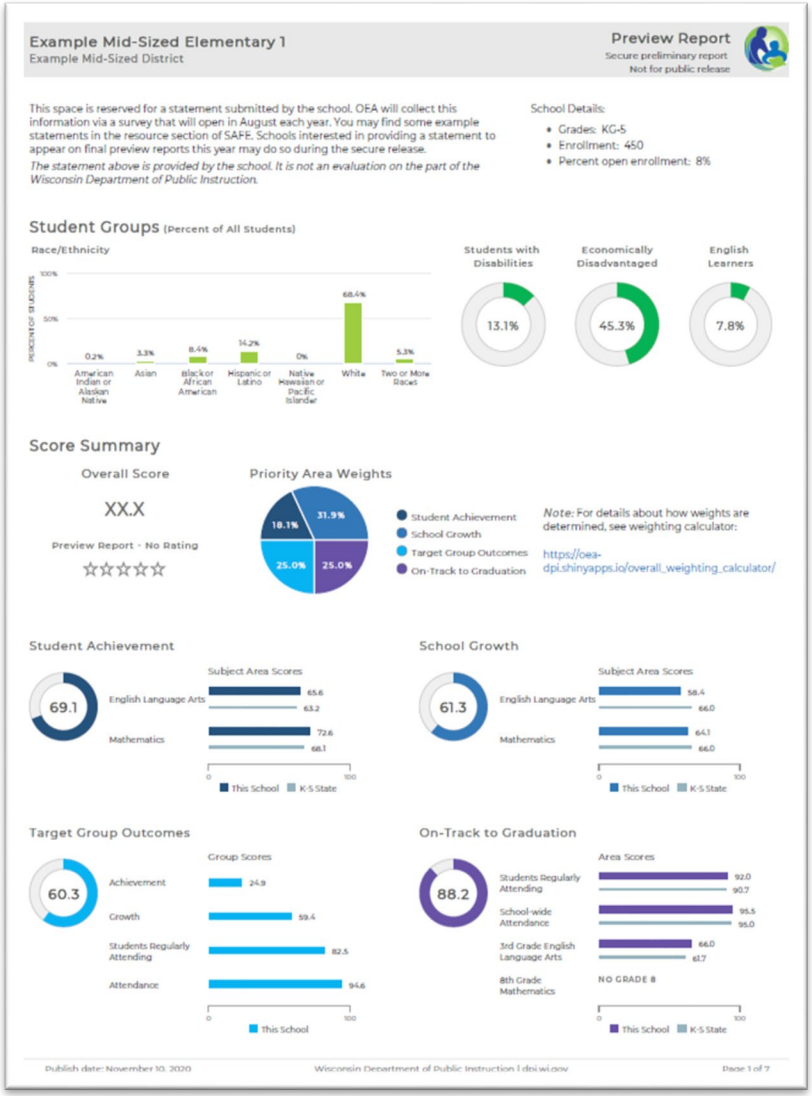
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

OEA Office of Educational Accountability

PREVIEW REPORT GUIDE

TABLE OF CONTENTS



PREVIEW REPORT GUIDE

INTRODUCTION

BACKGROUND

2019 Wisconsin Act 185 prohibits the release of school and district accountability report cards in the 2020-21 school year. This means the Office of Educational Accountability (OEA) will not issue school or district report cards for 2019-20 (the report cards that would have been publicly released in November of 2020). Though there will be no 2019-20 report cards, OEA is releasing accountability "preview reports" directly to schools and districts via SAFE in January/February of 2021.

PURPOSE

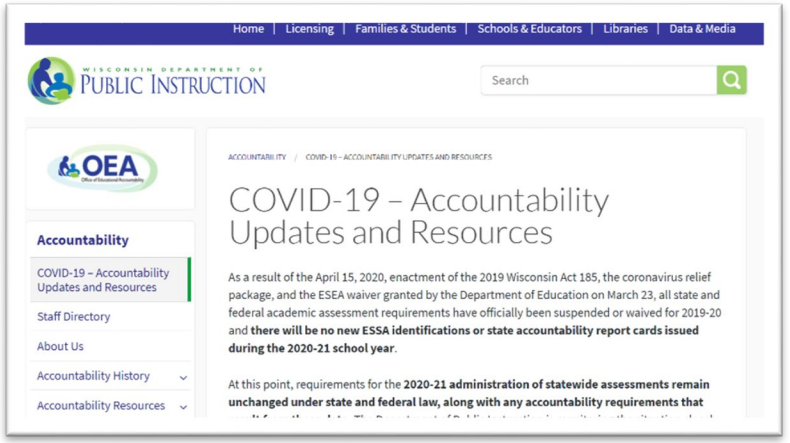
The Office of Educational Accountability (OEA) has been working with an Accountability Advisory Group of stakeholders from across the state, as well as a panel of national experts, to make updates to state accountability report cards. These proposed updates focus on three report card areas: 1) visuals and technology; 2) the Closing Gaps priority area; and 3) reporting new data.

The purpose of the preview reports is to demonstrate these report card calculations and data changes using assessment data from prior years. The preview reports are not released publicly, have no overall scores and ratings, and are for informational purposes only.

AUDIENCES

The preview reports in SAFE are meant for schools and districts only and will not be released publicly. Data in the reports have not been redacted and therefore may not be shared with local media, parents, or other members of the public.

There are separate, sample preview reports, available for public viewing at https://dpi.wi.gov/accountability/resources.



PREVIEW REPORT GUIDE

INTRODUCTION

OVERVIEW – REPORT CARD SYSTEM

NOTE: *The preview reports do not contain overall scores or ratings, as the reports are for informational purposes only. Future report cards will contain overall ratings and scores, as required by state statute, based on the following:*

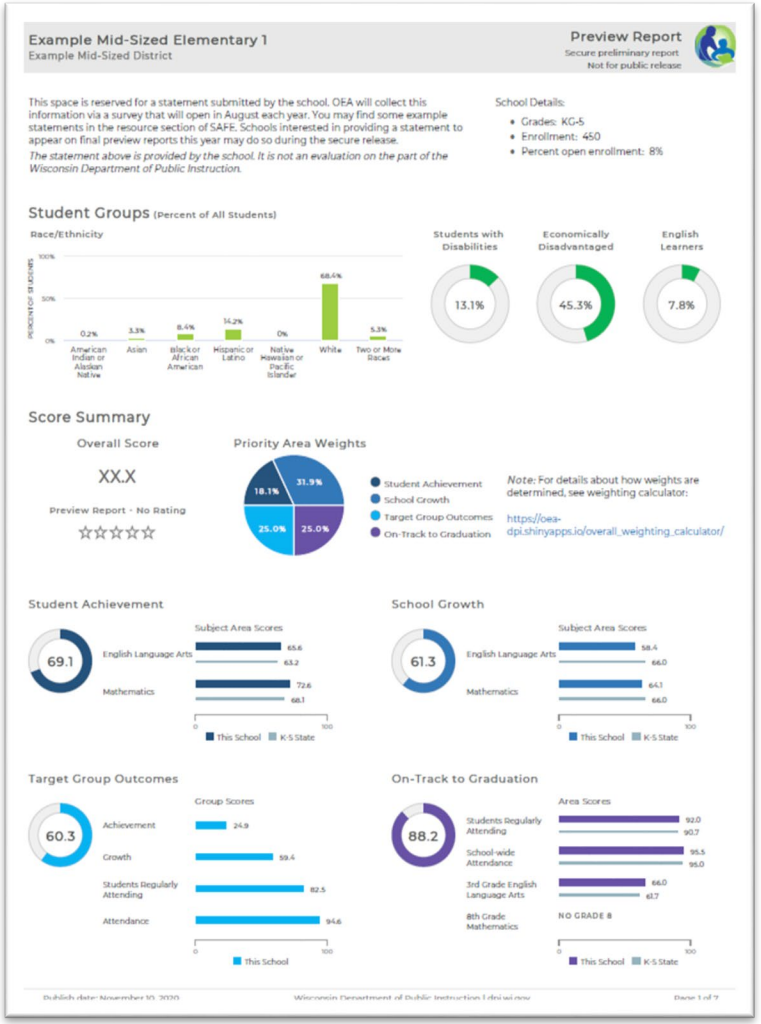
The report cards summarize student performance and student engagement for each school and district, and assign an accountability rating and score. The report cards aim to reflect a balanced view of performance by incorporating indicators that measure student outcomes from a number of perspectives into a report card index. The report card index refers to the entire set of calculations used to produce the scores and ratings.

The report card index utilizes a set of four **Priority Areas**—*Student Achievement*, *Growth*, *Target Group Outcomes*, and *On-Track to Graduation*—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Overall Score.

The resulting final overall score and rating with corresponding color and stars are featured on the front page of the report card.

OVERVIEW – PREVIEW REPORT DATA

The preview reports contain data for each of the Priority Areas, shown here on the front page, as well as multiple pages of supplemental information. These data used in the reports include assessment results, attendance-based data, and graduation rates. The supplemental information includes test participation and postsecondary preparation and arts course data (for grades 9-12). The supplemental data also contain breakdowns by student group and across years. These data are presented in the preview reports to highlight trends and can be used to deepen analysis of group, school, and district performance. Supplemental data are not scored; they are presented for information and to help provide meaningful context to readers.



PREVIEW REPORT GUIDE

SUMMARY PAGE

FRONT PAGE

The front page of the preview reports is a summary that presents key school or district information alongside overall outcomes and scores for each priority area. The figure to the right shows the layout of the school preview report with an example school.

