DISTRICT & SCHOOL REPORT CARDS
INTERPRETIVE GUIDE
9/21/2016

Interpreting the Report Cards

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Introduction

The Department of Instruction (DPI) first released accountability report cards in Fall 2012 based on the 2011-12 school year. After a required one-year hiatus for the 2014-15 school year, DPI is again releasing school report cards and district report cards for the 2015-16 school year. Report cards and related resources can be accessed online: dpi.wi.gov/accountability/report-cards.

The 2015-16 report cards include, for the first time, schools in the Private School Choice Program. All report card calculations and reporting are designed to be the same for public and choice schools. However, there is a key different between choice and public school report cards in 2015-16: choice school report cards will have neither priority area scores nor an overall rating. Instead their report card will say "Not Rated." This is because choice schools submitted accountability data to DPI for the first time in 2015-16. Report card calculations require at least two years of data so, as with public schools in their first year, choice school results will not be scored.

Choice report cards will include information about the one available year of assessment results as well as demographic data for the school. One exception here is enrollment information about the percentage of choice students in the school – there is a "holding spot" for this information in the school information box on the front page of the report card – because this information is not yet available.

Districts and schools receive a report card each year. Figure 1 shows the layout of the school report card. The report card displays the district or school's Overall Accountability Score on a 0 to 100 scale and its associated Accountability Rating and number of stars (out of five) in the top left section. Beneath that, basic school demographics are provided in the bottom left. On the right, scores are provided for the four Priority Areas, along with performance on the Student Engagement Indicators.
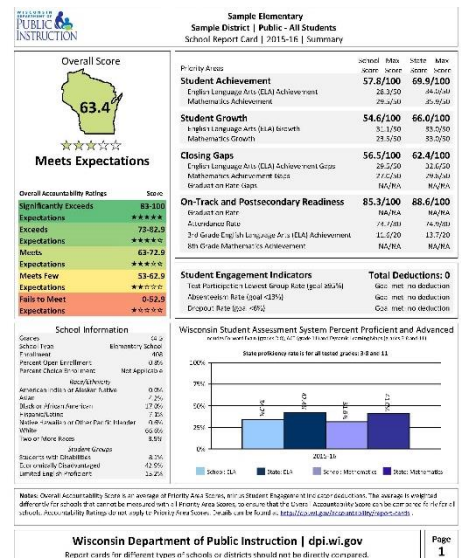

Figure 1: School Report Card (Public)

Purpose

Wisconsin's report cards are the foundation of a school accountability system that honors the complex work of schools, and focuses on ensuring all Wisconsin students graduate ready for college and career. The report cards were designed with a two-fold purpose: reporting data on how our schools are doing overall and providing information to schools on specific areas to improve. The system is designed to be both informative and useful to a variety of audiences.

For each district and school, DPI produces a **report card** and a lengthier **report card detail**. The basic report card is meant for all audiences and provides a summary of the district and school's scores that are part of the Accountability Index as well as the Overall Accountability Score. The report card detail is intended for an audience that seeks a detailed understanding of the Accountability Index and a school or district's performance.

Underlying the Overall Accountability Score is an Accountability Index comprised of multiple performance indicators that—when combined—provide a balanced look at district and school

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performance. The report cards not only provide the overall score and rating but also display data related to all parts of the Accountability Index (Priority Areas and Student Engagement Indicators). Knowing how a school performed on different parts of the Index can provide valuable insight into a district and school's strengths and areas of need. It can also provide guidance on how to proceed with planning improvements, especially in terms of guiding further investigation of performance issues. Used in combination with other district and school data, the report cards provide a foundation for school improvement planning and evaluation.

Technical Improvements

One of the design principles of Wisconsin's accountability system was that the system be continually refined. As such, please note that some score differences between the 2015-16 report card and prior years may be due to calculation changes in the Accountability Index and not due to an actual change in student performance. Other score differences represent more substantial changes to the index, including a transition to a new assessment in grades 3-8, that were required by state law. Readers interested in the technical specifications behind each calculation are encouraged to review the *2015-16 Technical Guide*, located on the [Accountability Resources](#) page.

