools, and private school choice programs, to ensure that every Wisconsin child has the opportunity to graduate ready to succeed in college or a career.

- Recommendations informed Design of School Report Cards and DPI's waiver submission.

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Moving Forward from NCLB

- USED offered states the opportunity to waive certain NCLB provisions. Waiver proposal addressed key principles:
  - College- and career-ready expectations for all students
  - State-developed differentiated recognition, accountability, and support
  - Supporting effective instruction and leadership (educator effectiveness)
- School Accountability Systems across the nation transformed to better capture achievement and growth in the context of ensuring students are college and career ready.
- Wisconsin's waiver request was informed by Design Team recommendations.

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West Salem El | West Salem

School Report Card | 2011-12 | Summary

Overall Accountability Score and Rating

Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	**68.2/100**		**66.4/100**	
Reading Achievement	30.1/50		28.5/50	
Mathematics Achievement	38.1/50		37.9/50	
Student Growth	**69.6/100**		**67.4/100**	
Reading Growth	34.6/50		34.2/50	
Mathematics Growth	35.0/50		33.2/50	
Closing Gaps	**60.7/100**		**65.7/100**	
Reading Achievement Gaps	29.6/50		32.6/50	
Mathematics Achievement Gaps	31.1/50		33.1/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**88.0/100**		**85.5/100**	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	76.1/80		74.2/80	
3rd Grade Reading Achievement	11.9/20		11.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

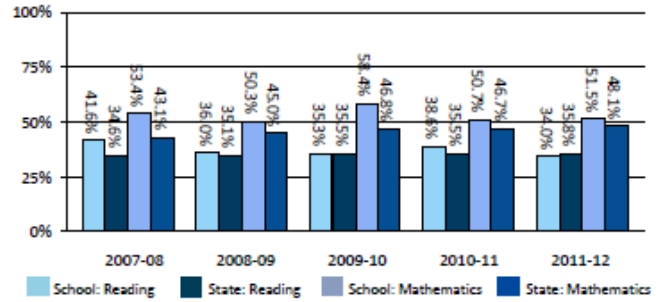
School Information

Grades	K4-5
School Type	Elementary School
Enrollment	838
Race/Ethnicity	
American Indian or Alaska Native	1.1%
Asian or Pacific Islander	1.4%
Black not Hispanic	2.3%
Hispanic	2.9%
White not Hispanic	92.4%
Student Groups	
Students with Disabilities	8.2%
Economically Disadvantaged	24.6%
Limited English Proficient	0.7%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all priority area scores, to ensure that Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://dpi.wi.gov/oea/acct/accountability.html.

Example School Report Card

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Priority Areas

- Student Achievement
  - Reading and Mathematics Proficiency (3 yrs)
- Student Growth
  - Schools earn credit for student growth within and across performance levels (e.g., basic or proficient)
- Closing Gaps
  - Subgroup Performance (e.g., race/ethnicity or economic status)
  - Reading and mathematics gaps
  - Graduation gaps
- On Track to Graduation & Postsecondary Readiness
  - Key indicators from elementary through high school
  - Reading and mathematics outcomes
  - Attendance, graduation rates
  - ACT participation and performance

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Online Resources

http://reportcards.dpi.wi.gov/

- Interpretive Guide (12/2/12)
- Technical Guide (12/2/12)
- Parent Guide (10/19/12)
- Informational Update on School Report Cards (9/17/12)
- e-Learning Module: A Guide to Wisconsin's School Report Card (9/24/12)
- e-Learning Module: A Guide to Wisconsin's School Report Card (iPad Version) (9/24/12)
- Report Card FAQ (10/29/12)
- Report Card at a Glance (12-17-12)

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Areas for Improvement

Several areas of the new accountability system warrant further review. These include, but are not limited to:

1. Integrate **student growth** into high school calculations.
2. Adjusting the Closing Gaps calculation to better capture gap closure and to include more subgroups; this may include **comparing target subgroups to a statewide average** rather than within-school comparisons.
3. Including **more, and varied, measures of postsecondary readiness** (e.g., industry certification, AP information, postsecondary enrollment)
4. Adjusting the Absenteeism Student Engagement Indicator so that **better measures absenteeism instead of mobility** and possibly so the calculation includes more years of data.