NO OVERALL SCORE

On the middle left, note there is no overall score, nor is there an associated rating or number of stars (out of five). Preview reports do not contain overall scores or ratings but future report cards will.

ACCOUNTABILITY WEIGHTING

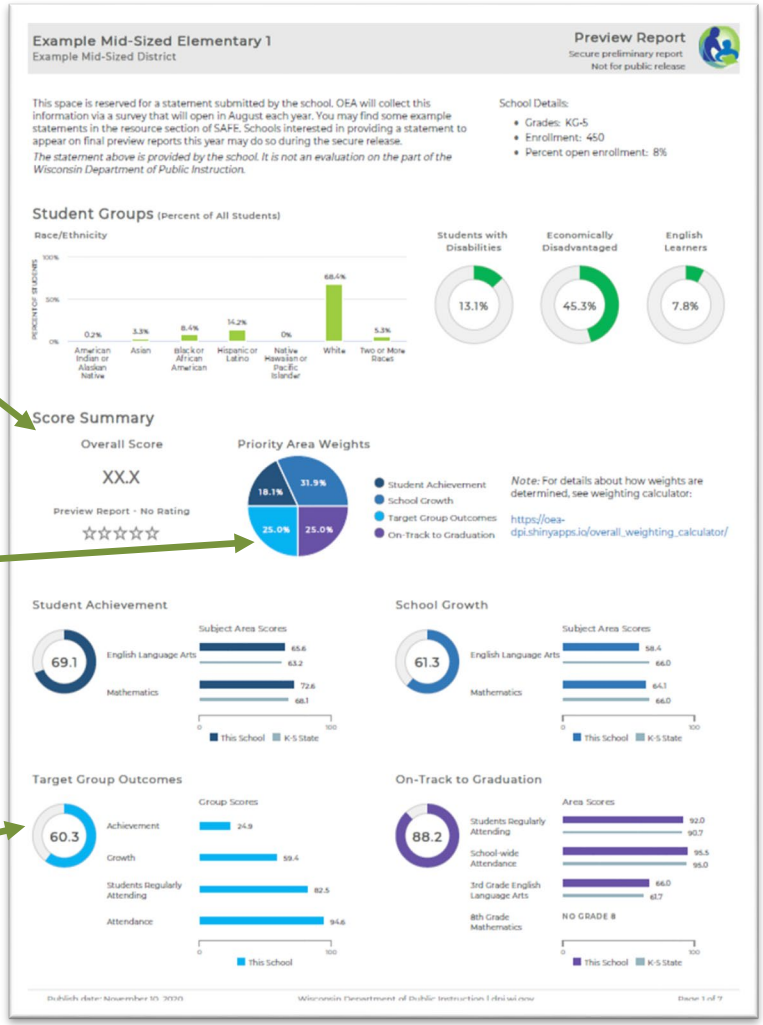
Next to the space for the overall score is a pie chart displaying the weighting used when calculating overall scores. The weighting for Student Achievement and School/District Growth varies depending on the percent of economically disadvantaged (ECD) students in the school; in most cases, the weighting for Target Group Outcomes and On-Track have equal weight (25%), but these may vary if there is no Target Group Outcomes score.

- In the example here, School Growth has the most weight (31.9%), the Student Achievement has the least weight (18.1%), and the Target Group Outcomes (25%) and On-Track (25%) priority areas are equally weighted.

A link to an online weighting calculator is to the right of the box. *[Please see page 7 of this guide for further information on report card weighting.]*

PRIORITY AREA SCORES

On the bottom of the page, scores are provided for the four priority areas, along with a comparison bar showing the state average for the grade span most similar to the school. *[Please see page 6 of this guide for more information on the state comparison.]* Each priority area has a score on a 0-100 scale. Each scored component within a priority area is also displayed. All component scores are also on a 0-100 scale.



PREVIEW REPORT GUIDE

SUMMARY PAGE

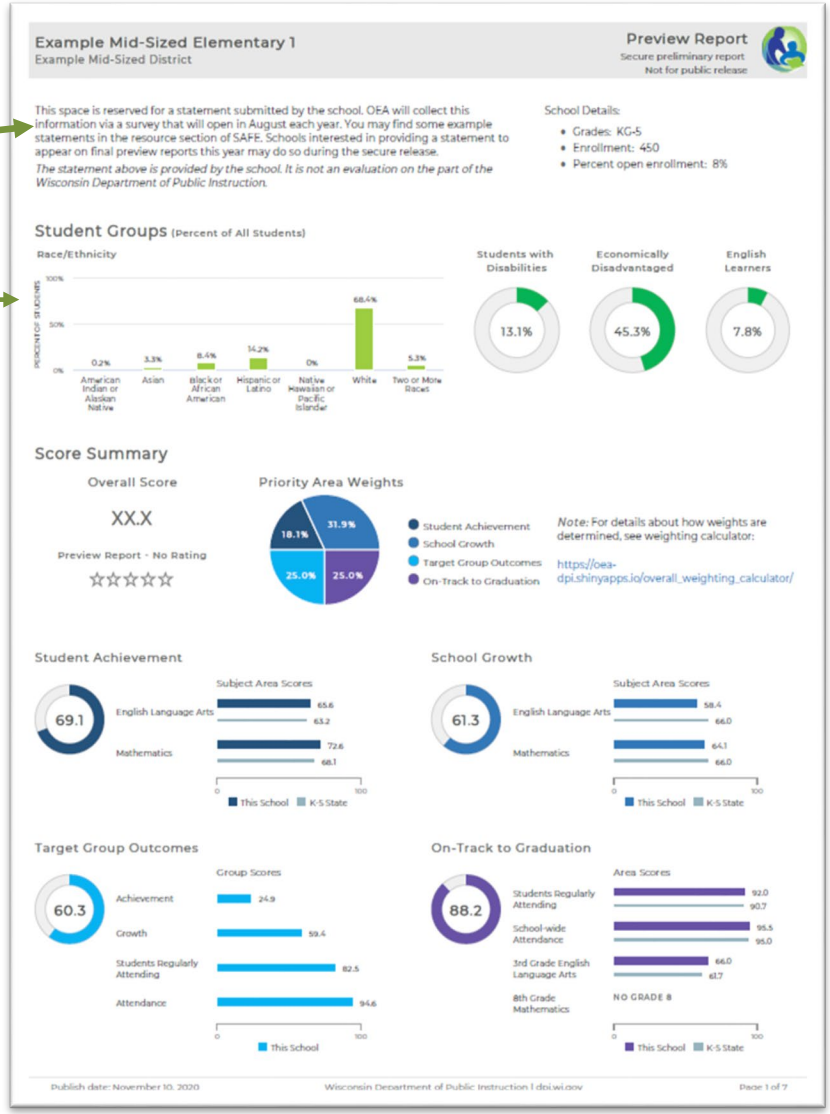
OPTIONAL STATEMENT

In the future, schools and districts will have the option to submit a statement that will appear in the top left corner of future report cards. Placeholder text appears in the preview reports.

SCHOOL/DISTRICT INFORMATION

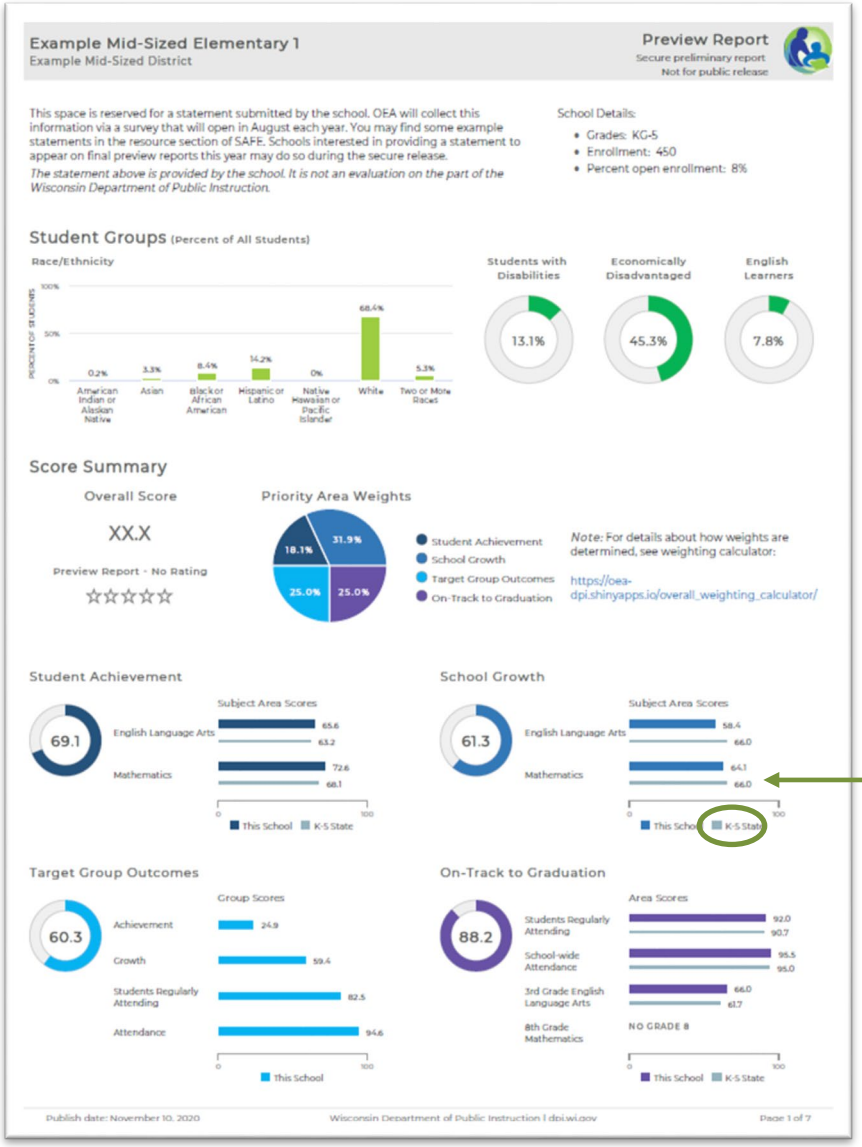
School or district information is provided towards the top of the preview reports. These descriptive data, including the grade span, student demographics, enrollment count, and (for public schools/districts) percent of students who were open-enrolled or (for choice schools) the percent of students participating in the choice program, provide important context for reviewing the preview report.