Policy Changes

A number of changes to the report cards were legislated and affect the report cards beginning with the 2015-16 reports. Changes to the Student Growth calculation (value-added), weighting (as explained on page 6 of this guide), virtual schools, choice schools, and overall ratings are described in *[10 Things You Need to Know about 2015-16 Accountability](#)*, located on the [Accountability Resources](#) page.

Using this Guide

This guide will help you understand both the district and school report cards. The district report card is calculated for the district as a whole; it is not aggregated from school level results. In other words, the district is treated as "one big school" responsible for all students in its district. District report cards will look like the school report cards, with these exceptions:

- Most districts will see both attendance and graduation scores in the On-Track and Postsecondary Readiness Priority Area. The school report card provides either attendance or graduation scores, not both.
- The district report card detail will include a school performance data page that summarizes how schools in the district are performing. This is for informational purposes only.

While you may use this Interpretive Guide to supplement the lengthier **report card detail**, please note:

- The report card detail provides related student data—labeled supplementary—that are in addition to the data used to calculate the accountability score, and which may help inform conversations about specific aspects of school performance.
- The companion piece to the **report card detail** is the *Technical Guide*. The *Technical Guide* provides full details and walk-through guides for the calculations.

Overview of the Accountability Index

Wisconsin's accountability system places districts and schools into one of five Accountability Rating categories and assigns each a number of stars out of five based on the Overall Accountability Score, which ranges from 0 to 100. Reflecting the balanced nature of Wisconsin's Accountability Index, the score incorporates indicators that measure school performance from a number of perspectives.

The Overall Accountability Score consists of two major parts. The first major part is a set of four Priority Areas—Student Achievement, Student Growth, Closing Gaps, and On-Track and Postsecondary Readiness—each of which is scored on a 0 to 100 scale.

The second major part of the Overall Accountability Score is a set of three Student Engagement Indicators – measuring chronic absenteeism, dropout rate, and test participation, each with a numeric statewide goal for expected performance. Failure to meet a student engagement goal results in a deduction from the weighted average Priority Areas score. Therefore, if a school meets all of the Student Engagement Indicators, its weighted average Priority Areas score becomes its Overall Accountability Score. If a school fails to meet any student engagement goals, then its Overall Accountability Score is the weighted average Priority Areas score minus the applicable deductions.

Before turning to descriptions of the parts of the Accountability Index, a few parameters related to the data used in the Index are worth noting.

> **Full Academic Year (FAY) students.** Index scores and score components based on assessment results are calculated using full academic year students, except for the Test Participation Student Engagement Indicator, which includes all students in tested grades. FAY status is not used in the attendance, absenteeism, dropout, and graduations calculations; these measures apply to all students.

> **Groups.** A number of tables in the **report card detail** display performance data disaggregated by groups to enable comparisons relating to longstanding concerns about educational equity among subgroups of students. These tables highlight students with disabilities, English learners, and economically disadvantaged students, and also students grouped by their racial/ethnic origins. Performance by group is a direct factor in the Closing Gaps Priority Area score and the Test Participation indicator. Group data are presented as supplemental information throughout the **report card detail** to maintain a focus on student groups and to enrich discussions about equitable school performance.

> **Minimum group size.** The minimum group size for accountability measurements—the smallest number of students in a group for which a report card can show data—is 20. This ensures that as many students as possible are included in performance results while still protecting the privacy of students falling into very small groups in which they are easily identifiable. The Closing Gaps Priority Area, relating to closing achievement gaps between groups of students, is especially affected by group size requirements. A "supergroup" is applied to this Priority Area to enable many of the students belonging to groups of fewer than 20 to still be counted. Supergroups are explained in the Closing Gaps section of this document.

Priority Areas

Like the Overall Accountability Score, each of the four Priority Areas uses a 100-point scale. This provides a consistent and simple way to examine and compare Priority Area scores. A weighted average is calculated from the four individual Priority Areas. **Two types of weighting are utilized to produce a weighted average Priority Areas score**.

- The first adjusts Student Achievement and Student Growth, relative to each other, to account for the percentage of low-income students in the district or school. Generally, the higher the percentage of low-income students in a district or school, the greater the weight given to Student Growth and the lesser to Student Achievement. (The lower the percentage of low-income students, the greater the weight given to Student Achievement and the lesser to Student Growth.)