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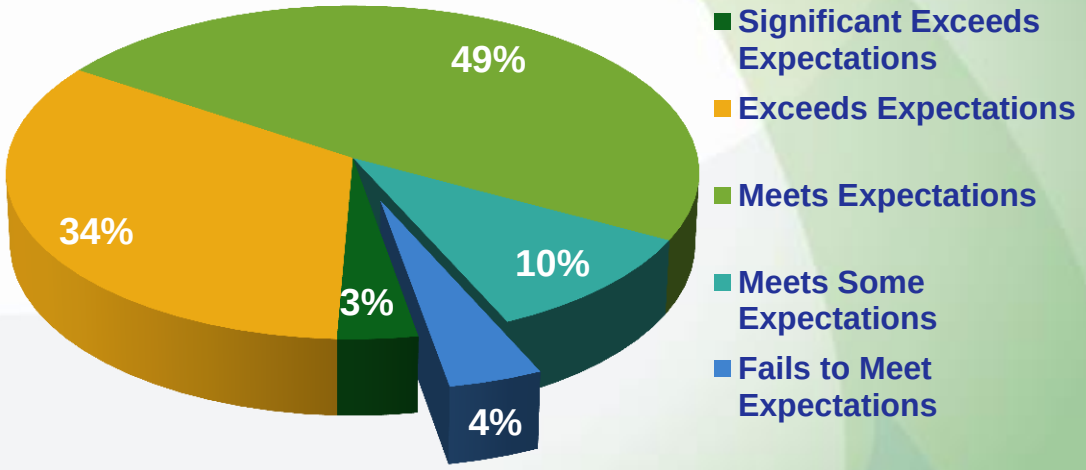
Measuring Student and School Improvement

Wisconsin School Overview

Accountability Rating for Wisconsin Schools

Nearly 9 out of 10 (86%) rated schools meet expectations or better.*

Only 4% fail to meet expectations.



*Excludes schools that did not receive a rating.

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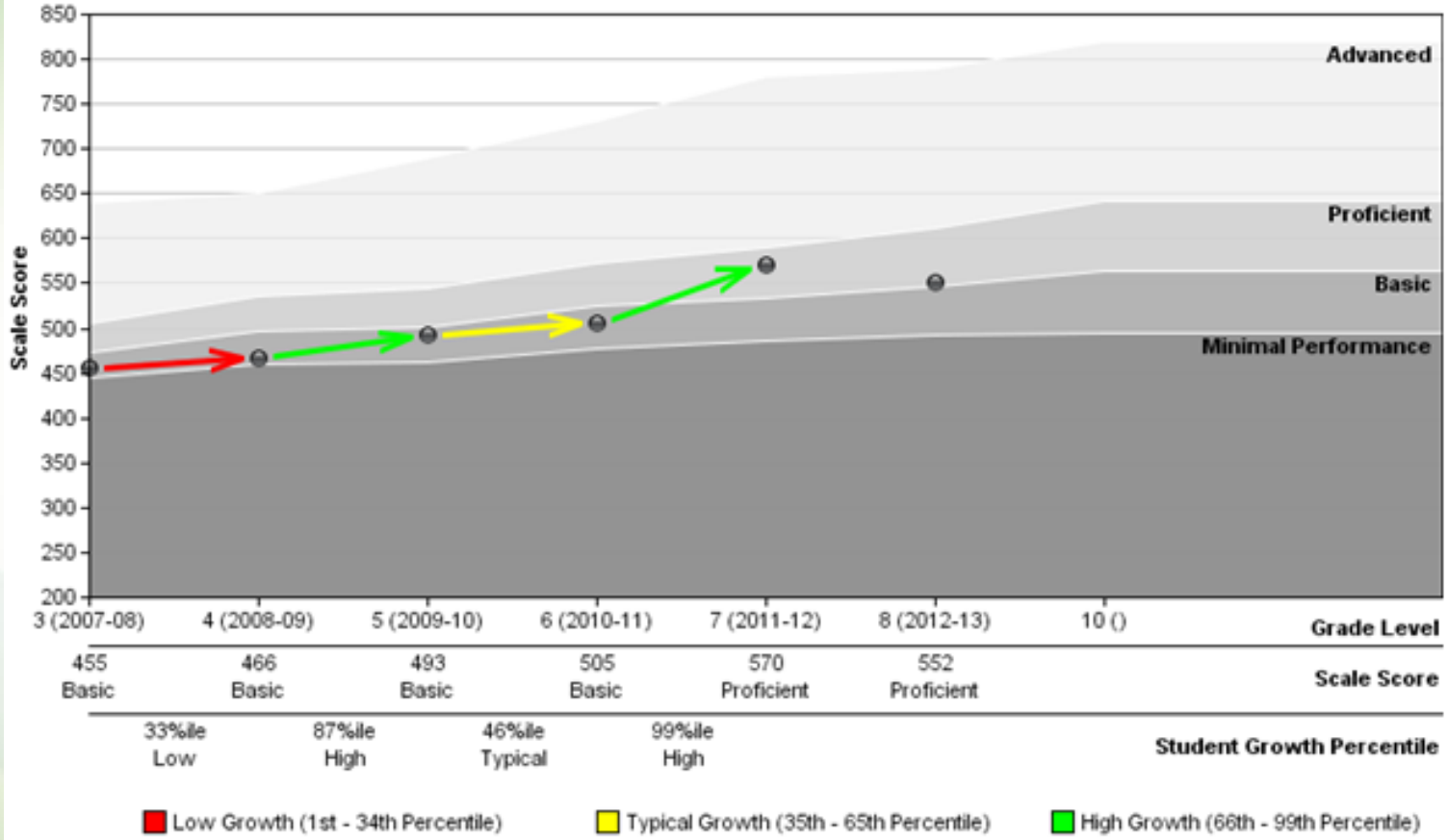
Measuring Student-level Growth

