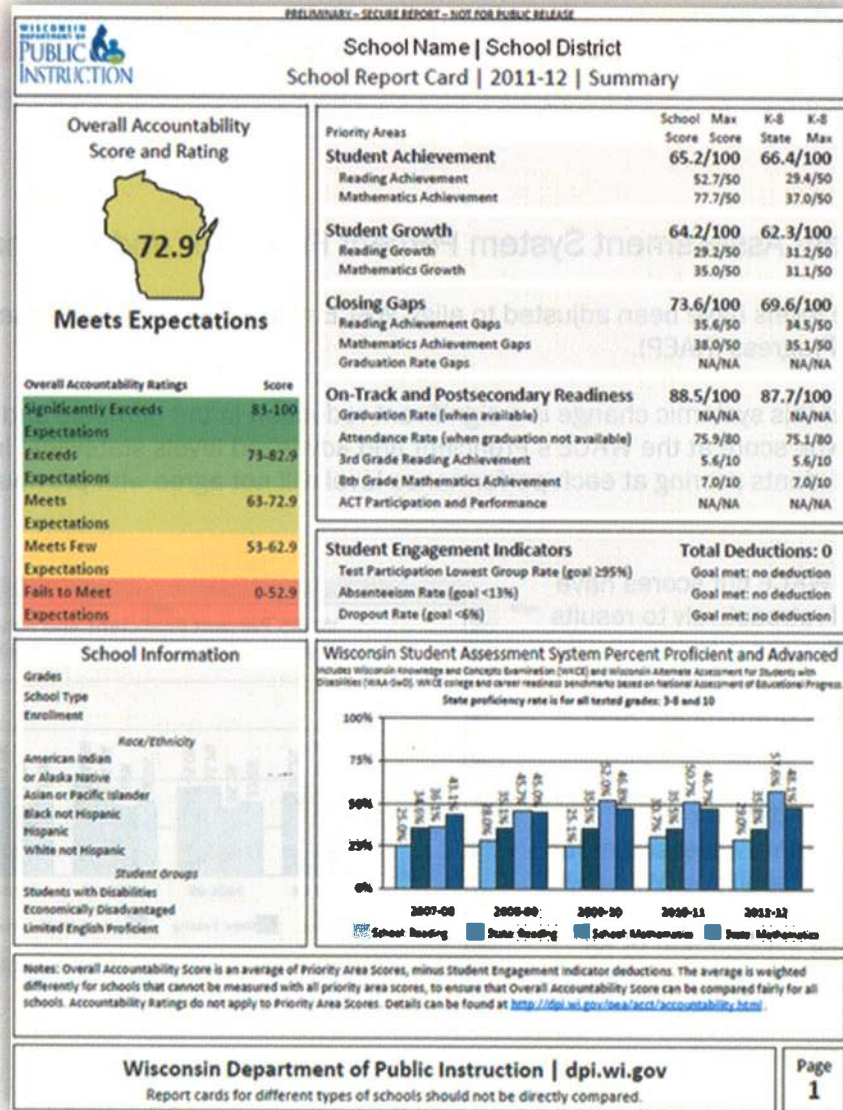


# Wisconsin's New Accountability System

## Understanding School Report Cards

### Overview

- Purpose is to ensure that students graduate ready for career and college
- An annual school report card serves as the primary reporting tool for the accountability system
- State system is in addition to federally required Title I identifications (Priority and Focus)
- A comprehensive accountability index replaces the Adequate Yearly Progress (AYP) system
- Classifies schools along a continuum of performance instead of a pass/fail determination
- Can be used to identify areas of strength and weakness



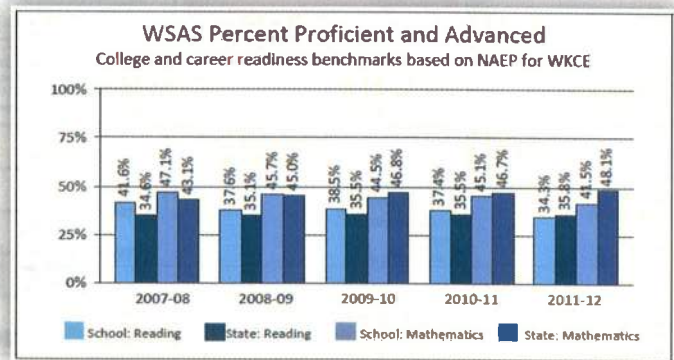
## Overall Accountability Score and Rating

- The new accountability index uses multiple measures across four priority areas and expectations of student engagement to build a 0-to-100-point score for each school (this score is NOT a percentage).
- A school's overall score determines its placement into one of five rating categories.
- Rating categories are tied to different levels of support.
- Disaggregated group performance data is provided throughout the Report Card Detail document.