The percent economically disadvantaged (ECD) affects variable weighting. (See page 7 of this guide for details.)



PREVIEW REPORT GUIDE

SUMMARY PAGE



UNDERSTANDING STATE COMPARISONS

The priority area sections on front page include gray state comparison bars. For schools, 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. For districts, the comparison is a statewide group based on just one of two grade bands based on whether it graduates students: K-12 or K-8.

In the example here, the school has Grades KG-5, so the K-5 grade span is displayed in the state comparison bar.

These state comparisons can be loosely thought of as averages for each type of school or district. These comparative data are shown only to provide context; they do not factor into scores or ratings.

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. This includes public school students and students participating in the Choice program. Every priority area and component that applies to a particular grade band is shown for the statewide comparison score, except for the Target Group Outcomes priority area.

The Target Group Outcomes priority area does not have statewide comparison data because the outcomes should be compared to measures for all students found throughout this preview report. Target Group Outcomes is designed to help schools see their own "gaps" among target group students compared to the school's student population as a whole.

PREVIEW REPORT GUIDE

WEIGHTING

UNDERSTANDING PREVIEW REPORT WEIGHTING

Like the overall score, each of the four priority areas uses a 0- to 100-point scale. This provides a consistent and simple way to examine and compare priority area scores. Scores from the four individual priority areas are combined using a weighted average that takes into account data availability and percentage of economically disadvantaged students in a school or district.

Priority Area Weighting: Variable Weighting

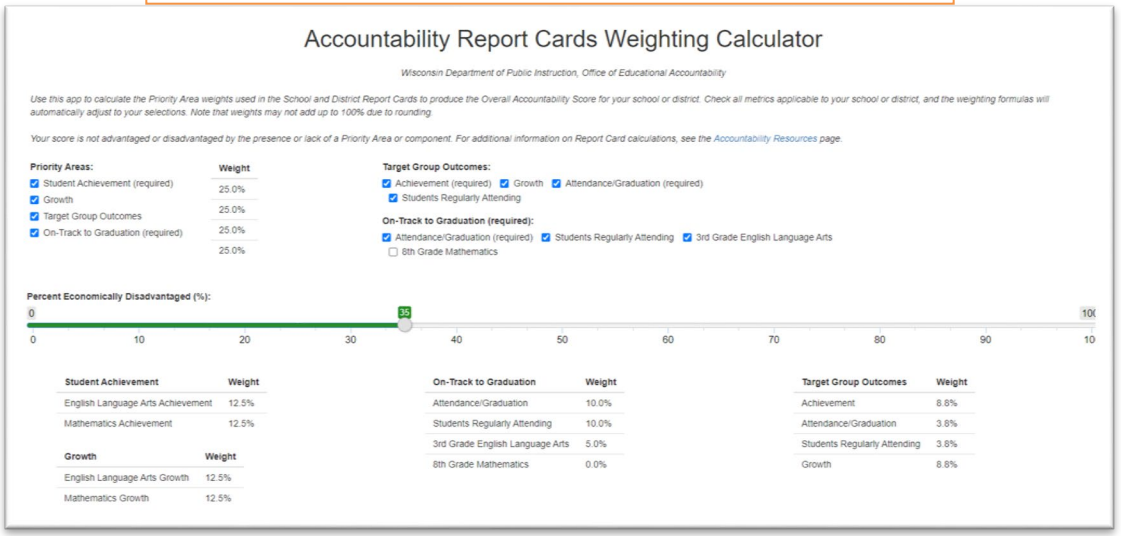
The Student Achievement and Growth priority areas are adjusted relative to each other based on the percentage of economically disadvantaged (low-income) students in the district or school. The higher the percentage of economically disadvantaged (ECD) students in a district or school, the greater the weight given to Growth and the lesser to Student Achievement (up to a predefined threshold). Similarly, the lower the percentage of economically disadvantaged students, the greater the weight given to Student Achievement and the lesser to Growth.

The only number on the report card itself that has variable weighting factored into it is the overall score. The individual priority area scores provided throughout the report card, including on the front page, are not separately impacted by variable weighting.

REPORT CARD TOOL

The weighting calculator shown here allows users to adjust the percent ECD and to select the priority areas and components available for a school or district to reveal the specific weights used in the preview reports.

Available online:
https://oea-dpi.shinyapps.io/overall_weighting_calculator_new/



PREVIEW REPORT GUIDE

STUDENT ACHIEVEMENT

UNDERSTANDING THE STUDENT ACHIEVEMENT PRIORITY AREA

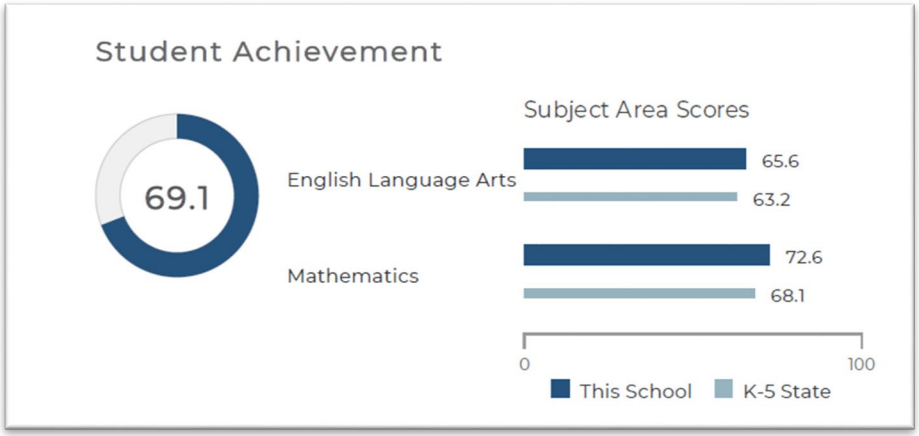
The purpose of this priority area is to show how the level of knowledge and skills of students in the district or school compares to state academic standards.

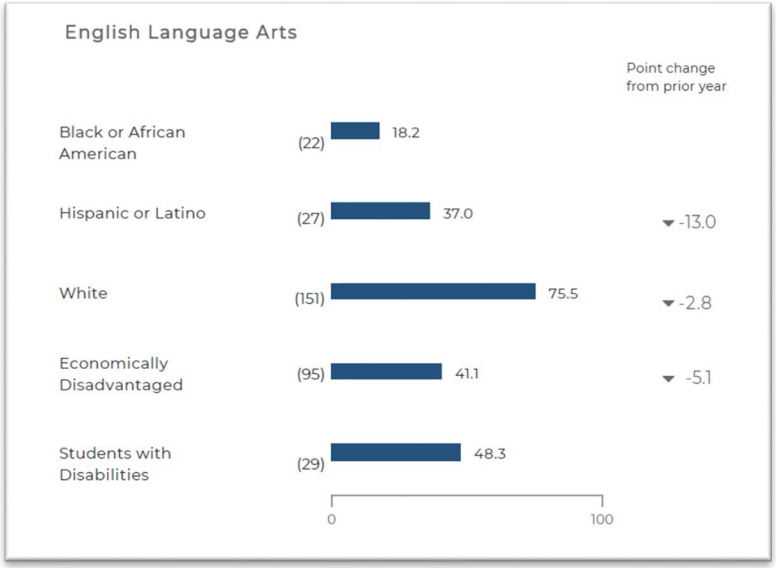
Basics about the data
This priority area measures English language arts (ELA) and mathematics performance level profiles for all students in grades 3 through 11. This includes students taking the Forward, ACT Aspire, ACT with writing, and DLM exams in the Wisconsin Student Assessment System (WSAS). The score is based on how student outcomes distribute across the four WSAS performance levels (Below Basic, Basic, Proficient, and Advanced), and it takes three years of test data into account.

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

Where to find the data
While the front page displays the priority area score and component scores for ELA and mathematics, the data most valuable for understanding student performance are found in the supplementary data charts and tables, which display results by student group and performance level, and provide a comparison to the prior year when available. These more detailed data are displayed starting on page 2 in the school preview report and page 3 in the district preview report.

How to use the data
Schools and districts can use these data to uncover any short-term trends and compare against the state average. They can also use this information to help develop overall achievement goals and guide improvement efforts. The data are broken out by groups of students, allowing educators to 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.





PREVIEW REPORT GUIDE

STUDENT ACHIEVEMENT

UNDERSTANDING THE STUDENT ACHIEVEMENT PRIORITY AREA

How the calculation works

1. Student Achievement calculations are based on student performance on the Forward Exam, ACT Aspire, ACT with writing, and Dynamic Learning Maps (DLM).