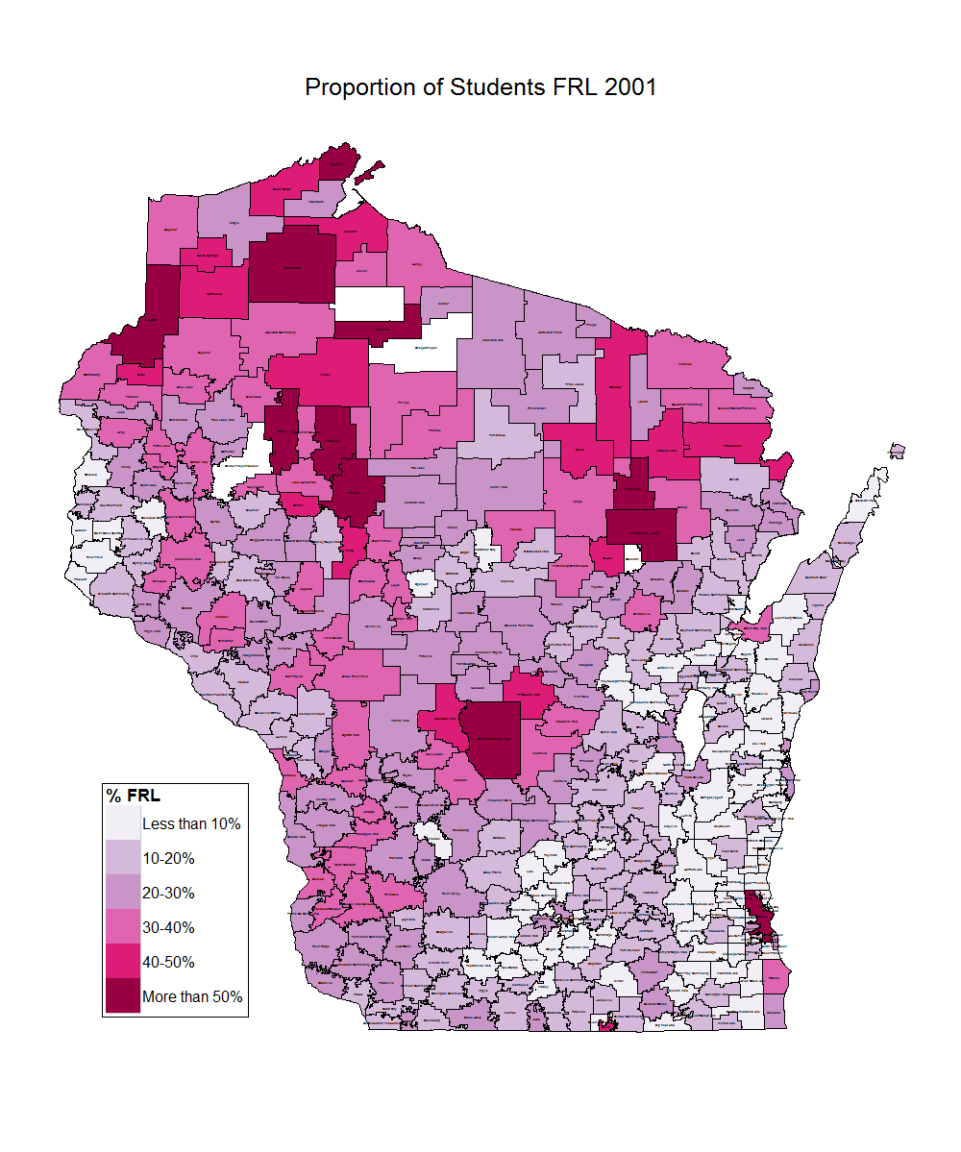
Individual student growth percentiles for reading performance on the WKCE



Grade Level	Scale Score	Projected 1st Percentile	Projected 35th Percentile	Projected 65th Percentile	Projected 99th Percentile	Minimal Upper Limit	Basic Upper Limit	Proficient Upper Limit	Advanced Upper Limit	Student Growth Percentile
3 (2007-08)	455					444	474	506	640	
4 (2008-09)	466	430	467	481	525	461	497	535	650	33
5 (2009-10)	493	456	498	513	557	463	502	545	690	87
6 (2010-11)	505	473	511	524	567	478	524	572	730	46
7 (2011-12)	570	502	537	553	616	485	534	589	780	99
8 (2012-13)	552					492	547	612	790	
10 ()						495	565	643	820	

Growing Poverty in WI

Change in Free & Reduced Lunch (2001-2010)



Source: Wisconsin Department of Public Instruction. School Finance Maps. http://dpi.wi.gov/sfs/maps.html