- The second weighting adjustment accounts for the fact that some schools, due to their size or their grade span, do not have enough data to be measured in every Priority Area. Specifically, when a piece of data is not available for a school, the other pieces are weighted more heavily. This allows an Overall Accountability Score on the same scale to be calculated for almost all schools in Wisconsin. For example, high schools do not have consecutive tested grades for which to calculate Student Growth scores. As such, most of these schools have data in three of the four Priority Areas. To receive an accountability score, at a minimum, a school must have data for enough students in the Student Achievement Priority Area and the attendance or graduation component of the On-Track and Postsecondary Readiness Priority Area. These weights are applied to individual areas in a way that takes this variability into account *before* averaging the Priority Area scores to produce a weighted average Priority Areas score.

Appendix A illustrates the most common scenarios of how Priority Areas and their components build to a weighted average Priority Areas score.

It is important to note that because the weighting scheme used to produce the weighted average Priority Areas score varies based on the components included and the percentage of low-income students in the district or school, the Accountability Rating categories only describe school performance as represented by the Overall Accountability Score; they cannot be used to describe performance in individual Priority Areas. For example, it would be inappropriate to describe a school as "Meeting Expectations" in the area of Student Achievement because it had a score of 67 for that Priority Area. Meeting Expectations is a rating that *only applies* to the Overall Accountability Score.

Priority Area 1: Student Achievement

What is the purpose of this Priority Area?

The purpose of this Priority Area is to show how the students' level of knowledge and skills at a specific district or school compares against state academic standards.

Briefly, what is being measured?

This measure is a composite of English Language Arts (ELA) and mathematics performance level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS). The score is based on how students are distributed across the four WSAS performance levels, and it takes three years' worth of test data into account.

What can the report card data tell us?

Beyond a district or school-wide score for Student Achievement, the report cards show the distribution of students across the four WSAS performance levels for the most recent three years.

Districts and schools can use these data to compare themselves against the state average and to see if the data reveal any short-term trends. They could also use this information to help develop overall achievement goals and guide improvement efforts.

The data are also broken out by groups of students. Districts and schools can assess the impact of group performance on overall performance. That way, particular groups of students who are having trouble or doing admirably can be identified. Refer to the Report Card Detail (the longer of the two PDF report cards) for the detailed results.

What goes into the calculation of the Priority Area score?

This section describes the basic logic of how the score for this Priority Area is calculated. For a complete step-by-step description of the methodology, please refer to the report card detail and the companion *Technical Guide*.

1. Non-tested students are not included in calculations nor are students with invalidated tests. The denominator includes only tested students that were enrolled for the full academic year (FAY) in the district or school and for whom there is a valid test score.

2. Scores for this area reflect how a district or school's students are distributed among the four performance levels of the WSAS. WSAS data include Forward Exam, ACT plus Writing, and Dynamic Learning Maps (DLM) in 2015-16, Badger Exam, ACT plus Writing, and DLM in 2014-15, and Wisconsin Knowledge and Concepts (WKCE) and Wisconsin Alternate Assessment - Students with Disabilities (WAA-SwD) in 2013-14. Having more students at the upper performance levels results in a higher score.

3. Separate content area scores on a zero to 50-point scale are calculated for ELA achievement and mathematics achievement. Each contributes half to the Priority Area score.

4. To reduce the impact of year-to-year fluctuations that may be due to randomness, three sequential years of testing data are used. This improves the reliability of scores.

5. The method for calculating each content area score is based on assigning points to each of the district or school's students in each of the three measured years according to the student's performance level in that year. A student is assigned no points for being at the Below Basic performance level, one-half point for being at the Basic level, one full point for Proficient, and one-and-a-half points for Advanced.

6. For each year, students' scores are pooled to produce a district or school average. From those yearly averages, a three-year average is calculated. The averaging processes used in the calculations give greater weight to more recent years' data and also reduce the effect of year-to-year enrollment variability on aggregated test data. The score for each content area reflects this three-year average.

Priority Area 2: Student Growth

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools and districts a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of performance students have attained, Student Growth focuses on the *pace of improvement* in students' performance compared to the growth of similar students in other Wisconsin schools. Student Growth rewards schools and districts for helping students reach higher performance levels, regardless of a student's prior achievement level by measuring student progress over time, across assessments.