2. The Student Achievement Priority Area includes only tested students who were enrolled for the full academic year (FAY) in the district or school. Non-tested students are not included in calculations nor are students with invalidated tests. Note that in the Private School – Choice Students preview report, the calculation only includes FAY students with a valid test score who were Choice program participants.

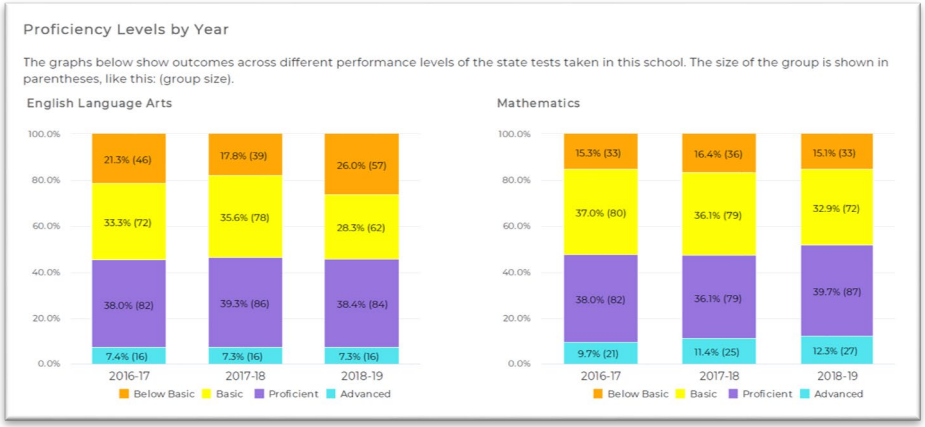
3. Scores for this priority area reflect how a district or school's students are distributed among the four performance levels of the WSAS. Having more students at the upper performance levels results in a higher score.

4. Separate content area scores on a 0 to 100-point scale are calculated for ELA and mathematics achievement. These content scores are averaged to arrive at the priority area score.

5. To reduce the impact of year-to-year fluctuations in test scores, up to three sequential years of testing data are used. This improves the reliability of scores.

6. Each content area score is determined by 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, 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced.

7. For each year, students' scores are pooled to produce a district or school average. A three-year average is calculated from those yearly averages. The averaging processes used in the calculations gives greater weight to more recent years' data and years with more tested students. The score for each content area reflects this three-year average.



Mathematics

	2016-17					2017-18					2018-19				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: State	573,084	8.3%	32.3%	32.2%	27.2%	573,216	9.2%	32.6%	31.2%	27.0%	571,726	9.4%	31.6%	30.8%	28.2%
All Students: School	216	9.7%	38.0%	37.0%	15.3%	219	11.4%	36.1%	36.1%	16.4%	219	12.3%	39.7%	32.9%	15.1%
Asian	7	14.3%	28.6%	28.6%	28.6%	8	12.5%	25.0%	50.0%	12.5%	10	20.0%	60.0%	20.0%	0.0%
Black or African American	21	4.8%	14.3%	23.8%	57.1%	18	5.6%	5.6%	22.2%	66.7%	22	4.5%	18.2%	31.8%	45.5%
Hispanic or Latino	26	0.0%	19.2%	53.8%	26.9%	33	3.0%	21.2%	45.5%	30.3%	27	0.0%	14.8%	63.0%	22.2%
White	153	11.8%	46.4%	34.6%	7.2%	152	14.5%	43.4%	34.9%	7.2%	151	15.9%	45.0%	28.5%	10.6%
Two or More Races	9	11.1%	11.1%	66.7%	11.1%	8	0.0%	37.5%	37.5%	25.0%	9	0.0%	55.6%	33.3%	11.1%
Economically Disadvantaged	85	4.7%	22.4%	42.4%	30.6%	91	2.2%	24.2%	42.9%	30.8%	95	2.1%	32.6%	41.1%	24.2%
English Learners	17	0.0%	17.6%	52.9%	29.4%	18	0.0%	33.3%	22.2%	44.4%	17	0.0%	29.4%	41.2%	29.4%
Students with Disabilities	24	0.0%	16.7%	33.3%	50.0%	19	5.3%	15.8%	26.3%	52.6%	29	13.8%	24.1%	37.9%	24.1%

PREVIEW REPORT GUIDE

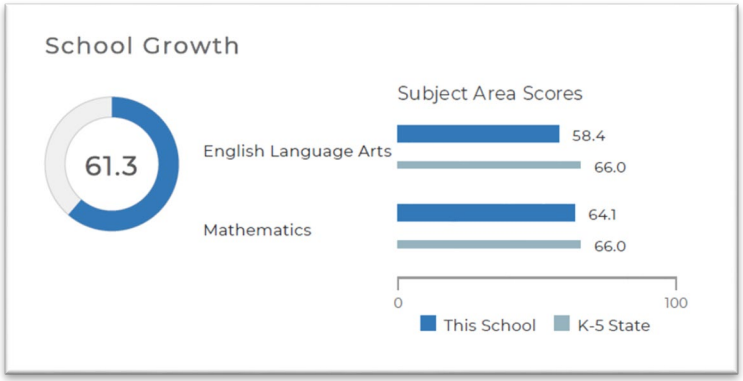
SCHOOL GROWTH

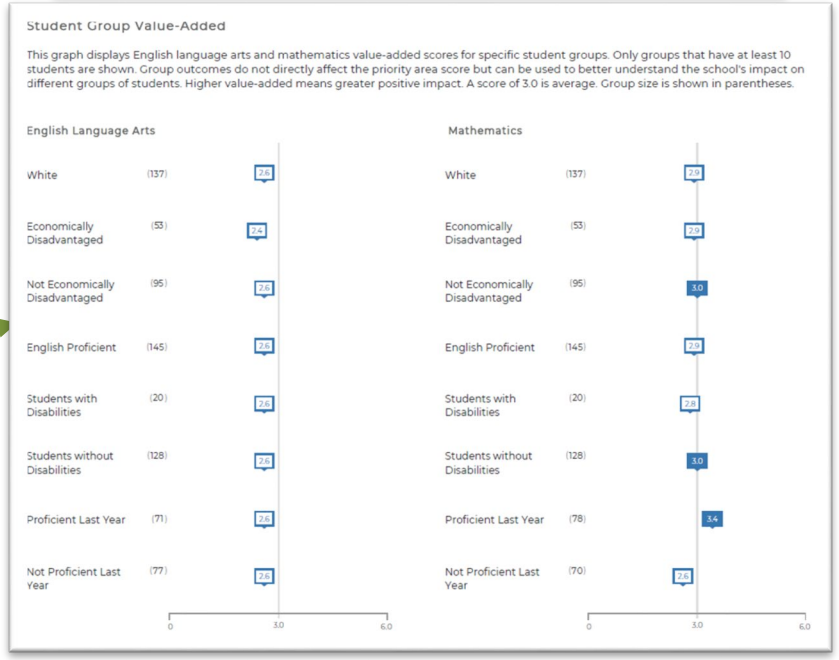
UNDERSTANDING THE SCHOOL/DISTRICT GROWTH PRIORITY AREA

Basics about the data
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 in a given year, the Growth Priority Area measures changes in students' performance over time. In particular, this priority area focuses on the pace of improvement in students' performance in a school or district compared to the growth of similar students in other Wisconsin schools. This priority area rewards schools and districts for helping students improve performance, regardless of a student's prior achievement, by measuring student progress across assessments over time.

Where to find the data
While the front page displays the priority area score and ELA and mathematics component scores, the most valuable data for understanding student improvement are found in the supplementary data charts, which display growth results by student group. These student group data are displayed on page 4 of the school preview report and page 5 of the district preview report.

How to use the data
The Growth priority area is an important complement to Student Achievement in understanding district and school performance. How well students are learning is reflected by both their level of attainment and their rate of improvement. Performance on these two measures can be quite different. Such differences may point to areas of need. The preview reports provide growth data for groups of students, allowing schools and districts to see how the growth of particular groups impacts their overall growth performance. They can identify particular groups of students who are having trouble improving or who are improving rapidly. These high scores may point to a successful program or improvement process.