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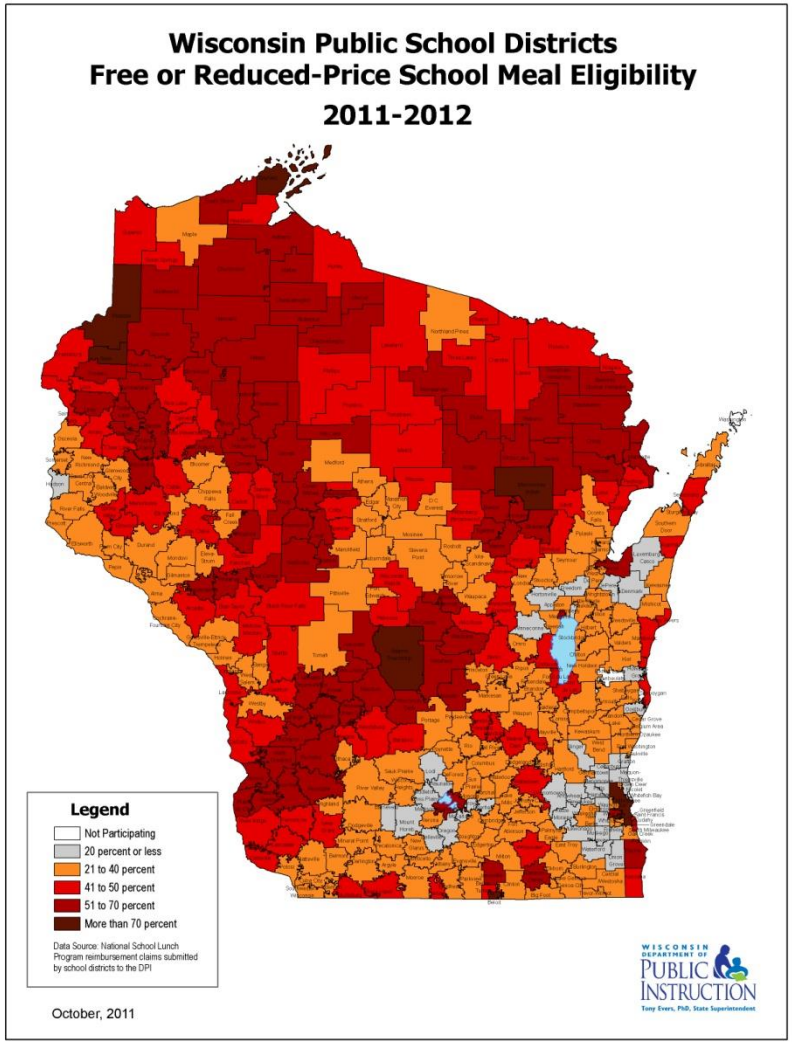
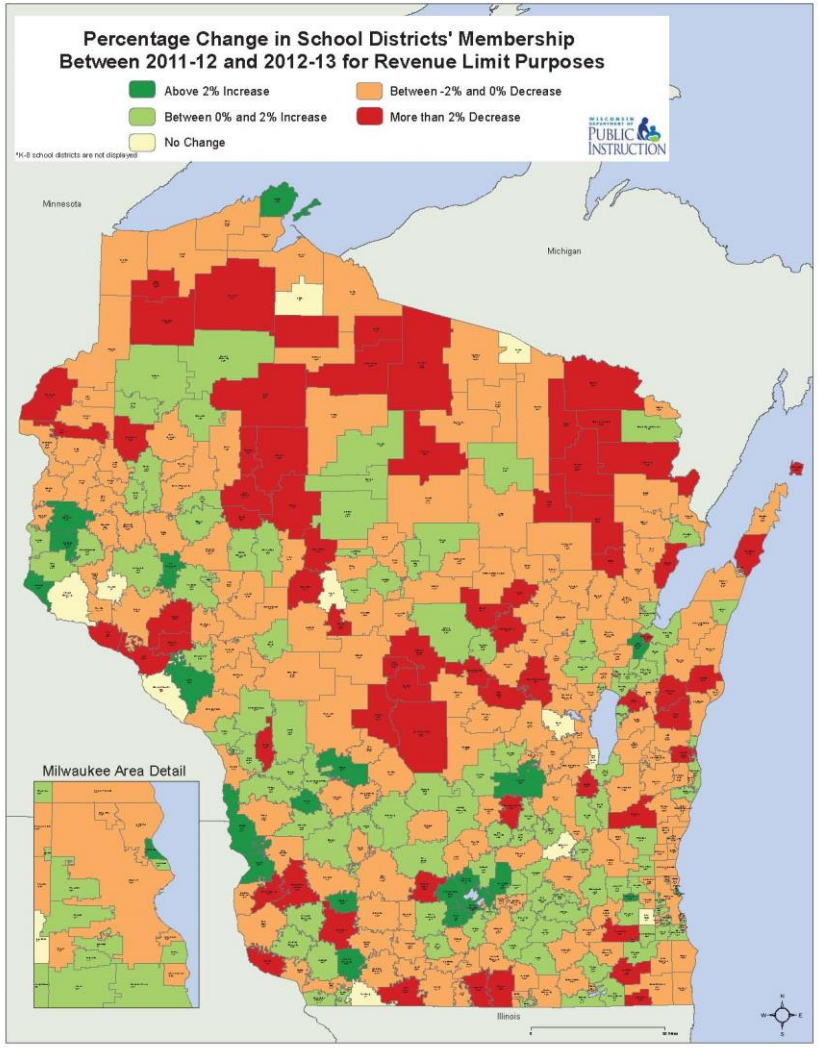
Dual Challenge for WI Districts