Please note that unlike Student Achievement, the Student Growth Priority Area only reflects the progress of students taking the Badger Exam and Forward Exam because the DLM scoring scale does not permit growth calculations.

Briefly, what is being measured?

At the foundation of the Student Growth score is a statistical technique known as value-added, which is meant to facilitate "apples to apples" comparisons of school performance between schools that often serve very different student populations.

Value-added quantifies how much growth students make over time after applying statistical controls for factors that are generally beyond a school's control, but may be related to how much growth students make. These include factors such as students' prior achievement and certain characteristics about the students themselves, such as whether they come from families with lower income levels or have either a disability and/or limited English proficiency. The measure reflects growth across the entire spectrum of student performance, regardless of the student's starting point.

While the calculations behind value-added are complex, the concept is fairly straightforward. Value-added, simply put, is the difference between the *actual* and *predicted* growth over time of students who are "observationally similar," as defined by prior achievement and a selected set of characteristics about the students themselves. In addition to prior achievement, the value-added model used in the accountability report cards (developed at the University of Wisconsin-Madison) includes statistical controls for students' family income status (as measured by free/reduced lunch eligibility), disability status, English Language proficiency level, gender, and race/ethnicity. [1]

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[1] Additional information on the Wisconsin value-added model is available in the *Value-Added Technical Manual*.

What can the report card data tell us?

Measuring growth is an important complement to looking at student achievement when assessing district and school performance. How well students are learning is reflected both by their level of attainment <u>and</u> by their rate of improvement. Performance in one measure could be quite different than performance in the other, and as such, may point to areas of needed improvement.

The report cards provide Student Growth data for groups of students. Schools and districts can assess the impact of groups' growth performance on overall growth performance. They can identify particular groups of students who are having trouble improving or who are improving quite rapidly. Rapid improvement may point to a successful program or improvement process.

What goes into the calculation of the Priority Area score?

This section describes the basic logic of how the score for this Priority Area is calculated. For information about how the value-added model results in a growth priority area score, please refer to the report card detail and the companion *Technical Guide.* For specific details pertaining to the value-added model, please see the *Value-added Technical Manual*.

1. The Student Growth measure provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes such as family income. It takes into account decline as well as improvement in student performance on the Badger Exam and Forward Exam.

2. Value-added starts with one (or more, if available) pre-test scores – such as a 3rd grade ELA score – to generate predictions based on the students' prior test score history of how much growth students are likely to make. Value-added calculations for 2015-16 report cards are based upon 2014-15 Badger and 2015-16 Forward data.

3. When a second (post-test) score – such as a 4th grade ELA score – becomes available, the actual scores of students within a school are compared to their predicted scores.

4. If, collectively, the school's actual scores are higher than predicted scores, we call this **positive value-added** (meaning that the school produced more growth than schools which serve similar student populations).

5. The value-added model also includes a statistical correction for measurement error, a common issue in standardized assessments. Measurement error refers to the idea that students' scores on a single administration of a standardized test are not a perfect measure of their true knowledge and ability, and may differ if the same student were to take the same test again. Such variation in scores is especially common among students with very low or very high scores. This variation can be statistically adjusted for in the pre-test score to help ensure that schools with large number of low or high-performing students are not penalized in this measure.

6. The value-added scores are reported on a 1-5 scale and then converted to the 0-100 scale, like the other priority areas. See the Technical Guide for details on the score conversion.

7. Student Growth consists of two components, ELA and mathematics. Separate value-added scores are calculated for each and then combined to produce the Student Growth score.