Accountability Rating Category	Accountability Score Range		Level of Support
	Minimum	Maximum	
Significantly Exceeds Expectations	83	100	Rewards and Replication
Exceeds Expectations	73	82.9	Rewards and Replication
Meets Expectations	63	72.9	Local Improvement Efforts
Meets Few Expectations	53	62.9	State Support
Fails to Meet Expectations	0	52.9	State Support

## Wisconsin Student Assessment System Percent Proficient and Advanced

- Performance levels have been adjusted to align WKCE results with National Assessment of Educational Progress (NAEP).
- The impact of this systemic change is a significant reduction in the numbers and percentages of students who score at the WKCE's Proficient and Advanced levels statewide. In addition, the percent of students scoring at each performance level will not agree with previously reported results.
- NAEP-based WKCE cut scores have been applied retroactively to results for the past five years to demonstrate that the benchmark changes do not dramatically alter WSAS trends.
- Proficiency level data for the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) are unchanged, but the new Dynamic Learning Maps assessment to be introduced in a few years will reflect these higher expectations.



## Priority Areas

- Based on a 100-point scale but cannot be added or averaged to arrive at the total index score.
- Priority area scores are weighted differently depending on a school's grade span.
- Index scores are calculated on the basis of full academic year students.
- Minimum cell size for accountability measurements is 20.
- Scores can be compared to average scores of other schools in one of five grade bins: K-5, 6-8, 9-12, K-8, K-12.
- Comparison scores treat all Wisconsin students within a particular grade band as if they were one giant school. These scores are calculated using the same methodology as individual school scores.

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
<b>Student Achievement</b>	<b>65.2/100</b>		<b>66.4/100</b>	
Reading Achievement	52.7/50		29.4/50	
Mathematics Achievement	77.7/50		37.0/50	
<b>Student Growth</b>	<b>64.2/100</b>		<b>62.3/100</b>	
Reading Growth	29.2/50		31.2/50	
Mathematics Growth	35.0/50		31.1/50	
<b>Closing Gaps</b>	<b>73.6/100</b>		<b>69.6/100</b>	
Reading Achievement Gaps	35.6/50		34.5/50	
Mathematics Achievement Gaps	38.0/50		35.1/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>88.5/100</b>		<b>87.7/100</b>	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	75.9/80		75.1/80	
3rd Grade Reading Achievement	5.6/10		5.6/10	
8th Grade Mathematics Achievement	7.0/10		7.0/10	
ACT Participation and Performance	NA/NA		NA/NA	

## Student Achievement

The Student Achievement Priority Area is designed to show **how well the students in a school have demonstrated knowledge and skills compared to state and national standards**. DPI uses assessment data over the past three years to build a score, with more recent years having more effect on the score. Student Achievement is a points-based measure that gives credit for achievement across multiple levels.

- Separate scores on a zero to 50-point scale are calculated for reading and math achievement.
- Reading and math scores are added together and have equal weight.
- One of the consequences of the higher cut scores is that many students that were formerly considered proficient are now scoring at lower achievement levels.
- A breakdown of scores by student group is available in the School Report Card Detail document.
- To ensure schools are treated fairly, the Student Achievement measure allows students to earn points for their school based on their distribution across the four Wisconsin Student Assessment System (WSAS) performance levels:
 

Minimal = 0    Basic = .5    Proficient = 1    Advanced = 1.5
- Points are pooled to produce a school average for each year.
- A three-year school average is calculated with greater weight being given to more recent years' data.



## Student Growth

The Student Growth Priority Area uses a measurement tool to evaluate schools on **student progress toward higher achievement levels** and **student decline below proficiency**. This tool allows the state to set growth targets for nearly every student in Wisconsin and compare their actual growth to those targets. This measure is designed so that students farthest behind their peers can earn the most credit by making high levels of growth, while schools are not penalized for high levels of achievement.

- At the foundation of the Student Growth score is a growth measure called Student Growth Percentiles (SGPs). An SGP is a percentile rank that characterizes one student’s change in WKCE scores from last year to this year, compared to other students with similar score histories.
- In the current year, each student’s actual growth is compared to the previous year’s trajectory and assigned a corresponding value.
- Students earn positive points for growth to higher levels and negative points if they decline below Proficient.
- Comparisons for all students with growth data in a school are combined and used to calculate that school’s Student Growth score.