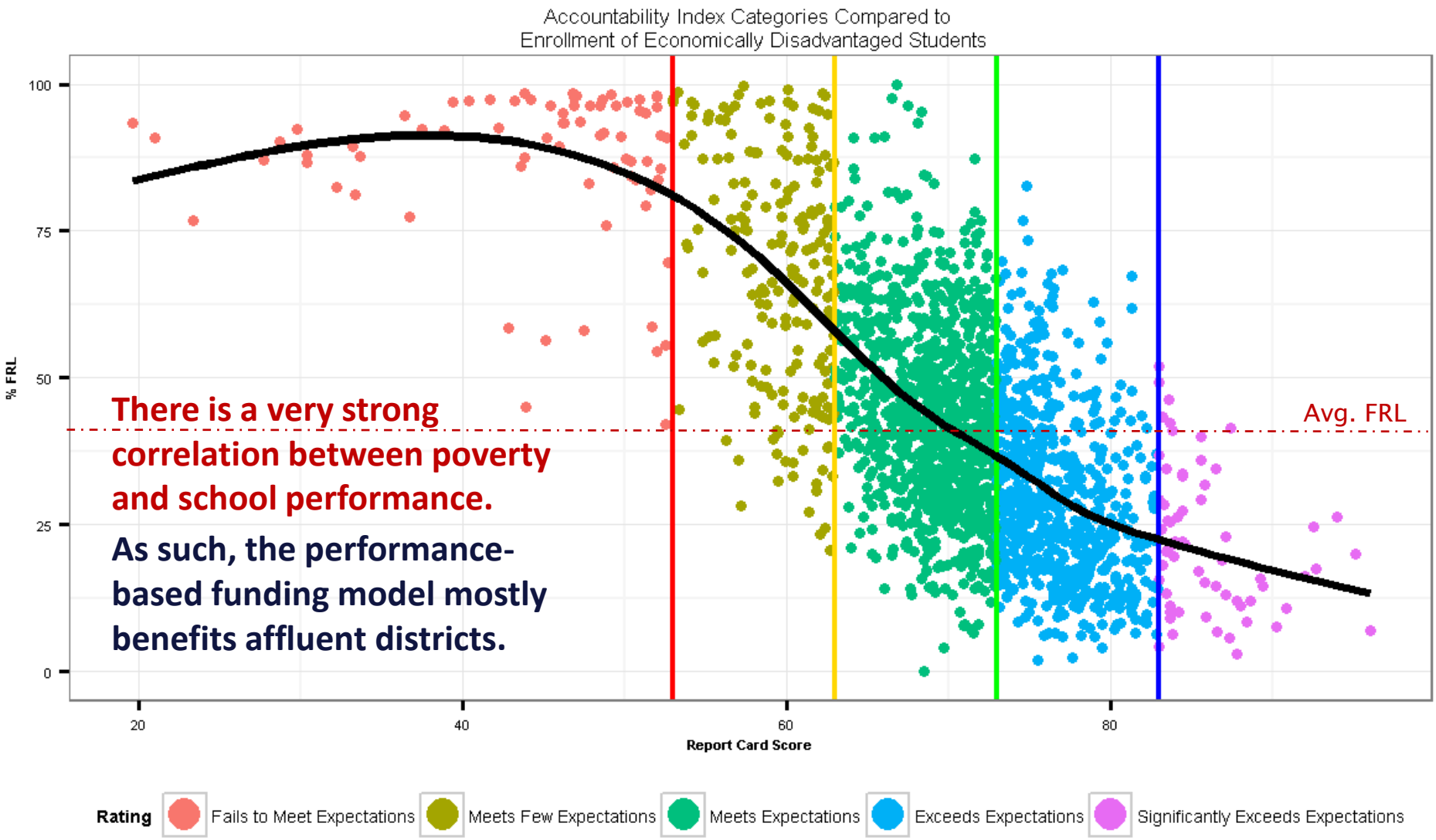
Free & Reduced Price Lunch



Declining Enrollment



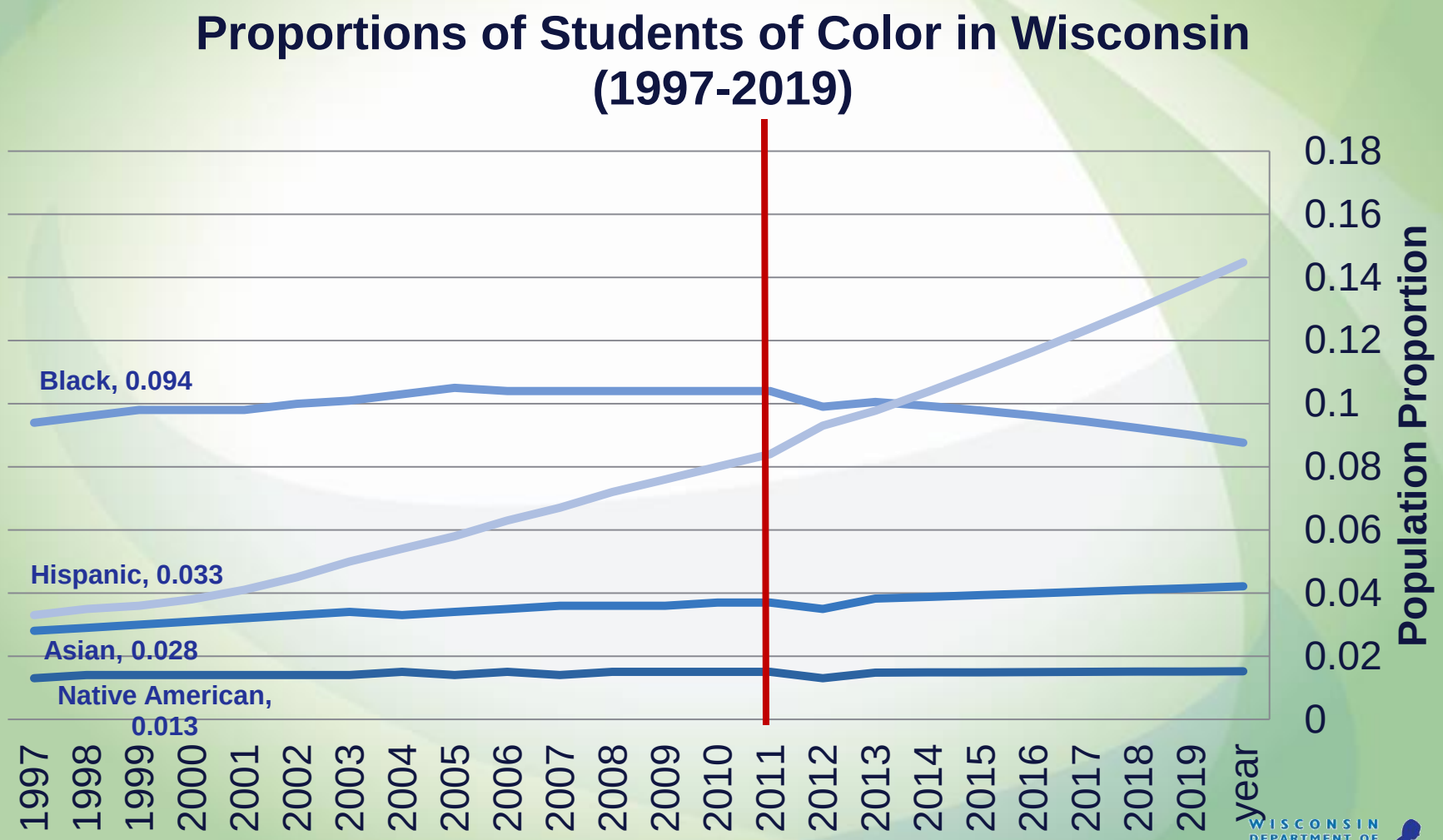
Poverty & Performance



There is a very strong correlation between poverty and school performance.

As such, the performance-based funding model mostly benefits affluent districts.

The Future — Racial Change



Source: Wisconsin Department of Public Instruction & University of Wisconsin –Madison, Applied Population Laboratory.
Raw Data Source: National Center for Education Statistics (NCES) 2009. http://nces.ed.gov/