Value-Added: A Visual Representation
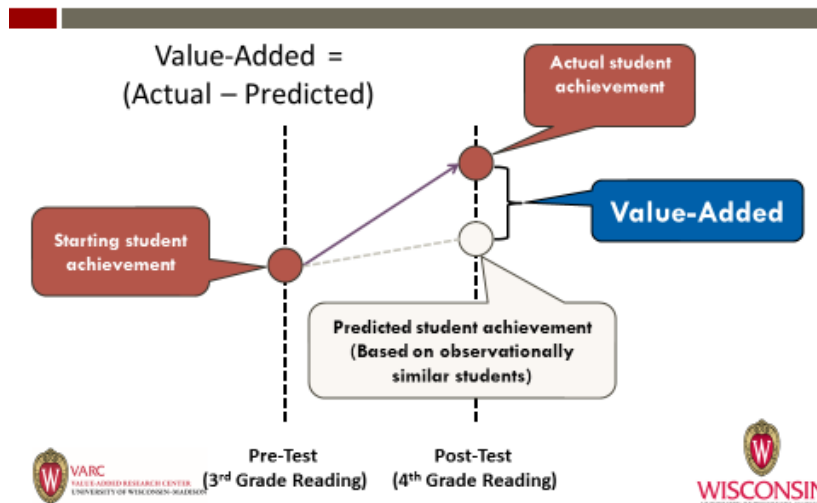
Priority Area 3: Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure in sync with the statewide goal of having all students improve while closing the achievement gaps that separate different groups of Wisconsin students. It reflects the fact that achievement and graduation gaps are a statewide problem, not something limited to a small number of individual schools. The Closing Gaps Priority Area is designed to reward schools and districts that help close these statewide achievement gaps.

Briefly, what is being measured?

For this Priority Area, target racial/ethnic groups (Black or African American students, Hispanic/Latino students, Asian students, Native Hawaiian or Other Pacific Islander students, American Indian or Alaska Native students and students of Two or More Races) within a district or school are compared to White students statewide, their complementary comparison group.

Students with disabilities, English language learners, and economically disadvantaged (low-income) students within a district or school are also compared to their complementary, statewide comparison group. A supergroup is formed to meet the group size requirement (N=20) by combining at least two of the three above target groups when they do not meet the size requirement on their own.

The report cards give credit for raising test scores and graduation rates for target groups faster than their statewide comparison groups. As a result, this measure encourages performance that lifts the performance of traditionally lagging groups, contributing to closing the statewide performance gaps.

What can the report card data tell us?

This measure shows whether schools and districts are succeeding in helping lagging groups catch up. Closing Gaps helps to reveal whether teaching and learning are affecting all groups to the same degree.

What goes into the calculation of the Priority Area score?

This section describes the basic logic of how the score for this Priority Area is calculated. For a complete description of the methodology, including walk-through steps, please refer to the report card detail and the companion *Technical Guide*.

1. There are two components in the Closing Gaps Priority Area: Achievement Gaps and Graduation Gaps. If both apply for the district or school, each component score counts for half of this Priority Area score. If only one applies, the score for that component is the score for this Priority Area.

2. The calculations for each of the two components follow the same basic procedure: Change in performance over the most recent three to five years is measured for each target group in the district or school and compared to the change in performance of the statewide comparison group. Change in performance is determined by finding the overall trend in performance through time, while also taking into account yearly fluctuations in enrollment. A minimum of three years of performance data are considered, and up to five years are included when available. The difference between the group change and the statewide change is then calculated, producing the closing gaps indicator for each target group. The indicators from all target groups are then combined to produce an overall Closing Gaps score for that component.

3. In extreme circumstances an additional rule is applied: if a district or school has a very high performing subgroup, it is rewarded with the highest change for that subgroup observed in any school or district in the state. This rule ensures that districts and schools with very high-performing subgroups are not penalized with low Closing Gaps scores for small changes in gaps.

4. For the Closing Achievement Gaps component, performance means achievement in ELA and mathematics, measured in the same way as for the Student Achievement Priority Area, except that students are pooled by group and not the entire district or school. As throughout the report card, a group must have 20 students in order to be included in the calculation.

5. For the Closing Graduation Gaps component, performance is measured for both the four-year and six-year cohort graduation rate.

6. "Supergroup" note: In many schools and in some districts, group sizes may fall below the minimum of 20 needed to meet the group size requirement. In these cases, the application of the "supergroup" concept with respect to students with disabilities, English learners, and economically disadvantaged students (the concept does not apply to racial/ethnic groups) may prevent the performance of such students from neglect. A supergroup is formed by combining any of the three groups with fewer than 20 members into one group for counting purposes. If the resulting supergroup has at least 20 members, then its performance results are included on the report card. Students are not counted more than once in a single supergroup.