PREVIEW REPORT GUIDE

SCHOOL GROWTH

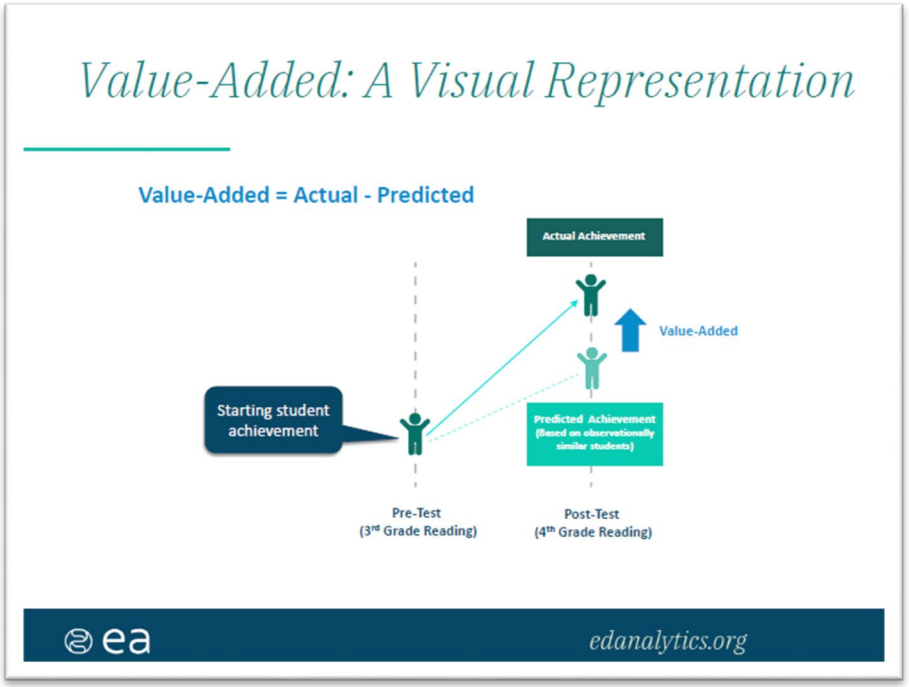
UNDERSTANDING THE VALUE-ADDED GROWTH MODEL

This section describes the basic logic of how the value-added growth model works. For information about how the value-added model results in a Growth priority area score, please refer to the 2018-19 Technical Guide. For specific details pertaining to the value-added model, please see the Value-Added Technical Report located on the Accountability Resources page.

Value-Added Growth Model

At the foundation of the Growth score is a statistical technique known as value-added, which is meant to facilitate "apples to apples" comparisons of student improvement between schools/districts, even if they serve very different student populations. Value-added quantifies how much growth students make over time after taking into account 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 of the students themselves, such as whether they come from economically disadvantaged families or have a disability and/or are English learners. The measure reflects growth across the entire spectrum of student performance, regardless of the students' starting points.

While the calculations behind value-added are complex, the concept is straightforward. Value-added, simply put, is the difference between the actual and predicted growth over time of students with similar prior achievement and personal characteristics. In addition to prior achievement, the value-added model used in the accountability report cards considers students' economic status, disability type, English Language proficiency level, gender, and race/ethnicity.



PREVIEW REPORT GUIDE

SCHOOL GROWTH

UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA

How the calculation works

1. The Growth priority area provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes. It takes into account decline as well as improvement in student performance on the Forward Exam, ACT Aspire, and ACT with writing assessments.

2. The Growth priority area uses a statistical method called value-added. Value-added starts with one (or more, if available) pre-test scores – such as a 3rd grade ELA score – to generate predictions of how much growth students are likely to make based on their prior test score history.

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, this is called "high value-added" (meaning that the school produced more growth than schools which serve similar student populations).

5. The value-added model also considers the fact that students' scores on a single administration of a standardized test are not necessarily a perfect measure of their true knowledge and ability and may differ if they were to take the same test again. Such variation in scores is especially common when assessment results are very low or very high. This variation can be statistically adjusted for in the model to help ensure that schools with a large number of low or high performing students are not penalized in this priority area.

6. The value-added scores are reported on a 0 to 6 scale. The statewide average is always set to 3.0. Up to three years of value-added results are used, when available, in calculating weighted average value-added scores. As in other parts of the preview report, the current year data is weighted more heavily than prior years' data. Value-added scores are then converted to a Growth score from 0 to 100, like the other priority areas.

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

GOOD TO KNOW

The Growth Supplemental data table displays value-added results for groups of students in each school/district. This comparison helps readers better understand a school or district's impact on learning for different groups of students. Student group data do not impact growth priority area scores.

See the Value-Added Resources for more information about how to read the supplemental table

PREVIEW REPORT GUIDE

TARGET GROUP OUTCOMES

UNDERSTANDING THE TARGET GROUP OUTCOMES PRIORITY AREA

Target Group Outcomes is an **updated priority area** that examines multiple measures for a single group, composed of students in the bottom quartile (25%) of performance based on the last year's test results, along with any students who scored less than proficient on that year's DLM alternate assessment. This measure was designed with equity in mind, to inform improvement efforts that will result in positive change for learners who most need it while also improving outcomes for all students. The measure replaces the Closing Gaps priority area calculations.

Basics about the data

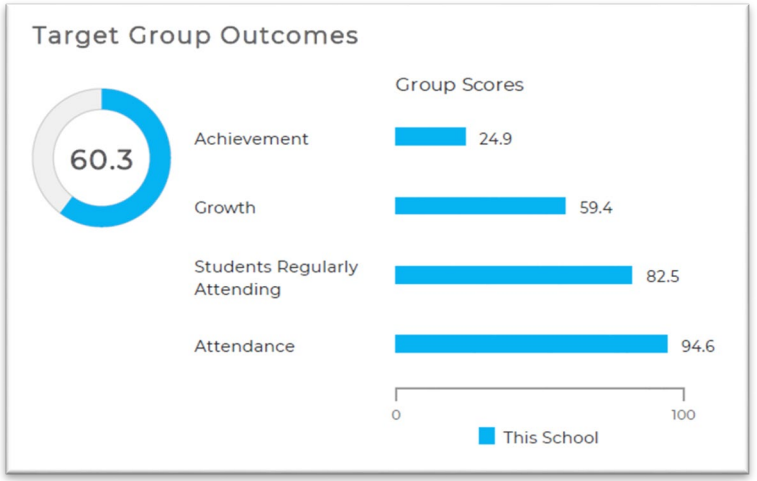
Target Group Outcomes is scored using a multiple measure system. This system calculates measures familiar from other priority areas - **achievement, value-added growth, students regularly attending, and attendance or graduation rates**. The same calculation methods are used, but applied only to students in the target group, creating a "mini report card" for the group.

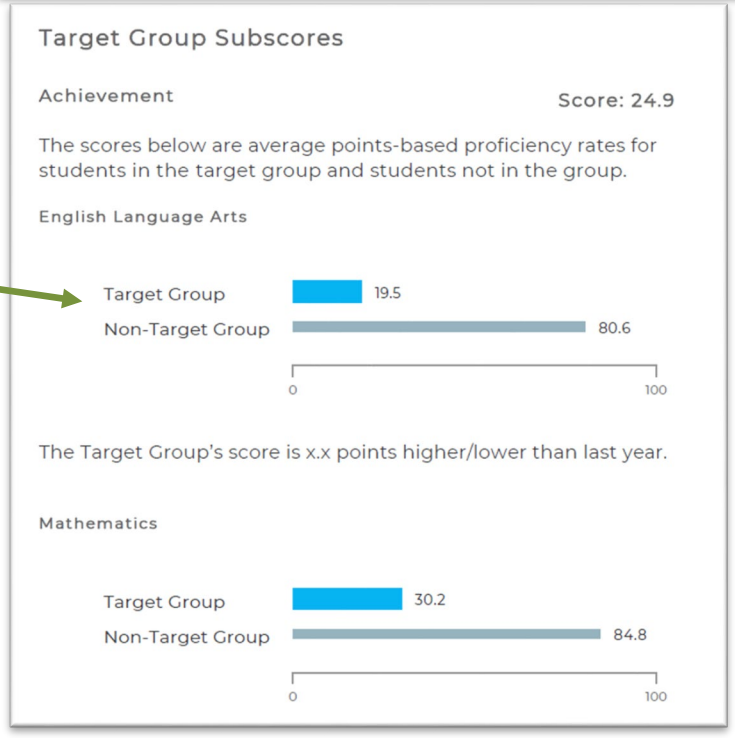
Where to find the data

While the front page displays the priority area and component scores, the data most valuable for understanding performance of students in the target group are the supplementary data, which display performance by each scoring component with comparisons to students at the school who are not in the target group. This supplementary data is found on page 5 of the school preview report and page 6 of the district preview report.

How to use the data

Target Group Outcomes is designed to help schools see their own "gaps" between target group students and their student population as a whole. Schools should use the data from this priority area as a tool in narrowing these gaps by implementing policies and procedures that will best serve the students most in need of support.





PREVIEW REPORT GUIDE

TARGET GROUP OUTCOMES

Creating the Target Group

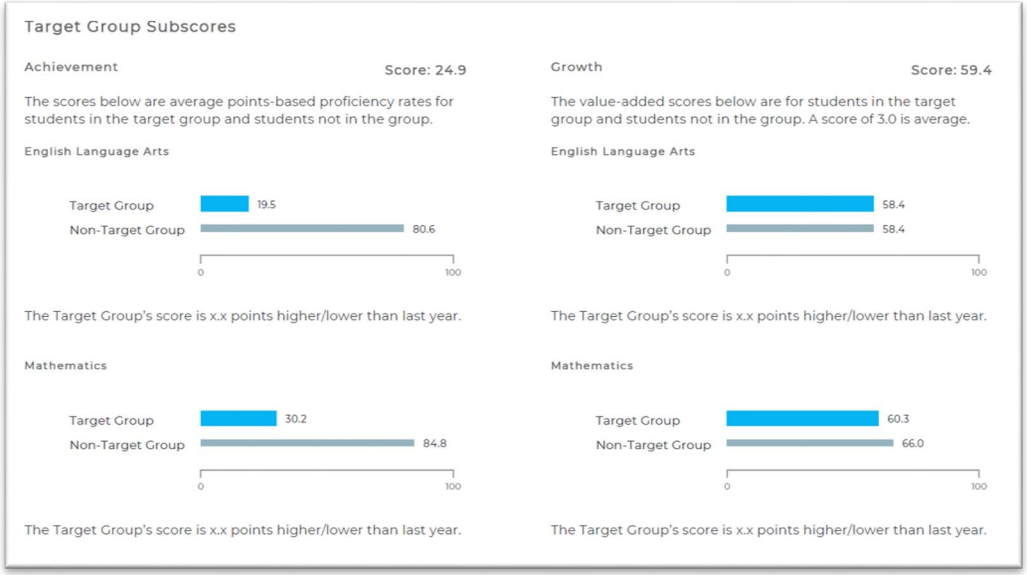
The target group is determined by prior performance rather than demographic association. It is roughly the bottom quartile of performers using the previous year's state assessment results, though additional business rules may result in a group that is more than 25% of the school or district's tested population. To determine the students who will be included in the Target Group Outcomes priority area, follow the steps below

1. Look at Forward, Aspire, and ACT assessment results from the **prior year**. For example, 2021-22 assessment results will be used to determine which students to include in 2022-23 target groups.