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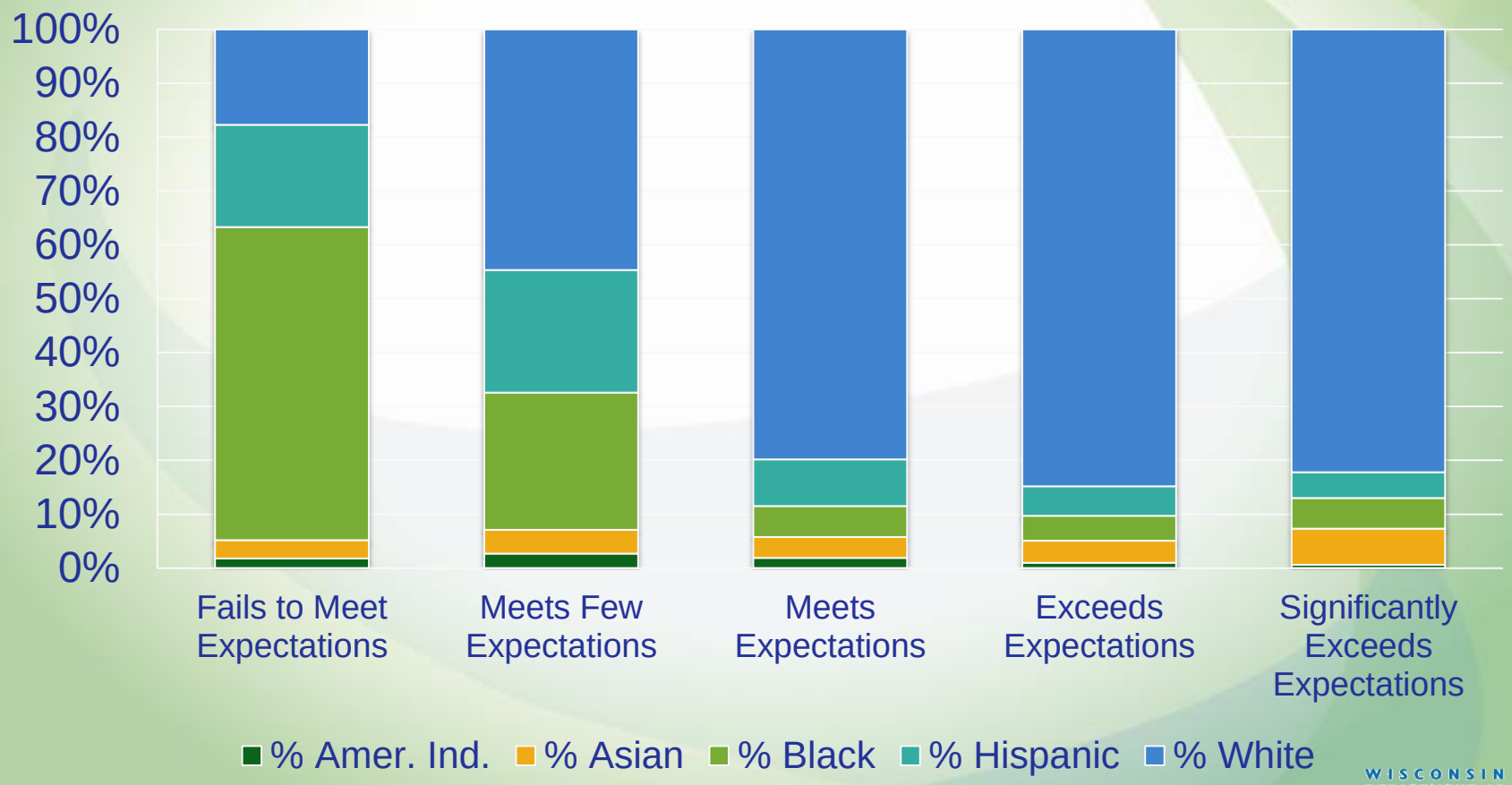
Racial Composition of Categories



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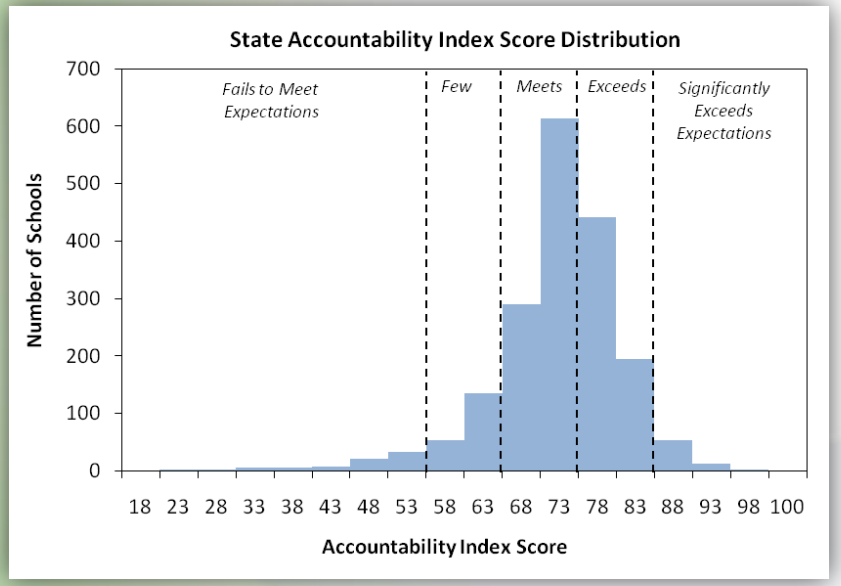
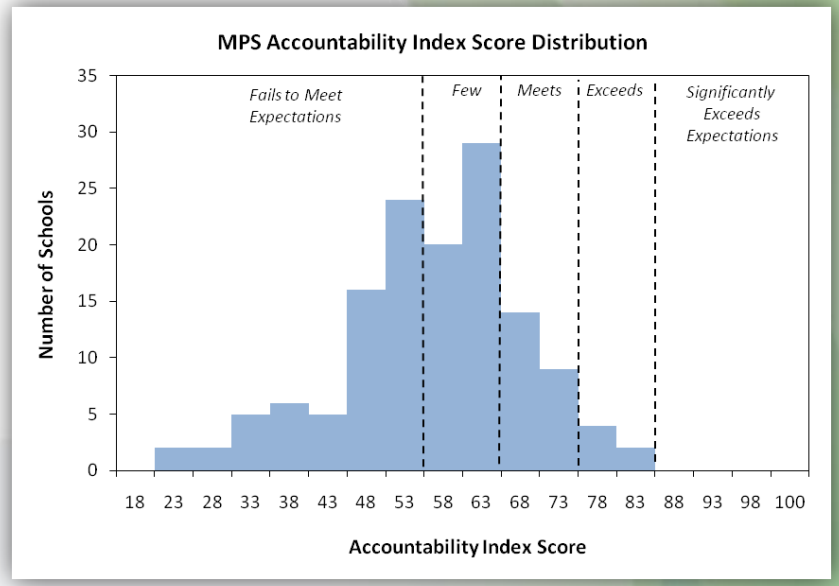
Wisconsin – Milwaukee Comparison