Priority Area 4: On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools and districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness.

Briefly, what is being measured?

This Priority Area has two components. The first component is either a graduation rate—for schools that graduate students (i.e. high schools)—or an attendance rate for schools with no 12th grade. For most districts, both attendance and graduation scores will be included. The second component is third grade ELA achievement, eighth grade mathematics achievement or the combination of both third grade ELA and eighth grade mathematics achievement, as applicable to the school. The scores for these two components are added to produce the Priority Area score. Scores for schools without a third or eighth grade will be based solely on attendance or graduation.

What can the report card data tell us?

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used as a substitute indicator. Attendance is highly correlated with student achievement.

The third grade ELA and the eighth grade mathematics achievement results are key transitional points for schools and districts to monitor whether their students are on-track for success in high school and beyond. Third grade ELA ability is linked to later academic performance across content areas, graduation, and college enrollment. Eighth grade mathematics ability predicts success in high school mathematics.

In the future, other indicators may be incorporated into this Priority Area to enrich the metrics and broaden the resulting information.

What goes into the calculation of the Priority Area score?

This section describes the basic logic of how the score for Postsecondary Readiness is calculated. For a complete description of the methodology, including walk-through steps, please refer to the report cards detail and the companion *Technical Guide*.

1. Calculations for this Priority Area are based on the "all students" group for graduation, third grade ELA achievement, and eighth grade mathematics achievement, and based on the average of the "all students" group and the student subgroup with the lowest rate for attendance.

2. Component 1: Graduation Rate or Attendance Rate.

   a) For schools that graduate students, a graduation rate is used as the indicator. For other schools, an attendance rate is used. Districts use both the graduation rate and attendance rate.

Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions.

b) The graduation rate is the weighted average of the four-year and six-year cohort graduation rates.

c) The attendance rate is the number of days of student attendance divided by the total possible number of days of attendance. The attendance rates of the "all students" group and the student group with the lowest attendance rate are averaged to produce the report card attendance rate.

3. Component 2: Other On-Track Measures.

a) A school and district may have a third grade ELA achievement indicator, an eighth grade mathematics achievement indicator or an indicator that combines third grade ELA and eighth grade mathematics achievement.

b) Third grade ELA achievement and eighth grade mathematics achievement are measured in the same way as in the Student Achievement Priority Area.

4. The On-Track Priority Area accounts for 20 percent of the weighted average Priority Areas score if only attendance or graduation is present. The Priority Area accounts for 25 percent of the weighted average Priority Areas score if, in addition to attendance or graduation, scores are available for third grade ELA, eighth grade mathematics or the combination of both.

State Comparisons

The school report card includes a column on page one that provides a state comparison for each school. Comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. Schools are assigned to the most appropriate grade band for comparison. Since districts are treated as one big school, the district report card includes a statewide comparison based on just one of two grade bands: K-12 or K-8.

The comparison scores given for a grade band treat all Wisconsin students within those grades as if they were one giant school; data for these statewide sets of students are used to calculate the comparison scores. Data on students in the choice program are **not** included in the state comparison because DPI does not yet have sufficient number of years of data from these schools. Every Priority Area and component that applies to a particular grade band is shown for the comparison score, even if the school itself does not have a score for it.

State comparisons can be loosely thought of as averages for each type of school. These comparative data are shown only to provide context; they do not factor into a school's accountability score or rating.

Comparison scores are provided with denominators. In some situations, the school score may have a different denominator than the state comparison—a school score of 31.2 in ELA Achievement Gaps may seem better than a state comparison of 15.6, but a 31.2/50 school score next to a 15.6/25 state comparison allows the reader to accurately conclude these are the same.

Student Engagement Indicators

These three performance indicators measuring student engagement are vital indications of school and district effectiveness. Low test participation reduces the validity of any comparisons and conclusions that can be drawn from assessment data. That is, the validity of a proficiency rate is compromised when not all students are tested; we cannot be confident that the proficiency rate is representative of how all students are performing. High absenteeism and dropout rates point to other educational shortcomings. Because of the significance of these three indicators, districts and schools that fail to meet statewide goals marking acceptable performance will receive fixed deductions from the weighted average Priority Areas score.