2. Convert ELA and mathematics scaled scores on state assessments to standardized scores that can be compared across grades (z-scores).

3. Percentile rank z-scores to identify students in the bottom quartile (25%) for assignment to the target group. If the bottom quartile contains fewer than 20 students, keep adding students to the target group until the minimum cell size of 20 is met, up until 50% of students.

4. Some students have test results without scaled scores from the prior year. These students may still be included in the target group:
    a. Add students who scored less than proficient on the DLM. The DLM does not provide scale scores, so these students cannot be included in the percentile rankings.
    b. Add students who only completed 2 out of 3 components of the ELA content area on the ACT with writing or Aspire assessments, as these students also do not have scaled scores to be included in the rankings.



Scoring the Target Group

Target Group Outcomes component scores are calculated using the same methodology as the "all students" priority area scores. The only difference is that these calculations will only apply to Target Group students and not all students at the school. To score the target groups, continue the steps using the students identified in the previous section:

1. Using **current year** assessment, attendance, and graduation data, apply the same calculations (e.g., points-based proficiency) to achievement, growth, regular attendance, and attendance/graduation as used in "all students" measures to target group students.

2. Use these calculations to determine the scores for each component of the Target Group Outcomes priority area.

ADDITIONAL RESOURCE
Please see the "Target Group Outcomes Guide" on the Accountability Resources page to learn more about this priority area.

PREVIEW REPORT GUIDE

ON-TRACK TO GRADUATION

UNDERSTANDING THE ON-TRACK TO GRADUATION PRIORITY AREA

Basics about the data

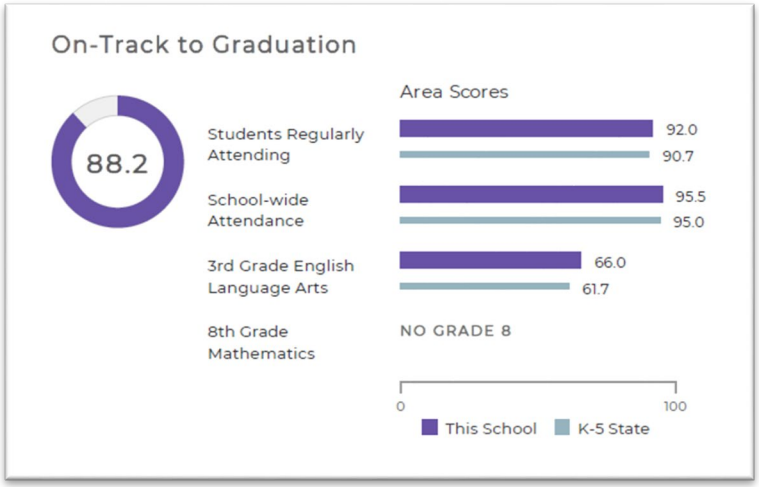
The purpose of this priority area is to give schools and districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness. This priority area has three components. The first component is **students regularly attending** – the rate of students who are **not** chronically absent. The second is either a **graduation** rate—for schools that graduate students (i.e. high schools)—or an attendance rate for schools with no 12th grade. ***Regular attendance, graduation, and attendance data are lagged by one year due to the timing of when the data become available for use***. The final component is third grade ELA achievement, eighth grade mathematics achievement, or a combination of the two, depending on grade configuration and data availability. The scores for these components are included in a weighted average used to produce the On-Track to Graduation score. Scores for schools without a third or eighth grade will be based solely on students regularly attending and attendance or graduation.

Where to find the data

Some of the most valuable data in the preview report are the supplementary data tables that display results by scoring component and student group (starting on page 6 of the school preview report and page 8 of the district preview report).

How to use the data

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used. Attendance and students regularly attending are highly correlated with student achievement. The third grade ELA and the eighth grade mathematics achievement results represent key educational transition points. These data can help schools and districts 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 varied high school courses.



PREVIEW REPORT GUIDE

ON-TRACK TO GRADUATION

UNDERSTANDING ON-TRACK TO GRADUATION

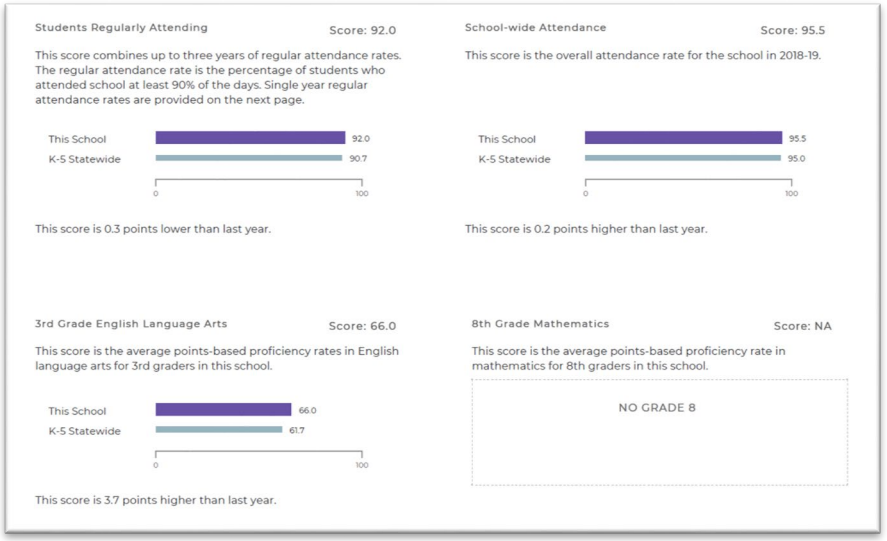
How the calculation works

1. **Students regularly attending:** Students that are enrolled for at least 90 non-consecutive days during the school year are included in this calculation. A student is considered chronically absent if he/she/they missed more than 10% of possible attendance days. The chronic absenteeism rate is the number of students who are chronically absent divided by the total number of students who have been enrolled at least 90 days. Students regularly attending is 1 minus the chronic absenteeism rate. This rate is a multi-year average.

2. **Graduation or attendance**: a) For schools and districts that graduate students, a graduation rate is used as the indicator. Otherwise, an attendance rate is used. 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 seven-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. Both graduation and attendance are single year rates.

3. **Other On-Track Measures**. a) A school and district may have third grade ELA achievement, eighth grade mathematics achievement, or a combination of 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 25% of the overall score if third grade ELA or eighth grade mathematics (or both) are present. Otherwise, this priority area is worth 20% of the overall score.



Student Group Regular Attendance

This table shows regular attendance rates for different groups of students. The three most recent years are presented to show if rates have changed over time.

	2016-17		2017-18		2018-19	
	Students	Rate	Students	Rate	Students	Rate
All Students: State	833,524	87.6%	833,287	87.2%	831,533	86.9%
All Students: School	442	91.0%	445	91.7%	442	93.0%
Asian	18	88.9%	17	94.1%	17	94.1%
Black or African American	44	75.0%	38	63.2%	43	67.4%
Hispanic or Latino	55	81.8%	61	80.3%	58	89.7%
White	302	95.4%	311	97.7%	308	97.4%
Two or More Races	23	87.0%	18	83.3%	16	87.5%
Economically Disadvantaged	167	83.8%	191	82.7%	188	86.7%
English Learners	36	88.9%	37	89.2%	36	88.9%
Students with Disabilities	52	90.4%	51	86.3%	56	85.7%

PREVIEW REPORT GUIDE

COURSE DATA

COURSE DATA IN PREVIEW REPORTS

State statute (Wis. Stat. 115.385) requires DPI to report course data annually in Accountability Report Cards. Starting with the preview reports, OEA is reporting participation data for courses and programs using the following categories:

Postsecondary Preparation (per 2017 Act 59)