State of Wisconsin



Milwaukee Public Schools



Overall Wisconsin school do very well, but a disproportionate number of Milwaukee schools are in the lowest two categories.

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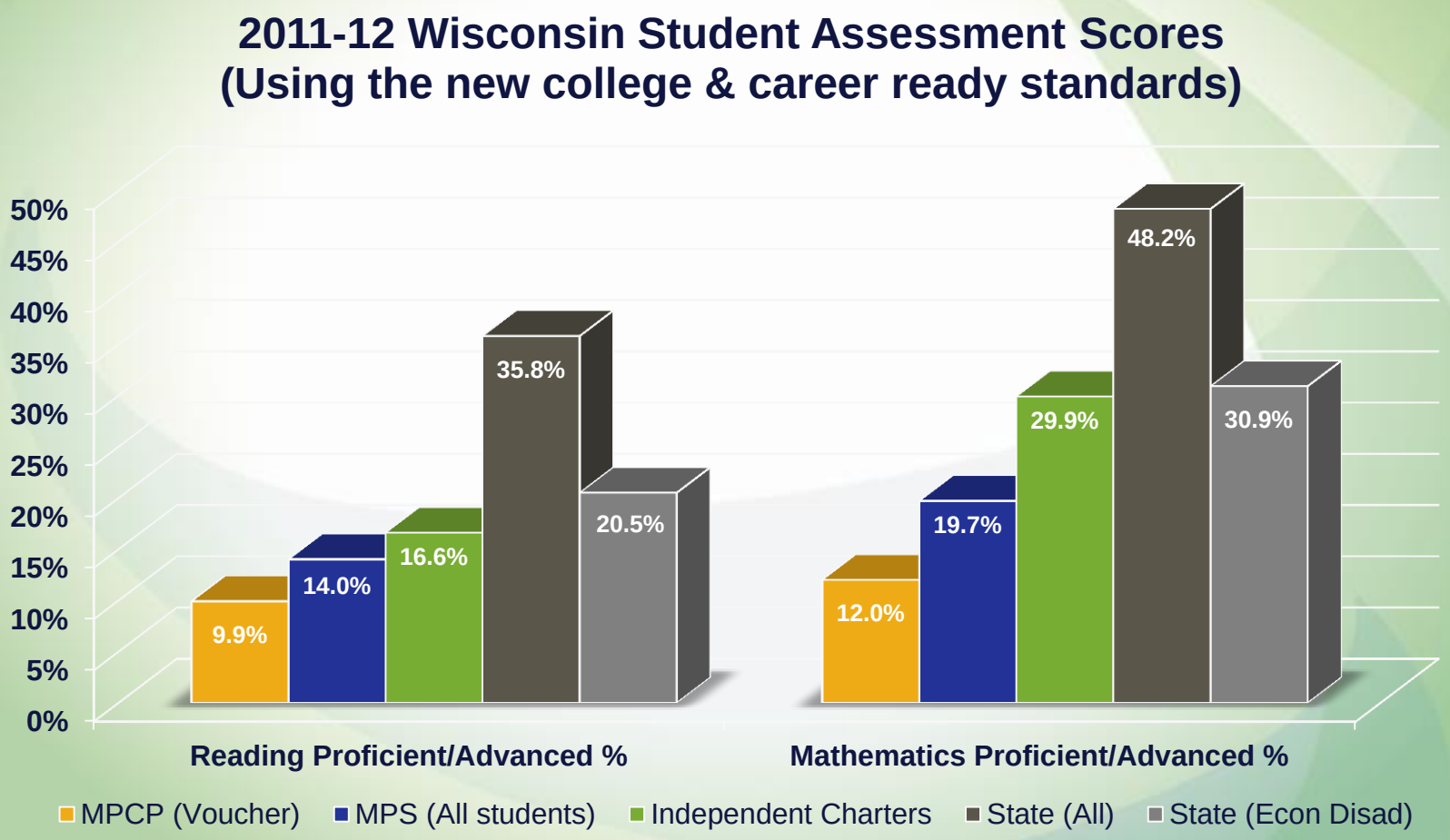
Milwaukee Performance Comparison



Note: All students, rather than full academic year (FAY) students are shown for comparison purposes. While FAY data is usually used for accountability purposes, it is not available for choice schools.

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