For each indicator, a current year and multi-year rate are considered. For the vast majority of schools the multi-year rate is calculated based on the last three years of data. However, based on the available data, some school's multi-year rate will be calculated using the last two years of data.

1: Test Participation

The expectation under federal education law, the Elementary and Secondary Education Act (ESEA), also known as the Every Student Succeeds Act (ESSA) is for schools to have 100% test participation rate. Test participation is not an end in itself, but is critical to measuring students' achievement and district and school performance. It is important from educational, policy, and equity perspectives that schools test all children. There are rare instances in which students do not take the required WSAS tests. As such, the goal for this indicator is to have 95% or greater test participation rate in both ELA and mathematics for each student subgroup.

Students count as test participants if they completed the content-area test and received a valid score. Students count as non-participants if they did not take a test, or if their test was invalidated. Both a current-year and a multi-year rate are calculated. Districts and schools that meet the goal based on either calculation will not receive a deduction. If the test participation rate of any subgroup is below the goal of 95% but is at least 85%, the school or district score is reduced by five points. If the rate falls below 85%, the school or districts score is reduced by 10 points.

Students for whom this is their first year in the country are required to take **either** the ELA section of the WSAS or ACCESS for ELs, the English language proficiency test. These students are still required to take the mathematics section of the WSAS. In these cases, test participation on ACCESS for ELs will also be considered when calculating the test participation rates for the ELA assessment.

2: Absenteeism

There is a direct correlation between pupil attendance and pupil success. Absenteeism undermines a school's efforts to educate students. School attendance is already factored into the On-Track Priority Area, but because of the effects of chronic absenteeism, a related student measure is used here.

Although this absenteeism indicator is related to attendance, it differs from that familiar measure in significant ways. While school attendance rates measure days of school actually attended as a percentage of all possible days of attendance, the absenteeism rate used for this indicator measures the

percentage of a district's or school's students who are chronically absent. A student is considered chronically absent when his or her attendance rate is 84% or less. Students must be enrolled for at least 45 non-consecutive days during the school year to be included in this calculation.

To meet the goal for this Student Engagement Indicator, the individual absenteeism rate should be no more than 13 percent—that is, no more than 13 percent of students in a district or school may be chronically absent, as defined above. If the absenteeism rate exceeds 13 percent, five points will be deducted from the weighted average Priority Areas score. Both a current year and multi-year rate is calculated for this indicator. Districts and schools that meet the goal based on either the current or three-year calculation will not receive a deduction.

3: Dropouts

Keeping students in school so that they can progress toward graduation is one of the highest priorities of our educational system. Dropping out of school is a severe blow to a student's chance for success.

The goal for this Student Engagement Indicator is a dropout rate of no more than six percent. Students who drop out at any time between Grades 7 and 12 are counted. If a district or school's dropout rate exceeds six percent, five points will be deducted from the weighted average Priority Areas score. Both a current year and multi-year rate are calculated. Schools and districts that meet the goal based on either the current or three-year calculation will not receive a deduction.

Other Report Card Data

In addition to the data used in the Accountability Index, the **report card detail** contains supplemental information. For districts, the report card detail includes summaries of their schools' performance. These additional data are presented in the report cards as supplementary performance information to highlight trends, and can be used to deepen data analysis of subgroup, grade level, school, and system performance.

Demographic Data

The bottom left section of the report card provides descriptive data, including the grade span, student demographics, enrollment count, percent of students who were open enrolled and a holding place (because the data are not available in 2015-16) for the percent of students in the school who were part of the Choice Program, and (on the district report card) the within-district student mobility rate.

The percentage choice descriptor will not be available for choice report cards in 2015-16.

Other Data – District Report Cards

The summary tables found on page three of the detailed district report cards provide supplementary information on how schools are performing within a district.

The first table displays the number of schools that fall within a certain Accountability Rating for that district. This summary of school Accountability Ratings is provided for informational purposes only; it is not used to determine the district's actual Overall Accountability Score or Rating. Rather, the performance of all the students in the district—including those in alternate accountability schools—is combined to determine district Overall Accountability Score and Rating (as shown on page 1 of report card).