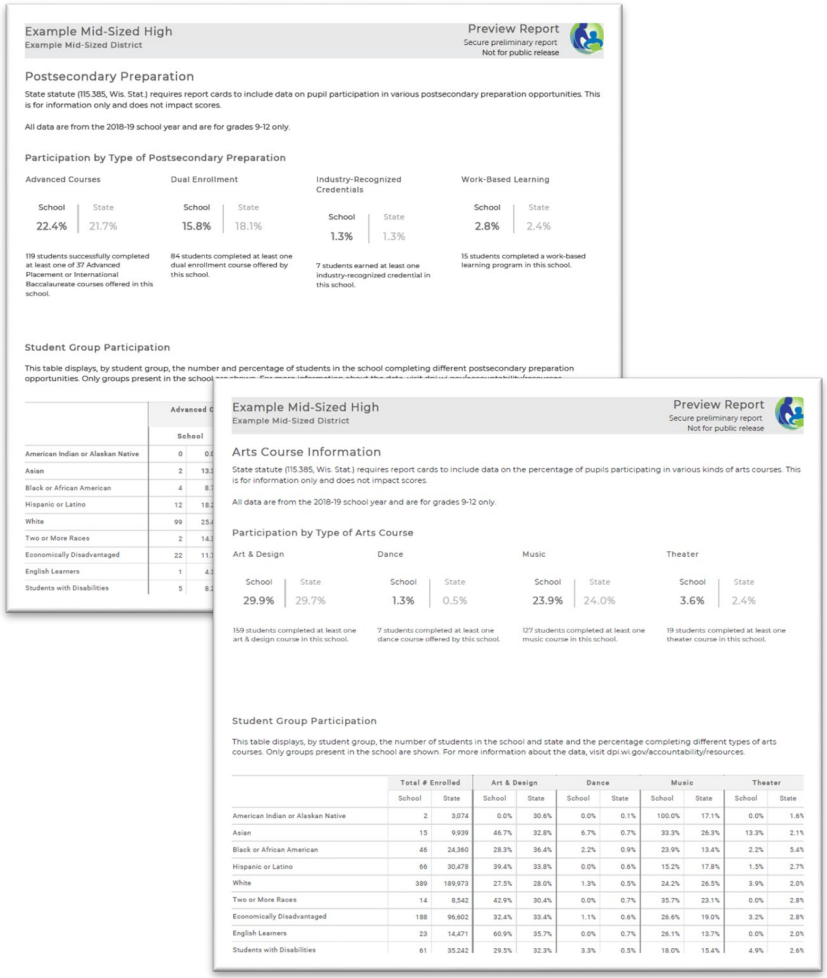
- Advanced Courses
- Dual Enrollment
- Industry-Recognized Credentials
- Work-Based Learning

Arts Data (per 2019 Act 85)
The percentage of students participating in arts courses, defined as

- Art & Design
- Dance
- Music
- Theater

The data are reported for informational purposes only (not scored), and like graduation and attendance data, course data will lag by one year on report cards. For example, 2020-21 report cards will include 2019-20 course data.

At this time, course data are reported to DPI by public schools and districts only. Private schools in a Choice Program do not send course data to DPI. The pages with course data will not appear on the report card for choice schools. They will also not appear on report cards for any public schools or districts without grades 9-12.



ADDITIONAL RESOURCE

Please see the "Course Data Guide" on the Accountability Resources page to learn more about this priority area.

PREVIEW REPORT GUIDE

DISTRICT PREVIEW REPORTS

UNDERSTANDING THE DISTRICT PREVIEW REPORTS

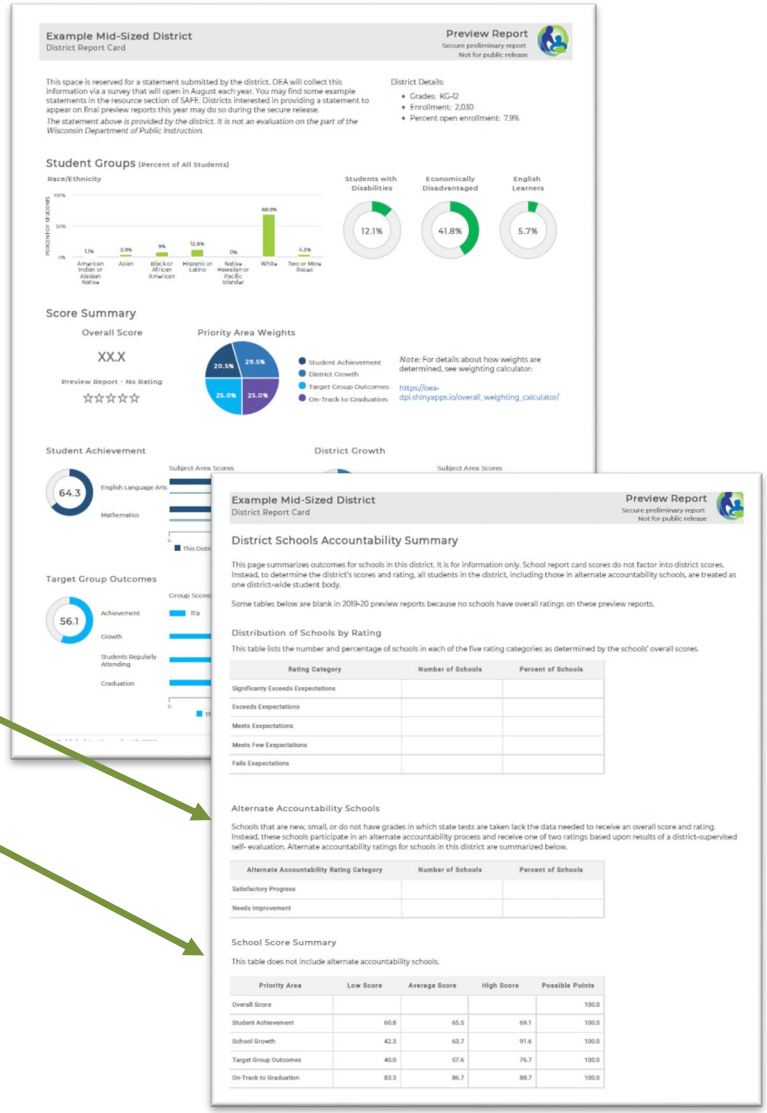
District preview reports will look like the school preview reports, with just a few exceptions. The district preview report is calculated for the district as a whole, which means that students are pooled; it is not an average of the school preview report scores within a district. Rather, the district is largely treated as "one big school" responsible for all students within the district.

One exception is the district Target Group Outcomes score in which the district target group is composed of students from target groups at schools in the district. In other words, it is not the bottom 25% of assessment performers in the district.

Note that the Growth priority area is calculated separately for schools and districts. District Growth scores are not a simple average of School Growth scores; rather, a district is thought of as one big school in calculating its Growth score.

The district preview report detail will include school performance data on page 2 that summarizes how schools in the district are performing vis-à-vis overall and priority area scores. This is a supplemental data page provided for informational purposes.

- The first two tables display the number of schools that fall within typical overall ratings and alternate accountability ratings for that district. Note that **these tables are blank in the preview reports** because no schools have overall ratings on these preview reports.
- The final table displays the low, average, and high scores in each of the four priority areas among schools within the district.



PREVIEW REPORT GUIDE

PRIVATE SCHOOLS

UNDERSTANDING THE CHOICE SCHOOL PREVIEW REPORTS

DPI produces two types of Choice school report cards, as required by law. Choice schools may receive one or two report cards.

- Private School – Choice Students Report Card *(required)*
- Private School – All Students Report Card *(optional)*

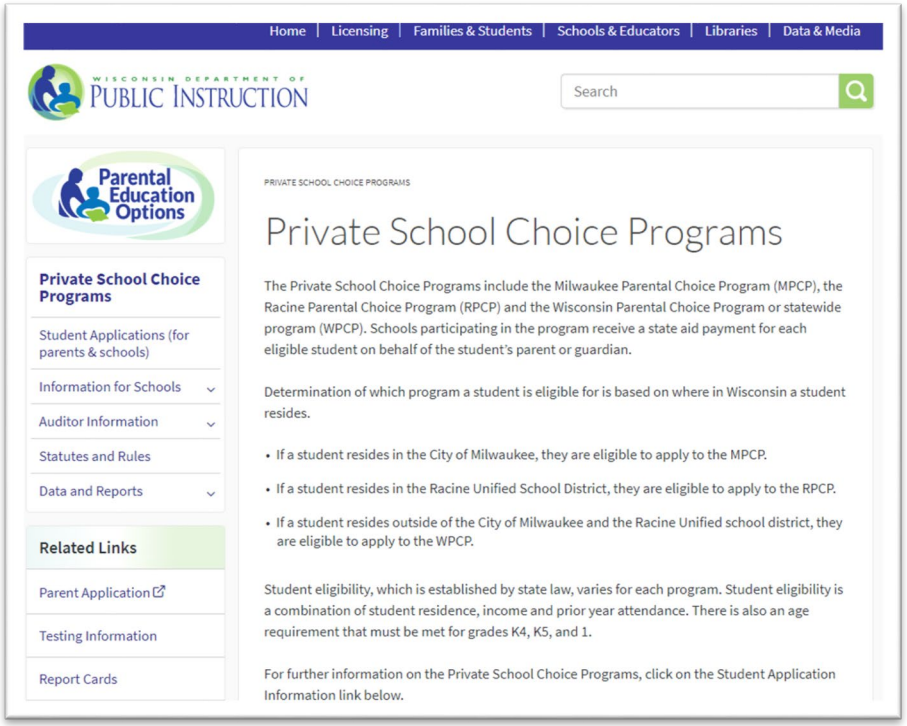
Both types of private school report card types will be included in the release of the preview reports.

Private School – Choice Students - All Choice schools receive this preview report, which only includes students who are attending under the Choice program.

Private School – All Students - Based on the performance of all students in the private school (those attending under the Choice program as well as private-paying students).

In order to receive the optional All Students preview report, the private school must have opted in to receiving an all student report card for 2018-19.

Both types of private school report cards report the same data based on the same calculations as public schools. Differences between private school report cards and the public school report cards are noted where appropriate throughout this guide.