## Closing Gaps

Wisconsin has a number of specific and significant gaps in reading and mathematics achievement and high school graduation. The Closing Gaps Priority Area is designed to look at improvement among particular student groups in a way that **rewards schools for contributing toward closing statewide achievement gaps**.

- Closing achievement gaps uses the same measure as the Student Achievement Priority Area; closing graduation gaps using the high school cohort graduation rate.
- Each “gaps” group is contrasted with a comparison group as shown below:

<b>“Gaps” Group</b>	<b>Comparison Group</b>
American Indian	White not Hispanic
Asian	White not Hispanic
Black not Hispanic	White not Hispanic
Hispanic	White not Hispanic
Students with disabilities	Students without disabilities
Economically disadvantaged	Not economically disadvantaged
Limited English proficient	English proficient
Supergroup*	Not in supergroup*

- Schools are penalized if achievement gaps close because the comparison group’s performance declines
- \* A “supergroup” is used when individual groups do not have enough students to be considered in a school’s Closing Gaps score, but when combined into the supergroup, they do.

## On-Track and Postsecondary Readiness

The On-Track and Postsecondary Readiness Priority Area is designed to evaluate schools on three **high-impact indicators that predict student success**. Each of these measures is not applicable to every school. As a method was developed for combining these measures into a score, DPI strove to be as fair as possible to the diverse array of school types in Wisconsin, which made the process of transforming measures into scores particularly complex. As other indicators become available, they will be evaluated for inclusion in this Priority Area.

- **Attendance/Graduation Rate** – Schools are held accountable on either graduation or attendance, depending on whether or not they graduate students. These two measures track each other fairly closely and have similar, narrow distributions of high rates. Attendance drives all aspects of student success throughout their school career and is measured at the elementary and middle school levels. Graduation is measured as a cohort rate—the percentage of students starting high school together who graduate within a certain time—and is applied to any school that graduates students. Attendance or graduation rates are 20 percent of the On-Track and Postsecondary Readiness score.
- **3<sup>rd</sup> grade reading achievement and 8<sup>th</sup> grade mathematics achievement** – These measures strongly predict future success in school transitions and graduation. They represent five percent of the On-Track and Postsecondary Readiness score for typical elementary and middle schools.
- **Participation and performance on the ACT** – The most widely-taken college placement examination in Wisconsin is the best measure of college readiness currently available. It represents 5 percent of the On-Track and Postsecondary Readiness score for typical high schools.

## Student Engagement Indicators

- These three measures of student engagement are vital indicators of school effectiveness
- Schools that fail to meet statewide goals in these three areas will receive fixed deductions from their base accountability score across the four priority areas to arrive at the Overall Accountability Score

**Test participation** – With so much of the Accountability Index based on assessment data, it is important that schools test as many students as possible. All students—not just full academic year students—are counted in this measure, which is based on three years of data.

- Participation rate less than 95 percent = 5-point deduction
- Participation rate less than 85 percent = 10-point deduction

**Absenteeism** – Chronic absenteeism is a strong predictor of whether a student will struggle in the future or fail to graduate. A school's absenteeism rate is the percentage of students who are chronically absent; this is different than school attendance rates.

- Absenteeism rate greater than 13 percent = 5-point deduction

**Dropout Rate** – Keeping students in school so that they can progress toward graduation is a high priority

- Dropout rate greater than 6 percent = 5-point deduction

# Appendix A of the School Report Card Interpretive Guide

## September 2012

	Student Achievement		Student Growth		Closing Gaps			On-Track and Postsecondary Readiness				
	Reading Achievement	Mathematics Achievement	Reading Growth	Mathematics Growth	Reading Gaps	Mathematics Gaps	Graduation Gaps	Attendance	Graduation	ACT Participation & Performance	3 <sup>rd</sup> Grade Reading	8 <sup>th</sup> Grade Mathematics
Typical Elementary School	25%	25%	25%	25%	25%	25%	25%	20.0%	25%	25%	5.0%	-
	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	-	-	-	-	-	-
Typical Middle School	25%	25%	25%	25%	25%	25%	25%	20.0%	25%	25%	-	5.0%
	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	-	-	-	-	-	-
Typical High School	37.5%	37.5%	-	-	37.5%	37.5%	12.5%	-	25%	25%	-	-
	18.75%	18.75%	-	-	12.5%	12.5%	12.5%	-	20.0%	5.0%	-	-

This table illustrates how Priority Areas and their components are weighted to generate a school's average Priority Area score. Three typical scenarios are shown to illustrate how the multiple indicators in the Accountability Index apply differently to different types of schools.