- **Virtual charter schools exception:** Per state law (2015 Act 55), data for all students in virtual charter schools in which at least 50% of the students are attending under full-time open enrollment are excluded from District Report Card calculations. For virtual charter schools with less than 50% open enrollees, data from the school will be used for District Report Card calculations. This provision does not affect School Report Cards, which the virtual charter schools will continue to receive.

The second table shows the proportion of schools that fell within the low, average, and high scores among each Priority Area for the district.

The final table displays the number of schools in the district that received deductions for not meeting the Student Engagement Indicators.

Conclusion

The report card is the face of Wisconsin's accountability system. The report card summarizes student performance and student engagement for each school and district, and assigns it an Accountability Rating based on the scores comprising the Accountability Index. The Accountability Index incorporates a variety of measures across four Priority Areas—Student Achievement, Student Growth, Closing Gaps, and On-Track to Graduation & Postsecondary Readiness—ensuring that schools are accountable for graduating students ready for postsecondary success. The report cards are designed to provide the public with vital information about their schools, and to give districts and schools constructive information to use in data-informed improvement processes. The overall goal of Wisconsin's accountability system is to help identify areas of strength to replicate, areas of need to improve upon, and effective improvement strategies so that all students graduate college and career ready.

Appendix A. Components of Overall Accountability Score - Schools

This table illustrates how Priority Areas and the components of Priority Areas are weighted to generate a school's weighted average Priority Areas score. Three typical scenarios are shown to illustrate how the multiple indicators in the Accountability Index apply differently to different types of schools. (A "-" indicates that a Priority Area or a component does not apply.)

Any fixed deductions resulting from not meeting Student Engagement goals (not reflected here) are taken from the weighted average Priority Areas score to arrive at the school's Overall Accountability Score.

	Student Achievement		Student Growth		Closing Gaps			On-Track and Postsecondary Readiness			
	ELA Achievement	Mathematics Achievement	ELA Growth	Mathematics Growth	ELA Gaps	Mathematics Gaps	Graduation Gaps	Attendance	Graduation	3rd Grade ELA	8th Grade Mathematics
Typical Elementary School	**Combined 50%** Achievement/Growth weights vary based on % ECD*				**25%**			**25%**			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20.0%	-	5.0%	-
Typical Middle School	**Combined 50%** Achievement/Growth weights vary based on % ECD*				**25%**			**25%**			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20.0%	-	-	5.0%
Typical High School	**40%**		**-**		**40%**			**20%**			
	20%	20%	-	-	10%	10%	20%	-	20.0%	-	-

*See Appendix C for more information on variable weighting applied between Student Achievement and Student Growth

Appendix B. Components of Overall Accountability Score - Districts

This table illustrates how Priority Areas and the components of Priority Areas are weighted to generate a district's weighted average Priority Areas score.

Any fixed deductions resulting from not meeting Student Engagement goals (not reflected here) are taken from the weighted average Priority Areas score to arrive at the Overall Accountability Score.

	Student Achievement		Student Growth		Closing Gaps			On-Track and Postsecondary Readiness			
	ELA Achievement	Mathematics Achievement	ELA Growth	Mathematics Growth	ELA Gaps	Mathematics Gaps	Graduation Gaps	Attendance	Graduation	3rd Grade ELA	8th Grade Mathematics
Typical District	**Combined 50%** Achievement/Growth weights vary based on % ECD*				**25%**			**25%**			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	6.25%	6.25%	12.5%	10.0%	10.0%	2.5%	2.5%

*See Appendix C for more information on variable weighting applied between Student Achievement and Student Growth

Appendix C. Variable Weighting Based on Poverty

For a school with both Student Achievement and Student Growth Priority Area scores, a variable weighting formula is applied. The formula, which is based on the percent of economically disadvantaged students in the school, is used to determine the weights of Student Achievement and Student Growth, relative to each other. (The formula is used in addition to the weighted average outlined in Appendix A.) Generally, the higher the percent of economically disadvantaged students in the school, the greater the weight given to Student Growth, and the lower the percent of economically disadvantaged students, the greater the weight applied to Student Achievement. Schools and districts can find the weights of Student Achievement and Student Growth, relative to each other, by using the calculator app here: https://yc-dpi.shinyapps.io/Variable_ECD_Weighting/.