PREVIEW REPORT GUIDE

PREVIEW REPORT DATA

UNDERSTANDING THE DATA USED

The Preview Report Data At-a-Glance document is a key resource to guide you through the data used in the preview

DATA AT-A-GLANCE ACCOUNTABILTY PREVIEW REPORTS

OVERVIEW

The Accountability Preview Reports use **prior years' data to demonstrate changes** to upcoming report cards. This guide is meant to build understanding of the data sources used to build these preview reports.

PRIORITY AREAS

1. Student Achievement: Includes FAY tested students only.

	Proficiency Levels	Demographics
2018-19	Forward, ACT Aspire, ACT with writing, DLM	WISEdata Spring Demographic Snapshot
2017-18		
2016-17		

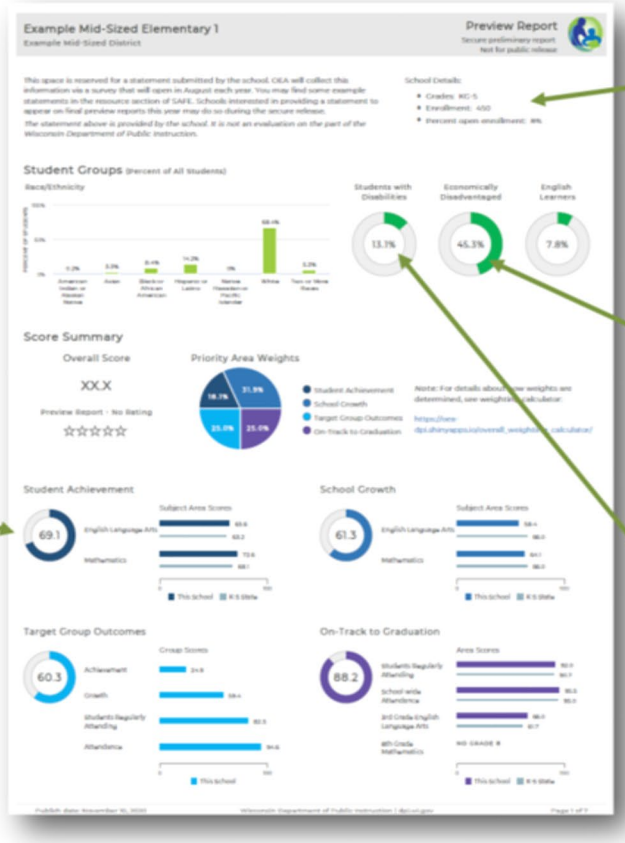
2. Growth: Scale scores from 18-19, 17-18, 16-17, and 15-16 Forward Exam, ACT Aspire, and ACT with writing (no DLM); demographic control variables from Assessment Demographics Snapshot. Includes FAY tested students only.

3. Target Group Outcomes: Data sources for each priority area or calculation - Achievement, Growth, Students Regularly Attending, Graduation, and Attendance – apply in the same way within Target Group Outcomes calculations.

4. On-Track to Graduation:
Graduation, Attendance, and Students Regularly Attending data from WISEdata Year-End Snapshot. Years of data used indicated below. Note that these data are usually lagged by one year compared to assessment data in report cards, but not in preview reports because of cancelled 2019-20 assessments.

	Graduation	Attendance	Students Regularly Attending
2018-19	One year	One year	Up to three years
2017-18			
2016-17			

Third Grade ELA and Eighth Grade mathematics: see Student Achievement table above.



SCHOOL INFORMATION

Grades: School Directory app
Enrollment, Student Groups: 2019-20 WISEdata TFS Enrollment Snapshot
Percent Open Enrollment (via OPAL as of TFS)
Percent Choice Enrollment: 2019-20 WISEdata TFS Enrollment Snapshot and 2019-20 PI-1207 Private School Report
Within District Mobility, Between District Mobility: 2019-20 WISEdata TFS Enrollment Snapshot and end-of-year enrollment as reported via WISEdata.

ECONOMICALLY DISADVANTAGED (ECD)

Data are from the 2019-20 WISEdata TFS Enrollment Snapshot. Rates of ECD determine the weights given to Student Achievement and School Growth, when both priority areas are present. Details and specific weights available in online weighting calculator.

STUDENTS WITH DISABILTIES

Data on the front page are from the 2019-20 WISEdata TFS Enrollment Snapshot. However, for assessment-based measures, disability status is determined by a WISEdata designation of students with an IEP (public schools) or ISP (private schools) at any point between 12/4/18 and 6/30/19.

COURSE DATA

Preview Reports for public schools/districts with grades 9-12 contain arts and postsecondary preparation course participation data on subsequent pages (not on the front page). Data is from the 2018-19 WISEdata Year-End Snapshot.

PREVIEW REPORT GUIDE

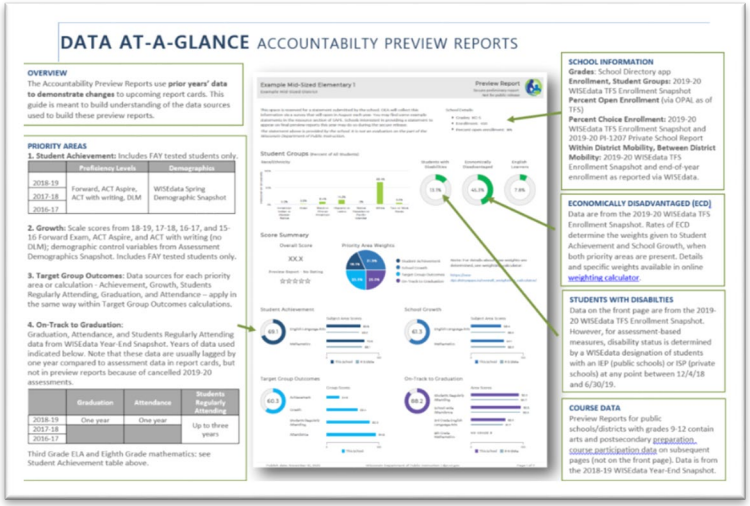
PREVIEW REPORT DATA

UNDERSTANDING THE DATA USED

Data Sources: The data used in the preview reports come from a variety of sources and across multiple years. The administrative data are reported through WISEdata; therefore, understanding the importance of each WISEdata snapshot is key to having accurate report cards. The Preview Report Data At-a-Glance document is meant to help administrators understand where the data on the report cards come from and how the data collected in WISEdata snapshots are incorporated in the report cards.

Full Academic Year (FAY) students: Index scores and score components based on assessment results are calculated using full academic year students, which include all students in tested grades. FAY status is not used in the attendance, students regularly attending, or graduation calculations.

Groups: A number of tables and charts in the preview reports display performance data disaggregated by groups to enable comparisons relating to longstanding concerns about educational equity among groups of students. These data highlight students with disabilities, English learners, economically disadvantaged students, and students grouped by their racial/ethnic origins. Group data are presented as supplemental information throughout the preview report to maintain a focus on student groups and to enrich discussions about equitable school performance.



Defining FAY

It is important to clearly define which students are considered FAY (full academic year) because only FAY students are included in assessment-based calculations, and these calculations make up the majority of report card scores. FAY determination depends on whether a student tested:

1. For students who test, FAY is continuous enrollment from TFS to the testing date.
2. For students who do not test, FAY is continuous enrollment form TFS to the last day of the testing window.

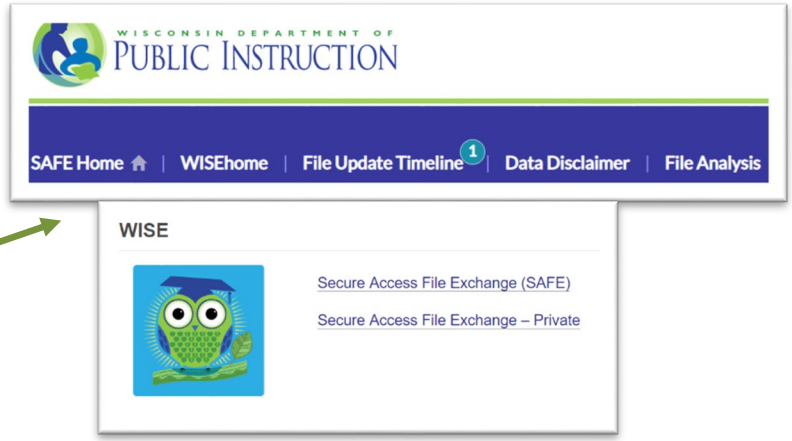
If a student transfers after the date, but they took the test before the end of the testing window, s/he would be FAY at the school where they tested.

PREVIEW REPORT GUIDE

NAVIGATION

FINDING SCHOOL AND DISTRICT PREVIEW REPORTS

Preview reports for schools and districts are available in SAFE, the Secure Access File Exchange. The preview reports in SAFE are meant for schools and districts only and will not be released publicly. Data in the reports have not been redacted and therefore may not be shared with local media, parents, or other members of the public. To obtain access to SAFE, please visit the WISEhome information page.



FINDING SAMPLE PREVIEW REPORTS

There are separate, sample preview reports, available for public viewing on the Accountability Resources page.

FINDING THE REPORT CARDS

Users can access public versions of the ***report cards*** online anytime. Navigate to the Report Cards Home where you'll find a quick explanation of the report cards; links to myriad resources explaining the report cards; and contact information for accountability experts who can assist with further questions.

Clicking through the green button on the Report Cards Home page takes you to the state's report card application. The app page shown below is a database containing all the school and district report cards published over time. The app page also contains a data download file for each accountability year.